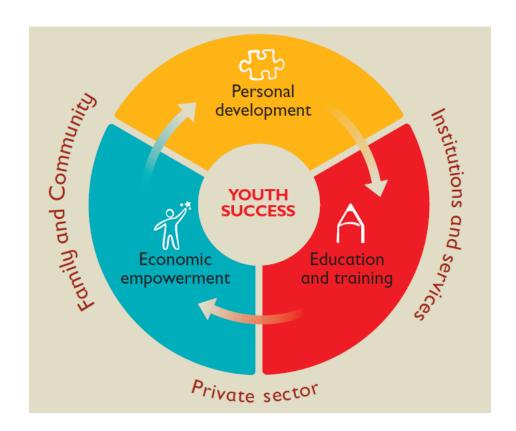




# YOUTH EMPOWERMENT BVLGARI PROGRAMME



**CONSOLIDATED CURRICULA FOR OLDER YOUTH (16 +)** 

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### 1. Guidance for Facilitators

### 1.1. Background to the YEB Project

SC Uganda is implementing the 5-year Youth Empowerment Bulgari (YEB) Project (2016-2020) aimed at improving employability skills and access to socio-economic opportunities for 6,400 marginalized and deprived youth (girls and boys) aged 12 – 20 years in Amuru, Nwoya and Gulu Districts in Northern Uganda. The project is being implemented in the 6 under-served sub-counties of Palaro, Patiko, Lungulu, Alero, Amuru and Lamogi which are located in Gulu, Nwoya and Amuru Districts.

The YEB Project targets youth (12-20 years) who have been out of school for more than 5 months. SC also considers other social welfare criteria; the deprived youth are mainly categorized as youth out of school, orphans, child/youth headed households, youth with disabilities, child mothers/fathers (youth with family responsibilities), youth living with HIV, youth in contact with the law, former abductees.

Youth have different options to enter in the YEB Project, according to their age and are broadly split into two categories.

- Younger youth aged 12-15 often described as Very Young Adolescents (VYA)
- Older Youth who are 16 years and above.

### 1.2. Purpose and objectives of this Curriculum

This curriculum is designed to be used with the Older Youth (16+) and is intended to be delivered alongside a programme of vocational training. It combines literacy, numeracy and life skills topics in one synthesised package designed to be delivered over a 3-month period to coincide with vocational inputs.

In line with current Save the Children best practice guidance on transferable life skills and wider YEB programme aims, the <u>overall purpose</u> of this curriculum is to;

Improve the skills, competencies, behaviours, attitudes and personal qualities of the target group to ensure that they are more able to pursue their personal development and be economically empowered.

The course is presented in modular form so that it can either be delivered as a holistic package or further customised or tailored based on an assessment of the needs of specific groups of youth at any given time. The whole course consists of four core modules, each with it on specific objectives, broken up into learning sessions. Core modules are as follows;

• Introductory: An introduction to the course and fellow participants (1x 90-minute session)

Module A: Myself and My Future (16 x 1hour Sessions)

Module B: Communication and Working in Groups (16x 1hour sessions)
 Module C: Making Decisions & Solving Problems (8 x 1hour sessions)

Module D: Taking Opportunities and Building Skills (6x 1hour sessions, 1x 2 hour session)

An overall course outline and plan can be found in the Folder after this introduction. Each module also has a Header Sheet or Guide at the beginning which outlines and describes the specific objectives for the module and each session.

### 1.3. Overall Learning Approach

Numeracy, Literacy and Life Skills components are sequenced in modules in such a way that they are intended to complement each other and incrementally build the skills learners require to progress to more complex tasks. The course is designed to take into account the fact that youth have different starting points. Numeracy and literacy components are therefore covered at quite a basic level but are progressively integrated with practical exercises involving key life skills.

Approaches to life skills development are built around the concept of Transferable Life Skills championed by Save the Children and consist of a range of activities aimed to build and strengthen the skills and capacities highlighted in the figure below.



#### Social Skills

Set of skills neccssary to collaborate sucessfully with others, including respect appropriate behaviour, empathy and adherence to social norms, and conflict resolution.



#### Higher-order Thinking Skills

Considered essential for success in the workplace and in personal settings. They include problem solving, goal setting, planning and decsion making.



### Self-Control

The capacity to control impulses, focus attention and regulate behaviours and work on objectives despite distractions, stress or incentives to do otherwise.



### Positive Self-Concept

Awareness of one's own strength and potential it is comprised of emotional, social and cognitive aspects.



### Communications

The ability to communicate effectively with people of different positions, ages, genders and backgrounds as well as being able to express and interpret ideas

(Source: Transferable Life Skills Toolkit (BETA Version for Field Testing)

The course attempts to focus on the development of skills that are geared toward employment opportunities and entrepreneurship, this is mainly done using practical exercises geared towards this. At the same time, recognizing that the projects operational context is in one which remains a post conflict environment which had severe social impacts ,issues related to problem solving, gender, HIV/AIDS, vulnerability and dealing with conflict are also included.

### 1.4. Session Construction and Design

Within the modules a simple traffic light system is used to enable easy identification of the broad content of the sessions. This is described in the table below.

Table 1: Traffic light system used to demote broad content of sessions

Pillar 1: Life Skills	Focus of the session is on transferable life skills as described above.
Pillar 2: Functional Literacy	Focus of the session is on an aspect of functional literacy
Pillar 3: Functional Numeracy	Focus of the session is on an aspect of functional numeracy
Revision	<ul> <li>These sessions tend to bring together aspects of all three of the above to enable learners to practice applying what they have learned, often through the use of practical exercises.</li> </ul>

Apart from the Introductory Session (90 minutes) and the final session D: S07 (120 minutes) each session is 60 minutes long and is broken up into a series of sub-sessions or activities each of which has a guide time indicated. Several broad types of teaching approach are suggested, and these are also indicated by a number of symbols against each activity. These are described in the table below.

Table 2: Symbols demoting type of teaching approach

Type of Activity	Symbol	Description		
Tutorial	Tutorial	Mainly consists of the tutor/facilitator providing information and teaching to the learners. However, can and should, involve two-way communication.		
Group Work		Involves the learners working in groups to solve a problem or discuss an issue set by the tutor/facilitator. Likely to involve feedback to the wider group		
Discussion		An organised discussion or debate amongst the group on a particular topic where they share their views and experiences		

Peer-Peer		Will involve one or a group of learners taking the lead in supporting one or more others. May be particularly used in mixed ability groups
Practice / Exercise	PRACTICAL EXERCISES	Will involve completing a task that will help to practice knowledge as it is taught or gained

At the top of every session plan, the individual objectives and sub-sections are listed along with a description of teaching materials and resources that will be required to deliver the session.

### 1.5. Resource Pack

In addition to the Core modules and sessions a number of other teaching materials and resources are provided. These include references sheets, tables and templates for specific exercises and are highlighted in the session plan. Facilitators could be provided with these in hard copy within in a ring binder but it is suggested that they are also made available (along with the overall guide) in electronic format on a flash drive.

In addition to this Facilitators will require a small number of teaching aids / resources to deliver the curriculum. These are listed below, and it is intended that they will be provided in the form of a "Teaching Kit" to each Facilitator.

Table 3: List of suggested items in the Resource Pack

#	Item	Quantity	Explanation
1	Flipchart Paper <sup>1</sup>	1	Suggested that one is provided initially with more requisitioned as needed.
2	Flipchart pens/ markers	1	1 pack assorted colours
3	I box pens (black or blue)	1	Box of 50
4	1 ream of paper	1	
5	Jar containing coloured beans /beads	1	Beans can be dyed in different colours
			e.g. red, blue, green
6.	Rubber ball or similar	1	
7	I pair of scissors	1	
8	Stapler and staples	1	

It is suggested that learners should also be given an exercise book (preferably in hardback) in which they can make notes during sessions. In addition learners will need a folder in which they can store materials that will be given to them as the course progresses in the form of handouts by the Facilitator. In the course sessions these are called "Takeaways" and are identified using the symbol below.



Sufficient copies of Takeaway materials should be printed off and put in each facilitators ring binder.

### 1.6. Navigating the Curricula

Section 1.7 below gives an overview of each module and session. In the electronic format of the Curriculum individual sessions can be found in numerical order in the relevant folder for each module. Within each module folder a subfolder for resource materials and a Header Sheet for the module can also be found. The electronic version of this document has been prepared this way to allow for easy editing, updating and customization of the product

In the Hard Copy of the Curriculum a Contents Page allows the user to find the relevant sections.

### 1.7. Accountability and Responsibility

In its work with children and young people Save the Children strives to uphold the highest standards of accountability, safe practice and safeguarding. It is important that all people working with or representing the organization understand and uphold these core values. Key issues and principles are highlighted below.

To be completed – requested from StC Kampala

### 1.8 Course Framework and Indicative Timetable

### Month 1:

				Sessions Ref: Title	
Module	Week	Period	Ref:		
Introductions	Introductions		Intro	Introduction to the course and participants	90
	01	В	S01	Self -awareness	60
	01		S02	Adding 2-Digit Numbers	60
		С	S03	What Is?	60
			S04	Subtracting 2-Digit Numbers	60
	02	Α	S05	Self-Development and Change	60
			S06	Where Is?	60
		В	S07	Creative Thinking	60
			S08	Understanding 3-Digit Numbers	60
A: Myself and		A B	S09	Identifying Capital Letters	60
My Future	03		S10	Talking about Respect	60
	US		S11	Understanding 4-Digit Numbers	60
			S12	Living in Families	60
			S13	Writing Sentences	60
		Α	S14	Revision and Practice: Addition and	60
	04			Subtraction 2 Digit Numbers	
	04	В	S15	Revision and Practice: My Top Five!	60
			S16	Revision & Practice: Writing sentences,	60
				dealing with 4-digit numbers	

### Month 2:

				Sessions		
Module	Week	Period	Ref:	Title	Duration (mins)	
		Α	S01	Effective Communication (Part I)	60	
	01	A	S02	Understanding Fractions (half)	60	
	01	D	S03	Effective Communication (Part II)	60	
		В	S04	Months of the Year and Days of the Week	60	
		А	S05	Understanding Fractions (third and quarter)	60	
	02		S06	Working with Calendars	60	
	02	В	S07	Speaking & Discussing	60	
B:			S08	Multiplication: 1-Digit Numbers	60	
Communications	03	В	S09	Team Working	60	
and Working in			S10	Multiplication facts (numbers 2-5)	60	
Groups			S11	Adding and Subtracting 3 and 4 Digit Numbers	60	
			S12	Managing Money – Buying and Selling	60	
		А	S13	Revision and Practice: Effective	60	
				Communication		
	04		S14	Revision and Practice: Making a Calendar	60	
	04		S15	Revision & Practice: Making a presentation	60	
		В		to a community meeting		
			S16	Revision and Practice: Money and Quantities	60	

### Month 3:

				Sessions		
Module	Module Week		Ref:	Title	Duration (mins)	
		Α	S01	Decision Making	60	
C. Making	01	А	S02	Time and Times of the Day	60	
C: Making Decisions &	01	В	S03	Problems and Problem Solving	60	
Solving		Б	S04	Talking about HIV/AIDS	60	
Problems		A B	S05	Learning How to Save	60	
Problems	02		S06	Thinking about Gender	60	
	02		S07	Considering Vulnerability	60	
			S08	Dealing with Conflict	60	
		А	S01	Take the Initiative!	60	
	03		S02	Setting Goals	60	
D: Taking	03	В	S03	Planning Daily Routines	60	
Opportunities			S04	Presenting yourself	60	
and Building		Α	S05	My Business: Generating a Business Idea	60	
Skills	04		S06	My Business: Planning Finances	60	
	04	В	S07	My Business: Making a Business Plan	120	

## 2. Introductions



### 2.1 Session: Introduction to the Course

Type of Content	Introduction		
Session Objectives	<ul> <li>Learners are introduced to the course and its contents, to each other and the tutor/facilitator.</li> <li>Learners have the opportunity to set their own objectives on what they most want to achieve during the course.</li> </ul>		
Resource requirements	Flip Chart and Marker Pens		
Resource Pack and Takeaways	<ul> <li>Who Am I – questions sheet</li> <li>Course Plan and Timetable</li> </ul>		

### Summary of session content

- Introducing Ourselves!
- Introduction to the Course
- Learning Approaches and Methods
- Agreeing Group Rules

### **Introducing Ourselves!** (Guide Time: 15 minutes)



- ❖ Welcome everybody and tell them your name. Explain that in this session they are going to be introduced to the course so that they can better understand what to expect from it, and to think what they most want to get out of it.
- Explain that we are going to start by introducing ourselves, even though many people present may already know each other by the end of this session we will know each other a little better.
- From the Resource Pack distribute copies of Who Am I?. Go through the questions on the sheet with the learners and then start, by going through the answers to each question for yourself. Once you have done this ask each learner in turn to do the same.
- ❖ As the group goes through the exercise write people's names up on the board.

### **Introduction to the Course (Guide Time: 30 minutes)**



- ❖ Hand learners' copies of their personal YEB Literacy Numeracy and Life Skills folders and explain to them that these are theirs and they will be given material to put in it throughout the course.
- Explain to the learners that this course, which will last for 3 months and be taught for two hours, twice a week, combines a revision of basic literacy and numeracy with life skills subjects and sessions dedicated to revision and practice. Explain (and write on the Chart) that;
  - Literacy is about reading and writing
  - Numeracy is about working with and understanding numbers
  - Life Skills are things which help us to participate and do things in our day to day lives
  - Revision & Practice sessions provide opportunities to practice and apply skills learned
- ❖ Explain that the things that are going to be taught are very practical and are about helping them with day to day activities. The learners should not therefore be worried about the content − they are not going to be given an exam to take − this is about learning new skills and practicing old ones.
- Reassure the learners that the literacy and numeracy sessions, in particular, are about using reading, writing and numbers to do practical day to day things.
- From the Resource Pack distribute copies of the Course Plan and Timetable to the learners. Explain that the course will be in 4 modules, each with it own objectives and mix of sessions. Write the names of the modules up on the chart as listed below.

**Module A:** Myself and My Future (16x 1hour sessions)

**Module B:** Communication and Working with Groups (16 x 1hour Sessions)

**Module C:** Making Decisions & Solving Problems (8 x 1hour sessions)

**Module D:** Taking Opportunities and Building Skills (6x 1hour sessions, 1x 2 hour session)

- Don't read out the whole list of sessions but go through the timetable and highlight some of the broad content of each module.
- Give the opportunity for learners to ask questions about the course content and timetable.

### **Learning Approaches and Methods (Guide Time: 15 minutes)**



Read the short story below to the learners.

### The Rabbit and the Tortoise

A Rabbit was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I run at full pace I cannot be beaten. I challenge any one here to race with me."

To all the other animal's amazement a Tortoise in the crowd said quietly, "I accept your challenge."

"Ha! That is a good joke," said the Rabbit; "I could dance round you all the way." "Keep your boasting till you've won," answered the Tortoise. "Shall we race?"

So, a course was fixed, and a start was made. The Rabbit darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a sleep. The Tortoise plodded on and plodded on, and when the Rabbit awoke from his sleep, he saw the Tortoise just near the winning-post and he could not run up in time to save the race.

Tortoise said: "Don't boast about lightning pace – slow and steady won this race"

- Explain that the story above is a good example of how we intend to learn on this course. It is not a race it is something we will work through, so people should not be afraid of being left behind.
- Explain that the content is mixed and, on numeracy and literacy in particular, some people might find themselves doing things that they find very easy. If this is the case, they should remember that others may be doing them for the first time.
- ❖ It may be tempting, if they see a topic coming up which they know, for learners to skip a class. Explain that you would like them not do this because;
- The sessions often also include practical examples which are of relevance to them and will help them to build other skills.

- It is important that the groupworks together as a whole to complete the course if they know something well they might well be able to help and support others to understand the topic more easily.
- Explain that different kinds of approaches will be taken to learning so they can expect plenty of variety on this course. These approaches include;
  - **Tutorial:** where it will be mainly the facilitator speaking and writing on the Chart. Say however that the number of these sessions are relatively few as it is important that the learners participate as much as possible.
  - **Discussion:** where we learn by talking about things in the group as a whole.
  - **Groupwork:** where learners will be split up into groups and asked to discuss something together.
  - **Practical exercises**: where either in a whole group, or smaller groups learners are asked to complete a specific task or exercise.
  - **Peer to Peer**: where learners are asked to help each other complete an assignment or piece of work.

Referring to their personal YEB Literacy Numeracy and Life Skills folders explain that as well as being able to take notes, that in some session there are "Takeaways" which will be handouts that will be given to take home and keep in their folders.

### Agreeing Group Rules (Guide Time: 30 minutes)



Groupwork

- ❖ Explain to the group that you want to discuss and agree a set of rules which everyone will agree to follow throughout the course.
- Divide the Chart into two and put a smiley face and a sad face at the top of the two columns. (or you could use a tick and a cross)
- ❖ Be clear on your own ideas of what you want to end up in the columns beforehand. You can adapt them according to the students' contributions, but you should know your own ground rules before going into the class (examples are provided in the table below).

Behaviours		
Always arrive on time	✓	
Using your mobile phone during sessions		Х
Listening to each other and being kind	✓	
Attending all classes as far as possible	✓	
Participating and contributing	<b>✓</b>	
Discussing openly	<b>√</b>	
Getting angry and shouting		Х

- Give students examples of types of behaviour (as above), and as a group decide which column to put them in. Depending on the level of the students you could explain the types of behaviour or use mime to get your message across.
- Discuss and agree different ideas amongst the group and then settle on a final list.
- ❖ Write the final list out again if necessary and hang it up somewhere where it can be seen by everyone.
- ❖ At the start of every group session make sure it is available and displayed.

## 3. Module A: Myself and My Future

## Contents and Delivery Plan



Module		N	lyself & My Future
	Pillar 1: Life Skills		<ul> <li>Learners will consider the importance self- awareness and self-development and change and will learn and practice creative thinking skills. They will also reflect on the meaning of respect and consider issues relating to living in families.</li> </ul>
	Pillar 2: Functional Literacy		<ul> <li>Learners will be familiar with and practice using months of the year and days of the week settings and will be comfortable with using calendars.</li> </ul>
Module Objectives	Pillar 3: Functional Numeracy		<ul> <li>Learners will understand simple fractions and the relevance of these to their day to day life, will be able to carry out simple multiplication and 4-digit addition and subtraction.</li> </ul>
	Revision & Practice		<ul> <li>Using a collection of exercises the learner will be able to further develop and practice skills related to working with calendars, managing money using simple numeracy skills and consider their personal development in terms of both their personal desires but also their role in society.</li> </ul>
	No.	Description	Objective Mins.
			Week 1
	A. S01	Self-awareness	Learners understand the meaning of self- awareness and can think about change and self-development.     60
	A. S02	Adding 2-Digit Numbers	• Learners can add two 2-digit numbers with sums up to 99 60
	A. S03	What Is?	Learners can understand, answer and ask questions relating to "What is?" and relate these to their daily lives.  60
	A. S04	Subtracting 2-Digit Numbers	Learners can subtract 2-digit numbers from numbers up to 99  60
Description	Week 2		
& Objectives of Sessions`	A. S05	Self-Development & Change	By the end of the session learners will understand the meaning of self-development and be able to consider and discuss change processes  60
	A. S06	Where Is?	<ul> <li>Learners are able to understand, answer and ask, "Where is?" and relate this to their community and livelihood activity</li> </ul>
	A. S07	Creative Thinking	By the end of the session learners will be able to define, understand and apply creative thinking skills.
	A. S08	Understanding 3-Digit Numbers	Learners can identify numbers 100 to 999; understand the concept of 3-digit numbers; count in hundreds

Module	Myself & My Future			
	Week 3			
	A. S09	Identifying Capital Letters	Learners will be able to read, recognize and use Capital letters (A-Z)	60
	A. S10	Talking about Respect	Learners can define Respect, identify qualities and characteristics they associate with it, and are able to discuss approaches to treating others with respect and the importance of valuing differences.	60
	A. S11	Understanding 4-Digit Numbers	<ul> <li>Learners are able to: recognise 1,000; understand the concept of 4-digit numbers</li> </ul>	60
	A. S12	Living in families	<ul> <li>Learners recognize that families can be diverse in terms of their construction, consider the rights of children within families, and explore the concept of give and take in family relationships.</li> </ul>	60
			Week 4	
	A. S13	Writing Sentences	<ul> <li>Learners are able to write and understand simple sentences and use capital letters in a sentence.</li> </ul>	60
	A. S14	Revisions and Practice – Addition & Subtraction of 2-Digit Numbers	Learners will have the opportunity to review and practice skills learned that are related to the addition and subtraction of 2-Digit numbers	60
	A. S15	Revision & Practice: My Top Five!	Learners will practice skills related to self- awareness, personal development, and creativity. At the same time choices they make will be subject to peer review which will also involve practicing skills related to respect and communication.	60
	A. S16	Revision and Practice: Writing sentences and dealing with 4-digit numbers	Drawing on topics covered in AS.10,11.12 learners will practice completing sentences ensuring the correct use of capital letters and will be able to demonstrate the ability to handle 4-Digit numbers.	60

### 3.1. Session A. S01 Self Awareness

Type of Content	Life Skills
Session Objectives	<ul> <li>Learners understand the meaning of self-awareness and can think about change and self-development.</li> </ul>
Resource requirements	Flip Chart and Marker Pens
Resource Pack and Takeaways	Self-Awareness short stories

### Summary of session content

- Introduction to self-awareness
- Ways to cultivate Self-Awareness
- Summary and feedback

### **Introduction to Self-Awareness** (Guide Time: 20minutes)



❖ In this session participants will be taken through the concept of self-awareness and its importance. Tell them this, and then start by reading the following story to the group.

### The Pig and the Elephant

An elephant was walking toward its herd after taking a bath in the River Nile not far from Pakwach. On its way the elephant saw a pig walking towards it. The pig, as usual was coming back after a relaxing dip in the muddy waters. It was covered in mud. Upon approaching closer, the elephant saw the pig and moved out of its way allowing the pig to pass. While walking past, the pig made fun of the elephant accusing the elephant of being afraid of it.

It also tells this to other pigs standing nearby and they all laugh at the elephant. Upon seeing this, some elephants from the herd ask their friend in amazement, "Were you really afraid of that pig?" To which the elephant replies, "No. I could have crushed that pig under my leg if I wanted to, but the pig was muddy, and the mud would have splashed on me too. I wanted to avoid that, hence I stepped aside."

• Write the definition below on the chart and ask the learners to discuss it. Was the elephant self-aware, what about the pig?

### **Definition of Self Awareness**

Self-Awareness is having a clear perception of your personality, including your strengths, weaknesses, thoughts, beliefs, emotions and why you do things the way you do. *Self-Awareness* helps you to understand yourself and other people better, and how others perceive you.

- Ask why does self-awareness matter in our lives? and discuss this with the learners. Some reasons why self-awareness is important are highlighted below for your guidance as you lead the session.
  - Enables us to recognize our strengths and weaknesses
  - Helps us to identify what needs to be done to complete a task
  - Helps us to recognize mistakes and be able to make changes
  - Leads us to understand and talk about feelings
  - Helps us to recognize other people's needs and feelings
  - Helps us to see how our behaviour affects others
- Our self- awareness is affected by many factors. Ask the learners to identify some of these and discuss why they are important (some potential factors are listed below for your guidance).
  - Environment
  - Beliefs (religious, political etc.)
  - Culture
  - Knowledge and education
  - Life experiences

**Building Self-Awareness – Sentence Starters** (Guide Time: 30 minutes)



### Groupwork

The groupwork below is intended to encourage learners to practice self-awareness and to encourage it as a positive attribute in others. Go through the steps below with the learners.

Steps	Description
1	Divide the learners into small groups of no more than 4 people each.
2	Explain that in their groups they are going to be asked to verbally complete some sentences as individuals, sharing what they want to say with other members of their group. Emphasize that they should answer honestly and that they should respect the answers given by other members. It is important that every member of their group answers the questions. They can discuss the answers or ask clarifying questions if they wish to.

Steps	Description			
	Show the learners the sentences below (either on the Chart or on separate pieces of paper)			
	and make sure that they understand them.			
	I am really good at			
	I have trouble with			
	One thing that makes me feel sad is			
3	What makes me happy is			
	What makes me angry is			
	When I am bored, I			
	You can add further sentences to those above depending on how you feel your group will manage with these or how they get along. Start by giving an example of your own.			
	Move around observing how your group is completing this task – further explaining and			
4	encouraging as required. Give around 20 minutes for the groups to work together and then			
	complete the last exercise below			

### Summary and feedback (Guide Time: 10 minutes)



Discussion

- ❖ Bring the group back together and ask them to discuss the following questions about the groupwork that they have just completed;
  - How did they find this exercise?
  - Did any of the answers from their fellow group members surprise them? If so why?
  - How did they feel answering the questions themselves?
  - What do they feel they have learned from this session?



- \* Remember to give the leaners copies of the following from the Resource Pack to take home;
  - Self-Awareness short stories

### 3.2 Session A. SO2 Adding 2-Digit Numbers

Type of Content	Functional Numeracy
Session Objectives	Learners can add two 2-digit numbers with sums up to 99
	Flip Chart paper and marker pens
Resource requirements	Dried beans or another locally available item that can be
	used as counters
Resource Pack and Take Away	Worksheet Adding 2-Digit Numbers

### Summary of session content

- Introduction to addition
- Addition of a 1-digit number to a 2-digit number
- Addition of 2-Digit numbers

### **Introduction to addition (Guide Time: 10 minutes)**



- ❖ In this session learners are going to be introduced to 2-digit numbers and how to add them. This basic skill is an essential part of being able to manage simple personal and business transactions on a day to day basis.
- Start by checking and revising learner's knowledge of simple counting from 1-100. Distribute the Counting Chart from the Resource pack and ask the learners to read it out in batches of 10.
- Start by asking learners what addition means? Ask people to provide examples of addition that are used in our every day lives and go through them. Some examples are provided below for your guidance, but you may think of others.
  - Adding up the cost of materials from shopping to come to a total
  - Counting the number of animals in your herd
  - Adding up the number of hours you take in the garden and how long it takes to get to the market

### Addition of a 1-Digit Number to a 2-Digit Number (Guide Time: 15 minutes)



- ❖ Learning how to add a 1-digit number to a 2-digit number is an important part of being able to deal with more complex quantities and figures. Explain and practice this with the learners using the stepped exercise below.
  - 1. Tell the group a simple problem relating to the learners' daily life or livelihood activity that needs addition of a 1-digit number to a 2-digit number e.g. "Two friends are selling mangoes at the market. In one-hour Okello sold 12 mangoes while Robert sold 6. How many mangoes have they sold in total?"
  - 2. Ask for two volunteers, Person A and Person B. Ask A to take 12 beans (or another easily available item) to represent the **12 mangoes and** B takes **6 beans to represent 6 mangoes**.
  - 3. Ask the group "How you are going to work out the answer?" See what solutions learners come up with. The right answer is **18**.
  - 4. Write the sum on the chart.

- 5. Explain that 2 and 6 are in the ones column and the 1 is in the tens column.
- 6. Explain that to solve this sum, FIRST add the numbers in the **ones column** together. Ask learners **"2 plus 6 equals?" "8"**. Demonstrate by using counters if learners struggle to solve the sum. Write **8** under the **6**.

7.

1 2

+ 6

8

8. Explain that NEXT you add the numbers in the **tens column.** Ask learners about this sum "How many are there in the tens column?" - "1". Write 1 next to the 8.

1 2

+		6
	1	8

9. Show that the answer is '18' the same as was worked out earlier.

10. Write more example sums on the chart. Make sure that there is no renaming needed in the sums i.e. the ones and tens columns do not exceed. Some examples are provided for you below.



Peer to Peer

- ❖ Give the group 10 minutes to try the sums. Get some of the learners who have done this before and have more ability to work with others to complete the exercises.
- ❖ Bring the group together and ask individual learners to come up and solve the sums. Clap for all that try and correct where mistakes are made.

### Addition of 2-Digit Numbers (Guide Time: 15 Minutes)



- ❖ Following on from the above the next exercise is intended to help learners understand and practice the addition of 2 Digit numbers. To do this, it is suggested that you use the same stepped process as previously.
  - 1. Write the title on the chart 'Addition of Two, 2-Digit Numbers'.
  - 2. Explain that now we will learn how to add together two, 2-digit numbers.

- 3. Tell the group a simple problem needing addition of two 2-digit numbers e.g. "In an LC1 meting there are **15 women** and **12 men**. **How many people are there in total?"** Ask what method the group can use to work out the answer.
- 4. The answer is 27.
- 5. Write the sum on the board.

15 +12 ———

- 6. Work with the learners to solve the sum. Explain that the method is the same as used in the previous exercise. To solve this sum, FIRST add the numbers together in the **ones column**. Ask "What numbers are in the **ones column?"** 5 and 2.
- 7. Ask learners "5 plus 2 equals?" "7". Demonstrate by using beans (or another locally available item) if learners struggle to solve the sum. Write 7 under the 2.

15 +12 7

- 8. Explain that NEXT you add the numbers in the **tens column**. Ask learners "What numbers are in the **tens column**?" **1** and **1**.
- 9. Ask "1 plus 1 equals?" "2".
- 10. Write 2 next to the 7 and show that the answer is 27 the same as was worked out earlier.

15 + 12 <del>27</del> 11. Write more example sums on the chart.



Peer to Peer

- 12. Give the group 10 minutes to try the sums. Get some of the learners who have done this before and have more ability to work with others to complete the exercises.
- 13. Bring group together and ask individual learners to come up and solve the sums. Clap for all that try and correct where mistakes are made.

### Summary and feedback (Guide Time: 20 minutes)



Groupwork

❖ Use the last ten minutes of this session to play a group game which will help to reinforce what has been learned in the session and to review it. Whilst playing the game ask if anyone has additional comments or views on the session. If people have comments on the content, including how it might be improved, take time to note these down and feed this back to the office. Guidance for playing the game (called "Adding with our Bodies") is provided in the table below.

Step	Detail
1	Divide the group into 2 teams.
2	Tell each team that you are going to give them a sum and you want them to show the
	sum with their bodies as a still image using all the team members.

3	Give each team a different sum. Use a sum that will be used by all members of the team e.g. for 13-15 people sums that add up to 6 e.g. $(2 + 4 = 6; 1 + 5 = 6)$ . The groups should use the team members to show both the numbers and symbols e.g. the numbers can be shown by 2, 4 and 6 people joined together while 2 other team members stand in between them showing a plus and equals sign using their bodies. Or team members can 'make' the numbers and the plus and equals signs using their
	bodies (fingers) etc. Let the teams decide how best to use all their team members to show the sum as a still image. If the teams are smaller use sums with smaller numbers.
4	The teams have 2 minutes to discuss and practice.
5	Let one team show their sum. The other team then guess what sum is being shown.
6	Let the second team show their sum and the other team try and guess what sum is being shown.



Remember to distribute copies of the Worksheet Adding 2 Digit Numbers from the Resource Pack so that learners can continue practicing at home.

### 3.3 Session A. S03 What Is?

Type of Content	Functional Literacy
Session Objectives	• Learners can understand, answer and ask questions relating to "What is?" and relate these to their daily lives.
Resource requirements	<ul> <li>Flip chart paper and pens</li> <li>The exercise will require the group to be able to identify and handle several nearby everyday objects and be able to point to more distant ones.</li> <li>The facilitator should consider what these might be beforehand.</li> </ul>

	Summary of session content
•	What Is?
•	What is That?
•	Is this / that a?
•	Summary

### Introduction to "What is?" (Guide Time: 15 mins)



In this session learners are going to be introduced to the term "What is?" so that they can use this term in their day to day communication. Go through the steps below with the group, checking for understanding as you do so.

Step	Detail
1	Write the title on the chart 'What Is This? What Is That?'
2	Explain in Luo that when you want to know what something is, you ask "What is this?"
_	or "What is that?" Ask learners to repeat the questions.
2	Explain that you use 'this' when something is near to you and 'that' when something
3	is far from you.
4	Identify some items in your immediate surroundings. Hold up, or point to one of your
	items (e.g. 'a chair') and ask the learners "What is this?"
5	If learners only say the name of the item in local language, ask if anyone knows the
	English word. If not, say "This is a 'chair"" and ask learners to repeat the answer

Step	Detail
6	If the learners only say the word e.g. "chair". Say "This is a chair" and ask learners to repeat "This is a "chair"".
7	Repeat steps 1-4 by holding up a different object that is around you asking "What is this?"
8	After 4 objects repeat steps 1-4 but point to an object that is further away (e.g. a tree) and ask, "What is that?" The answer you want is "That is a"

### What is that? (Guide Time: 15 mins)



Peer - Peel

For the next part of this session you will split your learners into groups and ask some of those who have done this before or who have more ability to work with others to complete the exercise below.

Step	Detail
1	Writes example questions and answers on the board e.g.
	What is this? This is a pen.
	What is that? That is a house.
2	After 4 more objects, go over the questions again to make sure the learners can say
	them. Say the question "What is this?" and ask learners to repeat. Say the question
	"What is that?" and ask learners to repeat.
3	Divide the learners into 4 groups and give 2 objects to each group. Let the groups
	PRACTICE asking and answering the two questions to each other using the objects. Try
	to put 1 or more learners who have either done this before or have more ability in each
	group and ask them to help the others. Give the group 5-10 minutes to practice.
4	Finish by bringing the group together. Ask for one learner from each group to identify
	an object and ask "What is this?" Let another learner answer.
_	Ask for a different learner from each group to point to an object and ask "What is that?"
5	Let a different learner answer.

### Is This / That a....? (Guide Time: 20 mins)



For this part of the session you will walk round with the group in the areas where they are having their practical assignments (or in the cases of a VSLA you could do a walk through their village or farm) and identify objects related to their work and day to day life to use as examples

Step	Detail	
1	Go with the learners to the place where they are having practical instruction (e.g., a leather workshop or carpenters table. In the case of a VSLA or farming group visit one of the farms. Explain that when you want to check what something is called you ask, "Is this a?" or "Is that a?" Ask learners to repeat the questions.	
2	Split the group into two halves (you could call them 1 and 2). Explain that number 1 is "YES" and that number 2 is "NO"	
3	Ask the group questions about 8 objects that have a variety of yes AND no answers e.g. hold up an object and ask; "Is this a screwdriver?" or point to an object and say "Is that Sorghum?"	
4	Tell the group the right answer e.g. "yes, this is a screwdriver?" so all those on who represent a are correct. or; "NO, this is not a screwdriver, this is a hammer." So all those who represent 2 on the 'NO' side are correct.	
5	Let different learners ask each other the questions.	

### Summary and feedback (Guide Time: 10 minutes)



- Use the last ten minutes of this session to check the learner's understanding of the new terms learned today and how they should be used;
  - "What is this?"
  - "What is that?"
  - "Is this a"
  - "Is that a"
- Use the chart to write down some questions and answers using examples of objects that you used during the session and check that the learners understood both the meaning and use of these.
- Remember to ask if anyone has additional comments or views on the session. If people have comments on the content, including how it might be improved, take time to note these down and feed this back to the office.

### 3.4 Session A. S04 Subtracting 2-Digit Numbers

Type of Content	Functional Numeracy
Session Objectives	Learners can subtract 2-digit numbers from numbers up to 99
Resource requirement	Flip Chart paper and marker pens Dried beans or another locally available item that can be used as
	counters
Resource Pack and Takeaways	Worksheet - Subtracting 2 Digit Numbers

Summary of session content	
Introduction to subtraction	
Subtraction from 2-Digit Numbers	
Subtracting Two 2-Digit Numbers	
Summary	

### Introduction to subtraction (Guide Time: 10 minutes)



- ❖ In this session learners are going to be introduced to subtraction. Like addition this basic skill is an important part of being able to manage simple personal and business transactions on a day to day basis.
- The simple exercise below will help people to be able to understand what subtraction is before going into more detail about how to do it.

Step	Detail
1	Ask learners to stand in a circle and count them so that you have a total (including yourself).
2	Ask 2 people to step outside the circle and count again how many people are left.
	7.5k.2 people to step outside the chefe and count again now many people are left.
3	Repeat the step above with a different number of people counting again how many people are left.
4	Continue the steps 2-3 above until you are satisfied that people understand the concept.

### Subtraction from 2-Digit Numbers (Guide Time: 20 minutes)



- In this sub-session you are going to demonstrate to the group how to do simple subtraction from 2-Digit numbers and discuss why this is an important skill in day to day life.
- 1. Write the title on the chart 'Subtracting from 2-Digit Numbers'
- 2. Identify in discussion with the learners a simple problem referring to the their daily life that needs subtraction e.g. "Odong has '15' chickens he is selling on behalf of his VSLA Group, he sells 3 at the nearby weekly market How many are left?"
- 3. Ask for one learner to come up. S/he needs to pick up 15 beans (or another easily available item) to represent the 15 chickens. Ask a second learner to play the role of the buyer -3 beans are given to the buyer.
- 4. The answer is 12.
- 5. Write the equation on the board.



- 6. Explain that to work out the subtraction in a column form as with the addition, you START with the **ones column.** You ALWAYS take the BOTTOM number away from the TOP number.
- 7. Ask learners "What is 5 minus 3?" -2. If learners find it hard to work out the answer use counters to demonstrate.

1 5	
- 3	
2	

- 8. The SECOND step is to take away the numbers in the **tens column**. In this column there is nothing to take away from the **1**.
- 9. Ask learners "What is 1 minus 0?" "1". Write 1 next to the 2.

- 10. The answer is **12**.
- 11. Write some more similar equations on the chart and work with the group using discussion to solve them. Some potential examples are provided below,

12. Ask individual learners to come up and solve the sums. Clap for all that try and correct where mistakes are made.

### Subtracting Two 2-Digit Numbers (Guide Time: 20 minutes)



- ❖ In this section you are going to build on the last example and take the learners through the process of subtracting two 2-Digit Numbers. This will help them to be able to undertake more complex subtraction they, for example, may need to manage household finances or small businesses.
- 1. Write the title on the board 'Subtracting Two, 2-Digit Numbers'.
- Tell the group a simple story relating to the learners' daily life that needs subtraction e.g. "There are 27 sacks of seeds in a store. 12 sacks are given to the farmer group members to cultivate. How many sacks are left?"
- 3. Ask the group how they would work out the answer to the problem?
- 4. The answer is **15**.

5. Write the equation on the board.

27 - 12

- 5. Explain that to work out the answer in a Column form you again START with the **ones column**. You always take the BOTTOM number away from the TOP number.
- 6. Ask learners "What is 7 minus 2" = 5. If learners find it hard to work out the answer use beans (or another locally available item) to demonstrate.

27 - 12 - 5

7. The SECOND step is to take away the numbers in the **tens column**. **"What is 2 minus 1?" = 1.** Write **1** next to the **5.** 

27 - 12 1 5

- 8. The answer is **15**.
- 9. Write some more similar equations on the board and work with learners to solve them. Let learners write the answers on the board e.g.

 7 5
 3 8
 5 6
 8 3

 - 4 2
 - 1 1
 - 3 4
 - 2 0

11. Ask individual learners to come up and solve the equations . Clap for all that try and correct where mistakes are made.

### Summary and feedback (Guide Time: 10 minutes)



## Groupwork

❖ Use the last ten minutes of this session to play a group game (Subtraction Teaser) which will help to reinforce what has been learned in the session and to review it. Whilst playing the game ask if anyone has additional comments or views on the session. If people have comments on the content, including how it might be improved, take time to note these down and feed this back to the office. Guidance for playing the game is provided in the table below.

Step	Detail	
1	Divide the group into 2 teams.	
2	Tell each team that you are going to give them a puzzle and you want them to quickly work in their groups to solve them and tell the wider group Sample puzzles are below but you could also make up your own.	
	<b>Puzzle A:</b> A South Sudanese trader came to your village and said he wanted to buy 40 sacks of cassava, but unfortunately, he bought only 18 sacks due to transport costs. How many sacks are left out of what he said he wanted? <i>(Answer:22)</i>	
3	<b>Puzzle B:</b> At the beginning of the year 30 girls started school, 2 of them dropped out due to family sickness and 12 have not been attending regularly. How many girls do attend regularly? <b>(Answer 16)</b>	
4	Give the teams 5 minutes to work out their answers.	
5	Bring the teams together and ask them to show their answers and how they worked them out. Correct any mistakes.	
7	Clap for each team	



❖ Distribute copies of the worksheet *Subtracting 2 Digit Numbers* from the Resource Pack so that learners can continue practicing at home.

## 3.5 Session A. S05 Self-Development and Change

Type of Content	Life Skills
Session Objectives	<ul> <li>By the end of the session learners will understand the meaning of self-development and be able to consider and discuss change</li> </ul>
Resource requirements	Flip chart and Marker Pens
Resource Pack and Takeaway	Flyer – "Sayings About Change"

## Summary of session content

- Understanding Self-Development
- Change and Change Processes
- Summary the Case of Uncle Otto

## **Understanding Self-Development (Guide Time: 20 minutes)**



## Definitions – Self Development

"The act of deciding for yourself how to improve your skills and taking action to do this"

"A process whereby we move from how we are now to a better situation"

It also includes actions that improve awareness, identity, talents ,potential and positive attitudes for personal growth and performance in life .

- ❖ In this session learners are going to be asked to consider and discuss what self-development is and then to think about change and how it affects them.
- Start by writing the definitions of self-development in the box above on the Chart and check that the learners understand it.
- Next, read the story below to the learners.

### A Tale of Two Mango Trees

A small boy went to his grandfather and proudly said, "I am going to be very successful when I grow up. Can you give me any tips on how to get there?" The grandfather nodded, and without saying a word, took the boy by the hand and walked him to a neighbour's compound, who had a small tree nursery for mango trees. There, the two of them chose two small saplings. They returned home and planted one of them in the land behind his grandfather's compound, the other one they put in a pot next to his back door. "Which one do you think will be the most successful in the future?" asked the grandfather. The boy thought for a moment and said, "The one on the pot. It's protected and safe while the outdoor one has to cope with the elements." The grandfather shrugged his shoulders and said, "We'll see."

The grandfather carefully looked after both plants and, in a few years, the boy, now a teenager came to visit again. "You never really answered my question from when I was a young boy. How can I become successful when I grow up?" he asked.

The old man showed the teenager the tree in the pot and then took him outside to look at the towering tree outside. "Which one is greater?" the grandfather asked. "The outside one. But that doesn't make sense, it has to cope with many more challenges than the inside one." The grandfather smiled, "Yes, but the risk of dealing with challenges is worth it as it has the freedom to spread its roots wider and its leaves towards the heavens. Boy, remember this and you be successful in whatever you do"

- Ask the learners to identify reasons why self-development is something that people often seek, including themselves by the very fact that they are attending. Write key answers/responses on the Chart and discuss them. Some possible examples are highlighted below for your guidance.
  - To gain new skills and knowledge
  - To improve their economic potential / earning capacity
  - To be better able to support their families
  - To gain respect in the community / amongst family and friends
  - To make new friends and networks
  - To be better able to participate in community activities and groups
- Next, ask the learners to give examples of what kind of actions or behaviours they might associate with self-development. Write these on the Chart and discuss them. Some possible answers are highlighted below for your guidance.
  - Thinking about future goals and objectives
  - Positive and logical thinking
  - Planning and acting
  - Learning
  - Striving and determination
  - Resilience

### Change and Change Processes (Guide Time: 30 minutes)



## Definition and some sayings about change

### Definition

"To make or become different"

### Sayings about change

"Education is the most powerful weapon which you can use to change the world." (Nelson Mandela)

"Change will not come if we wait for some other person, or if we wait for some other time. We are the ones we've been waiting for. We are the change that we seek." (Barack Obama)

- ❖ Write the definition and sayings on the Chart and ask learners If they know any more sayings (for example local proverbs) that might be relevant. Discuss these.
- ❖ Highlight the fact that change is something that some people long for, but many others resist. Play the short games below with the group.

Step	Game 1: Fold your arms!		
1	Ask the learners to face you and to quickly fold their arms.		
2	Once they have done it – ask them to fold their arms the other way (you may need to		
	demonstrate). You will find that most of the group will struggle to do this.		
	Discuss the following questions with the learners:		
2	<ul> <li>How did it feel when you were asked to cross your arms the other way?</li> </ul>		
3	Did it come naturally, or did you have to stop and think about it?		
	Were you comfortable with doing this differently from your normal process?		

Step	Game 2: Change your seat!		
1	Ask the learners to quickly change where they are sitting – give them only 10 seconds to		
1	do this.		
	Discuss the following questions with the learners:		
2	Did being asked to change seats make you uncomfortable or did you see it as an		
	opportunity to sit next to someone new?		
	How did being asked to change seats make you feel		

❖ Explain that change can be a bit like the two experiences above − it can make people feel uncomfortable and therefore resistant to even trying it.

Drawing the matrix below on the chart discuss with the group the reasons why people often reject change (in the left-hand column) and ways to promote change in the right-hand column. The writing in the boxes is for your guidance as you go through this with the learners.

Reasons for rejecting change	Ways to promote change
Ignorance	• Find out / provide full information about why something is being proposed before deciding about it.
Fear of the unknown / unexpected	<ul> <li>Identify and explore the potential benefits and results of the change proposed and not just negative consequences (although these important these are considered).</li> </ul>
Fear of being unable to cope with or manage new situation	• Identify skills required to deal with this and recognize and emphasize the opportunities provided to learn new skills / ways of doing things.
Concern for the loss of status, assets or position in a change process	• Identify these concerns and explore the extent to which the change proposed will actually impact on individuals. Seek to recognize new opportunities for an individual or group

### Summary – the case of Uncle Otto (Guide Time – 10 minutes)



Next – read the short story below to the learners and then ask them the question under it.

## The Story of Uncle Otto and Self-Development

"When I was young my imagination was very active. I used to dream about changing the world. However, as I grew older and more experienced I realized that I would not be able to do this. So I decided to narrow down my ambitions and to change the country. But even that proved impossible. As I reached old age I seriously considered a major attempt to at least change my family – the people closest to me – but they would not listen. I have now finally realized that I should have attempted to develop and change myself first – then I could have served as an example and model for my family. Then with their support and encouragement – who knows maybe I could have changed the world!"

- Discuss with the learners the following questions;
  - o Do you agree with Uncle Otto?
  - o What does his story tell us about personal development and change?



Remember to give the learners a copy of the Flyer – "Sayings About Change" from the resource Pack

## 3.6 Session A. S06 Where Is?

Type of Content	Functional Literacy		
Session Objectives	Learners are able to understand, answer and ask, "Where is?" and relate this to their community and livelihood activity		
Resource requirements	<ul> <li>Flip Chart &amp; Marker Pens</li> <li>A ball</li> <li>Livelihood or day to day objects that can be easily picked up and are available (the facilitator will wish to ensure this before the session)</li> <li>For groups to draw a resource map you will need a flat area of ground that can be marked using sticks or fingers.</li> </ul>		

### Summary of session content

- Introduction to "Where Is"
- A Community Resource Map
- Summary and Feedback

## Introduction to "Where is" (Guide Time: 15 minutes)



(Groupwork)

In this session you will take learners through the use of "Where Is" as a way of describing and locating things in their environment. To further build these skills later in the session you will construct a resource map as a way of getting them to practice this and participate. To start you will introduce the learners to the term "Where Is" and how it is used.

Step	Description	
1	Write the title on the chart 'Where is?'	
2	Place up to ten available objects around the room/place where class is taking place.	
3	Explain that when you need to know where something is you ask, "Where is?" Ask learners to repeat this,	
4	Throw a ball to a learner and ask where one of the objects in the room is e.g. "Where is the sweet potato?" If s/he points at the wrong object, then say "It is over there." Ask learners to repeat the answer.	
5	Throw the ball to another learner and ask where something else is, that is in a different place in the room – use "It is here." or "It is at the front/back".	

Step	Description
6	Repeat by asking many different learners "Where is?" for different objects around the
O	room
	Divide in pairs and ask learners to PRACTICE asking each other WHERE different things are
7	in the room. They can ask for as many DIFFERENT objects as they know the name of e.g.
	book, pen, table etc. Let them practice for 5-10 minutes

# A Community Resource Map (Guide Time: 35 minutes)



Step	Description	
1	Write the title on the chart 'Resource Map'.	
	Ask if learners know "What a resource is?" ('A resource is something that has the potential	
2	to be used to help reach a goal or objective). Resources can include equipment, land, water	
	animals, buildings, telephones etc. People and skills can also be a resource.	
3	Ask different members of the group to identify something that they think is a resource and	
J	discuss their answers.	
3	Explain that when you want to find out if something (a resource) is present or absent in a	
	community you can ask" Is <b>there a?"</b> Ask learners to repeat the question.	
4	Ask the group "Is there a school in the community?"	
5	Let a learner reply. If they just say, "yes or no", say "yes there is a school" or "no there is	
3	not a school". Ask learners to repeat.	
	Repeat for other resources that may or may not be in the community but are IMPORTANT	
6	for the livelihood activity of that group e.g. store, fertile land (crops), market, bore hole,	
	gardens, shop selling seeds, road etc.	
7	List the resources you have asked the group about on the chart.	
	Divide the learners into groups. Using a flat area of ground ask each group to draw a	
8	resource map for their community showing where different resources are. Agree on objects	
	such as stones or leaves to represent different types of resources.	
9.	Ask the groups to present their maps to the others and discuss – making additions or	
Э.	corrections as required.	
10.	Sketch the maps onto a flipchart (ask one of the learners to help do this if they are able)	

# Summary and feedback (Guide Time: 10 minutes)



❖ Use the last ten minutes of this session to check learners understanding of the new terms learned today and how they should be used. Try playing this simple game with the group "Where is Achellam?

Step	Description	
1	Ask the group to form a circle	
2	Explain to the group that we are all looking for Achellam	
3	Start yourself by asking your neighbour: "I am looking for Achellam, Where is he?" But, while talking, you can't show your teeth! So while speaking, everybody has to hide their teeth (by putting their lips over their teeth). The words should still be understood.	
4	Tell your neighbour to answer: "I saw him over there; let me check with my neighbour."  (Make sure the neighbour is not showing their teeth!)	
5	She or he will then turn to his/her neighbour to ask for Achellam "I am looking for Achellam. Where is he?" The neighbour will answer in the same way "I saw him over there; let me check with my neighbour." Again, not showing their teeth, etc. Until the message has gone around and has come back to you.	

## 3.7 Session A. S07 Creative Thinking

Type of Content		Life Skills
Session Objectives	•	d of the session learners will be able to define, d and apply creative thinking skills.
Resource requirements	Flip charts	and Marker Pens

#### Summary of session content

- Defining Creative Thinking
- Characteristics of Creative People
- Summary What Else Can I Do With This! (Game)

## **Defining Creative Thinking (Guide Time: 20 minutes)**



Discussion

- ❖ In this session learners will be introduced to the concept of creative thinking and will be able to relate creative thinking skills to their own context.
- Explain to the learners that in this session they will be exploring creative thinking, and then read the short story below to them.

#### The Old Man and the Sign

Once a young man was on a trip to Kampala and he came across an old man sitting by the side of the road begging for money. The old man had an empty bowl in front of him and a sign written on cardboard in front of him that said "Blind – please help!"

The young man noticed that although it was a very busy time the old mans bowl was empty — with people hardly giving the old man a second look. They young man felt sorry for the old man. Finding a piece of cardboard and taking some coloured pens from his bag he fashioned a new sign and placed it in front of the old man. In a few minutes the old man bowl was full of coins. The new sign said. "Good Morning it's a beautiful day — you can see it — I cannot".

Creative thinking means looking at something in a new way – sometimes in a way which might seem strange or unusual at first, and trying out ideas to see if they work.

- Ask learners if they can think of any practical situations where creative thinking might help to find a new approach to solving an issue or a problem. Write their answers on the Chart and discuss them. Some potential examples are written below for your guidance.
  - Designing an eye-catching poster to try and get people to come to a meeting
  - Thinking of a new business opportunity that no one else has thought of
  - Identifying ways to get more mothers to take their children for vaccination
  - Making up a song or dance to promote girls education

### **Characteristics of Creative People (Guide Time: 20 minutes)**



Discussion

- Spend time identifying with the learners the characteristics or behaviors of creative people and think of examples of how people or groups in the community might use creative thinking in their day to day work or activities.
- ❖ Draw the matrix below on the chart and begin by asking learners to think of the characteristics or behaviours associated with creative thinking. Discuss why they think these are important and put them in the left-hand column. Some potential answers are provided below for your guidance.
- Next, ask members of the group to think of examples of how groups or individuals in the community might use creative thinking in their day to day work. Discuss the ideas put forward and put them in the right-hand column. Some potential examples are provided below for your guidance.

#### Characteristics associated with Creative Thinking Examples of who and how it might be used Openness and flexibility to new and different Teacher: thinking about new ways to involve ideas and experiences parents in school activities Willingness to learn from others • *LCIII:* considering new ways of communicating with his constituents Curiosity Shopkeeper: better ways to controlling stock Self confidence and ordering supplies Willing to take risks Youth Group: exploring options for a new Love of adventure business

### Summary – What Else Can I Do With This! (Guide Time: 20 minutes)



- Use this simple game to encourage learners to reflect on the session and practice some creative thinking of their own.
- ❖ Before the session identify a number of day to day objects that you will use in the exercise around six will be enough.
- Ask the learners to divide themselves into two groups and give each group half of the objects.

  Tell them they have 10 minutes to think of as many other uses for the object as they can. The only rule is that the alternative use should not be dangerous to anyone.
- ❖ After 10 minutes bring the groups back together and ask them to go through each object telling the other group the use they have identified.
- ❖ A number of examples are provided below for your guidance with potential alternative uses in italics (you might want to think of taking some of these objects with you if you are not sure whether they will be available).
  - Sheet of Paper (to make a paper plane, a hat, a small bag)
  - Shoe (a hammer, a cup)
  - Empty water bottle (a measuring cup, a child's toy, a funnel)
  - Metal soda bottle top (door curtains, child's toys, counters for a game)
  - Jerrycan (cut in half for storage, weighing, watering can)
  - Food tin (paraffin lamps ("tadoba", storage, child's toys)

# 3.8 Session A. S08 Understanding 3-Digit Numbers

Type of Content	Functional Numeracy
Session Objectives	<ul> <li>Learners can identify numbers 100 to 999; understand the concept of 3-digit numbers; count in hundreds</li> </ul>
Resource requirements	Flip Chart and Marker Pens
Resource requirements	<ul> <li>10 pieces of card or paper numbered 0 to 9</li> </ul>

### Summary of session content

- Introducing 3-Digit Numbers
- Three Digit Numbers Hundreds
- Three Digit Numbers Between Hundreds
- Summary

## **Introducing 3-Digit Numbers (Guide Time: 10 minutes)**



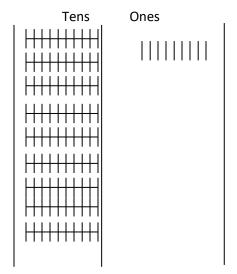
The concept of 3-digit numbers is important so that financial calculations can be introduced. Learners are familiar already with the word 'hundred' and seeing 3-digit numbers due to the 100, 200 and 500-shilling coins. The concept of hundreds can therefore be related to 100, 200 and 500 Shilling coins. To reinforce this and introduce three-digit numbers to do the quick exercise below with the group.

Step	Description	
1	Line the group up into teams, all facing towards the chart and looking at each other's backs.	
2	With your finger 'write' a number on the back of each person at the end of the line of each team e.g. '8'.	
3	When you say "GO" s/he needs to pass it down the line by 'writing' on the back of the person in front of him/her etc. until it reaches the front person, who must write it on the chart at the front.	
4	The teams are NOT allowed to talk!	
5	Teams get 1 point for the correct number and a bonus point for the fastest team.	
6	Repeat for a <b>2-digit</b> and then <b>3-digit</b> number but rotate the teams by asking the front person to move to the back of the line each round.	

## Three-Digit Numbers: Hundreds (Guide Time: 20 minutes)



- ❖ Follow the approach below to help learners understand how to handle 3-digit numbers
- 1. Write the title 'Hundreds' on the board.
- 2. Draw the **tens** and **ones columns** on the board to first revise 2-digit numbers.



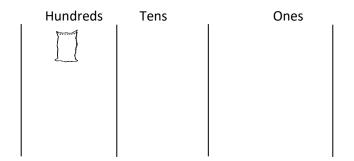
## 4. Ask learners:

- "How many bundles of ten are there (in the tens column)?" 9. Write 9 under the tens column.
- "How many ones are there?" 9. Write 9 under the ones column.
- "What number is this?" 99

Tens	Ones
16113	Ones
<del>                                   </del>	
Liiiiiiiiiii	
<del>                     </del>	
<del>                                   </del>	
l	
<del>                                   </del>	

#### 5. Ask learners:

- "What happens when you add 1 more to the **ones column?"** it becomes a bunch of ten and moves to the ten column.
- "What happens when you add 1 more bundle of ten to the tens column?" it becomes 100.
- 6. Draw a hundreds column on the left of the tens column. Explain when you reach '10 bundles of ten' there is no new 2-digit number to represent this. So '10 bundles of ten' are joined together to make one hundred and moves into the hundreds column. Explain you are representing this as a 'sack' carry '10 bundles of 10 sticks.'

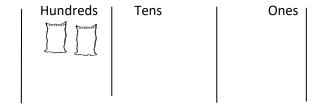


## 7. Ask:

- 'How many hundreds are there?' 1. Write 1 under the hundreds column.
- 'How many tens are there?' 0. Write 0 under the tens column.
- 'How many ones are there?' 0. Write 0 under the ones column.

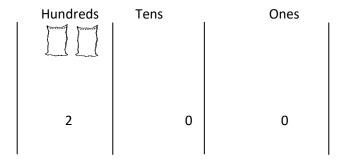
Hundreds	Tens	Ones
1	0	0

- 8. Write **100** on the board and say **"one hundred".** Ask learners to repeat.
  - Ask learners where they have seen or heard **100** before use 100 Shilling coin. Pass around a 100 Shilling coin so the group can see 100 written on the coin.
  - Stress that one hundred is 'ten bundles of ten' and is one more than 99.
  - Draw 2 bags in the hundreds column.



### 9. Ask:

- "How many hundreds are there?" 2. Write 2 under the hundreds column.
- "How many tens are there?" 0. Write 0 under the tens column.
- "How many ones are there?" -0. Write 0 under the ones column.



- 10. Write **200** on the board and say **"two hundred".** Here and show the learners a 200 shillings coins. Ask learners to repeat.
- 11. Repeat steps for 300 up to 900 and ask learners to write the numbers on the board.
- 12. For **500** ask where learners have seen/heard **500** before? use a 500 Shilling coin. Pass around a 500 Shilling coin for learners to see.
- 13. Write on the board:

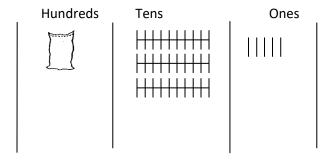
100 200 300 400 500 600 700 800 900

- 14. Count in hundreds from 100 to 900. Ask learners to repeat.
- 15. Count in hundreds from 900 to 100 and ask learners to repeat.
- 16. Let learners practice counting in hundreds in pairs for 5 minutes help as needed while they practice.

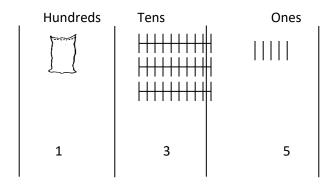
### Three-Digit Numbers – between Hundreds (Guide Time: 20 minutes)



- Follow the approach below to help learners understand how to handle 3-Digit numbers that also include figures in the ones column; e.g. 101-109 etc. Follow the steps below to do this.
  - 1. Ask a learner to write **100** on the board.
  - 2. Show that this is a 3-digit number as it has **3 symbols**.
  - 3. Draw the hundred, tens and one's columns on the board and draw 1 sack, 3 bundles of ten sticks and 5 single sticks:



- 4. Ask:
- "How many hundreds are there?" 1
- "How many tens are there?" 3
- "How many units are there?" 5



5. Write **135** on the board and say, "one hundred and thirty-five". Ask learners to repeat.

- 6. Show that with 3-digit numbers you say the hundred number FIRST (**one**) then the tens (**thirty five**) as they learnt in phase 1.
- 7. Repeat for more 3-digit numbers but now just write the number on the board without the diagram and let individual learners try and say the number e.g.

442, 127, 515, 386, 678, 735, 721, 264, 845, 182, 951, 607

### Summary and feedback (Guide Time: 10 minutes)



- Carry out the exercise below to check that learners have understood the session.
  - Give a number (on the card or paper) to ten of the learners (number flash cards 0-9). Ask them to stand in a line holding their numbers.
  - Call out a 3-digit number and ask the learners to make that number e.g. **528**
  - Tell them they have 30 seconds to do this.
  - The other learners call out the number shown by the learners
  - Repeat the exercise using a different set of nine learners.
  - Repeat so all learners have a chance to try.

# 3.9 Session A. S09 Identifying Capital Letters

Type of Content	Functional Literacy
Session Objectives	• Learners will be able to read, recognize and use Capital letters (A-Z)
Descurse requirements	Flip Chart and pens
Resource requirements	Paper/card and Marker pens
Resource Pack & Takeaway	Alphabet Chart

## Summary of session content

- Introduction to Capital Letters
- Using Capitals
- Summary and feedback

# Introduction to Capital Letters (Guide Time: 30 minutes)



- ❖ In this Session learners will recognize and understand what capital letters are and will be taken through them A-Z.
- ❖ To introduce capital letters and familiarize people with them follow the steps below.

Step	Discussion		
1	Write the title on the board 'Writing Capital Letters'.		
2	Explain that in this exercise the learners will practice writing the capital letters by making their own set of capital alphabet letter cards/papers.		
3	Give learners the materials they need.		
4	Explain that one of the differences between capital and small letters is that capitals are bigger than small letters.		
5	Write an example on the board.  • e.g. "Anaka in Nwoya District"		
6	Write all the capital letters on the board and ask learners to say the name of each letter before they start writing them. Underneath the capitals write the lower case (small) letters for comparison.  ABCDEFGHIJKLMNOPQRSTUVWXYZ		

Step	Discussion		
7	Give each learner paper to be able to make their own set of capital letter alphabet cards. They		
	can work in small groups while they write the letters.  The group has 20 minutes to make a set of capital letter cards. While they are working go		
8	around and help learners as needed. Some members of the group may already be very familiar		
	with this, if so assign them the task of helping and supporting some of the others.		

Using Capitals (Guide Time: 20 minutes)



- ❖ It is important that learners understand the basic rules about the use of capital letters. Although their use in sentences will be mentioned this will be covered in more detail in a future session.
- ❖ Draw the matrix below on the chart filling in the left-hand column only. The text in the right-hand column in italics is for your guidance and ideas.
- ❖ Ask the learners to give you examples to complete the right-hand column.

Type of use	Explanation	
For Days and Months	Capital letters are used for the first letter of days and months. Ask the learners for some examples and write them on the chart; e.g.  • January  • October  • Friday	
"I" when talking about myself	When I is being used to describe oneself, it is always written as a capital letter. For example;  • "Tomorrow I am going to visit the market"  • "I will send you a message later"	
Names & Places	Capital letters are used for the first letter of words that are the names of individual people or actual places e.g.  Okello, Adong, Ace Gulu, Kitgum, Nairobi	
Beginning of sentences	Capital letters are also used to start sentences – but this topic is covered in depth in a future session.  • "It is important that many things are taken into account".	

### Summary and feedback (Guide Time: 10 minutes)



Discussion

❖ Using the paragraphs below and ask your learners to spot and tell you where capital letters are missing from the text. There are 17 deliberate mistakes in the examples below.

### Example paragraphs

"Tomorrow, which is tuesday, the bus will leave gulu at 8 am. it will stop for a short time in Pabbo before it proceeds to atiak. It will leave atiak on wednesday 20 january and come back to gulu. The driver will be steven opio"

"the football match between an acholi team and lango team is scheduled to take place on 22 june 2018 in lira".

"Steven and gloria are getting married at christ hurch in Gulu and wish to invite all their friends to come"



❖ Distribute copies of the Alphabet Chart from the Resource Pack to each learner.

## 3.10 Session A. S10 Talking about respect

Type of Content	Life Skills
Session Objectives	• Learners can define respect, identify qualities and characteristics they associate with it, and are able to discuss approaches to treating others with respect and the importance of valuing differences.
Resource requirements	<ul><li>Flip charts and Marker Pens</li><li>Spare paper and pens</li></ul>

Summary of session content	
Introduction: Defining Respect	
People and Qualities associated with respect	

**Introduction: Defining Respect (Guide Time: 15 minutes)** 



Discussion

❖ Explain that in this session learners will consider the meaning of respect and what it means in terms of day to day behavior and relationships. Read the story below to the learners.

### The Old Mana and the Lamp

A few years ago, in a village near Anaka, there lived a man by himself who couldn't see. He was blind. Yet, he carried a lighted lamp with him whenever he went out at night. One night as he was coming home after visiting friends, he came across a group of young men who were passing through the village. They saw that he was blind yet carrying a lighted lamp. They started passing comments on him and made a fun of him. One of them asked him, "Hey Mzee! You are blind and can't see anything! Why do you carry the lamp then — are you a fool?!" The blind man replied, "Yes, unfortunately, I am blind, and I can't see anything but a lighted lamp which I am carrying is for the people like you who can see. You may not see the blind man coming and end up pushing me. That is why I carry a lighted lamp".

The young men felt ashamed and foolish, and apologized for their behaviour.

❖ Ask learners what they understand by the term respect and explain that you want to create a working definition and record the results. Ask the participants to compare their definitions with the ones in the box below – further discuss and adjust their working definition as necessary.

#### Definitions of Respect

- 'Respect is a positive feeling or action shown towards someone or something considered important or held in high esteem or regard; it conveys a sense of admiration for good or valuable qualities; and it is also the process of honouring someone by exhibiting care, concern, or consideration for their needs or feelings'
- 'To give due regard for the feelings, wishes, or rights of others'

### People and qualities associated with respect (Guide Time: 30 minutes)



### Groupwork

- Split the learners into two groups try to make sure that you mix the groups so that they contain a mix of people with different abilities in terms of writing,
- Explain, that in their groups, you want them to discuss and draw up a list of people they all agree that they respect. These could be people they know, from their village, or people that they have heard about from history or on the news.
- Once they have done this they should discuss what qualities of character or behavior these people have/had that make or made them worthy of respect. Guide participants to explore beyond external qualities, such as beauty, material wealth, or popularity and to consider qualities related to character etc.
- They should draw out their answers in the form of a matrix on the paper provided as below. Tell the learners that their list must contain women as well as men! (a few examples are provided below for your guidance).

Person respected	Qualities
Pope Francis	patience, calmness, integrity, compassion
Nelson Mandela	perseverance, authority, leadership, wisdom
Dorcas Inzikuru	hard-work, perseverance, skill
Archbishop John Baptist Odama	honesty, humility, leadership
Bishop Macleod Baker Ochola II (rtd.)	honesty, mediator, leadership

❖ Give your groups about 20 minutes to discuss and agree their answers and then call the groups together and ask for someone from each group to present their findings.

❖ Discuss further as a whole group. Try to conclude that the qualities of character are the ones that really matter in terms of who earns our respect.

## Treating others with respect (Guide Time: 15 minutes)



Discussion

- ❖ Explain that treating people with respect makes the world a better place to live in, whether it's at home, or in your community. Write the heading **Signs of Respect** on the chart and note the bullet points down.
  - Listening to others when they speak.
  - Valuing other people's opinions, even if you don't agree with them.
  - Being considerate of people's likes and dislikes
  - Don't mock or tease people.
  - Not talking about people behind their backs.
  - Being sensitive to other people's feelings.
  - Not pressuring someone to do something he or she doesn't want to do.
- Ask the group whether they agree with this list and if there is anything they wish to add. If so discuss it in the group and add it to the list if appropriate.
- ❖ Write the heading Valuing Differences on the chart and explain that Uganda is a diverse nation made up of many different tribes, cultures, languages, beliefs and backgrounds. That kind of variety can make all our lives a lot more interesting, but only if we get along with each other. To do that people have to respect each other and each other's differences. Explain that ways you can do this include;
  - Trying to learn something from the other person and their culture or beliefs
  - Showing interest and appreciation for other people's cultures and backgrounds.
  - Not going along with prejudices and/or racist attitudes about individual's or groups.
- ❖ Ask the learners what they think about the statements above, and if they have anything to add from their own experience.



Distribute copies of Short Stories on Respect from the Resource Pack

# 3.11 Session A. S11 Understanding 4-Digit Numbers

Type of Content	Functional Numeracy	
Session Objectives	<ul> <li>Learners are able to: recognise 1,000; understand the concept of 4-digit numbers</li> </ul>	
	Flip Chart and Pens	
	Extra paper and pens	
Resource requirements	A Ball	
	<ul> <li>Paper Cards representing Uganda Shilling 1,000, 2,000 and 5,000</li> </ul>	
	currency notes	

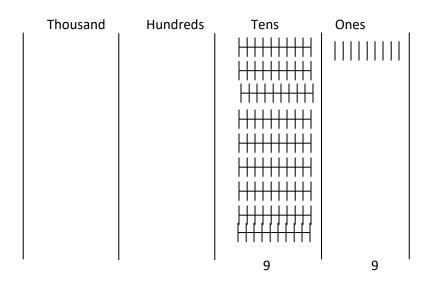
## Summary of session content

- Introduction to 4-Digit Numbers
- Practicing using 4-Digit Numbers
- Summary and feedback

## Introduction to 4-Digit Numbers (Guide Time: 20 minutes)



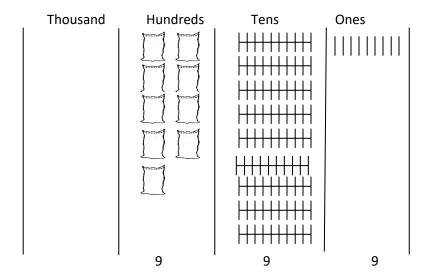
- ❖ Being familiar with, and able to use, 4-Digit numbers is an important skill both in terms of the management of household finances but also small businesses. Go through the steps below;
  - 1. Write the title on the Chart 'Thousand' and draw the thousand, hundreds, tens and ones columns on the board: (pre-prepare if possible).
  - 2. Draw **99** on the board:



#### 3. Ask Learners:

"How many tens are there?" 9
"How many ones are there?" 9
"What number is this?" 99

- 4. Ask learners "What happens if you add **one more** to **99**? you make **100** (10 bundles of 10).
- 5. Draw **999** on the board:



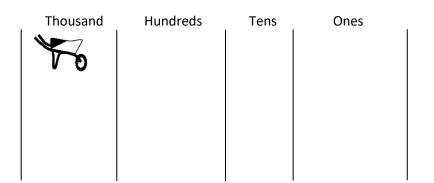
### 6. Ask Learners:

"How many hundreds are there?" – 9
"How many tens are there?" – 9

"How many ones are there?" – 9

"What number is this?" - 999

- 7. Ask learners what happens if you add one more to 999? you make '10 hundreds'.
- 8. Explain there is no new 3-digit number to represent this, so you join '10 hundred's together to make "one thousand".
- 9. Represent the **thousand** by a **wheelbarrow** to carry the **'10 hundred sacks'**. Ask learners to say, **"one thousand"**.



#### 10. Ask Learners:

"How many thousands are there?" 1
"How many hundreds are there?" 0
"How many tens are there?" 0
"How many ones are there?" 0

11. Explain this is how you write **one thousand** 1000

12. Explain you may see one thousand written as 1,000 or 1000. They mean the same thing.

Thousand	Hundreds	Tens	Ones
			1
1	0	0	0

- 13. Ask learners where they have seen or heard **1,000** before? How about on a 1,000 Shilling note? Pass one around so learners can see it written on it.
- 14. Remind people that 1000 is one more than 999.
- 15. Ask "How many 100 Shilling coins make up 1,000 Shillings?" e.g. if you get change for 1,000 Shillings how many 100 Shillings should you get? 10
- 16. Show a 5,000-shilling note and asks how many 1,000-shilling notes will equal a 5-thousand-shilling note? 5
- 17. Ask if anyone can tell you how many 100-shilling coins are needed to make a 5-thousand-shilling note? 50

Practicing using 4-Digit Numbers (Guide Time: 30 minutes)



Use the simple exercise below to give your learners the opportunity to practice using 4-digit numbers.

Thousands	Hundreds	Tens	Ones
3	2	5	8

- 1. Draw the matrix above on the chart (do this before the session if possible). In the matrix write one example, explaining its as you go along (as highlighted above)
- 2. Split the group in to 2 (or more depending on numbers). Give them some paper from the chart and a pen and ask them to draw the matrix on it.
- 3. Give each group a series of numbers and ask them to put them into the matrix. Explain that some will not be thousands! Give the groups 10 minutes to do this.

Group 1	
1230	2345
234	1989
8457	46
9800	3000
1001	999

Group 2	
8999	1320
887	2001
5302	7500
9325	300
1234	62

4. Give the groups 10 minutes to complete the exercise and then ask each group to come up in turn and present to the rest of the group. Discuss their results

### Summary and feedback (Guide Time: 10 minutes)



Discussion

Use this simple technique to reinforce what you have taught in this session and to check learners understanding of it.

Steps	Explanation
1	Ask the group to form a semi-circle.
	Throw the ball to one person and ask them
2	• "Which is bigger 100 or 1000?"
	Congratulate or correct depending on the answer given
	Repeat this process with other members of the group using some of the questions
	below – and/or others you choose to make up.
3	Which is bigger 500 or 1000?"
	• "Which is bigger 999 or 1000?"
	• "Which is <u>smaller</u> 200 or 1000?"
	• "Which is <u>smaller</u> 555 or 1000?"

## 3.12 Session A S12 Living in Families

Type of Content	Life Skills
Session Objectives	• Learners recognize that families can be diverse in terms of their construction, consider the rights of children within families, and explore the concept of give and take in family relationships.
Resource requirements	Flip Chart & Marker Pens
Resource requirements	Extra pens and paper
Resource Pack and Takeaway	Flyer on UN Convention on the Rights of the Child

### Summary of session content

Introduction to Families and Family Relationships The Role of a Family in Supporting a Child Give and Take – Family Relationships

### Introduction to Families and Family Relationships (Guide Time: 15 minutes)



### Groupwork

- Explain that in this session we are going to look at issues around families and why they are so important for us, both as individuals and for the whole of society.
- Split participants into groups of 2-3. As you do this try to ensure that the groups are mixed in terms of ability so that the learners can help each other as required. Distribute additional paper and pens.
- ❖ Tell the learners that with help from other members of their group that they are going to draw a diagram of their family following the instructions below (go through these but consider also writing them on the chart for reference).
  - Thinking of your family, draw circles to represent girls/women and squares to represent boys/men and write their first names against them.
  - Include all the people you consider part of your close family, whether they live in your compound or not.
  - For people that do not live in your compound put a mark against their name and symbol to show this.
  - Represent yourself as a circle or square according to your sex, but colour it completely to distinguish yourself from the rest.

- ❖ Give the groups 10 minutes to complete their drawings and call them back together.
- Ask for a volunteer to come forward and explain their chart to the group and then ask for another volunteer who thinks their chart is quite different from this to also come forward and do the same.
- Conclude that a family structure doesn't necessarily consist of a father, mother and children. Families can be Mother and Father but also single parent, children living with stepparents, grandparents, other relatives or sometimes even friends. Some families may be child headed.

The Role of a Family in Supporting a Child (Guide Time: 15 minutes)



- Write the Proverb below on the chart.
  - "It takes a village to raise a child" (believed to originally come from Nigeria)
- Explain that the group is going to take a few minutes thinking about the role of a family in terms of supporting a child.
- Ask the group to discuss the following questions in the left-hand column of the table below, noting the learner's answers down on the chart. Answers are provided in the right-hand column for your guidance but don't show these to the learners until after you have discussed them.
  - What is the definition of a child in Uganda?
  - What responsibilities do parents or guardians have for children?
  - Outside of their family, what responsibilities do children's communities have for them

Question	Answer(s)
What is the definition of	A child in Uganda's Constitution is defined as any person who is below
a child in Uganda?	18 years of age.
What responsibilities do parents or guardians have for children?	Every parent, guardian or any person with custody of a child has the duty to maintain that child. This duty gives a child the right to:  • Education and guidance  • Immunization  • Adequate diet  • Clothing  Any person who has custody of a child shall protect the child from discrimination, violence, abuse and neglect. (Children's Act, 2016)
What responsibilities do	The community has the duty to report any abuse of rights or neglect to
communities have for	provide a child with adequate food, shelter, clothing, medical care or
children?	education, to the Local Government Council. (Children's Act, 2016)

❖ Ask the learners what they think of the above — and discuss issues that they raise. It is important to note that the answers provided in the table above are drawn from the Law of Uganda so have authority. However, there are also all kinds of cultural and traditional views and beliefs that will also be important. Say that these should be recognized and respected as long as they do not conflict with people's rights or responsibilities under the Law.

## Give and Take - Family Relationships (Guide Time: 30 minutes)



\* Explain that the group is going to play a game called "Give and Take" to help think about family relationships and how they work. Complete the Steps below.

Step	Detail
1	Distribute one sheet of paper to all learners.
2	Write the phrase "give and take" on the chart and ask the group to discuss what they think this means.
3	Come to an agreement on a correct and acceptable definition and write it down on the chart. It should be similar to the one below.  • "Mutual concessions, shared benefits, and cooperation"
4	Explain that "give and take" is a key element in all successful relationships but is often especially important in a family.
5	Ask them to write down numbers from 1 to 10 on their paper.
6	Ask the learners to fill in up to 10 ways in which they give to their family.
7	When they have finished ask them to write 1-10 on the reverse side of the paper and fill in up to 10 things they get or take from their families.
8	Divide the learners into 2 groups. Each group should prepare a consolidated list of what they give to and what they take from their families.
9	Get the two groups to briefly present their findings
10	Explain that in some ways we could consider what we take from our families as privileges and what we give as our responsibilities as members of that group

Emphasize again that "give and take" is a key element in all successful relationships but is especially in a family. Ask the learners whether they agree with this and discuss.



Flyer on UN Convention on the Rights of the Child

# 3.13 Session A. S13 Writing Sentences

Type of Content	Functional Literacy	
Session Objectives	• Learners are able to write and understand simple sentences and use capital letters in a sentence.	
Resource requirements	<ul><li>Flip Chart and Marker Pens</li><li>Ball</li></ul>	

	Summary of session content
•	Introduction to sentences
•	Writing sentences

## Introduction to Sentences (Guide Time: 15 minutes)



- The ability to construct and use simple sentences represents a significant step forward in being able to communicate in written form. In this session you will take learners through this process giving them opportunities to practice as you go through.
- Start with this simple exercise below which will help learners to practice speaking sentences in English and help to generate ideas for the next part of the session.

Step	Description
1	Ask learners to stand in a circle.
2	Explain that you want them to say in English what things they are LEARNING in the livelihoods placements or VSLA group.
3	Explain to them and say this in English we say;" I am learning to". Ask learners to repeat.
4	Give a practical example e.g. "I am learning to grow soya beans/process shea nuts/read and write/work together". Each person should try and say something DIFFERENT that they are learning.
5	You, the facilitator, start the exercise. Step into the circle and say; "I am learning to". Step back. The group steps into the circle and repeats what you have just said.
6	Throw the ball ACROSS the circle for the next learner to contribute. S/he steps into the circle and says something different that they are learning "I am learning to". Steps back. The group steps into the circle and repeats what s/he has just said. They then throw the ball ACROSS the circle to a different learner etc.  If a learner is unsure of how to say something in English, they can ask you and you will tell them. They should then repeat what you say.
7	Continue so that all learners contribute.

Step	Description
0	As people are contributing ideas you should make a note of what is said so that you are able to
0	use some of the sentences in the exercise.

## **Building Sentences (Guide Time: 30 minutes)**



Step	Description
1	Write the title on the chart 'Building Sentences' and bring the group together.
2	Explain that they will practice writing sentences by using some of the statements they have just said in the previous exercise.
3	Ask learners if they can remember how to use a capital letter in sentences? – e.g. capital letters start a sentence, names of people and places and days and months.
4	Write 1 of the sentences on the board from the previous exercise, Say the sentence and ask learners to repeat e.g. "I am learning to repair motorbikes."
5	Show learners that all sentences must end with a full stop.
6	Ask learners what this sentence means. Explain if necessary.
7	Ask individual learners to step up and write more sentences that were identified during the previous exercise, correct and discuss as necessary.
8	Repeat this process giving as many learners as possible the opportunity to write on the chart.

## Summary and feedback (Guide Time: 15 minutes)



- Try this short exercise below (Word Man) which will help learners to practice what they have learned in this session.
- 1. Explain that you are going to put up a partially completed sentence in English. It will have gaps in it where letters should be missing, and the learners have to GUESS what the missing letters are and whether the letters should be capitals or small letters.
- 2. If they guess the letter WRONG (not present), you will draw 1 part of the 'Word Man'. If the capital or small letter is wrong that will also be a part of the 'Word Man'.

3. A complete 'Word Man' will have a head, a body, two arms, two legs, and the last part will be his face which can be smiling or sad!



- 4. Example sentences to use are provided below all of them will make a Word Man if learners cannot get the missing letters right, including whether the missing letters are capitals or small letters. The missing letters are inserted in bold and underlined in the examples below and should be written as a dash on the Chart.
- Later <u>t</u>oday I have be<u>e</u>n <u>asked</u> to go to see some<u>o</u>ne a<u>t</u> the <u>A</u>muru District offices.
- The **b**us going to **K**itgum will leave Kam**p**ala early on **F**riday and should arrive in the **e**arly afternoon
- <u>W</u>hen you arrive at the offices you should ask for Mr. <u>O</u>kello, he is expecting you on <u>T</u>hursday 10
   <u>M</u>ay.

## 3.14 Session A. S14 Revisions and Practice – Addition & Subtraction 2-Digit Numbers

Type of Content	Revision & Practice	
Session Objectives	Learners will have the opportunity to review and practice skills learned that are related to the addition and subtraction of 2-Digit numbers	
Resource requirements	Flip Chart and Marker pens	
Resource Pack & Takeaway	Extra examples for practice at home	

### Summary of session content

- Addition Practice 2 & 3-Digit Numbers
- Subtraction Practice 2&3 Digit Numbers

Addition Practice: 2 Digit Numbers (Guide Time: 30 minutes)



#### Groupwork

- ❖ In this part of the session the learners are going to be given the opportunity to revise and practice simple addition of 2-Digit numbers. Follow the steps below.
  - Drawing from what you covered in Session A. S2 ask learners if they can remember how to add 2-Digit numbers and practice working out 2-3 of them by writing them on the chart and going through with the learners. Examples are below.

12	15	22
+17	+32	+16
29	47	38

• Once you are confident that the learners can remember how to complete the above, break them up into two groups (A&B) and ask them to complete five exercises that can be found in the table below. (You could write these out beforehand to save time, either on the chart or separate pieces of paper).

- For each exercise the group should show how they have solved problem by drawing it on paper as you did with the examples. If you are not sure whether they understand this go through the further example with them below.
- John has 12 eggs from one hen and 6 from another. How many does he have in total.

12 + 6

You will need to give both groups some paper and a pen to write out their answers.

#### Group A

Miriam sold **10** cups of milk to her neighbor and has kept **13** for her family. How many cups of milk did she have in total? (23)

Michael sold **51** bottles of honey on Wednesday and **26** on Friday. How many did he sell in total? (77)

Sandra collected 13 eggs and her sister 14. How many have they collected in total? (27)

Oryem made **24** pots last week and plans to make another **12** this week. How many will he have to take to market next week? (36)

Joyce sold 32 carrots on Monday and 45 on Tuesday. How many did she sell in total? (77)

### Group B

Ojok purchased **48** bags of seed for the village farmers group from the supplier, another **30** bags are due to be delivered this week. How many bags will the group then have? (78)

Betty keeps hens. Last week one hatched **10** chicks and this week another hatched **8**. How many chicks does Betty have? (18)

Phillip has **2** jerrycans of diesel from which he is selling fuel to nearby farmers. He sold **15** Litres to one and **12** Litres to another. How many Litres has he sold in total? (27)

Komakech rides a boda. Last week he travelled **55** km and so far this week he has travelled **32**km, How far has he moved in total? (87)

Atim bought **12kg** of rice from Pabbo and on her way to Gulu she bought another **15kg** from a trader. How much rice does she have to sell now? (27kg)

 Give the group 15 minutes to complete the tasks and then bring the groups together and ask them to present their answers

### Subtraction Practice: 2 Digit Numbers (Guide Time: 30 minutes)



- ❖ In this part of the session the learners are going to be given the opportunity to revise and practice simple subtraction of 2-Digit numbers. Follow the steps below.
  - These are the problems you will be working on with the group.
    - Q1: Aloyo has 59 onions she sells 38. How many does she have left? (21)
    - Q2: The Farmer Field School has 35 members. If 14 are women how many are men? (21)
    - Q3: John has 34 eggs but only 22 were good. How many were rotten? (12)
    - **Q4:** You have **85** simsim sacks for processing. You use **45** for making simsim oil how many do you have left for roasting? (40)
    - **Q5:** You have **15** goats but when you count them you can only find **13**. How many goats are missing? (2)
    - **Q6:** You had **25** pieces of wood that you purchased for making small tables. You have used **14.** How many do you have left? (11)
    - Q7: If the bus to Atiak takes 60 minutes to complete its journey and it has been travelling for 15 minutes how long should it be before it arrives? (45)
    - **Q8:** In her shop Alice sells bottles of Soda. She had a stock of **72**, has sold **23** and **2** also got broken. What is the balance (47)
    - **Q9:** Walking to the trading centre takes **40** minutes, but on a bicycle, it takes only **15 minutes.** How much time do you save if you travel by bicycle? (25)
    - Q10: You have 22 cows of which 12 are milking. How many are currently without milk? (10)
    - Ask individual learners to come to the front and, after telling the group each problem, work
      with them to show how the working should be written e.g. for Q1:
    - Try to make sure that as many members of the group as possible have a go at solving a problem. Make up more questions with the group if necessary.



Sheet of extra examples for practice at home

# 3.15 Session A. S15 Revision & Practice – My Top Five!

Type of Content	Revision & Practice
Session Objectives	• Learners will practice skills related to self-awareness, personal development, and creativity. At the same time choices they make will be subject to peer review which will also involve practicing skills related to respect.
Resource requirements	<ul><li>Flip Chart &amp; Marker Pens</li><li>Extra pens</li></ul>
Resource Pack and Takeaway	Individual copies of "Top 5 Activity Sheets".

## Summary of session content

- Defining Your Values: My Top Five!
- Summary and Wrap up Discussion

Defining your Values: My Top Five! (Guide Time: 50 minutes)



- This practical exercise will allow learners to practice skills related to self-awareness, personal development and creativity. At the same time, they will be subjected to a degree of peer review related to what they have developed which will help them to think more deeply and critically. In asking questions of others they will have to demonstrate respect.
- Put the learners into groups of two making sure that those who may struggle with writing are placed with ones with more ability.
- Distribute copies of the "Top Five" activity sheet from the Resource Pack to each individual.
- Explain that these top five lists are meant to help them discover who and what is important to them. Make sure all understand to list their top five choices for each category but they should remember that it must be things they are willing to share with the whole group! Explain that they should give individual answers but that they are working in pairs to help each other complete the list. Allow 30 minutes to complete the activity.
- Write the following questions on the chart based on each category (you may want to prepare this before the Session). Don't show these questions to the learners until they have finished their group work.

Category	Questions	
Top 5 people in my Life	<ul> <li>Are those who are listed mostly friends or family?</li> <li>Are they people you've known for a long time? Are they people</li> <li>you know well, or admire from a distance?</li> <li>What qualities of character, if any, do these people share (examples could include honesty, loyalty, perseverance, kindness, etc.)?</li> </ul>	
Top 5 things I like to do	<ul><li>Are they things you do with others or alone?</li><li>Do you mostly use your body, your mind, or both to do them?</li></ul>	
Top 5 places I would like to visit	<ul><li>Why is it you want to go there?</li><li>Would you like to go alone or with other people?</li></ul>	
Top 5 things to own	<ul> <li>Ask why they chose these five things.</li> <li>Are these things mainly for their own use or for others benefit as well?</li> <li>What do these things say about what they value most in life?</li> </ul>	
Top 5 rules I live by	<ul><li>Why did you choose these rules?</li><li>What qualities of character do these rules reflect?</li></ul>	
Top 5 Dreams for the future	<ul><li>Explain why these dreams are important to you.</li><li>Do you expect to do so?</li></ul>	

- ❖ Bring the Group back together and ask for one volunteer to come forward first and tell people his/her answers one category at a time.
- ❖ After each category the group should ask that person questions about the reasons for their choices based on the questions you have written out on the chart. But remind them that when asking questions that they must treat the person with respect.
- Continue with other members of the group until all have finished or time is completed.

## Summary and wrap up discussion (Guide Time: 10 minutes)



- Finish off by saying that the people, places, and things that are important to us, as well as the rules that we live by, reflect who we are and what we value. We all have things that we value, and those values should affect every choice we make.
  - Ask the learners if they agree with this statement
  - What does it mean for how we live our lives and practice our livelihoods?



Copies of their own "My Top Five" sheets.

# 3.16 Session A. S16 Revision & Practice: Writing sentences -4-digit numbers

Type of Content	Revision & Practice
Session Objectives	• Drawing on topics covered in AS.10,11.12 learners will practice completing sentences ensuring the correct use of capital letters and will be able to demonstrate the ability to handle 4-Digit numbers.
Resource requirements	<ul><li>Flip Chart and Marker pens</li><li>Ball</li></ul>

# Summary of session content

- Sentences and capital letters
- Spot the mistake!
- Dealing with 4-Digit numbers
- ❖ The focus of this session is to give learners the chance to put into practice what they have learned about constructing sentences, including the correct use of capital letters and dealing with numbers over 1,000.

# Sentences and capital letters (Guide Time: 20 minutes)



Discussion

- ❖ Ask the group to remind you what capital letters should be used for;
  - For the names of days and months
  - "I" when talking about myself/yourself/oneself
  - Names and places
  - Beginning of sentences
- Throw the ball at random to a member of the group and ask them to come to the front and write a single word on the chart that needs a capital letter. Help with spelling and corrections if necessary. Repeat this until everyone has had at least one go. Examples are below.

Nairobi	January	Arua	Wednesday
Steven	February	Kitgum	Thursday
Linda	Lira	April	Friday

## Spot the Mistake! (Guide Time: 30 minutes)



- Split the learners into two groups, when doing this try to ensure they are of mixed ability based on your previous experience of working with them.
- Give each group 4 example sentences. These are provided below (you should plan to write them out on the chart beforehand or on a separate piece of paper).
- Explain that each sentence has deliberate mistakes in it. Working in their group they should identify and discuss the mistakes and draw a circle round them. In the examples below the mistakes are shown in red text.

## Group A

in a while i am going to tell you how my visit to kampala went but first I will tell you about the journey which was bad since martins car unfortunately broke down in nakasongola.

The meeting will be held on march 13 2017 at the house of david Okello in pader town (no full stop)

my favorite day of the week is friday because on those days i always visit my grandmother who cooks food I particularly like

My favorite football team is manchester united but my brother supports arsenal, sometimes we argue about the way they both play (no full stops)

## Group B

The main speaker at the meeting on saturday will be alice orygma who will be talking about her visit to london in may this year.

when you buy medicine it is important that you check that it has not expired, i recently bought some that I discovered had expired in january last year and was advised that it might not work (no full stop)

When you next arrange a meeting please make sure that you avoid having it on tuesday or Wednesday as on those days i have to be in kampala.

i have three dogs, one is called jasper, one is Rex and the third is called police (no full stops)

❖ Give both groups ten minutes to find their answers and then with everyone together ask them to go through the mistakes they have circled and explain why they are not correct.

# Dealing with 4-Digit numbers (Guide Time: 10 minutes)



❖ Write a series of up to 10 4-Digit numbers on the chart. Ask the group to identify the highest number and go down the list putting them in descending order − asking the learners to practice saying them out loud. Potential examples are given below.

1250	4300	1222	8900	7123
1001	1980	1999	9999	8760

# 4. Module B: Communication and Working in Groups

# Contents and Delivery Plan



Module		Communica	tion and Working in Groups	
Wodule	Pillar 1: L		<ul> <li>During this module learners will define and practice effective communication, be introduced to skills that will help them to participate in discussions and understand the value of team working.</li> </ul>	
Module	Pillar 2: F	unctional Literacy	Learners will be taught and practice using "What Is" and "Where Is" and will also practice simple sentence construction and use.	
Objectives	Pillar 3: F	unctional Numeracy	<ul> <li>Simple addition and subtraction will be taught and practiced with numbers of up to 4 Digits introduced.</li> </ul>	
	Revision & Practice		<ul> <li>In the Revision Session learners will be given the opportunity to practice a range of skills related to the above through the completion of practical tasks.</li> </ul>	
	No.	Description	Objective Mins.	
			Week 1	
	B. S01	Effective Communication Part 1:	<ul> <li>Learners can define communication, consider its importance and relevance to them, describe its elements, and identify types of communication and their use in different contexts.</li> <li>Learners will understand how non-verbal communication can impact on effective communication.</li> </ul>	
	A. S02	Understanding Fractions - Half	• Learners are able to: state what a fraction is; identify and write ½	
Description & Objectives of Sessions	jectives ssions A. S03	Effective Communication Part II	<ul> <li>Learners can identify obstacles to communication and to collectively think about how these can be avoided or overcome.</li> <li>The role of careful listening in both effective communication and the develop and maintenance of strong relationships is explored.</li> <li>Learners have the opportunity to learn to share and discuss ideas in a group setting and to structure and present their own thoughts.</li> </ul>	
	A. S04	Months of the Year and Days of the Week	Learners can understand months of the year and days of the week and recognize them in English.  60	
			Week 2	
	B. S05	Understanding Fractions – (third and quarter)	• Learners are able to identify and write fractions 1/3 & 1/4 and draw shapes to show 60 1/3 & 1/4	

B. S06	Working with Calendars	<ul> <li>Learners will have practiced making and understand the potential use of a seasonal calendar</li> </ul>	60
B. S07	Speaking and Discussing	<ul> <li>Learners will understand the value and importance of being able to speak clearly, how to prepare to do this and to formulate ideas and arguments.</li> <li>They will be able to participate in discussions on issues related to their lives and livelihoods</li> </ul>	60
B. S08	Multiplication: 1-Digit Numbers	Learners are able to multiply a 1-digit number by a 1-digit number	60
		Week 3	
B. S09	Effective Team Work	Participants are able to define teamwork and understand its value and can discuss how to build an effective team.	60
B. S10	Multiplication Facts (numbers 2-5)	Learners are able to understand multiplication facts for numbers 2 to 5 and understand how to multiply larger numbers	60
B. S11	Adding and Subtracting 3 and 4-Digit Numbers	<ul> <li>Learners are able to add and subtract 3 and 4-Digit numbers</li> </ul>	60
B. S12	Managing Money – Buying and Selling	Learners are able to write and understand simple sentences and use capital letters in a sentence.	60
		Week 4	
B. S13	Revision & Practice: Effective communication	Learners will have the opportunity to review what they have learned about effective communication and practice some of the skills they have developed.	60
B. S14	Revisions & Practice – Making a Calendar	Learners will have practiced making and will understand the potential use of a seasonal calendar	60
B. S15	B. S15 Revision & Practice: Making a presentation to a community meeting	<ul> <li>Drawing on skills covered in A. S7 (Speaking &amp; Discussing) and A. S9 (Teamwork) learners will plan, prepare and deliver a short presentation.</li> </ul>	60
B. S16	Revision & Practice: Money & Quantities	Learners practice using addition and subtraction for buying and selling and relating fractions to everyday activities.	60

# 4.1 Session B: S01 Effective Communication (Part I)

Type of Content	Life Skills
	Learners can define communication, consider its importance and
	relevance to them, describe its elements, and identify types of
Session Objectives	communication and their use in different contexts.
	Learners will also understand how non-verbal communication can
	impact on effective communication.
Resource requirements	Flip Chart and Marker pens
Resource Pack & Takeaway	Copy of Tables on Elements & Types of Communication

## Summary of session content

- What is communication and why is it important?
- Elements of communication?
- Types of communication
- Summary and feedback

What is communication and why is it important? (Guide Time: 15 minutes)



## **Definition of Communication**

"This is a process by which relations are established between the members of society. It allows them to exchange information, ideas, and experiences.

Discuss with your group why they think communication is important – some ideas related to this are in the table below but there are other answers the group may identify. Write them on a flipchart and discuss.

### Reasons why communication is important

- Clarifying ideas and different views and opinions to understand each other
- Establishing and maintaining relations between the members of society
- Exchanging information, ideas, and experiences
- Getting individuals and groups to share knowledge and adopt new ideas
- Influencing other people and giving guidance
- An essential means to direct and change individual and collective behavior;
- Communication helps in the achievement of goals.

# Elements of Communication (Guide Time: 15 minutes)



Understanding the basic elements of communication is important so that learners can think about what is needed to effectively communicate. Different elements of communication are described below. Explain these to your learners and discuss them.

Element	Description
The Sender	The sender is the speaker, the transmitter, or the source that assumes responsibility for carrying the idea or information which they wish to communicate. What is it that makes somebody easy or difficult to understand? – think of things like speaking clearly, knowing the subject etc.
The Message	This is the topic or the information you wish to send. A clear message is simple and does not contain too many ideas or pieces of information. It is also in a language that the receiver understands and is relevant to their culture and experiences.
The Media	This is a way or channel through which the message is sent (transmitted). It might be direct, through word of mouth, in a letter/mail, on a radio or phone etc. Get your learners to identify different media
The Receiver	This is the person or persons that the message is intended for. To effectively receive a message, it is important to listen attentively and to be prepared to ask for clarification if things are not clear.
Feedback	This is the process of sending the message (back) from the receiver to the sender. It confirms that the former has received the message and understood it. In this case, the sender will notice whether the contents of the message have been approved or not. The swiftness with which the feedback occurs will depend on the situation.
The Environment	Thinking about where and when to communicate is important because a good environment affects how effective communication will be – for example noise, lighting etc. are all important as well as thinking about when to send a message.

Types of Communication (Guide Time: 20 minutes)



There are several types of communication and it is important to think of these when planning how to communicate effectively. Using the broad classifications below ask the learners to give you examples of kinds of message that might best be passed using different types of communication (examples are given below for you to consider but don't provide these at the beginning)

Туре	Example	
اماناناما	Discussion about personal problems or issues	
Individual	Concerns about someone's behavior or attitude	
Callastina/Casus	Discussion about ideas for a common cause (e.g. forming a VSLA, working on	
Collective/Group	a community road)	
D. Jelie	Announcement on radio of plans for an event or public meeting	
Public	Public meeting to discuss community or government programmes	

- ❖ It is also important to consider issues related to non-verbal communication. As well as what we say (verbal) how we present ourselves and our body language (non-verbal) can make a significant difference as to whether a message is understood and accepted. Discuss this with your group and ask them how they feel about this and non-verbal actions or gestures. Look at the examples below and with the group think about their impact on effective communication (and add your own)
  - Someone is speaking but doesn't look at the audience
  - Someone is listening but has their arms folded and looks bored
  - Someone is speaking and waving their arms around or pointing at people
  - Someone is listening but is also playing with their mobile and giggling to themselves



#### Discussion

## Summary and feedback (Guide Time: 10 minutes)

❖ Use the last ten minutes of this session to summarize the **key points** from the exercise, answer any questions and ask for feedback and views on the session. If people have comments on the content, including how it might be improved, take time to note these down and feed this back to the office.

Sub Topic	Key Points / Issues covered
What is communication – Why is effective communication important?	To ensure understanding and agreement between groups and people on key ideas
Elements of communication	Thinking about different elements of communication helps us to be clear about how to send or receive a message and the process to think about when doing so

		•	Considering and thinking about broad types of information is
T		important when deciding how to pass communication.	
	Types of communication	•	Understanding non-verbal communication and its impact on others
			is an important part of effective communication.



Copies of tables on Elements & Types of Communication

# 4.2. Session B. S2 Understanding Fractions - Half

Type of Content Functional Numeracy	
Session Objectives	• Learners are able to: state what a fraction is; identify and write ½
	Flip chart and Marker Pens
Resource requirements	<ul> <li>Spare paper and pens (on which to draw shapes)</li> </ul>
	<ul> <li>Locally available fruits or vegetables</li> </ul>

Summary of session content		
•	Introduction to Fractions	
•	● How to write or draw fractions- Half (½)	
•	Summary and feedback	

# Introduction to Fractions (Guide Time: 10 minutes)



- ❖ A Fraction refers to a part of a whole. Fractions can represent parts of a whole in terms of half (½), a third and quarter fractions.
- ❖ In this session we look at **Fraction in terms of Half (½)**, here one splits a whole into **'2'** equal halves or parts. This division forms **'2'** equal parts of the same size and shape.
- ❖ Half (½), is often used in our daily life for example buying ½ a kilogram of sugar, meat, ½ a litre of Paraffin, ½ half a cup of milk.

Step	Detail
1	Ask learners to mention more example of halves in fractions and write these on the
	Chart.
2	Ask learners to look around and find or point at any object that you can divide into two
	halves
3	If they fail or are not able to find any object, pick one and show them how to divide
4	Ask the learners to repeat what you have just done

# How to write or draw fractions-half (Guide Time: 30 minutes)



- ❖ In this section learners practice how to divide/draw half using different shapes. These can be from a circle, rectangle, square or a triangle, all which can be drawn on or made from a piece of paper.
- Follow the steps below to draw halves from shapes of a piece of paper.
  - 1. Write the title 'Half' on the chart
  - 2. Explain that today will be taught about the fraction called **half** using a piece of **paper**, ask the learners to say **half**
  - 3. Draw some shapes on the chart e.g. circle, triangle, square.







- 4. Give each learner a piece of paper and demonstrate with your own paper how to make halves from those shapes
- 5. Fold/shade the paper in shapes and make halves from each shape e.g.







- 6. Ask for a leaner or two learners who understood to come up and demonstrate to whole group how to draw/make/shade a **half**, Clap for all of them try and correct where mistakes are made.
- 7. Let the learners fold/shade with a pencil or pen on a piece of paper and unfold the paper and shade the line or fold into a shape which divides the paper into two equal parts.
- 8. Explain that the shapes they have made or drawn from a whole object or number is divided into two equal parts and each part is called a **half.**
- 9. Correct where mistakes are made through repeating the exercise for the learners
- 10. Upon learning to draw/shade **half** show the leaners that in numbers **half** is written as '½'. Write ½ on the chart.

## Summary and feedback (Guide Time: 20 minutes)



Groupwork

Last minutes of this session will be crowned through a review of **fraction-half** in simple illustrative groupwork or playing two games of 10 minutes each

Step	Half Fractions using a group game
1	Split the learners into at least 2 teams whose numbers are even for example two teams
<b>1</b>	of 4 and 6 members
2	Ask each team to a form Circle
2	Let the Teams divide themselves into two halves and appoint one member of each half
2	to count how many learners are in each <b>half</b> of the two teams including themselves
3	For a team of 4, each half will have 2 learners, while that of 6 each half will have 3
	learners respectively
4	Give the teams 5 minutes to work out their answers.
_	Bring the teams together and ask them to show their answers and how they worked
5	them out. Correct any mistakes.
6	Clap for each team

❖ Ask groups to play a short game to draw half using objects like fruits- Oranges, tomatoes, passion fruits e.tc

Step	Half Fractions form fruits/vegetables
1	Split the learners into 2 at least teams
2	Ask each team to a form Circle
3	Give each team a selection of locally available fruits or vegetables.
4	Ask them to identify individuals to cut different fruits into half and then present the
4	half fruit to the team
4	Give the teams 5 minutes to work out their answers.
5	Bring the teams together and ask them to show their answers and how they worked
3	them out. Correct any mistakes.
7	Clap for each team

# 4.3 Session B. S03 Effective Communication (Part II)

Type of Content	Life Skills
Session Objectives	<ul> <li>Learners can identify obstacles to communication and to collectively think about how these can be avoided or overcome.</li> <li>The role of careful listening in both effective communication and the development and maintenance of strong relationships is explored.</li> <li>Learners have the opportunity to learn to share and discuss ideas in a group setting and how to structure and present their own thoughts.</li> </ul>
Resource requirements	Flip Chart paper and Marker Pens

# Summary of session content

- Obstacles to effective communication
- Listening
- Summary and feedback

## Obstacles to effective communication (Guide Time: 35 minutes)



## Groupwork

- There are several issues which present obstacles to effective communication, and it is helpful to discuss these. Get your learners to split into two groups and ask them to identify obstacles to effective communication and how they think these can be avoided or minimized. Give them 10-15 minutes to do this.
- ❖ Tell them that they should choose members of the group to present the findings to the whole group and discuss the key points that each raise. They should present their findings by acting out the examples between themselves and then asking the other group to identify the problem.
- Some examples of obstacles and issues are provided below for your guidance and consideration
  - Interrupting when someone else is speaking
  - Severe or harsh rather than constructive criticism
  - Anger or impatience directed at someone asking questions / clarifications
  - Arrogance
  - Going off topic in terms of presentation or questions
  - Monopoly of speech;

• Lack of respect – looking down on people

**Listening (Guide Time: 15 minutes)** 



- ❖ Effective listening is a skill that has to be practiced. It is important so that a message is properly understood before it is responded to. Go through some of the advantages of careful listening highlighted below and discuss with the learners add more as you think of them,
  - By understanding the message being passed you are more likely to know what is going on to be able to properly respond.
  - A good listener usually earns more respect from others and is more likely to be asked to be involved in groups and decisions.
  - If dealing with people who are upset, or angry listening calmly can help to cool down an individual.

# Summary and feedback (Guide Time: 10 minutes)



❖ Use the last ten minutes of this session to summarize the **key points** from the exercise, answer any questions and ask for feedback and views on the session. If people have comments on the content, including how it might be improved, take time to note these down and feed this back to the office.

Sub Topic	Key Points / Issues covered
Obstacles to effective communication	• Identifying and considering obstacles to communication and how these might be managed is important when trying to communicate effectively.
Listening	• Effective listening is a skill that has to be practiced. Effective listening ensures that messages are properly understood before they are responded to.

# 4.4. Session B. S04 Months of the Year and Days of the Week

Type of Content	Functional Literacy	
Session Objectives	• Learners can understand months of the year and days of the week and recognize them in English.	
Resource requirements	<ul><li>Flip Chart &amp; Marker Pens</li><li>Cards or paper</li></ul>	
Resource Pack and Takeaway	Copy of rhyme to remember days of the month and a chart showing Leap years.	

## Summary of session content

- Introduction to Months of the Year and days of the Week
- Practice Pronunciation and Understanding of Months and Days
- Summary and Feedback

## Months of the Year and Days of the Week (Guide Time: 30 minutes)



- ❖ In this session learners will practice using months of year and days of the week. Although many group members will be familiar with both, they may not be used to using the English terms or thinking about how these are used for planning and business.
- Ask the learners the questions below and note the answers on the chart (the answers are provided for your guidance in italics)
  - What is a month?

#### Definition of a Month

A month is one of the twelve periods of the year. It is determined by the revolution of the moon around the earth

What is a day?

## Definition of a Day

A day is a period consisting of 24 hours usually including one period of daylight and one period of night – it is the time it takes for the earth to spin on its axis

- How many days are there in a week and how many weeks in a month (seven days make up a week, four weeks make up a month)
- Next, go through the steps below with the learners regarding months of the year.

Step	Months of the Year
1	Write the title on the Chart 'Months of the Year.'
2	Explain to the learners that today they will learn how to say "the months of the year"
3	Tell the leaners the calendar year in which they are for example 2018 and that it has twelve months including; -  January, February, March, April, May, June, July, August, September, October, November, December
4	Explain to the learners the month in which they are at the time for example: - "we are in the month of July" ask them to repeat the same
5	Ask them again "What month is it now?"
6	Ask the learners if they have learned to say the <b>months?</b> If some have not understood, select one the learners to repeat or correct them correct however, remember to clarify where needed.

Next, go through the steps regarding Days of the Week.

Step	Days of the Week
1	Write the title on the Chart 'Days of the Week'.
2	Explain to the learners that today they will learn how to say "Days of the Week"
	Tell leaners the Week of the month in which they are for example Week one of the
3	month of July 2018 and that this week has seven Days Including; -
	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday
4	Mention to the learners which day it is today? for example: - today is Monday and ask
	them to repeat the same
5	Ask them again "Which day is it today?"
6	Tell the learners the days of the week they come to study (Monday) and ask them to
	mention the other days of the week that still come to learn
7	Ask the learners if they have learned to say the months? If some have not understood,
	select one the learners to correct repeat or correct them however, remember to clarify
	where needed

Learning Days in a Month (Guide time: 20 minutes)



Explain that learning the number of days in a month can be difficult as they are not the same. Ask the learners if any of them knows how many days there are in each month and write their answers down against the name of the month on the chart with a tick if it is right and an X if it is wrong.

Explain that there is a simple verse that can be learnt to help remember the number of days in each month. Write the verse below on the chart and ask them to say it several times.

# Days of the Month Verse

Thirty (30) days has September, April, June and November. All the rest have thirty-one – except February alone, and that has 28, and 29 in each leap year

❖ Explain that a leap year happens every 4 years and that it is when February has 29 days—the next ones will be in; 2020, 2024, 2028.

### Why Leap Years?

A year is measured as the time it takes for the Earth to go around the Sun. We think of it as taking 365 days, but it actually takes the Earth 365 days, 5 hours, 48 minutes and 46 seconds to complete its orbit (about 365 1/4 days). Those extra hours gradually add up so that after four years the calendar is out of step by about one day. ... The Ancient Egyptians were the first people to think of adding a leap day to the calendar every four years.

# Summary and feedback (Guide Time: 10 minutes)



❖ Before the session write individual days of the week and months of the year on pieces of card. There should be 19 cards or pieces of paper in total. Follow the steps below to check that the learners have understood the session.

Step	Days of the Week
1	Distribute all of the cards / pieces of paper at random to the learners
2	Ask people, one by one, to read out their cards and say what they represent (a day of the week or month of the year)
3	For months of the year ask them to tell everyone how many days that month has (going back to the verse as necessary)



Copy of rhyme to remember days of the month and a chart showing Leap years.

# 4.5. Session B. S05 Understanding Fractions – (third and quarter)

Type of Content	Functional Numeracy
Session Objectives	$\bullet$ Learners are able to identify and write fractions ½ & ¼ and draw shapes to show ½ & ¼
	Flip chart and Pens
Resource requirements	<ul> <li>Spare paper and pens (on which to draw shapes)</li> </ul>
hesource requirements	<ul> <li>Locally available fruits or vegetables</li> </ul>
	• Knife

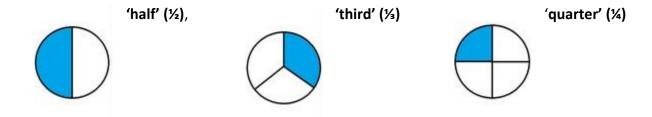
## Summary of session content

- Introduction to Fractions third" (1/3) and Quarter (1/4)
- How to write a **third**" (1/3) and Quarter (1/4) fractions
- Summary and feedback

Introduction to Fractions (Guide Time: 20 minutes)



- Remind the learners that a Fraction refers to a part of a whole. Fractions can represent parts of a whole and commonly used are half, a third and quarter.
- ♣ Having looked at fractions in half (½) before, in this session we look further at one third (¾) and quarter (¼). These two fractions might seem a little harder to draw or make but, once one remembers how one half (½) was arrived at they become easy.
- In third (1/3) Fraction, one divides a whole into three equal parts and each of these fractions is called a "third" (1/3). Quarter (1/4) Fraction is derived by dividing a hole in four equal parts. Each part of the four factions is the 'Quarter' (1/4)
- ❖ It is important to note that in division of all (½), third (⅓) and quarter (⅙), the fractions (the parts) are all the same size and shape. Draw the figures below on the Chart and discuss as above; -



❖ Give practical examples of a "third" (⅓). quarter (⅙) (for example; (⅙) kilogram of salt, (⅙) a litre Jerrycan of cooking oil. Etc). Go through the steps below with the learners.

Step	'third' (⅓)			
1	Give at least 2 more example of a third (1/3) on the chart			
1	Ask learners to mention more examples of a third (1/3) fraction and write these on the			
1	chart.			
2	Ask learners to look around and find or point at any object that you can divide to get			
	a third (1/3) fraction			
3	If they fail or are not able to find any object, pick one and show them how to divide			
3	(remember the key point is that each fraction must be the same size/volume.			
4	Ask the learners to repeat what you have just done			

Step	'Quarter' (¼)				
1	Give at least 2 more example of 'quarter' (¼) on the chart				
1	Ask learners to mention more examples of 'quarter' (1/4) fraction and write these on				
	the Chart.				
2	Ask learners to look around and find or point at any object that you can divide to get a				
'quarter' (¼) fraction					
3	If they fail or are not able to find any object, pick one and show them how to divide				
3	remember the key point is that each fraction must be the same size/volume)				
4	Ask the learners to repeat what you have just done				

How to write a third" (⅓) and quarter (⅙) fractions (Guide Time: 30 minutes)



- As with the case of 'half' (½) fractions, learners practice how to divide/draw third (½) and quarter (¼) fractions from different shapes. These can be from a circle, rectangle, square, all of which can be drawn on a piece of paper as seen in the steps below
  - 11. Write the title a 'third' (1/3) on the chart

- 12. Explain to the learners that today we will learn how to draw a 'third' (1/3) on a piece of paper, ask the learners to say a 'third' (1/3) or one 'third'
- 13. Draw some shapes on the chart e.g. circle, square rectangle and shade a 'third' (1/4) or one 'third' fractions in those shades





- 14. Ask for a learner or two learners who understood to come up and demonstrate to whole group how to draw/make/shade a **third**, encourage and correct where mistakes are made.
- 15. Give each learner a piece of paper and pen/pencil and them to draw the shapes above. Once they have done this ask them to shade a 'third' (1/3) or one 'third' of the shapes the have drawn.
- 16. Explain that the shapes they have drawn and shaded from a whole object or number is called a 'third' (1/2)
- 17. Correct where mistakes are made through repeating the exercise for the learners
- 18. Upon learning to draw and shade **a third** show the leaners that in numbers **a third fraction** is written as ¼ Write ¼ **on** the chart.

## How to write a Quarter (1/4) Fraction

- 1. Write the title Quarter (1/4) on the chart
- 2. Explain to the learners that NEXT we will learn how to draw Quarter (%) on a piece of paper, ask the learners to say 'Quarter' (%)
- 3. Draw some shapes on the chart e.g. circle, square rectangle and shade 'Quarter '(¼) fraction in those shades





4. Ask for a learner or two learners who understood to come up and demonstrate to whole group how to draw/make/shade a **Quarter'** (¼) fraction. Correct where mistakes are made.

- 5. Give each learner a piece of paper and pen/pencil and them to draw and shade a **Quarter' (¼)** fraction or one 'third' the paper in shapes and make halves from each shape you have drawn above.
- 6. Explain that the shapes they have drawn and shaded from a whole object or number is called a Quarter' (1/4) fraction
- 7. Correct where mistakes are made through repeating the exercise for the learners
- 8. Upon learning to draw and shade **a third** show the learners that in numbers **a 'quarter'** fraction is written as ¼ Write **Quarter'** ¼ on the chart.

# Summary and feedback (Guide Time: 10 minutes)



❖ Use the simple exercises below to review what has been learned about 'third' (⅓) and quarter (⅙) fractions.

Step	'third' (⅓) fraction		
1	Find any locally available fruits or vegetables		
2	Ask a learner to come forward and get the fruit/vegetable for example a tomato.		
3	Let them cut it to form a 'third' (1/3) fraction		
4	Give another learner the chance to do the same. Point out that if an object has an uneven shape it can be difficult to divide into fraction because each part must be the same size or volume		
5	Ask the learners if they have learned <b>a 'third' (½) fraction</b> , if some have not understood, select one the learners to repeat or correct them correct however, remember to clarify where needed		
6	Now using another fruit or vegetable repeat steps 1-5 above but this time ask them to cut it or divide <b>into quarters</b> .		

# 4.6 Session B. S06 Working with Calendars

Type of Content	Functional Literacy		
Session Objectives	Learners will have practiced making and understand the potential use of a seasonal calendar		
Resource requirements	<ul><li>Flip Chart &amp; Marker Pens</li><li>Copies of Calendars</li><li>Cards or paper</li></ul>		
Resource Pack and Takeaways	Calendars		

## Summary of session content

- Revision Use of Calendars
- Matching days and dates
- Writing the date

**Introduction to Calendars (Guide Time: 20 minutes)** 



Discussion

❖ In this session learners will be introduced to, or made more familiar with, calendars and will learn and practice how to find dates on them and to say dates in English.

## Definition of a Calendar

A calendar is a chart or device which displays the date and the day of the week, and often the whole of a year divided up into months, weeks, and days.

- ❖ Ask the learners if anyone knows what a calendar is and, using the definition above as a reference, discuss this.
- Next, stick a copy of a current Calendar on the Chart or hand out some copies to the learners if you have enough. *In the Resource Pack you will find copies of calendars for years between 2018-2020*). Explain the calendars to the learners.
- Next ask the learners if they know of any dates for public holidays in Uganda. Ask people to come up and point these out on the calendar, help them as necessary. For your guidance a list of those public holidays that remain constant each year is provided below.

❖ For the dates or holidays people don't remember try telling the date or day and ask them to guess what it is — and to come and point it out on the calendar. Remember that holidays like Easter and Ramadan change dates every year.

List of public holidays in Uganda			
January 1	New Year's Day		
February 16	Archbishop Janani Luwum Day		
March 8	Womens Day		
May 1	Labour Day		
June 3	Martyrs Day		
June 9	National Heroes Day		
October 9	Independence Day		
December 25	Christmas Day		
December 26	Boxing Day		

❖ You can also ask if anyone knows their birthday – if so get them to also come up and show it on the calendar.

## Matching days and dates (Guide Time: 20 minutes)



#### Discussion

- Check that the students remember the seven days of the week in English.
- Explain that you are going to do a 'True/False' activity. Point to a calendar square on your version and say '14th January is a Wednesday. Yes or No?' Encourage the pupils to check on their calendar and call out the correct answer.
- ❖ After you have given 1 or or 2 statements as examples, you can ask for volunteers to take over from you.
- ❖ Potential examples are provided for you below for 2018 and 2019 − if you are using another calendar you will need to check how days and dates match.

Examples of True/False Statements				
Year 2018 True/False Year 2019 True/Falsie				
5 November is a Monday	True	5 February is a Tuesday	True	
13 December is a Thursday	True	27 March is a Wednesday	True	
1 November is a Saturday	False	June 1 is a Monday	False	

Examples of True/False Statements				
7 January was a Friday False December 25 is a Sunday False				
27 August was a Monday True 4 May is a Saturday True				
30 November is a Friday True September 23 is a Monday True				
1 April was a Sunday True July 24 is a Saturday False				
8 February was a Saturday	False	May 1 is a Wednesday	True	

# Writing the date (Guide Time: 20 minutes)



- Point out again today's date on your version of the calendar and write the date on the board, e.g. 'Monday 12th January 2019.'
- ❖ Point to another date on the calendar and ask one of the learners to come up and write out the date on the chart. Repeat this a few times so that a few people have a go at it.
- From now on each time the group meets make it a practice to ask someone to write out that day's date on the chart at the beginning of your time together.



Copies of calendars from the Resource Pack

# 4.7 Session B. S07 Speaking and Discussing

Type of Content	Life Skills
Session Objectives	<ul> <li>Learners will understand the value and importance of being able to speak clearly, how to prepare to do this and to formulate ideas and arguments.</li> <li>They will be able to participate in discussions on issues related to their lives and livelihoods</li> </ul>
Resource requirements	<ul><li>Flip chart and Marker Pens</li><li>A ball</li></ul>

# Summary of session content

- Introduction to Speaking and Discussing
- Speaking Skills
- Discussion Skills
- Summary

## Introduction to Speaking and Discussing (Guide Time: 10 minutes)



Discussion

- ❖ Being able to speak clearly and participate in a discussion are essential skills for managing both inter-personal but also work and livelihood related relationships. However, for many young people particularly this can be a challenge. In this session you will take learners through some important points about effective speaking and discussing and give them the opportunity to practice this.
- To introduce the topic and help learners think about the issues start by writing out the sayings in the box below on the chart and having a brief discussion about the issues;

## Sayings about Speaking

"To speak and to speak well are two things. A fool may talk, but a wise man speaks". (Ben Jonson, English writer - 16th Century)

"The trouble with talking too fast is you may say something you haven't thought of yet". (Ann Landers- American Journalist)

- Ask the group what the different types of situation are where they might be asked to speak; write these on the chart (for example, at a family meeting, clan meeting, LCI meeting, church or mosque, VSLA or community group, cultural meeting etc.)
- Ask if they would speak in the same way at all these events? What would be the main differences?
- Are the answers to the two questions above different for men and women, boys and girls, and if so why?
- Ask the group what they think is the difference between a discussion and an argument and whether a discussion is better in a work or business environment.

# **Speaking Skills (Guide Time: 20 minutes)**



❖ There are a few things that the learners need to think about when preparing to speak effectively and some of these are highlighted in the framework below. Go through these checking the learners understand them and asking for their ideas as well. Note the most important points on the chart.

Understand the Topic	• It is important to know what it is you are supposed to speak about and to gather necessary information about the topic. How much you will need to prepare will obviously depend on your existing knowledge and experience.
Know your audience	<ul> <li>Understand who you are going to talk to and respond appropriately. You are likely to need to speak differently to a group of your friends than a group of elders, for example. Get the group to discuss this and give other examples.</li> <li>Know how many people you are likely to have to speak to – is it a small or big number. For a large number you are likely to need a lot more time to prepare.</li> <li>Try and have some idea about what the concerns and view of the group you are speaking to might be so that you can consider how to present your view and their likely responses.</li> </ul>
Use of voice & vocabulary	<ul> <li>It is important to speak clearly using words and expressions that your audience will understand.</li> <li>Breathe regularly and quietly;</li> <li>Set an adequate time for your talk/speech;</li> <li>Correct your words when you make a mistake;</li> <li>Avoid a low-pitched voice or monotonous tone</li> </ul>

Physical appearance	•	How you look and present yourself can have a significant impact on your audience. Think about what clothes you should or shouldn't wear for different occasions. Get the group to discuss this
	•	Remind the group of the importance of non-verbal communication – ask the group to think of examples (e.g. eye contact etc.)

Discussion Skills (Guide Time: 20 minutes)



- Using the exercise below you will take your learners through a process where they consider the elements of what makes a good discussion, and what it looks like and sounds like, so that they can consider this when planning or participating in discussions themselves.
- ❖ Start by drawing the matrix below on your chart, put the names of the discussion elements in (the left-hand column) and the column titles but leave the rest blank. Ask the group to help you fill it in. The colored text in the second and third columns from the left is to give you ideas for the discussion in terms of what you might help the group to consider and identify as key issues. Emphasize to the group that effective participation in discussions can help to ensure that their point of view and issues are heard and taken into account.

Discussion Elements	What does it Look like?	What does it sound like?
	Eyes on speaker	Speaker is only voice
	Hands empty	Paying attention
Effective Listening	Sit up	Appropriate responses
	Mind is focused	Voices low
	Face speaker	One voice at a time
Active participation (respond to ideas and share feelings)	Eyes on speaker Hands to yourself Hands empty Talking one at a time Head nodding	Appropriate responses Follow off others ideas Nice comments Positive attitudes
Questions for clarification	Listening Hands empty	Positive, nice questions Polite answers
Disagreeing constructively	Maintain friendly face and looks	Polite responses Calm voice No put downs – e.g. telling others to be quiet
Focused on discussion	Eyes on speaker Hands empty Sit up	Speaker's voice only Appropriate responses

Discussion Elements	What does it Look like?	What does it sound like?	
	Face speaker		
	Mind is focused		
Supporting opinions	One person talking	One voice	
with evidence	Attention on the speaker		
Encouraging others	Prompt people to share	Positive responses	
Encouraging others	Ask probing questions	Positive responses	

# A Summary of the Session (Guide Time: 10 minutes)



Finish off the session by testing whether the learners have understood the concepts and ideas put forward. To do this follow the steps below.

Step	Description
1	Ask the group to form a circle
2	Throw the ball at one of the learners and ask them to explain to the group either; (a) one of the things they have learned about Speaking Skills, or, (b) one of the things they have learned about Discussion Skills.
3	Repeat this process until all the group have had a turn, or you have covered the key points

# 4.8 Session B. S08 Multiplication: 1-Digit Numbers

Type of Content	Functional Numeracy
Session Objectives	• Learners are able to multiply a 1-digit number by a 1-digit number
Posourse requirements	Flip chart and Marker Pens
Resource requirements	Extra pens and paper

## Summary of session content

- Introduction to Multiplication 1-Digit Numbers
- Multiplying One-Digit Numbers
- Summary and feedback

## Introduction to Multiplication 1-Digit Numbers (Guide Time: 10 minutes)



## **Definition of Multiplication**

The basic definition of multiplication is to increase in number, make many...etc. It is sometimes termed as repeated addition, where a number is added several times. For example, 2+2+2+2=10, could still be calculated as 2x5=10.

- Multiplication is very important in the running of our day-to -day life; for example, for calculating daily expenses for transport, buying goods (sugar, salt) and is used in business by traders etc.
  - Ask learners to mention more examples of areas where multiplication is often used
- ❖ 1-Digit Number multiplication- basically implies adding a number to a single-digit or the same number can be added many times. It is also multiplying 1-Digit by another number to get an answer still in a single or 1-Digit number. For example, 1x1, 2x4, 3x3.....etc.
  - Ask learners to give more examples of **1-Digit** multiplication

## Multiplying One-Digit Numbers (Guide Time 20 Minutes)



- Here learners get to practice 1-Digit multiplication using a multiplication table and counters as seen in the exercise below
- 1. Write the title 'Multiply One-Digit Numbers on the chart
- 2. Write a multiplication question for the learners to answer;
- 3. In a Pajule Primary School, there are 2 pupils from Laroo and another 3 from Omot Village.
- 4. Ask the learners how many pupils in Pajule Primary School come from both Laroo and Omot Villages?
- 5. Explain that the answer can be derived by multiplying 2 by **3**, in a column form, where we put the number in a column and multiply them.

- 6. Write some examples on the chart and ask learners to come out and try and answer the questions using multiplication by drawing these out on the chart (some examples are provided below for your guidance).
  - Ojok bought 4 hens and after one week each hen had laid 3 eggs. How many eggs does Ojok have from the hens? The answer is **4x3 = 12**
  - Alice bought 3 bottles of Soda from 3 shops in one day. How many bottles of Soda does Alice have. The answer is 3 x 3 = 9
  - If the distance between your farm and your neighbor is 3km and the next nearest farm is twice as far as that, how far is it? **The answer is 3 x 2 = 6**
- 7. It is important to tell learners that in multiplication if any number multiplied by 'zero' it gives you the answer is  $\mathbf{0}$ . For example  $(8 \times 0) = \mathbf{0}$ ,  $(0 \times 6) = \mathbf{0}$ . Give learners questions to practice on this (some examples are provided below for your guidance).
- 8. Learners should as well be told that that any number multiplied by 1 equals itself, for instance,  $(5 \times 1 = 5)$ ,  $(4 \times 1 = 4)$ . Ask learners more questions/examples to practice on this

# Summary and feedback (Guide Time: 30 minutes)



Peer to Peer

Conclude this session, by reviewing multiplication 1-Digit Numbers through a peer to peer exercise using the steps below.

Step		
1	Form small groups of between 2-4 members. As you draw the groups try to ma	
	sure that learners with more ability in this area are mixed with those with less.	
2	Give each group a piece of paper and a pen	
3	Ask each learner to share with the group how he/she spends a day	
4	Going around the group each member's typical daily tasks should be written down; for	
	example; digging, fetching water, against their name	
5	Let a learner sum up their daily tasks and write this against their name.	
	For example: <b>Aciro</b> ; digs (1), fetches water (1), sweeps the compound twice (2) so the number of activities Aciro does every day is 4.	
6	Then the group should multiply the sum of daily activities of each learner by the number of days in a week (7). The group might want to check that every day is the same!	
	Aciro's activities per day if multiplied, the answer would be $(4 \times 7 = 28)$	
7	Give the groups 15 minutes to complete this exercise. Go round the group checking they have understood properly and clarifying and encouraging where necessary.	
8	Bring the groups together and randomly ask them to present to the whole team what they have done.	
9	Encourage and correct any mistakes	
10	Ask all the leaners if they have learnt multiplication.	

# 4.9 Session B. S09 Team Working

Type of Content		Life Skills
Session Objectives		Participants are able to define teamwork and understand its value and can discuss how to build an effective team.
		and can discuss now to build an effective team.
		Flip Chart and Pens
Resource requirements	•	A cloth / material to use as a blindfold
		10 pieces of card or paper cut up into squares of about 20x20CM

### Summary of session content

- Introduction to Team Work
- Building a Team
- Summary and Feedback

### Introduction to Team Work (Guide Time: 15 minutes)



Discussion

In this session participants will be asked to consider the importance and value of team work and will discuss how to build and maintain an effective team. Start by asking the participants what they think what a team is and teamwork. Consider the definition in the table below when responding to them.

# Definition of Team Work The combined action or efforts of a group, especially when it is effective and efficient

Ask the participants whether they know any local sayings or proverbs about working in Teams, share and discuss these and write them on the chart. A few examples from other places are provided below, share some of these with the group.

### Sayings and proverbs about Team Work

- "One hand cannot clap alone"
- "Alone we can do so little, together we can do so much"
- "None of us is as clever as all of us"
- "In union there is strength"
- "A single arrow is easily broken, but not ten in a bundle"
- Discuss the meaning of these sayings and what they teach us about Team Work.

# **Building a Team (Guide Time: 30 minutes)**



- ❖ Most effective teams are built over time they don't just happen. It is important that people can think through how effective teams are built and maintained. In the matrix below a number of important qualities related to team work are highlighted.
- Draw the matrix below on your chart but only fill in the first column. Consider the statements in italics in the right-hand column and the questions related to this.

Qualities	Issues to consider	
Clear goals and objectives	<ul> <li>Effective teams usually have clear goals and objectives and stick closely to them.</li> <li>Ask your learners what they think about the statement above.</li> <li>Ask the learners to identify ways that they think teams can stay focused on objectives – what can help to do this? (for example; having them written down and displayed etc.)</li> </ul>	
Effective team relations	Effective teams work with and help one another, but people often different roles and skills – with some in leadership and others support Working out how teams are structured, and leadership and decimaking work can be challenging but it is very important if they are to successful.  • Ask your learners what they think are the qualities and behat of a good leader and leadership – are these qualities the same all kinds of activity? They might think of examples from wheir own community.  • Consider what other kinds of roles and skills may need to present in a team (for example; someone who is a good list and encourages others, a person who takes the lead in organian event).	
Positive attitudes and behavior	<ul> <li>Successful teams almost always display a range of behaviors which when taken together are responsible for their success.</li> <li>Ask the learners to identify and discuss some of these and write them on the chart. They might include; trust in each other, mutual respect, concern for the welfare of the whole team, consultation and communication, transparency and accountability.</li> </ul>	

# Summary and feedback (Guide Time: 15 minutes)



❖ Use the team game below ("Mind the Cow Dung!") to demonstrate and reinforce the importance of working together in teams to achieve results, particularly the value of trust and mutual support. Follow the steps highlighted below.

Step	Description for Mind the Cow Dung Game
4	Draw a rectangular shape on the floor about 2 meters long by 2 meters wide. Mark the
1	starting and stopping points.
	Cut pieces of card/paper into about 10 20x20CM squares and spread them unevenly around
2	inside the shape but make sure there are spaces between them. The paper or card represent
	the cow dung!
	Two at a time, each person on your team must make their way from start to finish while
3	blindfolded. They cannot step outside of the boundary, nor can they step on the cow dung. If
	they do, they are disqualified!
4	Their only guidance is the vocal commands of those outside the shape who are not blindfolded
4	– they are responsible for their team member's safe journey.

After the game ask the participants what they have learned from playing the game, and what it tells them about Team Work.

# 4.10 Session B. S10 Multiplication Facts (numbers 2-5)

Type of Content	Functional Numeracy	
Session Objectives	Learners are able to understand multiplication facts for numbers 2 to 5 and understand how to multiply larger numbers	
Resource requirements	Flip chart and Marker Pens	

### Summary of session content

- Introduction to Multiplication Facts (numbers 2-5)
- Working out multiplication Facts (numbers 2-5)
- Summary and feedback

Introduction to Multiplication: Facts (numbers 2-5) (Guide Time: 10 minutes)



#### Discussion

- This session is intended to help learners review their understanding of multiplication from the previous session (Multiplication 1-Digit Numbers) and multiplication facts for numbers between 2-5. This includes learning those facts that show the relationship between repeated addition multiplication and division.
- ❖ Points to remember or keep in mind is that every number multiplied by 'zero', the answer is 'zero' for example (4x0=0, 10x0=0),

- Ask the learners for more examples on this
- Any number if multiplied by '1' the answer will be the number itself for example (9x1=9, 10x1=10, 1x1=1).
  - If **John** travels **25kms** to go to the cattle market and another **25kms** back home. Calculate the distance John travels back home.
  - In this question one only calculates the distance back home which is '1' route
  - The answer will be (25 x1)= 25kms
  - Write learners more questions to practice

# Working out multiplication facts (numbers 2-5) (Guide Time: 30 Minutes)



- Multiplication facts show the relationship between repeated addition, multiplication and Division of numbers
- Multiplication facts for numbers 2-5 are about multiplying numbers 2, 3, 4 and 5 numbers by a 1-digit number in order to solve multi-step multiplication problems.
- They can be demonstrated or practiced in various ways like repeated multiplication of the number more than once, acting or practicing them several times, playing games, telling stories among others.
- ❖ Some practice examples are given below for you to work through with the learners.

### Multiplication Facts - Number Two (2)

- After looking at Multiplication **1-Digit Number**, review multiplication by practicing Multiplication Facts Number Two (2) in an example below;
- 1. Write the title 'Multiplication Facts on the chart.
- 2. Write the sums for the multiplication facts for **number two** on the chart

Ask learners to add '4 groups of 2 together'. i.e. 2+2+ 2+ 2 Which equals 8.

3. Ask a learner to WRITE the answer on the chart to solve the sum

	2 X 2	_		_
2	4	6	8	10

- 4. Explain to learners that the number is increasing by 2 each time as you are 'adding one more group of 2'
- 5. Write the 'twos' on the chart and count in 'twos' in order and ask learners to repeat. For example, 2 4 6 8 10 12 14 16 18. Ask learners to add more counts of 'twos' 2 4 6 8 10 12 14 16 18......

### Multiplication Facts - Number Four (4)

1. Write the title 'Multiplication Facts on the chart.

2. Write the sums for the multiplication facts for **number Four** on the chart

3. Ask learners to add '3 groups of 4 together'. i.e. 4+4+ 4 Which equals 12.

4. Ask a learner to WRITE the answer on the chart to solve the sum

1	2	3	4	5
x 4	X 4	X 4	X 4	X 4
4_	8_	12	16_	20

5. Explain to learners that the number is increasing by 4 each time as you are 'adding one more group of 4'

6. Write the 'Fours' on the chart and count in 'Fours' in order and ask learners to repeat. For example, 4 8 12 16 20 24 28 32. Ask learners to add more counts of 'twos' 4 8 12 16 20 24 28 32, 36, 40.....

7. Ask learners to practice the other 'Multiplication Facts for numbers 3, and 5 that suing the example of title 'Multiplication Facts for '2 and 4' above

Summary and feedback (Guide Time: 20 minutes)



Discussion

❖ In this last section of the session, we look at multiplication facts and how multiplication and division are related where one can "undo" the other.

1. Multiplying **1** and **2** to get **2** is related to dividing 2 into 1 equal groups, with 5 items in each group.

$$2x1=2$$
  $1x2=2$   $2 \div 1=2$   $2 \div 2=1$   $2=2x1$ 

2. The other example could be one multiplying 2 and 3 to get 6 is related to dividing 2 into 3 equal groups, with 5 items in each group.

$$2x3=6$$
  $3x2=6$   $6 \div 2=3$   $6 \div 3=2$   $6=3x2$ 

3. Ask learners to come up with more examples that show facts between multiplication and Division.

# 4.11 Session B. S11 Adding and Subtracting 3 and 4-Digit Numbers

Type of Content	Functional Numeracy	
Session Objectives	<ul> <li>Learners are able to add and subtract 3 and 4-Digit numbers</li> </ul>	
Resource requirements	Flip chart and Pens	
	Extra paper Marker pens	
Resource pack and Takeaway	Practice examples addition and subtraction 3-4 Digit Number	

### Summary of session content

- Introduction to Adding and Subtracting 3 and 4-Digit Numbers
- Addition of 3-4 Digit Numbers
- Subtraction of 3-4 Digit numbers

### Introduction to Adding & Subtracting 3 & 4-Digit Numbers (Guide Time: 10 minutes)



#### Discussion

- ❖ After previously learning how to add and subtract 1-2-Digit numbers (see sessions A S02 and AS04) in this session we are using the same principles to tackle 3 and 4-digit addition and subtraction. This session will enable learners to apply addition and subtraction skills in simple business transactions and in the running of their day -to-day life.
- Begin the session by asking learners to provide examples of the use of addition and subtraction in 3 and 4-digit numbers in their daily lives and go through them. Some of the examples are provided below for your guidance.
  - Adding up the cost of items for home use
  - Reducing the cost of an item off the shopping list or budget
  - Adding up the number of quantities of produce in a store
  - Subtracting profits from the expenditures and sales in transactions

### Addition of 3 and 4-digit Numbers (Guide Time: 25 minutes)



- ❖ Write addition of 3 and 4-Digit Numbers on the chart and underneath this provide some examples of problems that need to be solved using 3 and 4 Digit addition. *An example is provided below for your guidance.* 
  - Jacob bought **345 kgs** of beans at Nwoya Trading centre and 300**kgs** at Amuru Trading centre. How many kilograms of beans does Jacob have in total?
  - This can be solved through adding 345 and 300 to get the answer 645 (345+300= 645)
  - Learners can also solve using columns method, where numbers are added in columns to get a 3-Digit number answer

Give learners some more simple 3 and 4-digit addition problems to solve, for example; as below.
Remind learners to always work from the right to the left when doing sums.

❖ In all of the examples above the addition of numbers in individual columns come to less than 10. However sometimes individual columns when added will come to more than 10. Show learners an example of this as below. In this example the addition of the numbers in the third column comes to 11.

❖ To deal with this – when the number is greater than ten then 1 is carried forward into the next column. It can be written as a reminder to add it on to the number in the next column underneath the sum (see the example below)

❖ Go through more examples with the learners to check that they understand how to do this. Start by solving the problems with them and then get a few people to come up and try to do them on the chart in from of the group. Some examples are provided for you below

Subtraction of 3 and 4-digit Numbers (Guide Time: 25 minutes)



- ❖ Write **subtraction** of **3 and 4-Digit numbers** on the chart.
- Ask the learners to use the columns method to subtract and derive answers in **3 and 4-digit numbers.** An example is provided below for your guidance.
  - Atim harvested **555kgs** of Maize, while Aketch harvested **342kgs** of Maize. How many more kilograms of Maize did Atim get?
  - The answer is got by subtracting Aketch's harvest of **342kgs** from Atim's harvest **555kgs** to get the answer **213** (555-342=213).

Set the learners some more 3 and 4-digit **subtraction** problems to solve and work through these with them. Some examples are provided for you

In all of the examples above the numbers in the top row of each column are greater than, or the same as, those in the bottom columns. However sometimes that might not be the case as in the example below where the 6 in the bottom line is greater than the 2 in the top line. It is not of course possible to take 6 from 2.

Explain that in a similar way as was used to solve the problem with an addition column coming to more than 10 that in subtraction you can take a ten from the next column to solve the problem as shown below.

<sup>6</sup> 
$$\chi$$
 <sup>1</sup> 2   
 5 6   
 1 6

❖ Go through more examples with the learners to check that they understand how to do this. Start by solving the problems with them and then get a few people to come up and try to do them on the chart in from of the group. Some examples are provided for you below



❖ Practice examples addition and subtraction 3-4 Digit Numbers

# 4.12 Session B. S12 Managing Money – Buying and Selling

Type of Content	Life Skills	
Session Objectives	Learners are able to relate numbers to money of up to 10, 000 Shilling	
	Flip chart and Marker Pens	
Resource requirements	<ul> <li>A sample of Ush coins and notes up to 5,000</li> </ul>	
	<ul> <li>Small squares of paper or card (10x10cm) to use as money</li> </ul>	

### Summary of session content

- Introduction to managing money?
- Buying, selling and budgeting
- Summary and feedback

### Introduction to managing money? (Guide Time: 20 minutes)



Discussion

- This section is intended to help the learners apply some of the skills they have learned so far in relation to addition, subtraction, fractions etc. to their dealings with money in practical ways.
- ❖ Write the words 'Managing Money' on the chart and explain that we are going to discuss the management of money.
- ❖ Ask learners to discuss what amounts of money they have, have ever seen, touched or used and write this down on the chart. Ask what coins and notes there are in Uganda and write these on the board (Coins: Ush 50,100, 200, 500,1000: Notes, 1,000,2000,5000,10000,20,000,50,000)
- Next ask what it was used for and write some of the different uses of money down on the chart for example; buying goods at the shop, paying for services like transport etc.

# Working definition of Money 'Money' refers to a medium for exchanging goods and services

Ask them if they know of other currencies elsewhere and write examples of these of the chart (for example: Kenya shillings, US Dollars, UK pounds, South Sudan pounds, Rwandan Francs).

Money is written by attaching/tagging any a currency name/symbol onto any digit or number for example numbers/ digits 1, 10,100, 1000, 10,000 when tagged a word shilling (shs) or /=, they become 1shs, 10shs, 10oshs, 100oshs, 10,000shs. This illustration can be seen in the table below

Ref	Number/Digit	Money in Shilling(shs) or /=
1	1	1/=
2	10	10/=
3	100	100/=
4	1,000	1,000/=
5	10,000	10,0000/=

❖ Ask learners to write more examples of Uganda shillings

Buying, selling and budgeting (Guide Time: 30 minutes)



Groupwork

❖ At this point learners will do group exercises to further how money is used as a medium of exchange in their daily lives. This builds on examples already mentioned above in the introduction.

Step	Buying Using Money and Selling for money	
1	Divide learners into groups – using your knowledge of the group try to ensure that	
	each group has some people whom you know are more capable and able to help guide	
	the others with this exercise if necessary.	
2	Give each group a piece of paper and a pen and tell them they have 20 minutes for this	
	exercise	
3	Have groups further split into those that buy or the ones that sell in the market	
	Ask each group to identify a list of items or goods that they are likely buy for	
	consumption or use at home or that they might sell in the market for example;	
4	<ul> <li>A group may come up with a list of items to buy like; Sim-sim, Sugar, Soap, Salt,</li> </ul>	
	Cooking oil etc.	
	The other group might identify items to sell such as Beans, Sorghum, Milk, Eggs	
5	Let them list the prices for each of those commodities for example; Sim-sim = Shs 1200	
3	per kg, Sugar =4000Shs per kg, Cooking Oil = Shs6000 per litre	
6	Learners then identify one of the members of the group to present to the whole te	
O	the list they have come up with	
7	Encourage and correct any mistakes	
8	Ask all the leaners if they have learnt Buying and Selling	

**Example of buying and selling lists are provided below for your guidance and use if necessary.** 

(a) List of items to buy

Ref	Item	Cost Shilling(shs) or /=
1	Sim-sim	1200 per kg
2	Sugar	4000 per kg
3	Soap	3500 per bar
4	Cooking oil	6000 per litre
5	Matches	200 per box

(b) List of items to sell

Ref	Item	Cost Shilling(shs) or /=
1	Potatoes	1200 bucket
2	Cassava flour	700 per kg
3	Sim-sim	1,200 per kg
4	Maize grain	1,500 per kg
5	Eggs	500 each

Next ask the learners to go back into their groups and explain that they are going to practice budgeting. Ask if anyone knows what this is and explain the definition below.

### Definition of budgeting

Budgeting is the process of calculating how much money you might need or get during a particular period of time so that you can better plan how you will best manage it.

❖ Ask learners to follow steps below when drawing the Budget

Step	Budget
1	Ask each group to draw up a shopping list of items to buy from <b>10,000shs</b> in the market for example; <b>g-nuts, wheat flour, salt</b>
2	Let them list the prices for each of those commodities for example; g-nuts -2500/=, wheat flour 5000/=, Salt-800/=, transport -1700/=
3	Learners then identify one of the members of the group to present the group <b>Budget</b>
4	Encourage and correct any mistakes
5	Ask all the leaners if they have learnt Buying and Selling

❖ An example of a budget up to Ush 10,000 is provided below for your if necessary.

Ref	Item	Cost Shilling(shs) or /=
1	G-nuts	2,500 per kg
2	Wheat flour	5,000 per kg
3	Salt	800 per half kg
4	Transport	1,700
5	Total	10,000

# Summary and feedback (Guide Time: 10 minutes)



This session closes with a simple review **money matching game** to remind learners about understanding and counting money as seen shown in the steps below

Step	Game cards
1	Prior to the session, use card or paper cut into 10x10cm pieces (up to 30 pieces), to
	represent money by writing amounts on one side. Ush50, 100, 200, 500, 1000, 2000,
	5000 and 10,000
2	Ask learners to split into small groups of up to 3 persons
3	Give each group <b>Money</b> or <b>Coin</b> game cards – face down so the amounts can not be
	seen
4	Spread the cards upside down
5	Each player should pick a card and turn it over and repeat this until all the cards have
3	been used.
6	Ask the players to count the total amount of money they have
7	One who picks the highest will be the winner
8	Go around the groups checking if learners have understood properly the essence of the
0	game while, clarifying and encouraging where necessary
9	Ask all the leaners if they have understood

### 4.13 Session B. S13 Revision & Practice: Effective Communication

Type of Content	Revision & Practice		
Session Objectives	<ul> <li>Learners will have the opportunity to review what they have learnt about effective communication and practice some of the skills they have developed.</li> </ul>		
Resource requirements	<ul><li>Flip Chart and pens</li><li>Small pieces of paper or card</li></ul>		

	Summary of session content
•	Elements of Communication
•	"Guess the Emotion"—the importance of non-verbal communication

### Elements of communication (Guide Time: 40 minutes)



- ❖ In this session learners will have the opportunity to once again go over the Elements of Communication that they covered in Session B: S01 and to further consider their practical application.
- ❖ The Elements of Communication that were identified in Session B: S01 are reproduced in the table below for your reference.
- Split the learners into 2 groups (A & B) and give each Group some paper and a pen. Allocate Group A the first 3 elements and Group B the other 3. With the group go through the questions in italics in the right-hand column of the table. Take the time to reclarify and explain the answers as required.

Element	Description (from B: S01)	Questions
The Sender	The sender is the speaker, the transmitter, or the source that assumes responsibility for carrying the idea or information which they wish to communicate.	<ul> <li>What is the role of the sender in communication?</li> <li>What is it important for the sender to do to make sure that a message is communicated effectively?</li> </ul>

Element	Description (from B: S01)	Questions
The Message	This is the topic or the information you wish to send. A clear message is simple and does not contain too many ideas or pieces of information. It is also in a language that the receiver understands and is relevant to their culture and experiences.	List the essential qualities of an effective message?
The Media	This is a way or channel through which the message is sent (transmitted). It might be direct, through word of mouth, in a letter, on a radio or phone etc. Get your learners to identify different media	<ul> <li>Describe as many kinds of media as you can</li> <li>For each, discuss what kinds of messages are they best suited for?</li> </ul>
The Receiver	This is the person or persons that the message is intended for. To effectively receive a message it is important to listen attentively and to be prepared to ask for clarification if things are not clear.	How can you best be an effective receiver of messages?
Feedback	This is the process of sending the message (back) from the receiver to the sender. It confirms that the former has received the message and understood it. In this case, the sender will notice whether the contents of the message have been approved or not. The swiftness with which the feedback occurs will differ depending on the situation.	<ul><li>What is feedback?</li><li>Why is it helpful?</li><li>When and how should it be given?</li></ul>
The Environment	Thinking about where and when to communicate is important because a good environment affects how effective communication will be – for example noise, lighting etc. are all important as well as thinking about when to send a message.	What are the factors that affect how effective communication is and how should you take these into account when planning to send or receive a message?

- ❖ Tell both groups that they have 20 minutes to think about and discuss their answers. Also tell them that they should be prepared to present their answers back to the group − at last verbally.
- After 20 minutes call the group back together and ask each group to present their answers to the whole group. Help to clarify, correct and summarize findings as required.

# "Guess the Emotion" – non-verbal communication (Guide Time: 20 minutes)



❖ The importance of non-verbal communication was explained to the group previously. Use this simple game to emphasize the impact of on-verbal communication to the learners.

Step	Description
1	On small cards or pieces of paper (approximately 10cmx10cm) write the name of a series of fairly simple emotions. Examples are given below.  sad, angry, bored, frustrated, afraid, tired, interested, confused
2	Ask one of the group to pick one but to keep it to themselves (but make sure that they understand what it means)
3	Next, ask another member of the group to talk for 2 minutes about something that has happened this week. As they speak the person with the emotion card should show the emotion that they have on their card through their body language – but they are not allowed to speak!
4	At the end of the period ask the group to guess the emotion. Ask the speaker how the behavior of the person with the card made them feel while they were speaking.
5	Next – repeat the exercise with another two people

# 4.14 Session B S14: Revisions & Practice – Making a Calendar

Type of Content	Revision & Practice	
Session Objectives	Learners will have practiced making and will understand the potential use of a seasonal calendar	
Resource requirements	<ul> <li>Flip Chart &amp; Pens</li> <li>Copies of Seasonal Calendars Template from the Resource Pack</li> <li>Extra pens (coloured if possible)</li> </ul>	
Resource Pack and Takeaway	Copies of seasonal calendar produced	

### Summary of session content

- Revision Use of Calendars
- Matching days and dates
- Writing the date

Revision: Calendars (Guide Time: 10 minutes)



Pin one of the calendars from the Resource Pack up on the Chart.

#### Definition of a Calendar

A calendar is a chart or device which displays the date and the day of the week, and often the whole of a year divided up into months, weeks, and days.

- ❖ Ask the learners if anyone can remember how to describe what a calendar is and, using the definition above as a reference, go over this as necessary.
- ❖ Write a few dates on the chart and ask learners if they can come and point out the dates to you on the calendar you have put up. A few examples are provided below for your guidance.

January 10	March 25	6 October	12 December
September 5	February 11	10 October	May 25
November 5	April 5	June 22	July 15
12 December	6 April	June 25	2 January



- Explain that in addition to the most common form of calendar that we have looked at that calendars can come in many forms and it is possible to make them for specific tasks or events. Ask the learners if they can think of any examples of types of calendar that they might have seen or come across. Some examples are provided below for your guidance.
  - **School calendar:** showing the time of terms and holidays etc.
  - **Church calendar:** (sometimes called liturgical) showing the different periods for church festivals and worship, for example: Lent, Easter, Advent, Pentecost.
  - **Astronomical calendar:** showing the various positions of the moon, stars and planets at different time of the year.
- Explain that the group is going to practice developing a seasonal calendar and distribute copies of the Template for a Seasonal Calendar that you can find in the Resource Pack.
- ❖ Explain that a seasonal calendar is a chart created with the months of the year along the horizontal axis and the events and activities significant to a community or group of people listed in the vertical axis. It can be used as a way of understanding better the different activities and/or issues people have to cope with at different times of the year. Recognise that not everything can be predicted to happen at the same time, but some things do and this is where the calendar can help.
- Explain that, working in two groups the learners are going to make their own seasonal calendar showing different things related to where they live. Go through the steps below:

Step	Seasonal Calendar	
1	Split the learners into 2 groups – when doing so try to make sure that some with greater reading and writing ability are mixed with those with less. Give each group a Template and Pens.  For your reference only from this point onwards refer to the example provided at the end of this session.	
2	<ul> <li>Whilst they are still in one large group - show them the template and explain the different axis and what they are for. Explain the use of categories.</li> <li>Crop Growing: Activities associated with growing and selling crops</li> <li>Weather: Key weather-related seasons or events; - for example rains, dry season, periods of storms</li> </ul>	

Step	Seasonal Calendar	
	<ul> <li>Other livelihood activities: for example; animal/livestock sales – milk sales, grass/reed collection etc.</li> </ul>	
	<ul> <li>Periods of high expenditure or income: sale of harvest, school fees, Christmas (or Ramadan), seed and tools purchase etc. If people find it easier to have two completely separate categories (Income and Expenditure) that's fine.</li> <li>Other: may be key social events during the year or other important things that</li> </ul>	
	happen on a regular basis or at certain times.	
	List the main categories on the chart for easy reference.	
3	Explain that under each category they should list main activities or issues	
4	For each issue they should then shade in the period during which it is most likely to happen.	
5	Try 1-2 examples with the learners to check they have understood	
6	Break into the two groups and tell the learners they have round 30 minutes to work in their group – observe and encourage/clarify as necessary	
7	Bring the groups back together and get each group to briefly present and discuss their findings and choices.	
8	Ask the learners if they can think of situations or issues where the seasonal calendar might be of particular help.	



Copies of the Seasonal Calendar produced

# **Seasonal Calendar Example**

Category and Activity		F	М	Α	М	J	J	Α	S	0	N	D
CROP GROWING												
Land Preparation												
Planting												
Weeding												
Harvesting												
WEATHER												
Rainy Season												
Dry spell												
Danger of floods and storms												
OTHER LIVELIHOOD ACTIVITIES												
Sale of chickens / goats/pigs												
Papyrus collection and selling												
Seasonal agricultural labour												
Wild Foods												
PERIODS OF HIGH EXPENDITURE OR INCOME												
Money from sale of harvest												
Money from animal sales												
School fees												
Buying seeds and tools												
House / compound repairs												
Hire casual labour to open up land												
Christmas costs												
Time of no money												
OTHER KEY EVENTS /ISSUES												
Weddings												
Christmas												
Easter												

# 4.15 Session B. S15 Revision & Practice – A Presentation to a Community Meeting

Type of Content	Revision & Practice		
Session Objectives	<ul> <li>Drawing on skills covered in B: S07 (Speaking &amp; Discussing) and A. S9 (Teamwork) learners will plan, prepare and deliver a short presentation designed for a community meeting and discuss the presentation made.</li> </ul>		
Resource requirements	Flip Chart and Marker Pens		

Summary of session content
Introduction to the exercise
Preparation
Delivery and discussion

### Introduction to the exercise (Guide Time 10 minutes)



- The focus of this session is to give learners the chance to put into practice what hey have learned about speaking and discussing. They will have to work in a team to successfully achieve the tasks you set them.
- The focus of the session is preparing a short presentation for a community meeting and delivering this to the group as practice. The presentation can be made in Luo, in this session you are practicing communication and team working skills rather than English proficiency, and the community would expect the presentation to made in their language in any case.
- Explain to the learners that they are going to be asked to work in two teams to prepare and deliver a short, five-minute, presentation to the rest of the group. It will be up to them to choose the topic, but it should be on an idea or issue that they think it is important to speak to the wider community about.
  - Split the Group into two teams. When doing this think about the balance of the team in terms of both gender and ability (based on what you have seen so far in terms of individuals learner's capacity).

# **Preparation (Guide Time: 20 minutes)**



Effective preparation is the most important part of preparing to speak. With your learners still in one large group go over the steps below with them before they break into their two groups.

Step	Description	Things to consider
1	Choose a Topic: As a team the group should decide on a topic they want to present on. It could be an idea to share with the community or something the group is concerned about and wants to present to the community for action.	To be able to speak effectively you should know your topic and/or gather information about it.
	(Possible ideas if stuck: An idea for a small Business, teaching road safety for children, cleaning the environment, the importance of education)	
2	Plan your message: As a group plan what you are going to say and how – remembering that you only have five minutes to do it in.	Think of your audience and choose words and ways of saying things they will understand
		<ul> <li>Think of a place and time where you would speak and why (if you could choose).</li> </ul>
3	Remember the importance of working as a	Choosing who will speak (how will you choose?)
	Team:	<ul> <li>What roles will other team members play in helping prepare?</li> </ul>

• Tell the team that they have 20 minutes to prepare their short presentations. As they get ready move between the groups observing. Provide advice if needed but try to let them do as much as possible themselves.

# Delivery and discussion (Guide Time: 30 minutes)

**Call the learners back together and go through the steps below.** 

Step	Description
1	Explain that each group will be given 5 minutes to make their presentation and that after each presentation there will be a five-minute discussion. During this time the group that listened to the presentation. (The Receiver) will have time to ask questions to the Group who made the presentation (The Sender) to clarify their understanding and contribute ideas.
2	Quickly remind the group of the elements of listening and discussing that were covered previously (in Session B: S07).  Effective listening Active participation Questions for clarification Disagreeing constructively Focused on discussion Supporting opinions with evidence Encouraging others
3	Ask Group A to make their presentation and Group B to be the audience / receiver
4	Following the presentation ask the group to discuss the findings practicing the skills and behaviors they learned.
5	Repeat steps 3&4 above with Group B presenting and Group A as the audience/receiver
6	Wrap up the session by sharing with the group your thoughts and observations on how they completed the exercise – including how well Team Working seemed to go.

# 4.16 Session B. S16 Revision & Practice: Money & Quantities

Type of Content	Functional Numeracy
Session Objectives	Learners practice using addition and subtraction for buying and selling and relating fractions to everyday activities.
Resource requirements	<ul> <li>Flip chart and Marker Pens</li> <li>Squares of paper or card cut into approximately 10x10cm to use as money</li> <li>Spare paper and pens (on which to draw shapes)</li> <li>Locally available fruits or vegetables</li> <li>Knife</li> </ul>

	Summary of session content
•	Money Practice: Shopping
•	Money Practice: Quantities
•	Summary and feedback

### Money Practice: Shopping list (Guide Time: 30 minutes)



- ❖ In this session you will get learners to review what they learnt about how to use and manage money in their lives through a group exercise on bills and change below;
- ❖ Tell the learners that you are going to split them into small groups of 2-3 where they will take it in turns to act as buyers and sellers.
- Now explain that you are going to give them an example of what they are going to do. Ask for one of the learners to come to the front to help you. He/she will act as a seller (you should try and choose one of the learners that you know has some ability with numeracy)
- Write a list of shopping items on the chart; for example;

- Cooking Oil 2500shs, Sugar 3000shs, Beans 2000shs, Sim-sim 1000shs and Soap 1000shs etc.
- **Explain that you are the buyer and** have **10,000shs** to spend and want to buy **3 items**. Show the learners a piece of paper representing Ush 10,000.
- Next draw a **shopping list** on the chart with estimated costs.

### **Shopping list**

Ref	Item	Cost Shilling(shs)
1	Sim-sim 1000shs	1000 per kg
2	Cooking Oil	2500 per litre
3	Soap	1000 a Bar
	Total	4500

- ❖ Next, explain to the group that the person helping you is a shopkeeper give them the paper representing Ush 10,000
- The "shopkeeper" needs to **work out your change** writing it out on the chart. Steps to do this are highlighted below.
  - The **shopping list** cost **4500shs**, and the change can be derived by subtracting the total cost of shopping to from the **10,000shs** note that was given to pay for the goods.

Change

Cilaii	50	
Ref		Shilling(shs)
1	Money received	10000
2	Cost of shopping	4500
3	Change	5,500

• The **Change** is (10,000-4,500 = 5,500 shs.)

- ❖ Having worked this out on the chart the person assisting you should find Ush 5,500 in change using the papers representing money
- ❖ Ask learners to work in their groups with one person acting as buyer and one as seller at any one time. They should draw up a list of items and estimated costs for items between 1000 and 10,000 Shillings as was done in the example they can use whatever items they want but they should come to less than Ush 10,000.
- The other person should act as the seller taking the buyer's money and giving them change. They should write out how they do their calculations on paper provided.

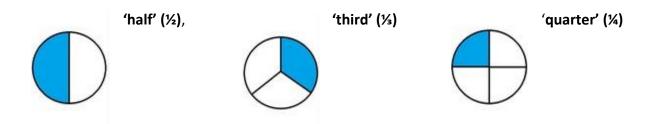
- Distribute the paper or cards representing money and writing paper and pens.
- Remember to go around the groups checking if learners have understood properly the essence of shopping

Money Practice: Quantities (Guide Time: 20 minutes)

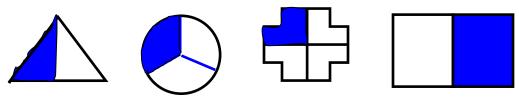


In this section we remind the learners about fractions and how they can be quantified and also related to money in business transactions

- ❖ Ask learners to mention the forms of fractions they learnt and point to some learners to come up and write them in symbols on the chart for example fractions in half (⅓) one third (⅓) and quarter (⅙)
- Bring up learners to write these fractions in shapes on the chart



Draw shapes of fractions on the chart, ask learners to Look at the shapes and write the fraction that the shaded shapes represent



- ❖ Ask learners to draw more examples of **fractions** from other shapes
- Show learners examples on the chart how fractions are used in day-to-day life. Some of the fractions could refer to quantities of goods Such as;

- half a litre of kerosene
- a quarter of sugar
- half a kilogram of posho
- Ask learners to mention examples that show how people use or apply fractions in daily life. Some examples are provided below for your guidance
  - Sometimes people relate fractions seasons like; half a year to mean mid-year or 6 months, quarter year to mean 3 months
  - It can be times of the day where we have half day or mid-day



Half an hour (30minutes)



Quarter hour (15 minutes)

Summary and feedback (Guide Time: 10 minutes)



Groupwork

❖ In the wrap up of the revisions on money and quantities get the learners in groups to discus amongst themselves and present to the whole team their findings;

Step	Revision for fractions half (½) one third (½) & quarter (¼)
1	Find any locally available fruits or vegetables
2	Split learners into small groups of at 2-3 people
2	Give each group 1-2 fruit/s vegetable e.g. a tomato, passion fruit, orange, mango, watermelon
3	Ask each group to cut a particular fraction from a fruit or vegetable for example half (½)
4	Let learners practice cutting fractions from a fruit or an object. Point out that if an object has an uneven shape it can be difficult to divide into fraction because each part has to be the same size or volume.
5	Have each group appoint someone/a member to present to the whole team their findings
6	Ask the learners if they have learned, if some have not understood, select one the learners to repeat or correct them correct however, remember to clarify where needed
7	Eat the fruit with the Group!

# 5. Module C: Making Decisions & Solving Problems

# Header Sheet



		Module C: Ma	king Decisions & Solving Problems			
Module	Pillar 1: Life Skills		<ul> <li>In this module learners are introduced to, and have the opportunity to practice, skills related to decision makin problem solving and conflict resolution. Time is also ta to consider issues related to HIV/AIDS, Gender and Vulnerability.</li> </ul>	ıg,		
Objectives	Pillar 2: Functional Literacy		Time - in terms of reading and telling is introduced and practiced.			
	Pillar 3: Functional Numeracy		Numeracy skills, addition, subtraction, multiplication and fractions are practiced.			
	No.	Description	Objective	Mins.		
	Week 1					
	C. S01	Decision Making	<ul> <li>Learners will understand the importance of making informed decisions and will be introduced to and practice using a stepped framework for major decisions.</li> </ul>	60		
	C. S02	Time and Times of the Day	Learners understand how to read and tell the time using a clock or watch.	60		
	C. S03	Problem Solving	<ul> <li>Learners are able to identify and categorize problems and are familiar with problem solving approaches.</li> </ul>	60		
Sessions Description	C S04	Talking About HIV/AIDS	<ul> <li>Learners will have tested their knowledge on HIV/AIDS, will have been updated on latest facts and key messages about HIV/AIDS and will have discussed issues related to this from the point of view of their community.</li> </ul>	60		
& Duration	Week 2					
a Baration	C. S05	Learning How to Save	Learners consider the importance of saving and discuss approaches for doing so.	60		
	C. S06	Thinking about Gender	Learners can differentiate between gender and sex in terms of roles and behaviours and understand gender stereotypes and their consequences. They can discuss and articulate their own views on these issues.	60		
	C. S07	Considering Vulnerability	Learners will understand the concept of vulnerability and are able to draw up a list of vulnerable groups in their own communities and generate practical ideas of how to address it.	60		
	C. S08	Dealing with Conflict	Learners can define conflict and its impacts, understand and can use some simple anger management tools and are aware of the role of mediation in helping to resolve issues.	60		

# 5.1. Session C. S01: Decision Making

Type of Content	Life Skills
Session Objectives	<ul> <li>Learners will understand the importance of making informed decisions and will be introduced to and practice using a stepped framework for major decisions.</li> </ul>
Resource requirements	<ul><li>Flip Chart &amp; Marker Pens</li><li>Soft rubber ball</li></ul>
nesource requirements	Extra pens and paper

Summary of session content
Introduction to Decision Making
Decision Making Processes

Practice Using a Stepped Approach

### Introduction to Decision Making (Guide Time 15 minutes)



# **Definition of Decision Making**

- "A choice that you make about something after thinking about it"
- "A conclusion or resolution reached after consideration or thinking"
- ❖ Ask the learners what they understand by the term Decisions and Decision Making refer to the definitions above if required.
- Explain that you are going to play a simple game about decisions and decision making. You will ask a question and throw the ball to a learner. That learner has three seconds to answer the question and throw the ball back to you. You will then repeat the exercise with different questions and different learners. Follow the steps below to play the game.

Step	Detail		
	Toss the ball. Begin by asking learners to make easy decisions. Some examples are		
	provided below for your guidance.		
1	<ul> <li>What colour would you choose for a new shirt/dress?</li> </ul>		
1	<ul><li>What is your favourite food?</li></ul>		
	<ul> <li>What is your favourite FM Radio Station?</li> </ul>		
	<ul> <li>Do you prefer mango or pineapple juice?</li> </ul>		

Step	Detail		
	Continue the game but increase the difficulty of the questions. Some examples are provided below for your guidance;  • If you found some money, what would you do with it?		
2	<ul> <li>If you could only afford to pay school fees or buy seeds which would you choose?</li> </ul>		
	<ul> <li>Your brother and sister are sick, but you can only afford treatment for one – which one do you choose?</li> </ul>		
	Then, ask about the process learners use to make decisions. For example:		
	<ul> <li>How did you decide what (vocational) course to take?</li> </ul>		
	<ul> <li>If you sell a chicken from home – how do you decide the price?</li> </ul>		
3	<ul> <li>There are 2 schools nearby your house – how would you decide which one to send your child to?</li> </ul>		
	<ul> <li>You have a choice between planting sweet potatoes and maize how will you decide which?</li> </ul>		

- ❖ Find out what learners experienced during the game. Discuss the following questions.
  - What made some of the decisions easy?
  - What made some of the decisions more difficult?
  - Would it have helped to know what your friends think about the situation? Why?
  - If you had more information, would the choice have been easier?
  - What kind of information would you like to have had?
- ❖ Lead learners to the understanding that **consequences usually make decisions difficult.** Often, the more significant the consequences, the more difficult the decision, for example when someone is sick or when the choice might affect income later.
- Ask learners to suggest some other factors that can influence the decisions they make. Make a note of these on the chart. The might include;
  - Peer pressure or what their friends think
  - Personal beliefs
  - Opinion of someone they respect
  - Available resources

**Decision Making Processes (Guide Time: 15 minutes)** 



- Ask learners to reflect about what they have learned regarding the factors they consider when making a decision (e.g., consequences, peer influence, personal beliefs) etc. Explain that when making important decisions it is important that they are thought through carefully so that the best possible decision can be made and the consequences also understood.
- Ask learners to suggest the steps they think people should take when making an important decision and what it involves. Write their answers on the chart and then put the steps in order.
- The final list should be similar to the one provided below. Go through the steps with the learners discussing what they mean and involve (see the table below for quidance).

Step	Description
1: Define the issue	Be clear about what the issue is that you want to make a decision about.
2. Gather information	• Get as much information as possible about the subject you have to help you make a decision.
3. Develop alternatives	Are there alternative approaches or options?
4. Analyze consequences	<ul> <li>Consider the effects of your choices – these might be both positive and negative.</li> </ul>
5. Make a decision	Choose the best available option
6. Consider feedback and evaluate	<ul> <li>Decision making can be a lengthy process. Sometimes, one must return to the beginning of the process or repeat a step several times.</li> </ul>

### Practice using a stepped approach (Guide Time 30 minutes)



### Groupwork

- Split the learners into two groups (A & B) and explain that you are going to practice using a stepped approach to decision making. Provide paper and pens for the groups to make notes on. When forming the groups try to make sure that the groups are mixed in terms of the ability of the learners.
  - Provide the learners with the examples below (write them on the chart).
    - **A. School Uniforms:** The local School Management Committee is going to hold a meeting to decide if students at the nearby secondary school should be required to wear uniforms to school. As a group of friends, you are having a meeting to discuss what you think about this.

**B:** Which crops? You are considering what crops to grow on some of your land next season and are soon buying seeds or stems. You have to make a choice between maize and sweet potato. Discuss this with your friends.

- ❖ Tell each group which example you want them to complete.
- ❖ Explain that you want the groups to **consider and discuss the issue they have been given in terms of the first four steps** of the decision-making process. Obviously, they will not have access to more information, but they should discuss and take note of what further information they would want to obtain if they could and where they might get it, potential alternatives, what kind of consequences there might be etc.
- ❖ Give the learners 15 minutes to discuss in their groups and then ask them to come back together. Ask each group to present their key findings / issues they discussed against each step and discuss in the wider group.
- Reinforce the value of using a structured decision-making process for major decisions.

# 5.2 Session C. SO2 Time and Times of the Day

Type of Content	Functional Literacy
Session Objectives	Learners understand how to read and tell the time using a clock or watch.
Resource requirements	<ul><li>Flip Chart &amp; Pens</li><li>Clock face from the Resource Pack</li><li>Clock worksheets</li></ul>
Resource Pack and Takeaway	Clock worksheets

### Summary of session content

- Understanding "Time"?
- How to Read and tell Time?
- Summary and Review

### **Understanding Time (Guide Time: 20 minutes)**



Discussion

In this session learners will discuss what is meant by "time" and will practice reading and telling the time.

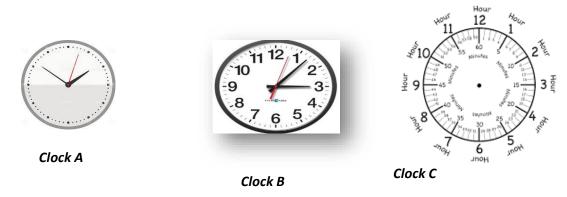
### **Definition of Time**

**Time** as the continued occurrence of events in the past present and future which are regarded as a whole. Time can be measured in terms of minutes, hours, days, weeks, months and years etc.

- ❖ Ask learners what they think the term 'time' means?
- ❖ Tell learners that in this session you will focus mainly on looking at time in terms of the day and specifically understanding a **Clock.**
- Show the learners a **clock face** on the chart.



- Explain to the learners that the round figure above represents a clock with those numbers that represent hours, minutes and seconds but it is an incomplete clock because it is without the other parts or hands.
- ❖ Explain that a complete clock face has two hands, the larger hand represents the minutes, the smaller hand represents hours and a skip counting hand for seconds, which skips 5 seconds per skip, with numbers that and sticks that represents hours, minutes and seconds. Show learners a full or complete clock face below;



- ❖ Point to every clock face while you explain to the learners the **clocks face** details. You also tell the learners that all the clock faces represent time and that one can decide to have any of the three clocks
  - Clock A- shows the clock hands but the numbers are represented by the 'thick dots'
  - Clock B- It shows the clock hands and the numbers that represent the hours, minutes and seconds
  - Clock C- It is more detailed with showing the hours and minutes all written against the numbers
- Bring to the front any learner/s to repeat the explanation of the clock face to the whole team
- Ask the learners if they have understood the clock face, if not ask what they have not understood and clarify where needed

#### How to Read and tell Time? (Guide time: 30 minutes)



- In this session you involve learners in practicing how to read and tell time
- Explain to them that a Watch is one that is worn on the hand or while clocks are mainly hanged or placed in specific positions or points like, on walls, surfaces like the tables or desks etc.
- A clock is either in **analogue** and **digital form**; an analogue has hours, minutes, and sometimes seconds indicated by hands while the digital clock shows time in digital form

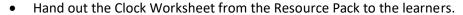


# Analogue clock



Digital clock

- Some learners could be familiar with clocks, they may be wearing watches on their hands, have clocks at home or have seen them elsewhere, notwithstanding some of the learners having clocks on their phones. Emphasis therefore will be put to teaching or practicing how to read and tell time?
- Write on the chart reading and telling time?
- From the clocks above, explain to the learners that there are 24 hours in a day and that the clock divides the day into two halves of 12 hours each. And, within each hour, there are 60 minutes.
- ❖ Point to the smaller hand and tell learners it represents hours while the larger hand represents the minutes and that the minutes are calculated by factors of 5 according to the 12 large numbers on the clock face, implying that between every two numbers, there are 5 minutes.
  - The twelve numbers around the clock represent an hour each, producing a total of 12 hours
  - So, if one counted the 5 minutes around the whole clock, they get 60 minutes
  - Explain that the 5 minutes between the 12 numbers, if multiplied the add up to a sum of 60 minutes (12x5=60) to make an hour.





Bring a learner to the front and ask them point to the clock above and read that each of the clocks represent a different time; 3:07 (3 hours and 07 minutes), 6:00 (6hours or exactly 06 o'clock) and 10: 10, 10hours and 10 minutes.



- Give learners more examples to practice from the worksheet.
- Explain to the learners that each day has four parts; the morning, afternoon, evening and night
  - Morning: 5 am to 12 pm (noon), Afternoon 12 pm to 3 pm, Evening 5 pm to 9 pm, Night
     9 pm to 4 am
- The 12-hour clock system displays time for a 12-hour period, which is half of the 24-hour day. Time from midnight to noon is represented by the abbreviation "a.m." Time from noon to midnight is represented by the abbreviation "p.m."
- Point to the clock on the chart and ask the learners what a clock looks like when it is **6 am** on o'clock and **6 pm** in the evening. Ask learners to explain what they notice about the clock.



- ❖ Explain to the learners that both the above two clocks show how the time of the day moves around the clock, although both of them are pointing or indicating that the time is the same time 6 o'clock, they represent different parts of the day, one is the morning, while the other is the evening
- ❖ In this example explain to the leaners that 7 o'clock in the morning, could mean the time children are going to school, and 7 o'clock at night, usually associated when children are about to have their dinner and go to sleep.

- Ask for a volunteer to come up and draw on the chart what a clock looks like when it is 7 o'clock in the morning and 7 o'clock in the evening.
- Using the worksheet in the Resource Pack ask learners to tell the time from particular examples.

# Summary and Review (Guide time: 10 minutes)



- End the session with a brief Clock Worksheet review to check that the learners have understood reading and telling time (hour, half an hour and quarter past an hour)
- Once again present to the learners a Clock Worksheet showing different times in hour, half and quarter hour







- Ask learners to read the time in hour, half and quarter as seen in the worksheet above for example 10:00hrs, 1;30hours and 12;15hours
- Ask learners if they have understood reading and telling time. If not repeat correct and clarify



❖ Distribute copies of the Clock worksheet from the Resource Pack so that learners can continue practicing at home.

# 5.3 Session C. S03 Problems and Problem solving

Type of Content	Life Skills	
Session Objectives	Learners are able to identify and categorize problems and are	
	familiar with problem solving approaches.	
Resource requirements	Flip chart and Marker Pens	
Resource requirements	Extra Pens	
Resource pack and	Problem Solving Matrix and Scenarios	
Takeaway		

# Summary of session content

- Defining Problems
- Problem Solving Approaches

# **Defining Problems (Guide Time: 20 minutes)**



Discussion

**Explain** that in this session we are going to look at problems and approaches for solving them.

# Definition of 'Problem'

"A matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome"

- ❖ Ask the learners for their definition of a problem and write their answers on the chart − include the one above − and agree on a definition that will be used.
- Say that everyone experiences problems in their lives. Ask for volunteers to give examples and have someone else write these on the chart.
- Go back and look at what kind of problems people have listed and discuss whether it might be possible to group problems into categories. Explain that doing this can sometimes help to find solutions.
- Through a process of discussion, form categories using the learner's previous responses. *An example of how this might look is provided below for your guidance.*

Family problems
Father drinks a lot
Arguments with parents

problem

Not enough living space

Food security Limited land Crop diseases Community relationships
Land disputes with neighbour
Children fighting causing a

Bad weather

<u>School problems</u> <u>Health</u>

No money for fees

No money for medicine

No health workers at clinic

- Discuss with learners what they think it means to solve a problem. Lead them to understand that solving a problem means resolving confusion or difficulty and having a clear course of action. Point out that sometimes the solution might be about making a choice between the "lesser of two evils."
  - For example: solving an immediate food security problem in the family might involve selling off an animal or another asset, even though this is not an ideal or desirable solution.

# Problem Solving Approaches (Guide Time: 40 minutes)



#### Groupwork

- Ask learners if anyone can identify a problem from the list on the chart that they have solved and ask them to explain the approach they took to doing this.
- Ask if any of the problems listed on the chart cannot be solved. Acknowledge that while this may be the case that we often have the ability to solve or at least reduce the impact of our problems.
- ❖ Tell learners that problem solving is similar to decision making. When they are problem solving they are searching for the best option, or solution, to a problem (as in decision making).
- ❖ Ask learners to recall the steps of the decision-making process that they learned.
  - 1. Define the issue.
  - 2. Gather information
  - 3. Develop alternatives

- 4. Analyze consequences.
- 5. Make the decision.
- 6. Consider feedback and evaluation
- ❖ Divide the learners into two groups. When doing so try to make sure a good mix of capabilities in terms of literacy skills. Tell them that one Group is Group A and the other Group B. (you can use other names if you wish but it is important that people are clear which group they are in).
- Read both of the following scenarios out to both groups and then give each group a printed copy of their scenario (these can be found in the Resource Pack).
- Alternative scenarios can also be used if you wish but the principle is that you want to present a situation that requires thought and analysis for people to practice using the stepped approach.

#### Scenario A

Auma has two children, Okello and Oryema who are 7 and 9 years old. They enjoy playing with their neighbours children but the other day while they were playing in the neighbours compound there was a fire which burnt down a small chicken house and one hen died. Auma's neighbour has blamed her children but they are saying that they think it was the old Grandfather who stays there who they say they saw smoking and drinking just before the fire. Auma does not know what to do – she wants to repair the relationship with her neighbour as they have always been friendly and helped each other but does not want her children to have a bad reputation. What steps can she take to solve this problem?

#### Scenario B

At a village meeting it was decided to build a new community road which will allow much better access to a nearby market and will also enable vehicles to reach the village bringing supplies or to take people to Hospital etc. Part of the road will need to run through a piece of land whose ownership is disputed and talk of the road has already reignited angry arguments between the two families who claim ownership. You have been asked to help resolve the issues so that the road can be made—you want to do so but are also anxious that the argument between the two families is not worsened in the process. What steps can you take to solve this problem.

- Give copies of the problem-solving matrix and the scenarios to each group (from the Resource Pack) and tell each group which scenario you want them to focus on tell them that they have 20 minutes to consider their responses. Emphasize that their task is to consider the different steps that need to be taken to identify potential solutions.
- After 20 minutes call the groups back together and ask each of them to explain the steps they took and the reasons. Discuss the results. Remind learners that there are usually several different solutions to a problem and that one of the steps of the problem-solving process is to consider as many options as possible.



Copies of the Problem-Solving Matrix and Scenarios

# 5.4. Session C. SO4: Talking about HIV/AIDS

Type of Content	Life Skills	
Session Objectives	• Learners will have tested their knowledge on HIV/AIDS, will have been updated on latest facts and key messages about HIV/AIDS and will have discussed issues related to this from the point of view of their community.	
Resource requirements	<ul><li>Flip Chart and Marker pens</li><li>Additional pens</li></ul>	
Resource Pack and Takeaway	<ul> <li>Copies of 'Quick Test – Knowledge of HIV'</li> <li>Copies of the HIV Facts sheet</li> </ul>	

	Summary of session content
Test your Knowledge on HIV/AIDS	
Key Prevention Messages	

# Test your Knowledge on HIV/AIDS (Guide Time: 30 minutes)



- ❖ Explain that in this session we are going to talk about HIV/AIDS. This is because it remains an important issue for all of us and our families that impacts on every aspect of our lives.
- Explain that whilst some of them may know a great deal about this topic already but some may know less so it is important that everyone has the chance to learn or refresh. Also stress that this is a topic some people may find it difficult to talk about and it is important to remember this and to continue to respect each other's views and feelings.
- ❖ Distribute copies of the Quick Test Knowledge of HIV sheet (from the Resource pack) amongst the learners and give everyone 10 minutes to think about the answers. After this go through the answers with the group asking for volunteers to read out each question and their answers (a completed sheet is provided below for your guidance).

#	Question	True	False
1	You can see if a person is infected with HIV		✓
2	The main way that people get infected with HIV is through sex.		
3	A mother who is HIV positive will always have an HIV positive baby.		✓
4	You shouldn't eat from the same plate as someone with HIV		✓
	otherwise you will get infected.		

#	Question		False
5	There is no such thing as safe sex.		✓
6	If you already have a sexually transmitted disease, you are 5-10	✓	
	times more likely to be infected with HIV during sex		
7	Drinking alcohol might interfere with your judgement and put you	✓	
	at greater risk of contracting HIV		
8	People usually die from AIDS related diseases rather than AIDS itself	✓	
9	Most symptoms of AIDS are symptoms of other diseases too	<b>✓</b>	
10	You cannot get infected with HIV by ordinary daily contact with a person with HIV.	✓	

Next, to make sure that everyone clearly understands the basic facts about HIV/AIDS go through the key points in the table below which is available in the Resource Pack. Make sure every learner has their own copy of the **HIV Facts sheet**.

	HIV stands for:	
	Human	
What is HIV?	Immuno-deficiency	
Wildt is miv?	<b>V</b> irus	
	• It is caused by a virus which cannot be seen with the naked eye – only	
	through a powerful microscope.	
	It makes people ill by making your immune system stop working	
	properly. Your immune system is your defence against infections and	
	illness which means your body cannot fight against infections.	
\\/\bat dagg   111\/ da	People who are HIV positive can look and be well for a number of years,	
What does HIV do	but they can still infect other people with the virus.	
	An infected person becomes more likely to get illnesses and less able to	
	deal with them. Eventually, without treatment, one of these diseases	
	can cause their death.	
Where is HIV found	HIV is found in the blood and other body fluids – including breast milk,	
in the human body?	in an infected person	
	<b>A</b> cquired	
	Immune	
	<b>D</b> eficiency	
What is AIDS?	<b>S</b> yndrome	
	AIDS is caused when HIV weakens the immune system so that it can no	
	longer properly fight infections. It is called a syndrome because there	
	are a number of different symptoms it causes.	
	Sexual contact is the main way that people become infected.	
	Other ways in which HIV may be spread is from contaminated blood	
How is HIV passed	transfusions, through other contact with blood (from used needles etc.).	
from person to	In Uganda it is very unlikely that you would get HIV from a blood	
person?	transfusion if you receive it a proper clinic as all blood is tested.	
	From mother to child – in the womb, at birth or sometimes through	
	breast milk.	

Ways that you cannot get HIV	<ul> <li>Sharing utensils like plates and cups</li> <li>Shaking hands</li> <li>Kissing on the cheek or hands</li> <li>Sleeping in the same room</li> <li>Using the same shower or toilet</li> </ul>
	<ul><li>Working together</li><li>Playing sport together</li></ul>
What is the status of the epidemic in Uganda <sup>2</sup> ?	<ul> <li>Uganda has lost nearly 2 million people to HIV AIDS – this is more than the number lost in wars since independence.</li> <li>Currently 1.2 million people in Uganda live with HIV.</li> <li>While great achievements have been made in reducing transmission and in treating people with the disease, there continues to be no cure and its effects on the country are still severe. In 2016 it was estimated that there 227 new infections per day.</li> <li>Young people, especially women and girls are more affected than men.</li> </ul>

Check whether anyone has any questions about any of the above and clarify as required. If you are not sure of the answer tell them you will get back to them about it. Write it down and check with a health worker (with the help of the office if needed) and then make sure you get back to the group with the answer.

**Key Messages: (Guide Time: 30 minutes)** 



Explain that you are going to quickly go through a number of key messages which are based on those contained in: A Call for Action for Youth in the Fight Against HIV/AIDS produced by the Uganda Aids Commission.

	Abstain from sex until you are ready for the consequences and responsibilities that come with it.
1	Just because your friends are having sex does not mean that you should have it. The
	consequences are not shared by your friends
2	If sexually active, adopt safer sex practices such as using condoms and faithfulness
3	Before you engage in sex, know your HIV status and that of your partner
4	Avoid bad influences and risky places
5	Avoid alcohol and drug abuse that compromise your decision making and expose you to HIV,
5	teenage pregnancy and premature death
6	If you believe you might have been exposed to HIV, go and get tested as soon as possible. Early
0	treatment can help you to stay well.

<sup>&</sup>lt;sup>2</sup> Uganda Aids Commission figures 2017

-

- When you have been through the above ask the learners to discuss the following questions;
  - What do they think about the key messages are they relevant to our community?
  - How easy is it for young people, particularly girls, to make decisions themselves about the above issues?
  - What, if anything, stops people from being able to make choices about sex in our community and what do you think could or should be done about it?
  - If someone you knew wanted to either test for HIV or get more advice where would they go? Are such services locally available? and if so are these the ones you would want to use?
- ❖ If a large number of significant issues come out of this discussion, particularly if you don't feel that it has been possible to satisfactorily answer them all, consider scheduling another session and talk to the office about the potential for a health worker / health educator with knowledge of HIV/AIDS to lead this. See the Introductory Section (Specific Module Guidance).



Copies of; Quick Test – Knowledge of HIV' and the "HIV Facts sheet"

# 5.5. Session C. S05 Learning How to Save

Type of Content	Life Skill	
Session Objectives	Learners consider the importance of saving and discuss approaches and mechanisms for doing so.	
Pasaursa raquiraments	Flip chart and Markers	
Resource requirements	Extra pens and paper	
Resource Pack and Takeaway	Table of types of saving platform and advantages/disadvantages	

# Summary of session content

- What is Saving?
- Saving Options, Advantages and Disadvantages of Savings
- Saving Plans to achieve Saving Goals

# What is Saving (Guide Time: 10minutes)



Discussion

- This session will teach learners what it means to save, the advantages and disadvantages of savings and how to learn how to Save.
- Read the story below to the learners.

# The Ant and the Grasshopper

In a field of Sim Sim, a **Grasshopper** was hopping about, chirping and singing to its heart's content. An **Ant** passed by, bearing along with a large leaf he was taking to the ant's nest. "Why not come and chat with me," said the Grasshopper "instead of toiling and moiling in that way?" "I am helping to lay up food for the dry season," said the Ant, "and recommend you do the same." "Why bother about that?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its toil. When the dry season came the Grasshopper had no food and found itself dying of hunger, while it saw the ants eating every day from the stores they had collected in the dry season Then the Grasshopper knew: it should have prepared itself better.

Write the definition below on the chart and ask the learners to discuss it. Ask the Learners how the story of the Ant and the Grasshopper you read relates to saving?

#### **Definition of Savings**

Savings implies the act by which people keep a portion or part of their assets or belongings in cash or in kind for future use.

- Routine or regular savings in small portions or bits helps to reach or achieve a significant amount in short- and long-term financial goals easily!
- Savings can be done by Individuals or groups of individuals who share common interests of achieving specific goals or needs are the reasons why people save.
- Ask the learners what they think some of the reasons for saving are and write these on the chart. Some examples are given below: -
  - Individual needs: clothing, food, entertainment, etc.
  - Emergencies: medicine in case of sickness, house repairs, contributions to funerals
  - Future opportunities: school fees, need to a start business, or assets like buying land, motorcycle, etc.

Saving Options, Advantages and Disadvantages of Savings (Guide Time: 20 minutes)



#### **Saving Options**

- ❖ There are a number of different ways in which money can be saved. Ask the learners to identify some of these and write them on the chart − examples of some of these are listed below.
  - Banks or Microfinance Institutions
  - Savings and credit cooperatives (SACCOS).
    - Ask learners to mention if any SACCO could be knowing or even have someone they that belongs to that cooperative?
  - Savings groups: for example, the Village Savings and Loan Association (VSLA)
    - Again, ask learners to mention if any they know VSLAs, some of them could be members of these VSLAs
  - At home (in cash), individuals normally have Saving Boxes where they keep their money for future use.
  - In kind (gold, jewellery, livestock, land)- Some people keep their money in form property or assets which they sale in future to acquire or meet their goals for example a parent selling a piece of land to pay fees for his son at the University, selling cattle to buy a motorcycle etc.
    - Ask learners more examples of this

# Advantages and Disadvantages of different savings options

Different saving options have advantages and disadvantages. These are outlined in the table below which is in the Resource Pack – distribute copies to the learners.

Saving Platform	Advantages	<ul> <li>Disadvantages</li> </ul>
Bank Accounts	<ul> <li>Safety and security</li> <li>Can earn interest</li> <li>Can an ATM card to withdraw</li> <li>Potential access to other services such as loan etc.</li> </ul>	<ul> <li>Access – may have to travel a long distance</li> <li>Low remuneration or returns</li> <li>Transaction costs and fees</li> <li>Need to maintain some money on the account</li> <li>Have long lines and delays inside banks</li> <li>Hard to use for people who are illiterate</li> </ul>
Savings and credit cooperatives (SACCO)	<ul> <li>Members earn more interest than in banks</li> <li>Can save small amount of money.</li> <li>Easy access in rural areas</li> <li>Builds relationships in community</li> </ul>	<ul> <li>Requires one to be a members to save with them – so not easy to join if very poor</li> <li>Membership rules can exclude some groups</li> </ul>
Savings groups (including VSLA)	<ul><li>Easy to join /less formal</li><li>Often allows access to credit</li></ul>	<ul> <li>Often use a cashbox – which may be stolen.</li> <li>Groups can sometimes be restrictive</li> </ul>
Mobile Money	<ul> <li>Accessible in most places</li> <li>Money fairly secure</li> <li>Money easy to transfer and move</li> <li>Can be used in combination with many other types of saving</li> </ul>	<ul> <li>Transfer and transaction fees</li> <li>Sometimes unavailable with network failures</li> </ul>
At home (in cash)	It enables easy access when needed	<ul> <li>Insecure- can easily be stolen or to come under pressure from other household members.</li> <li>Too easy to spend and 'waste' on non-essential items</li> </ul>
In kind (gold, jewelry, livestock, land)	<ul> <li>Value might increase over time</li> <li>Must sell to access cash – process may be lengthy reduces the temptation of one wanting to use for easy cash</li> <li>Control and use can lead to household disputes – often not favourable to women</li> </ul>	<ul> <li>It is difficult to easily sell in case of emergency</li> <li>Its value could decrease overtime</li> <li>Some items have a high risk of theft or death - for example animals</li> </ul>

# Saving Plans to achieve Saving Goals (Guide Time: 30 minutes)



- Explain to learners that different individual/s have varying reasons for saving, some which are the ones already discussed above. Depending on the reason for saving, it is very important to make a "Savings Plan", in order to remember the reason for saving and the goal you wanted to reach, the amount of money you need to achieve your goal, the period or time you want to take and when you plan to make deposits.
- ❖ This may be a Short term or Long term Saving Plan, which in most cases is determined by finances or amount needed to achieve that goal. A Short-term goal may need a few weeks or months while a Long-term goal may need one year or more to be achieved
- ❖ An example Saving Plan is shown below. Draw this on the chart and go through it with the learners.

Person	Saving Goal/ Reason	Required amount	Period Months/Years	Savings per week or month Ush
Short-ter	m Goal			
James	School Fees	400,000	3 months	33,500 per week
Ajok	Cooking Utensils	100, 000	2 months	50,000 per month
Long terr	Long term			
Sandra	Land	3, 600,000 Million	3 years	100,00, 000 per month
Okullo	Motorcycle	3,000,000 Million	2 years	125,000 per month

- Explain to the learners that from the above table;
  - Ajok wants to buy cooking utensils in two months-time but, she needs to save shillings 50,000
    per month to attain her goal whereas Okullo, whose goal is to buy a Motorcycle in 2 years,
    needs to save shillings 125, 000 every month in order for him to be able to buy a motorcycle
  - Go ahead and explain to Saving plans for James and Sandra to the learners
- ❖ Ask one of the learner/s to come and explain the saving plan above to the whole group
- Make clarifications and repeat for learners where necessary



❖ Table of types of saving options and advantages/disadvantages of each

# 5.6. Session C. S06: Thinking about Gender

Type of Content	Life Skills		
Session Objectives	Learners can differentiate between gender and sex in terms of roles and behaviours and understand gender stereotypes and their consequences. They are able to discuss and articulate their own views on these issues.		
Resource requirements	Flip Chart & Pens Spare paper and pens		

# Summary of session content

**Defining Gender and Sex** 

Gender Stereotypes and their Consequences

Pressures and Privileges of Gender Roles

# **Defining Gender and Sex (Guide Time 15 minutes)**



❖ Explain that in this session we are going to be looking at issues related to people's roles related to their gender and sex. Explain that this issue is included because it is so important in terms of economic and social development.

# Definitions of Gender and Sex

The term sex refers to the biological characteristics of being male or female – including our internal and external differences that we are born with and that can develop and change through our lives.

Gender refers to the roles and behaviors that boys and girls and men and women are taught to play within a society or group. These are sometimes quite different between cultures and places. It can affect our expectations of what we expect to achieve or have rights to do in terms of decision making, education or types of job and income.

- Ask the learners to define what is meant by gender and what is meant by sex. *The terms are defined above for your guidance.*
- Write on the chart "Statements about "Men and Women" and list the questions in the left-hand column of the table below underneath this on the chart (you may want to prepare this in advance).
- Go through each question and ask the learners whether the reason for this is related to Sex or Gender.

Statements About Men & Women			
Statements	Answer		
Little girls are gentle little boys are tough	Gender		
Women working on farms are often paid more than a third less than men	Gender		
Women can breast feed babies, man can bottle feed babies			
Most building construction workers in Uganda are men			
In Ancient Egypt women inherited property, men did not			
In one study of 224 cultures, there were 5 in which men did all the cooking and 36 in which women did all the house building			
Men's voices break at puberty women's do not	Sex		
According to UN statistics, women do 67 per cent of the world's work, yet their earnings for it amount to only 10 per cent of the world's income.	Gender		

- Discuss the answers with the learners, ask;
  - Did any of the statements surprise you?
  - Do the statements suggest that gender is inborn or learned?

Gender stereotypes and their consequences (Guidance Time: 15 minutes)



Explain that building on the above, we are going to talk about gender stereo-types and their consequences for personal development.

# Definition of "Stereotype"

"A widely held but fixed and oversimplified image or idea of a particular type of person or thing"

- **Explain** what a stereotype is, based on the definition above.
- Relate the story below to the learners.

# A Tale of Two Goats

One night two goats, one black and one brown, were asleep on a bed. Suddenly a loud noise from nearby woke them up. The brown goat hid under the bed, while the black one picked up a stick and ran towards the door

- Ask the participants to identify which one of the goats is male and which one is female let them discuss this in the group until they have reached a degree of consensus. Ask them to substantiate their choice with examples of qualities or behaviors often assigned to men and women and how that influenced their decision. They can be both negative and positive attributes.
- Draw a box on the chart and note their answers. Some probable answers are listed below for your quidance.

Qualities				
Male	Female			
<ul> <li>Adventurous</li> </ul>	Gentle			
Aggressive	Caring			
• Strong	• Weak			
Rational	• Shy			
Impatient	Tolerant			
<ul> <li>Intelligent</li> </ul>	Forgiving			
Satisfied	Emotional			
Authoritative	• Jealous			

- Now ask the learners to look at the list and decide which of these qualities they think women and men were born with in other words which are Sex related, rather than Gender related and therefore learned. Cross off those that the group agrees are Gender related as you go down the list.
- To conclude the exercise, tell the participants that no one can say exactly which goat is female and which one is male from the information provided.
- Ask the learners what consequences they think gender stereo-types might have for women and men in terms of;
  - Their roles in and around the home
  - Their ability to get employment or work
  - Decision making in the village / community

Pressures and Privileges of Gender Roles (Guide Time: 30 minutes)



Groupwork

- Ask the learners to split into two groups. If possible (depending on the groups formation) try to make one group male and one female.
- Write the following questions on the chart and explain that you want each group to spend 15 minutes discussing these together. Make sure that the questions are understood (You might to write these questions out beforehand)
  - Do you feel your role and behaviour is limited by society due to what is expected of you in term of your gender roles? How and when do you feel limited? Why do you feel limited?
  - Do you feel there are certain 'privileges' that men enjoy due to the expectations related to their gender roles? What are these privileges, and do they have an adverse impact on women and even on men themselves?
  - Do you feel there are certain 'privileges' women enjoy due to the expectations related to their gender roles? What are these privileges? Do they have an adverse impact on men or even women themselves?
- ❖ Bring the groups back together and ask each group to briefly present their findings. Consider and discuss the following further questions in the group as a whole;
  - Were there significant differences in the answers between men and women? If so what were they?
  - If they could change one thing in terms of common attitudes about gender roles in their situation what would it be and why?
  - If they could keep one thing in terms of common current attitudes about gender roles in their situation what would it be and why?

# 5.7 Session C. S07 Considering Vulnerability

Type of Content	Thinking About Vulnerability		
Session Objectives	• Learners will understand the concept of vulnerability and will be able to draw up a list of vulnerable groups in their own communities and generate practical ideas of how to address it.		
Resource requirements	<ul><li>Flip Chart &amp; Marker Pens</li><li>Spare Pens and Paper</li></ul>		

	Summary of session content
Defining Vulnerability	
Vulnerability in our Community	

**Defining vulnerability (Guide Time: 20 minutes)** 



Discussion

Explain that in this session that we are going to take some time to think about what is meant by vulnerability, how it is seen in our communities and our response to it. As with discussions on Gender and HIV/AIDS this topic is included as it is something that affects many people in our communities.

#### Definition of vulnerability

- Reduced capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a natural or man-made hazards or risk.
- Ask learners what they think **vulnerability** or "**being vulnerable**" means. Make a note of their answers on the chart and agree on a definition leading them towards the one highlighted above. Explain that while being poor makes you vulnerable that vulnerability can affect people who may not be necessarily obviously poor or suffering from a problem at this point but are at increased risk from something which, if or when it occurs, affects them more seriously than someone else.

# A Tale of Two Friends

John and Bosco are friends and live in the same village. They are both of the same age and are both traders in Simsim. To look at them you would think they were both the same in terms of economic status as they both looked as if they were doing quite well, dressing in smart clothes and having good phones! Other young people envied them.

However, one season the Simsim harvest was particularly bad and John and Bosco struggled to both buy and sell Simsim as it was both difficult to find but also very expensive. After a couple of months of struggling they both stopped trading. John managed to see himself through to the next season because

his brother who worked for an NGO in town, and his Mother, who traded in silver fish (Mukene) across into DRC helped him. Bosco, however, was an orphan with no one to easily help him and was forced to sell things like his phone and smart clothes to survive.

- Read the story above to the learners and discuss the following questions (potential answers are provided in italics for your guidance).
  - Why was Bosco vulnerable? (because he was an orphan and so had limited other support)
  - What was the risk or hazard that impacted on him and John? (harvest failure)
  - Does this story help to explain vulnerability and how it can sometimes be a little hidden?
  - Was there anything Bosco (and indeed even John) could have done to make himself less
    vulnerable to the poor harvest? (the answer is yes he could have saved and/or invested in
    other small businesses, traded in more than one commodity etc.)

# Vulnerability in our community (Guide Time 40 minutes)



# Groupwork

- Explain that vulnerability can have different impacts on people. The impact can be economic where livelihoods are threatened -but also social where peoples ability to interact with others and have normal social contact is limited.
- Ask the learners to identify what groups of people are vulnerable in their community. Record the answers on the chart and where answers are similar agree on a consolidated list (an example is provided below for your guidance).

Orphans People with Disability Widows People Living with HIV/AIDS

Elderly Mentally III

- Now split the learners into three groups (try to ensure that there is a good mix in terms of writing ability). Allocate each group 2 different categories you agreed upon and ask them, for each category, to complete the questions below drawing their answers in the form of a table.
  - They should consider the potential economic impacts on the individual and/or their families. These impacts might be on lost income or in extra things they might have to buy or pay for.

- It also important to think about the social impacts some things may attract a stigma or simply make it difficult for an individual to join in with community events etc.
- Ask the group to think of practical things that they believe could be done at community level
  to reduce the vulnerability of these groups or lessen the impact on them. These should be
  realistic and achievable.
- ❖ Draw the table below on the chart and ask them to use this format when developing their answers.

  Tell the groups they have 15 minutes to think of their answers. Distribute pens and paper.

Category		
Economic Impacts	Social Impacts	What could be done?

- Call the groups back together and ask each one to briefly present their findings. Discuss within the group.
- Finish off by saying that vulnerability is something which has many different aspects but is important to think about them both on an individual but also a community perspective. We are always stronger as a group, whether it is a family, a group of friends, or a whole village – when we stand together.

# 5.8 Session C. S08: Dealing with Conflict

Type of Content	Life Skills		
Session Objectives	<ul> <li>Learners can define conflict and its impacts, understand and can use some simple anger management tools and are aware of the role of mediation in helping to resolve issues.</li> </ul>		
Resource requirements	Flip Chart & Marker Pens		
Resource requirements	Spare paper and pens		
Resource Pack and Takeaway	Copy of Table for Managing Anger and the Stages of Conflict		

Summary of session content
What is Conflict?
Managing Anger
Mediation

# What is Conflict? (Guide Time 20 minutes)



- Explain to learners that in this session we are going to be thinking about conflict and how to manage it. Start by asking the learners what they think of when they hear the word "conflict." Encourage them to consider situations that create conflict, how they feel when they or someone they know are involved in it, the results of conflict, and so on.
- \* Record people's responses on the chart grouping similar responses to create a cluster. An example is drawn below for your guidance.

Conflict Meaning:	Situations Creating Conflict	<u>Feelings</u>	Results of conflict
Arguments	Political disputes	Worried	Damaged relationships
Disputes	Arguments over land	Anxious	Violence
Competition	Lack of money	Frightened	Loss of resources
	Different ideas	Angry	
	"Family" arguments		

When learners have exhausted their ideas, ask them to review the cluster on the chart and suggest a definition for "conflict." Record responses. It is important to note that in the context of northern Uganda which has a recent history of violent conflict it might be expected that learners will tend to focus more on violent conflict involving armed groups. This is an important potential aspect of conflict and was a reality with severe consequences for many people and must be recognized.

- Try to lead learners to recognize that conflict is often about different ideas or a struggle of some kind between two people or groups and violence or a physical struggle only happens when it gets out of control. A degree of conflict over issues and situations can be a normal part of life that does not have to result in violence. Conflict is a natural part of life that we can learn from. One strategy for managing conflict is to be ready for it and to manage it effectively so that it does not become a serious problem.
- Distribute the "Stages of Conflict" diagram from the Resource Pack and discuss it.

#### Managing Anger (Guidance Time: 20 minutes)



#### Discussion

- Recognize that anger is a normal human emotion that can be important to express in some situations. However, one of the main reasons why differences of opinion or ideas become conflicts, sometimes even violent conflicts, is when anger is expressed excessively or gets out of control. Learning to effectively control and manage anger can therefore be an important way of making sure conflicts don't escalate.
- Ask learners to identify day to day situations that can make them feel angry. Record their answers on the chart. Some potential examples are provided below for your guidance.
  - Other people not doing their household work
  - People not giving things back they have borrowed
  - Food not being prepared on time
  - Being cheated at the market
  - Someone flirting with someone you like
  - Missing out on a free distribution e.g. for a mosquito net.
- Write Tools for Managing Anger on the chart and ask the learners if they know of any tools for managing anger and note of these on the chart. Some examples are provided in the table below.

Tools	Explanation		
Think before you speak	• In the heat of the moment, it's easy to say something you'll later regret. Take a few moments to collect your thoughts before saying anything — and allow others involved in the situation to do the same. Some people find it helpful to count to 10 before they speak in these situations.		

Once you're calm, express your feelings	As soon as you're thinking clearly, express your frustration in an assertive but nonconfrontational way. State your concerns and needs clearly, but without hurting others or trying to control them.
Exercise	<ul> <li>Physical activity can help reduce stress that can cause you to become angry. If you feel your anger escalating, go for a brisk walk or run, or spend some time doing other enjoyable physical activities.</li> </ul>
Stick with "I" statements	<ul> <li>To avoid criticizing or placing blame — which might only increase tension — use "I" statements to describe the problem. Be respectful and specific. For example, say, "I'm upset that you didn't help with looking after the animals today instead of "You never do any work."</li> </ul>
Don't hold a grudge	• Forgiveness is a powerful tool. If you allow anger and other negative feelings to crowd out positive feelings, you might find yourself swallowed up by your own bitterness or sense of injustice. But if you can forgive someone who angered you, you might both learn from the situation and strengthen your relationship.
Talk to someone	Sometimes talking to another person about the situation can help you to calm down and maybe see the problem in a new way. These might be friends, relatives or someone else you trust.

Discuss with the learners the above tools and any additional ones they identify.

# Referral Points

Knowing when to get other Help: Learning to control anger is a challenge for everyone at times. However, some people find that their anger can get so much out of control making them do things they regret causing or hurting those around them. This can sometimes be more common in situations where people have been through very difficult situations including war, conflict and displacement etc. In these situations, it can be important that people get further special counselling and help. Ask the learners if they know where they can go and get such help for themselves or others in their area. Answers might include;

- Community Development Officers
- Health workers
- An NGO specialized in psycho-social support
- Religious or traditional leaders

Try to identify specific counselling or other psycho-social support services in your area. Ask the office for help with this if you have any concerns about any of your group.

**Understanding Mediation (Guide Time: 20 minutes)** 



Ask the learners if anyone knows what a mediator is and make a note of responses on the chart.

#### **Definition of Mediation**

"A person who attempts to make people involved in a conflict come to an agreement; a go-between"

- Agree on a definition using the learners' responses and the example given above. Important points of emphasis are that;
  - Mediators establish reconciliation between two parties.
  - Mediators should not be directly involved in the conflict.
  - Mediators should remain impartial
  - Mediators need to be accepted by both sides otherwise it will not work
- Explain that sometimes a conflict can be too big for us to handle on our own and a mediator can be helpful in these situations. Ask the learners if they can think of examples of the kinds of conflicts that mediators might help to resolve and note these on the chart. Some examples are provided below for your guidance.
  - Armed conflict involving different groups
  - Disputes over land or property
  - Domestic or family disputes
- ❖ It is important to note and stress that mediators do not produce solutions but help those with a conflict to find their own solutions. Bearing this in mind ask the learners to help identify guidelines for the role of mediators in the form of Do's and Don'ts, discuss and agree these and note them on the chart. Some examples are provided in the table below for your guidance as you work through it.

Guidance for Mediators			
Do	Don't		
Establish communication with both sides	Don't make judgements		
Encourage both to avoid exaggerations	Avoid suggesting a solution  Day't take sides.		
Let the disputants come up with solutions	Don't take sides		
Maintain calm control	Don't give preferences to any side		
	<ul> <li>Don't get upset or anxious yourself</li> </ul>		



Copy of Table for Managing Anger and diagram of the Stages of Conflict

# 6 Module D: Taking Opportunities & Building Skills

# Header Sheet



	Module D: Taking Opportunities & Building Skills					
Module Objectives	Pillar 1: Life Skills		•	<ul> <li>Learners will consider and practice skills related to setting goals and objectives and the importance of being able to present themselves effectively.</li> </ul>		
	Pillar 2: Functional Literacy		•			
	Revision & Practice		•	During the last three sessions of this learners will work in groups to consist issues related to the development business ideas, costing and will devisimple business plan. In doing so the draw on a range of skills that the learned during the course.	onsider ent of elop a ey will	
	No.	Description		Objective	Mins.	
Sessions Description & Duration	D. S01	Take the Initiative!	•	Learners will define and explore the meaning of initiative and think of practical examples of this.	60	
	D. S02	Setting Goals	•	Learners understand the value of setting goals for themselves and the importance of them being realistic and within time frames. They will practice setting their own goals.	60	
	D. S03	Planning Daily Routines	•	Learners understand and are able to make and use a Daily Schedule or Routine. In doing so they also have a further discussion on gender roles in terms of work and responsibilities.	60	
	D S04	Presenting Yourself	•	Learners have the opportunity to consider the importance of presenting themselves effectively and to think about and record information about themselves that they might make use of.	60	
	Week 2					
	D. S05	My Business: Generating a Business Idea	•	Learners will understand the importance of generating business ideas and thinking them through and will be introduced to a simple framework to help them do so. They will have the chance to practice using this in groups.	60	
	D. S06	My Business: Estimating Requirements	•	Learners will understand the basic principles of estimating cost components for a small business idea including, start-up costs, running costs and expenses and estimated income. They will have the opportunity to practice doing this based on an idea they generated.	60	

Module D: Taking Opportunities & Building Skills						
	D. \$07	My Business: Making a Business Plan	•	Learners will be introduced to the concept of a business plan and will develop a simple business plan based on the business idea that they have previously been working on.	120	

# 6.1 Session D. S01: Take the Initiative!

Type of Content	Life Skills
Session Objectives	Learners will define and explore the meaning of an initiative and think of practical examples of this.
	Flip Chart & Pens
Resource requirements	Sheet "Objects for D: SO1" from the Resource Pack
	Extra pens and paper
Resource Pack	Objects for the Session

	Summary of session content
Introduction	
Know Your Objects	
Exploring Initiative	

# **Introduction** (Guide Time: 10 minutes)



Explain to the learners that in this session we are getting to look at the importance of Taking the Initiative in our lives.

# The story of the Wright Brothers

Ask students if they have heard of Orville and Wilbur Wright. They were two American brothers who in 1903 invented the first airplane which flew with an engine. They built this themselves using their own design and materials but also with ideas from others. At first people thought they were a little crazy and it took them four years of failed attempts before they were successful.

Read the short story in the box above to the learners and explain that the Wright Brothers are a good example of people who took the initiative and in doing so and changed history!

**Know Your Objects! (Guide Time: 30 minutes)** 



❖ Explain to the learners that they will be undertaking an exercise and need to follow instructions carefully. Ask the whole group to sit facing forward and put a copy of "Objects for D: S01" from the Resource pack either on a table or against the wall **behind the learners**. Follow the steps below.

Steps	Instructions			
1	Explain that they must remain silent from now until you tell them otherwise – unless they need			
Τ.	to ask you to explain again the instructions. Distribute paper and pens.			
	Tell them that various kinds of objects are drawn on a sheet of paper behind them that in a			
2	minute they will be invited to look at in small groups for exactly one minute. They are not			
	allowed to take notes or use their pens while they look at the sheet.			
3	Tell them that when they are not looking at the objects they must remain looking forward - a			
	not look back at the list.			
	When they have finished looking they should return to their seats and make a list of the objects			
4	from their own memory – again without speaking to each other. Those that may struggle to			
	write can draw simple shapes instead.			
5	Check that everyone understands the instructions.			
Next, allow small groups of learners (up 4) to go and look at the sheet for exactly				
	until everyone has done so.			
7	Give the group five minutes from the last viewing to work on their own in silence.			
8	Now say to the learners that they can compare notes with each other, adding to the list of			
	objects. Give a further 5-10 minutes to do this depending on the discussions.			
	Begin a general discussion by asking the following questions to the whole group.			
	How many objects were there in total on the sheet?			
9	Were any of you able to list all of the objects the first time?			
	<ul> <li>How many additional items did you add to your list after talking with others?</li> </ul>			
	Do you think that you now have all the objects listed?			
10	Before you close the session go through the final list of objects if necessary.			

Ask the learners what they thought about this session. Guide them to the understanding that everyone observes things differently. Explain that people often remember different things about the same experience. Point out that we can always benefit from the assistance of others. We can learn from each other and work together to get the information we need.

# **Exploring Initiative (Guide Time: 20 minutes)**



- Ask the learners how they would feel if someone were to tell them that they were a person that displays initiative. Write the word "initiative" on the chart. Through questions and comments, guide them to understand that "initiative" is the ability to get tasks started or done without needing to be told to do so.
- Ask the learners the following questions.
  - Do you think the Wright brothers made an effort to talk to other people who knew about airplanes and engines when they were building their plane? (Answer is Yes, they did extensively)
  - Were you more successful in remembering and listing the objects on the sheet when you worked alone or after talking with classmates?

- Would you have taken the initiative to talk with others about what they remembered if I hadn't told you that you couldn't talk to each other?
- Emphasize that part of taking the initiative can be, to always be curious and to ask questions. Ask the learners if they can think of any examples of taking the initiative and record these on the chart (some potential examples are provided for your guidance below).

# Examples of Taking the Initiative

- You own a small shop and notice that people are travelling from a village 10km away to buy some of your products as they are not available there. You make contact with a friend in that village and together you open a small outlet there to meet this demand.
- After a meeting of the School Management Committee everyone drifts away. You notice the room is a mess, so you tidy up, stack chairs and make sure the room is as you found it.
- You realize that around every harvest traders are coming to your village and buying maize at very cheap prices yet after 4 months the price has more than doubled. You form a small group with some other farmers and agree to rent some storage space in a grain store in town and keep some of your crop for later sale when prices are higher.

# 6.2 Session D. S02: Setting Goals

Type of Content	Life Skills
Session Objectives	<ul> <li>Learners understand the value of setting goals for themselves and the importance of them being realistic and within time frames. They will practice setting their own goals.</li> </ul>
Resource requirements	<ul><li>Flip Chart &amp; Marker Pens</li><li>Extra pens and paper</li></ul>

Summary of session content		
Goals- What and Why?		
Identifying Personal Goals		
Setting Realistic Goals and Time Frames		

# Goals – What and Why? (Guide Time: 10 minutes)



\* Explain that in this session we are going to look at the meaning of Goals, why they are useful to have and to learn how to set them.

# have and to learn how to set them. Definition of Goals "The object of a person's ambition or effort; an aim or desired result"

For example: "He achieved his goal of becoming an LCIII Councilor" "She achieved her goal of opening a shop"

- ❖ Ask the learners to suggest meanings for the word "goal." Write the definitions on the chart, including the one above, and discuss them.
- Ask the learners to tell you why they think Goals might be useful or helpful and discuss the responses. Lead them to recognize that having goals can help them focus and that having goals for what they want to accomplish in life can help them stay on track and make sense of the many activities they undertake.

# **Identifying Personal Goals (Guide Time: 20 minutes)**



Groupwork

- ❖ Divide the learners into groups of 3. Distribute extra paper and pens to the learners. As you are forming groups try to make sure that your groups each contain someone who might be able to help others with more limited ability.
- Ask the learners to write down at least three personal goals that they would like to achieve. Give them 10 minutes to do this.
- Call the learners back. Ask every learner to share at least one of his or her goals. Write the goals on the chart.

#### Setting Realistic Goals and Time Frames (Guide Time: 30 minutes)



- ❖ Tell the learners that it is important that goals are realistic in other words that they have a good chance of being achieved but at the same time a goal should not be too easy. Explain that if a goal is not realistic, they could easily become discouraged, but that if it is too easy, they could become bored. Lead students to recognize that a goal should be both achievable and challenging.
- Give some examples to the learners and ask them to consider whether the example is; realistic or unrealistic, and, if it is realistic whether it is challenging / too easy. Some potential examples are provided for your guidance below;
  - Okello has decided that he wants to build a rocket and go to the moon (unrealistic)
  - Sarah has decided that she will try save money to buy 3 goats (realistic –challenging)
  - Michael has decided that he will listen to the radio every day (realistic too easy)
  - Alice has decided that she wants to learn how to make pottery (realistic challenging)
- Next, explain that goals should have **time lines or time targets** for when they should be achieved. This is important to keep someone focused on an objective but explain that a time line should also pass the realistic and challenging test.
- ❖ Big goals sometimes also need **smaller steps** − **like stepping stones across a river** − to help you achieve them. Provide an example − such as the one below;
  - Goal: Steven wants to have his own milling machine within five years,
     To do this he has identified the following smaller steps towards achieving his goal.

- Step 1: He is going to find out more about how much it would cost to buy, to run and operate and work out potential earnings from it.
- O Step 1: He is going to open a savings account at the bank and save every month
- O Step 3: He is going to find 2-3 other people to join him
- O Step 4: He is going to find out more about loans and credit
- Next, using the examples of the learners Goals you have written on the chart, go through the Goals inviting the learner whose individual goal it is to come up and revise their goal if it is necessary. They should get ideas and contributions from the group. They should consider the following when making their revision;
  - Is it realistic?
  - Is it challenging?
  - What timeline or time target does it have?
  - Does it need to be broken down into smaller steps?
- Continue to ask learners to come up ideally, if time allows, until everyone has had a go at revising one of their Goals.
- Conclude the session by reminding learners that;
  - Goals can help keep you focused
  - It is important to set realistic goals that you can achieve.
  - They should not be too easy nor too hard.
  - Stepping-stone goals help you to achieve long-term or bigger goals by breaking them into manageable parts.
  - Goals should have time lines or time targets

## 6.3 Session D: S03 Planning a Daily Routine

Type of Content	Functional Literacy
Session Objectives	• Learners understand and are able to make and use a Daily Schedule or Routine. In doing so they also have a further discussion on gender roles in terms of work and responsibilities.
Resource requirements	Flip Chart & Pens

## Summary of session content

- Discussing "Daily routine"
- How to draw personal Daily Routine or Schedule

## Discussing Daily Routine (Guide Time: 30 minutes)



## **Definition- Daily Routine**

A daily routine refers to tasks that are performed consistently every day or most days

- These could be activities like going to school, going to the farm, going to work, cleaning the house, cooking etc. Ask learners to mention some of the daily activities they know or perform and make a note of these on the chart.
- This session brings learners together to discuss their routine or regular daily activities that includes those for both men and women at different times or parts of the day for example in the morning, afternoon, evening and night.
- Write on the chart "Daily Routine"
- Split learners into separate groups of men and women (if possible) and ask them to discuss amongst themselves how they spend their day, in terms of the activities they do, in the morning, afternoon, evening and night.

Ask learners to draw a table showing the different activities they are involved in during the day using the example below for your guidance – but do not show this to the learners

Time of Day	Daily activities for women		
Morning	Digging, cooking Breakfast, Cleaning the house, getting children ready for school, washing dishes.		
Midday	Fetching water, going for shopping in market, washing clothes, organising the home		
Afternoon	Preparing and serving lunch		
Evening	Going to a village VSLA group meeting or any other village meeting, shopping for dinner, co-curricular activities like sports, music dance & drama		
Night	Preparing dinner, serving dinner, Time to sleep		

❖ Have the men's group also follow the table below for your reference as well

Time of Day	Daily activities for Men	
Morning	Digging, eating Breakfast	
Midday	Go shopping in the market, visit friends	
Afternoon	Eat lunch	
Evening	Going to a village VSLA meeting or any other meeting including music dance and drama play sports go watch football,	
Night	Eat dinner, time to sleep	

- Bring the groups together and ask them to appoint one member to come to the front and share their table of their daily routines with the whole team.
- Ask the men's and women groups whether they think (a) there is anything missing in the other's list of activities or, (b) if it is an accurate reflection of the typical work done by both. Going back to Session C. S06 on Gender what, if anything, do any differences tell us about the workload and opportunities for men and women?
  - Ask the learners whether they have understood how to draw daily schedules . If not bring up a learner who understood to come up and repeat for the team while you clarify and correct mistakes where needed

How to draw a personal Daily Routine or Schedule (Guide Time 30 minutes)



- This part of the session teaches leaners how to draw a **personal daily routine or schedule** based on the different times of the day, that is morning, midday, afternoon, evening and night.
- Write on the chart the topic "how to draw my daily activity schedule"
- ❖ Draw up a table showing a personal or individual schedule. Use this example below for your guidance (you might want to draw this out in advance of the session)

Time or	Type of activity							
part of the day	Digging	Shopping	Washing Ironing & Clothes	School	Compound	Preparing Dinner	Music & Drama	Games Sports
Morning								
Midday								
Afternoon								
Evening								
Night								

- Explain to the leaners that the above personal chart denotes the daily activities of an individual from morning to night. It shows that someone goes digging in the morning, also cleans the compound, then goes for music and drama in the afternoon and winds up their day playing games and sports.
- Bring some learners to the front to practice shading their daily activities on the schedule above schedule above.
- Ask the learners how they think of an Activity Schedule might be of use and whether they can think of other types of schedule that they know about that can also be useful? (some examples are provided below for your guidance).
  - School timetable
  - Church timetable
  - Health Centre timetable
  - Football fixtures for next Saturday
- Explain that in addition to setting long-term Goals, planning and establishing a Daily Routine can be an important part of ensuring that
- Ask learners whether they have learned how to draw **personal daily schedules**, if not repeat for them and make necessary clarifications.

## 6.4 Session D. S04: Presenting Yourself

Type of Content	Life Skills		
Session Objectives	• Learners have the opportunity to consider the importance of presenting themselves effectively and to think about and record information about themselves that they might make use of.		
Resource requirements	<ul><li>Flip Chart &amp; Marker Pens</li><li>Extra pens and paper</li></ul>		

	Summary of session content
First Impressions	
Presenting Your Key Information	

## First Impressions (Guide Time: 20 minutes)

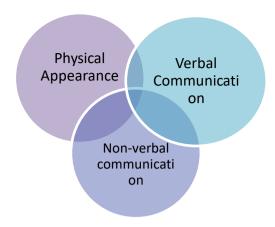


❖ Explain that in this session we will be spending some time thinking about key points related to how to present yourself – whether this is when you are meeting a customer, going for an job interview, making an application or introducing yourself to a new group of people – how you present yourself is important.

## Definition of "First Impressions"

'First impressions are the opinions someone forms about you when you first meet or come into contact'

- Ask the group what is meant by the term "First Impressions" and consider the definition above. Explain that, while they can sometimes be inaccurate, first impressions have been found to be important in terms of making contact and building future relations. Ask the group whether they agree with this and can they think of any examples from their own experience?
- Explain that you want to spend 10 minutes thinking about three factors that can influence first impressions. These are; Physical appearance, Verbal communication and Non-Verbal communication. Draw the diagram below (a Venn Diagram) on the chart to show the relationship between them.



Write these headings on the chart in the form of a table and then discuss key issues to consider when someone is trying to make sure they make a good first impression (some points are provided in the right-hand column below for your guidance).

Factor	Key issues to Consider		
Physical appearance	<ul> <li>Looking clean and tidy can be very important – this does not mean that you have to be dressed in very expensive or new clothes but making sure they look and are clean is important.</li> <li>Personal hygiene: this may sound obvious but many an opportunity has been lost because of this. It is important for people to recognize that paying attention to personal hygiene is an important part of self-presentation as well as being good for health!</li> </ul>		
Verbal Communication	How you speak and act around a customer or at an interview or any other meeting can play a critical part in the impression they form about you. Speaking clearly, politely and in a friendly manner is particularly important.		
Non-verbal Communication	Body language and active listening are important parts of non-verbal communication that we covered previously in Module A (S01 and S03). Ask the learners to recount the key points.		

Finish off by highlighting that whilst it is important to consider and plan for all of the above it is also very important to be yourself – people quickly recognise if someone is putting on an act or not being genuine.

Presenting Your Key Information (Guide Time: 40 minutes)



- Explain to the learners that another important part of being able to present yourself effectively is to think through in advance what your responses would be to some commonly asked questions so that you can give answers that are both accurate but also present you in the best way possible, whether this is at a job interview, to a new customer for your business or in another situation. You might need to provide such information either verbally or on application forms etc.
- Ask the learners to identify key pieces of personal information that they think people are likely to ask about them and they should be ready to provide. Write their answers on the chart and agree as a group the broad categories. (potential areas of information and issues related to these are highlighted below for your information try to steer the learners towards including most of those on this list).
- ❖ Go through and discuss the issues around each piece of information as below.

Topic	Issues
What is Your Age / Date of Birth?	<ul> <li>This can of course be difficult for some people, who may not have a birth certificate, yet it is a common question on applications forms in particular.</li> <li>If you are in possession of a National ID, then you should always use that as your Date of Birth.</li> </ul>
Where were you born?	Again, if you have a National ID you should state the location on that as your place of birth.
Education including your school(s)	The names and location of your schools or places you went for further education or training.
Your Strengths and Talents	<ul> <li>It is important to reflect on your strengths and talents and to be able to say what these are. They could be a mix of personal qualities with practical skills – for example "I am good at working with others and am skilled at motorcycle repairs".</li> </ul>
Interests/Hobbies	It is always good to be able to show that you have interests or hobbies – this helps people to see you as a person who takes a broader interest in life. For example; "I like reading and playing football"
Important life experiences	If you have any special responsibilities or experiences (past and present) you can share, this can be an important thing to present or talk about. For example; "I am reader in my local church or I am the treasurer of a women's group"
Goals and Dreams	Highlighting a few of these can be good thing to do as it helps people to see you as someone who has a plan and objectives for the future.

- Once you have an agreed list of categories and people understand the kind of information they should include, put the learners into small groups of 2-3 persons (as you do this try to ensure a good mix of ability in terms of writing skills). Distribute pens and paper to the groups.
- Tell the groups that they are going to spend a few minutes thinking about what information they might present about themselves using the categories agreed and to make notes about

this in a simple table for each person. They have 20 minutes to do this and should help others as necessary to complete this. Before they start remind the group;

- It is important that answers are honest and truthful.
- That the information provided is relevant and useful.
- After 20 minutes call the learners back together and ask for volunteers to come forward and present their key information to the whole group.
- Ask the group to comment on their presentation and suggest ways it could be improved. Continue with other presentations as time allows.

## 6.5 Session D. S05: My Business – Generating a Business Idea

Revision		
Learners will understand the importance of generating business ideas and thinking them through and will be introduced to a simple framework to help them do so. They will have the chance to practice using this in groups		
Flip Chart & Marker Pens		
Extra pens and paper		
Sheet Session D: S05 Identifying Business Ideas (Resource Pack)		
Flyer – Identifying Business Ideas		

	Summary of session content
Choosing the Right Seeds	
Identifying and Testing Ideas	

## Choosing the Right Seeds (Guide Time: 20 minutes)



- ❖ Explain to the learners that in the last four sessions of this course that they are going to get some practice thinking about business ideas and how they might put them into effect.
- ❖ Explain that an idea for a business is a bit like choosing seeds and then deciding when and where to plant them. Ask the learners; what factors are important when choosing seed and making sure it grows? Write the learners ideas in a simple table and discuss them (as in the left-hand column of the table below)
- Next draw another column and discuss how what they have said relates to thinking about starting a business what are the similarities? (as in the right-hand column of the table below).
- ❖ A completed chart is provided below for your guidance − try to guide the learners to identify some of the issues in it as part of this exercise

Choosing Seeds	How does this relate to Business?
<ul> <li>It needs to be the right kind of seed - its no- good planting a pumpkin if you wanted a tomato</li> </ul>	<ul> <li>It is important to be clear what it is you are trying to set up and what you need to do it.</li> </ul>
• Its no-good trying to grow a crop that is either unsuited for the climate or that no one is going to buy.	Will people want to buy your product or services? You need to know.
<ul> <li>When should it be planted? – it is no good planting in the hot season when it might shrivel and die before taking hold.</li> </ul>	<ul> <li>Thinking about when to start can be very important – it's no good doing it at a time when no one wants to buy it or has no money.</li> </ul>
It needs to be planted somewhere it can grow – moving it later can be difficult.	<ul> <li>Location of a business can be one of the most important decisions – depending on what it is. Customers need to see you and be able to reach you.</li> </ul>
Will it need a lot of water or fertilizer? If so are these available and what are the costs? You don't want to spend more growing it than selling it.	• Some businesses will need more money (capital) than others to get established and to keep growing (running costs). This is fine – but you will need to be able to afford what is needed to do this and be sure that you still make a profit after taking these costs into account. It's no good just looking at the sale price.

## Identifying and Testing Ideas (Guide Time: 40 minutes)



### Groupwork

- ❖ Tell the learners that choosing the right business idea is like holding a seed in your hand and thinking about planting it. Can that type of plant grow well here? When can I harvest for the first time? Do I know how to take care of it? Do many people like that kind of fruit? How much water or fertiliser will it need? What else could I plant here?
- ❖ Distribute **Session D: S05 Identifying Business Ideas Flyer** to the learners and explain that this is to help them as they undertake Group work.
- Split the learners into groups of up to 5 people (when doing so try to ensure that you achieve a mix of literacy ability and gender if possible)
- ❖ Tell the learners that based on what we have so far discussed that they have 20 minutes to think of two potential ideas for a business. They will be asked to present back to the whole group (write these questions on the chart for reference)

- What each of their ideas are
- Who would be their main customers/market
- What would be needed to undertake them (just in general not in details at this stage)
- Why they think it will work how it will make money
- Emphasise that they should use the **Identifying Business Ideas Flyer** to help them think through the issues that they will have to consider.
- ❖ After 20 minutes call the groups back together and let each one summarise their ideas and get feedback from the wider group.



Identifying Business Ideas Flyer

## 6.6 Session D. S06: My Business – Planning Finances

Type of Content	Revision		
Session Objectives	• Learners will understand the basic principles of estimating cost components for a small business idea including, start-up costs, running costs and expenses and estimated income. They will have the opportunity to practice doing this based on an idea they generated.		
Resource requirements	Flip Chart & Marker Pens     Extra pens and paper		
Resource pack & Takeaway	Sheet Session D: S06 Planning Finances Table		

	Summary of session content
Considering Cost Components	
Making Financial Estimates	

## **Considering Cost Components (Guide Time: 15 minutes)**



- Explain that in this session we are going to consider how to make estimates of the costs of both setting up and running a small business as well as its income. Tell the learners that in a few minutes they will again work in their groups to do this but first a few issues need to be considered.
- ❖ Draw the simple table below on the chart explain that finance for the business can be broken into three broad components or parts, as highlighted in the left-hand column of the table below. Go through each component or part and check that everyone understands what they mean and the issues to think about and consider related to costs.

Components	Things to consider/include
Start-up Costs	This is often also called start-up capital and it covers any basic equipment and initial supplies that might need to be bought to conduct the business. It can also cover the initial purchase of items you need for the business.  Example: Jane's Poultry Project  Small chicken house construction Initial purchase of 10 hens Vaccinations for chickens Chicken drinker Chicken feeder Small jerrycan
Running Costs & Expenses	<ul> <li>It is important to remember that most businesses will have running costs which can be best be defined as those items or expenses that are incurred keeping the business going.</li> <li>Sometimes calculation of running costs might also include costs associated with investment for new equipment or stock (as income comes in).         <ul> <li>Example: Jane's Poultry Project</li> <li>Chicken Feed</li> <li>Vaccinations</li> <li>Purchase of more chickens (as income allows)</li> <li>Transport to market (purchases and to sell 1-2 older hens)</li> </ul> </li> </ul>
Income	<ul> <li>It is important to be realistic about income – many small businesses fail because projected sales or income do not materialize. At the same time, it is also important to be ambitious at start up. If you start too small you are also unlikely to be able to grow.         <ul> <li>Example: Jane's Poultry Project</li> <li>Sale of eggs</li> <li>Occasional sales of older hens</li> </ul> </li> </ul>
Time	<ul> <li>When you are estimating running costs and expenses and also income it is important to think about the time period you need to plan over.</li> <li>This depends on the kind of business. Planning in months is better for businesses like growing bananas or fattening animals that take a longtime. Planning in weeks might be better for businesses like shops or selling vegetables where the time from when you start your business until it is profitable is usually shorter.</li> </ul>

## Making Financial Estimates (Guide Time: 45 minutes)



- ❖ Distribute **Sheet Session D: S06 Planning Finances Table** to the learners as well as pens and paper.
- ❖ Ask the learners to go back to the groups they were in for the previous session (D S05). In the previous session they identified 2 Business Ideas they are now going to need to **choose one of them** for this exercise. Guide the groups in their choice base your advice on the following;
  - Help them pick an example to work on that is not too complicated but not too easy
  - As far as possible ensure each group is working on a different idea and not poultry!

Give each group 2 copies of Worksheet D: S06 Planning Finances Table and go to the second page which is a completed example for "Janes Poultry Project". Using this as an example explain to them that, based on their own idea, their task is to complete the steps below;

Steps	Description
1	Identify the Startup Cost components and write each item in Section A of the blank
1	table
2	Identify the Running Costs and Expenses components and write each item in Section B
	of the blank table.
3	Identify the estimated Income components and write each item in Section C of the
3	blank table.
	For each of the above make financial estimates and fill these in by week or month –
4	remember that deciding whether to use week or month depends on the type of
4	activity that is being undertaken. Underneath the table make rough notes about how
	you made these calculations where necessary (as has been done for Jane's poultry)
5	Add up each column in each of the Sections
6	For each Section calculate the sub-totals

- ❖ When you are sure that the instructions are clearly understood break into the groups and let them complete the task. However, it is important that you move between the groups checking on progress and clarifying any misunderstandings. In particular check to see how each group is doing with its calculations and help them to resolve any issues or errors if they are being made.
- ❖ For each Financial Plan ask the learners to deduct the Running Costs and Expenses from the Estimated Income
- ❖ At the end of the time period bring the groups back together and explain that at the start of the next session each group will be asked to make a short presentation of their financial estimates so ask the learners to make sure that they keep their tables and notes safe so that they can do this.



Sheet Session D: S06 Planning Finances Table

## 6.7 Session D. S07: My Business – Making a Business Plan

Type of Content	Revision
Session Objectives	• Learners will be introduced to the concept of a business plan and will develop a simple business plan based on the business idea that they have previously been working on.
	Flip Chart & Pens
Resource requirements	Extra pens and paper
	Simple Business Plan Template
Resource Pack and Takeaway	•

Summary of session content
Presentation of Financial Estimates
Introduction to Business Plans

## Presentation of Financial Estimates (Guide Time: 30 minutes)



Discussion

- Quickly summarize what was done in the last session and tell the learners that each group will be asked to make a short presentation of the financial plans that they developed in the last session.
- ❖ At the end of each presentation ask for comments on the plan presented. In particular;
  - Are all the likely start-up cost components included or can anyone think of anything missing?
  - Are there any questions about how both start-up costs, running costs and expenses and estimated income are put together do they look accurate?
  - What do the figures look like when the running costs and expenses are deducted from the estimated income? does the business look viable?

## Introduction to Business Plans (Guide Time: 30 minutes)



Explain to the learners that in this session we are going to talk about and practice preparing simple Business Plans. Ask the learners what they think a "Business Plan" is and guide them towards a definition that is similar to the one below. Write the definition on the chart.

### Definition of a Business Plan

A business plan tells you what a business is about, its objective, its market and customers and plans for reaching them. It can also contain background information about the group or individual attempting to reach those goals.

- ❖ Tell the learners that for some big businesses or companies their business plan can be a very long and complicated document. However, for small businesses they can be very brief (1-2 pages) and basic. Ask learners why they think having a business plan can be important. Write their answers on the chart but guide them towards some of those highlighted below.
  - They are useful for planning helping to think clearly about what is involved and to test ideas, assumptions and financial estimates.
  - They can also be useful as way of presenting ideas to others that you may want to join in an opportunity or even to help raise more finance or get a loan.
- ❖ Draw the template below on the chart and explain to the learners that they are going to develop a simple business plan based on the business idea they have been working with. The idea is that this plan will be a maximum of two pages long.
- ❖ Go through the template explaining the use of each section and using Jane's Poultry Project as an example (you may wish to draw the template on the chart before the lesson to save time).

## 1: Proposed Name of the Business

Jane's Poultry

### 2: Location

Labugu Village, Obaga Sub-County, Obbo District

## 3: Summary of the Business Idea

This should clearly, but briefly, explain the idea behind the business.

Although most households in Labugu keep a few chickens there is still a demand for eggs. The owner of the village shop currently purchases them from the weekly market 5km away but often runs out. The staff working at the Health Centre III, and teachers at the primary school are particularly significant buyers, but others also purchase. Given the unmet demand Jane's Poultry intends to sell eggs directly to customers but also via the local shop. As the business and production grows Jane's options for selling at the weekly market and/or shops at the sub-county HQ will also be explored.

## 4. Business Objective

❖ This should be a short statement of no more than 2 sentences outlining the main intentions of the business and the service/product it offers.

Jane's Poultry intends to be a sustainable source of high-quality eggs for consumers in Labugu Village initially, and eventually in Obaga sub-county generally. The main reason for running the business is to help to pay for school fees for Jane and her younger brother.

### 5. Market /Customers

This section should contain brief background on any analysis of the market and potential customers that you have been able to undertake.

The initial market and customers will be in the village itself where there is a demand for eggs both from direct sales but also via the local shop. The local shopkeeper gets supplies from the weekly market 5km away but is only able to carry 60 eggs and often runs out mid-week. Jane estimates that within 3 months she will be able to supply 55 eggs for the local market and will sell at the "farm gate" and via the local shopkeeper with whom she has a good relationship. Over a period of 6 months Jane hopes to be able to sell surplus eggs at the weekly market and in the longer term also intends to explore opportunities for supplying a shop at sub-county HQ.

## 6. Financial Summary

This should be a brief summary of the financial analysis behind the project. It does not need to be a repeat of the financial estimates just the key points from it.

**Start-up costs** have been estimated to be Ush 211,000 of which Ush 60,000 has been provided as a loan by Jane's sister with a payback over 6 months. The rest of the start-up costs are coming from money saved by Jane from casual labour she undertook collecting firewood and cooking for some contractors nearby over a 6-month period.

**Running costs and expenses** for the first 4 months have been estimated to be Ush 164,000. This amount includes loan repayment of Ush 10,000 per month. Most of the remainder is on feed. **Estimated income** is Ush272,000 over 4 months. This is a low estimate based on the fact that not all hens will be productive over the period. This amounts to a profit after recurrent costs and expenses of Ush108,000, an amount which it is anticipated that will grow over time.

## 7. Management

Jane's Poultry is owned and operated by Jane Abim of Labugu Village, Obaga Sub-County, Obbo District. Telephone: 0770 123455

## Developing a Business Plan (Guide Time: 60 minutes)



Groupwork

Ask the learners to go back into the groups that they have been working in to generate the Business Idea (Session D: S05) and Planning Finances (D: S06). Distribute copies of D: S07 - Simple Business Plan Template from the Resource Pack.

- Explain to the leaners that they have 40 minutes to work together to complete a simple business plan for the Business Idea they worked on in the last session using the example just worked through as guidance. As the groups complete the exercise go around offering support and guidance.
- After 40 minutes call the learners back together and ask each group to make a short presentation of their plan, others can then provide feedback and discuss.



Copies of the Business Template and plans drawn from it.

## 7. Resource Pack



## 7.1. Module A: Session S01: Self-Awareness Short Stories

## The Lion and the Sheep



There was once a pregnant lion that was on its last legs. She dies soon after giving birth. The new born not knowing what to do, makes its way into a nearby field and mingles with a herd of sheep. The mother sheep sees the cub and decides to raise it as its own.

And so the lion cub grows up along with the other sheep and starts thinking and acting just like a sheep. It would bleat like a sheep and even eat grass!

But it was never truly happy. For one, it always felt that there was something missing. And secondly, the other sheep would constantly make fun of it for being so different.

They would say, "You are so ugly and your voice sounds so weird. Why can't you bleat properly like the rest of us? You are a disgrace to the sheep community!"

The lion would just stand there and take in all these remarks feeling extremely sad. It felt it had let down the sheep community by being so different and that it was a waste of space.

One day, an older lion from a far off jungle sees the herd of sheep and decides to attack it. While attacking, it sees the young lion running away along with the other sheep.

Curious as to what was happening, the older lion decides to stop chasing the sheep and pursues the younger lion instead. It pounces on the lion and growls asking it why it is running away with the sheep?

The younger lion shakes in fear and says, "please don't eat me, I am just a young sheep. Please let me go!".

Upon hearing this, the older lion growls, "That's nonsense! You are not a sheep, you are a lion, just like me!".

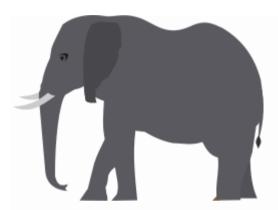
The younger lion simply repeats, "I know I am a sheep, please let me go".

At this point the older lion gets an idea. It drags the younger lion to a river nearby and asks it to look at its reflection. Upon looking at the reflection, the lion much to its own astonishment realizes who it really was; it was not a sheep, it was a mighty lion!

The young lion feels so thrilled that it let's out a mighty roar. The roar echoes from all corners of the jungle and frightens the living daylights out of all the sheep that were hiding behind the bushes to see what was happening. They all flee away.

No longer will the sheep be able to make fun of the lion or even stand close to it for the lion had found its true nature and its true herd.

## 2: The Elephant and the Pig



An elephant was walking toward its herd after taking bath in a nearby river. On its way the elephant sees a pig walking towards it. The pig as usual was coming after a relaxing dip in muddy waters. It was covered in mud. Upon approaching closer, the pig sees the elephant moving out of its way allowing the pig to pass. While walking past, the pig makes fun of the elephant accusing the elephant of being afraid of it.

It also tells this to other pigs standing nearby and they all laugh at the elephant. Upon seeing this, some elephants from the herd ask their friend in amazement, "Were you really afraid of that pig?"

To which the elephant replies, "No. I could have crushed that pig under my leg if I wanted to, but the pig was muddy, and the mud would have splashed on me too. I wanted to avoid that, hence I stepped aside."

## 7.2 Module A: Session S02: Adding 2-Digit Numbers Practice Sheet

Try to work on these examples. The answers are at the bottom of the page upside down.

13

(f)

(o)

Answers:

(V=5\); B=5e' C=44' D=86' E=41' E=30' C=3\) H=66' I=1E' 1=\) K=64' [=66' W=62' N=36'0=33'b=15)

## 7.3 Module A: Session S04: Subtracting 2-Digit Numbers Practice Sheet

Try to work on these examples. The answers are at the bottom of the page upside down.

4 2

- 32

Answers:

(V=Y; B=TZ, C=10, D=71, E=10, F=65, G=12, H=21, I=46, J=31, K=15, L=22, M=10, N=0,0=41, P=0)

## 7.4 Module A: Session S05: Sayings about change



## 7.5 Module A Alphabet Chart



## 7.6 Module A: Session S10: Respect Short Stories

## The Old Man and the Lamp



A few years ago, in a village near Anaka, there lived a man by himself who couldn't see. He was blind. Yet, he carried a lighted lamp with him whenever he went out at night.

One night as he was coming home after visiting friends, he came across a group of young men who were passing through the village. They saw that he was blind, yet carrying a lighted lamp. They started passing comments on him and made a fun of him. One of them asked him, "Hey Mzee! You are blind and can't see anything! Why do you carry the lamp then – are you a fool?!"

The blind man replied, "Yes, unfortunately, I am blind, and I can't see anything but a lighted lamp which I am carrying is for the people like you who can see. You may not see the blind man coming and end up pushing me. That is why I carry a lighted lamp".

The young men felt ashamed and foolish, and apologized for their behaviour.

### The Last Delivery



There was a rich couple who was throwing a big new year party at their house in senior quarters in Gulu. So they went shopping at the market. They wanted to maintain their level of standard so didn't mind paying high prices. After purchasing all they needed, they called a porter to carry everything and drop it at their home. The porter who came was of an old age, not very healthy looking, his clothes were torn, looked as if he wasn't even able to meet his daily needs.

They asked the porter about the charges for delivering their goods at their home. The old porter quoted Ush 8,000, well below the market rate for delivering goods at the couple's home in his hand pulled cart – given the distance. Yet, the couple argued and bargained with the porter and finally settled for Ush 4,000. The porter was struggling to make even one time's meal, so he needed anything he can earn.

The couple were very happy thinking how well they bargained with the poor porter and paid him Ush 2,000 in advance and left after giving the porter their address for delivery. They reached their home and an hour passed, two hours passed, but the porter still hadn't delivered their stuff.

The wife started to get angry at her husband, "I always tell you to not to trust such person still, you never listen to me. Such person who is not even able to earn to feed himself for 1 time in a day, you handed him everything we purchased for our big party. I am sure instead of delivering at our home, he must have disappeared with everything. We must immediately go back to the market to inquire and then to the police station to file the complaint against him".

They both left towards the market. On their way near the market, they saw another porter. They stopped him to inquire about the old porter and noticed that he was carrying their stuff in his cart! The angry wife asked him, "Where is that old thief? This is our stuff and he supposed to deliver it. It seems you thieves are stealing our stuff and going to sell it". The porter replied, "Madam, Please calm down. That poor old man was sick since last month. He wasn't able to earn enough to even have a single meal of the day. He was on the way to deliver your stuff, but he who was hungry, sick, couldn't gather the strength to go any further in this heat of the noon". He fell down and and while handing me Ush 2000, his last words before he died were, "I had taken an advance for this delivery, you take this and please deliver to this address".

"Madam, He was hungry, he was poor, but he was an honest man. I was just on the way to complete old man's last delivery at your home", the porter said. Upon hearing this, the husband had tears in his eyes, but the wife felt so ashamed, she had no courage to see up in her husband's eyes.

# **UN Convention** on the Rights of the Child

In Child Friendly Language

"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 28
You have the right to a good quality education.
You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

language and religion - or any you choose.

Minority and indigenous groups need special protection of this right.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful

Article 31
You have the right to play and rest.

Article 34
You have the right to be free from sexual abuse. Article 35No one is allowed to kidnap or sell

Article 37
No one is allowed to punish you in a cruel or harmful way.

you in a Cruet or name.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

right to practice your own culture,

Article 30











Article 1

Cwervone under 18 has these rights.

Article 2
All children have these tights, no matter who
they are, where they live, what their parents do,
what language they speak, what their religion is,
whether they are a boy or girl, what their culture
is, whether they have a disability, whether they
are rich or poor. No child should be treated
unfaily on any basis.

### Article 3

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity — an official

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you. Article 10
If you live in a different country than your parents do, you have the right to be together in the

Article 11 have the right to be protected from kidnap-

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for

## Article 16 Article the right to privacy.

You have the right to get information that is important to your well-being, from radio, newspaper, book, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

### Article 18

right to be raised by your par-

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

to help you sup your Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs mel You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your

Article 42
You have the right to know your rights!
Adults should know about these rights and help you learn about them, too.

neep you warn about them, too.

Articles 43 to 54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.







## 7.8 Module A: Session S14: Revision - Addition Subtraction of 2-Digit Numbers

The answers for these questions of this take away are inverted below in the boxes

## **Addition**

(h)

## **Subtraction**

- (a) Achan was given **2** Dozen of exercise Books, each dozen has **12** books, to take to school, meaning she had **24** books, while on her way to school, she gave **6** of them to her friend Apio who did not have but, she also dropped **4** books. Find the number of books Achan handed in to the school?
- (b) Jimmy attended only **28** hours of school from the total **49** hours that he was supposed to be at school due to lack of school fees. How many hours of school did Jimmy miss out?
- (c) Every calendar year has **52** weeks, but this course has only **13** weeks. The other weeks are for training. Calculate the number of weeks learners spend on training?
- (d) Otim was rested in a game of **90** minutes on the hour mark, work out the number of minutes of the whole match that Otim did not play?

### **Answers**

76 (h) 99 (g) (s) 49, (l) 75, (l) 75, (l) 78, (l) 48, (l) 99 (h) 99 (h) 99 (l)

**Subtraction** :- (a) 14, (b) 21, (c) 39, (d) 30

## 7.9 Module A: Session S15 My Top Five!

## **Activity Sheet**

## My Top Five!

A:	Top Five People in My Life		
1.		2.	
3.		4.	
5.			
B:	Top Five Things I Like to do		
1.		2.	
3.		4.	
	Top Five Places I would Like to Vi	isit	
1.		2.	
3.		4.	
5.			

D:	Top Five Things to Own		
1.		2.	
3.		4.	
5.			
E:	Top Five Rules I Live By		
1.		2.	
3.		4.	
5.			
F:	Top Five Dreams for the Future		
1.		2.	
3.		4.	
5.			

## 7.10 Module B: Session S01: Elements & Types of Communication

Element	Description
The Sender	The sender is the speaker, the transmitter, or the source that assumes responsibility for carrying the idea or information which they wish to communicate. What is it that makes somebody easy or difficult to understand? – think of things like speaking clearly, knowing the subject etc.
The Message	This is the topic or the information you wish to send. A clear message is simple and does not contain too many ideas or pieces of information. It is also in a language that the receiver understands and is relevant to their culture and experiences.
The Media	This is a way or channel through which the message is sent (transmitted). It might be direct, through word of mouth, in a letter/mail, on a radio or phone etc. Get your learners to identify different media
The Receiver	This is the person or persons that the message is intended for. To effectively receive a message, it is important to listen attentively and to be prepared to ask for clarification if things are not clear.
Feedback	This is the process of sending the message (back) from the receiver to the sender. It confirms that the former has received the message and understood it. In this case, the sender will notice whether the contents of the message have been approved or not. The swiftness with which the feedback occurs will depend on the situation.
The Environment	Thinking about where and when to communicate is important because a good environment affects how effective communication will be – for example noise, lighting etc. are all important as well as thinking about when to send a message.

Types communication	Example					
ا مانینا ماریما	Discussion about personal problems or issues					
Individual	Concerns about someone's behavior or attitude					
Callestine /Crans	Discussion about ideas for a common cause (e.g. forming a VSLA, w					
Collective/Group	on a community road)					
D. J. I.	Announcement on radio of plans for an event or public meeting	Ţ				
Public	Public meeting to discuss community or government programm	ies				

## **Rhyme to Remember Days in the Month**

Thirty (30) days has September, April, June and November. All the rest have thirty-one – except February alone, and that has 28, and 29 in each leap year.

## **Leap Years to 2096**

```
2004, 2008, 2012, 2016, 2020, 2024, 2028, 2032, 2036, 2040, 2044, 2048, 2052, 2056, 2060, 2064, 2068, 2072, 2076, 2080, 2084, 2088, 2092, 2096
```

## 7.12 Module B: Session S06: Calendars

## 



# 2019

		Ja	nua	ary					Fe	bru	ary					N	lard	h						Apri	I		
S	M	Т	W	Т	F	S	S	M	Т	W	Т	F	S	S	M	Т	W	Т	F	S	S	M	Т	W	Т	F	S
		1	2	3	4	5						1	2						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	28	29	30				
														31													
			May	,						Jun	е					,	July	,					Α	ugu	st		
S	M	Т	W	Т	F	S	S	M	Т	W	Т	F	S	S	M	Т	W	Т	F	S	S	M	Т	W	Т	F	S
			1	2	3	4							1		1	2	3	4	5	6					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
							30																				
	,	Sep	ten	ıbe	r				0	ctok	er					No	/em	bei	r				Dec	cem	ber	,	
S	M	Т	W	Т	F	S	S	M	Т	W	Т	F	S	S	M	Т	W	Т	F	S	S	M	Т	W	Т	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2	1	2	3	4	5	6	7
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

# 2020

January													
Su	М	Tu	W	Th	F	Sa							
			1	2	3	4							
5	6	7	8	9	10	11							
12	13	14	15	16	17	18							
19	20	21	22	23	24	25							
26	27	28	29	30	31								

February												
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29	30	31							

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28	29	30							

July									
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	August									
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September									
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11	12	13	14	15	16	17			
18	19	20	21	22	23	24			
25	26	27	28	29	30	31			

November								
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29	30							

December									
Su	М	Tu	W	Th	F	Sa			
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6	7	8	9	10	11	12			
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20	21	22	23	24	25	26			
27	28	29	30	31					

## 7.13 Module B: Session S09: Stories about the Value of Teamwork

## The Bundle of Sticks



An old man had a set of quarrelsome sons, who were always fighting with one another. On the point of death, summoned his sons around him to give them some parting advice. He ordered someone to bring in a bundle of sticks wrapped together. To his eldest son, he commanded, "Break it." The son strained and strained, but with all his efforts was unable to break the bundle. Each son in turn tried, but none of them was successful. "Untie the bundle," said the father, "and each of you take a stick." When they had done so, he called out to them: "Now, break," and each stick was easily broken. "You see my meaning," said their father. "Individually, you can easily be conquered, but together, you are invincible. Union gives strength."

## The Lion and the Wart Hog



One day in the dry season when the heat induced a general thirst, a Lion and a Wart Hog came at the same moment to a small stream to drink.

They fiercely disputed which of them should drink first, and were soon preparing to fight. On stopping to take breath they saw some Vultures waiting in the distance to feast on the one which should fall first.

They at once made up their quarrel, saying:

"It is better for us to make friends and cooperate, than to become the food of Crows or Vultures, as this will certainly happen if we are disabled."

#### 7.14 Module B: Session S11: Practice Addition & Subtraction of 3 & 4-Digit Numbers

The answers for these questions of this take away are inverted below in the boxes Addition

#### **Subtraction**

- (a) Jalum's monthly transport to school is **9,500** Uganda shillings but, he only pays **2000** shillings and the other balance is paid by his Guardian. How much does his Guardian contribute to his transport?
- (b) A local maize store at Anaka can only keep **800** kilograms. To this point, Chris, Charles and Jose have kept **230**, **300** and **41** kilograms. Work out how many kilograms are left to fill up the store?
- (c) Amuru, Nwoya and Gulu districts have **4600, 7000** and **8000** youths respectively. How many more youths does Gulu have over Amuru
- (d) A plot of land is **400** metres long and **200** metres wide. How different is the width from the length?

#### **Answers**

0879 (d) 500,8 (g) ,658,8 (f) ,208,6 (e) ,860,1 (d) 1,068 (e) 6,809, (g) 8,909 (d) ,719 (b)

**Subtraction** :- (a) 7,500, (b) 229, (c) 3,400 (d) 200

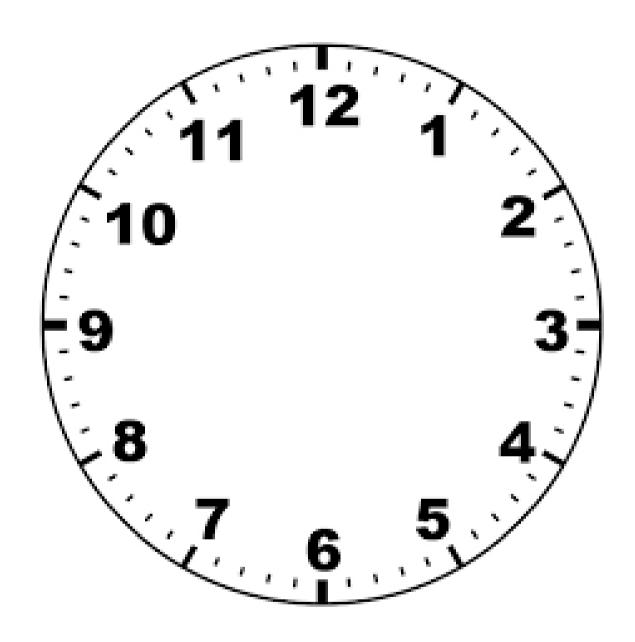
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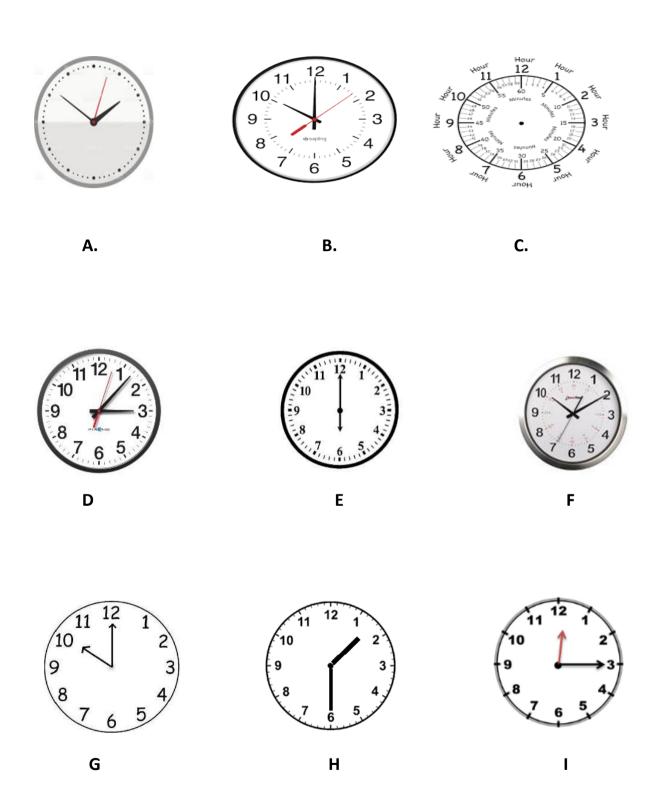
## 7.15 Module B: S14 Seasonal Calendar Template

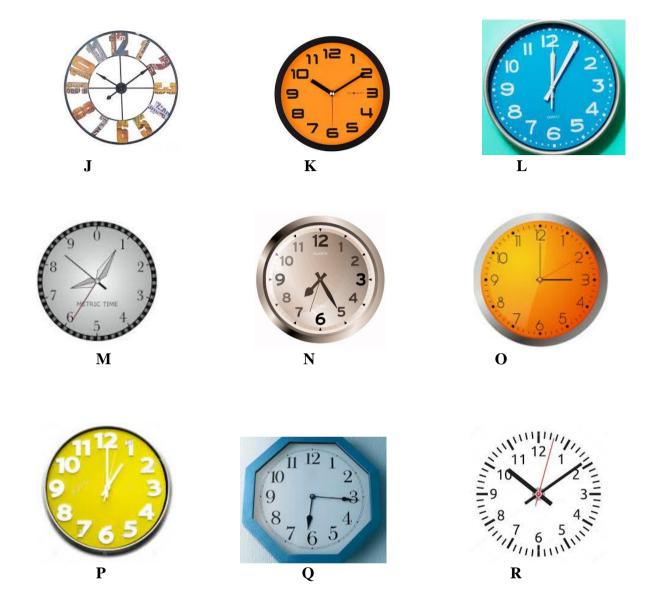
Activity, Food or Income Source	J	F	М	Α	М	J	J	Α	S	0	N	D

# 7.16 Module C: Session S01: Clockface and Examples



## **Clock Worksheet**





## 7.17 Module C: Session S03: Problem Solving Matrix and Scenarios

#### (a) Problem Solving Matrix

1	Define the Issue	
2	Gather Information	
3	Develop Alternatives	
4	Analyze consequences	
5	Make the Decision	
6	Consider Feedback and Evaluation	

#### Scenario A

Auma has two children, Okello and Oryema who are 7 and 9 years old. They enjoy playing with their neighbours children but the other day while they were playing in the neighbours compound there was a fire which burnt down a small chicken house and one hen died. Auma's neighbour has blamed her children but they are saying that they think it was the old Grandfather who stays there who they say they saw smoking and drinking just before the fire. Auma does not know what to do – she wants to repair the relationship with her neighbour as they have always been friendly and helped each other but does not want her children to have a bad reputation.

What steps can she take to solve this problem?

#### Scenario B

At a village meeting it was decided to build a new community road which will allow much better access to a nearby market and will also enable vehicles to reach the village bringing supplies or to take people to Hospital etc. Part of the road will need to run through a piece of land whose ownership is disputed and talk of the road has already reignited angry arguments between the two families who claim ownership. You have been asked to help resolve the issues so that the road can be made— you want to do so but are also anxious that argument between the two families is not worsened in the process.

What steps can you take to solve this problem.

#### 7.18 Module C: Session S04: Quick Test Facts about HIV and HIV Facts Sheet

#### (a) Quick Test: Facts about HIV

#	Question	True	False
1	You can see if a person is infected with HIV.		
2	The main way that people get infected with HIV is		
	through sex.		
3	A mother who is HIV positive will always have an HIV		
3	positive baby.		
4	You shouldn't eat from the same plate as someone		
4	with HIV otherwise you will get infected.		
5	There is no such thing as safe sex.		
	If you already have a sexually transmitted disease, you		
6	are 5-10 times more likely to be infected with HIV		
	during sex		
7	Drinking alcohol might interfere with your judgement		
/	and put you at greater risk of contracting HIV		
8	People usually die from AIDS related diseases rather		
O	than AIDS itself		
9	Most symptoms of AIDS are symptoms of other		
	diseases too		
10	You cannot get infected with HIV by ordinary daily		
	contact with a person with HIV.		

#### (b) HIV Facts (Last updated August 2018)

What is HIV?	<ul> <li>HIV stands for:</li> <li>Human</li> <li>Immuno-deficiency</li> <li>Virus</li> <li>It is caused by a virus which cannot be seen with the naked eye – only through a powerful microscope.</li> </ul>
What does HIV do	<ul> <li>It makes people ill by making your immune system stop working properly. Your immune system is your defence against infections and illness which mean your body cannot fight against infections and diseases.</li> <li>People who are HIV positive can look and be well for a number of years but they can still infect other people with the virus.</li> <li>An infected person becomes more likely to get illnesses and less able to deal with them. Eventually, without treatment, one of these diseases can cause their death.</li> </ul>
Where is HIV found in	HIV is found in the blood and other body fluids – including breast milk in an
the human body?	infected person
What is AIDS?	<ul> <li>Acquired</li> <li>Immune</li> <li>Deficiency</li> <li>Syndrome</li> <li>AIDS is caused when HIV weakens the immune system so that it can no longer properly fight infections. It is called a syndrome because there are a number of different symptoms it causes.</li> </ul>
How is HIV passed from person to person?	<ul> <li>Sexual contact is the main way that people become infected.</li> <li>Other ways in which HIV may be spread is from contaminated blood transfusions, through other contact with blood (from used needles etc.). In Uganda it is very unlikely that you would get HIV from a blood transfusion if you receive it a proper clinic as all blood is tested.</li> <li>From mother to child – in the womb, at birth - sometimes through breast milk.</li> </ul>
Ways that you <u>cannot</u> get HIV	<ul> <li>Sharing utensils like plates and cups</li> <li>Shaking hands</li> <li>Kissing on the cheek or hands</li> <li>Sleeping in the same room</li> <li>Using the same shower or toilet</li> <li>Working together</li> <li>Playing sport together</li> </ul>
What is the current status of the epidemic in Uganda <sup>3</sup> ?	<ul> <li>Uganda has lost nearly 2 million people to HIV AIDS – this is more than the number lost in wars since independence.</li> <li>Currently 1.2 million people in Uganda live with HIV.</li> <li>While great achievements have been made in reducing transmission and in treating people with the disease there continues to be no cure and its effects on the country are still severe. In 2016 it was estimated that there 227 new infections per day.</li> <li>Young people, especially women and girls are more affected than men.</li> </ul>

<sup>&</sup>lt;sup>3</sup> Uganda Aids Commission figures 2017

7.19 Module C: Session S04: Saving Options and Advantages/Disadvantages

Saving	Advantages	Disadvantages
Platform		
Bank Accounts	<ul> <li>Safety and security</li> <li>Can earn interest</li> <li>Can an ATM card to withdraw</li> <li>Potential access to other services such as loan etc.</li> </ul>	<ul> <li>Access – may have to travel a long distance</li> <li>Low remuneration or returns</li> <li>Transaction costs and fees</li> <li>Need to maintain some money on the account</li> <li>Have long lines and delays inside banks</li> <li>Hard to use for people who are illiterate</li> </ul>
Savings and credit cooperatives (SACCO)	<ul> <li>Members earn more interest than in banks</li> <li>Can save small amount of money.</li> <li>Easy access in rural areas</li> <li>Builds relationships in community</li> </ul>	<ul> <li>Requires one to be a member to save with them         <ul> <li>so not easy to join if very poor</li> </ul> </li> <li>Membership rules can exclude some groups</li> </ul>
Savings groups (including VSLA)	<ul><li>Easy to join /less formal</li><li>Often allows access to credit</li></ul>	<ul> <li>Often use a cashbox – which may be stolen.</li> <li>Groups can sometimes be restrictive</li> </ul>
Mobile Money	<ul> <li>Accessible in most places</li> <li>Money fairly secure</li> <li>Money easy to transfer and move</li> <li>Can be used in combination with many other types of saving</li> </ul>	<ul> <li>Transfer and transaction fees</li> <li>Sometimes unavailable with network failures</li> </ul>

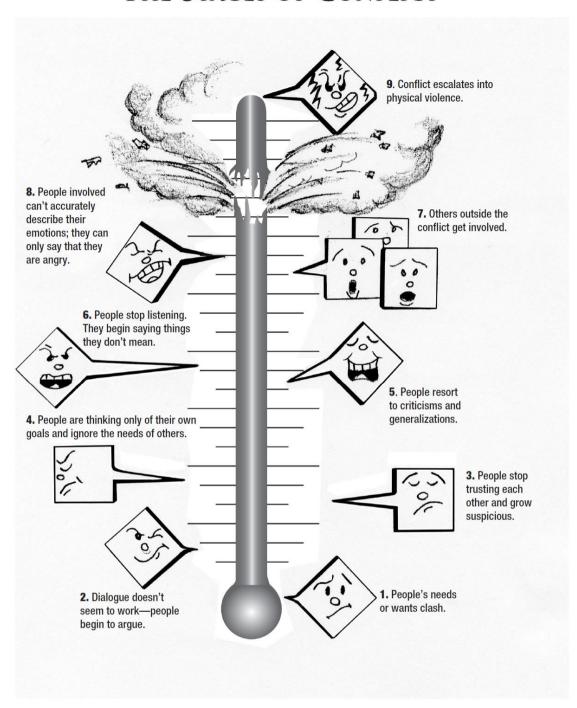
Saving Platform	Advantages	Disadvantages
At home (in cash)	It enables easy access     when needed	<ul> <li>Insecure- can easily be stolen or to come under pressure from other household members.</li> <li>Too easy to spend and 'waste' on non-essential items</li> </ul>
In kind (gold, jewellery, livestock, land)	<ul> <li>Value might increase over time</li> <li>Must sell to access cash         <ul> <li>process may be</li> <li>lengthy reduces the</li> <li>temptation of one</li> <li>wanting to use for easy cash</li> </ul> </li> <li>Control and use can lead to household disputes — often not favourable to women</li> </ul>	<ul> <li>It is difficult to easily sell in case of emergency</li> <li>Its value could decrease overtime</li> <li>Some items have a high risk of theft or death - for example animals</li> </ul>

#### 7.20 Module C: Session S08: Conflict Tools

#### (a) Anger Management Tools

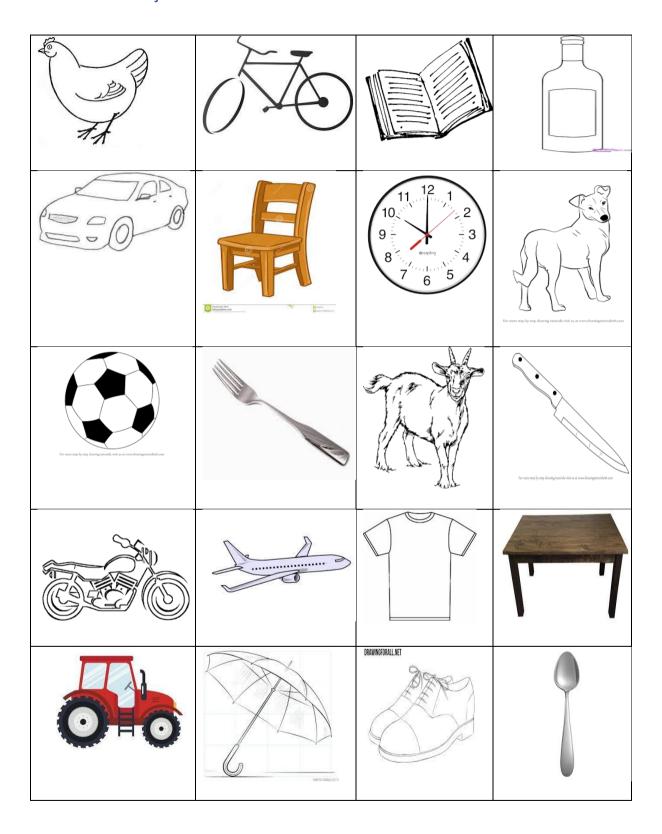
Tools	Explanation
Think before you speak	• In the heat of the moment, it's easy to say something you'll later regret. Take a few moments to collect your thoughts before saying anything — and allow others involved in the situation to do the same. Some people find it helpful to count to 10 before they speak in these situations.
Once you're calm, express your feelings	<ul> <li>As soon as you're thinking clearly, express your frustration in an assertive but nonconfrontational way.</li> <li>State your concerns and needs clearly, but without hurting others or trying to control them.</li> </ul>
Exercise	<ul> <li>Physical activity can help reduce stress that can cause you to become angry. If you feel your anger escalating, go for a brisk walk or run, or spend some time doing other enjoyable physical activities.</li> </ul>
Stick with "I" statements	• To avoid criticizing or placing blame — which might only increase tension — use "I" statements to describe the problem. Be respectful and specific. For example, say, "I'm upset that you didn't help with looking after the animals today instead of "You never do any work."
Don't hold a grudge	• Forgiveness is a powerful tool. If you allow anger and other negative feelings to crowd out positive feelings, you might find yourself swallowed up by your own bitterness or sense of injustice. But if you can forgive someone who angered you, you might both learn from the situation and strengthen your relationship.
Talk to someone	• Sometimes talking to another person about the situation can help you to calm down and maybe see the problem in a new way. These might be friends, relatives or someone else you trust.

## THE STAGES OF CONFLICT



(Source: Overcoming Obstacles)

## 7.21 Module D Objects for Session D: S01



## 7.22 Module D: Session S05: Identifying Business Ideas

#### Things to think about

Is there a market – what is it?

Define exactly what it is

What would be needed?

When to start?



Location?

- Are you particularly good at something, which could be turned into a business?
- Could you introduce an idea to your community which comes from a different place? Maybe someone told you about a new way of using materials, a new way to produce something or a new way to solve a problem? A good idea often combines wellknown things in a new and surprising way.
- When thinking of ideas, it's good to talk with many different people, and listen carefully to their ideas and needs.

# 7.23 Module D Session S06 Planning Finances

#### **Planning Finances Table**

Commonante	Time (Weeks or Months)			
Components	1	2	3	4
A: Start Up Costs				T
A1:				
A2:				
· · · · · · · · · · · · · · · · · · ·				
A3:				
A4.				
A4.				
A5.				
A6.				
A7:				
70.				
Sub Total A:				
B. Running Costs & Expenses				
B1.				
B2.				
B3.				
B4.				
B5.				
вэ.				
B6:				
Sub-Total B:				
C: Estimated Income				
C1:				
CI.				
C2:				
C3:				
C4:				
C5:				
Sub Total C:				

# Example Planning Finances Table Jane's Poultry Project

•					
Components	1	2	3	4	
A: Start Up Costs					
A1: Small Chicken House Construction	40,000				
A2: Chicken Drinker	5,000				
A3: Chicken Feeder (2 troughs)	6,000				
A4. Chicken Feed (1 months' supply)	30,000				
A5. Initial Purchase of 10 Hens <sup>4</sup>	120,000				
A6. Vaccinations for chickens	5,000				
A7: Small jerrycan	5,000				
Sub Total A:	211,000				211,000
B. Running Costs & Expenses					•
B1. Chicken Feed <sup>5</sup>		30,000	30,000	30,000	
B2. Vaccinations				5,000	
B3. Transport to market				5,000	
B4. New Stock Purchases (2 chickens)				24,000	
B5. Loan Repayment <sup>6</sup>	10,000	10,000	10.000	10,000	
Sub-Total B:	10,000	40,000	40,000	74,000	164,000
C: Estimated Income					1
C1: Egg sales <sup>7</sup>	60,000	66,000	66,000	60,000	
C2: Sale of older hens				20,000	
C3:					
Sub Total C:	60,000	66,000	66,000	80,000	272,000

 $<sup>^{\</sup>rm 4}$  Cost is Ush 20,000 per hen which includes transport from the market

 $<sup>^{\</sup>rm 5}$  Based on Ush 1,000 per day – first week is included in Start Up Costs

<sup>&</sup>lt;sup>6</sup> Jane borrowed Ush 60,000 from her Sister for start-up and has agreed to pay back Ush 10,000 per month (balance was from her savings)

<sup>&</sup>lt;sup>7</sup>. Estimated sale cost of Ush 300/egg with varying productivity of hens based on hens laying cycle - sales within the village at first

# 7.24 Module D Session S07 Simple Business Plan Template

1:	Proposed Name of the Business
2:	Location
3:	Summary of the Business Idea
4.	Business Objective
5.	Market /Customers
6.	Financial Summary
7.	Management

