



A Good Start



**Written and Developed by:
Xavier Project and Community Partners**

A Good Start

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All content is developed by Xavier Project, apart from Module 7 which is a modified version of the *Teaching Marketplace Literacy* curriculum developed by Madhu Vishwanathan & team from the University of Illinois, used with permission.

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An audio version of Modules 1 to 7, designed specifically for use by marginalised end-users who cannot be reached by conventional training methods, can be found [here on Soundcloud](#).

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What is *A Good Start*?

A Good Start is a course for strengthening personal agency through key life skills. These “life skills” are abilities for adaptive and positive behavior that enable a person to deal effectively with the demands and challenges of life, and are sometimes called “psychosocial competencies”. The specific skills strengthened by *A Good Start* are those particularly relevant to refugee groups in the broader East Africa context, but are ultimately applicable to human beings everywhere, displaced or not.

A Good Start began life as a discussion between Xavier Project and a community group called **URISE for Africa** based in Kakuma camp in Kenya.

One of URISE’s key objectives is to change the mindsets of members of their communities -- to help them move away from dependency towards personal agency and self-sufficiency. From that seed came the idea for a course that would be accessible to everyone -- literacy would not be a requirement -- and that would cover key agency-strengthening skills through discussions, group activities, and sessions of personal reflection led by a facilitator.

The exact topics covered were decided upon after meetings with URISE staff and focus-group discussions with potential participants, and after discussions with the funding partners, **GIZ and BMZ**. Following this, Xavier Project hired a consultant with experience developing life skills courses to flesh out these topics into a full curriculum.

In 2021 Xavier Project added a new section on Gender and Society and undertook an overall content revision, supported by WUSC and **Global Affairs Canada**. This version is to be delivered in partnership with **Solidarity Initiative for Refugees (SIR)** CBO in Kakuma 3 from 2021 to 2023.

This curriculum has passed through various iterations. Over time, tweaks have been suggested by facilitators based on participants’ reactions to specific elements of the curriculum, and entire modules have been added. To reflect the iterative nature of *A Good Start* as a living, open-source process, Xavier Project publishes updated versions of the curriculum on its website. You can see which version of *A Good Start* you’re reading by looking at the title page or footer of this document.

Rationale for *A Good Start*

Overview of Modules

The main method of developing module concepts with URISE CBO was through Focus-Group Discussions held in 2017 with URISE members and representatives from the refugee communities they service. Partner meetings with GIZ in 2017 and 2018 helped us develop additional module concepts. Ongoing discussions with Madhu Vishwanathan and his team from the University of Illinois Urbana-Champaign during 2016 and 2017 created the foundation for the Marketplace Literacy module. Further partner meetings with WUSC in 2021 also helped us develop additional module concepts..

Below is a rationale for each of A Good Start's modules, including motivations for their inception and key outcomes for participants:

| Inception | Participant Outcomes |
|---|---|
| Module 1: Personal Motivations and Goal Setting | |
| Envisioned by URISE CBO as a way to promote more positive mindsets and interactions between people in Kakuma. | <ul style="list-style-type: none"> • Respecting others • Better interpersonal skills • Increased self-confidence • Understanding of internal vs external motivation • Creative and positive thinking • Setting goals and working towards them |
| Module 2: Human Rights, Understanding Emotions, Conflict Resolution | |
| Envisioned by URISE CBO as a way to empower people in Kakuma to be advocates and agents of positive change. | <ul style="list-style-type: none"> • Understanding human rights • Understanding refugee rights • Advocating for the rights of self and others • Better understanding others' emotions and perspectives • Tools for peacefully resolving conflict |
| Module 3: Money Matters, an Introduction to Financial Literacy | |
| Envisioned by URISE CBO to support business and financial literacy in Kakuma. | <ul style="list-style-type: none"> • Differentiating Needs and Wants • Prioritising spending • Budgeting Skills • Skills for managing income |
| Module 4: Understanding Different Cultures | |
| Envisioned by URISE CBO to further promote peacebuilding and | <ul style="list-style-type: none"> • Understanding human origins • Understanding how subsistence methods influence cultures |

| | |
|--|--|
| intercultural competency in Kakuma. | <ul style="list-style-type: none"> • Understanding Kenya's history and cultures • Respect and appreciation for others' cultures |
| Module 5: What's My Worth? Exploring Personal and Sexual Wellbeing | |
| Envisioned by GIZ to complement participants' technical SRH skills with strengthened self-esteem. | <ul style="list-style-type: none"> • Distinguishing positive and negative relationships • Reflecting on our own relationships • Identifying and dealing with abuse and violence in relationships • Positive ways to deal with peer and partner pressure • Setting personal boundaries and standing up for them • Stronger self-worth and self-esteem |
| Module 6: Nutrition and Wellbeing of the Family | |
| Envisioned by GIZ to support better health -- both physical and mental -- in communities in Kakuma. | <ul style="list-style-type: none"> • Understanding different types of health and how they are interlinked • Technical knowledge of nutrition • Understanding of diseases and disease/malnutrition prevention • How to build positive family interrelationships • How to positively influence children's mental health and psychosocial environment |
| Module 7: Marketplace Literacy | |
| Envisioned as an additional component of AGS by Xavier Project, building off the skills set down in Module 3 and giving participants the skills and guidance to start profitable businesses. | <ul style="list-style-type: none"> • Understanding how businesses work • Getting better value for money when spending • Understanding products vs services • Understanding value chains and value addition • Understanding customer-led business models • Understanding the process of iteration • Confidence to build a business |
| Module 8: Gender and Society | |
| Envisioned as an additional component of AGS by WUSC to provide a basis of exploring gender bias in the technological space and as a means of providing participants, especially female participants with the motivation they need | <ul style="list-style-type: none"> • Understanding Gender and Sex • Gender and its effect on society • Gender Awareness • Turning Our Challenges into Opportunities • Gender Inclusivity in Technology • Gender Identity and Expression (Optional) |

| | |
|---------------------------|--|
| to succeed in this field. | |
|---------------------------|--|

The Role of this Manual

This manual is a guide with detailed lesson plans for the facilitator to follow sequentially. Each lesson follows a similar structure. The lessons are grouped into modules, each of which are on a specific topic. These modules can be taught separately, but they do complement each other and build upon each other when delivered in sequence.

Notes For Facilitators

Facilitation Principles

This curriculum is facilitated, not taught. As a facilitator, you are responsible for GUIDING the participants through each lesson to ensure that all members of the group are learning and participating to get the most out of each session. You provide the participants with an active, safe, positive and encouraging learning space to generate critical, positive thinking for themselves, and to envision new opportunities in their lives.

Here are a few guiding principles for you to follow:

- **Be open and accepting.** Do not share your personal opinions/values/beliefs; instead let the group share theirs. Remain open-minded and do not be judgmental.
- **Keep confidentiality.** Assure participants that everything that is shared in the sessions is confidential (and mean it!). Do not discuss anything that happened in the room outside of it.
- **Listen to participants.** Listen to them sensitively and openly. Do not cut participants off, or rush them. Show them you are listening. Show them encouragement. If someone is not understanding something, be kind and guide them in the right direction by asking the other participants if they agree with what the participant is being said -- or if there is another way to look at the issue.
- **Answer questions.** Take all questions seriously. If you do not know the answer, tell the participant you don't know, and will seek an answer. If you don't understand the question, be sure to ask for clarification.
- **Give time for all participants to speak.** Make sure no-one is dominating the conversation and that everyone has space to share. If someone is taking too much time you can say *"I am sorry to cut you off, but we need to move on"* or *"I think it is time we heard from other participants"*, or something similar.
- **Feel free to adapt the curriculum.** If you think you have a better way to do an activity or session, feel free to adapt it to meet the needs of the participants.
- **Offer time out.** Tell participants they can opt for a timeout or leave the room if they are feeling the activities or discussions are too difficult or emotional.
- **Keep time.** This is important to build trust, and to create a consistent learning space for the participants.
- **Give positive and encouraging feedback, not critical feedback.** In A Good Start there are rarely any "wrong" answers. Make sure all participants feel supported, regardless of their beliefs and opinions.

General questions you can use to go deeper

During activities it may be useful to go deeper into the thoughts, beliefs and values of the participants. The following questions can help you do this, and can be used during/after most discussions or activities to prompt further conversation:

- How did you feel during that experience?
- Why do you feel that way?
- What are you taking out of this experience?
- What would you do differently next time?
- How does this affect your day-to-day life?
- Now that you have these insights, what will you change in your life?

What Counts as Successful Participation?

There are many ways to measure successful participation in A Good Start, and we urge practitioners to develop methods that are most relevant to them. To provide a guiding example, here are two methods used by Xavier Project:

Personal Improvement (Qualitative): The facilitator notes the overall engagement of each participant, from their attendance rate, to the quality of their participation in the activities and discussions within the sessions themselves. Minimum attendance quotes can be set if desired, and participants' confidence and understanding increases can be observed and noted. Impact stories can be collected from participants, especially in follow-up sessions in the months after the end of the course.

Tests and Likert Scales (Quantitative): Traditional quantitative tests are a feasible assessment method for modules 3, 6 and 7 of A Good Start, given that the aim of these modules is attainment of specific knowledge. However it is also possible to quantify a person's increase in confidence or understanding in the other modules of A Good Start through the use of Likert Scales -- that is, asking the participants to rate their confidence in the life skills covered on a scale of 1 to 5, with 1 being "not at all confident", 5 being "very confident", and 3 being neutral. It is possible to ask participants to rate their confidence before and after the course (or before and after each module) in order to clearly demonstrate their improvement. **However it is very important not to conflate these measures of confidence with "pass" or "fail" metrics, because a person may have participated eagerly yet only reported a modest increase in confidence.**

Curriculum Formatting

Text in italics indicates a Script for the facilitator to read out to the class. You don't have to follow it exactly, but it can give you a guideline.

Bold Text asks the facilitator to do something, like writing something on the board, asking the class a question, or instructions for an exercise. Don't read these out -- this is for you alone.

Underlined text or CAPITALS are occasionally used for emphasis.

Module 1: Personal Motivations and Goal-Setting

Lesson 1: Why Are We Here?

Setting Group Values, Introducing the Journal

1. Introduction

Welcome all to your first session of A Good Start. In this session we will outline how we will work together, by agreeing upon some values for the course. You will also receive your own journal that will support your learning throughout the course.

Each session of A Good Start will begin with one or two proverbs that relate to the topics the session will cover. These are our proverbs for today:

- When spider webs unite, they can tie up a lion
- No matter how big a farm is, it must have sections

Ask participants what they think these proverbs mean.

Thanks everyone for your thoughts. We'll come back to these at the end of the session.

Now I want us to go around the room and introduce ourselves.

Say your name, and ask everyone else to share theirs.

2. Energiser: "Suddenly" Storytelling

Now let's do an activity. Please sit in a circle. I will start telling a story with one sentence, for example: "Yesterday I was walking home from the market, and suddenly..."

We will then go around the room and each person will add on a sentence to the story, finishing their sentence with "and suddenly..."

In that way, we will tell a story all together as a class.

Lead the class in the exercise. Once the session is over:

Thanks everyone! Although everyone had different ideas and the story may have become a bit strange, it was great that everyone contributed. it helped us give each person a chance to speak and to listen to everyone's funny ideas!

3. Setting Agreements and Values for the Course

Now let's come up with some values and agreements for the course, to ensure that we have an environment where everyone feels comfortable and be able to share their thoughts, ideas and feelings.

Let's try to keep the agreements positive -- let's avoid using words like don't, shouldn't, and let's make sure everyone in the room agrees with each statement.

Ask students to come up with some agreements and values for the course, and write them on a board or on a piece of paper.

Some examples you can suggest, if participants are struggling:

- Listen when others speak
- Be kind to one another
- Speak loud enough for everyone in the room to hear
- Listen and respect everyone's ideas (even if you do not necessarily agree with them)
- Be yourself, and let others be themselves
- Be on time to class
- Have fun!

When you're finished, you can either keep them written up on the board for the remainder of the course, or if you wrote them on paper, you can stick them to the classroom wall.

4. Using our Journals

For your journey with A Good Start, we are going to give you a gift. This gift is a journal, a small book, that you will use throughout the course to write down or draw your ideas, thoughts, feelings and experiences. . It is a very important part of the course, so please make sure that you keep your journal safe and carry it with you to all the classes.

Distribute journals to participants.

Now it is time to make this journal your own! Feel free to draw or write something unique to you on the front of the journal, or on the first place.

Give participants time to complete this activity.

5. Meaning of the Proverbs

Now let's go back to the two proverbs that we discussed at the beginning of class:

- When spider webs unite, they can tie up a lion
- No matter how big a farm is, it must have sections

What do you think these proverbs have to do with the values and agreements that we have decided?

The first proverb says it is important to work together to achieve our goals. That is exactly what we hope to achieve in all of our sessions.

The second proverb says that it's our unique skills, ideas, thoughts and feelings make us work better together. Just like it's a bad idea to plant only 1 type of crop, it's good to have people with different talents and ideas on a team.

6. Recap

What a great first session! As we move through the different modules of A Good Start, we will revisit the agreements and values we set today, and will use our journals for various activities.

I now want to ask each person to say one word to describe how they are feeling after the seminar today.

Lead the class in the activity.

Ask them if they have any questions about the course going forward.

END OF LESSON.

Lesson 2: Who Am I?

Understanding Ourselves and Building Self-Confidence

1. Introduction

Welcome back everyone! Today we are going to talk about who we are, and what makes us different -- and similar -- to other people.

Today's proverb is:

- Don't set sail using someone else's star

Ask the class what they think this proverb means.

2. Discussion: Self-Perception

To begin, let's discuss how we see ourselves and how others see us.

Ask participants the following questions and lead the discussion:

- Why is it important to know how other people see us?

Example reasons: it helps us understand ourselves better, helps us see positive elements that we might not see, helps us to understand our strengths.

- Why is it important to think about who we are?

Example reasons: it helps us to take care of ourselves, helps us to see our strengths and where we need to grow.

- Why is it important to know what makes us similar to other people?

Example reasons: so we don't judge others, so we see the humanity in others, so we develop compassion and empathy, so we can help to avoid war, violence, confrontation.

- Why is it important to know what makes us unique from other people?

Example reasons: so we appreciate differences, so we see that we are all special in our own ways.

3. Activity: Common Denominator

Let's now get into pairs. Each pair will have 1 minute to find 3 things they have in common.

Do an example with another facilitator or participant. For example, both of you may be the eldest child, both have the same favourite colour, both have children.

Give the class 1 minute to get into pairs and do the activity.

Now, ask the PAIRS to pair up and find common ground between all 4 individuals.

Do this AGAIN, with groups of 8.

Continue this until the WHOLE CLASS has to find something in common.

Thanks everyone, how did you find that activity? Was it difficult or hard?

4. Activity: Drawing Yourself

Now let's draw ourselves. Close your eyes for a minute (or just look down) and think of 6 words that describe you.

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

Now, in your journal, draw a big circle. This circle represents you. Draw all the words that describe you on the outside (like your appearance), outside the circle. Draw the ones that describe you on the inside (like your personality and beliefs), on the inside of the circle. Don't worry if you don't know how to draw well -- this is a fun activity!

Give participants some time to draw.

Now that you have your beautiful drawing, find a partner and exchange your drawings. Try to guess what your partner meant with each drawing!

Choose a few participants to share their guesses with the class as a whole.

I hope everyone had fun with this. Now let's ask ourselves the following questions:

- What are some of the characteristics that people in the group have in common?
- What are some of the differences?
- How did it feel when other people guessed things about you, or described you?

5. Meaning of the Proverb

Now we have completed this exercise, how does it relate the proverb at the beginning of class?

- Don't set sail using someone else's star.

Let students come up with ideas.

To set sail using someone else's star means living your life by someone else's rules, by someone else's dreams. If we follow others without thinking, we may not be happy. We all have a unique set of skills, strengths and characteristics, and we have to make our own decisions that make us happy.

For the next few days, notice some of your unique skills and strengths and those of the people around you.

END OF LESSON.

Lesson 3: What Motivates Us?

Understanding Internal and External Motivation

1. Introduction

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

Today's proverb is:

- When there is no enemy within, the enemy outside cannot hurt you.

Ask the class what they think this proverb means.

2. What is Motivation?

Ask the class what they think motivation is.

Thanks everyone. In short, Motivation is our reason for behaving a certain way.

But it's also important to think about our motivations in life, and to understand the difference between two main types of motivation in our lives. These are:

Internal Motivation: this is when something INSIDE of us is pushing us to do something. This could be from a sense of enjoyment, a deep desire to achieve something, or a feeling based on our beliefs, morals or faith.

External Motivation: this is when something OUTSIDE of us pushing us to do something. This could be the expectations of other people, or the way they regard you, or their praise or disappointment.

Ask the group for examples of External and Internal motivation they have experienced in their own lives.

Ask them which type of motivation they prefer.

3. Activity: Internal or External Motivation?

Now let's play a game! One side of the room will be "external motivation" and the other side will be "internal motivation". I will read out a sentence, and you have to decide what kind of motivation it is, and move to that side of the room!

Remember there are no wrong answers in this game. Go to the side you think fits the best.

Read out the following situations. For each one, choose some participants and ask them to explain WHY they chose Internal or External Motivation.

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

That was very interesting! You can see how sometimes our motivations can be both External and Internal at the same time... or sometimes it can be hard to tell what kind of motivation is driving us!

4. Motivation Skits

Now let's divide ourselves into 4 groups. Each group will come up with a short play/skit that demonstrates either Internal or External motivation in their day-to-day life and what outcome it has.

Divide the class and give them time to come up with their skits.

Then ask each group to perform their skit to the class, and then to explain them.

Thanks everyone for participating. Now let's ask ourselves some questions about Motivation:

Ask the class the following questions and lead the discussion:

- How do these types of motivation affect your day-to-day life?
- Are there parts of your life in which you need MORE motivation? What are they?

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

5. Meaning of the Proverb

Now let's look back at the proverb. What does it have to do with motivation?

- When there is no enemy within, the enemy outside cannot hurt you.

It means that if we trust ourselves, believe in ourselves, and understand our own internal motivations, then it will be hard for anyone to lead us astray or do things to us against our will.

END OF LESSON.

Lesson 4: Turning Challenges into Opportunities

Positive Thinking for Transformation

1. Introduction

Now we have discussed who we are, and what our internal and external motivations are, it's time to talk about how we see the challenges in our lives. Let's take our challenges and turn them into opportunities to do good things for ourselves and others.

Our proverbs for today are:

- When a home is burnt down, the rebuilt home is more beautiful.
- The best time to plant a tree is 20 years ago; the second best time is now.

Ask participants what they think these proverbs mean.

Thanks everyone. Now, what is an opportunity? Does anyone have any ideas?

Ask the class for ideas.

An opportunity is set of circumstances that makes it possible to do something – the key word here is POSSIBILITY!

2. Activity: Choices

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

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

Give participants time to discuss, and then ask a few pairs to share their thoughts.

3. Activity: Turning Challenges in Opportunities

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

List down participants' challenges.

Wow, this is a long list. Let's see how we can turn these challenges into opportunities through the idea of possibility!

To understand what I mean, let's look at our proverbs:

- When a home is burnt down, the rebuilt home is more beautiful.
- The best time to plant a tree is 20 years ago; the second best time is now.

These proverbs encourage us to see bad situations as opportunities to do something better.

For example, in the second proverb, the house is burnt down -- but instead on focusing on the burnt house, the proverb encourages us to focus on the POSSIBILITY it presents for rebuilding a more beautiful house!

And the proverb about the tree encourages us to focus NOT on the lack of something, but instead on the steps we can take RIGHT NOW to make the situation better.

Now we have looked at the idea of "possibility" in the proverbs, how do we apply this to our own list of challenges? This does not mean we will find an instant solution to our challenges, but that we will find a different way of looking at them...

Maybe if we restate them with questions, such as: "In what ways might we..."

For example, "not having enough food to eat" turns into "in what ways might we work together to get food for everybody?"

Lead the class through the list of challenges, rewriting them as opportunities.

Thanks everyone for your input.

Ask the class the following questions:

- Has this made you see challenges differently?
- How did you feel when doing this exercise?

Over the next few days, as you face challenges in your life, think about ways that you can turn them into opportunities or possibilities. Thank you!

END OF LESSON.

Lesson 5: Where Am I Going?

Visualising the Future

1. Introduction

In the last lesson we discussed how to turn our challenges in life into opportunities. Let's now imagine our future and visualise our dreams. To focus on our dreams, we will first need to ground ourselves. This means we need to calm ourselves, and bring our focus inside our bodies, minds and hearts.

Our proverb for today is:

- Where there is no sleep, there is no dream.

Ask the students what they think the proverb means.

2. Activity: Mindfulness // Guided Meditation

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

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

Make sure you are comfortable in your seat, and that your feet are planted firmly on the floor. Now, please close your eyes. If closing your eyes feels uncomfortable, then just look down at the floor.

Now focus on your breathing. The breath in, and the breath out. Feel how the air flows into your lungs, and back out. How your chest and tummy expands. Now slow your breathing down. Relax.

Breathe deeper. Take a deep breath IN.... And a deep breath OUT.

Now take notice of your feet against the floor. Notice how solid the floor feels under your feet. Tense your legs, and then let them relax.

Pause.

Now bring your attention to your hands. Squeeze them into fists, then let them relax.

Pause.

Remember to keep breathing. Deep breaths in, deep breaths out. Slow and steady.

Now bring your attention to your shoulders and neck. We often carry a lot of tension in our shoulders and neck. Tense your shoulders -- pull them up tight to your ears -- then let them relax.

Pause.

Now, Without opening your eyes, bring you focus back to the room. Notice the sounds around you.

Pause.

Notice the quiet sounds of the people around you -- their breathing, their movements.

Pause.

When you feel ready, open your eyes.

That's the end of the exercise. Now ask participants:

- How did this exercise make you feel?
- Do you feel different than when you started?
- Did you enjoy it?

3. Activity: Time Travel / Visualising the Future

Now we are going to do another exercise that is similar to the previous exercise. Except this time, we are going to imagine the future -- our future.

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

Get comfortable in your seat. Keep your back straight but relaxed, with your feet flat on the floor and your hands in your lap.

Now close your eyes -- or look at the floor -- and start focusing on your breath, like last time. Focus on your breathing. The breath in, and the breath out. Feel how the air flows into your lungs, and back out. How you chest and tummy expands. Now slow your breathing down. Relax.

Take a deep breath in, and a deep breath out. Keep breathing like that.

Now let's move through time. I want you to imagine yourself in ten years time. You are older than today. More experienced. More wise. You have achieved what you want to achieve.

Ask the participants the following questions, pausing for a while after each one:

Where are you?

What are you doing?

Who are you with?

What is your living situation like?

How is your family?

How are you feeling?

Are you happy with who you have become?

Now let's bring our focus back to the present. Without opening your eyes, notice the sounds around you, notice your feet on the floor, your hands in your lap. Slowly open your eyes.

Now let's take our journals and draw what we saw. Think about how it made you feel.

Think about what steps you can take to make that future a reality -- even if they are very small steps.

Give participants time to draw their visions of the future.

Ask some participants to describe theirs. Also ask them:

- How the exercise made them feel
- What small steps they will take TODAY to make that future come true

4. Meaning of the Proverb

Now we have completed this exercise, how does it relate the proverb at the beginning of class?

- Where there is no sleep, there is no dream.

The proverb means: we cannot plan for the future without taking the time to rest, to go inward, and to reflect on our life goals. Sometimes in life we need to slow down, relax, and take time to think about our goals and ambitions.

Today's seminar focused on future thinking. I hope each of you had the opportunity to think about your future. Before we finish, let's go around the room and each say 1 word that describes how you are feeling after class today.

END OF LESSON.

Lesson 6: Moving towards our Dreams

Setting concrete goals

1. Introduction

Last seminar we spent time imagining our future. Now let's make some concrete goals in our own lives, which can help us make those futures real.

Our proverb for today is:

- If you wish to move mountains tomorrow, you must start by lifting stones today.

Ask the students what they think the proverb means.

2. Activity: Speed Questions

Now we are going to play a speed question game! I will choose 8 people from the class who will stand in a circle, facing outwards, and I will give each of them a piece of paper with a question on it.

The rest of the class will move from person to person, and will have to answer all the questions quickly! Every time I say "MOVE ON", I want you to move on to the next person with a question!

Write slips of paper to give those 8 people asking questions (this is best prepared before the class). The questions are as follows:

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

Guide the class through the exercise.

Great work everyone! I know some of these questions may have been difficult to answer in such a short amount of time, but these are important questions to ask ourselves when we are setting goals in our lives.

3. Activity: Goal-Setting Wheel

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

- Family
- Career/Education
- Religion
- Self
- Health
- Finances

For each of these sections of your life, I want you to think about 1 positive change you will make. These do not have to be big changes, but just something that you will feel will improve your life. You can draw these changes in the circle in your journal.

Give the class time to do their drawings.

Once you've done this, find a partner and share your changes with.

Give the class time to share, then ask some participants to share with the whole class.

4. Meaning of the Proverb

Now think back to the proverb at the beginning of the seminar. How does this proverb relate to goal setting?

- If you wish to move mountains tomorrow, you must start by lifting stones today.

This proverb says that to make big changes, such as moving mountains, we need to start small. But those small changes help us move toward our long-term goals. No change is too small.

Today was very focused on concrete and practical ways we can make small but positive changes in our lives. We look forward to seeing how you apply these changes to your day-to-day lives and congratulate you on completing the first module in A Good Start!

Let's go around the room – using one word describe how you are feeling after class today.

END OF LESSON // END OF MODULE.

Module 2: Human Rights, Problem Solving, Conflict Resolution

Lesson 1: What are Rights? Why are they Important?

Awareness of refugee and human rights

1. Introduction

In the last module we talked about our dreams and our goals. Now let's talk about our rights, as they also impact our ability to move towards a better future. Does anyone know what rights are?

Get answers from the class.

Thank you everyone for your answers.

Our proverb for today is:

- They tried to bury us, but they did not know that we were seeds.

Ask the class what they think it means, and what it has to do with rights.

2. Human Qualities, Human Rights

We are now going to discuss what makes us human, and how our rights protect these human qualities.

On the blackboard or flip chart write HUMAN on one side, and RIGHTS on the other.

Now let's think about the qualities that make us human. What specific things about us make us human beings?

Ask the class for ideas and write them under "HUMAN" (examples include intelligence, kindness, love etc)

That's a very good list. Now, what things do we have in our lives that help us PROTECT and SUPPORT these human qualities?

Ask the class for ideas and write them under “RIGHTS” (examples include family, education, religion, etc).

As you can see, we have lots of important things written on this list, such as religion, education and family. Now, all humans have a RIGHT to these things -- and now you can see why: because they protect and support what makes us human!

Now ask the class:

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

You can ask the class to split into pairs and discuss these questions, and then share their ideas with the whole class.

3. Legal definitions of Human Rights

Now let's look at the Legal definitions of our Rights -- this means the way our Rights are understood and described by international law.

The Law says: Human Rights are rights or freedoms that belong to ALL human beings, regardless of nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status.

There are a total of 30 Human Rights, but here are some very important ones to know. Some of them we have already mentioned ourselves:

- Right to practice your culture and belief
- Right to opinion and information
- Right to rest and leisure
- Right to desirable work
- Right to social security
- Right to marriage and family
- Right to own property
- Right to asylum in other countries
- Freedom from arbitrary arrest and exile

4. Refugee Rights

Now, as refugees, we also have some extra rights. Does anyone know what these rights are?

Ask the class for ideas.

Excellent answers! Now let's explore these refugee rights together. On top of all your other human rights, you also have the right to the following:

- Admission to safety – that means being safe in the country you are living in
- Access to fair refugee procedures – being allowed to get refugee status
- Respect in the country you live
- Protection/safety in the country you live in
- The right to education
- The right to family
- The right to legal advice
- The right to NEVER be sent back to your country of origin if you are in danger

Ask the class the following questions:

- How many of these rights did you know about?
- Is anything new here?
- Do you think there is anything missing? If so, what is missing?

5. Meaning of the Proverb

Now let's look at the proverb again. What do we think it means?

- They tried to bury us, but they did not know that we were seeds.

The proverb means: even if people try to take our rights away, we can still grow, thrive and become strong -- because like seeds, all people have the potential to grow into something big. People can try to oppress us, but they cannot destroy our potential.

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

END OF LESSON.

Lesson 2: Our Rights in Action

Understanding our Rights in Real Life

1. Introduction

In the last seminar, we discussed human and refugee rights. To begin, let's remind ourselves of all of those rights. If you want, you can use your journals to help you remember.

Ask the class to list their rights.

Now let's look at our proverb for today:

- Seeing is different than being told.

Ask participants what they think this proverb means.

The proverb means: experiencing something yourself is very different from just hearing about it happening to other people.

2. Activity: Talking Object

Find an object to use for this exercise. It can be anything (this is best prepared before the class).

Let us sit in a circle. We are going to pass an object around the circle. The person who receives the object has to talk about something until his or her neighbour decides to take the object.

As soon as your neighbor takes the object from you, you have to stop talking. You can talk about anything you want.

Lead the class in the exercise.

When the object has passed around the class at least once, ask participants the following questions:

- How did you feel when the object was taken from you?
- Have you ever had a situation when you felt like this in your life?

3. Human Rights Scenarios

We will now listen to a series of scenarios where human or refugee rights may have been abused. Listen to each scenario, and after each one let's discuss if they include a rights abuse, and why.

You can either read out these scenarios or play them via a pre-recorded audio file.

Scenario 1

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

Ask the class:

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

Scenario 2

Dominique has been told by her friend Desira that there is a new education programme opening for young women in the camp. The programme is to teach young women how to make clothes to sell in the marketplace. Dominique is excited, and decides to find out more about the programme. When she asks John, one of the workers in charge of the programme, he tells her that he can help her get into the programme, but in exchange she will have to have sex with him. When she Dominique tells Desira about this, Desira tells her that it's true, and that she had sex with John to get into the programme.

Ask the class:

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

Scenario 3

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

Ask the class:

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

Scenario 4

Ayana has been in the camp for 5 years and has 3 children. Her husband died the year after they arrived in the camp, so she is raising them alone. Her son, Rada, has been attending school and is trying to find ways to help his mother support the two younger children. Ayana does not have a cell phone, so do not have access to Bamba Chakula, which means that the family aren't getting access to all of their rations. One day, Rada decides to steal a cell phone from one of the teachers at the school, believing that it will help his family get access to Bamba Chakula. The teacher finds out it was him and informs Ayana.

Ask the class:

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

Then ask the class the following questions:

- *How they felt listening to these scenarios*
- *If they have ever experienced anything similar to any of the scenarios*

4. Standing up for our Rights

Now that we have thought about situations in which rights are being affected, I want us to think about how we can stand up for our own rights -- and the rights of other people.

Ask participants the following questions:

- How easy or hard is it to talk to other people about our rights?
- What specific skills do we need when we want to stand up for our rights?
- Do you think most people understand their rights?
- What can we do to help people understand their rights better?

Write their ideas down on the board.

Over the next few days I want you to put some of these ideas into practice. Maybe we can even organise ourselves into groups to make these ideas happen!

END OF LESSON.

Lesson 3: Rights, Wrongs and Emotions

Understanding Emotions in Ourselves and Others

1. Introduction

Today we are going to focus on the emotions we feel when our rights have been taken away. By understanding how we -- and others -- may feel in difficult situations will help us manage conflict and resolve our issues peacefully.

Our proverb for today is:

- The mouth is smiling, but is the heart?

Think about it, and we'll come back to it at the end of the lesson.

2. Activity: Two Truths and a Lie

Let's sit in a circle. I want each of you to think of 3 facts or statements about yourself. 2 of these must be true. 1 must be a lie!

We will then go around the room, and each of you will tell the class your 3 statements. The rest of the class will then have to guess which ones are true, and which are false. After this, you can tell us which ones are true and which are not.

Lead the class in the activity.

Once everyone has taken part, ask the class the following questions:

- Was it easy or hard to tell which statements were lies?
- Was there any specific way to tell, like the tone of their voice, or the expression on their faces?

3. Recognising how People Feel

As we saw in the previous exercise, paying attention to others' facial expressions, tone of voice, movements and other actions is an important part of communication.

When we want to communicate our rights -- or tell someone what we want, we need to do the same thing -- read their feelings, and share ours. So now we are going to practice recognizing emotions/feelings in the people in the scenarios from the last class.

You can either read out these scenarios or play them via a pre-recorded audio file.

Scenario 1

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

Ask the class:

- What do you think Ashad is feeling when Astur tells him their baby is sick?
- What do you think Astur is feeling when she sees the baby is sick?
- What do you think Astur is feeling when she trades the rations for medicine?
- What do you think Ashad is feeling when he discovers Astur has traded the rations for medicine?

Scenario 2

Dominique has been told by her friend Desira that there is a new education programme opening for young women in the camp. The programme is to teach young women how to make clothes to sell in the marketplace. Dominique is excited, and decides to find out more about the programme. When she asks John, one of the workers in charge of the programme, he tells her that he can help her get into the programme, but in exchange she will have to have sex with him. When she Dominique tells Desira about this, Desira tells her that it's true, and that she had sex with John to get into the programme.

Ask the class:

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

Scenario 3

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

Ask the class:

- What do you think Deng was feeling when he opened the shop?
- What do you think Michael was feeling when Deng opened the shop?
- How do you think Deng felt when he saw the shop had been destroyed?
- How do you think Michael felt when he lied to Deng?
- How do you think Deng felt when he found out Michael had lied to him?
- Why do you think Michael had lied?

Scenario 4

Ayana has been in the camp for 5 years and has 3 children. Her husband died the year after they arrived in the camp, so she is raising them alone. Her son, Rada, has been attending school and is trying to find ways to help his mother support the two younger children. Ayana does not have a cell phone, so do not have access to Bamba Chakula, which means that the family aren't getting access to all of their rations. One day, Rada decides to steal a cell phone from one of the teachers at the school, believing that it will help his family get access to Bamba Chakula. The teacher finds out it was him and informs Ayana.

Ask the class:

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

4. Meaning of the Proverb

Nice work everyone! Recognising people's emotions is the best way to understand them, and to help us resolve issues and conflict. Now let's look at our proverb:

- The mouth is smiling, but is the heart?

What does this have to do with communication?

It means: sometimes we do not show our true emotions -- what is in our heart. Someone may be smiling, but they may have different feelings inside. Learning to identify those true feelings in ourselves and others is very important.

Let's now go around the class and name the feeling that each of us is feeling right now. Don't be shy!

Let each participant describe what they are feeling.

In the next few days, when you see people in different situations, I want you to imagine what they might be feeling.

END OF LESSON.

Lesson 4: Solving Conflict

The Problem-Solving Cycle

1. Introduction

In the last seminar we talked a lot about emotions and how people feel in difficult situations. Today, we are going to focus on finding solutions to our conflicts with others by learning to talk about how we feel. This can help us to find good ways to solve issues we have with people.

Today's proverb is:

- Strategy is better than strength

Think about it, and we'll come back to it at the end.

2. Activity: Collective Counting

Now let's play a game. We are going to count to 20, as a group. Anyone can yell out a number, but if two or more people say the number at the same time, we have to start again.

At the same time -- no one can say ANYTHING apart from numbers!

Let's see how far we can count.

Lead participants in the exercise.

Once the class has tried a few times, ask the participants the following questions:

- Why was this exercise difficult?
- What made it easier?
- What methods did you come up with to communicate with each other?

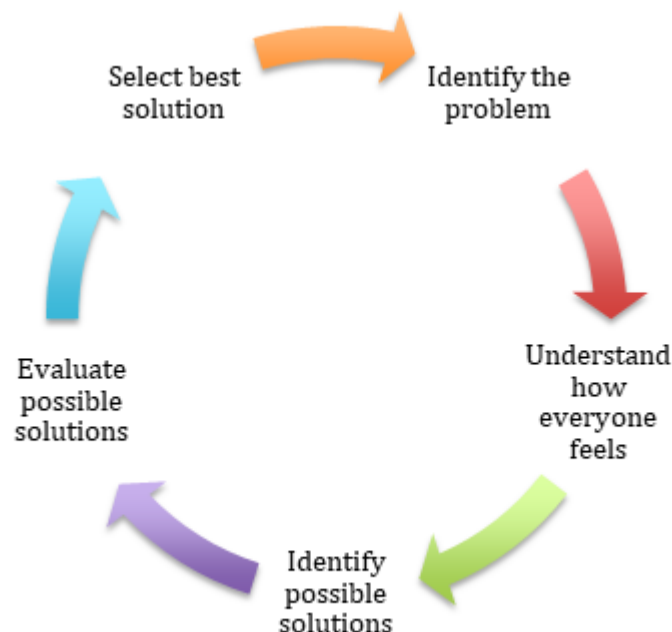
3. The Conflict-Solving Cycle

Now let's talk about a specific method of communication we can use to help solve problems, challenges and conflicts we have with other people.

It has 5 specific steps:

- Identify the problem. Make sure that everyone involved understands what the problem is. Sometimes people will have different ideas of what is wrong.
- Understand how everyone feels, or what they want. Understanding how everyone is feeling helps us to find solutions that we help everyone in the situation feel better
- Identify possible solutions together. Calmly suggest solutions, and ask others to do the same.
- Evaluate these solutions. What are the results or outcomes of each solution? Ask everyone to calmly discuss them with you.
- Select a solution together. Choose the solution that seems to make the most sense for everyone. If you want, you can vote on it.

You can draw the cycle on the board:



4. Conflict-Solving Roleplay

Now, let's use this cycle to solve some pretend conflicts.

Come up with 3 scenarios of conflicts that are common in your community. They don't have to be serious, but participants should be able to relate to them. It is best if you prepare this in advance before the session.

Divide the class into 3 groups. Give each group a description of the conflict they will be roleplaying. You can then divide each group in 2: one for each side of the conflict.

Give the participants time to prepare their roleplay, in which they will use the cycle above to solve their pretend conflicts.

When the groups are ready, ask them to perform their conflict resolution to the rest of the class.

5. Meaning of the Proverb

Thanks everyone for a great session! Let's now go back to our proverb:

- Strategy is better than strength.

Ask the class what they think it means, and how it relates to solving conflict.

The proverb says that it's better to solve our issues using our minds instead of using force. In that way, no-one gets hurt, and we can all be better off than before.

Before we end today's session, I want you to share with another person something new that you have learned today.

END OF LESSON.

Lesson 5: Let's Solve some Conflicts

Applying what we've learned to scenarios

1. Introduction

Last seminar we focused on steps to solve conflict. Can someone please share with me the first step of problem solving?

Ask the class to describe the 5 steps covered in the last session.

Great work! Today we are going to practice these steps by looking at our scenarios from the previous lessons. But first, let's look at the proverb:

- If you can't solve your problems in peace, you can't solve war.

Think about it, and we'll come back to it at the end.

2. Activity: Muddling Messages

*Let's all sit in a circle. Now I want one person (**pick someone**) to think of a long message, such as:*

"I'm going to go to the market to buy some bananas and mangos tomorrow morning, and then I am going to meet my sister for lunch"

This is just an example. I want you to make up your own message!

Then you are going to whisper this message to the person sitting on your right. That person then whispers the same message to the person on their right, and so on.

Once the message has been passed around the circle, ask the last person to say the message aloud. Then we will compare the final message with the original version.

Lead the class in the exercise.

Then ask the class why they think the message was different at the end, compared to the beginning.

3. Solving the Conflict in our Scenarios

Now let's revisit the same scenarios that we looked at a few sessions ago. We are going to split into 4 groups: each group will be given one scenario, and will answer some questions on how to solve the conflict in that scenario.

Split the class into 4 groups, and give each group one of the Scenarios with questions below. These Scenarios and their questions can be printed in advance. If that isn't possible, you can read them out to the group (in this case, suggest members of the group write down the questions).

In the case of classes with low literacy, DO NOT divide the class into groups -- instead read out these scenarios and questions for discussion by the whole class.

Scenario 1 + Questions

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

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

Scenario 2 + Questions

Dominique has been told by her friend Desira that there is a new education programme opening for young women in the camp. The programme is to teach young women how to make clothes to sell in the marketplace. Dominique is excited, and decides to find out more about the programme. When she asks John, one of the workers in charge of the programme, he tells her that he can help her get into the programme, but in exchange she will have to have sex with him. When she Dominique tells Desira about this, Desira tells her that it's true, and that she had sex with John to get into the programme.

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

Scenario 3 + Questions

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

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

Scenario 4 + Questions

Ayana has been in the camp for 5 years and has 3 children. Her husband died the year after they arrived in the camp, so she is raising them alone. Her son, Rada, has been attending school and is trying to find ways to help his mother support the two younger children. Ayana does not have a cell phone, so do not have access to Bamba Chakula, which means that the family aren't getting access to all of their rations. One day, Rada decides to steal a cell phone from one of the teachers at the school, believing that it will help his family get access to Bamba Chakula. The teacher finds out it was him and informs Ayana.

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

Ask each group to present their answers to their questions to the whole class, OR lead the whole class in discussion.

4. Meaning of the Proverb

Let's now look at the proverb:

- If you can't solve your problems in peace, you can't solve war.

Ask the class what they think it means.

The proverb means: to solve problems we need to do so in a way that is peaceful and calm. That if we get angry, frustrated and out of control, we will not be able to find solutions that are good for anyone. **END OF LESSON // END OF MODULE.**

Module 3: Money Matters, an Introduction to Financial Literacy

Lesson 1: What is the Purpose of Money?

And why is it important?

1. Introduction

In the last two modules we spoke a lot about our personal motivations and goals, as well as our rights and dealing with conflict. In our third module, we will discuss our financial life, our understanding of money, and money's role in achieving our goals.

Our proverbs for today are:

- One cannot both feast and become rich.
- By labor comes wealth.

Think about them and we'll come back to them at the end.

2. Activity: What is Everyone Doing?

Now let's play a game. We will ask one participant to leave the room, then the rest of you will come up with a role-play related to money for them to guess when they come back in.

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

Great work in guessing! Now let's discuss why we have money and what some of your challenges with money may be.

3. The Role of Money

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

Let participants answer.

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

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

Let participants answer.

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

Let participants answer.

Wonderful! Now let's talk about other ways we get goods and services. Sometimes we also borrow money: this means someone will give us money they have, and then we have to pay them back. Has anyone ever borrowed money from anyone else?

Let participants answer.

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

4. How does Money make us Feel?

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

When we have a lot of money, how do we feel?

Let participants answer.

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

Let participants answer.

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

Let participants answer.

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

Let participants answer.

Great! So now we can see a link between our financial situation and our emotions. This is one of the reasons why money is important: how we use, and how much we have, can be directly related to how we feel.

5. Meaning of the Proverb

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

- One cannot both feast and become rich.

This proverb means that we cannot just spend our money as it comes, and also become rich: it is important to save some of our money, and use it wisely.

- By labor comes wealth.

This proverb explains that wealth comes from hard work. We cannot expect to become rich by doing nothing!

Now that we know why we have money, and how it makes us feel, we will begin to think critically about how we use our money and what we need to spend our money on to ensure that we have all our needs met.

END OF LESSON.

Lesson 2: Needs vs Wants

1. Introduction

In the last module, we discussed the role of money. We also discussed how it makes us feel when we have a little or a lot of money in our lives. Today we are going to discuss the difference between Wants and Needs in our lives.

Our proverb for today is:

- You should not hoard your money and die of hunger.

Ask students what this proverb tells us about how we should use our money.

2. Wants and Needs

Let's now explore in a bit more detail the difference between Needs and Wants and why this is important if we are to live happy and healthy lives:

- Needs are items necessary for your survival, without them you would not be able to survive, or you would compromise your health and wellbeing.
- Wants are items you buy because they give you pleasure or happiness -- but they are not necessary for your survival or wellbeing.

Now I want everyone to list down 3 Wants, and 3 Needs in their lives. Then I want you to switch your lists with a partner (or just tell them your lists), and your partner will have to guess which are the Wants and which are the Needs.

Give the class time to complete the exercise.

Once everyone has played the game, ask the entire group the following questions:

- Was it easy or difficult to identify what was a Want, and what was a Need?
- Can you give me some examples of needs?
- Can you give me some examples of wants?

Now let's have a look at a list of different items as a class, and decide whether they are Wants or Needs. Remember, if you are having difficulty deciding, ask yourself whether the item is really required for your survival and for a healthy life.

Draw a line down the blackboard or the flipchart and label one side as Wants and the other as Needs. Then read out the following list to the class and ask them to decide whether it should be written under Needs or Wants:

- Gas for cooking
- A private jet
- School books
- Juice
- Fruits and vegetables
- School fees
- A car
- Rice/ugali/matoke
- Shoes
- Biscuits
- Transport money
- A TV
- Rent for a house to live in
- A computer
- Meat (kuku, mbuzi etc)
- Crisps
- A PS4

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

Is there anything else we should add to the Needs column? Anything that we need in our lives that isn't being met?

Add any additional Needs to the board. Save this list, because you will need it in an upcoming session.

3. The Price of Wants and Needs

Now that we have all our Wants and Needs separated on the board, we are going to see how much they cost. Let's start with the Needs. Let's decide how much each one costs.

Have students name the average cost of each one of the Needs.

Once that is done, do the same for the Wants.

Now, can someone add these two columns up for me?

Help the participants with this if they are finding it difficult. Once you have done the calculations, ask them the following questions:

1. What do you notice about the difference in cost between the Needs and the Wants?
2. Did this difference surprise you?
3. Is there anything you think should be moved from Needs to Wants now?
4. How does this make you feel when you see the cost of everything up on the board?
5. What do feel when our needs are not being met? What do we feel when we are not able to meet our Needs?

Over the next few days, I would like you to think about your own Wants and Needs, and whether you feel there is anything that you can switch from a Need to a Want.

END OF LESSON.

Lesson 3: Values, Needs and Wants

1. Introduction

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

Our proverb for today is:

- The wealth which enslaves the owner isn't wealth.

Think about it and we'll come back to it.

2. Activity: Our Values

Let's play a game to learn about our personal values. First, I invite you all to stand in a line in front of me.

Get students to stand in a line.

The purpose of this game is to understand our different values. I will read a few statements, if you don't agree with the statement take a step back. If you agree with the statement, take a step forward. Please respond to what applies to you personally, there is no need to agree with the rest and there is no right or wrong answer.

Read the following statements:

- My family is very important to me. I try to help them as much as I can.
- Looking cool is very important to me.
- Being considered an important person is very important to me.
- My religion is very important to me and I practice it regularly.
- I need to feel safe and secure to feel comfortable in life.
- Playing sports is very important to me.
- Animals/pets are very important to me.
- Being rich is very important to me.
- My friends and what they think of me is very important to me.

Now look around...why is everyone in a different place?

Get some answers/thoughts from students.

It is because we all have different values and beliefs as individuals. These different beliefs

and values are what cause us to prioritize some things over others. This means a Want for some people may be a Need for others.

3. Thinking More about our Values

Let's now think a bit more about our values and beliefs and how they affect our wants and needs, and impact our decision-making.

Take some time now to write down (or draw) your values.

Give the class time to complete the exercise.

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

Give the class time to discuss. After a few minutes, ask if anyone would like to discuss their thoughts with the class.

4. Meaning of the Proverb

Now let's go back to the proverb:

- The wealth which enslaves the owner isn't wealth.

Ask the class for ideas on what it means.

This proverb states that even if we have a lot of money, we should not ignore our personal values. If our way of making money makes us unhappy -- or forces us to live in a way that we feel is bad -- then it's not worth it.

END OF LESSON.

Lesson 4: Prioritising Spending

1. Introduction

In the last seminar, we explored our personal values and how they impact our Wants and Needs. Today we are going to take that a step further by talking about prioritizing – that means choosing to spend our money on some Wants and Needs over others.

Our proverb for today is:

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

2. What is Prioritising?

What do we mean by prioritizing? Prioritize means that something is more important than something else. To prioritize something means to put it first.

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

1 are Items that are essential for healthy living.

Ask the class for examples.

2 are Items that are not essential for healthy living, but are important to us.

Ask the class for examples.

3 are Items that are not essential and not important to us.

Ask the class for examples.

3. Prioritising Items on our List

Let's look at our list of Needs and Wants from Lesson 2. In pairs, I want you to rank everything on this list using the 1-2-3 system

Divide the class into pairs and give them time to complete the exercise. Support them if necessary.

Then ask some pairs to share their lists.

4. Meaning of the Proverb

What a great seminar looking at priorities! I think we learned a lot about what is most important to us. Now let's look at the proverb:

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

Ask the class for ideas about what it means.

This proverb reminds us that although some things may be nice, they are not always a priority. We must first prioritize the things that will meet our survival needs, before buying our wants.

Over the next few days, think more about the things that are important to you. If you want, take some time to draw them in your journal.

END OF LESSON.

Lesson 5: Budgeting

1. Introduction

In the last session we learned about prioritizing our spending. In this session we will discuss budgeting, which means planning our spending so all our needs are met.

Our proverbs for today are:

- Better little than too little.
- You cannot name a child that is not born

Think about them and we'll come back to them at the end.

2. Defining Budgeting

An important way of learning how to manage our money is learning how to budget. Budgeting means figuring out how much money we have, the things we need or want, how much each item costs – and then prioritizing what we can buy with our money.

So why do we budget? Whether you have a lot of money or just a little, a budget can help you in many ways:

- If you have a budget and stick to it, you will be less likely to blow your money during random daily spending.
- A budget can help you reach a financial goal because it controls how much you spend and how much you save.
- Budgets can help eliminate many money surprises because you've planned ahead and know what to expect each month.
- Budgets help you see exactly where your money goes.

Now let's think about the steps that are needed when making a budget. To do this, I need 6 volunteers.

Ask for 6 volunteers to come up, and give them each a card with the following written on it (this should be prepared in advance):

- Think about what is most important to spend your money on
- Add up how much money you have to spend
- Make a list of what you want to spend your money on, and how much it costs
- Make sure your expenses are not more than your income
- Decide how much you want to save
- Reflect if this budget reflects what you find important

Tell the 6 volunteers to arrange themselves in the order they think is best (the order above is the “correct” order, but don’t tell them this!)

Then ask the class if they have any suggestions to change the order. Allow people to move volunteers around until the class reaches a consensus.

3. Exploring an Example Budget

Now let’s explore an example budget.

Read out the following example:

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

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

Write this list of items on the board and read it out:

- Medicine for 1900 Ksh
- Food for 550 Ksh
- New clothes for 1400 Ksh
- Transport money for 250 Ksh
- Snacks for 300 Ksh
- Soda for 100 Ksh

Give participants 15 minutes to finish this exercise, and then ask a few groups to share their budgets.

Ask participants the following questions:

- *What did your group find most difficult about this exercise?*
- *Were you over or under the 3000 ksh?*
- *What were the most important items that Amina needed to give her family?*

4. Meaning of the Proverbs

Nice work! Now let’s take a look at our proverbs and see how they relate to budgeting:

- Better little than too little.

Ask for ideas from the class.

This proverb says if we only have a little bit of money, we need to use it wisely.

- You cannot name a child that is not born

Ask for ideas from the class.

This proverb says you cannot plan for something that you don't have. So we can't spend money that we don't already have, or promise to give people money that we don't have.

Great work today everyone! I hope that today we had a chance to think about how we use our money in responsible ways to ensure that our needs are being met before our wants.

END OF LESSON.

Lesson 6: Managing Income

1. Introduction

Now that we have explored how to budget, let's take a look at our income. "Income" means the money we have to budget and spend in the first place.

Ask the class:

- How many of you have any income, or some way of making money?
- How many of you have family members who have an income or stipend?
- What kind of work do you or your family do?

Thanks everyone for their answers. Our proverbs for today are:

- A single bracelet does not jingle.
- A single stick may smoke, but it will not burn.

Think about them and we'll come back to them.

2. Activity: FizzBuzz

Since today we are going to be working with numbers, let's play a game with them. I want us to count to 30 as a group, going in a circle, but for each number that divides by 3 -- like 3, 6 and 9, I want you to say FIZZ! And for every number that divides by 5 -- like 5, 10 and 15 -- I want you to say BUZZ!

For some numbers -- like 15, which are divided by 3 AND 5 -- you will have to say FIZZBUZZ!

Let's see if we can do it.

Lead the group in the activity.

3. Adding Sources of Income

Now let's go back to income. Usually there is more than 1 person in a family that has an income source. So before we begin to decide what our families spend their money on, we have to add up the total amount of income everyone is bringing in, so we know how much money we have to spend.

Let's add up the income for an example family:

Write these numbers on the blackboard or flipchart so everyone can see them.

- Momma makes 500 Ksh a month selling potatoes.
- Papa makes 2000 Ksh a month as a stipend
- Zahra makes 300 Ksh selling clothes in the market
- Adil makes 0 Ksh because he is still in school.

Ask the class how much the family makes (the answer is 2800).

Let's now do another example in pairs.

Write the numbers up again.

- Momma makes 1700 Ksh selling phones in the market
- Papa makes 2000 Ksh selling soap
- Abdul makes 400 Ksh
- Bilal makes 800 Ksh

Let the class work in pairs to add up the family's income, then ask them for answers (4900 Ksh).

4. Budgeting our Total Income

Now we are going to take things a step further by not only adding up a family's income, but also budgeting what they can spend it on.

Let's do this activity in pairs.

First, let's work out how much the family makes:

Write the numbers up.

- Momma makes 2350 Ksh
- Papa makes 1300 Ksh
- Yonas makes 400 Ksh
- Liya makes 1400 Ksh
- Kamali and Ife don't make anything because they are both still babies.

In your pairs, please work out the total the family makes.

Ask some pairs for the answer (5450 Ksh)

Now let's make a budget for this 5450 Ksh.

For a month, the family have the following needs:

Write the numbers up.

- *Baby formula -- 1300 Ksh*
- *Food -- 2500 Ksh*
- *School fees – 500 Ksh*
- *Diapers – 400 Ksh*
- *Soap – 200 Ksh*

Ask the participants:

- Are the family able to make enough money to cover their needs?
- Do they have any money left for wants?
- How much money do they have left?
- What should they do with the money they have left?

5. Meaning of the Proverb

Thanks everyone for today's session. Now let's look at the proverbs:

- A single bracelet does not jingle.
- A single stick may smoke, but it will not burn.

Ask for ideas from the class about what these proverbs mean.

These proverbs mean: we are more successful when we pool our incomes or work together towards a common goal. A single income -- like a single bracelet or a single stick -- can only do a little. But many incomes together can do a lot more.

END OF LESSON // END OF MODULE.

Module 4: Understanding Different Cultures

Lesson 1: What Is Culture?

1. Introduction

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

First off what does "culture" mean to you?

Write the ideas down.

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

2. Discussion: Cultural Differences

Now let's think about the cultural differences between us. How do our different cultures approach these big stages in life?

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

Lead the class in discussion.

3. Story: Why Do Cultures Become Different?

Now I want to tell you a story. This is the story of how cultures become so different.

This can be read on its own, or alongside the accompanying slideshow.

Imagine one tribe of people living together.

They wander the land, looking for water, food and livestock.

*They do everything together.
They all speak the same language.
They all have the same religion.
They all look similar.*

One day, a group of friends decides to leave the tribe. They convince a few others to go with them.

*Perhaps there was a disagreement in the tribe.
Perhaps the tribe was getting too big and was naturally splitting.
Or perhaps the friends just want to wander the Earth.
Whatever the reason – they leave.*

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

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

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

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

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

Can anyone think of any real-life examples of this story?

Lead the class in discussion.

Here are some examples if they are having difficulty:

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

- The Americans and the British

4. Activity: Telephone Game

Now let's play a game! I want you to stand up and make a long line in single file (outside will probably be best). Make sure you're not standing too close together.

I will whisper a short sentence to the person at the end of the line. That person will then whisper the sentence to the next person, and that person to the next, and so on... until it reaches the last person in the line.

The last person will then say what they think the sentence is!

Lead the class in the activity. Here are some example sentences you can use (but feel free to make your own, or ask participants to make their own):

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

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

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

See how the same sentence changes differently with each line!

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

END OF LESSON.

Lesson 2: The Story of All People

1. Introduction

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

Do your cultures or religions have any origin stories -- that is, stories on the origins of humankind? If you do, please share!

Ask the participants to share their culture's stories of human origins.

2. Activity: Performing Origin Stories

What amazing stories! How about we act some of them out?

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

Give them time to prepare their plays, maybe outside or in different rooms.

Then let each group perform to the class as a whole.

3. Story: Human Origins as told by Science

Now I want to tell you another origin story. This is the story told by science of what happened after humans were created. Some of you may know this story – it is the story of everyone in the whole world.

Like in the last module, you can either read out this story on its own, or with the accompanying slideshow.

All humans were once one tribe, living in East Africa, from what is now southern Ethiopia to central Tanzania.

We don't know much about their beliefs, stories and other cultural practices because it was so long ago.

So much has been lost in the mists of time.

But we can tell a lot from the tools and skeletons they left behind.

We know they were nomadic hunters and they mostly ate meat, fish and birds.

We know they also ate fruits, plants, wild grains, honey, and other similar food when they could find it.

They did not eat any ugali, injera, bread, rice or uji, because farming had not been invented yet.

We know they had dark skin.

We know they thought and imagined in the same way we did.

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

But, like we saw in the last lesson, one tribe can split into different tribes – which can themselves split again and again.

These new tribes move to new places, and their cultures and appearances change – just like in our game yesterday.

Some went West, into what is now Western Africa.

Some of their descendants became the Bantu, a group of people who spread out all across Sub-Saharan Africa.

Today, Bantu peoples include:

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

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

Over the centuries, they spread back into East Africa

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

- *The Nuer, Dinka, Mandari and Shilluk people from South Sudan – and others*
- *The Turkana people*
- *Various other Kenyan tribes, including the Maasai, the Luo, the Kalenjin tribes, the Samburu*
- *The Anuak in Ethiopia*
- *The Acholi in Uganda*

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

Other groups split from that first human tribe, and then left Africa entirely.

Their descendants became all the peoples and cultures of the world.

Does anyone know the names of tribes and groups of people who live outside of Africa?

If you're using the slideshow, you can show them all the interesting pictures of different cultures.

4. Last Questions

Ask the class:

- So how do you feel after today's session?
- How do you feel knowing all humans were originally one tribe?
- How the world would be different, if more people truly understood that?

END OF LESSON.

Lesson 3: Hunting, Herding, Farming, Cities

1. Introduction

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

What ways are there for people to get food? Let's make a list.

Guide the class in discussion. Once they run out of ideas, write HUNTING, HERDING, FARMING, CITIES on the board with lots of space under each one.

Explain to the class:

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

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

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

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

Ask the class the following questions:

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

2. Class performance: Guess What's Happening

Now let's play a game. I'm going to split the class into 4 groups, and in secret I'm going to give each group either Hunting, Herding, Farming or Cities as a theme to perform WITHOUT TALKING.

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

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

Lead the class in the activity.

3. Life in Rural areas vs the City

As you may know, societies using these food sources also live in different places. That is, Hunters, Herders and Farmers live in rural areas in small villages, whereas City-dwellers live in big towns and cities. Let's talk about the difference between city life and country life.

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

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

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

Ask the class:

- How would it feel to live in such a situation?
- Do you have any friends or relatives who have stories about it?

END OF LESSON.

Lesson 4: Cultures in East Africa

1. Introduction

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

What about Kenyan cultures is different to the cultures in everyone's home countries? What things that are unique to Kenya?

Lead the class in the discussion.

2. East African Cultures: Hunting, Herding, Farming Cities

Last session we talked a lot about different ways people get food. Now I want to read out a list of Kenyan cultures, and you have to decide whether they are Hunters, Herders, Farmers or City-dwellers.

Read out the list or use the accompanying slideshow:

- Turkana people
- Kikuyu people living on farms around Mt Kenya
- Somali people in North Eastern Province
- People in Mombasa
- Maasai people
- Luo people who fish on Lake Victoria

3. Story: Colonialism

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

Ask the class for their ideas.

Yes, some of you got it right. Here's the story: Over 100 years ago, the British came to East Africa and spread their rule over its peoples through a mixture of military power, exploiting existing political tensions, settlement building, and controlling natural resources. They were using the peoples' land to make themselves rich. They created borders -- lines on a map -- to separate their colonies from those of other European countries, such as Italy, Germany and France. When Kenya fought and won independence, these borders stayed the same.

So there are all these different groups, with very different ways of living, all in the same country.

Does that story sound familiar?

Can anyone think of any other countries where this happened?

Let participants discuss their understanding of colonialism in other places like DRC, Sudan and South Sudan, etc.

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

Lead the class in discussion.

END OF LESSON.

Lesson 5: Positive Lessons from our Cultures

1. Introduction

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

2. Favourite things about our Cultures

Now let's go around the room and each say what our favourite thing about our own culture is. I'll start.

Lead the class in the session by saying your favourite thing about your culture, and then ask each participant in turn to say theirs. Write what people say up on the board or chart.

What an amazing list everyone! Now let's ask ourselves -- how could the items on this list be used to change the whole world in a positive way?

Are there ideas on the list that can challenge the social issues facing the world?

Lead the class in the discussion.

3. Preparing Class Performances

Now, in the next lesson you will be doing performances based on the favorite thing about your own cultures. You can do it in groups, or on your own – it is entirely up to you! It can be a dance, a play, a song, a performance of a ceremony, or something else entirely!

You will have the rest of the lesson to decide what you are going to do, to organise yourselves, and to practice!

You can also perform the same thing at the graduation at the end of the course -- so this is a chance to try some things out!

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

END OF LESSON.

Lesson 6: Celebrating Our Cultures

Participant Performances

This is a special lesson in which the participants will do their cultural performances for the rest of the class. It will probably be a good idea to give the participants some time (20 or 30 minutes) at the beginning of the session to practice their performances.

While they do this, walk around and show interest in each group/person as they practice. You can ask them to explain their ideas to you.

Some tips for facilitating the performances:

- Remember – every participant in the class should have a part to play in one performance or another.
- Encourage the audience to clap after every single one and show appreciation.
- You should personally show positive appreciation for every performance, regardless of its perceived quality.
- If you wish, you can make it a competition with the best performance receiving a prize, but it is not necessary.
- If you want, you can invite other people to watch the performances, such as other staff from your organization, Xavier Project staff, or even officers from GIZ, UNHCR and other partners!
- Make sure audience members take photos and videos.

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

END OF LESSON // END OF MODULE.

Module 5: What's My Worth? Exploring Personal and Sexual Wellbeing

Lesson 1: Mapping my Relationships

1. Introduction

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

Our proverb for today is:

- A relationship is like a house. When a light bulb burns out, you do not go and buy a new house -- you fix the light bulb.

Ask students what they think this saying means.

2. Healthy vs Unhealthy Relationships

Now let's look at how to identify healthy and unhealthy relationships.

Ask participants the following questions:

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

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

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

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

- What would you call a healthy relationship?

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

- What would you call an unhealthy relationship?

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

As humans, we need connection and we get connection through the relationships we build and maintain with other people. However, it is important that the relationships we have in our lives help us to flourish and thrive, rather than being a negative influence on us.

Relationships come in different forms – family, friends, opposite sex, professional and so on but all healthy relationships share the same characteristics. Below are the characteristics of healthy and unhealthy relationships:

Healthy Relationships:

- *Mutual respect: respect means that each person values who the other is and understands the other person's boundaries.*
- *Trust: it is important that each person is able to trust and rely on the other person.*
- *Honesty: honesty helps to build understanding and trust and strengthens the relationship.*
- *Individuality: it is important that people do not compromise themselves within a relationship. People should be able to maintain their own opinions, ideas and interests even if they differ from the other person.*
- *Good communication: being able to speak openly and honestly and be listened to is an important part of a healthy relationship.*
- *Anger control: being able to resolve conflicts calmly and productively instead of exploding with anger is an important part of a healthy relationship.*
- *Understanding and support: each person tries to understand the other person and shows empathy and understanding, as well as providing support in times of need.*

Unhealthy Relationships:

- *Control: if one person makes all the decisions and tells the other person what to do, think or feel without any regard for their opinion or feelings, this is not healthy.*
- *Violation of boundaries: it is unhealthy if a person does not listen to a boundary that has been expressed and continues to do something that makes the other person upset or uncomfortable.*
- *Dishonesty: if one person withholds information or tells lies.*
- *Disrespect: if one person disrespects the ideas, thoughts or interests of the other person this is unhealthy.*
- *Intimidation: if one person makes the other person uncomfortable or fearful or forces them to do something that they do not want to.*
- *Violence: violence is never acceptable in any relationship. Violence can be physical (such as hitting, grabbing, slapping or shoving), verbal (such as shouting or using insults) or sexual (forcing the other person into sexual activity against their will).*

3. Skits on different types of relationships

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

Important Instructions to Inform Participants: Inform the participants, especially the ones acting out unhealthy relationships, that they should not act out skits of violence, this is because some of this may be triggering and may cause someone who has experienced that to relive the traumatic experience which is not what this session is for. Inform the participants that this is only meant to inform and not to cause discomfort. Alternatively, if some participants want to excuse themselves, they may leave the room for the duration of the activity and come back after.

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

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

Then let the students perform the skits.

4. Discussing the Skits

Thanks for your performances everyone! Now I would like to ask you some questions that will help us reflect on the types of relationships we have seen.

Ask the students:

- What are some of the things that you have learnt from both of the skits?
- Why is it that most unhealthy relationships have some form of conflict?
- What are some of the skills that you have learnt in the previous modules that can help you deal with the situations presented above?
- Why do people still get into or stay in unhealthy relationships?
- How can you help someone who is in an unhealthy relationship?

5. Meaning of the Proverb

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

- A relationship is like a house. When a light bulb burns out, you do not go and buy a new house -- you fix the light bulb.

Like the saying said, a relationship is like a house: meaning it should stand firm and strong like a house. And if a light bulb goes off in the house -- meaning a problem may arise in the relationship -- you do not go and get a new relationship or a new house, you work on fixing the problem.

A healthy relationship IS NOT a “problem-free” relationship. ALL relationships can have problems. But in healthy relationships, you find positive ways to fix those problems and positive ways to deal with situations that you may encounter in life. But if it is very unhealthy and the problems or “light bulb going out” that one is experiencing are continued acts of abuse or violence, we should not be in such a relationship as there is nothing to fix. You should leave and seek help immediately.

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

Ask participants for feedback.

Thank you!

END OF LESSON.

Lesson 2: Reflecting on Relationships

DISCLAIMER: This session will be reflecting on abusive and unhealthy relationships, always be sure to steer the conversations, examples and reflections given by the participants to be general and not personal. This session can trigger past or ongoing traumas that the participants may be having so it is best to ensure you make it general and to ensure someone does not feel attacked. Please consult and plan your session with a member from Xavier Project to ensure we try and be mindful of all participants needs, and where possible as well, organise for a professional to step in and assist with the facilitation of the session.

Introduction

Welcome to today's session. Today, we will pick up our discussion from where we left off and go a little deeper by reflecting on relationships and really get to know whether we can recognise a healthy or unhealthy relationship, and what we can do about it.

Our proverb for today is:

- Happy is the person who gains wisdom and finds understanding.

Think about it, and we'll come back to it at the end.

Today we want to explore relationships, whether this may be our own or relationships we may encounter passively because they are around us, such as in our communities, as well as the relationships of our loved ones which we may also experience.

Our Own Relationships

Now, let us now reflect on our own lives. First, let's identify our own relationships in our lives. You can write or draw these in your journal.

Give the class time to do this.

Now, can we identify whether our relationships are healthy or unhealthy? Take a couple of minutes and think about this. Think about yourself and if you have the right people and the right relationships around you.

Give the class time to do this.

Identifying Violence and Abuse in Relationships

Now that we have reflected on our own relationships, we need to discuss how to identify forms of violence and abuse in relationships. Can we think about what are some of the forms of violence and abuse that one can experience in their relationships?

Allow the class a few minutes to think about this on their own and then discuss in pairs what are the forms of violence that someone can experience in their own relationships. Remind the class to make their points generic and not specific, for instance not to mention names, use themselves as examples, or friends and family members so as to protect the people who may be experiencing this.

There are nine types of violence and abuse in relationships, they are:

Physical Violence: occurs when someone uses a part of their body or an object to control a person's actions.

Sexual Violence: occurs when a person is forced to unwillingly take part in sexual activity.

Emotional Violence: occurs when someone says or does something to make a person feel stupid or worthless.

Psychological Violence: occurs when someone uses threats and causes fear in an individual to gain control.

Spiritual Violence (or religious): occurs when someone uses an individual's spiritual beliefs to manipulate, dominate or control that person.

Cultural Violence: occurs when an individual is harmed as a result of practices that are part of her or his culture, religion or tradition.

Verbal Abuse: occurs when someone uses language, whether spoken or written, to cause harm to an individual.

Financial Abuse: occurs when someone controls an individual's financial resources without the person's consent or misuses those resources.

Neglect: occurs when someone has the responsibility to provide care or assistance for an individual but does not.

Characteristics of An Abusive Relationship

What are some of the characteristics of an abusive relationship?

Allow the class a few minutes to discuss this in pairs and get some responses.

Some of the characteristics of an abusive relationship are:

1. **Jealousy and Possessiveness.** Wants to be with you constantly. Accuses you of cheating all the time. Follows you around and frequently calls. Asks friends to check up on you.
2. **Controlling Behavior.** Constantly questions who you spend your time with, what you did/wore/said, where you went. Makes you ask permission to do certain things. Acts like you don't have the ability to make good decisions. Hides controlling behavior by pretending to be concerned for your safety.

3. **Quick Involvement.** When you are in a relationship, they may pressure you for commitment or for advances you are not comfortable with when it is too soon. Says you are the only one who can make them feel this way.
4. **Unrealistic Expectations.** Compliments you in a way that makes you seem superhuman. Over-flattering. Expects you to be perfect.
5. **Isolation.** Puts down everyone you know and does not want you to be with family or friends. Refuses to let you use your things and tries to cut off all your resources.
6. **Blames Others for Problems.** If there are problems at school or work, it is always someone else's fault. If anything goes wrong in the relationship, it is all your fault. Won't take responsibility for their own behavior.
7. **Blames Others for Feelings.** Tries to make you responsible for how they feel. "You're making me mad." "You're hurting me by not doing what I ask." "I can't help being angry." Won't take responsibility for their own feelings.
8. **Hypersensitivity.** Easily insulted. Sees everything as a personal attack. Looks for fights. Blows things out of proportion. Unpredictable. You can never tell what will upset them.
9. **Disrespectful or Cruel to Others.** Insensitive to pain and suffering. Doesn't treat others with respect. Dismissive of others' feelings.
10. **"Playful" Use of Force During Sexual Activity.** Little concern over whether you want sex or not and uses sulking or anger to manipulate you into compliance. Makes sexual or degrading jokes about you.
11. **Verbal Abuse of Any Kind.**
12. **Rigid Sex Roles.** Believes women are inferior to men or vice versa. Unable to be a whole person without a relationship.
13. **Moody.** Sudden mood changes- like they have two personalities. One-minute nice, next minute annoyed. One-minute happy, next minute sad.
14. **Past Battering.** You may hear the person was abusive to someone else. They say it's a lie, or their ex was "crazy," or it wasn't that bad.
15. **Threats of Any Kind.**
16. **Breaking or Striking Objects.** Breaks loved possessions. Beats on table or walls with fists. Throws objects.
17. **Any Force During an Argument.** Pushes, shoves, or physically restrains you from leaving the room.

18. Doesn't Respect Your Property or Privacy.

Recognising Violence and Abuse in Our Relationships

How can we recognise violence and abuse in relationships around us?

Allow the class a few minutes to discuss this in pairs and get some responses.

It's not always obvious that someone is in an abusive relationship. That is why it is important to learn some of the key signs to look for. It's common for someone who is being abused to believe that it's their own fault and that they somehow 'deserve' the abuse. It's important to know that that person is never to blame for the way an abusive person treats them. Some of the things that person may feel that will help you recognise whether they are in an abusive relationship are:

'The partner isn't violent all the time – and they believe that they love them': *Violent partners may act loving towards their victim and the person experiencing this may truly feel sorry for their horrible behaviour. So, it might be hard to stay angry and upset with the violent partner. However, there is quite a high chance that their violent behaviour will continue. Abusers can be incredibly charming people, especially if they're trying to make others see them in a good light.*

'Things will get better – they didn't mean it': *After a violent episode, it's common for both the victim and the abuser to try and downplay what happened with excuses, apologies or promises for change. Things might settle down for a bit, but it's often only a matter of time before it happens again. It's very difficult to eradicate physical abuse in relationships, and any abusive behaviour, without professional help.*

'It's so confusing – They are sure it's a one-off': *If someone is experiencing abuse, things can feel really confusing for them, especially if it's their first relationship. They might not be sure what to expect next. Abusers often try to influence a victim's sense of what's real, to make them feel confused or even that they are going crazy. (This is known as 'gaslighting'.) Statistically, though, if someone behaves violently once, they're very likely to do it again.*

'Maybe it's their (the victims) fault': *The victim may begin to think that they are to blame for their partner's abusive behaviour. An abuser may excuse their behaviour by saying something like, 'It wouldn't have happened if 'that person/victim' hadn't done...' The truth is that no matter what they would have done, another person's abusive behaviour is never the victim's fault.*

'They are scared of what will happen if they leave them': *It is not unusual for a victim to feel afraid of leaving the person who is abusing them. They might feel unsafe, or scared of what the person might do to them or to themselves. They might also feel that*

they aren't capable of making it on their own. It is important to remember and to remind that person (if you can) that there are people who can help them every step of the way.

What Can You Do?

What should you do if you know someone in an abusive relationship?

Allow the class a few minutes to discuss this in pairs and get some responses.

When it comes to your own relationship, talk about it with someone you trust (family members, friends, religious leaders, nurse, or doctor or the authorities). You may need to remove yourself from the situation and therefore it would be important to (if you are living together) know where your and your children's important papers are. If you are not living together, you may need to still isolate yourself from this person immediately, therefore having somewhere you can go with someone you can trust would be helpful, in case you need to leave your situation in a hurry.

Call or go to the nearest police station at any time you feel you are in immediate danger. You may want to get assistance from the local and legal authorities for an order that forbids the person abusing you to be near you. The police can help enforce this.

When it comes to a friend being in an abusive relationship, here are a few tips to help you talk to them about it:

- *Calmly start the conversation about their relationship on a positive note.*
- *Be supportive and encourage them to open up about their situation.*
- *In that conversation, focus on the unhealthy behaviours in that relationship (you can use the guideline above in the previous section for recognising those unhealthy behaviours)*
- *Keep that conversation friendly, do not condemn, judge or argue with the person*
- *Most importantly, do not place blame on that person, emphasize the fact that abuse is never ok, no matter what the situation may be.*
- *Allow your friend to also come to their own decision and truly understand the situation clearly by offering solutions and not ultimatums.*
- *Expect more conversations in the future about this and be sure to support your friend throughout the transition and as they move on.*

SGBV Response

In Kakuma and Kalobeyi in Kenya, SGBV response services are spearheaded by DRC and UNHCR who work in collaboration with the government as well as other implementing partners. The services include:

- *Medical treatment within 72hrs of the incident – AICHM, IRC, KRC Clinics*

- *Psychosocial support – counselling*
- *Protection/physical security in partnership with national police – provision of a safe haven*
- *Legal assistance – RCK*
- *Livelihood support*

When an individual experiences or is a victim of SGBV, they are encouraged to report through a number of channels including:

- *Calling DRC Helpline - 0800720414- which is toll free and operates 24/7 and/or texting 0715573845*
- *Writing to UNHCR via email kenkaprt@unhcr.org)*
- *Visiting Nearest DRC offices/UNHCR field posts*

DRC Offices are located in:

- *Kakuma 1: at UNHCR Field post 1 and in Hong Kong*
- *Kakuma 2: at Africa Inland Church Health Ministries (AICHM) Clinic 5*
- *Kakuma 3: near Lokitaung, former NCKK office*
- *Kakuma 4: at DRC Youth Center*
- *Kalobeyei Village 1: at the Safe Space, in V1 Furaha Centre 1 and Vocational Training Center*
- *Kalobeyei Village 2: at the V2 Furaha Centre, at the AICHM Hospital and at the Handicraft Centre*
- *Kalobeyei Village 3: at the Women & Empowerment Centre in N17 and at the V3 Furaha Centre*

Please note that any security issues including registering a criminal report should be reported to the closest police post. There is a gender desk with a female officer at the main Kakuma Police Station.

Meaning of the Proverb

How do you think the proverb we heard at the beginning of the class relates to our own relationship?

- *When it comes to our relationships, we need to gain wisdom on the type of relationships we are in and gain an understanding of what to do about them.*

Like the saying said, when it comes to our relationships, we have to use our experiences, knowledge and good judgement and this will enable us to have either healthy or unhealthy relationships. When we understand what position we are in, comprehend and become aware of our situations, it empowers us to make a decision that is in our best interest. When it comes to having a healthy relationship, we can all have healthy relationships provided we make good judgement when entering relationships and when choosing to stay in

relationships. When things change or are negative, it helps to also be able to reflect and make the decision to leave and to choose your own happiness and peace of mind and move on from a relationship that is not healthy.

Great work everyone! I hope we have been able to really reflect on our own relationships as well as use the information to reflect on the relationships around us and to recognise whether they are healthy or unhealthy. Would anyone like to give any feedback from the lesson?

Ask participants for feedback.

Thank you!

END OF LESSON.

Lesson 3: Dealing with Pressure from Peers and Partners

Introduction

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

Our proverb for today is:

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

Think about it, and we'll come back to it at the end.

Today we want to explore what it means to have a peer -- that means a friend or acquaintance -- or partner who influences you to do something that you are not comfortable with.

Think back to our session on Internal vs External motivation. What kind of motivation would it be if someone is pressuring you to do something?

Ask class. Answer: External Motivation.

And what is the challenge with External Motivation, versus Internal Motivation?

Answer: it doesn't come from within you, and can lead you away from your personal goals, dreams, and ideal life.

Discussion: Our Own Experiences

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

Ask the students to get into groups of four to five. Give them the following topics to discuss. You can read out each question and wait for 3 or 4 minutes for them to talk, or you can write them up on the board.

- Have there been times when you have been influenced by your friends or partners to do things that you did not feel comfortable with?
- What would you have preferred to do instead?
- If the same situation happened to you now -- what would you do?

After giving them time to discuss, you can ask for volunteers to share their stories -- if they are comfortable doing so.

- Does your family sometimes make you do things you are not comfortable with? Do they have expectations for you that you don't like?

After giving them time to discuss, you can ask for volunteers to share their stories -- if they are comfortable doing so.

- How about your culture? Are there cultural expectations that you are not comfortable with?

After giving them time to discuss, you can ask for volunteers to share their stories -- if they are comfortable doing so.

- How has the module on Culture helped you see things differently?

After giving them time to discuss, you can ask for volunteers to share their stories -- if they are comfortable doing so.

- How about social media, the internet and TV? Has that created any expectations in your relationships that you are not comfortable with? Has it changed the way you view your relationships, family, friends and culture?

After giving them time to discuss, you can ask for volunteers to share their stories -- if they are comfortable doing so.

Activity: A letter to my old self

Now I want us all to remove our journals. Pick a blank page and write a letter to your younger self. Write a letter to a version of yourself ten years ago and tell them what you wish someone would have told you now.

Give the class time to complete the exercise.

Ask for volunteers to read their letters (if they are willing).

Meaning of the Proverb

Thanks everyone. Now let's look at our proverb again:

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

The proverb means: A river -- like a group of people, a culture, or a society -- always has a current that flows in a certain direction. Fish that are alive -- that is, a person with their own goals, personality, and sense of self -- can swim against the current and go where they want. However a dead fish -- that is, a person without character and without a strong will -- shall always go with the current, like going with the crowd. They will never think what is best for them, and only do things to please others.

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

END OF LESSON.

Lesson 4: What are My Boundaries?

1. Introduction

Welcome back everyone. Today we shall be looking at gender and sexuality. We shall be looking at how our culture has influenced our beliefs and actions towards sexuality and gender.

Our proverb for today is:

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

Think about it, and we'll come back to it at the end.

Now let's ask ourselves some questions.

Ask the class the following questions:

- What is culture?

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

- What is gender?

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

- What is sexuality?

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

2. Discussion: Our Gender Roles

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

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

Give the women the following questions to discuss:

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

- What is the one thing that men value above all else when it comes to their relationships?
- What is sexuality to a man?
- Is it important for men and women to connect sexually in a relationship?

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

Give the men the following questions to discuss:

- What do you think is the most difficult thing about being a woman?
- What do women value most when it comes to their relationships?
- What is sexuality to a woman?
- Is it important for women to connect emotionally in a relationship?

Give the groups time to discuss.

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

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

Ask the class.

How does it feel having people of the opposite gender make assumptions about you?

Ask the class.

3. Cultural Influences on Gender and Sexuality

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

How has our culture influenced the way we view the following issues?

Read these issues aloud, or write them on the board.

- What it means to be a "real man"
- What it means to be a "good woman"
- Pre-marital sex -- that is, sex before marriage
- Extra-marital affairs
- Monogamy and polygamy
- Being homosexual (gay)

Ask each group to present their ideas and lead the class in discussion.

4. Meaning of the Proverb

Our proverb was:

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

Ask the class for ideas on what it means.

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

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

Ask participants if they have anything to add.

In the next lesson we have an important exercise to do in our journals. Please make sure you bring them with you!

END OF LESSON.

Lesson 5: Our Self-Worth

1. Introduction

Today we are going to discuss our self-worth. Let's dive straight in with our proverbs for today:

- People learn how to treat you based on what you accept from them
- Sometimes the hardest part of the journey is believing that you are worthy of the trip

Think about them and we'll come back to them at the end.

Now, does anyone have any idea what "self-worth" means?

Ask the class for ideas.

Self-worth means seeing yourself as valuable. It's sometimes also called "self-esteem" or "self-respect". It means you must respect and value yourself, before you can expect others to respect and value you as well.

Self-worth is important in all areas of our lives, but it's particularly important in relation to sex and gender issues, as well as discussing the role of gender in transactional sex.

2. Activity: Making A Vision Board

For this activity you need to prepare some materials for the participants to use. You need pens, scissors, tape or glue, and some newspapers and magazines for them to cut pictures out of. Please get this all ready before the lesson begins.

The participants will also need their journals.

Now we're going to make personal vision boards. Who knows what a vision board is?

Get ideas from the class.

A vision is a plan about your future, made with your imagination. So a "vision board" is something you can create, made from a piece of paper or card (or even from pages in your journal), with messages, images and photos that help you stay focused towards certain goals that bring you closer to your vision.

People use vision boards to help them focus and cultivate their goals into a reality. For example, if you want to be a world class football player, you can put up an image of a football or someone holding a trophy that will give you an image of yourself when you are a

However please note that: THE POWER OF MAKING YOUR GOALS A REALITY IS NOT IN YOUR VISION BOARD... BUT IN YOUR WILLPOWER AND SELF-WORTH!

Read these out to the class, or write them on the board:

- Think about what you want from your life. What do you value? You can think about the Internal Motivations and Values we discussed in the previous module.
- Find pictures, images and words that represent those intentions: Flip through the magazines and begin tearing/cutting out images/words/phrases that appeal to you.
- Paste them into your journal. Let's use a double-page spread to do this. If you want, you can even make your vision board on many pages.
- Then put this vision board (or journal) somewhere where you can see it or refer to it when necessary, when you want inspiration.

A sample vision board can look like this:



Now I would like each one of you to make your own vision board. You can also work on it in your free time, after class.

Give the class time to start their vision boards (20 or 30 minutes).

3. Self-Worth in our Relationships

Let's go back into our groups of males and females, like last in the last lesson.

Divide the class into 2 groups by gender.

Let us discuss the following questions:

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

Give the groups time to discuss. Then ask each group to present, and lead the class in discussion.

4. Meaning of the Proverbs

Let's look at our proverbs again:

- People learn how to treat you based on what you accept from them

*Any idea what it means? **Ask the class for ideas.***

It means people treat you how you let them treat you. Don't accept people treating you badly, otherwise they will continue to treat you badly.

- Sometimes the hardest part of the journey is believing that you are worthy of the trip

*Any idea what it means? **Ask the class for ideas.***

It means self-doubt can be your own worst enemy. One must have high self-worth in order to believe you deserve respect and love.

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

Ask participants for feedback.

END OF LESSON // END OF MODULE.

Module 6: Nutrition and Wellbeing of the Family

Lesson 1: What is Good Health?

1. Introduction

Welcome to Module 6 of A Good Start. This module is all about being healthy. Today we will go through what good health is, we shall also discuss what it means to be healthy or to have a healthy lifestyle.

First, let's look at our proverb:

- Before healing others, you must first heal yourself

Think about it, and we'll look at it later in the lesson.

First, what IS health? Can anyone give me some ideas?

Get feedback from the class.

The current definition of health, formulated in 1948 by the WHO (World Health Organization) describes health as a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity.

2. Types of Health

Now we are going to discuss the types of health. The two main ways to define and classify good health is whether you have good mental health, and good physical health. These are the two most commonly discussed types of health. However, there are still discussions of other kinds of health. Can you think of any other types of health not mentioned?

Ask the class for their ideas.

Prompt: other kinds can include emotional health, spiritual health, financial health.

Now let's define the 2 main types of health: Physical Health and Mental Health.

When a person experiences physical health, it means that their bodily functions are working at peak performance, due not only to a lack of disease, but also to regular exercise, balanced nutrition and adequate rest.

Physical wellbeing involves pursuing a healthful lifestyle to decrease the risk of disease. Maintaining physical fitness, for example, can protect and develop the endurance of a person's breathing and heart function, muscular strength, flexibility, and body composition. Physical health and well-being also help reduce the risk of an injury or health issues.

A person's mental health can be described as their emotional, social, and psychological wellbeing. Mental health is as important as physical health.

It is harder to define mental health than physical health, because, in many cases, it depends on the individual's perception of their experience. Mental health is not only the absence of stress, depression, anxiety, but it also depends on the ability to:

- *enjoy life*
- *bounce back after difficult experiences*
- *adapt to changes easily*
- *feel safe and secure*
- *achieve your potential*

Physical and mental health are linked together. If an illness affects a person's ability to complete their regular tasks, this may lead to depression and stress, for example, due to money problems because one is not able to provide for the family as expected.

It is important to approach "health" as a whole, meaning that a person must feel whole in all areas.

3. Factors that Affect Health

Health depends on a wide range of factors. Environmental factors play a role in someone's health. Sometimes the environment alone is enough to impact health. For example, people living in cold areas and people living in hot areas have different health concerns.

Can you think of any such examples of health concerns people in cold areas may have, vs hot areas?

Give the class a chance to come up with answers.

How do the following factors affect the health of a person?

Ask the class for answers for each factor:

- *where a person lives*
- *their income*
- *their education level*

- relationships with friends and family
- cultural issues
- the gender of a person

4. Meaning of the Proverb

Now let us revisit the proverb we discussed earlier in the class:

- Before healing others, you must first heal yourself

What do you think it means?

Get ideas from the class.

The proverb means that we should focus on our own health -- both physical and mental -- before helping others with theirs. If we ourselves are healed or healing, when can then help others heal too.

Thank you for attention and I hope that you have enjoyed your first session in Module 6. Do any of you have any questions or reflections that you may want us to discuss?

Ask the class.

END OF LESSON.

Lesson 2: Defining and Understanding Nutrition

1. Introduction

Welcome back everyone. Today we will go through what nutrition is, the foods we should take and the benefit that those foods will have in our bodies. This also gives us a chance of identifying the diseases that come with lack of proper nutrition.

Our proverb for today is:

- Your food is supposed to be your medicine and your medicine is supposed to be your food

What do you think this means?

Get ideas from the class.

2. What is Nutrition?

Let's now define and talk about nutrition. First off, let's share some of the food we eat each day. What do you have for each meal?

Ask participants to share.

Thanks for your answers. On one level, "nutrition" is just that -- the food we eat!

On a wider level, nutrition can be defined as is the science that studies the interaction of nutrients and other substances in food in relation to the growth, reproduction, health and disease of a being.

Having good nutrition promotes good health and prevents diseases. Eating the right food and doing physical exercise are the most important components of nutrition.

3. Nutrition Requirements

Let's now look at the nutrients we need.

Read out the following list:

Carbohydrates

These are foods that provide our bodies with energy that support bodily functions and physical activity. In cases where protein is taken in less amounts, carbohydrates assume the body building function.

Sources include: Cereals such as rice, maize, wheat; Roots and tubers such as potatoes, sweet potatoes, arrow roots and beetroot

Proteins

Proteins are important for body building. They ensure that there is growth, and they maintain and repair of our body tissues. Body tissues make up our organs. For the body to produce enzymes, hormones, antibodies and hemoglobin, protein is required. Proteins also helps in blood clotting and providing energy as well. In cases when the body does not get enough carbohydrates to meet the energy needs, proteins are broken down to supply energy; however, this then makes it difficult for the proteins to perform their vital functions.

Sources: Animal Protein- Meat, poultry, fish, eggs, milk, curd, Plant protein- Soybeans, peas, cereals, nuts, oil seeds such as groundnuts

Fats and Oils

Fats and oils are responsible for providing our bodies with energy. Fats are solid at room temperature while oils are liquid at room temperature. Fats and oils help in absorption of vitamins as well as maintain body temperature by laying fat under the skin this conserving heat. Fats and oils provide a cushion for the vital organs.

Sources: Cooking oils, whole milk, eggs.

Vitamins and Minerals

As well as all these, there are lots of vitamins and minerals our bodies need:

| Vitamins | Functions | Sources |
|-----------|---|------------------------------|
| Vitamin A | Ensure proper functioning of eyes | Vegetables, milk |
| Vitamin D | <ul style="list-style-type: none">• Necessary for formation and maintenance of strong healthy teeth and bones• Helps in proper absorption and utilization of calcium and phosphorous in the body | Exposure of skin to sunlight |

| | | |
|-----------|---|----------------------------------|
| Vitamin K | Necessary for clotting of blood | Vegetables |
| Vitamin B | <ul style="list-style-type: none"> • Helps in utilization of carbohydrates in the body. • Necessary for normal functioning of nervous system. • Essential for proper growth. • Helps body organs to function normally. • Necessary for the formation of red blood cells that help in transporting oxygen. • Helps in digestion. | Cereals and grains Vegetables |
| Vitamin C | <ul style="list-style-type: none"> • Necessary for strong teeth and bones. • Helps in production of hemoglobin responsible for carrying oxygen from the lungs to the rest of the body. • Helps fight germs and diseases. | Vegetables |

Minerals constitute a very small amount of the total body tissues. However, they are essential in ensuring vital processes of the body are done as well as maintenance of the body. The following are essential minerals for our bodies:

- *Iron: this is an important mineral in the body since it is present in haemoglobin which is part of red blood cells and is responsible for the red color of blood. Sources of iron include green vegetables, beans and green grams. Women and girls should particularly take in a lot of iron to avoid anemia due to loss of blood during the menstrual cycle. Iron is also required for pregnant women to ensure growth of the fetus.*
- *Calcium: the major function of calcium is to ensure proper bone and teeth development. In addition, calcium helps in blood clotting and muscular contraction. It is important that children, women and the elderly consume calcium providing foods to avoid poor bone development leading to frequent fractures. Sources of calcium include; green leafy vegetables and milk.*
- *Iodine: it is important to provide the body with iodine since it ensures brain development in children and prevent goiter in adults. Sources of iodine include water, food and iodized salt.*

Water

There's one last thing we haven't mentioned yet, which our body needs perhaps more than anything else. Can anyone guess what it is?

Ask the class for guesses.

Yes, it's water! Water is the major component of our body -- in fact our body is around 70% water! It helps in digestion, absorption and transportation of nutrients in the body. It helps excrete unwanted minerals and substances in our body through urine. Water is responsible in ensuring we maintain body temperature through sweating.

4. Meaning of the Proverb

Now let us revisit the proverb from the beginning of the class.

- Your food is supposed to be your medicine and your medicine is supposed to be your food

What do you think it means, please try and relate it to the lesson we have just had?

Ask the class for ideas.

It means the food we eat has the potential to make us sick or to keep us healthy. Therefore we should try as much as possible to eat well, try and eat a balanced diet so as to avoid getting sick.

Today's session was to ensure that you understand nutrition, importance of good nutrition, and the nutrients we need to stay healthy. I hope this has created an opportunity for you to think of you and your family's nutrition.

Thank you and see you in the next session.

END OF LESSON.

Lesson 3: Prevention of Disease

1. Introduction

Today we are going to talk about how bad nutrition, or malnutrition, can cause disease. Can anyone define what a disease is? Please give an example of a disease, the cause and symptoms related to the disease.

Ask the class for their input.

Can anyone also remember the definition of nutrition?

Ask the class for their input.

2. Diseases and their Causes

As mentioned in our previous class, nutrition is important for the body and if the body lacks certain nutrients, it is easy to get certain diseases. These diseases are caused by insufficient or excessive nutrients. The following are some examples of nutritional diseases, causes and symptoms:

| Disease | Cause | Symptoms |
|-------------|---------------------------|---|
| Marasmus | Severe food deprivation | Loss of body weight Visibility of bones under a person's skin General body weakness Stunted growth in children Lack of energy |
| Kwashiorkor | Lack of or enough protein | Swollen appearance since the body retains fluid Bulging abdomen Change of hair color to brown Loss of appetite Lack of energy |

| | | |
|---------|------------------------------------|--|
| Anemia | Lack of or enough iron in the body | Paleness of the skin Fatigue Fast or irregular heartbeat Chest pain and headache |
| Rickets | Lack of Vitamin D | Bowed or knock legs Muscle weakness Delayed growth in children Pain in spine, pelvis and legs Dental defects |

Does anyone know any other diseases and their causes?

3. Activity: Planning Balanced Diets

I hope the lesson was interesting and you got to learn a lot. The aim was to ensure you plan your meals accordingly taking into consideration the nutrient requirements of the body so as to prevent diseases.

Now divide yourselves in groups of five and try and create a weekly meal plan considering all you have learnt today, and in the previous lesson.

Divide the class into groups and lead the activity.

Once the class has finished the activity, ask each group to present their meal plans. Ask the other participants for comments and feedback.

END OF LESSON.

Lesson 4: Family Wellbeing

1. Introduction

Welcome back everyone. Today we will talk about how eating well, and having proper nutrition can lead to the entire well-being of the family.

Our proverb for today is:

- When the heart is at ease, the body is healthy.

Think about it and we'll come back to it.

Now, what does it mean to have family wellbeing?

Ask the participants for ideas.

So as we all know, the family is an important unit in a community. Its well-being or happiness is important for a community to thrive. Well-being of the family is defined as the individual well-being of each of the family members, the stability and quality relationships between them. The family serves as a strong hold during difficult times and its well-being serves as a motivation during such times.

Family well-being is not instant or automatic, but can be achieved through consistent communication among family members. The relationship between parents and children significantly contribute to the well-being of the family. Family connections can provide a greater sense of meaning and purpose. The quality of family relationships including social support can influence well-being of oneself; this is through psychosocial, behavioral and psychological support.

Can you discuss any other factors that lead to the well-being of the family?

Ask participants for ideas.

2. Parents and Children

One of the biggest factors in family wellbeing is the way parents treat their children -- and the way children see their parents interact with other family members and adults. This is the most important lesson for today: children see how you act to other people (including them) -- and the way you do can directly affect their wellbeing.

When parents have warm, trusting and reliable relationships with their peers, family and community members, children see this and respond positively in their own lives.

Also when parents have strong, good and loving relationships with their children, it leads to better lives for the children. Children in such families feel happier, and find it easier to create good relationships with people around them.

Does anyone want to talk about their experiences with this issue?

Encourage discussion, but do not push participants to talk if they are not comfortable.

What do you think all this has to do with the proverb?

- When the heart is at ease, the body is healthy.

It means our happiness (or sadness) has a big affect on our health. If everyone in the family has a good relationship with each other and feels loved and supported, it can positively affect their health and wellbeing.

END OF LESSON.

Lesson 5: Positive Communication

1. Introduction

Welcome back everyone. Today we will go through what communication is and why it is important in a family. Family communication creates a healthy and strong relationship between the members.

First off, let's look at our proverb:

- Communication does not work if two people speak at the same time

Think about it and we'll come back to it.

Now, what IS communication? Can anyone tell me?

Get ideas from the class.

Thanks everyone. At its core, Communication is an exchange of information between two or more people. Good communication means listening, speaking, asking questions and providing feedback. In a family, good communication is essential.

2. Family Communication

With all the different challenges that can face us in our lives, it is important for a family to communicate clearly and directly. Problem solving can only happen if people communicate their emotions and feelings clearly. Vague communication can make matters worse!

What are some ways families can make time for communication?

Get ideas from the class.

Examples include: Sharing meals together, Making time for family meetings.

Thanks for all your good ideas.

3. Communicating with Children

Now let's talk about the ways we communicate with children.

Words spoken to a child have a great impact on them: either to make them feel good, or to make them feel bad. Speaking to children positively ensures they gain confidence and

increases their self-worth, which makes them feel happy and comfortable with who they are. It builds resilience in them allowing them to bounce back after what life throws at them. It helps them understand that they can achieve their dreams with determination.

What do we mean by speaking positively?

Get ideas from the class.

All of these are good points, thank you.

Also, communication goes beyond language -- it goes beyond the words we say. It is also present in our actions.

What are some ways we can positively encourage children with our actions?

Get ideas from the class.

Thanks for your ideas!

One of the best ways to positively encourage children is to give them responsibilities. This helps a child to acquire problem solving skills and discover their abilities.

Then, when a task is accomplished well, parents should recognize and celebrate the fact, using words of affirmation.

If it's not achieved well, parents shouldn't be angry or negative. Most of all they should not JUDGE the child -- say they are bad, lazy, etc. But instead they should show words of encouragement and give them positive suggestions for next time.

We all know these things deep down. When you were a child, what did you prefer: when adults were angry towards you, or when they were encouraging?

Get ideas from the class.

Also, parents are their children's first role models. Parents should strive to be the kind of person they want their children to be. This means being positive TO OTHER PEOPLE, not just your children, because your children will learn how to act based on watching you.

Do any of you have memories of being a child, and seeing an adult act a certain way? How did it make you feel -- or change your view of the world?

Lead the class in discussion.

4. Meaning of the Proverb

Now let's look at our proverb:

- Communication does not work if two people speak at the same time

What does this have to do with what we've learned today?

Get ideas from the class.

The proverb means: if you're trying to speak, you're not listening to what the other person is saying. Communication needs to be careful and clear, and all sides need to be heard.

Thanks for today's session. I hope we've all understood the importance of positive communication. When a family unit is able to communicate effectively, they can avoid problems. When we encourage our children and family members to communicate with us openly and without judgement, we are able to thrive as a family unit and as a community.

Thanks everyone. That's the end of the Module. Do you have any questions about what we've learned over the past 5 sessions?

Lead the class in discussion.

END OF LESSON // END OF MODULE.

Module 7: Marketplace Literacy

Lesson 1: Welcome to Marketplace Literacy

Introduction

Welcome to the Marketplace Literacy! My name is _____ and I will be your facilitator for this course.

In this course we will cover the basics of how businesses and trade works, as well as the things you need to think about if you want to start your own business.

For many of these sessions I will also be giving you homework. This is because you cannot learn everything about business in a classroom -- you need to explore how things are done in practice. Please make sure you do this homework, because we will be building off it in each subsequent lesson.

Exercise: Ice Breaker

Now, let's get to know each other! We want you to find someone in this class who you haven't met and introduce yourself to them. After that, we want you to ask them about their most recent experience as a customer:

- What was the last thing they bought?
- How did the seller behave, and how did you as the customer behave to get yourself the best deal?
- Why did you buy from this seller as opposed to another individual?

If you want, you can write these questions on the board, or just read them out.

Once you have asked these questions, your partner should ask you the same set of questions.

Ask the class to share some of their answers.

Exercise: Matching Products

For this exercise, you need a small piece of paper for every member of the class. On these pieces of paper you draw items people buy in shops. Like a toothbrush, toothpaste, cooking oil, meat, soap, etc. Put them all in a bucket/hat/box in the middle of the room. Then you are ready to start.

Everyone, please form a circle around the box. Inside the box are little slips of paper. Each of you will pick one piece of paper from the box. Your slip of paper has a picture on it of something we use. Somewhere in the classroom, there are other people who have a picture of an item that has a relationship with your own item. So, for example, if you have a picture of rice, someone else may have a picture of vegetables, and someone else may have cooking oil, or a plate.

Your task is to find the people whose pictures have links with yours.

Give the class time to do the exercise.

Once they are finished, ask each group to describe their items and why they think they are similar.

Setting Group Rules

In order for this learning experience to be beneficial to everyone, we need to come up with some rules for the course. Here are some I suggest we follow:

- We should be present for every class on the right day and time, without making others wait.
- When a person or a group is talking, we should all be calm and patient, and listen to what they have to say without interrupting.

Ask the class for their suggestions for rules and write them down.

Shall we end the first lesson here? Thank you everyone for coming!

END OF LESSON.

Lesson 2: What Makes A Business?

Greetings! Today, we are going to talk about the thing that is most important for a successful business. This will help you understand how businesses work, and can even help you learn how to run a business yourself.

Exercise: What's Most Important?

Write the following on the board and read it out for the class:

Environment
Government
Starting Idea
Technology
Hard Work
Customers
Money
Products
Production/Making the Products
Raw Materials
Transportation
Location

Go through each word and make sure the class understands what it is.

Out of these, what do you think is the most important to start a business? Why? Split into groups and discuss.

Give the groups 10 minutes to discuss.

Then ask the groups to share their ideas about which is the most important, and describe why.

Now let's try to order the importance of the other factors. Which one is the 2nd most important? Which one's 3rd important? And so on.

Give the groups 10 minutes to discuss, and then ask them to share their ideas.

The Most Important Factor is...

Now that we've discussed some ideas, I want to tell you the answer to the question, "What's the most important factor in the business?"

Because there is an answer. And that answer is...

The customers!

Without the customers a business cannot survive, or even work at all. Without customers you cannot get money.

The Role of Money

Where did money come from? Why? Please get into groups and discuss your ideas and thoughts on money and its origin.

Give the class 10 minutes to discuss, then ask the groups to present their ideas.

Thanks everyone for sharing your ideas. Now let me tell you what money is, and how it started:

Money is a TOOL used for transactions. It has NO value on its own. After all, it is just paper! On its own, it cannot keep you warm, cannot feed you, cannot quench your thirst, or protect you.

There used to be a time when there was no money. People used to live in small communities, and they would either share with each other, or they would exchange Products for other Products, which is called bartering.

However, as communities get bigger, bartering becomes harder. For example, if I am a rice seller, and I need shovels, but my customers pays me in pots, I now need to find a person who wants pots and sells shovels! But if that person does not want pots, I am stuck and cannot get what I want.

Money solves this problem. It makes exchanges between traders, or between customers and businesses, a lot easier. In the past, money was created by kings and other rulers. Nowadays, it is made by governments. Because the government prints the money -- and the government has power -- this gives money its value to the people who use it.

First, money was in coin form, and then it was offered in notes. More recently, we have had cheques, debit cards, mobile money and more.

The important lesson here is:

Trade or business did not originate from money: money originated from trade and business.

This means customers are more important than money. A business would not work with only money -- a business will only be successful and earn money if it has customers and meets their needs.

To do that, a business needs products. We will talk more about products in the next lesson.

END OF LESSON.

Lesson 3: Products

Welcome! Today we are going to talk about products -- that is, the things we buy. We will begin by talking about how products and the things we use have changed over time.

Exercise: Evolution of Transportation

Write the following methods of transport up on the flipchart:

Bicycle
Walking
Airplane
Donkey cart
Car/Bus
Camel

Let's split into groups. With your group, order the methods of transportation in the sequence of their development. Which came first? Explain why. When you're finished, you and your group will share your ideas with the rest of the class.

Give the class 5 to 10 minutes to come up with their sequence, then ask each group to explain their sequence.

Exercise: What Makes A Good Product?

Now let's look at something closer to home: the way we cook. Let's do the same exercise with the following objects:

Modern metal jiko
Gas cooker
Wood fire
Old stone jiko

Ask the class to order them from oldest to newest.

So, why is the gas cooker more popular than jikos, and why are jikos more popular than an open fire made with wood? What are the different conveniences of using each type of cooking methods?

Ask the class to discuss this in their groups for a few minutes before getting answers.

As you can see, over time cooking has become easier, quicker, and less of a health risk -- and maybe even cheaper -- thanks to improvement in technology. In each case, it's not the inventor or producers or sellers of these products who really benefit -- it's the customers!

This is the most important lesson from today's session: A good product is one that benefits the lives of its customers. Maybe it makes their lives easier. Maybe it's cheaper. Maybe it's safer.

Ask the class to think of other everyday items/processes that have been made EASIER or SAFER or CHEAPER due to technology.

Homework

Before the next lesson, I want you to find some object from your home, neighborhood, or community, and tell us how it's changed (or evolved) from something similar that would have been used by your parents or grandparents.

- *How has it transformed into what it is today?*
- *And why was there a transformation?*
- *How has it given additional benefits to the consumer?*

Thanks everyone, this is the end of the lesson.

END OF LESSON.

Lesson 4: Value and Value Chains

Homework review

Before we start today's class, let us go over the homework from the last class to see what product you have chosen.

Let the class share their products and the products evolution, focusing on the questions set last session:

- How has it transformed into what it is today?
- And why was there a transformation?
- How has it given additional benefits to the consumer?

Thanks for sharing.

Recap

Now, can anyone remind us of the main lessons we learned in the previous sessions?

If the class needs prompting, tell them:

- Trade and business didn't come from money -- money came from business and trade!
- In any business, the most important thing is the customers. Without them, there can be no trade, no buying or selling, no money earned.
- Good businesses are those that meet the customers needs.

Value Chain Explanation

Now we are going to learn about the value chain. VALUE is something that increases the WORTH or COST of a product by addressing specific customers' needs and wants.

As a raw product is processed, transported to different places, and customized, it gains additional value -- but at a cost.

For example: products like vegetables have a lower price in the locations where they are grown. However, the same products could get a higher price if sold farther away. So some people own trucks which transport vegetables to faraway places. This enables them to sell them for more money. This is an example of a business that adds value to a raw product.

But remember -- the business owner also has to pay for the truck, the driver, the fuel, etc -- so adding value is not free.

Adding value doesn't have to mean transporting something. It can also mean PROCESSING or MODIFYING a product in some way.

For example: a tailoring business which buys fabric from the market and makes it into dresses, suits or other clothes. Turning the fabric (the raw material) into clothes (a finished product) is ALSO a way to add value.

Also, improving on an existing design -- like the modern metal jikos improving on old stone jikos -- is ANOTHER way to add value!

Exercise: Adding Value to Products

Ask the class to think of some “raw” products. Write them down. E.g. rice, goats, sand, wood, vegetables.

Then go through each product and ask the class to think of how value can be added to it. What it can be turned into, what can be added to it, or where it can be transported, to make it more valuable.

Exercise: Breaking Down Value Chains

How does a product get from where they begin, to the customer that uses them? Let's look at some products and trace all the steps they take in their value chain.

For each one, let's ask ourselves:

- Where it comes from
- What raw material it starts as
- Each step needed to bring it to the customer

Read out the following products and ask the class to break down the value chains for each one. If you want, you can write each chain up on the board. Take your time with this, and prompt the class to add as many steps as possible.

- Toothpaste used by people in Kakuma
- Cement used for building houses
- Tomatoes eaten by people in a city
- Mobile phones sold in shops

Homework

For today's homework, please select a product in your home, area or community and identify the following:

- Where did this product come from?
- What other value chain steps did it take, so it could come to you?

Please research and come back with your findings for next lesson.

END OF LESSON.

Lesson 5: Products and Services

Homework Recap

To start this lesson, let's look at the homework that you were assigned in the last lesson.

Call on each person to give a brief overview of their chosen product and its value chain.

For each one, ask the class if there are any extra steps that the person presenting may have missed.

Products vs Services

In this lesson we are going to talk about the difference between Products and Services.

We've talked about Products in previous lessons. Products are physical things that you can touch. They are PRODUCED by a process. Cell phones, unga, soda and soap are all examples of Products. On the other hand, Services are things that people (or technology) do for you. You can't touch them like you can with Products, but you benefit from them. Someone who serves a meal for you at a restaurant is providing a service. Doctors and teachers perform services. A bank is a service.

Sometimes there might be an overlap between Products and Services -- like when you buy a soda at a restaurant, the soda itself is a product. But the person bringing it to you is doing a Service.

Exercise: Products or Services?

Now I'll read out a list -- you have to decide whether they are Products, Services... or both.

Read the list out and guide the participants' discussion on whether the following are Products or Services.

1. A mechanic fixing a car
2. A bar of chocolate
3. MPESA
4. Beans sold in a wholesalers
5. A meal with beans served in a restaurant
6. A packet of meat
7. A boda boda ride
8. A toy car

9. A mason building a house
10. Bananas
11. Phone charging
12. Airtime for a phone

Exercise: A Service Business

Split the class into groups of 4 or 5. Each group has to come up with a business idea for a SERVICE. Ask them to think about the following specifics:

- What service will you provide?
- Where will you provide it?
- What will make your service business special? How will it attract customers and meet their needs?

Give them 15 minutes to come up with their ideas.

Then ask each group to present their business idea.

Homework

For today's homework, please can each one of you identify 1 type of Service in their community. In the next lesson you will have to tell the class:

1. Why what you chose counts as a Service.
2. What customer needs does your Service satisfy?

Thanks, that's the end of the lesson.

END OF LESSON.

Lesson 6: Customers

Homework review

Ask each participant to name the service that they identified in their community. Ask them these questions:

1. Why is it a Service?
2. What customer needs does your service satisfy?

Knowing Your Customers

Today we're going to talk about customers. Any business that wants to sell its products or services has to know its customers well. Not necessarily as friends -- but they have to know their customers' needs and wants.

*A good way to do this is to think of SEGMENTS of customers. For example, which type of customer buys dresses from a tailor? **Ask the class.***

Answer: women.

*And when do people usually buy new dresses? **Ask the class.***

Answer: for special occasions.

So as a tailor, your biggest CUSTOMER SEGMENT is most likely women buying dresses for special occasions! You can then look into which designs are popular, you can plan what times of year might be the busiest (for example Christmas), and begin to plan your business better.

Because remember: a good business knows its customers and responds well to their needs!

Exercise: Customer Segments

Now let's think about the specific customer segments for the following businesses. To get the answer, let's ask ourselves:

1. What kind of person (age, gender, job) would buy this business' product or service?
2. What kind of specific NEED or WANT would they have?

Remember: not all businesses address just ONE single customer segment. Some may have many!

Read out the following and guide the class on the exercise. You can split the class into groups and ask each group to discuss the customer segment for one of these businesses:

1. A hair salon
2. A mechanic for Land Cruisers
3. A small local shop
4. A big wholesaler in town
5. A bar
6. A bookseller

Ask the groups to report on their thoughts.

Exercise: Attracting Customers

Now that we've thought about the specific customer segments that our businesses will address, let's now think about the ways in which we can IMPROVE our business to be more ATTRACTIVE to our customers.

Divide the class back into the same groups from last session. Ask them to think of 4 things their business can do to attract MORE customers (or KEEP existing ones) from their specific customer segment.

Give them 15 minutes to do the exercise

Once they're finished, get each group to report back to the whole class.

Homework

We are ALL customers. For your homework this week, I want you to reflect on 3 things that business owners do that give you a GOOD experience as a customer when you buy their products or services, and 3 things that business owners do that can give you a DIFFICULT or BAD experience as a customer.

That's the end of the lesson!

END OF LESSON.

Lesson 7: Getting Value for Money

Homework Recap

Ask some members of the class to describe their 3 positives and 3 negatives of being a customer.

Value for Money Discussion

In this lesson we're going to talk about getting value for money. We've already talked about our experiences as customers, and in another lesson we talked a lot about value chains for products. Now let's put those two together and talk about ways we can get the best value for our money.

After all, money is precious, and we should use it as best we can.

I will read out some specific actions you can do to make sure you get good value for money. After each one, I want us to talk about whether we do it, how practical it is, and examples of how we can do these things in practice.

Read out the following tips for customers and encourage discussion in the group.

1. Before buying a product from a shop, customers should check the price of the same product in other shops to identify the “market rate” and the lowest price. They can also ask the customers who are buying these products regularly which shop is best.
2. Customers should get receipts for any products they purchase, and make sure they are being charged correctly. Why are receipts important?
 - a. *Because it's a record of your purchase, and if you need to return the item then you can prove you bought it! Receipts are very important for more expensive items.*
3. Customers should also check the number of items provided, and whether the items provided were the ones that were requested.
4. Consider not just money, but also the distance you have to travel to a shop, and time you spend. Those factors also have value.
5. Check the product's date of manufacture and date of expiry. This is especially important for food!
6. Decide if it's cheaper to buy or make the product at home. Which products can actually be made at home? Or, to put it another way: what are some examples of products where you can buy the raw materials and ADD VALUE to them YOURSELF?
 - a. *Examples may be: buying g-nuts to make peanut butter, buying fabric to make clothes. **Spend time on this question because these ideas can also be the seeds for a business idea!***

Ask the class what other methods they know of that can help them get value for money, and discuss.

These methods are important, because they will also help you if you want to run a business. In fact, MOST businesses need to buy things -- for example, raw materials to make their finished products. By making sure they spend their money wisely, the business can be more efficient and more profitable in the long run.

Homework: Idea for a Business

For homework, I want you to think of a business idea. It doesn't have to be a business you really want to do -- this is just an exercise. It can be a business we've discussed in class, or something else entirely. We'll be thinking more about these business ideas next session.

Thanks, that's the end of the lesson.

END OF LESSON.

Lesson 8: Building a Business: Analysing Ideas

Analysing Business Ideas

For your homework you all came up with 1 idea for a business. We are now going to ANALYSE those ideas.

Analysing is an important tool for any prospective business owner. Today we will be analysing ideas only, but when you run your own business it's also important to regularly analyse how your business is doing.

Take your time to think about each of the following questions. Write down or draw your answers. At the end of the class I'll ask some of you to present your ideas.

Write these questions up on the board, or read them out to the class, leaving long pauses for participants to write down their answers.

1. What will your business do?
2. What customer needs will it address?
3. What will your customer segment be?
4. What are the main strengths of your business?
5. What are its weaknesses?
6. Who are your competitors? What are THEIR strengths and weaknesses?
7. What are the main opportunities you have for growing your businesses in the future?

Give participants time to come up with good answers to these questions. Do not rush this!

Presenting Our Analysis

Call upon volunteers to share their answers to these questions. If there's time, let everyone in the class speak.

Homework: Our Own Business Ideas

Thanks everyone for today's session. You've all done really well at analysing your business ideas.

Now, for homework, we are going to take this a step further. I want you all to think of YOUR OWN strengths and weaknesses. What are you good at? What do you enjoy? What are you not so good at? Write these down if you can.

Once you've done this, I want you to think of some ideas for different businesses that YOU can start, based on your strengths. Write these down, or draw them for the next session.

Then, rank these businesses from best to second best and so on, in terms of how well you think could run each business.

From now on I want you to keep notes -- or drawings -- that will help you remember ALL THE WORK do you on these businesses over the next few sessions, because these ideas may become seeds for real businesses that you can do.

Thanks everyone!

END OF LESSON.

Lesson 9: Building A Business: Our Own Ideas

Homework Review

Ask some participants to share their list of business ideas, and ask them to explain why they would be good at each one.

Analysing Our Ideas

Last session we practiced analysing business ideas. Now we're going to use those same techniques to analyse our real ideas.

From your list, I want you to choose your TOP 3 business ideas. For each of these ideas, I want you to ask and write down/draw the answers to the following questions:

1. What will your business do? What will its product or service be?
2. What customer needs will it address?
3. What will your customer segment be?
4. What special things could your business do to attract customers?
5. WHERE will this business be located?

Take your time to make sure all your ideas and answers are clear.

Sharing Our Analysis

Ask volunteers to share their answers to these questions for ONE of their chosen businesses.

Homework: Assessing the Competition

Today may have felt like a short session, but that's because I'm going to give you quite a lot of research homework, which will help you grow this business idea. If you can, you can even go and do this research straight after we leave.

With your three business ideas in mind, I want you to go away and do some research on each one, with these questions to guide you.

1. Look at similar businesses that already exist near your chosen location. These are your competitors! What competitors does your business have?
2. What are your competitors' strengths? What are they doing well?

3. What are your competitors' weaknesses? What could they improve on? (This will give you ideas on what your business can do better).
4. What kind of customers do these competing businesses have?

You can write these on the board so the class can write them down.

Don't be afraid to talk to the business owners, talk to whoever works there, or watch the customers.

Thanks everyone!

END OF LESSON.

Lesson 10: Building A Business: Mapping Resources

Homework Recap: Assessing the Competition

Ask some participants to share their findings.

Resources for our 3 Ideas

Now that we have come up with our ideas, analysed them, and analysed our competition -- now let's look at what we can do to make these ideas a REALITY.

To do this, let's look at the RESOURCES we have in our lives RIGHT NOW that can help us build these businesses.

First off, what does "resources" mean?

Ask the class for ideas.

Resources are THINGS, SKILLS, or PEOPLE which can help make our business work. This includes money or income -- but in many ways, money is the least important of all.

For example, the main resources in a tailoring business would be:

- *The sewing machine*
- *Your raw materials, which is the cloth, the needles, the thread*
- *Your own skill as a tailor*
- *Any people working for you*

So let's all think of the RESOURCES you have that can help you make these 3 business ideas into a REALITY.

Give the class some time (around 15 minutes) to list their resources for each of their 3 ideas.

Then ask volunteers to share resources they already have that can help them start one of their businesses.

Homework: Talking to Potential Customers

Once again we're going to finish a little early so you have time to go out and do some research. Remember -- the best way to learn business isn't in the classroom, but out there, talking to real people.

As we talked about very early on in this course -- the most important thing for ANY business is their customers. NOT money, or anything else. Understanding what customers want and meeting their needs is critical.

So what I want you to do is go out and talk to some potential customers about these business ideas. Talk to at least 10 people -- preferably people you don't know -- and ask them what they think about your 3 business ideas. You can guide the conversations with the following questions:

- *Are they interested in your businesses' product(s) or service(s)?*
- *How much would they pay for them?*
- *How OFTEN would they pay for them?*
- *Do they use any other similar businesses?*
- *Do they have any other needs or ideas that you haven't thought of?*

You can write these on the board so the class can write them down.

END OF LESSON.

Lesson 11: Building A Business: Our Choices

Homework Recap: Talking to Potential Customers

Ask the class how it went, and ask some to share the feedback they received.

Choosing 1 Business

Now we all have to make a decision. Taking into account your strengths, your competitors, your existing resources, your feedback from potential customers -- and what you feel in your heart -- I want us to choose ONE of our 3 ideas to take forward and turn into a business.

To do this, we are each going to pitch our 3 business ideas to the entire class, and they will give us their thoughts! This may take us a few sessions, but it's important we all get feedback on our ideas. Once we have heard everyone's ideas on our 3 businesses, it will be up to us to make our final decision in private.

But first, we all need to prepare. So for each of your 3 businesses, I want you to list the following facts -- these are what you're going to tell the class. We've thought about these things already, but now we're putting them all together:

1. What will your business do? What will its product or service be? Where will it be located?
2. What personal strengths of yours is this business idea based on?
3. What customer needs will it address?
4. What will its main customer segment be?
5. How have customers responded to your business idea?
6. What kind of competition does your business have?
7. What special things could your business do to attract customers? How will your business stand out from the competition?
8. What existing resources do you have that will help you launch this business? Is there anything extra you need to get?

Write these on the board and give the class a good amount of time to prepare. Only move on when everyone is ready.

Now we're ready to hear everyone's pitches for their 3 business ideas. Please let's be supportive for each person as they come up to present to us -- clap for them as they come up, be quiet while they speak, and clap for them again when they're finished.

Ask EACH member of the class to come up and pitch their 3 business ideas.

Once they've finished, ask the class for comments. If they have missed something off the list above, prompt them.

This may take a few sessions. Don't rush this, and give each person the space and support to present their 3 ideas with confidence.

Module 8: Gender and Society

Lesson 1: Introduction to Gender

Introduction

Welcome to Module 8 of A Good Start. This Module is about Gender and Society. Today we are going to discuss what is gender and what is sex. This shall enable us to gain a foundation and clear understanding and context of the entire module.

Ask the class.

What is Gender and What is Sex? Are they different?

When someone asks what your gender is, what do you say? And when someone asks what the sex of that person is, what do you say?

Allow for some responses before giving them the definitions below.

Gender

Gender is the socially and culturally constructed definition of men and women, and their roles in society. While sex refers to the biological differences that are attributed to male and female species due to differences in genetic composition, chromosomes, and genitalia.

Gender is determined by the conceptions of tasks, functions and roles that are attributed to women and men in society and in public life and in private life.

Sex

Sex refers to the differences between male and female species that are biological: that is, anatomical and physiological. “Sex” tends to relate to these biological differences. For instance, male and female genitalia, both internal and external, are different.

What Determines Gender

The term “gender role” refers to society’s concept of how men and women are expected to act and behave. Gender roles are based on norms, or standards, created by society.

Gender roles vary greatly between societies. Gender tends to mean the social and cultural role of each sex within a given society. Rather than being purely assigned by genetics, as

sex differences generally are, people often develop their gender roles in response to their environment, including family interactions, the media, peers, and education.

Gender roles in some societies are more rigid than those in others. The degree of decision-making and financial responsibility expected of each gender and the time that women or men are expected to spend on homemaking and rearing children varies between cultures. Within the wider culture, families too have their norms that can influence a person's understanding of their gender.

Gender roles are not set in stone. In many societies, men are increasingly taking on roles traditionally seen as belonging to women, and women are playing the parts previously assigned mostly to men.

Ask the class whether they can name some examples of this situation when men have taken roles traditionally belonging to women and vice versa. They can include examples such as:

- *We now see many women driving boda bodas*
- *Female mechanics*
- *Male nurses and so on*

How Gender Roles are Constructed

From the day we are born, we learn and are socialised how to behave from those around us. The socialisation process in which children learn gender roles begins at birth. Gender socialisation occurs through four major agents, they are: family, education, peer groups, and mass media. Each agent reinforces gender roles by creating and maintaining normative expectations for gender-specific behavior. Exposure also occurs through secondary agents, such as religion, schools, our communities and the workplace.

Repeated exposure to these agents over time leads people into a false sense that they are acting naturally based on their gender, rather than following a socially constructed role. Children learn at a young age that there are distinct expectations for them based on their assigned gender. How many times have we heard young boys being told, boys don't cry, or girls being told not to play rough.

Cross-cultural studies reveal that children are aware of gender roles by age two or three; at four or five, most children are firmly entrenched in culturally appropriate gender roles. The drive to adhere to masculine and feminine gender roles continues later in life. Men tend to outnumber women in professions such as law enforcement, the military, electronics, machinery and politics; women tend to outnumber men in care-related occupations such as childcare, beauty, healthcare, and social work.

Gender roles shape individual behavior not only by dictating how people of each gender should behave, but also by giving rise to penalties for people who don't conform to the norms. While it is somewhat acceptable for women to take on a narrow range of masculine characteristics without repercussions (such as dressing in traditionally male clothing like trousers), men are rarely able to take on more feminine characteristics (such as being

vulnerable or wearing skirts) without the risk of harassment or violence. This threat of punishment for stepping outside of gender norms is especially true for those who do not identify as male or female. We will discuss more on this in a later lesson.

Activity: How Gender Roles are Constructed

Instructions:

Draw two boxes, one labeled “men” and the other “women”. Ask the group to list all of the stereotypes that men and women are expected to conform to (probe responses by asking what men and women are supposed to act like, roles they are supposed to play in society, expectations of men and women in society). Write them in their respective boxes.

After you have filled in the boxes for both men and women, ask the group the following questions:

- 1. Where do these gender stereotypes come from?*
- 2. Do you feel pressure to conform to these norms? How does that make you feel?*
- 3. Do you think it is easier for men or women to step outside of these roles and expectations?*
- 4. What are the consequences of not following these norms in your person/professional/community life? What about for men?*
- 5. How can we support each other to get out of the box?*

After discussion, explain the following: Every society has social expectations and pressures associated with being a man or a woman. We grow up with these messages from family, friends, media, school, workplaces, and society. The construction of gender is systematically done, justified, maintained and perpetuated through family, marriage, rites of passage, folklore, culture, religion, media, etc.

How Gender Roles are Evolving

Over the years, gender roles have been evolving and changing. Women have always had a lot of responsibility within the household that has not always been recognised, today we are seeing many women having the confidence to assert their roles and authority within the household and we are seeing women becoming even more empowered to publicly take on more responsibilities even outside the household and assert their authority in the family. For instance, many women are now the breadwinners of their households, something that would have been frowned upon a few years ago is becoming the norm in many households today.

Before, a man's gender role was the breadwinner, earning money to support the family through outside work. A woman's gender role was to care for the family and household, providing support for the man. In the last few decades, however, the question, "What is a gender role?" has become harder to answer, as gender roles have grown increasingly closer together.

More women are learning, getting jobs and able to support their families and sometimes some men are depending on women for their livelihoods. Asking for help is no longer a sign of weakness no matter what your gender is. Whether you are at work or at school, more women are speaking up too! They understand that if they want to make a difference or learn they have to make their opinion known. But what does that mean for society?

Ask the class to discuss how these gender roles are evolving and whether they believe it has a positive impact on society or a negative impact on society. Additionally, ask the participants to also discuss what they believe their role to be in facilitating those changes.

Allow the class to have some discussions on this and try and steer the discussion towards the positive impact on society rather than the negative impact. We will discuss more on this in the next session.

Let us spend a little more time reflecting on this, let us before the next session spend some time looking at our lives and our gender roles and the impact they have on us and on society. We will get a little deeper into this discussion in our next session. Thanks everyone, this is the end of the lesson.

END OF LESSON.

Lesson 2: Gender Gaps, Gender Inequality, Gender Discrimination, and Its Effect on Society

Introduction

Welcome everyone, today we are going to discuss gender gaps, gender inequality, gender discrimination and their effect on society.

Can someone please share the meaning of a gender gap? Please also share what we many know about Gender inequality and gender discrimination?

Allow for some responses before moving on.

Gender gaps can be defined as the differences between women and men, especially as reflected in social, political, intellectual, cultural, or economic attainments or attitudes.

Gender Inequality can be defined as allowing people different opportunities due to perceived differences based solely on issues of gender.

Gender Discrimination is the prejudicial treatment of an individual or group due to gender.

Activity

Ask the class.

Can you give examples of a gender gap? Gender inequality? Gender discrimination?

Allow the class to break into three groups, giving each group one of the issues above and allow five minutes for discussions and five minutes for sharing feedback to the entire class.

Most of the time, issues to do with gender gaps, inequality and discrimination are generally discussed as relating to women, but anyone can experience gender-based inequality or discrimination.

Although we have come a long way addressing inequality between men and women, it still persists today. Countries need to pay attention to gender gaps, inequalities, and discrimination not only because such issues are unfair but also because numerous studies suggest greater gender equality leads to better performance and better outcomes (psychosocial, health, economic and such) for both men and women.

Causes of Gender Gaps, Inequality and Discrimination

Ask the class.

What are some of the causes of gender gaps, inequalities, and discrimination? Can you share some instances when you have experienced either of the issues above?

Allow for some responses before moving on.

Some of the reasons include:

Uneven access to education: Around the world, women still have less access to education than men. $\frac{1}{4}$ of young women between 15-24 will not finish primary school. That group makes up 58% of the people not completing that basic education. Of all the illiterate people in the world, $\frac{2}{3}$ are women. Uneven access to education can also be linked to societal mindsets (discussed in detail below) such as:

- An unequal chore burden
- Expectations around the value of education for boys and girls - which is in turn linked to gender roles
- Challenges with menstrual hygiene management
- Early and forced marriages
- Lack of sexual reproductive health services
- And so on. Can you give some additional examples?

Lack of employment equality: Only 6 countries in the world give women the same legal work rights as men. In fact, most economies give women only $\frac{3}{4}$ the rights of men.

Job segregation: One of the causes within employment is the division of jobs. In most societies, there is an inherent belief that men are simply better equipped to handle certain jobs. Most of the time, those are the jobs that pay the best. This discrimination results in lower income for women. Women also take on the primary responsibility for unpaid labour, so even as they participate in the paid workforce, they have extra work that never gets recognized financially.

Lack of legal protections: In many countries, there is also a lack of legal protections against harassment in the workplace, at school, and in public. These places become unsafe and without protection, women frequently have to make decisions that compromise and limit their goals.

Lack of bodily autonomy: Many women around the world do not have authority over their own bodies or when they become parents. Accessing birth control is difficult. According to the World Health Organization, over 200 million women who do not want to get pregnant are not using contraception. There are various reasons for this such as a lack of options, limited access, and cultural/religious opposition. On a global scale, about 40% of pregnancies are not planned and while 50% of them do end in abortion, 38% result in births. These mothers often become financially dependent on another person or the state, losing their freedom.

Poor medical care: In addition to limited access to contraception, women overall receive lower-quality medical care than men. This is linked to other gender inequality reasons such as a lack of education and job opportunities, which results in more women being in poverty. They are less likely to be able to afford good healthcare. Many women also experience discrimination and dismissal from their doctors, broadening the gender gap in healthcare quality.

Lack of religious freedom: When religious freedom is attacked, women suffer the most and this is especially the case in extremist religious ideologies.

Lack of political representation: Of all national parliaments at the beginning of 2019, only 24.3% of seats were filled by women. As of June of 2019, 11 Heads of State were women. Despite progress in this area over the years, women are still grossly underrepresented in government and the political process. This means that certain issues that female politicians tend to bring up – such as parental leave and childcare, pensions, gender equality laws and gender-based violence – are often neglected.

Societal mindsets: This can be less tangible than some of the other causes on this list, but the overall mindset of a society has a significant impact. How society determines the differences and value of men vs. women is crucial to the success of that society. Beliefs about gender run deep and even though progress can be made through laws and structural changes, there is often a pushback following times of major change. It is also common for everyone (men and women) to ignore other areas of gender inequality when there's progress, such as better representation for women in leadership. These types of mindsets prop up gender inequality and delay significant change. Societal mindsets happen to be the main cause of a lot of the issues above, and how they in turn reinforce societal mindsets.

Ask the class if they agree with this list. Remind them that the list is not final and they can keep adding onto it or questioning what is there already.

How Do Gender Roles Affect Society?

Gender roles are learned behaviours by a person as appropriate to their gender, determined by the prevailing cultural norms. Gender roles determine how males and females should think, speak, dress and interact within the context of the society. They are adopted during childhood and usually continue into adulthood. At home, people have certain presumptions about decision making, child-rearing practices, financial responsibilities, and so forth.

Gender roles influence men and women in almost every aspect of life. The differences between the sexes both real and imagined, are used as a means to justify their existence. Gender inequality arises from these perceived differences. This has not helped our society, where we raise boys to be providers, uncompromising and demanding. Whereas we raise girls to be submissive, good mannered, and timid. When either gender shows the others' characteristics there is a problem in that behaviour and society is against it.

This has led to expectations where the man is expected to provide for the family, purely because he is male. It is the reason why women are expected to be great cooks as well as home makers as well as aspire to marriage.

Society has put pressure on men and women by these perceived expectations that sometimes some people shrink their true desires and true needs and their true selves in society.

"The problem with Gender Roles is that it prescribes how we should be, rather than recognising how we are". Chimamanda Ngozi Adichie, author of *Lafricana*.

Ask the class to discuss the following questions below.

- 1. *How do women and girls benefit from gender equality?***
- 2. *How do men and boys benefit from gender equality?***
- 3. *How are women and girls impacted by gender inequality and gender norms?***
- 4. *How are men and boys impacted by gender inequality and gender norms?***
- 5. *How do men and boys benefit from gender inequality and gender norms?***

Allow for some responses before moving on. Remember there are no wrong answers and encourage the class to be open.

Thanks everyone, this is the end of the lesson.

END OF LESSON.

Lesson 3: Gender Awareness

Welcome everyone to lesson 3. Today we are going to talk about Gender Awareness.

Ask the class.

What is Gender Awareness and What is Gender Sensitivity when it comes to language.

Allow for some responses before continuing.

Gender awareness is an awareness of the differences in roles and relations between women and men. It recognizes that the life experiences, expectations, and needs of women and men are different.

Gender awareness aims at increasing general sensitivity, understanding and knowledge about gender equality. Gender awareness raising is a process which helps to facilitate the exchange of ideas, improve mutual understanding, and develop competencies and skills necessary for societal change. Gender awareness means providing reliable and accessible information to build a better understanding of gender equality as a core value of society.

Gender awareness aims to promote and encourage a general understanding of gender-related challenges, for instance, violence against women and the gender stereotypes. It also aims to show how values and norms influence our reality, reinforce stereotypes, and support the structures that produce inequalities within our society.

A stereotype is a widely held idea of a person such as the idea that all women should be able to cook. This is not true. Anyone can cook, provided they are taught well and anyone can love cooking, not just women.

Gender awareness plays an important role in informing women and men about gender equality, the benefits of a more gender-equal society and the consequences of gender inequality. Gender awareness intends to change attitudes, behaviours and beliefs that reinforce inequalities between women and men. It is therefore crucial to develop awareness-raising methods that generate a safe space for exchanging ideas and solutions.

Activity: Is it a boy thing or a girl thing

Read out the words below and ask the participants to raise their hands if they believe that each word is more for boys to do or for girls to do. Remember to ask some participants why they chose their answer and make sure you choose different participants for different words so as to ensure proper class participation.

- Burping and Farting
- Rescuing someone in trouble
- Dancing
- Teaching

- Cooking
- Liking the color Pink
- Being a Doctor
- Being a Nurse
- Getting drunk
- Being a Scientist
- Liking the color Blue
- Cleaning
- Being a Lawyer
- Being a Construction worker
- Being a Computer programmer
- Being a Mathematician
- Being a Politician
- Being a Cook

Allow for some responses. The purpose of this activity is to show underlying stereotypes that society has placed that we as individuals take on without even realising. Please take note as the facilitator, you want to be sure that the conversation does not reinforce stereotypes in a negative way. For example, if somebody responds that being a scientist is a boy thing because boys are smarter and better at math, we would want to challenge that and ask the group if that's true based on what we know now about gender. Try and encourage the debate to be positive and encourage as much feedback as possible without conflict.

What is the purpose of gender awareness?

- a) to provide basic facts, evidence and arguments on various topics relating to gender equality to increase awareness and knowledge about gender (in)equality.
- b) to foster communication and information exchange so as to improve mutual understanding and learning about gender (in)equality.
- c) to mobilise communities and society as a whole to bring about the necessary changes in attitudes, behaviours, and beliefs about gender equality.

Activity: Where do you stand?

You will need to arrange the class to have room in the middle and space for people to move around freely. Identify one side of the room as agree and one side as disagree. Ask the class to stand in the middle of the class and then tell them you are going to read a few statements and if they agree they move to the section of the class that you identified for agree and if they disagree with the statement they move to the other section of the class.

Following each statement, ask the class to move to a place to agree/disagree and facilitate discussion after the participants have positioned themselves asking them why they stood there.

- People should go for the jobs they think they would be good at and are interested in.
- Maths is really difficult.
- Your gender should have no impact on your subject choices.
- I would always encourage my peers to do whatever subjects they want.
- Nursing is a profession best suited to women.
- Males and females are equal.
- Boys are better than girls at Maths.
- Girls do better in school than boys.
- Design Technology is a “boys” subject.
- Being the only male/female in a class would put me off choosing that subject.
- The best job for you is one that matches your skills, abilities and personal qualities.
- Boys are better at computers than girls.
- Girls are better at sports than boys.

By this point, the class should be in active debate about societal expectations and gender roles. Encourage participants to think about the world as it currently is and the world as it could be. For example, maybe boys are better at computers or phones because they have had exposure to them more than girls, but that doesn't mean they have to be better or that girls wouldn't be the same or better if they had equal access and opportunities. Encourage participants to keep sharing their views openly and honestly.

How to Use Gender Sensitive Language

Sometimes without realising our words may enforce gender inequalities and gender stereotypes that is why using gender neutral language can help change some of these mindsets. In practice, using gender-sensitive language means:

- Avoiding exclusionary terms and nouns that appear to refer only to men, for instance, ‘chairman’, ‘mankind’, ‘businessman’, and so on. These can be modified, e.g. “chairman” can become “chairperson” or simply “chair”, and “mankind” can be referred to as “humankind”.
- Avoiding gender-specific pronouns to refer to people who may be either female or male (use ‘he/she’, ‘him/ her’ or ‘they/them’ instead of ‘he/his’);
- Avoiding stereotypes, gendered adjectives, patronising and sexist terms and expressions (for instance, referring to women as ‘bossy’, or ‘the weaker sex’) and references to women’s marital status and titles affecting their behaviour or work.

Thanks everyone, this is the end of the lesson.

END OF LESSON.

Lesson 4: Gender and Empowerment

Introduction

Welcome to today's lesson on gender and empowerment. Today, we will be discussing how the shifting role of women can have an impact on society. Over the years, more women have been becoming more confident, educated, and are able to make decisions about their own life. These changes have not always had a positive response. Some women have experienced negative backlash from their homes and society in general. Today, we will look at some ways we can positively influence that change in our families, communities and overall in the society.

Gender empowerment is the empowerment of people of any gender. Please note that the empowerment of one gender does not mean the disempowerment of another gender. This lesson in particular will focus on the empowerment of women and the cascading effect that this empowerment has on their families, communities and environment.

Activity

Ask the class to share stories about women who have inspired them and why they got inspired. These women could be in their homes, community, political sphere or global arena. Allow them to discuss their stories in groups and then gather them for a discussion together.

Appreciating the Empowerment of Women

As seen from our previous activity, there are many women in many walks of life that can inspire us and we must be able to appreciate and celebrate that growth. In our previous modules, we discussed self awareness and self esteem and those attributes must also be able to our “neighbours” by transcending to the females within our families, peers, and communities. We need to be able to have positive conversations that appreciate and celebrate the position and empowerment of women in our society. We must change our own mindset about women in our societies.

Ask the class if they agree with the statement. Give them a few minutes to give their feedback.

Asserting The Position of Women Positively

The best way to ensure that the new positions women occupy are perceived positively is for us to be able to communicate and assert these positions within our families, communities and society positively. One of the ways we can do this is by communicating calmly,

confidently and assertively where we are able to express our decisions, feelings, opinions, boundaries and needs clearly and therefore helping people understand us better.

This will trickle down into women being able to communicate the decisions they have made and act on them. We need to be able to ensure that the decisions women make are self-motivated or motivated by their priorities at all times. To explain further, motivated in their priorities means that sometimes, decisions made by women are based on their priorities and this may not always be about themselves but their families and still is positive motivation. We also need to be able to respect these decisions and also accept those decisions. This should be the case in all decisions of their own lives. This will be especially important in the decisions women make that deal with their bodies, their lives, their education, their work, their finances, their families and their relationships and so on.

Activity - Role Play/Case Study

Diana is a young woman. She recently got accepted as the first female in her community into an educational program that requires her to use most of the day either learning or practising. She also has a part time job as facilitator at a local learning center in her community. She lives with her parents and siblings. Since she was a young girl, she has had to work and assist her family with financial support as it was expected of her. Now that she is older, she is trying to grow her skills and experience but is always having to support her family with resources or her time and that has affected her progress over the years. Now with the new educational program her time and resources are going to be even more difficult to share. When she tried to explain this to her family, her father blamed her for being ungrateful for her family and her mother told her she did not have a choice as the family depended on her time and financial support for survival, they also told her that if she got too educated she would not progress as a good woman in life. Diana got very upset with that feedback, remained firm on her decision and told her family it was not possible to assist them as she had been and threatened to disown the family if they did not accept her decision.

Questions for discussion:

Do you think Diana made the right decision? Which ones and why?

Do you think Diana should be responsible for her family and why?

Do you agree with her parents on their position on the matter?

What could Diana have done differently?

What could her parents have done differently?

What solutions can you offer both Diana and her parents on the issue at hand?

As the participants, what would you say to Diana's family to help them understand Diana's decision and how they can support her?

Allow the class to deliberate on the situation above, they should be able to give their own constructive feedback on the situation and discuss ways they believe Diana can positively assert her position and also encourage her family to support this too.

Changing the Narrative and Creating Change in Our Communities

As we have seen from the role play and discussions above, Diana needed to ensure her decision was respected and followed. She also needed to find a way to communicate these decisions to her family in an assertive manner and ensure her position is heard and accepted. In many ways, Diana, and many women in our communities face similar challenges that require communities to change the way things happen as well as challenge the existing narratives about women. Women need to be supported to do this positively and in a manner that is sustainable that will prevent any backlash on their new status.

Ask the class the following questions.

When it comes to their lives (for the women) how can they relate similar scenarios to situations they have faced before?

Were they able to assert their authority? If yes, how?

If not, what have they learned and what would they do differently?

What can we do to influence our families, community and society?

What would you need from others in order to help you make your decision, if you were in a similar situation?

What would you need to help you carry out that decision?

Preventing Violence Against Women

The relationship between gender and violence is complex. As we have seen, the different roles and behaviours of females and males, children as well as adults, are shaped and reinforced by gender norms within our society. These are social expectations that define the appropriate behaviour for women and men. Differences in gender roles and behaviours often create inequalities, which has historically led to one gender (men) being empowered to the disadvantage of the other (women).

In many societies, women are viewed as subordinate to men and have a lower social status, allowing men control over, and have a greater decision-making power than, women. Gender inequalities have a large and wide-ranging impact on society. For example, they can contribute to gender inequities in health and access to health care, opportunities for employment and promotion, levels of income, political participation and representation and education.

Often inequalities in gender increase the risk of acts of violence by men against women. For instance, traditional beliefs that men have a right to control women make women and girls vulnerable to physical, emotional and sexual violence by men. They also hinder the ability of those affected to remove themselves from abusive situations or seek support. Violence against women is most often perpetrated by an intimate partner, but it takes many other forms: violence by a family member, sexual harassment and abuse by authority figures,

trafficking for prostitution, child marriages, dowry-related violence, honour killings, sexual violence committed by soldiers during wars and so on.

Promoting gender equality has been a critical part of violence prevention. This has included interventions that confront the entrenched beliefs and cultural norms from which gender inequalities develop, and efforts to engage all sectors of society in redressing these inequalities, both of which are thought to reduce gender-based violence. There are many types of violence against women, and we have seen from our previous lessons gender inequalities do exist but the key would be to strive and work as a group to change the mindset of our families, communities and eventually society to appreciate and celebrate the evolving gender roles and especially when it comes to women.

We need to recognize that increasing women's autonomy or independence (for example through her earning her own income, increased agency and so on) can result in violence against her if her partner is not supportive and feels that his power is being threatened. For example, if his wife starts earning a higher income and he feels that his traditional role in the family is being threatened so he has to assert his control in other ways. It is important that we have this conversation with male partners and family members and also bring them along in the process of women's empowerment.

Ask the class to imagine a world when all this empowerment is possible in their own communities. What would it look like?

Furthermore, ask the class to imagine a world without violence. What would it look like and what would it feel like?

Allow discussions for a few minutes and for a few participants to share their perspectives with the class.

Thank you for your reflections.

END OF LESSON.

Lesson 5: Gender Inclusivity in Technology

Welcome everyone to Lesson 5. Today we are going to talk about gender inclusivity and its impact on technology. Have you ever heard of the term gender inclusivity? What does this mean?

Allow for some responses.

Gender inclusivity is the process of ensuring that all services and opportunities are available to all people despite their gender and that stereotypes do not define their societal roles and expectations.

This is however not common in the technology industry. Most studies have shown that society is characterised by a male bias, where the men are believed to be capable of handling difficult jobs such as those in the technology industry.

More than at any other point in history, women are making their mark on the labour force, and especially the technology industry. Women are increasingly breaking down industry barriers by choosing careers in traditionally male-dominated sectors.

A LinkedIn study found that in the last four decades, women have significantly increased their presence in medicine, construction, agriculture, public safety, architecture, physics, and in every STEM (science, technology, engineering and mathematics) field. The study specifically highlighted increases in women leadership hires in technology industries. These increases can be attributed to the remarkable contribution women have on the technology industry.

Despite the benefits of gender inclusivity, women are still grossly underrepresented in leadership and technology. According to a recent study by Adeva IT, globally women still have about 25% of jobs in the technology industry -- that means men have the other 75%. Ideally, this should be 50:50.

A popularly held opinion that limits gender inclusivity is that women are inadequately represented in tech due to a lack of interest and education in technical skills.

One of the reasons why there is a lower percentage of women working in the tech industry compared to other industries is that girls are less likely to study STEM subjects compared to boys. According to a Women In Tech report by PWC, among the students participating in the research, more boys opted for STEM subjects compared to girls, except for biology. This is true both in high school and in university.

- According to the research, 83% of boys in high school opt for STEM subjects, while only 64% of girls opt for STEM subjects.
- The report also found that 17% of boys study physics, compared to just 7% of girls.

- The same gender disparity is evident at the university, where 52% of males take STEM related courses, in contrast to only 30% of females.
- The gap is even bigger when it comes to courses like engineering. 13% of the surveyed male university students were taking engineering courses, compared to just 2% of female university students.

There are a number of reasons why girls are less likely to study STEM subjects compared to boys.

- According to the report, some girls avoid STEM subjects because they feel that they are better in humanities and other essay-based subjects.
- Others avoid STEM subjects because they do not find them interesting.
- Some girls also avoid STEM subjects because they don't consider them to be relevant to the career paths they intend to choose.
- Other reasons include the need to get the highest grades they can to increase their chances of university placement (STEM subjects are considered to be harder) and teachers making STEM subjects appear unappealing.

To answer this issue, many organizations have worked to increase awareness and provide access to technical education for girls and women. Having established that there is a huge gender gap in technology, there are a number of steps that can be taken to increase the number of women working in the tech industry. These include:

- The Industry Should Get Involved in Educating Students About Tech and Its Role in Shaping the World
- Increased Access to Tech Careers
- Increased Visibility of Female Role Models in the Industry

The best way to get females interested in tech careers is to show them that tech is not a male dominated field, and the most-effective way of doing this is by increasing the number of visible female role models in the industry. Fortunately, women are increasingly holding the top and highly visible positions in big tech companies. Some high-profile women in tech include:

- Facebook COO Sheryl Sandberg
- YouTube CEO Susan Wojcicki
- IBM CEO Ginni Rometty
- Former Yahoo CEO Marissa Mayer
- Former Hewlett-Packard CEO Meg Whitman

Can you think of any role models in Africa who women can aspire to follow?

Allow the class to get into groups to discuss this as well as do more research as a take home assignment and give their feedback in the next lesson.

Thanks everyone, this is the end of the lesson.

END OF LESSON.

Lesson 6: Mentor Inspiration

For this session, we would ideally like the class to receive a motivational speech from a woman in a digital technology field. This could be anyone, from a woman local to Kakuma who works in tech, to an outside visitor, or even a motivational video, if no-one can be found.

Ideally, the speaker should be prepared to answer any specific questions the class has.

END OF MODULE.

Changelog

Version 2021.2

- Modified the Gender and Society module
- Added in component in Module 5, Lesson 1 and 2 on Gender Based Violence section

Version 2021.1

- Added Module 8: Gender and Society
- General content revision sponsored by Global Affairs Canada

Version 2020.1

- Added the correct Creative Commons licence wording on Title Page / footer.
- Added SoundCloud link for the podcast version of this curriculum on Title Page.
- Added “What Counts as Successful Participation?” in “Notes for Facilitators” section.
- Added Publishing Information section.
- Expanded definition of Life Skills in “What is A Good Start?” section.
- Expanded the introduction to the “Rationale for A Good Start” section.
- Added the Publishing Information section.
- Added the Changelog.

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- **Modules 1 to 3** were written by Jadie McDonnell acting as a consultant for Xavier Project, with additions and edits by Xavier Project staff and feedback from trainers from refugee communities in Kakuma camp.
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