



WORLD EDUCATION

Facilitator Guide - Gurene

Strategic Approaches to Girls' Education



Accelerated Learning Program

Non-formal Cohort

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1. Introduction

World Education is implementing the Strategic Approaches to Girls' Education (STAGE) in 8 regions in Ghana with the objective of providing education to girls between 10 and 19 who are currently not in school. A community mapping exercise is conducted to identify these girls with support from the community members and to create a mechanism in these communities to mobilize resources, awareness, and support for the girls to participate in an Accelerated Learning Program (ALP). An effort is made to specifically identify marginalized girls; girls living in extreme poverty, girls with impairments, or girls experiencing barriers when going to school or to finding a job.

The girls will receive guidance and counseling throughout the ALP to help them to plan their future together with their parents, guardians, and other community members. It is expected that many girls between 10 and 14 will reintegrate back into formal education. Girls between the ages of 15-19 will receive vocational training by Master Craftspeople to provide them with the technical and entrepreneurial skills that will help them to enter the workplace.

The community-based *facilitator* plays a crucial role in organizing the ALP and guiding the girls toward their future. This guide provides an overview of the literacy, numeracy, life skills, and English lessons that will be part of the STAGE curriculum.

This manual is developed as a reinforcement to the CBE policy and should be used as a resource to strengthen the complementary basic education as implemented by the Ministry of Education.

2. How to use this guide

The facilitator will use this guide daily during the first two months of the ALP to prepare and give his or her lessons to the girls. It provides an overview of the different disciplines and the content of each one of the lessons per day. Each discipline has specific teaching routines that the facilitator needs to do daily. By repeating the routines daily in their clubs, facilitators will become very familiar with them and will notice that they will use the guide less and less during actual teaching, but mostly during planning and as a resource.

After the first two months, the facilitator will continue using the CBE literacy and numeracy material but it will be necessary to continue using *Assessments* and *Life Skills sessions* during the full ALP.

3. The Accelerated Learning Program

Each community has identified out of school girls and has established a Learning Center and a time table for the ALP to happen. During the first year, the ALP will be organized 4 hours per day on average during 4 days per week. The precise times and days will vary per community and should be agreed upon by the parents and girls to facilitate regular participation.

A table of the curriculum for the first two months can be seen below. This curriculum would apply to all girls between 10 and 19 since they all need to have basic literacy, numeracy and life skills.

	Day 1	Day 2	Day 3	Day 4
1.5 hour	Literacy	Literacy	Literacy	Literacy
1.5 hour	Numeracy	Numeracy	Numeracy	Numeracy
1 hour	Life Skills	Life Skills	Life Skills	Life Skills

Each of the Literacy sessions has on average 1 hour of guided learning where the facilitator provides instruction, practice and organized literacy learning exercises. The last 30 minutes of each session is reserved for more creative practice to consolidate the guided learning. All Learning Centers will receive a kit of learning material that should be used to organize small group activities for this. During this period the facilitator has time to provide individual remedial teaching for girls who need additional practice.

The last discipline each day is life skills education. This encompasses a variety of themes that are relevant for the girls and impact their daily lives. Life skills topics could vary per community.

After the first 2 months, girls participating in the non-formal track will be involved in vocation training by master craftspeople. The learning schedule in the ALP will be as follows:

	Day 1	Day 2	Day 3	Day 4	Day 5
1.5 hour	Literacy	Literacy	Literacy	Vocational training	Vocational training
1.5 hour	Numeracy	Numeracy	Numeracy		
1 hour	Life Skills	Life Skills	Life Skills		

The non-formal track for girls between 15 and 19 will have a different schedule compared to the first 2 months. They will now participate in the ALP during 5 days and day 4 and 5 will be organized by master craftspeople to teach them vocational skills. The type of vocational training will depend on what the community has decided and which master craftspeople they could identify. The facilitator will need to work closely with the community and craftspeople to ensure that all girls are participating

in vocational training that is relevant for them and that fits with their interest and motivation.

4. Who is a good facilitator?

You can be.

If you are a person that knows how to motivate girls and speak to them in their own language.

If you can prepare sessions well and if you are patient, understanding and skilled enough to help them in their learning.

A good facilitator creates a safe environment and builds trust between the girls and him/herself. He or she encourages the girls and works with their parents or guardians to ensure that they participate daily in the ALP.

Finally, a good facilitator does not work alone. We work in a team; the regional partner organizes training for the facilitators and provides material and technical support through training and supervision. The community oversight committee will assist the facilitator and will organize home visits to follow up on the learning and participation. The key informants and community leaders will also help with ensuring that the

community is supportive towards the facilitator and the ALP. Public schools present will help to facilitate reintegration of girls where possible. Mentors will be trained in these schools to coach girls in their academic achievements. Each community will have master craftspeople for vocational training but also peer educators; boys and girls that are available to help girls study and acquire the necessary skills.

This program is designed to support marginalized girls and provide opportunities in which they can succeed. We must not forget that there is a reason they were not in school and the facilitator should be supportive and use all available resources to ensure that they will not drop out and will achieve their goals.

5. Language of Instruction

Facilitators will provide daily sessions in Literacy, Numeracy, and Life skills. The language of instruction should be in the official Ghanaian languages. STAGE is working with 12 languages of which 11 are defined by NALAP. In the formal track girls will receive English sessions after 2 months but the other disciplines will continue to be taught in the girls' mother tongue.



Thorough training on the orthography and phonology of these languages will be provided during regional trainings and follow up coaching will be organized regularly by supervisors.

6. Learning Environment

The Learning Center (LC) is the place where the ALP will be organized. The community has selected a location for the center according to the given criteria below:

- The location should be a safe place where girls and facilitators can easily be provided with assistance or supervision if needed.
- The location should be less than 1km away from the majority of the girls.
- The LC should be big enough for a class of 30 girls.
- A storage room for teaching and learning materials should be available nearby.
- Girls should preferably not sit on the ground.
- Gender appropriate toilets should be available.
- Clean water should be nearby.
- The LC should be indicated with a sign.
- The LC should be in a quiet area. The location should not be close to a market, business, or any other place where people will gather or be noisy during the ALP sessions.
- The LC should be accessible to the girls and facilitators before and during the ALP. If the LC is closed outside ALP sessions, a system needs to be in place to ensure that it can always be unlocked by someone nearby.

The community should ensure that all criteria apply to the location and, if not, they should work with the regional partners to refurbish and reorganize the LC.

When the LC is according to standards, the facilitator will work with the community oversight committee to maintain the center. STAGE will organize training for the facilitators to establish a learning environment by:

- Including the use of self-made teaching and learning aids in the daily sessions
- Encouraging girls to create and bring materials that relate to the session content.
- Organizing small group work activities, paired reading, and other exercises on numeracy and life skills that focus on student centered learning.
- Creating a safe, inclusive environment for all girls with a specific focus on girls with impairments and other types of marginalization.

The program aims to continuously improve the interventions and facilitators are encouraged to add effective teaching strategies and share their best practices with others during training and coaching.

7. Impairments, Learning Barriers, and Disabilities

Many of the girls participating in the ALP will have some kind of impairment. While some may be visible, others are not. Facilitators will receive training to identify some of the impairments and to build skills and knowledge on how to facilitate learning. Visual, hearing, social-emotional, and other impairments do not mean the girls are incapable of learning. It is only when they encounter barriers that prevent them from building their skills that their impairment becomes a learning disability.

Most impairments might not manifest in ways that are easily seen but may become apparent when interacting with the girls. Below an overview of teaching strategies to be used when girls in the ALP are assessed to be impacted by a form of impairment. For all girls in the ALP the following is important:

- Give one task at a time and check for understanding by asking girls to demonstrate the task or explain the task before starting.
- Encourage girls by giving them compliments on their work. Many of the girls will be shy or insecure and they will need YOU to learn and feel confident.
- Use the same type and activities of daily practice of skills through the session plans.
- Reduce difficulty if girls have continued difficulties with learning due to a disability. (for example; ask them to do half of the work needed)
- Make use of the graphics in the teaching and learning material. Organize conversations and learning activities with them.
- Provide additional instruction or guidance for small groups of students with specific impairments.
- Involve girls with specific learning problems in the individual teaching routines in the session plans but especially in the remediation activities during the 30 minutes at the end of each session AND the 5th week of remediation.
- Make use of the community oversight committee and teacher and peer involvement. Use homework, parents, or others to assist in instruction.

On the next page is an overview with specific teaching and learning strategies based on the type of disability or impairment as encountered during the ALP.

Teaching tips for Girls with disabilities¹

Girls with physical impairments

- Ensure accessibility of the learning center and other facilities (e.g. toilets)
- Set up a learning center so girls using wheelchairs, crutches, etc. can move as independently as possible.
- Involve a peer to support during the ALP but also encourage independence if possible
- Involve a peer student to travel to the ALP
- Allow time to rest as the girls can get easily tired
- Stimulate communication to avoid isolation
- Allow additional time to finish exercise and assignment if needed.

Girls with visual impairments

- Seat the girls in the front row or at a point where they can see the board.
- Make sure the board has a good contrast
- Use descriptive language and name items instead of saying, 'this' or 'that'
- Put back material, books etc. at the same place
- Make sure girls are informed of classroom arrangement changes
- Ensure the learning center is in a quiet place
- Provide teaching and learning material the student can touch
- Read everything on backboard out loud
- Name students you are speaking to so the girl knows who they are

Girls with Hearing impairment

- Use short clear sentences
- U shape seating in classroom for child to see each other
- Time for face-to-face instruction
- Look at the girl when speaking
- Speak slowly
- Use mimics, gesture and natural signs
- Be flexible with time
- Focus more on content than grammar
- Use a lot of visual cues, such as mind maps, graphs, key point

Girls with learning impairments.

- Use simple words and sentences
- Prefer real objects or images
- Give clear instructions, one at a time
- Check for understanding of instructions by asking the girls to repeat a given task
- Break down a task into smaller steps
- Give extra practice; involve these girls in *I do, we do, you do strategies*.
- Involve these girls in remedial teaching during the 30 minutes independent learning in the ALP and during every 5th remediation week.
- Repeat information regularly
- Use peer support
- Be generous with praise and encouragement

¹ Adapted from the Inclusive Education In-Service Teacher Education and Training Module as developed by MOE Ghana. For more information, ask for the comprehensive document 'Teaching Strategies for different kinds of disabilities'.

	<ul style="list-style-type: none"> ● Ignore behavior which is not disturbing the ALP
Girls with Social Emotional and Behavioral difficulties <ul style="list-style-type: none"> ● Find out about the difficulties by discussing with parents and do research ● Discuss with the girl and parents to find out best strategy ● Make the girl feel appreciated and valued ● Explain clearly consequences of his/her behavior to give the girl responsibility of her act ● Have appropriate response; offer acceptable solutions ('You may decide not to do this exercise and have to finish it later anyway or may just do it now and go to break with everyone, make your choice') ● Develop rules for the whole class with the girls 	Girls with Attention or Hyperactivity issues. <ul style="list-style-type: none"> ● Break up big tasks into smaller ones and set time limits for each step / small task ● Allow girls to move while learning ● Use the break time to allow the girl to do physical activity or sports ● Assign a helper task to the girl as this will give them a chance to move around occasionally ● Allow girls to respond orally
Dyslexia and Dyscalculia <ul style="list-style-type: none"> ● Verify if the girl pays attention before starting with a new activity ● Explain several times with several methods and check understanding ● Focus on content rather than grammar ● Let the girl use a darker pen/pencil when writing or a ruler to follow text in reading ● Use colours to mark important words ● Praise the girl for their achievement and let them develop talents in other areas ● Allow girls to do tests orally or give them a reader and scribe 	

8. Continuous assessment

Being able to assess the girls' literacy and numeracy skills is essential to being able to provide them with help and feedback. If a facilitator is able to identify the specific letters in Literacy or a specific type of operation in Numeracy that a girl does not understand, they then would be able to provide remedial teaching. In STAGE there are two types of assessment:

Literacy and Numeracy Assessments are designed following the ASER model. This model allows facilitators to quickly assess the level of literacy and numeracy and to determine which girls need specific remedial teaching.

The literacy assessment builds on different levels of written text; from letters and words, to phrases, and finally to story level. For each level girls need to pass a benchmark in order to go to the next level.

The numeracy assessment also has a sequential design when it comes to operations and number recognition but it is also a combination of assessing different domains within numeracy; addition, subtraction, division, and multiplication. While these are not necessarily sequential to one another, there is definitely a link among them.

It should be clear that these assessments measure the level in which girls have mastered the content of the curriculum. The facilitator should conduct the assessment each 4th week (week 4, 8, 12, etc.) during the 30 minutes set aside for literacy and numeracy.

This period should be flexible to ensure that the facilitator is able to assess all girls during that week. Each literacy and numeracy assessment takes up to 5 minutes for each girl.

The assessments are formative in that the facilitator uses the results to provide remedial teaching activities during the sessions and in particular during each 5th week of the ALP.

Remember: The ASER assessments have to be used during the *full ALP* period to effectively monitor progress of the girls and to determine which girls need continued support.

9. Assessment Process

Facilitators will be trained on assessing individual girls. Before organizing the assessment, the facilitator should:

- Talk to the Community Oversight Committee to see if they can assist in overseeing the literacy and numeracy games when the facilitator is sitting with the girls individually to conduct the assessment.
- Explain the objectives of the assessment to the girls. Ensure that the girls have a clear understanding of what is expected from them during the assessment.
- Find a place where the girls can sit undisturbed with the facilitator. This should be close to the Learning Center where they are still visible to the other girls and where the facilitator can still monitor the activities from the other girls.
- When girls are not able to respond within 5 seconds in the literacy or numeracy assessment, provide them with the correct letter or word and ask them to continue. This does not apply for the levels *calculations to 20 and 100* where the girls can take up to 10 seconds to provide an answer.

9.1 Literacy

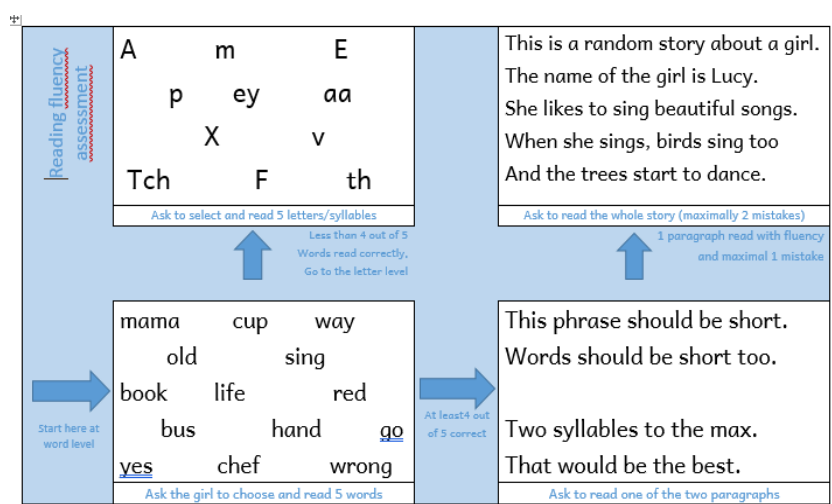
As part of literacy in the STAGE, this assessment focuses on reading.

The facilitator should give girls time to read and calculate. This is not a timed test but rather assess what each girl can comfortably read. The facilitator must be patient and encourage the girls during the testing process.

To determine the correct level, it is sometimes advisable to have the girl reread a level. *For example: when a girl has difficulties with words but does really well in reading letters, the facilitator can ask the girl to read words again. The girl will likely read more confidently and at a higher level.*

The figure shows a sample of the fluency assessment with 4 boxes representing 4 levels.

A typical assessment starts with the facilitator asking the girl to read words from the box 'WORDS' the girl can choose which words.



If he or she is able to read 4 out of the 5 words (80%) chosen correctly, the facilitator continues with asking the girl to read out the paragraph.

If the girl is unable to read 4 out of 5 words correctly, the facilitator goes back to the box with letters and asks the

girl to read out letters. If the girl reads 4 out of 5 letter correctly, he or she is at a letter level.

The following criteria should be taken into consideration to determine the right level:

1. Initial level: *reads less than 4 letters correctly*
2. Letter level: *reads 4 or more letters correctly.*
3. Word level: *reads 4 or more words correctly. It is acceptable if they still spell out the words but they should also say the whole word after spelling the letters.*
4. Phrase level: *one of the two paragraphs is read without spelling the words and no more than 1 mistake.*
5. Story level: *the whole story is read with fluency; speed, intonation, and with no more than 2 mistakes.*

After assessing the girl, the result is administered in the literacy registration sheet. The facilitator registers the independent level; the level that the girl is able to read without assistance. They should *not* register the level that the girl tried but did not yet achieve.

9.2 Numeracy

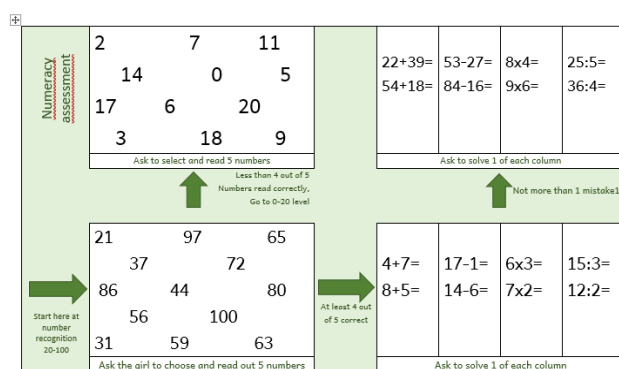
The numeracy assessment follows a similar protocol. There are 5 levels that assess different aspects of numeracy:

1. Initial (when a girl has not yet achieved level 2)
2. Number recognition to 20
3. Number recognition to 100
4. Calculations to 20; additions, subtractions, multiplications, divisions
5. Calculations to 100; additions, subtractions, multiplications, divisions

The relation between number recognition and the operations is understanding that girls first have to be able to recognize the numbers before being able to do the calculations.

The criteria to proceed to the next level are similar to literacy. If they are not able to respond within 5 seconds to the number recognition exercises, the facilitator can provide the correct answer and ask the girl to read the next number.

For the levels of calculations to 20 and 100 the girls can take up to 10 seconds to provide the answer and can also use paper to write down the operation if needed.



9.3 Remedial Teaching

During each 4th week the facilitator registers the results on the registration sheet (see sample) and analyzes the sheet. Based on the results, the facilitator should determine which girls:

- Score lower than the average
- Score higher than the average
- Have progressed based on their previous score
- Have not progressed based on their previous score

Name of Facilitator: **William** Community: **Amerongen**

	Name of girl	Initial	Letter	Week 4				Initial	Letter	Week 8			
				Word	Phrase	Story				Word	Phrase	Story	
1	Lucy		X										
2	Berta	X											
3	Susan		X										
4	Trudy			X									
5	Teresa				X								
6													
7													
8													
9													
10													
11													
12													
13													
14													

Based on the example we can see that Berta is scoring below average during the assessment in week 4 while Teresa is performing above average.

Several remedial teaching activities are possible for both literacy and numeracy, a selection is mentioned below.

Analysis	Possible remediation
Lower than average	<ul style="list-style-type: none"> • Involve those girls in “I do, we do, and you do” strategies as well as other LC based individual practice. • Select homework activities targeting the difficult elements and involve parents and peer educators to do the homework on a daily basis until the next assessment.
Higher than average	<ul style="list-style-type: none"> • Involve the girls in more independent work in the student book. • Ask girls to become tutors for other girls who need some help in literacy or numeracy. • Discuss with the COC and schools to provide additional reading and numeracy activities from a higher level.
Have progressed based on previous assessment	<ul style="list-style-type: none"> • No remediation needed but continue monitoring during over several assessments to see if the progress is consistent.
Have not progressed based on previous score	<ul style="list-style-type: none"> • Form groups of girls with a lower score and organize remedial teaching activities with these groups during the 5th week, while the other girls do independent group work with the literacy or numeracy kit.

Every 5th week the facilitator organized remedial teaching activities. Central in this approach is that the facilitator reviews which lessons were particularly difficult during the last 4 weeks. He or she should repeat one session per day during the remediation week.

10. Literacy

The pedagogical model used in STAGE is based on international evidence and best practices from the Ministry of Education and other programs such as the Complimentary Education Program (CBE) and USAID/Learning. As mentioned before, every daily session will comprise of 60 minutes of guided learning in which the facilitator provides instruction and organizes exercises. The last 30 minutes will be small group work in which girls will build their reading and writing skills using material from the provided literacy kit.

The pedagogy behind the literacy approach can be explained using the model of the *Simple View of Reading*. The final goal of the literacy instruction is for the girls to be able to read text while fully comprehending and understanding the material. To achieve this, it is necessary that every girl understands the language and *vocabulary*. This means the facilitator will speak the mother-tongue of the girls and will explain the meaning of words. Girls will build their speaking and listening skills with specific exercises in the daily sessions.

In addition to building vocabulary skills, girls need to be able to *decode* words, to read words by pronouncing the sounds of the letters and syllables. The ability to decode words will help girls to read fluently. The facilitator will need to provide the girls with enough opportunities to practice decoding using words, text, and stories.

This simple view of reading translates itself in the literacy sessions throughout:

- *Teaching routines:* Facilitators will repeat the same type of student focused instruction and exercises daily to build their own teaching skills and to facilitate a lot of practice with the girls. In STAGE there is no place for ineffective practices such as choral repetition or asking the whole group to respond to questions. Facilitators will use teaching routines to involve individuals in practice and, most importantly, to help them to decode and understand words when they have difficulty.
- *Modeling:* Facilitators and supervisors will use modeling strategies for reading, listening, and writing exercises. This will be done with the whole group but particularly translates itself into providing remedial teaching to girls who have difficulties.

A very important lesson from other programs such as CBE is that there is a tendency to involve many fast learners and few who struggle to read. The STAGE program particularly focuses on the last group and as thus facilitators should know how to help these girls.

- *Practice:* Within STAGE, the focus should be on helping girls build their reading comprehension by learning vocabulary and practicing decoding. This is done in both the guided instruction section as well as in small group activities. The role of the facilitator is to ensure that the majority of the time is used for practice in small groups, in pairs, and independently.

10.1 Session Structure: Literacy

Each literacy session is comprised of 7 steps. The facilitator needs to read the session plan before each activity and pay special attention to the *preparation* part that states what material needs to be made or organized to be used during each session. These could be books, texts, self-made teaching aids, and more.

The *objectives* outline what the goals are each session. During the first 2 months, the facilitator introduces 2 new letters per week while continuously repeating the previously taught.

Step 1 – Review

- The facilitator starts the day with a warming up exercise; a team building activity or ice breaker to create a positive learning environment.
- Flashcards with letters, syllables, and short words will be used to review previously taught letters.
- Home work will be reviewed

Step 2 – Oral Language development

- The facilitator uses available books, illustrations for picture review, and stimulates oral language acquisition; this includes conversation techniques, role play, and dramatization.

Step 3 – Phonological Awareness

- The new letter sound is introduced using real objects or an alphabet chart
- The facilitator uses the “I do, We do, You do” strategy with a specific focus on the last “You do” in which girls with difficulties are involved.
- Previously taught sounds are being reviewed using segmenting and blending activities.

Step 4 – Decoding

- The new letter name and the grapheme is introduced in writing
- The facilitator organizes decoding exercises with the girls; writing down at least 10 decodable syllables and words to practice reading.
- A specific remediation technique is used to help girls segment and blend the letter sounds into words.

Step 5 – Peer reading

- Students will practice reading in pairs using the decodable text from the student book and supplemental readers.
- The facilitator walks around and verifies skills and understanding while helping the girls with difficulties.
- Reading comprehension questions are included in the text in a later stage.

Step 6 – Writing exercise

- Writing exercises are included in the student book to reinforce reading and to build motor skills.

Step 7 – Literacy activities

- Using the literacy kit, girls work individually, in pairs or small groups using the diverse games and materials.
- The facilitator sits with girls who have particular difficulties and provides individual support.

11. Life Skills

This Life Skills Menu is designed to help girls between the ages of 10-19 years in Ghana, who face challenges in their daily life, to build their knowledge and skills regarding health, education and other important areas of their lives to improve upon their livelihood.

The Life Skills Menu is a tool that allows communities to select relevant topics in their local contexts, and provides a set of 16 topics, which include eight basic topics. All girls must take part in the basic set and can choose four additional topics from the optional list.

A total of 12 life skills topics will be taught during the Accelerated Learning Program.

Basic Set (8) ²	Optional (select 4 out of 8)
1. <i>Environmental Issues</i>	Safe Motherhood and Childcare
2. <i>Disabilities</i>	Child Rights
3. <i>Money Management</i>	Road Safety
4. <i>Gender-based Violence</i>	Farming
5. <i>Personal Hygiene/WASH</i>	Safe Cooking
6. <i>Sexual Reproductive Health/HIV & AIDS</i>	Drugs Abuse
Nutrition	Elections
My Career	Personal Awareness

Each of the themes selected will be taught over a period of eight days.

Every topic begins with an introduction of the theme using a poster and additional information. After that, the girls will engage in group work to organize a research activity using other resources available in the community, such as resource persons, public services etc.

After discussing the initial research questions, the girls will conduct interviews to acquire more knowledge for presentations. This joint learning exercise, combined with

² In the first year STAGE will begin implementing only the first 6 themes as listed in the table.

their presentations will build the necessary skills and confidence in the girls to help them become active members of society.







The programme will also stimulate integrated numeracy and literacy activities to compile data and design publications or visuals, which will be used during the presentation phase. Finally, the girls will be given a case study to apply their knowledge in a real-life situation.





Some of the themes, such as Sexual and Reproductive Health (SRH), Disabilities and Money Management are more complex than others and therefore, require more preparation. It is recommended to always seek support from local stakeholders and this is outlined in the preparation steps that are listed at the beginning of each theme. (For example, SRH would require the involvement of a health worker and money management could include support from a mobile money agent).

12. Session Plans Literacy





On the following pages you will find the detailed session plans for literacy. Depending on how the ALP is organized the facilitator can give 1 session per day. It is important not to skip any sessions. All sessions should be taught sequentially





Week 1 Day 1

 Literacy			
Preparation <ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		Objectives <ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /a/• Know how to read the letter/syllable /a/• Know how to read syllables and words with the letter learned	
Steps	Routines		Time
	Review		 5
No review since this is the first lesson.			
	Oral language development		10
The facilitator orients the girls to look at the images in Students’ book Week 1 Day 1 and start a conversation			
Ask 4 questions :			
1. Nereba bale n boi foote la puan ?			
2. Beni zuo ti pugela ayima zala dɔɔ?			
3. Nereba la zi la be ?			
4. Ba iti la beni?			
3.	Phonological Awareness		10
Point to the object asaala on the alphabet chart to introduce the new letter a			
Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /a/</i>			
 I do	 We do	 You do	 You do
The facilitator: <i>‘The first sound in the word asaala Is /a/</i>	The facilitator and the girls: <i>‘The first sound in the word asaala Is /a/</i>	The girls alone: <i>‘The first sound in the word asaala Is /a/</i>	Some girls with difficulties: <i>‘The first sound in the word asaala Is /a/</i>
The facilitators asks the girls to mention words that contain the letter/syllable in focus			
Games			
The facilitator says the word baa, laa, saa, taba and asks the girls to stand up when they recognize certain letters/syllables OR			
The facilitator says various words baa, laa, saa, taba and asks the girls to divide them in syllables by clapping hands			





4.	Decoding	15	
The facilitator write the letter /A a/ in capital and lower case on a flashcard and puts it on the wall.			
 I do	 We do	 You do	 You do
The facilitator: <i>The sound of this letter is /a/</i>	The facilitator and the girls: <i>The sound of this letter is /a/</i>	Only the girls: <i>The sound of this letter is /a/</i>	Some girls with difficulties: <i>The sound of this letter is /a/</i>
Write down the letters words on the blackboard A, aa Ask individual girls to read out one letter each			
5.	Peer reading	10	
Girls read in pairs decodable words and short stories from the activity book.			
A, a			
When one girl reads, the other accompanies.			
Facilitator walks around asking girls to read out and provide remedial teaching where needed.			
6.	Writing exercise	10	
Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.			
7.	Literacy activities; games	30	
Girls work with the literacy kit: games, books etc in small groups			
Other activities could be related to creativity; designing book covers, illustrating, creative writing			
Facilitators walks around and provides remedial teaching to girls who need additional support.			





Week 1 Day 2

Literacy			
Preparation		Objectives	
<ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		<ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /e/• Know how to read the letter/syllable /e/• Know how to read syllables and words with the letter learned	
Steps	Routines		Time
1.	Review		5
<ul style="list-style-type: none">• Verification of homework activities• Flashcard activities with 6 letters, syllables and words from previous lessons A, a <ul style="list-style-type: none">• Warming up: beni n tari leḡa? ‘What has bonus? – a short song’			
2.	Oral language development		10
The facilitator orients the girls to look at the images in the Students’ book Week 1 Day 2 and start a conversation			
Explain the difficult vocabulary /lebere, gele, pesego, beere/			
Ask 4 questions :			
1. So la iti la beni foote wa puan ?			
2. Nereba bale n boi foote la puan ?			
3. Beni lgero n ze ba zi’an?			
4. Yi lgero tuyi yu’ura n ze ba zi’an.			
3.	Phonological Awareness		10
Point to the object <i>lebere</i> on the alphabet chart to introduce the new letter			
Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /e/</i>			
 I do	 We do	 You do (all)	 You do (individual)
The facilitator: <i>‘The second sound in the word lebere Is /e/</i>	The facilitator and the girls: <i>‘The second sound in the word lebere Is /e/</i>	The girls alone: <i>‘The second sound in the word lebere Is /e/</i>	Some girls with difficulties: <i>‘The second sound in the word lebere Is /e/</i>
The facilitators asks the girls to mention words that contain the letter/syllable in focus			
Games			
<ul style="list-style-type: none">• The facilitator says the word <i>keefo, deebia, deo, gele</i> and asks the girls to stand up when they recognize certain letters/syllables OR• The facilitator says various words <i>keefo, deebia, deo, gele</i> and asks the girls to divide them in syllables by clapping hands			

4.	Decoding	15
The facilitator write the letter/syllable /E e/ in capital and lower case on a flashcard and puts it on the wall.		
 I do	 We do	 You do (all)
The facilitator: <i>The sound of this letter is /e/</i>	The facilitator and the girls: <i>The sound of this letter is /e/</i>	Only the girls: <i>The sound of this letter is /e/</i>
		 You do (individual)
		Some girls with difficulties: <i>The sound of this letter is /e/</i>
Write down letters: A, a, E, e		
<ul style="list-style-type: none"> Ask individual girls to read out one letter each Help girls that have difficulties reading by sounding out the letter 		
5.	Peer reading	10
Girls read in pairs decodable words and short stories from the activity book.		
<i>A, a, e, E, Aa, Ee, aa, ee, ae, ea</i>		
When one girl reads, the other accompanies.		
Facilitator walks around asking girls to read out and provide remedial teaching where needed.		
6.	Writing exercise	10
Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.		
7.	Literacy activities; games	30
Girls work with the literacy kit: games, books etc in small groups		
Other activities could be related to creativity; designing book covers, illustrating, creative writing		
Facilitators walks around and provides remedial teaching to girls who need additional support.		

Week 1 Day 3

Literacy			
Preparation		Objectives	
<ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		<ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /ε/• Know how to read the letter/syllable /ε/• Know how to read syllables and words with the letter learned	
Steps	Routines		Time
1.	Review		5
<ul style="list-style-type: none">• Verification of homework activities• Flashcard activities with 6 letters, syllables and words from previous lessons A, a, E, e, Aa, AA, ee, Ee• Warming up: mēere mina boti mēere, mēere parum bota mēere, mēere puure bii kunyokovum (a short song)			
2.	Oral language development		10
The facilitator orients the girls to look at the image in the Students' book Week 1 Day 3 and start a conversation			
Explain the difficult vocabulary lēeba, pēefɔ, bēa,			
Ask 4 questions:			
<div>1. Nereba la ye la bē?</div> <div>2. Ma la iti la beni?</div> <div>3. Ani la ma la n tɔgeri</div> <div>4. Sɔ la tu la beni?</div>			
3.	Phonological Awareness		10
Point to the object /pēefɔ/ on the alphabet chart to introduce the new letter			
Introduce the name of the letter: Today we are going to learn the sound of the letter /ε/			
 I do	 We do	 You do (all)	 You do (individual)
The facilitator: ‘The second sound in the word pēefɔ Is /ε/	The facilitator and the girls: ‘The second sound in the word pēefɔ Is /ε/	The girls alone: ‘The second sound in the word pēefɔ Is /ε/	Some girls with difficulties: ‘The second sound in the word pēefɔ Is /ε/
The facilitators asks the girls to mention words that contain the letter/syllable in focus			
Games			
<ul style="list-style-type: none">• The facilitator says the word pēefɔ, lēeba, and asks the girls to stand up when they recognize certain letters/syllables OR• The facilitator says various words pēefɔ, pēera, lēeba, tēela and asks the girls to divide them in syllables by clapping hands			

4.	Decoding	15	
The facilitator write the letter/syllable ε ε in capital and lower case on a flashcard and puts it on the wall.			
 I do	 We do	 You do (all)	 You do (individual)
The facilitator: <i>The sound of this letter is /ε/</i>	The facilitator and the girls: <i>The sound of this letter is /ε/</i>	Only the girls: <i>The sound of this letter is /ε/</i>	Some girls with difficulties: <i>The sound of this letter is /ε/</i>
Write down 10 decodable syllables/small words on the blackboard Ε, εα, εε, αε, αεε, Αα, Εε, ε			
<ul style="list-style-type: none">Ask individual girls to read out one letter or syllable eachHelp girls that have difficulties reading by decoding it into syllables or letters.			
5.	Peer reading	10	
Girls read in pairs decodable words and short stories from the activity book. Ε, εα, εε, αε, αεε, Αα, Εε, ε, Α, α			
When one girl reads, the other accompanies.			
Facilitator walks around asking girls to read out and provide remedial teaching where needed.			
6.	Writing exercise	10	
Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.			
7.	Literacy activities; games	30	
Girls work with the literacy kit: games, books etc in small groups Other activities could be related to creativity; designing book covers, illustrating, creative writing			
Facilitators walks around and provides remedial teaching to girls who need additional support.			

Week 1 Day 4



Literacy

Preparation

- Objects and self-made material to prepare
- Decodable text and books to read
- Activity books for girls to write
- Prepare 10 syllables or words to decode

Objectives

- Recognize and pronounce the sound of the letter /i/
- Know how to read the letter/syllable /i/
- Know how to read syllables and words with the letter learned

Steps

Routines

Time

3.

Review

5

- Verification of homework activities
- Flashcard activities with 6 letters, syllables and words from previous lessons
εεfo, εεra εresi, λεεba, εεla, Aa, Ee, e, a

- Warming up: mina mina saa 'a short song'

4. Oral language development

10

The facilitator orients the girls to look at the image in Students' book Week 1 Day 4 and start a conversation

Explain the difficult vocabulary /ki, nii, nifo, zifo/

Ask 4 questions: List 4 questions using 'why, how, when, where' Number them

1. Pugeseke n zali dɔɔ la iti la beni?
2. Pugeseke n zali dɔɔ la la ani n ze?
3. Ba iti la beni?
4. Nereba bale n boi foote la puan?

3. Phonological Awareness

10

Point to the object iile on the alphabet chart to introduce the new letter

Introduce the name of the letter: *Today we are going to learn the sound of the letter /a/*



I do



We do



You do (all)



You do
(individual)

The facilitator:
'The first sound in
the word iile Is /i/

The facilitator and
the girls: 'The
first sound in the
word iile Is /i/

The girls alone: 'The
first sound in the word
iile Is /a/

Some girls with
difficulties: 'The first
sound in the word iile
Is /a/





The facilitators asks the girls to mention words that contain the letter/syllable in focus

Games

- The facilitator says the word niisi, tiisi, kili, ligiri/ and asks the girls to stand up when they recognize certain letters/syllables **OR**
- The facilitator says various words niisi, tiisi, kili, ligiri and asks the girls to divide them in syllables by clapping hands

4.	Decoding	15
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The facilitator write the letter/syllable /I i/ in capital and lower case on a flashcard and puts it on the wall.

 I do The facilitator: <i>The sound of this letter is /i/</i>	 We do The facilitator and the girls: <i>The sound of this letter is /i/</i>	 You do (all) Only the girls: <i>The sound of this letter is /i/</i>	 You do (individual) Some girls with difficulties: <i>The sound of this letter is /i/</i>
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Write down 10 decodable syllables/small words on the blackboard
i, ei, ai, eia, ie, ie, ia, aiee, ieea,

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is i' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls does not know them or if she does not know how to blend them together.

5.	Peer reading	10
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Girls read in pairs decodable words and short stories from the activity book.

A, aa, e, EE
iε, Ai, Ei, ε
I, IE, ie, E
εA, aε

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6.	Writing exercise	10
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Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.




7.	Literacy activities; games	30
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Girls work with the literacy kit: games, books etc in small groups
Other activities could be related to creativity; designing book covers, illustrating, creative writing

Facilitators walks around and provides remedial teaching to girls who need additional support.

Week 2 Day 1

<div>  Literacy </div>			
Preparation <ul style="list-style-type: none"> • Objects and self-made material to prepare • Decodable text and books to read • Activity books for girls to write • Prepare 10 syllables or words to decode 		Objectives <ul style="list-style-type: none"> • Recognize and pronounce the sound of the letter /o/ • Know how to read the letter/syllable /o/ • Know how to read syllables and words with the letter learned 	
Steps	Routines		Time
1.	Review		5
	<ul style="list-style-type: none"> • Verification of homework activities • Flashcard activities with 6 letters, syllables and words from previous lessons I, IE, ie, E εA, æ • Warming up: Describe a warming up exercise or ice breaker – in English. 		
2.	Oral language development		10
	<p>The facilitator orients the girls to look at the image in Students' book Week 2 Day 1 and start a conversation</p> <p>Ask 4 questions :</p> <ol style="list-style-type: none"> 1. Nereba la boi la be ? 2. Ba iti la beni ? 3. Seba n zi la iti la beni ? 4. Pugela la n ze saazuo la iti la beni ? 		
3.	Phonological Awareness		10
	<p>Point to the object /yoore/ on the alphabet chart to introduce the new letter</p> <p>Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /o/</i></p>		
 I do	 We do	 You do	 You do
The facilitator: <i>'The second sound in the word yoore Is /o/</i>	The facilitator and the girls: <i>'The second sound in the word yoore Is /o/</i>	The girls alone: <i>'The second sound in the word yoore Is /o/</i>	Some girls with difficulties: <i>'The second sound in the word yoore Is /o/</i>
<p>The facilitators asks the girls to mention words that contain the letter/syllable in focus</p> <p>Games</p> <ul style="list-style-type: none"> • The facilitator says the word loko, to'o, gogo, konko and asks the girls to stand up when they recognize certain letters/syllables OR • The facilitator says various words loko, to'o, gogo, konko and asks the girls to divide them in syllables by clapping hands 			

4.	Decoding	15
The facilitator write the letter/syllable /O o/ in capital and lower case on a flashcard and puts it on the wall.		
 I do	 We do	 You do
The facilitator: <i>The sound of this letter is /o/</i>	The facilitator and the girls: <i>The sound of this letter is /o/</i>	Only the girls: <i>The sound of this letter is /o/</i>
		Some girls with difficulties: <i>The sound of this letter is /o/</i>
Write down 10 decodable syllables/small words on the blackboard		
O, oo, oi, iio, eo, εo, aoi, ie, E, εA, aε		
<ul style="list-style-type: none"> • Ask individual girls to read out one syllable or word each • Help girls that have difficulties reading by decoding it into syllables or letters. • Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is o' if the girl does not know the sound of syllable, go to the letter level. • Only say the sounds if the girls does not know them or if she does not know how to blend them together. 		
5.	Peer reading	10
Girls read in pairs decodable words and short stories from the activity book.		
oo io iio e eii oii εii aii iia ooε ooe oo ee ii aa εε		
When one girl reads, the other accompanies.		
Facilitator walks around asking girls to read out and provide remedial teaching where needed.		
6.	Writing exercise	10
Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.		
7.	Literacy activities; games	30
Girls work with the literacy kit: games, books etc in small groups		
Other activities could be related to creativity; designing book covers, illustrating, creative writing		
Facilitators walks around and provides remedial teaching to girls who need additional support.		

Week 2 Day 2



Literacy

Preparation

- Objects and self-made material to prepare
- Decodable text and books to read
- Activity books for girls to write
- Prepare 10 syllables or words to decode

Objectives

- Recognize and pronounce the sound of the letter /ɔ/
- Know how to read the letter/syllable /ɔ/
- Know how to read syllables and words with the letter learned

Steps Routines

Time



1. Review

5

- Verification of homework activities
- Flashcard activities with 6 letters, syllables and words from previous lessons

Oo, oi, oii, ao, Ee, ii, oe, eo

- Warming up: kusebego lugi lugi lugi ti to'o lui poi

2. Oral language development

10

The facilitator orients the girls to look at the image in Students' book Week 2 Day 2 and start a conversation

Explain the difficult vocabulary wɔbego, Kɔlego, loɣero, goɣego

Ask 4 questions :

1. Koma la n boi tiɲasuka la iti la beni ?
2. Neresɛba n ze pooren la iti la beni ?
3. Beni n ze bunɲmɛ'eleba la zi'an?
4. Pɔgenya'aɲa la n zi pooren la iti la beni?

3. Phonological Awareness

10

Point to the object wɔbego on the alphabet chart to introduce the new letter

Introduce the name of the letter: *Today we are going to learn the sound of the letter /ɔ/*



I do



We do



You do



You do

The facilitator:
'The second sound
in the word wɔbego
Is /ɔ/

The facilitator and
the girls: 'The
second sound in
the word wɔbego
Is /ɔ/

The girls alone: 'The
second sound in the
word wɔbego Is /ɔ/

Some girls with
difficulties: 'The
second sound in the
word wɔbego Is /ɔ/

The facilitators asks the girls to mention words that contain the letter/syllable in focus

Games

- The facilitator says the word dɔɔ, dɔɔɔ, sɔɔ, sɔɔɔ and asks the girls to stand up when they recognize certain letters/syllables **OR**
- The facilitator says various words dɔɔ, dɔɔɔ, sɔɔ, sɔɔɔ and asks the girls to divide them in syllables by clapping hands

4. Decoding

15

The facilitator write the letter/syllable ɔ ɔ in capital and lower case on a flashcard and puts it on the wall.



I do



We do



You do



You do

The facilitator:
The sound of this letter is /ɔ/

The facilitator and the girls: *The sound of this letter is /ɔ/*

Only the girls: *The sound of this letter is /ɔ/*

Some girls with difficulties: *The sound of this letter is /ɔ/*

rite down 10 decodable syllables/small words on the blackboard

ɔ, ɔɔ, ɔi, ɔɛ, ai, ɛo, aɛ, aa, ee, I, A

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is /ɔ/' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls does not know them or if she does not know how to blend them together.

5. Peer reading

10

Girls read in pairs decodable words and short stories from the activity book.

ɔi ɔɔ ɛɛ ei
aio ɔɛi iie
ee a aio
ɛ i aaɛ ɔɔɛ
iie ɔee

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6. Writing exercise

10

Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.

7. Literacy activities; games

30

Girls work with the literacy kit: games, books etc. in small groups

Other activities could be related to creativity; designing book covers, illustrating, creative writing

Facilitators walks around and provides remedial teaching to girls who need additional support.

Week 2 Day 3



Literacy

Preparation

- Objects and self-made material to prepare
- Decodable text and books to read
- Activity books for girls to write
- Prepare 10 syllables or words to decode

Objectives

- Recognize and pronounce the sound of the letter /u/
- Know how to read the letter/syllable /u/
- Know how to read syllables and words with the letter learned

Steps	Routines	Time
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Steps	Routines	Time
1.	Review	5

- Verification of homework activities
- Flashcard activities with 6 letters, syllables and words from previous lessons

oi, oe, ee, Aa, I, E, εA, a

- Warming up: va'am daana lim, pumporega lim (short song)

Steps	Routines	Time
2.	Oral language development	10

The facilitator orients the girls to look at the image in Students' book Week 2 Day 3 and start a conversation

Explain the difficult vocabulary uka, kuregu, bugum, vugere

Ask 4 questions :

1. Buraa la ka yire duma la bo la be ?
2. Yire la nereba la za'a de la ba le ?
3. Pugeto la de la ba le foote la puan ?
4. Pugeseka n zi tia tiya la iti la beni?

Steps	Routines	Time
3.	Phonological Awareness	10

Point to the object *bugum* on the alphabet chart to introduce the new letter

Introduce the name of the letter: *Today we are going to learn the sound of the letter /u/*



I do



We do



You do



You do

The facilitator:
'The second sound
in the word *bugum*
Is /u/

The facilitator and
the girls: 'The
second sound in
the word *bugum*
Is /u/

The girls alone: 'The
second sound in the
word *bugum* Is /u/

Some girls with
difficulties: 'The
second sound in the
word *bugum* Is /u/





The facilitators asks the girls to mention words that contain the letter/syllable in focus

Games

- The facilitator says the word *gulo*, *mu'o*, *nu'o*, *fuo* and asks the girls to stand up when they recognize certain letters/syllables **OR**
- The facilitator says various words *gulo*, *mu'o*, *nu'o*, *fuo* and asks the girls to divide them in syllables by clapping hands

4.	Decoding	15
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The facilitator write the letter/syllable U u in capital and lower case on a flashcard and puts it on the wall.

 I do	 We do	 You do	 You do
The facilitator: <i>The sound of this letter is /u/</i>	The facilitator and the girls: <i>The sound of this letter is /u/</i>	Only the girls: <i>The sound of this letter is /u/</i>	Some girls with difficulties: <i>The sound of this letter is /u/</i>

Write down 10 decodable syllables/small words on the blackboard
U, ue, uo, ou, eu, ui, iu, ua,

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is u' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls does not know them or if she does not know how to blend them together.

5.	Peer reading	10
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Girls read in pairs decodable words and short stories from the activity book.

ui œ oe æ ua ue
uui eei œœ uue
œi oi uu uee œœ
eu eu iu au ou ou

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6.	Writing exercise	10
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Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.

7.	Literacy activities; games	30
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Girls work with the literacy kit: games, books etc. in small groups
Other activities could be related to creativity; designing book covers, illustrating, creative writing

Facilitators walks around and provides remedial teaching to girls who need additional support.

Week 2 Day 4

Literacy			
Preparation		Objectives	
<ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		<ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /b/• Know how to read the letter/syllable /b/• Know how to read syllables and words with the letter learned	
Steps	Routines		Time
1.	Review		5
<ul style="list-style-type: none">• Verification of homework activities• Flashcard activities with 6 letters, syllables and words from previous lessons <p>Ui, ua, uee, eu, uu.</p> <ul style="list-style-type: none">• Warming up: balance the ball, balance the ball...			
2.	Oral language development		10
<p>The facilitator orients the girls to look at the image in Students’ book Week 2 Day 4 and starts a conversation</p> <p>Explain the difficult vocabulary бага, barega, богега</p> <p>Ask 4 questions:</p> <ol style="list-style-type: none">1. Pugeseka n zi tintɔnɔ/tinja la iti la beni?2. Biseka n ka zameseri la iti la beni?3. So la ma la iti la beni?4. Kɔma la de ba lɛ foote la puan?			
3.	Phonological Awareness		10
<p>Point to the object /baa/ on the alphabet chart to introduce the new letter</p> <p>Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /b/</i></p>			
 I do	 We do	 You do	 You do
The facilitator: <i>‘The first sound in the word baa Is /b/</i>	The facilitator and the girls: <i>‘The first sound in the word baa Is /b/</i>	The girls alone: <i>‘The first sound in the word baa Is /b/</i>	Some girls with difficulties: <i>‘The first sound in the word baa Is /b/</i>
<p>The facilitators asks the girls to mention words that contain the letter/syllable in focus</p> <p>Games</p> <ul style="list-style-type: none">• The facilitator says the word bua and asks the girls to stand up when they recognize certain letters/syllables OR• The facilitator says various words bua, buraa, bia, bula and asks the girls to divide them in syllables by clapping hands			

4.	Decoding	15
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The facilitator write the letter/syllable B b in capital and lower case on a flashcard and puts it on the wall.



I do

The facilitator:
The sound of this letter is /b/



We do

The facilitator and the girls: *The sound of this letter is /b/*



You do

Only the girls: *The sound of this letter is /b/*



You do

Some girls with difficulties: *The sound of this letter is /b/*

Write down 10 decodable syllables/small words on the blackboard

Ba, bε, bɔ, bo, bi, be, bu, bua, boi, bɔi, ebe, bεa, baε

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying '*The sound of the syllable/letter is b*' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls does not know them or if she does not know how to blend them together.

5.	Peer reading	10
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Girls read in pairs decodable words and short stories from the activity book.

Bua bo bia bεa

Bia εε bua

Bɔɔbɔ ee biɔ

Bii iio e bee

bobe bia bɔ bua

bia obe bua

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6.	Writing exercise	10
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Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.






7.	Literacy activities; games	30
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Girls work with the literacy kit: games, books etc in small groups

Other activities could be related to creativity; designing book covers, illustrating, creative writing





Facilitators walks around and provides remedial teaching to girls who need additional support.





Week 3 Day 1

<div>  Literacy </div>			
Preparation <ul style="list-style-type: none"> • Objects and self-made material to prepare • Decodable text and books to read • Activity books for girls to write • Prepare 10 syllables or words to decode 		Objectives <ul style="list-style-type: none"> • Recognize and pronounce the sound of the letter /t/ • Know how to read the letter/syllable /t/ • Know how to read syllables and words with the letter learned 	
Steps	Routines		Time
1.	Review <ul style="list-style-type: none"> • Verification of homework activities • Flashcard activities with 6 letters, syllables and words from previous lessons <i>Bua, bo, bia, bea, Bia, ee, bua, Bɔɔbɔ, biɔ, Bii, beebobe, bia, bɔ, buabia, obe, bua,</i> 		5
2.	Oral language development The facilitator orients the girls to look at the images in the Student' book Week 3 Day 1 and start a conversation Ask 4 questions: <ol style="list-style-type: none"> 1. Budibeto tu le n boi foote wa puan 2. Beni n tari pugela la? 3. A tari la beni kina ? 4. Beni n ije budibeto la ayima? 		10
3.	Phonological Awareness Point to the object teebule on the alphabet chart to introduce the new letter Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /t/.</i>		10
 I do	 We do	 You do	 You do
The facilitator: <i>'The first sound in the word teebule Is /t/</i>	The facilitator and the girls: <i>'The first sound in the word teebule Is /t/</i>	The girls alone: <i>'The first sound in the word teebule. Is /t/</i>	Some girls with difficulties: <i>'The first sound in the word teebule Is /t/</i>
The facilitators asks the girls to mention words that contain the letter/syllable in focus Games <ul style="list-style-type: none"> • The facilitator says the word taba, tile and asks the girls to stand up when they recognize certain letters/syllables or • The facilitator says various words tea, taba, to'o, tore, takata. and asks the girls to divide them in syllable clapping hands 			







4.	Decoding	15
The facilitator write the letter/syllable T t.in capital and lower case on a flashcard and puts it on the wall.		
 I do	 We do	 You do
The facilitator: <i>The sound of this letter is /t/</i>	The facilitator and the girls: <i>The sound of this letter is /t/</i>	Only the girls: <i>The sound of this letter is /t/</i>
		Some girls with difficulties: <i>The sound of this letter is /t/</i>
Write down 10 decodable syllables/small words on the blackboard <i>Ta, ti, tu, tɔ, tee, taɛ, tuɛ, tiɛ, tɛ'a, taba, ata,</i>		
<ul style="list-style-type: none"> • Ask individual girls to read out one syllable or word each • Help girls that have difficulties reading by decoding it into syllables or letters. • Say 'Let's read together' and point to the letter while saying '<i>The sound of the syllable/letter is..</i>' If the girl does not know the sound of syllable, go to the letter level. • Only say the sounds if the girls do not know them or if she does not know how to blend them together. 		
5.	Peer reading	10
Girls read in pairs decodable words and short stories from the activity book.		
taɛ bua bia tee taba taba boi tɛa bɔɔ uuɔ tɔ taba a tɛa boo boi bii too tue tata oo		
When one girl reads, the other accompanies.		
Facilitator walks around asking girls to read out and provide remedial teaching where needed.		
6.	Writing exercise	10
Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.		
7.	Literacy activities; games	30
Girls work with the literacy kit: games, books etc in small groups		
Other activities could be related to creativity; designing book covers, illustrating, creative writing		
Facilitators walks around and provides remedial teaching to girls who need additional support.		





Week 3 Day 2

Literacy			
Preparation <ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		Objectives <ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /n/• Know how to read the letter/syllable /n/• Know how to read syllables and words with the letter learned	
Steps	Routines		Time
1.	Review <ul style="list-style-type: none">• Verification of homework activities• Flashcard activities with 6 letters, syllables and words from previous lessons <p><i>Ta, ti, tu, tɔ, tee, taɛ, tuɛ, tiɛ, tɛ'a, taba, ata,</i></p> <ul style="list-style-type: none">• Warming up: mɛɛɛ mina boti mɛɛɛ, mɛɛɛ parum bɔta mɛɛɛ, mɛɛɛ puure bii kunyoko vum (a short song)		5
2.	Oral language development		10
The facilitator orients the girls to look at the images in Students' book Week 3 Day 2 and start a conversation			
Explain the difficult vocabulary <i>naba, naara, naafɔ, nua</i>			
Ask 4 questions :			
<div>1. Pugela la sunɛ budibesɛka n lui la?</div> <div>2. A inɛ la nwani sunɛ e?</div> <div>3. Pugeto la de tu lɛ?</div> <div>4. Budibila la n lui la, a ma inɛ la beni?</div>			
3.	Phonological Awareness		10
Point to the object /naafɔ/ on the alphabet chart to introduce the new letter			
Introduce the name of the letter: <i>Today we are going to learn the sound of the letter n</i>			
 I do	 We do	 You do	 You do
The facilitator: <i>'The first sound in the word naafɔ Is /n/</i>	The facilitator and the girls: <i>'The first sound in the word naafɔ Is /n/</i>	The girls alone: <i>'The first sound in the word naafɔ Is /n/</i>	Some girls with difficulties: <i>'The first sound in the word naafɔ Is /n/</i>
The facilitators asks the girls to mention words that contain the letter/syllable in focus			
Games			
<ul style="list-style-type: none">• The facilitator says the word naafɔ, nɛɛɛ, na'arɛ, nifo, nanzu'a, niiɲa and asks the girls to stand up when they recognize certain letters/syllables OR• The facilitator says various words naafɔ, nɛɛɛ, na'arɛ, nifo, nanzu'a, niiɲa the girls to divide them in syllables by clapping hands			





4.	Decoding	15	
The facilitator write the letter/syllable N n in capital and lower case on a flashcard and puts it on the wall.			
 do	 We do	 You do	 You do
The facilitator: <i>The sound of this letter is /n/</i>	The facilitator and the girls: <i>The sound of this letter is /n/</i>	Only the girls: <i>The sound of this letter is /n/</i>	Some girls with difficulties: <i>The sound of this letter is /n/</i>
Write down 10 decodable syllables/small words on the blackboard <i>Na, ni, nε, naε, niε, nua, naba, ana , ani,</i>			
<ul style="list-style-type: none">• Ask individual girls to read out one syllable or word each• Help girls that have difficulties reading by decoding it into syllables or letters.• Say ‘Let’s read together’ and point to the letter while saying ‘<i>The sound of the syllable/letter is n</i>’ if the girl does not know the sound of syllable, go to the letter level.• Only say the sounds if the girls does not know them or if she does not know how to blend them together.			
5.	Peer reading	10	
Girls read in pairs decodable words and short stories from the activity book.			
<i>Naba nε nua naε</i> <i>Nabia niε nabua nu’o</i> <i>Nɔɔn nε naba tεa</i> <i>Nɔdɔɔ uni nεεna bua</i> <i>niε iio bia bo na</i> <i>bia n iie nini bunɔ</i> <i>bunɔ n naε naba</i>			
When one girl reads, the other accompanies.			
Facilitator walks around asking girls to read out and provide remedial teaching where needed.			
6.	Writing exercise	10	
Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.			
7.	Literacy activities; games	30	
Girls work with the literacy kit: games, books etc in small groups			
Other activities could be related to creativity; designing book covers, illustrating, creative writing			
Facilitators walks around and provides remedial teaching to girls who need additional support.			

Week 3 Day 3

 Literacy			
Preparation <ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		Objectives <ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /m/• Know how to read the letter/syllable /m/• Know how to read syllables and words with the letter learned	
Steps	Routines		Time 
3.	Review <ul style="list-style-type: none">• Verification of homework activities• Flashcard activities with 6 letters, syllables and words from previous lessons /m/ Mɔnkɔ, ma'ana, miisi, ma'asa,• Warming up: mɛɛɛ mina boti, mɛɛɛ parum bɔta mɛɛɛ, mɛɛɛ puure bii kunyoko vum (a short song)		5
4.	Oral language development <p>Girls look at the image in their student book from week 3, day 3</p> <p>Ask 4 questions:</p> <ol style="list-style-type: none">1. Nɛreba la boi la bɛ foote la puan?2. Ba iti la beni?3. Nɛɛsi la iti la beni?4. Le pa'alɛ sela pa'asɛ foote la puan.		10
3.	Phonological Awareness <p>Point to the object /mɔnkɔ/ on the alphabet chart to introduce the new letter</p> <p>Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /m/</i></p>		10
 I do <p>The facilitator: <i>'The first sound in the word mɔnkɔ Is /m/</i></p>		 We do <p>The facilitator and the girls: <i>'The first sound in the word mɔnkɔ Is /m/</i></p>	 You do <p>The girls alone: <i>'The first sound in the word mɔnkɔ Is /m/</i></p>
		 You do <p>Some girls with difficulties: <i>'The first sound in the word mɔnkɔ Is /m/</i></p>	
The facilitators asks the girls to mention words that contain the letter/syllable in focus			
Games <ul style="list-style-type: none">• The facilitator says the word muɲa, and asks the girls to stand up when they recognize certain letters/syllables OR• The facilitator says various words mitesɪ, mɔnɛ, mɔgɛɛ and asks the girls to divide them in syllables by clapping hands			





4.	Decoding	15
The facilitator write the letter/syllable M m in capital and lower case on a flashcard and puts it on the wall.		
 I do	 We do	 You do
The facilitator: <i>The sound of this letter is /m/</i>	The facilitator and the girls: <i>The sound of this letter is /m/</i>	Only the girls: <i>The sound of this letter is /m/</i>
		 You do
		Some girls with difficulties: <i>The sound of this letter is /m/</i>
Write down 10 decodable syllables/small words on the blackboard		
Ma, me, mi, mε, mɔ, mui, muɔ, miε, muɔ, ma'ana,		
<ul style="list-style-type: none"> • Ask individual girls to read out one syllable or word each • Help girls that have difficulties reading by decoding it into syllables or letters. • Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is..' If the girl does not know the sound of syllable, go to the letter level. • Only say the sounds if the girls does not know them or if she does not know how to blend them together. 		
5.	Peer reading	10
Girls read in pairs decodable words and short stories from the activity book.		
Ma'ana ma'ε bu'um Maam baam bo ba Bia ma obe neno Naba bunɔ tea bii Naba mui muɔ tea Mam ma mi e mε A mi bia ma mε		
When one girl reads, the other accompanies.		
Facilitator walks around asking girls to read out and provide remedial teaching where needed.		
6.	Writing exercise	10
Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading .		
7.	Literacy activities; games	30
Girls work with the literacy kit: games, books etc in small groups		
Other activities could be related to creativity; designing book covers, illustrating, creative writing		
Facilitators walks around and provides remedial teaching to girls who need additional support.		

Week 3 Day 4

Literacy			
Preparation		Objectives	
<ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		<ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /k/• Know how to read the letter/syllable /k/• Know how to read syllables and words with the letter learned	
Steps	Routines		Time
1.	Review		5
<ul style="list-style-type: none">• Verification of homework activities• Flashcard activities with 6 letters, syllables and words from previous less <i>Na, ni, ne, nae, nie, nua, naba, ana , ani,</i>• Warming up: mēere mina boti mēere, mēere parum bota mēere, mēere puure bii kunyoko vum (a short song)			
2.	Oral language development		10
The facilitator orients the girls to look at the image in Students’ book Week 3 Day 4 and start a conversation			
Ask 4 questions:			
1. Nereba ba le n boi foote la puan?			
2. Nēesi ba le n boi foote la puan?			
3. Koma ba le n boi foote la puan?			
4. Budibeto tu le n boi foote la puan?			
3.	Phonological Awareness		10
Point to the object /kuka/ on the alphabet chart to introduce the new letter			
Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /k/</i>			
 I do	 We do	 You do	 You do
The facilitator: <i>‘The first sound in the word kuka Is /k/</i>	The facilitator and the girls: <i>‘The first sound in the word kuka Is /k/</i>	The girls alone: <i>‘The first sound in the word kuka Is /k/</i>	Some girls with difficulties: <i>‘The first sound in the word kuka Is /k/</i>
The facilitators asks the girls to mention words that contain the letter/syllable in focus			
Games			
<ul style="list-style-type: none">• The facilitator says the word kuka and asks the girls to stand up when they recognize certain letters/syllables OR• The facilitator says various words kuka, kōpi, kugere, kōberε, and asks the girls to divide them in syllables by clapping hands			

4.	Decoding	15
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The facilitator write the letter/syllable /K k/ in capital and lower case on a flashcard and puts it on the wall.

 I do	 We do	 You do	 You do
The facilitator: <i>The sound of this letter is /k/</i>	The facilitator and the girls: <i>The sound of this letter is /k/</i>	Only the girls: <i>The sound of this letter is /k/</i>	Some girls with difficulties: <i>The sound of this letter is /k/</i>

Write down 10 decodable syllables/small words on the blackboard

Ka, ki, ke, kε, kɔ, ku, kaε, kua, kiim, kεε, kum, kom, kaam, kiini, ko'om, kɔma, kanε, kania, keekee,

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is k.' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls does not know them or if she does not know how to blend them together.

5.	Peer reading	10
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Girls read in pairs decodable words and short stories from the activity book.

Kɔma naba nan ka ki
 Kaε ina kania bo e
 Kɔma keekee n ku bia bua
 Kɔma ka'ε kaam kania boba
 kɔ'ε ki ka'ε ko'om
 kua naba kɔi kua ata
 ta obe ki'ini kaam nɛnɔ
 ko'om boi kania

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6.	Writing exercise	10
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Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.

7.	Literacy activities; games	30
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Girls work with the literacy kit: games, books etc in small groups

Other activities could be related to creativity; designing book covers, illustrating, creative writing

Facilitators walks around and provides remedial teaching to girls who need additional support.

Week 4 Day 1



Literacy

Preparation

- Objects and self-made material to prepare
- Decodable text and books to read
- Activity books for girls to write
- Prepare 10 syllables or words to decode

Objectives

- Recognize and pronounce the sound of the letter /l/
- Know how to read the letter/syllable /l/
- Know how to read syllables and words with the letter learned

Steps

Routines

Time



1.

Review

5

- Verification of homework activities
- Flashcard activities with 6 letters, syllables and words from previous lesson
Ka, ki, ke, kɛ, kɔ, ku, kaɛ, kua, kiim, kɛɛ, kum, kom,
- *Warming up: mɛɛɛ mina boti mɛɛɛ, mɛɛɛ parum bota mɛɛɛ, mɛɛɛ puure bii kunyoko vum (a short song)*

2.

Oral language development

10

The facilitator orients the girls to look at the images in Students' book Week 4 Day 1 and start a conversation

Ask 4 questions:

1. Budibela la zi la beni zuo?
2. Beni zuo ti a zi'an ija zuo?
3. Budibela la tɔgeri bɔ'ora la ani?
4. Budibila la zali la beni?

3.

Phonological Awareness

10

Point to the object *lebere* on the alphabet chart to introduce the new letter

Introduce the name of the letter: *Today we are going to learn the sound of the letter l*



I do



'We do



You do



You do

The facilitator:
'The first sound in the word lebere Is /l/

The facilitator and the girls: *'The first sound in the word lebere Is /l/*

The girls alone: *'The first sound in the word lebere Is /l/*

Some girls with difficulties: *'The first sound in the word lebere Is /l/*





The facilitators asks the girls to mention words that contain the letter/syllable in focus

Games

- The facilitator says the word *lebere* and asks the girls to stand up when they recognize certain letters/syllables **OR**
- The facilitator says various words *loore, laasi, lɔkɔ, lɔgerɔ, lebere, lagefɔ, lɛɛba* and asks the girls to divide them in syllables by clapping hands

4.	Decoding	15
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The facilitator write the letter/syllable L l in capital and lower case on a flashcard and puts it on the wall.

 I do	 We do	 You do	 You do
The facilitator: <i>The sound of this letter is /l/</i>	The facilitator and the girls: <i>The sound of this letter is /l/</i>	Only the girls: <i>The sound of this letter is /l/</i>	Some girls with difficulties: <i>The sound of this letter is /l/</i>

Write down 10 decodable syllables/small words on the blackboard

La, li, le, lɛ, lɔ, lu, laa, lɔa, lua, laɛ, luŋa, lumenɛ, laa, lia, liiba

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is l' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls does not know them or if she does not know how to blend them together.

5.	Peer reading	10
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Girls read in pairs decodable words and short stories from the activity book.

Liiba laa n lui lua n boi bini
Ti lɔa bo e lumenɛ
Liiba lia laɛ bua
Tata la naba bunɔ n bala
Lebe ta loe bua la
Naba tuulum taba n bala
Lati ti bia la bo ka ma
Ma mi ti bia la ma n bala

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6.	Writing exercise	10
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Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.














7.	Literacy activities; games	30
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Girls work with the literacy kit: games, books etc in small groups
Other activities could be related to creativity; designing book covers, illustrating, creative writing

ORGANIZE THE ASER ASSESSMENT DURING STEP 7. (SEE ORIENTATION IN THE GUIDE)

USE THE LAST 30 MINUTES OF EACH SESSION FOR THE ASER UNTIL YOU HAVE ASSESSED ALL GIRLS INDIVIDUALLY

Week 4 Day 2

<div>  Literacy </div>											
Preparation <ul style="list-style-type: none"> Objects and self-made material to prepare Decodable text and books to read Activity books for girls to write Prepare 10 syllables or words to decode 		Objectives <ul style="list-style-type: none"> Recognize and pronounce the sound of the letter /y/ Know how to read the letter/syllable /y/ Know how to read syllables and words with the letter learned 									
Steps	Routines		Time								
1.	Review <ul style="list-style-type: none"> Verification of homework activities Flashcard activities with 6 letters, syllables and words from previous lessons La, li, le, lɛ, lɔ, lu, laa, loa, lua, laɛ, luɲa, Warming up: mɛɛɛ mina boti mɛɛɛ, mɛɛɛ parum bota mɛɛɛ, mɛɛɛ puure bii kunyoko vum (a short song) 		5								
2.	Oral language development <p>The facilitator orients the girls to look at the images in Students book Week 4 Day 2 and start a conversation</p> <p>Ask 4 questions :</p> <ol style="list-style-type: none"> Pa'alɛ lɔgerɔ tuyi n pa'asɛ foote la puan ? Asibitum loore la ze la bɛ foote la puan ? Foote la puan pa'alɛ ti budibela la boi la bɛ ? Nɛreba ba lɛ n boi foote la puan? 		10								
3.	Phonological Awareness <p>Point to the object <i>yire</i> on the alphabet chart to introduce the new letter</p> <p>Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /y/</i></p> <table border="1"> <tr> <td>  I do </td><td>  We do </td><td>  You do </td><td>  You do </td></tr> <tr> <td>The facilitator: <i>'The first sound in the word yire Is /y/</i></td><td>The facilitator and the girls: <i>'The first sound in the word yire Is /y/</i></td><td>The girls alone: <i>'The first sound in the word yire Is /y/</i></td><td>Some girls with difficulties: <i>'The first sound in the word yire Is /y/</i></td></tr> </table> <p>The facilitators asks the girls to mention words that contain the letter/syllable in focus</p> <p>Games</p> <ul style="list-style-type: none"> The facilitator says the word <i>yaarum</i> include 2 difficult words in the text and asks the girls to stand up when they recognize certain letters/syllables OR The facilitator says various words <i>ya'afɔ, yaarum, yire</i> and asks the girls to divide them in syllables by clapping hands 		 I do	 We do	 You do	 You do	The facilitator: <i>'The first sound in the word yire Is /y/</i>	The facilitator and the girls: <i>'The first sound in the word yire Is /y/</i>	The girls alone: <i>'The first sound in the word yire Is /y/</i>	Some girls with difficulties: <i>'The first sound in the word yire Is /y/</i>	10
 I do	 We do	 You do	 You do								
The facilitator: <i>'The first sound in the word yire Is /y/</i>	The facilitator and the girls: <i>'The first sound in the word yire Is /y/</i>	The girls alone: <i>'The first sound in the word yire Is /y/</i>	Some girls with difficulties: <i>'The first sound in the word yire Is /y/</i>								

4. Decoding 15

The facilitator write the letter/syllable Y y in capital and lower case on a flashcard and puts it on the wall.



I do



We do



You do



You do

The facilitator:
The sound of this letter is /y/

The facilitator and the girls: *The sound of this letter is /y/*

Only the girls: *The sound of this letter is /y/*

Some girls with difficulties: *The sound of this letter is /y/*

Write down 10 decodable syllables/small words on the blackboard

Ya, ye, yε, yi, yu, yo, yɔ, yaa, yaε, yee, yœ, yen, yem, yaama, yuka, yintule,

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is y' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls does not know them or if she does not know how to blend them together.

5. Peer reading 10

Girls read in pairs decodable words and short stories from the activity book.

Yeefo obe yofo la yaama
Ti yœ lui yele yoo laa
Bia yele ka ma ti a yɔ bua la
Naba la bua n bala
Naba bua ti bia la bɔta la
Yama mi bia la ma mε bii
Bia la kom n ta ka
Ka yu ko'om nanani
A ma yaa yeti yε la yaba
Ti yuka yaε yœ bua bia

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6. Writing exercise 10

Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.






7. Literacy activities; games 30

Girls work with the literacy kit: games, books etc. in small groups
Other activities could be related to creativity; designing book covers, illustrating, creative writing
Facilitators walks around and provides remedial teaching to girls who need additional support.

ORGANIZE THE ASER ASSESSMENT DURING STEP 7. (SEE ORIENTATION IN THE GUIDE)





USE THE LAST 30 MINUTES OF EACH SESSION FOR THE ASER UNTIL YOU HAVE ASSESSED ALL GIRLS INDIVIDUALLY

Week 4 Day 3

 Literacy			
Preparation <ul style="list-style-type: none"> • Objects and self-made material to prepare • Decodable text and books to read • Activity books for girls to write • Prepare 10 syllables or words to decode 		Objectives <ul style="list-style-type: none"> • Recognize and pronounce the sound of the letter /p/ • Know how to read the letter/syllable /p/ • Know how to read syllables and words with the letter learned 	
Steps	Routines		Time
1.	Review <ul style="list-style-type: none"> • Verification of homework activities • Flashcard activities with 6 letters, syllables and words from previous lessons <p style="text-align: center;">La, li, le, lɛ, lo, lu, laa, loa, lua, lae, luja,</p> <p>Warming up: mɛɛɛ mina boti mɛɛɛ, mɛɛɛ parum bota mɛɛɛ, mɛɛɛ puure bii kunyoko vum (a short song)</p>		5
2.	Oral language development <p>The facilitator orients the girls to look at the images in Students' book Week 4 Day 3 and start a conversation</p> <p>Ask 4 questions :</p> <ol style="list-style-type: none"> 1. Nereba ba lɛ n boi foote la puan ? 2. Ba boi la bɛ ? 3. Pugeto tu lɛ n boi foote la puan ? 4. Poka la iti la beni? 		10
3.	Phonological Awareness <p>Point to the object Pɛɛɔ on the alphabet chart to introduce the new letter</p> <p>Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /p/</i></p>		10
 I do	 We do	 You do	 You do
The facilitator: <i>'The first sound in the word Pɛɛɔ Is /p/</i>	The facilitator and the girls: <i>'The first sound in the word Pɛɛɔ Is /p/</i>	The girls alone: <i>'The first sound in the word Pɛɛɔ Is /p/</i>	Some girls with difficulties: <i>'The first sound in the word Pɛɛɔ Is /p/</i>
The facilitators asks the girls to mention words that contain the letter/syllable in focus			
Games <ul style="list-style-type: none"> • The facilitator says the word <i>pɛni</i>, Pɛɛɔ, pɛɔ, peno and asks the girls to stand up when they recognize certain letters/syllables OR • The facilitator says various words <i>pɛni</i>, pɛɔ, and asks the girls to divide them in syllables by clapping hands 			

4. Decoding 15

The facilitator write the letter/syllable Pp in capital and lower case on a flashcard and puts it on the wall.

 I do	 We do	 You do	 You do
The facilitator: <i>The sound of this letter is /p/</i>	The facilitator and the girls: <i>The sound of this letter is /p/</i>	Only the girls: <i>The sound of this letter is /p/</i>	Some girls with difficulties: <i>The sound of this letter is /p/</i>

Write down 10 decodable syllables/small words on the blackboard

Pa, pi, pe, pɛ, pu, po, pɔ, paɛ, pee, pue, puo, pam, pɛni, palɛ, pania, poole, pole, pi'ɔ, PɔPɔ

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is p' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls does not know them or if she does not know how to blend them together.

5. Peer reading 10

Girls read in pairs decodable words and short stories from the activity book.

Pitɔ pia ti bia la ma bɔta
Pee nu'o to'e bunɔ paɛ bo e
Pɛni la pania bɔna pi'ɔ puan
Ti bia lobe bua bia lube palɛ puan
A ma pi'ɔ lui palɛ puan
Lua ko'om n ta tuulum
lɔkɛ bia bua la ku

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6. Writing exercise 10

Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.

7. Literacy activities; games 30






Girls work with the literacy kit: games, books etc in small groups
Other activities could be related to creativity; designing book covers, illustrating, creative writing





Facilitators walks around and provides remedial teaching to girls who need additional support.

ORGANIZE THE ASER ASSESSMENT DURING STEP 7. (SEE ORIENTATION IN THE GUIDE)

USE THE LAST 30 MINUTES OF EACH SESSION FOR THE ASER UNTIL YOU HAVE ASSESSED ALL GIRLS INDIVIDUALLY

Week 4 Day 4

Literacy			
Preparation <ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		Objectives <ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /g/• Know how to read the letter/syllable /g/• Know how to read syllables and words with the letter learned	
Steps	Routines		Time
1.	Review <ul style="list-style-type: none">• Verification of homework activities• Flashcard activities with 6 letters, syllables and words from previous lessons <p>Pa, pi, pe, pɛ, pu, po, pɔ, paɛ, pee, pue, puo, pam, pɛni, paɛ, pania, poole, pole, pi'ɔ, PɔPɔɔ</p> <ul style="list-style-type: none">• Warming up: mɛɛɛ mina boti mɛɛɛ, mɛɛɛ parum bota mɛɛɛ, mɛɛɛ puure bii kunyoko vum (a short song)		 5
2.	Oral language development		10
The facilitator orients the girls to look at the image the student book, week 4, day 4			
Ask 4 questions:			
1. Beni n tari bia la n boi foote la puan la?			
2. Budibeto tu le n boi foote la puan?			
3. Ani n biseri pugela la tuba?			
4. Pɔgesi si le n boi foote la puan?			
3.	Phonological Awareness		10
Point to the object <i>gigenɛ</i> on the alphabet chart to introduce the new letter			
Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /g/</i>			
 I do	 We do	 You do	 You do
The facilitator: <i>'The first sound in the word gigenɛ Is /g/</i>	The facilitator and the girls: <i>'The first sound in the word gigenɛ Is /g/</i>	The girls alone: <i>'The first sound in the word gigenɛ Is /g/</i>	Some girls with difficulties: <i>'The first sound in the word gigenɛ Is /g/</i>
The facilitators asks the girls to mention words that contain the letter/syllable in focus			
Games			
• The facilitator says the word gigenɛ, gele, gulo, ganɛ and asks the girls to stand up when they recognize certain letters/syllables OR			
• The facilitator says various words gigenɛ, gele, gulo, ganɛ and asks the girls to divide them in syllables by clapping hands			





4.	Decoding	15
The facilitator write the letter/syllable G g in capital and lower case on a flashcard and puts it on the wall.		
 I do	 We do	 You do
The facilitator: <i>The sound of this letter is /g/</i>	The facilitator and the girls: <i>The sound of this letter is /g/</i>	Only the girls: <i>The sound of this letter is /g/</i>
 You do Some girls with difficulties: <i>The sound of this letter is /g/</i>		
Write down 10 decodable syllables/small words on the blackboard <i>Ga, gi, ge, gε, gu, go, gɔ, gaε, gee, goo, goo, gogo, galɔm, ganε, goobaa, gɔlemagɔɔ, gumatia,</i> <ul style="list-style-type: none"> • Ask individual girls to read out one syllable or word each • Help girls that have difficulties reading by decoding it into syllables or letters. • Say 'Let's read together' and point to the letter while saying '<i>The sound of the syllable/letter is g</i>' if the girl does not know the sound of syllable, go to the letter level. • Only say the sounds if the girls does not know them or if she does not know how to blend them together. 		
5.	Peer reading	10
Girls read in pairs decodable words and short stories from the activity book.		
Gumatia n obe gɔlemagɔɔ ti gobaa obe ganε gobaa la naba yibia lugum kule nua la baa ka boti taaba ki la bugum ka boti taaba ti gumatia yaa tole kule bua la baa n yaa boti taaba yele		
When one girl reads, the other accompanies.		
Facilitator walks around asking girls to read out and provide remedial teaching where needed.		
6.	Writing exercise	10
Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.		
7.	Literacy activities; games	30
Girls work with the literacy kit: games, books etc in small groups Other activities could be related to creativity; designing book covers, illustrating, creative writing Facilitators walks around and provides remedial teaching to girls who need additional support.		
ORGANIZE THE ASER ASSESSMENT DURING STEP 7. (SEE ORIENTATION IN THE GUIDE) USE THE LAST 30 MINUTES OF EACH SESSION FOR THE ASER UNTIL YOU HAVE ASSESSED ALL GIRLS INDIVIDUALLY		




Week 5 – REMEDIAL TEACHING

Week 5 is a week for remedial teaching. The facilitator needs to analyze the results from the ASER assessment to:





1. Define which letters and words were most complicated and repeat 1 lesson each day during week 5.
2. If many are still on *letter level*:
 - a. Spend most of the time in the lesson on step 1,4 and 5. The use of flashcards and decoding activities is crucial to advance from letter level to words.
 - b. Invite the girls who have the most difficulties in the *individual practice* during the I do, we do, you do practice but also in the decoding of words on the blackboard.
 - c. During step 5: pay in particular attention to these girls who are still on initial level or letter level. Sit next to them to practice reading in pairs.
3. The girls who are already on paragraph or story level can be a tutor to the girls who are on letter or initial level.

Week 6 Day 1

Literacy			
Preparation		Objectives	
<ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		<ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /f/• Know how to read the letter/syllable /f/• Know how to read syllables and words with the letter learned	
Steps	Routines		Time
1.	Review		5
<ul style="list-style-type: none">• Verification of homework activities• Flashcard activities with 6 letters, syllables and words from previous lessons <i>Ga, gi, ge, gɛ, gu, go, gɔ, gaɛ, gee, goo, gogo, galɔm, ganɛ, goobaa, golemagɔɔ, gumatia,</i>• Warming up: mɛɛɛ mina boti mɛɛɛ, mɛɛɛ parum bota mɛɛɛ, mɛɛɛ puure bii kuyonko, vum. (a short song)			
2.	Oral language development		10
The facilitator orients the girls to look at the images in Students’ book Week 6 Day 1 and start a conversation			
Ask 4 questions:			
<ol style="list-style-type: none">1. Nereba ba le n boi foote wa puan?2. Budibeto tu le n boi foote la puan?3. Pugeto tu le n boi foote la puan?4. Pugela/pugeto la iti la beni?			
3.	Phonological Awareness		10
Point to the object Faara on the alphabet chart to introduce the new letter			
Introduce the name of the letter: <i>Today we are going to learn the sound of the letter f</i>			
 I do	 We do	 You do	 You do
The facilitator: <i>‘The first sound in the word Faara Is /f/</i>	The facilitator and the girls: <i>‘The first sound in the word Faara Is /f/</i>	The girls alone: <i>‘The first sound in the word Faara Is /f/</i>	Some girls with difficulties: <i>‘The first sound in the word Faara Is /f/</i>
The facilitators asks the girls to mention words that contain the letter/syllable in focus			
Games			
<ul style="list-style-type: none">• The facilitator says the word fireba, faara, fuo, fuura and asks the girls to stand up when they recognize certain letters/syllables OR• The facilitator says various words fireba, faara, fuo, fuura and asks the girls to divide them in syllables by clapping hands			





4.	Decoding	15
The facilitator write the letter/syllable F f in capital and lower case on a flashcard and puts it on the wall.		
 I do	 We do	 You do
The facilitator: <i>The sound of this letter is /f/</i>	The facilitator and the girls: <i>The sound of this letter is /f/</i>	Only the girls: <i>The sound of this letter is /f/</i>
		 You do
		Some girls with difficulties: <i>The sound of this letter is /f/</i>
Write down 10 decodable syllables/small words on the blackboard		
Fa, fi, fe, fe, fu, fo, fo, fuo, fae, fua, foote, fito, fuo, funifo, fupiiim, fine,		
<ul style="list-style-type: none"> Ask individual girls to read out one syllable or word each Help girls that have difficulties reading by decoding it into syllables or letters. Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is f' if the girl does not know the sound of syllable, go to the letter level. Only say the sounds if the girls do not know them or if she does not know how to blend them together. 		
5.	Peer reading	10
Girls read in pairs decodable words and short stories from the activity book.		
Fum n nyu ko'om la laa Bia la ka ma funifo lagefo Fupiiim n pe fuo la ti bia ye la naafo la fine bæe gee ti bia la ma'a kula yine bo poka la la pugela ka peema n wa'am		
When one girl reads, the other accompanies.		
Facilitator walks around asking girls to read out and provide remedial teaching where needed.		
6.	Writing exercise	10
Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.		
7.	Literacy activities; games	30
Girls work with the literacy kit: games, books etc in small groups		
Other activities could be related to creativity; designing book covers, illustrating, creative writing		
Facilitators walks around and provides remedial teaching to girls who need additional support.		

Week 6 Day 2

Literacy			
Preparation		Objectives	
<ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		<ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /d/• Know how to read the letter/syllable /d/• Know how to read syllables and words with the letter learned	
Steps	Routines		Time
1.	Review		5
<ul style="list-style-type: none">• Verification of homework activities• Flashcard activities with 6 letters, syllables and words from previous lessons <p>Fa, fi, fe, fe, fu, fo, fo, fuo, fae, fua, foote, fito, fuo, funifo, fupiiim, fine,</p> <p>Warming up: meere mina boti meere, meere parum bota meere, meere puure bii kunyoko vum (a short song)</p>			
2.	Oral language development		10
<p>The facilitator orients the girls to look at the images in Students’ Book Week 6 Day 2 and start a conversation</p> <p>Ask 4 questions:</p> <ol style="list-style-type: none">1. Budibela/budibeto la iti la beni?2. Budibela/budibeto la iti la ben tuuma?3. Pugela/pugeto la iti la beni tuuma4. Pa’ale lgero tuyi ti pugela/pugeto tara tuna			
3.	Phonological Awareness		10
<p>Point to the object dɔgeta on the alphabet chart to introduce the new letter</p> <p>Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /d/</i></p>			
 I do	 We do	 You do	 You do
The facilitator: <i>‘The first sound in the word dɔgeta Is /d/</i>	The facilitator and the girls: <i>‘The first sound in the word dɔgeta Is /d/</i>	The girls alone: <i>‘The first sound in the word dɔgeta Is /d/</i>	Some girls with difficulties: <i>‘The first sound in the word dɔgeta Is /d/</i>
<p>The facilitators asks the girls to mention words that contain the letter/syllable in focus</p> <p>Games</p> <ul style="list-style-type: none">• The facilitator says the word dɔgeta, deebia, doore, dukɔ and asks the girls to stand up when they recognize certain letters/syllables OR• The facilitator says various words dɔgeta, deebia, doore, dukɔ and asks the girls to divide them in syllables by clapping hands			

4.	Decoding	15
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The facilitator write the letter/syllable D d in capital and lower case on a flashcard and puts it on the wall.

 I do	 We do	 You do	 You do
The facilitator: <i>The sound of this letter is /d/</i>	The facilitator and the girls: <i>The sound of this letter is /d/</i>	Only the girls: <i>The sound of this letter is /d/</i>	Some girls with difficulties: <i>The sound of this letter is /d/</i>

Write down 10 decodable syllables/small words on the blackboard

Da, di, de, dε, du, dɔ, do, dɔɔ, daa, dam, dum, die, daε, dɔgeta, dɔɔ, dukɔ, dugela, deebia, duute, dulego, dunkiina,

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is d' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls do not know them or if she does not know how to blend them together.

5.	Peer reading	10
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Girls read in pairs decodable words and short stories from the activity book.

Dunkiina n doli da'a puan
Deebia n yɔke bua bia
Ti dɔgeta yu dulego kaam
daε keefo la obe gee kule
naba bua n obe ki la
dɔgeta dulege dukɔ bugum puan
ti kɔma di dia

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6.	Writing exercise	10
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Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.

7.	Literacy activities; games	30
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Girls work with the literacy kit: games, books etc in small groups
Other activities could be related to creativity; designing book covers, illustrating, creative writing





Facilitators walks around and provides remedial teaching to girls who need additional support.

Week 6 Day 3

Literacy											
Preparation <ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		Objectives <ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /w/• Know how to read the letter/syllable /w/• Know how to read syllables and words with the letter learned									
Steps	Routines		Time								
1.	Review <ul style="list-style-type: none">• Verification of homework activities• Flashcard activities with 6 letters, syllables and words from previous lessons <p>ḍəgeta, ḍəḍ, dukə, dugela, deebia, duute, dulego</p> <p>Warming up: mēere mina boti mēere, mēere parum bota mēere, mēere puure bii kunyoko vum (a short song)</p>		5								
2.	Oral language development <p>The facilitator orients the girls to look at the images in Students’ Book Week 6 Day 3 and start a conversation</p> <p>Explain the difficult vocabulary <i>wua</i></p> <p>Ask 4 questions :</p> <ol style="list-style-type: none">1. Nereba ba le n boi foote la puan ?2. Nereba la bo la be ?3. Nereba la iti la beni ?4. Buraa la poka la iti la beni ?		10								
3.	Phonological Awareness <p>Point to the object wanɛ on the alphabet chart to introduce the new letter</p> <p>Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /w/</i></p> <table><tr><td> I do</td><td> We do</td><td> You do</td><td> You do</td></tr><tr><td>The facilitator: <i>‘The first sound in the word wanɛ Is /w/</i></td><td>The facilitator and the girls: <i>‘The first sound in the word wanɛ Is /w/</i></td><td>The girls alone: <i>‘The first sound in the word wanɛ Is /w/</i></td><td>Some girls with difficulties: <i>‘The first sound in the word wanɛ Is /w/</i></td></tr></table>		 I do	 We do	 You do	 You do	The facilitator: <i>‘The first sound in the word wanɛ Is /w/</i>	The facilitator and the girls: <i>‘The first sound in the word wanɛ Is /w/</i>	The girls alone: <i>‘The first sound in the word wanɛ Is /w/</i>	Some girls with difficulties: <i>‘The first sound in the word wanɛ Is /w/</i>	10
 I do	 We do	 You do	 You do								
The facilitator: <i>‘The first sound in the word wanɛ Is /w/</i>	The facilitator and the girls: <i>‘The first sound in the word wanɛ Is /w/</i>	The girls alone: <i>‘The first sound in the word wanɛ Is /w/</i>	Some girls with difficulties: <i>‘The first sound in the word wanɛ Is /w/</i>								
<p>The facilitators asks the girls to mention words that contain the letter/syllable in focus</p> <p>Games</p> <ul style="list-style-type: none">• The facilitator says the word walega, walisi, wula, wəbego and asks the girls to stand up when they recognize certain letters/syllables OR• The facilitator says various words walega, walisi wula, wəbego and asks the girls to divide them in syllables by clapping hands											

4. Decoding 15

The facilitator write the letter/syllable W w in capital and lower case on a flashcard and puts it on the wall.

 I do	 We do	 You do	 You do
The facilitator: <i>The sound of this letter is /w/</i>	The facilitator and the girls: <i>The sound of this letter is /w/</i>	Only the girls: <i>The sound of this letter is /w/</i>	Some girls with difficulties: <i>The sound of this letter is /w/</i>

Write down 10 decodable syllables/small words on the blackboard

wuε, wai, wum, wam, wula, wanε, wɔbego, waafɔ, walega, wiile

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is w' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls does not know them or if she does not know how to blend them together.

5. Peer reading 10

Girls read in pairs decodable words and short stories from the activity book.

Wɔɔ, waafɔ ta'am lagum bɔna mε
Walega la wɔbego de la godusi
Wula, wanε, la wiile ti kɔma
Ta dε'ena bɔ'ɔ puan
Da kan yele gee lɔgerɔ boi
Deon ti ba ee naba ligefɔ

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6. Writing exercise 10

Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.

7. Literacy activities; games 30

Girls work with the literacy kit: games, books etc in small groups
Other activities could be related to creativity; designing book covers, illustrating, creative writing

Facilitators walks around and provides remedial teaching to girls who need additional support.

Week 6 Day 4



Literacy

Preparation

- Objects and self-made material to prepare
- Decodable text and books to read
- Activity books for girls to write
- Prepare 10 syllables or words to decode

Objectives

- Recognize and pronounce the sound of the letter /V/
- Know how to read the letter/syllable /V/
- Know how to read syllables and words with the letter learned

Steps

Routines

Time

1.

Review

5

- Verification of homework activities
- Flashcard activities with 6 letters, syllables and words from previous lessons

wuε, wai, wum, wam, wula, wanε, wɔbεgɔ, waafɔ, walega, wiile

Warming up: mεεre mina boti mεεre, mεεre parum bɔta mεεre, mεεre puure bii kunyoko vum (a short song)

2.

Oral language development

10

The facilitator orients the girls to look at the images in Students' book Week 6 Day 4 and start a conversation

Ask 4 questions:

1. Pugeto tu lε n boi foote la puan?
2. Budibeto tu lε n boi foote la puan?
3. Kɔma la yεla beni lɔgerɔ?
4. Kɔma la iti la beni?

3.

Phonological Awareness

10

Point to the object *vugere* on the alphabet chart to introduce the new letter

Introduce the name of the letter: *Today we are going to learn the sound of the letter /v/*



I do



We do



You do



You do

The facilitator:
'The first sound in the word vugere Is /v/

The facilitator and the girls: *'The first sound in the word vugere Is /v/*

The girls alone: *'The first sound in the word vugere Is /v/*

Some girls with difficulties: *'The first sound in the word vugere Is /v/*





The facilitators asks the girls to mention words that contain the letter/syllable in focus

Games

- The facilitator says the word vuɔ, Vugere, vuɔ and asks the girls to stand up when they recognize certain letters/syllables **OR**
- The facilitator says various words vaka, vugere and asks the girls to divide them in syllables by clapping hands

4. Decoding 15

The facilitator write the letter/syllable V v in capital and lower case on a flashcard and puts it on the wall.

 I do	 We do	 You do	 You do
The facilitator: <i>The sound of this letter is /v/</i>	The facilitator and the girls: <i>The sound of this letter is /v/</i>	Only the girls: <i>The sound of this letter is /v/</i>	Some girls with difficulties: <i>The sound of this letter is /v/</i>

Write down 10 decodable syllables/small words on the blackboard

Va, vi, ve, vε, vu, vo, vɔ, vaε, vue, voi, vom, vaala, va'am, viile, vaka, vulunvuto,

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is v' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls do not know them or if she does not know how to blend them together.

5. Peer reading 10

Girls read in pairs decodable words and short stories from the activity book.

Vulunvuto n lebege vaala
Ti vɔtenε yaga tia vuɔ
Bun εgela n дума bia nifo
Nua la ti naba εla um uka
la puan la ka kɔma la
a dikε la vugere mum mui la
Ta va va va ti vuɔ lui

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6. Writing exercise 10

Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.





7. Literacy activities; games 30

Girls work with the literacy kit: games, books etc in small groups
Other activities could be related to creativity; designing book covers, illustrating, creative writing

Facilitators walks around and provides remedial teaching to girls who need additional support.





Every 5th week, the facilitator conducts ASER assessments to monitor progress.

Week 7 Day 1

Literacy			
Preparation		Objectives	
<ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		<ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /r/• Know how to read the letter/syllable /r/• Know how to read syllables and words with the letter learned	
Steps	Routines		Time
1.	Review		5
<ul style="list-style-type: none">• Verification of homework activities• Flashcard activities with 6 letters, syllables and words from previous lessons <p>Va, vi, ve, vε, vu, vo, vɔ, vaε, vue, voi, vom, vaala, va'am, viile, vaka, vulunvuto,</p> <ul style="list-style-type: none">• Warming up: mεεε mina boti mεεε, mεεε parum bota mεεε, mεεε puure bii kunyoko vum (a short song)			
2.	Oral language development		10
The facilitator orients the girls to look at the images in Students' book Week 7 Day 1 and start a conversation			
Ask 4 questions:			
<ol style="list-style-type: none">1. Pa'alε fum nyε sela foote wa puan2. Tikiya la iti la beni?3. Tikiya la de la poka bii buraa?4. (4) Beni zuo ti pugela la n vuge nimbisi la zi'a nεηa?			
3.	Phonological Awareness		10
Point to the object <i>Rozari</i> on the alphabet chart to introduce the new letter			
Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /r/</i>			
 I do	 We do	 You do	 You do
The facilitator: <i>'The first sound in the word Rozari Is /r/</i>	The facilitator and the girls: <i>'The first sound in the word Rozari Is /r/</i>	The girls alone: <i>'The first sound in the word Rozari Is /r/</i>	Some girls with difficulties: <i>'The first sound in the word Rozari Is /r/</i>
The facilitators asks the girls to mention words that contain the letter/syllable in focus			
Games			
<ul style="list-style-type: none">• The facilitator says the word Rozari, nεra, nεregɔ, dεregɔ and asks the girls to stand up when they recognize certain letters/syllables OR• The facilitator says various words Rozari, nεra, nεregɔ, dεregɔ and asks the girls to divide them in syllables by clapping hands			

4.	Decoding	15
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The facilitator write the letter/syllable R r in capital and lower case on a flashcard and puts it on the wall.

 I do	 We do	 You do	 You do
The facilitator: <i>The sound of this letter is /r/</i>	The facilitator and the girls: <i>The sound of this letter is /r/</i>	Only the girls: <i>The sound of this letter is /r/</i>	Some girls with difficulties: <i>The sound of this letter is /r/</i>

Write down 10 decodable syllables/small words on the blackboard
rozari, buraa, yire, naara, nabire, dɔɔɔ, peraa, lɔgerɔ, niire, nɔregɔ, dɔregɔ

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is r' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls does not know them or if she does not know how to blend them together.

5.	Peer reading	10
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Girls read in pairs decodable words and short stories from the activity book.

Buraa n ye rozari
 ti deebia duba dɔɔɔ zuo
 Obera naara gee ti peraa la
 nɔregɔ n ke yire puan
 ta zom niire niina mui la ki
 ti bia ti'ile dɔregɔ tia tile
 di ta'am gee yuuni bo
 ka ma ta duge kaam

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6.	Writing exercise	10
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Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.

7.	Literacy activities; games	30
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Girls work with the literacy kit: games, books etc in small groups
 Other activities could be related to creativity; designing book covers, illustrating, creative writing

Facilitators walks around and provides remedial teaching to girls who need additional support.

Week 7 Day 2



Literacy

Preparation

- Objects and self-made material to prepare
- Decodable text and books to read
- Activity books for girls to write
- Prepare 10 syllables or words to decode

Objectives

- Recognize and pronounce the sound of the letter/η/
- Know how to read the letter/syllable /η/
- Know how to read syllables and words with the letter learned

Steps

Routines

Time

1.

Review

5

- Verification of homework activities
- Flashcard activities with 6 letters, syllables and words from previous lessons

Ra, re, rē, ri, ro, rō, ru, rozari, buraa, yire, naara, nabire

Warming up: mēere mina boti mēere, mēere parum bōta mēere, mēere puure bii kunyoko vum (a short song)

2.

Oral language development

10

The facilitator orients the girls to look at the images in Students' book Week 7 Day 2 and start a conversation

Explain the difficult vocabulary include 2 difficult words in the text

Ask 4 questions: List 4 questions using 'why, how, when, where' Number them

1. Beni zuo ti pugela la vuge nimbisi?
2. Pugeto tu le n vuge nimbisi?
3. Pugeto tu le n boi zamesego deon la puan?
4. Budibeto lagum bona zamesego deon la?

3.

Phonological Awareness

10

Point to the object ηmaana on the alphabet chart to introduce the new letter

Introduce the name of the letter: *Today we are going to learn the sound of the letter /η/*



I do



We do



You do



You do

The facilitator:
'The first sound in the word ηmaana Is /η/

The facilitator and the girls: 'The first sound in the word ηmaana Is /η/

The girls alone: 'The first sound in the word ηmaana Is /η/

Some girls with difficulties: 'The first sound in the word ηmaana Is /η/





The facilitators asks the girls to mention words that contain the letter/syllable in focus

Games

- The facilitator says the word ηmaana, saaseṇa, luṇa, laareṇa, baṇa and asks the girls to stand up when they recognize certain letters/syllables **OR**
- The facilitator says various words ηmaana, saaseṇa, luṇa, laareṇa, baṇa and asks the girls to divide them in syllables by clapping hands

4. Decoding 15

The facilitator write the letter/syllable *η η* in capital and lower case on a flashcard and puts it on the wall.

 I do	 We do	 You do	 You do
The facilitator: <i>The sound of this letter is /η/</i>	The facilitator and the girls: <i>The sound of this letter is /η/</i>	Only the girls: <i>The sound of this letter is /η/</i>	Some girls with difficulties: <i>The sound of this letter is /η/</i>

Write down 10 decodable syllables/small words on the blackboard

ηmibe, ηmekε, zaaleηa, valeηa, buηa, baηa, gɔηɔ, kuuηɔ, bantaηa, luηa, duureηa, ta'ana

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is /η/' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls do not know them or if she does not know how to blend them together.

5. Peer reading 10

Girls read in pairs decodable words and short stories from the activity book.

ηmaarega n ki ti buηa bɔna da'anan
 ηmaana nyɔkε ku'uηɔ la valeηa
 vole nyaa koηe kine ti bantaηa nyaa vole
 bayi la gee lui ko'om puan pai
 ba lagum taaba ye naba yire
 Gee ηmε'era duureηa la luηa wa'ara
 Ti gumatia tole neηa giira

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6. Writing exercise 10

Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.

7. Literacy activities; games 30

Girls work with the literacy kit: games, books etc in small groups
 Other activities could be related to creativity; designing book covers, illustrating, creative writing

Facilitators walks around and provides remedial teaching to girls who need additional support.

Week 7 Day 3



Literacy

Preparation

- Objects and self-made material to prepare
- Decodable text and books to read
- Activity books for girls to write
- Prepare 10 syllables or words to decode

Objectives

- Recognize and pronounce the sound of the letter /h/
- Know how to read the letter/syllable /h/
- Know how to read syllables and words with the letter learned

Steps

Routines

Time



1.

Review

5

- Verification of homework activities
- Flashcard activities with 6 letters, syllables and words from previous lessons

ḡmaḡḡ, saaseḡḡ, luḡḡ, laareḡḡ, baḡḡ

- Warming up: meere mina boti meere, meere parum bota meere, meere puure bii kunyoko vum (a short song)

2.

Oral language development

10

The facilitator orients the girls to look at the images in Students' book Week 7 Day 3 and starts a conversation

Ask 4 questions:

1. Nereba ba le n boi foote la puan?
2. Pugeto tu le n boi foote la puan?
3. Budito tu le n boi foote la puan?
4. Koma ba le n tari dɔɔɔ kina?

3.

Phonological Awareness

10

Point to the object hama on the alphabet chart to introduce the new letter

Introduce the name of the letter: *Today we are going to learn the sound of the letter h*



I do



We do



You do



You do

The facilitator:
'The first sound in the word hama Is /h/

The facilitator and the girls: 'The first sound in the word hama Is /h/

The girls alone: 'The first sound in the word hama Is /h/

Some girls with difficulties: 'The first sound in the word hama Is /h/





The facilitators asks the girls to mention words that contain the letter/syllable in focus

Games

- The facilitator says the word naahɔ, niho, yeho, pehego and asks the girls to stand up when they recognize certain letters/syllables **OR**
- The facilitator says various words naahɔ, niho, yeho, pehego and asks the girls to divide them in syllables by clapping hands

4.	Decoding	15
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The facilitator write the letter/syllable H h in capital and lower case on a flashcard and puts it on the wall.

 I do The facilitator: <i>The sound of this letter is /h/</i>	 We do The facilitator and the girls: <i>The sound of this letter is /h/</i>	 You do Only the girls: <i>The sound of this letter is /h/</i>	 You do Some girls with difficulties: <i>The sound of this letter is /h/</i>
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Write down 10 decodable syllables/small words on the blackboard
Ha, he, hε, hi, ho, hɔ, hu, hai, hei, halε, naahɔ, niho, tahɔ, yooho, keefo, hale

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is h' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls do not know them or if she does not know how to blend them together.

5.	Peer reading	10
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Girls read in pairs decodable words and short stories from the activity book.

niho la vole yooho la bɔna
 Ti niho lebege hale
 Ti naahɔ kaahε hii hɔɔ hii hɔɔ
 Ti buraa la haha hahaaa
 Yoofo n de hale bɔna
 Bia la funifo la puan

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6.	Writing exercise	10
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Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.

7.	Literacy activities; games	30
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Girls work with the literacy kit: games, books etc in small groups
 Other activities could be related to creativity; designing book covers, illustrating, creative writing

Facilitators walks around and provides remedial teaching to girls who need additional support.

Week 7 Day 4



Literacy

Preparation

- Objects and self-made material to prepare
- Decodable text and books to read
- Activity books for girls to write
- Prepare 10 syllables or words to decode

Objectives

- Recognize and pronounce the sound of the letter /s/
- Know how to read the letter/syllable /s/
- Know how to read syllables and words with the letter learned

Steps

Routines

Time

1.

Review

5

- Verification of homework activities
- Flashcard activities with 6 letters, syllables and words from previous lessons *naahɔ, niho, yeho, pehego, hama*
- Warming up: mɛɛɛ mina boti mɛɛɛ, mɛɛɛ parum bɔta mɛɛɛ, mɛɛɛ puure bii kunyoko vum (a short song)

2.

Oral language development

10

The facilitator orients the girls to look at the images in Students' book Week 7 Day 4 and start a conversation

Ask 4 questions:

1. Kɔma ba lɛ n vuge ninbisi?
2. Kɔma ba lɛ n zi kɔɔrenɔ kuka zuo
3. Kɔma ba lɛ n fɔ?
4. Bia boi foote la puan ti ba sunɛra ka?

3.

Phonological Awareness

10

Point to the object Sanɛ on the alphabet chart to introduce the new letter

Introduce the name of the letter: *Today we are going to learn the sound of the letter /s/*



I do



'We do



You do



You do

The facilitator:
'The first sound in the word Sanɛ Is /s/

The facilitator and the girls: 'The first sound in the word Sanɛ Is /s/





The girls alone: 'The first sound in the word Sanɛ Is /s/

Some girls with difficulties: 'The first sound in the word Sanɛ Is /s/

The facilitators asks the girls to mention words that contain the letter/syllable in focus

Games

- The facilitator says the word suma, sukaam, su'a, sɔ'ɔɔɔ, sama, sɔɔ, and asks the girls to stand up when they recognize certain letters/syllables **OR**
- The facilitator says various words suma, sukaam, su'a, sɔ'ɔɔɔ, sama, sɔɔ and asks the girls to divide them in syllables by clapping hands

4.	Decoding	15
The facilitator write the letter/syllable S s in capital and lower case on a flashcard and puts it on the wall.		
 I do	 We do	 You do
The facilitator: <i>The sound of this letter is /s/</i>	The facilitator and the girls: <i>The sound of this letter is /s/</i>	Only the girls: <i>The sound of this letter is /s/</i>
		 You do
		Some girls with difficulties: <i>The sound of this letter is /s/</i>
Write down 10 decodable syllables/small words on the blackboard		
soe, sae, sia, sie, silega, sukaam, sɔɔ, sɔkɔ, saseŋa, sifo, soote, sukuu, suŋɔ, suure, sakua, su'a		
<ul style="list-style-type: none"> • Ask individual girls to read out one syllable or word each • Help girls that have difficulties reading by decoding it into syllables or letters. • Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is /s/' if the girl does not know the sound of syllable, go to the letter level. • Only say the sounds if the girls does not know them or if she does not know how to blend them together. 		
5.	Peer reading	10
Girls read in pairs decodable words and short stories from the activity book.		
Silega nyɔkɛ sagerega tari ta bo sakua Ti sakua obe silega tari ta bo saseŋa Ti su'a kɔregɛ saseŋa tari ta bo sɔkɔ Ti sakua yɛ soote ga suŋɔn obera sukaam la suma		
When one girl reads, the other accompanies.		
Facilitator walks around asking girls to read out and provide remedial teaching where needed.		
6.	Writing exercise	10
Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.		
7.	Literacy activities; games	30
Girls work with the literacy kit: games, books etc in small groups		
Other activities could be related to creativity; designing book covers, illustrating, creative writing		
Facilitators walks around and provides remedial teaching to girls who need additional support.		

Week 8 Day 1



Literacy

Preparation

- Objects and self-made material to prepare
- Decodable text and books to read
- Activity books for girls to write
- Prepare 10 syllables or words to decode

Objectives

- Recognize and pronounce the sound of the letter /z/
- Know how to read the letter/syllable /z/
- Know how to read syllables and words with the letter learned

Steps

Routines

Time

1.

Review

5

- Verification of homework activities
- Flashcard activities with 6 letters, syllables and words from previous lessons

sae, sia, sie, silega, sukaam, soo, soko, saseña, sifo

Warming up: meere mina boti meere, meere parum bota meere, meere puure bii kunyoko vum (a short song)

2.

Oral language development

10

The facilitator orients the girls to look at the images in Students' book Week 8 Day 1 and start a conversation

Ask 4 questions:

1. Pa'ale sela ti fu nyε foote la puan
2. Pugeto ba le n boi foote la puan?
3. Pugeto la iti la beni?
4. Budibeto ba le n boi foote la puan?

3.

Phonological Awareness

10

Point to the object zifo on the alphabet chart to introduce the new letter

Introduce the name of the letter: *Today we are going to learn the sound of the letter /z/*



I do



We do



You do



You do

The facilitator:
'The first sound in the word zifo Is /z/

The facilitator and the girls: *'The first sound in the word zifo Is /z/*

The girls alone: *'The first sound in the word zifo Is /z/*

Some girls with difficulties: *'The first sound in the word zifo Is /z/*





The facilitators asks the girls to mention words that contain the letter/syllable in focus

Games

- The facilitator says the word zonko, zom, zireña, zifo, zunzuri, zōreño, and asks the girls to stand up when they recognize certain letters/syllables **OR**
- The facilitator says various words zonko, zom, zireña zifo, zunzuri, zōreño, and asks the girls to divide them in syllables by clapping hands

4.	Decoding	15
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The facilitator write the letter/syllable Z z in capital and lower case on a flashcard and puts it on the wall.

 I do	 We do	 You do	 You do
The facilitator: <i>The sound of this letter is /z/</i>	The facilitator and the girls: <i>The sound of this letter is /z/</i>	Only the girls: <i>The sound of this letter is /z/</i>	Some girls with difficulties: <i>The sound of this letter is /z/</i>

Write down 10 decodable syllables/small words on the blackboard

zœ, zoe, zœœ, zom, zoi, zifo, ziio, zirega, zoore, zuo, zulega, zu'uni, zinzœŋœ, zaanœ, zele.

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is /z/' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls do not know them or if she does not know how to blend them together.

5.	Peer reading	10
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Girls read in pairs decodable words and short stories from the activity book.

Ziio n yagi zaŋa n boi zoore zuo
 Dita zampara gee deta zu'uni
 Ti zulega nyœke zifo vole
 Ti zangbenua tabœ zulega koŋe
 Gee vole zu'uni ti zampuluŋa beŋe ko'om
 Ti zinzœŋœ nyaa yœ zantika dita ziirœ.

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6.	Writing exercise	10
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Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.














7.	Literacy activities; games	30
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Girls work with the literacy kit: games, books etc in small groups
 Other activities could be related to creativity; designing book covers, illustrating, creative writing

Facilitators walks around and provides remedial teaching to girls who need additional support.





Every 5th week, the facilitator conducts ASER assessments to monitor progress.

Week 8 Day 2

Literacy											
Preparation <ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		Objectives <ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /gb/• Know how to read the letter/syllable /gb/• Know how to read syllables and words with the letter learned									
Steps	Routines		Time								
1.	Review <ul style="list-style-type: none">• Verification of homework activities• Flashcard activities with 6 letters, syllables and words from previous lessons <p>zɔɛ, zoe, zɛɛ, zom, zoi, zifo, ziio, zirega, zoore, zuo, zulega, zu'uni, zinzɔŋɔ, zaanɛ, zele.</p> <p>Warming up: mɛɛɛ mina boti mɛɛɛ, mɛɛɛ parum bɔta mɛɛɛ, mɛɛɛ puure bii kunyoko vum (a short song)</p>		 5								
2.	Oral language development <p>The facilitator orients the girls to look at the images in Students' book Week 8 Day 2 and start a conversation</p> <p>Ask 4 questions:</p> <ol style="list-style-type: none">1. Budibeto la iti la beni?2. Beni tuuma lɔgerɔ n boi foote la puan?3. Yi lɔgerɔ tuta n boi foote la puan4. (4) Beni tuuma ti pugeto la budibeto la ita?		10								
3.	Phonological Awareness <p>Point to the object gbinka on the alphabet chart to introduce the new letter</p> <p>Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /gb/</i></p> <table><tr><td> I do</td><td> We do</td><td> You do</td><td> You do</td></tr><tr><td>The facilitator: 'The first sound in the word gbinka Is /gb/</td><td>The facilitator and the girls: 'The first sound in the word gbinka Is /gb/</td><td>The girls alone: 'The first sound in the word gbinka Is /gb/</td><td>Some girls with difficulties: 'The first sound in the word gbinka Is /gb/</td></tr></table>		 I do	 We do	 You do	 You do	The facilitator: 'The first sound in the word gbinka Is /gb/	The facilitator and the girls: 'The first sound in the word gbinka Is /gb/	The girls alone: 'The first sound in the word gbinka Is /gb/	Some girls with difficulties: 'The first sound in the word gbinka Is /gb/	10
 I do	 We do	 You do	 You do								
The facilitator: 'The first sound in the word gbinka Is /gb/	The facilitator and the girls: 'The first sound in the word gbinka Is /gb/	The girls alone: 'The first sound in the word gbinka Is /gb/	Some girls with difficulties: 'The first sound in the word gbinka Is /gb/								
<p>The facilitators asks the girls to mention words that contain the letter/syllable in focus</p> <p>Games</p> <ul style="list-style-type: none">• The facilitator says the word gbinka and asks the girls to stand up when they recognize certain letters/syllables OR• The facilitator says various words gbinka, gberɛ, and asks the girls to divide them in syllables by clapping hands											

4.	Decoding	15
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The facilitator write the letter/syllable GB gb in capital and lower case on a flashcard and puts it on the wall.

 I do	 We do	 You do	 You do
The facilitator: <i>The sound of this letter is /gb/</i>	The facilitator and the girls: <i>The sound of this letter is /gb/</i>	Only the girls: <i>The sound of this letter is /gb/</i>	Some girls with difficulties: <i>The sound of this letter is /gb/</i>

Write down 10 decodable syllables/small words on the blackboard

Gba, gbe, gbɛ, gbi, gbo, gbɔ, gbu, gbeo, gberɛ, gbigenɛ, gbinka, gbe'ere,

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is gb' if the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls does not know them or if she does not know how to blend them together.

5.	Peer reading	10
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Girls read in pairs decodable words and short stories from the activity book.

gbigenɛ n obe gberɛ ba'ase
Lebe ta gisa gbinka puan
Ti gbandaana ŋmɛ gbe'ere ku
Ba tari la nabia kula ti dɔla
Poore gee baana

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6.	Writing exercise	10
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Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.





7.	Literacy activities; games	30
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Girls work with the literacy kit: games, books etc in small groups
Other activities could be related to creativity; designing book covers, illustrating, creative writing













Facilitators walks around and provides remedial teaching to girls who need additional support.

Week 8 Day 3

Literacy			
Preparation		Objectives	
<ul style="list-style-type: none">Objects and self-made material to prepareDecodable text and books to readActivity books for girls to writePrepare 10 syllables or words to decode		<ul style="list-style-type: none">Recognize and pronounce the sound of the letter /kp/Know how to read the letter/syllable /kp/Know how to read syllables and words with the letter learned	
Steps	Routines		Time
1.	Review		5
<ul style="list-style-type: none">Verification of homework activitiesFlashcard activities with 6 letters, syllables and words from previous lessons <i>Gba, gbe, gbɛ, gbi, gbo, gbɔ, gbu, gbeo, gbere, gbigenɛ, gbinka, gbe'ere,</i>Warming up: mɛɛɛ mina boti mɛɛɛ, mɛɛɛ parum bɔta mɛɛɛ, mɛɛɛ puure bii kunyoko vum (a short song)			
2.	Oral language development		10
<p>The facilitator orients the girls to look at the images in Students' book Week 8 Day 3 and start a conversation</p> <p>Explain the difficult vocabulary</p> <p>Ask 4 questions:</p> <ol style="list-style-type: none">Pa'alɛ sela ti fu nyɛ foote la puanNɛreba la ye la bɛ?Budibeto la yɛ la beni lɔgerɔ?Pugeto la yɛ la beni lɔgerɔ?			
3.	Phonological Awareness		10
<p>Point to the object kpa'a on the alphabet chart to introduce the new letter</p> <p>Introduce the name of the letter: <i>Today we are going to learn the sound of the letter /kp/</i></p>			
 I do	 We do	 You do	 You do
The facilitator: <i>'The first sound in the word kpa'a Is /kp/</i>	The facilitator and the girls: <i>'The first sound in the word kpa'a Is /kp/</i>	The girls alone: <i>'The first sound in the word kpa'a Is /kp/</i>	Some girls with difficulties: <i>'The first sound in the word kpa'a Is /kp/</i>
<p>The facilitators asks the girls to mention words that contain the letter/syllable in focus</p> <p>Games</p> <ul style="list-style-type: none">The facilitator says the word kpa'a and asks the girls to stand up when they recognize certain letters/syllables ORThe facilitator says various words kpa'a,kpana, kpa'a and asks the girls to divide them in syllables by clapping hands			

4.	Decoding	15
The facilitator write the letter/syllable KP kp in capital and lower case on a flashcard and puts it on the wall.		
 I do	 We do	 You do
The facilitator: <i>The sound of this letter is /kp/</i>	The facilitator and the girls: <i>The sound of this letter is /kp/</i>	Only the girls: <i>The sound of this letter is /kp/</i>
		 You do
		Some girls with difficulties: <i>The sound of this letter is /kp/</i>
Write down 10 decodable syllables/small words on the blackboard		
Kpa, kpe, kpε, kpi, kpo, kpɔ, kpu, pkpa'a, kpana, kpa'asega, kpa'ara, kparekote, kpalana, kpa'asere		
<ul style="list-style-type: none"> • Ask individual girls to read out one syllable or word each • Help girls that have difficulties reading by decoding it into syllables or letters. • Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is /kp/' if the girl does not know the sound of syllable, go to the letter level. • Only say the sounds if the girls does not know them or if she does not know how to blend them together. 		
5.	Peer reading	10
Girls read in pairs decodable words and short stories from the activity book.		
Kpana n dike kpa'a Kpa' kparekote Gee lebe ta zi'a kpa'asega zuo Ti kpa'ara ye kpalana zala kpa'asere		
When one girl reads, the other accompanies.		
Facilitator walks around asking girls to read out and provide remedial teaching where needed.		
6.	Writing exercise	10
Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.		
7.	Literacy activities; games	30
Girls work with the literacy kit: games, books etc in small groups		
Other activities could be related to creativity; designing book covers, illustrating, creative writing		
Facilitators walks around and provides remedial teaching to girls who need additional support.		

Week 8 Day 4

Literacy											
Preparation <ul style="list-style-type: none">• Objects and self-made material to prepare• Decodable text and books to read• Activity books for girls to write• Prepare 10 syllables or words to decode		Objectives <ul style="list-style-type: none">• Recognize and pronounce the sound of the letter /ny/• Know how to read the letter/syllable /ny/• Know how to read syllables and words with the letter learned									
Steps	Routines		Time								
1.	Review <ul style="list-style-type: none">• Verification of homework activities• Flashcard activities with 6 letters, syllables and words from previous lessons <p>Kpa, kpe, kpɛ, kpi, kpo, kpɔ, kpu, pkpa’a, kpana, kpa’asega, kpa’ara, kparekote, kpalana, kpa’asere</p> <p>Warming up: mɛɛɛ mina boti mɛɛɛ, mɛɛɛ parum bɔta mɛɛɛ, mɛɛɛ puure bii kunyoko vum (a short song)</p>		5								
2.	Oral language development <p>The facilitator orients the girls to look at the images in Students book Week 8 Day 4 and start a conversation</p> <p>Explain the difficult vocabulary</p> <p>Ask 4 questions: List 4 questions using ‘why, how, when, where’ Number them</p> <ol style="list-style-type: none">1. Pugeto la ye la beni lɔgerɔ?2. Budibeto la pugeto la la ye la sukuu lɔgerɔ yo? Ɛɛ/aayi?3. Fum ti’isi ti beni zuo ti ba ka ye sukuu lɔgerɔ?4. Univeesiti boi ayima la fu sukuu la ɲwani puan?		10								
3.	Phonological Awareness <p>Point to the object <i>nyubenko</i> on the alphabet chart to introduce the new letter</p> <p>Introduce the name of the letter: <i>Today we are going to learn the sound of the letter ny</i></p> <table><tr><td> I do</td><td> We do</td><td> You do</td><td> You do</td></tr><tr><td>The facilitator: ‘The first sound in the word nyubenko Is /ny/</td><td>The facilitator and the girls: ‘The first sound in the word nyubenko Is /ny/</td><td>The girls alone: ‘The first sound in the word nyubenko Is /ny/</td><td>Some girls with difficulties: ‘The first sound in the word nyubenko Is /ny/</td></tr></table> <p>The facilitators asks the girls to mention words that contain the letter/syllable in focus</p> <p>Games</p> <ul style="list-style-type: none">• The facilitator says the word nyubenko and asks the girls to stand up when they recognize certain letters/syllables OR• The facilitator says various words nyubenko, nyegerɛ and asks the girls to divide them in syllables by clapping hands		 I do	 We do	 You do	 You do	The facilitator: ‘The first sound in the word nyubenko Is /ny/	The facilitator and the girls: ‘The first sound in the word nyubenko Is /ny/	The girls alone: ‘The first sound in the word nyubenko Is /ny/	Some girls with difficulties: ‘The first sound in the word nyubenko Is /ny/	10
 I do	 We do	 You do	 You do								
The facilitator: ‘The first sound in the word nyubenko Is /ny/	The facilitator and the girls: ‘The first sound in the word nyubenko Is /ny/	The girls alone: ‘The first sound in the word nyubenko Is /ny/	Some girls with difficulties: ‘The first sound in the word nyubenko Is /ny/								

4.	Decoding	15
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The facilitator write the letter/syllable NY ny in capital and lower case on a flashcard and puts it on the wall.



I do



We do



You do



You do

The facilitator:
The sound of this letter is /ny/

The facilitator and the girls: *The sound of this letter is /ny/*

Only the girls: *The sound of this letter is /ny/*

Some girls with difficulties: *The sound of this letter is /ny/*

Write down 10 decodable syllables/small words on the blackboard

nyæ, nyie, nyɔɔ, ynyɛga, nyinɛ, nyɔa, nyubenko, nyuure, nyɔka, nyuuro, nyuɔ, nyɔgera

- Ask individual girls to read out one syllable or word each
- Help girls that have difficulties reading by decoding it into syllables or letters.
- Say 'Let's read together' and point to the letter while saying 'The sound of the syllable/letter is /ny/' If the girl does not know the sound of syllable, go to the letter level.
- Only say the sounds if the girls does not know them or if she does not know how to blend them together.

5.	Peer reading	10
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Girls read in pairs decodable words and short stories from the activity book.

Nyuure tari nyɛga

Nyubenko tari nyuuro

nyɔka nyɔgera nyuɔ

nyinɛ la nyubenko tari la nyɔgera

nyɔka la bæe gee ti ba tara nyuuro?

When one girl reads, the other accompanies.

Facilitator walks around asking girls to read out and provide remedial teaching where needed.

6.	Writing exercise	10
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Girls work in the activity book writing the letter/syllable in focus and other writing exercises to reinforce reading.

7.	Literacy activities; games	30
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Girls work with the literacy kit: games, books etc in small groups

Other activities could be related to creativity; designing book covers, illustrating, creative writing

Facilitators walks around and provides remedial teaching to girls who need additional support.

13. Session Plans life skills

Theme 1 – Environmental Issues



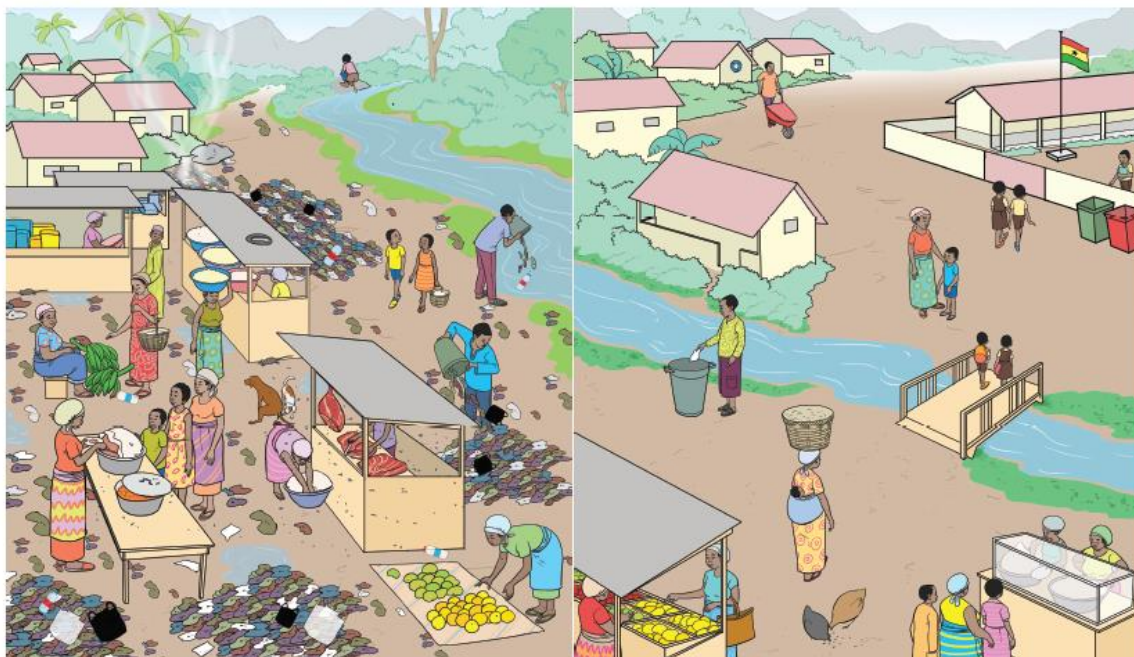
Material and preparation

- Read the facilitator's notes at the end of each session during preparation
- Study the additional information at the end of the theme.
- Ensure to inform community members about the research activity in Session 4.
- Ask the community oversight committee to participate in the presentations in Session 8.

☑ Objectives:

The learners will be able to:

- State how and why it is necessary to keep their environment clean, healthy and beautiful
- Be aware of the consequences of environmental issues related to pollution of soil, air and water in their communities.
- Apply their skills and knowledge in a community research project
- Present their findings and recommendation towards good environmental practices to improve the environment of the community environment.



Day 1 – Introduction to the theme

1. Show the conversation poster 'Me and My Environment'
2. Group girls into pairs. Each group discusses what they see and invites pairs to explain to the group what they see on the poster.
3. Explain the theme, 'Environment. (*Refer to Notes Session below*) '.
4. Ask the paired girls to discuss what they know about the 'Environment' and invite some of them to talk about it.
5. Explain what the environment is and how the people from the two villages on the poster are taking care of the environment in different ways. On the left side there are many bad examples and on the right side there are good examples.
6. Ask the following questions and give time for the pairs to discuss and prepare an answer before going to the next question. Invite different pairs to share answers by asking the following questions:
 - Where does our water come from?
 - In what ways is the water from the river in your community being polluted?
 - What happens to us when we use the water to drink or wash ourselves?
 - What things do we use and throw away after we have used them?
 - How do the people on the right side of the poster dispose of their waste?
 - What could happen to the people in the village on the left side of the poster concerning the way they treat their waste?
7. Read out the key information below to the girls.
8. Close the session and explain that for the next two weeks they will be learning how to take care of their environment and conduct research on the environment in their own village.

Notes Day 1

The environment is the world around us; it is the ground, the air, the water. It includes the plants, animals, crops, and our houses. If we want to stay healthy, we need to make sure that our environment is clean. Everything is connected: When the water is polluted, the fish can die, polluted water used to water our crops will make us sick, and if we bathe in it, or drink it, it could make us sick or cause diseases.

People don't know of the dire consequences that polluted water may cause.

- A lot of money could be spent on medication and treatment at the hospital when people get sick.
- Attribution of diseases to witchcraft, while the real reason is pollution.
- Visitors get a bad impression of the village because of the dirty environment.
- Spreading of diseases could lead to a high mortality rate.

This theme explores the relationship between how we take care of the environment in our villages and what we can do to improve upon this.

Day 2 – Discussion

1. Write a few key words discussed on Day 1 on a flipchart/ blackboard and ask paired girls to select one word and explain what they know about it.
2. Organize a discussion about the topic: ‘Environment’ and in small groups ask girls to think about **Good** practices and **Bad** practices around taking care of the environment in our community.
NB. If the learning center is close to the village, girls can explore the surroundings in groups and identify examples of both good and bad practices.
3. Ask each group to present their group responses and list them on a blackboard or flipchart. For example: pollution of *water*, *air* and *land*.
4. Add more information if needed, practice according to the notes below.
5. Explain that this Club aims to improve the situation. We know that if we do not take care of our environment, we will experience the negative consequences of it. Everyone in our village should know of the importance of this and how to take care of our environment. The question is:
How do we make sure that our village has a good environment?
6. Ask the girls to think about the consequences of some of the types of pollution

Notes Day 2

If possible, invite a Health worker (nurse, doctor) to talk about the consequences of these bad practices for our health.

Pollution of the environment takes place in various ways. Explain to the girls that pollution happens in *water*, *air*, *land*. Land particularly relates to the soil. Make sure to discuss the examples below:

Air

- Smoke from firewood, motors, factories can cause respiratory problems, asthma and, if the smoke is very toxic, severe health problems.
- Burning plastic, rubber and other rubbish will create toxic smoke. If this happens close to villages and homes, people could become sick.

Water

- Dispose of waste near the water. Rainwater and groundwater will take the harmful parts through the ground to the water. The same can happen with insecticides that are sprayed on land by farmers or by washing powder. This will be taken into the groundwater and will pollute wells, rivers and other waters.
- Dispose of waste in the river. Sewers which end in the rivers or water are an example of pollution of water.
- Open defecation, including animal waste that is dumped near or in the river or the well introduces bacteria and diseases in water and food, which affects people who bathe in the water.
- Washing of cattle in or near the river or well will result in bacteria from the cattle getting in the river.

- Washing cars, motors in or near the river or well will result in chemicals getting in the river.

Land (soil)

- Too much chemicals used in farming will pollute the ground and the crops. The chemicals will stay on the vegetables and in the grass and will also be transferred to animals and humans.
- As mentioned, pollution of the land automatically means pollution of the water.
- Too much chemicals will damage the soil and the production of vegetables and fruit will be reduced.
- Cutting trees and/or burning plants results in loss of nutrients in the soil, which will no longer hold water well and will heat up very quickly. Trees provide shade. They keep water in the ground and prevent the soil from being washed away when it rains heavily.

It is very important that the girls understand that all these types of pollution will have an impact on many things.

An example; If animal faeces are washed into the river by rain, fish could get sick. If you eat the fish, you could become sick. A pregnant mother's fetus could become sick as well.

Another example; if plastic waste is being burned close to a house, the boy of the family could have a throat infection. The mother needs to take him to the hospital and pay for medicines while she needs money for food.

Day 3 – Planning Session

1. Ask the girls to think about the types of pollution. Which ones do they remember?
2. Divide the group in three smaller groups and give each group a topic *Air, Water, Land*.

Each group has to list the types of pollution and should think about possible consequences of each type.

3. Invite each group to present the types and consequences to the others.
4. Create groups of four girls and explain the task:
 - Each group will prepare an interview with a community member.
 - In the interview they must ask questions to learn more about what the community member:
 - Knows about the environment and how to take care of it.
 - Does to take care of the environment
 - Does to pollute the environment
 - Needs to know or have to take care of the environment
5. Each group thinks about 2 adults in the community they want to interview.
Make sure that each group has people with different occupations. It could be a farmer, a fisherman, a village leader, a mother, a teacher, a nurse.
6. Show the sample interview questions in the notes below and model how the interview should be done, including the introduction. Pay attention to:
 - Using a friendly tone
 - Introducing both interviewers and explaining the introduction.
 - Making sure that there is no other person around to influence the interviewee.
 - How to react when someone is not polite or does not want to answer questions.
 - Plan a day and time when they would be able to do the activity. This will be during the Life Skills hour in the ALP, the following day.
 - Who will be asking the questions and who will be writing down the answers?
7. Ask the girls to copy the sample questions and add more questions if they have them.
8. Ask the girls to role play the interview in pairs. Change roles to allow more practice.
9. After the lesson is over, ensure that the girls will contact the person they will interview before the following day during the life skills hour.

Note: the facilitator could also ask the community members to come to the Learning Centre instead of sending the girls to their houses.

Notes Day 3 – Sample interview

Introduction: Hello, our names are _____. We are conducting research for our learning club about the environment and would like to have a short interview with you to learn more about how you take care of your environment. After the interview we will make a presentation about what we have learned in our learning club. Do you agree with doing an interview?

If the response is yes, you can go on to ask the following questions.

1. What is your name?
2. What work do you do during the day?
3. Do you think the environment in our village is well taken care of?
4. Can you tell me how to take good care of the environment in our village? (clean or well organized?)
5. Do you have bad examples of taking care of the environment in our village?
6. What do you think are the biggest causes of pollution in our village?
7. Do you know what could happen if people defecate or urinate in the river?
8. Do you have an example of pollution of the land/soil?
9. How do you personally take care of your environment in the house, or in the village?
10. What would you like to see changed in our village to improve upon the environment?
11. Do you have any questions for us?
12. Finish: Thank you very much for your time. It was nice to talk to you. Goodbye.

Note: While doing the interview, the girls should also pay attention to the surroundings of the house and look for good and bad examples of taking care of the environment.

Day 4 – Community research

1. During the life skills session, the girls will conduct the interview and write down the responses.
2. Check if all the girls have made sure that their interviewee is available.
3. After the interview, the girls could go home and bring their notes and answers to the next session.

Notes Day 4

Identify a few community members before the session that would be able to participate in the interview, in case the girls have not confirmed the person they want to interview. The facilitator could tell them to go to the community members that the facilitator has already informed.

If possible, walk around the community to see how the girls are doing.

Day 5 – Prepare presentation

1. Congratulate the girls on their research.
2. Ask each group to prepare a presentation about the interview. They should inform about:
 - What went well and what should be improved next time?
 - What surprised you the most during the interview?
 - Good and bad examples of taking care of the environment the person mentioned?
 - What does the person want to change to create a better environment?
3. Girls prepare their presentation. Ask all four girls to participate. They should share the points mentioned among themselves.
4. Invite each group to present and role play according to the notes.
5. Ask the audience to mention something they learnt during the presentation and ask the groups to see if they have similar answers in their own interviews.
6. After a few presentations, organize a discussion about the general findings:
 - Did you hear similar answers that were given in different interviews?
 - What are community members saying about bad examples of taking care of the environment?
7. Finish the session and explain that the other girls will also do a presentation during the next session.

Notes Day 5

Making a presentation can be challenging for some girls. They can be timid and nervous. A good facilitator should mentor and encourage the girls to develop their presentation skills. During the life skills sessions this will be practiced.

During this session the facilitator has to pay attention to girls speaking with a loud enough voice while facing the audience.

If needed, the facilitator should encourage the girls by saying something positive such as, 'You are doing very good. Now, let's speak up'

If then the girls improve, the facilitator should praise them and ask for applause. After each presentation all girls must receive an applause.

During the presentation, the facilitator will make notes on common findings among the different groups. This helps to identify the topics for the role play on Day 7.

Day 6 – Presentation and Analysis

1. The Facilitator invites the other groups to present the findings of their interview.
2. When all groups have made their presentations, discuss the key challenges in the communities:
 - What do the interviewees see as the biggest challenges in the community regarding pollution?
 - What are the consequences of these challenges for us? (Our health, the land, air, water).
3. In groups of four, let the girls discuss their solutions for the biggest challenges in the communities. Make sure to note down the challenges and solutions.
4. Present the listed challenges and proposed solutions and ask each group to select one different challenge and solution.
5. This will be their topic for the creation of a community poster on environmental issues.

Notes Day 6	
Challenge	Solutions
Rubbish on the ground near houses and in the village	<ul style="list-style-type: none"> • Do not throw rubbish on the ground, but take it with you and dump it in a central bin. • Collect organic waste to dump in a central location to decompose or to make compost.
Dirty water	<ul style="list-style-type: none"> • Do not defecate near or close to the water. Set up latrines for communal use far from the rivers and wells. • Inform the community to avoid washing cattle, clothes, used cooking utensils, cars and other things in the water that is used for bathing and drinking. • Always boil water before drinking it and wash products with running water before cooking.
Dirty air	<ul style="list-style-type: none"> • Stop burning plastic and other chemical products • To avoid breathing in the fumes, Do not run engines close to people
Dirty or bad soil	<ul style="list-style-type: none"> • To create a shady environment and to keep the soil from being washed away when it rains, do not cut trees • Make compost from the organic waste instead of using chemicals • Do not spray too much with pesticides.

Day 7 – What have we Learned?

1. Review the different topics that each group selected in the last session.
2. Discuss with girls what a good poster should look like;
 - Should they have illustrations, one big one or a few smaller ones?
 - Should they have a title that is written in large letters?
 - Should they have smaller text that explains the challenges and solutions?
3. Show some examples or design a simple poster to illustrate what their posters could look like.
4. Let girls make a draft poster on a piece of paper. After showing the poster and getting feedback, they can make a final poster using the flipchart paper and pencils.
5. Explain that during the next session, the interviewed community members will be invited to see our posters.

Day 8 – What have we learned?

Note: before the session, ask the interviewed community members, the community oversight committee and other interested people to come by the Learning Center to see what the girls have learned.

1. Begin by welcoming the girls and the visiting guests and explain what has been done in the last two weeks. Use the notes from previous sessions to inform the community members about environmental issues and the solutions proposed by the girls.

Explain that the girls have applied their knowledge and have done community research by interviewing community members and making their own observations about the environment in the community.
2. Have the girls put their posters in different spots in the learning center and ask each group to summarize the challenges they addressed with the poster and what the proposed solutions are.
3. After each presentation, the groups should be given a round of applause.
4. Congratulate the groups and thank the guests.
5. Discuss with the community oversight committee the best spot for these posters in their community. Ask the girls if the posters could be used as such.

Theme 2 – Money Management



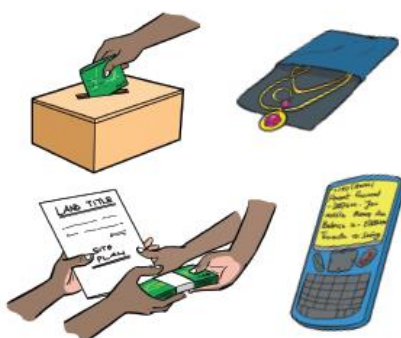
Material and preparation

- Read the facilitator notes before each session.
- Prepare a visit from a representative of a bank/Micro-Finance Institution (MFI) or mobile money operator. (see notes Session 7 and 8)
- Inform the community oversight committee of the community survey that will take place in Session 6



☑ Objectives, the learners will be able to:

- Prioritize spending on their 'needs' over 'wants.'
- Develop a basic personal budget that plans their expenses based on their income.
- Know the benefits and disadvantages of different saving strategies.
- Conduct a survey about saving goals and strategies in their communities and analyze the results.
- Develop a saving strategy for long-term saving goals or emergencies.



<u>Expenses Needs</u>	<u>Cost (GHC)</u>
<u>Food</u>	
<u>Drinks</u>	
<u>Dress</u>	
<u>School</u>	

<u>Expenses Wants</u>	
<u>Toffee</u>	
<u>Ice cream</u>	

<u>Savings</u>	



Day 1 – Introduction to the topic

1. Show the conversation poster 'Saving and Spending'
2. Ask the girls to discuss first in pairs what they see and invite pairs to explain to the group what they see on the poster.
3. Explain that the topic is 'Money Management.'
4. Ask girls to discuss in pairs where they need money for and invite some of the pairs to talk about what they know.
5. Play a 'needs' and 'wants' game.
Mention the words below and ask for which of these things the girls are willing to pay money for.
A golden ring, a visit to the doctor, a new telephone, a suitcase, rice, clean water, television, school, clothes, alcohol.
6. Explain the difference between a 'need' and a 'want' (see notes Day One)
7. Ask the following questions and give time for the pairs to discuss and prepare an answer before going to the next question. Invite different pairs to share answers:
 - What would you want to buy if you had money that are 'needs'?
 - What would you want to buy if you had money that are 'wants'?
 - How can you make or earn money?
 - How can you make sure that you always have enough money?
8. Read out the key information on the back of the conversation poster to the girls.
9. Explain that for the next two weeks, we will be learning about how to save money and make budgets using the saving strategies in our own village.
10. Give the girls a homework activity - they should ask their families what the top five 'wants' and 'needs' are for them. They should ask at least two people and write up the five things they mentioned the most.

Notes Day 1

For this topic, the girls will think about ways of earning money and how they can ensure that they keep enough money for the period when there is a need for them to use money. NEEDS are things that you require to stay healthy to survive. They are things that we need to become successful.

WANTS are things that are nice to have, but they are not as important as our needs. We can buy them, but only after we have got our NEEDS first. For every expense, the girls should first think about having enough money for their needs. If not, they should not buy the 'want'.

Day 2 – Discussion

1. Write the words 'need' and 'want' on a flipchart and ask girls in pairs to select one word and explain what they know about it.
2. Invite some of the girls to share the results of their homework based on the five 'wants' and five 'needs' of their family.
3. Discuss some of the things mentioned and ask the girls if their answers are really 'wants' or 'needs.' A need is something you need to survive in life.
4. Explain that if income (the money coming into the house) doesn't meet expenditure (the money going out of the house), it can cause problems. The family cannot purchase an important item, and be in debt (when you owe people money) If this happens they could be tempted to steal or borrow some more from other people without paying back, and this could cause an embarrassment or misunderstanding etc.
We all need to prioritize our needs. We also need to think about our income and expenditure and try not to spend more money than we have.
5. Read the case study.
6. Ask for two to four volunteers to role play this scenario for the entire group. In the role play, a few friends are trying to persuade one person to spend his/her money unwisely. Give the volunteers 10 minutes to prepare the role play and 5 – 10 minutes to act it out.
7. After inviting a few groups to act out, discuss the following points:
 - How did the person under pressure respond?
 - How did the group respond?
 - What can you do in this case to avoid spending money unwisely?

Notes Day 2

Case Study: Ama and her friends are going to the market. She has got 10 Cedis from their mother to buy food. 'Look there, says one of her friends, a new beautiful shirt for eight cedis! ' 'No', says Sherifa, 'I don't have enough money. ' 'What do you mean, ' says another friend, we have 10 cedis! 'Let's buy it! '

Day 3 – Discussion

1. Draw on the flip chart or blackboard a couple of needs and wants; skirt, credit (Five Cedis), fanta, fufu, cake, toffee, notebook, pencil, water, earring, hair braids, medicine, ball, doll.
2. Ask girls to discuss in pairs how much they would pay for each of these things.
3. Invite a few girls to write down how much in Cedis they think some objects cost and discuss with the larger group what the average price is.
4. Ask girls to think about what they would do if they were given 20 Cedis to spend.
5. Ask them to decide how they would spend the money and to write down the things that they would buy with the money. Ask them to think about the cost of each of the items. Give them five minutes to quickly think about their lists.
6. Ask them to look at their lists: Do all these things add up to 20 Cedis? Or have you under- or over-spent?
7. Ask for volunteers to present their lists and to discuss how they chose the items.
8. Explain: If you were to receive 20 Cedis every month, you might want to plan how you would use it and be in control of it. Taking control of your money is called budgeting. It is a way of counting the money that comes in (income) and the money that goes out (expenditure). Making a budget (a plan of how to use your money) helps you to know how to use and account for the money.
9. Homework: Ask each girl to think about what 'needs' and 'wants' they think they can buy with 20 Cedis.

Day 4 – Planning Session

1. Review the homework and ask girls what realistic prices would be for each of the needs or wants they mention.
2. Explain: A budget is the plan you make about how to use your money. You should think about that before you spend it because you must make sure that you have enough.
3. Draw a budget on the flipchart.

Expenses Needs	Cost
Food	
Drinks	
School	
....	
Expenses Wants	
A piece of cloth	
....	
Savings	

4. Explain that in this scenario a girl receives 100 Cedis every month. She needs to calculate how much money she spends on food for herself and food for a baby, fuel, drink, school. The rest of the money she can *save*. Explain why it is important to save (notes).
5. Ask girls to work in pairs to develop a budget and calculate how much money that will save each month. They can think of different 'needs' and 'wants' to include in the list.
6. After some time, ask the girls to do the same, but this time with 80 Cedis.
7. Organize a discussion: What do you need to take off the list to be able to save money.
8. Homework: ask the girls to talk to their families about how they can save money and how they do it.

Notes Day 4

Girls need to know that their expenses should not exceed their income. Normally income comes every month or so and they need to make sure that this income covers all the expenses during the period until their next income comes.

Besides that, they need to learn that it is important to save money as well. This money can be used for emergencies. Such emergencies could be: repairing furniture, house, medical bills.

If they do not save money, they will have a problem if an emergency occurs. They will need to borrow money or will not be able to afford the emergency. Borrowing money costs money. Often you will need to pay it back with interest. It can also create a

misunderstanding if your debtor wants the money back, and you don't have it yet. It is much better to have some savings that can be used for that.

Day 5 – Planning Community Research

1. Discuss the homework: Are family members able to save money? How do they do this?
2. Explain: There are different ways in which people save money, but each of these ways has consequences. Not every way of saving money is safe. (see notes)
3. Form groups of four girls each and give them one of the saving strategies. Let them think about safe and unsafe consequences of that strategy for five minutes. Give an example of the consequences of keeping money in the house.
4. Ask some groups to make a presentation.
5. Explain that a community research will be conducted where the girls will develop a survey to collect information about saving strategies and saving goals.
6. Draw the sample survey:

Name of girls in group:	<i>Aba, SHabiba, Mama, Baaba, Adwoa</i>	
1. Are you able to save money?	Yes IIII (4)	No II (2)
2. What is your savings goal?	A bicycle Seed for the farm for next year Money for my daughter to study Buy a ring	
3. Where do you keep the money that you save?	At home in a safe place	II
	Buy maize to keep and sell when I need money.	
	Buying livestock like cows and goats	
	In a bank	
	In a micro-finance institution such (susu)	
	Mobile Money	I
	By buying land.	
	By building a house	
	Other.....	
	Don't want to say	I

7. Explain the sample; there is only one form needed to register all answers. For each answer, the girls have to write I, and in the end, the total number of responses are counted.
8. Explain that each group must copy the survey. During the session, they will go out into the community and ask at least five people about their saving goals and strategies.

Notes Day 5

Different saving strategies in Ghana:

- At home in a safe place
- By buying maize and selling when the need for money arises. Other examples are livestock like cows and goats
- In a bank
- In a micro-finance (susu) institution
- Mobile Money
- By buying land.
- By building a house

Several of these strategies may have different degrees of risk. For example, keeping money at home could result in theft or loss through fire or flooding. Building a house means that you won't have savings available if you have an emergency. The least risky way of saving money is generally through a bank or mobile money operator.

Have you already identified a mobile money operator or representative of a bank in the area who will be available during Session 8 to explain about his/her work?

Day 6 – Community research

1. Remind girls about the proper way of doing research (information in Topic One, Session 3)
2. During the Life Skills period girls can start doing the survey. They should survey *at least five people*, but the more the better. In the next session they must bring the results with them
3. While girls are doing the research, the facilitator can walk around to monitor the activity.

Day 7 – Presentation and Analysis

1. Write the sample survey for Day Five on a flipchart. Do not register any answers yet.
2. Ask girls how the survey went and what their experiences were.
 - Were people friendly and open to respond?
 - Were there any answers that surprised you?
 - Was the majority of respondents able to save money?
 - What were the answers to Question two: Saving goal?
3. Ask all groups to note their responses to Question One on the big sheet and calculate the overall total.
4. Discuss the total number of responses with the girls.
 - How many people were able to save money?
 - What is the most preferred saving strategy?
 - Do you think that saving strategy is risky or not?
 - What is the least risky saving strategy?

- How many people save money using a mobile money company?
5. Explain that saving money for emergencies or for larger expenses should be done in the safest way possible. Many people prefer using a mobile money company or a bank.
 6. Announce that they will visit the bank or a mobile money vendor the following day and ask girls to think about questions they want to ask the mobile money operator. (If this is not possible, use the case study in the next session.)
 7. Ask some of the girls to share their questions and make sure to include the following:
 - What are the advantages of using your saving preference?
 - What do I need to be able to use your service?
 - What do you like most about your work?
 - What can be difficult in your work?
 - Can you explain what your most important tasks are during the day?
 - What happens to my money if I give it to you to save?
 8. Give some of the girls a question to ask the following day.

Notes Day 7

Reinforce the need to determine saving goals. There could be things that the girls want to buy, but they may require a lot of money. In this case they need to determine how long it will take for them to have enough money. For example: if they want to buy nice clothes that cost 120 Cedis, but they save only 20 cedis per month. How long would it take them to save enough money to buy it?

Another very important reason for saving, which has already been mentioned, is for emergencies. There will always be emergencies and girls must be prepared for it. If possible, save money that you will not touch for a 'want.' This money is kept always for whenever an emergency happens.

The visit of the representative of the bank/MFI/mobile money company should be well organized. It must be clear for that person that the objective of the visit is only to inform the girls and NOT to try to register them or their family.

Explain the following to the representative that they:

- Have 30 minutes to talk about different issues: how he/she became an employee, what his/her day looks like at work, what the advantages of the saving strategy are.
- Should bring some Items to talk about their work
- Should be prepared to answer questions from the girls.

Day 8 – Visit bank/Micro Finance Institute/Mobile Money Company

1. A possible schedule for the visit could be as follows:
 - Thank the visitor for the kindness and availability
 - The visitor talks about the history of his/her work and can provide some facts and figures
 - The visitor talks about the different tasks and jobs involved in his/her work.
 - The visitor shows real objects used in his/her work
 - The girls are given ample time to ask their questions.
2. Ask the girls to discuss their visit
 - What did they learn?
 - Was there something they already knew?
 - What was different from what they had been taught?
 - Will they make use of this service when they get older? Why? Why not?
3. At the end of the session, thank all the girls and the visitor for their work during the discussion on the topic, 'Money Management' and provide a summary of what had been done and what had been learnt, using the overall objectives of the topic.

Notes Day 8

This case study can be used if it is not possible to visit a bank or invite a representative of an MFI or mobile money vendor

Adwoa and Emma already went to the bank, it was in a big town. There were many shops, and the bank was in the center of the town.

A lot of people were standing in a queue waiting to use the ATM outside the bank and inside it was very busy.

They saw different desks inside with signs above them. One sign read 'teller,' another said 'deposit.' Men and women in uniform were sitting behind the desks. All of them had computers and a lot of paper on their tables.

Some customers were filling in papers and giving them to the people behind the tables.

When they came in, the manager was already waiting for them. She was wearing nice clothes and she smiled.

'You must be Adwoa and Emma, she said. 'I have been waiting for you.' She took them to a special room with a big desk and a sign on the door that read 'Manager.

'I have worked in this bank for 12 years, first I was a teller but now I am the boss of this bank.

There are many banks in Ghana and this is only one branch. In the next big city there is another bank with the same name, but different people work there.

The headquarters of our bank is in Accra but in every region we have Regional offices and branches.

Adwoa and Emma looked at each other. 'Why is it so busy here?' Emma asked.

The Manager smiled; ‘Today is the last week of the month and many people come here because they get their salaries paid through our bank.

These people are called clients. They have an account with us. That is for people to save money. Each account has a number, like 364142. When someone comes to the bank with money they want to put away or deposit, they must tell us their account number. They should also have an identification, like a passport, ‘voters’ ID card, or drivers’ license with them to show that the account really belongs to them.

After that, the bank takes the money and informs the client of his/her balance. That is the total money a client has in his/her account.

When you want to get your money back, you can make a withdrawal. This is how we call taking your money from the bank to use it for yourself.

The Manager continues to say that she thinks it is very safe to save money at a bank. Your money is really safe here and it is not easy for thieves to come into the bank to take the money.

Adwoa and Emma also have a few questions for the bank manager. Emma is the first to start:

NOTE: Invite the girls in the club to ask the questions they had prepared as if they were Adwoa and Emma in the bank.

Theme 3 – Gender-based Violence



Material and preparation

- This topic can be difficult and requires that the facilitator prepares well, using the teachers' notes.
- If the facilitator is male, invite a trusted female community member (School-based SHEP co-ordinator, a nurse, police woman, teacher, social worker etc) to participate in the sessions and, if possible, lead the sessions.
- Discuss with the community oversight committee which sessions will demand the use of an existing health or referral services related to GBV.
- In several sessions, you will need A4 paper or bigger sheets to draw posters.

☑ Objectives, the learners will be able to:

- Explain the difference between gender and sex.
- Name the characteristics of good friendship between girls and boys.
- Understand the different types of violence and in particular the ways in which gender-based violence occurs.
- Understand the consequences of gender-based violence for the victim and the perpetrator.
- Identify a trusted adult in their community that could help when they are (in danger of) becoming a victim of GBV.
- Discuss and plan for action using examples of different situations in which GBV happens.
- Share with others in the community what they have learned about GBV.



Day 1 – Introduction to the theme

1. Show the conversation poster
2. Pair the girls and ask them to complete the following sentences:
I'm happy that I am a girl because.....
I wish I were a boy because.....
3. After girls have completed the sentences, ask for volunteers to share their answers.
4. Explain that some of these examples refer to gender roles and some refer to sex (or biological differences between males and females). Define sex and gender using examples girls gave.
(See notes)
5. Explain that you will read some statements out loud. If the girls agree, they should go to the "Agree" side of the room. If they disagree, they should go to the "Disagree" side of the room.
6. Read out about six statements.
 - Boys are stronger than girls.
 - Girls should do what boys tell them to do.
 - Girls can't do math.
 - Girls are more emotional than boys.
 - Caring for children is a girl's job.
 - Girls want to get married more than boys.
 - A girl should always do what her boyfriend tells her.
 - Sports are more important for boys than girls.
 - Girls need to find a good husband; boys need to find a good job.
 - A boy who likes cooking and looking after children is not a real boy.
 - Females are better at sweeping and cleaning.
7. After girls have had time to stand in the spot that demonstrates whether they agree or disagree, ask them to give the reasons for their choices. (If possible, call on girls who have different answers.) Tell them they can change their minds and move after hearing other girls' reasons
8. Explain that girls and boys can feel restricted in their behaviors, responsibilities and life choices because of what our culture expects from us. In the next session, we will examine these roles and discuss what we should be doing.

Notes Day 1

- *Gender* describes the differences in the way that men and boys and women and girls are expected to behave: their way of dressing, the work they do, the way they speak and their status. These differences are created by our culture and not nature, and we can change them.
- *Sex* tells us about the differences between men and women in their bodies. Only females can menstruate, get pregnant, give birth to children and breast-feed. Only males can produce sperm and make women pregnant. These differences are the work of nature, and we cannot change them.

Day 2 – Discussion

1. Review the meaning of the words ‘Gender’ and ‘Sex’ and how our community sometimes tries to influence the way we behave or look.
2. Ask girls to think about how they spend their time, what things they do every day (e.g., spending time with friends, playing outside), every week (e.g., going to the market) or less often (e.g., traveling to the capital, visiting friends).
3. Divide the girls into small groups and ask each group to create schedules showing what they do each day. Ask them to create one for boys as well.
4. Bring the groups back together to compare the schedules and organize a discussion using the following questions:
 - Are there differences in the activities boys and girls do?
 - Are there differences in the boys’ and girls’ schedules in the following ways: work, responsibilities, leisure time and activities?
 - Do you think boys and girls have equal responsibilities?
 - Are there activities you would like to change?
 - Are there ways that boys and girls can help each other in their daily lives? Give examples.
5. Discuss friendship. Let girls discuss in small groups of 5
 - What makes a good friend?
 - What do you like about being friends with a boy?
 - What do you not like about being friends with a boy?
6. Explain that girls and boys can be good friends without having a physical or sexual relationship. Friendships between boys and girls help them to understand each other and can also improve relations when you are older.

Day 3 – Discussion

1. Girls should form small groups of three or four people.
Give each group a piece of flipchart paper. Tell girls to write the word “Violence” across the top of the paper.
2. Ask each group to think about the word “violence” and then draw as many images that come to mind. Ask each group to come and present what they have drawn or written to the whole group.
3. Discuss: Are there any images or words that you see repeated in different presentations?
4. Explain that violence falls into three categories (see notes: emotional violence, physical violence and sexual violence).
5. Read out the examples in notes
6. Ask the small groups to go back to the poster they created in Activity One and determine what type of violence they drew or described.
7. Instruct the small groups to write the letter “S” beside all types of sexual violence they portrayed, the letter “E” beside all types of emotional violence they portrayed, and the letters “P” beside all types of physical violence they portrayed.
8. Thank all the girls for their participation and play a game to finish the session.

Notes Day 3

Examples of Three Types of Violence

1. Emotional violence:
Making threats, teasing, intimidation, insulting someone, bullying, humiliation
2. Physical violence:
Punching, Restraining, Kicking, Hitting, including hitting with a switch or whip, throwing something at someone
3. Sexual violence:
Rape, indecent touching and exposure, sexually explicit language, including sexually suggestive remarks or offers

Day 4 – Research

1. Write “Gender-Based Violence” on a flipchart paper. Refer to the definition of gender.
2. Ask girls to remember when they talked about gender and how people expected them to behave in a certain way depending on whether they were a boy or girl. Ask them what they think gender-based violence (GBV) means.
3. Explain: Gender-based violence is any act that results in, or is likely to result in, physical, sexual or emotional harm or suffering against someone (boy or girl) based on gender-role expectations and stereotypes.
4. Read examples of this type of violence (see notes Day 3 and 4)
5. Explain that these are things that sometimes happen to us. It is never our fault if we are a victim. But we need to know what to do and who to ask for help.
6. Ask girls to form small groups of three to four and give each group one of the scenarios.
7. Tell girls to have one person in the group read the scenario out loud for the other members of the group. After that, they must try to answer the discussion questions written on the flipchart:
 - What type(s) of violence is the young person in your scenario experiencing?
 - What are the effects of this type of violence on the girl in the scenario?
 - How could you support the girl in the scenario if he or she were your friend?
8. After the groups have finished, they should present a summary of their scenario and their responses.
 - Girls should not have trouble coming up with possible consequences of violence, but be sure to mention the following:
 - Girls can have trouble concentrating, either in school or as they go about their daily lives.
 - Girls can feel guilty or think the violence they experienced was their fault.
 - Girls can have problems eating or sleeping.
 - Girls may not want to go to school.

- Girls can feel confused and tricked when an adult abuse them, especially if it is a teacher or someone they trusted.
 - Girls can feel afraid to be alone with certain adults.
9. Tell girls that when they see acts of violence being perpetrated, they can help the person by telling a trusted adult. Ask girls when they think speaking up and telling a trusted adult is necessary. Point out that it is necessary to speak up any time they or someone they know is in danger.
 10. Explain that sometimes it may be difficult to tell, and they may be afraid of getting called a “kokonsa” or experiencing violence themselves. Any time someone is in danger or is being hurt, girls can help by having the courage to tell a trusted adult or help the person tell a trusted adult.
 11. Ask girls to think of someone in their community, family that they think they could trust.

Notes Day 4

Scenario 1

My name is Anna and I am 13 years old. I walk the same way to school every day. It is the only way I can walk to school safely, because there are sometimes animals in the bush and pathways and I am afraid to walk along the pathways alone, especially when the crops grow tall. So, each day I walk past the shop and bar to get to school, and each day I am approached by an older man offering to buy me credit for my phone. He says he'll buy me whatever I want and that a schoolgirl needs a special treat from time to time. One day he gave me a pretty perfume bottle, and I took it. Last week, he asked me to go on a walk with him after school. I said no, but every day he asks me the same thing. Sometimes he gets close to me, and it is hard for me to get away from him. Tomorrow, I am going to walk through the bush even though I am scared of the animals. It is better than meeting the man who has been harassing me.

Scenario 2

My name is Efia. I am very good in all of my subjects at school. My teachers have told me that if I keep up my studies, I will be able to get a scholarship and go to university in the capital city.

When I told my father and my brothers, they laughed at me and said, “Why would a girl go to university when all you are going to do one day is get married and be a mother?” I would like to get married and have children, but after I go to university. I told my teacher I wanted to get homework to practice math. He told me that it was not a good idea, because I am a girl and said, “Girls are stupid in math. You should just take cooking classes.” It makes me very sad.

Day 5 – Research

1. Ask girls if they were able to think about the trusted adult (do NOT ask them who it is)
2. Use the scenarios from Session 4, tell groups to come up with a plan for the girl in the scenario. Their plan should include whom the girl could tell, where the girl should go for help, who could go with the girl and how the girl can tell a trusted adult.
3. Tell girls to create a role-play, acting out the plan and demonstrating how to tell a trusted adult what happened to the girl in their scenario. Tell girls to think of any obstacles the girl might face and include suggestions to help the girl overcome them.
4. Make sure each scenario is acted out as a role-play. Ask questions to help girls to discuss the different role plays
 - Whom did the girl go to for help? Was the person helpful? Why or why not?
 - Did anyone go with the girl?
 - Did the girls in the scenarios show courage when they were telling what happened to them?
 - What can we do to help someone who has experienced violence or is afraid to tell someone what happened to him or her?
 - Is there ever a time when you would be afraid that telling will cause you more harm? What could you do?
5. Explain: Girls should be able to recognize the different types of violence they or their friends may face. Some of the behaviors they thought were normal should be considered as violence, if these behaviors make them feel bad or have negative consequences.

You do not have to keep their feelings to yourself. It is always better to tell a trusted adult if you think you have experienced violence.

There are people whom girls can approach to help them if they experience violence. It is also important for them to help a friend or classmate if they experience violence.
6. Repeat what a trusted adult is: *A trusted adult is someone that you can trust. Someone who will listen to you and will respect you. In the upcoming lesson the girls will each identify a trusted adult to go to when they need help.*

Day 6 – Research

1. Read Afia’s Story in the notes to help girls identify who is a trusted adult.
2. Ask girls who the trusted adult was in the story. Ask them what makes someone a trusted adult. Answers may vary. Below are some possible responses:
 - Someone they know who will help them in time of need.
 - Someone they can talk to about anything, especially their problems, or if they are feeling scared, confused or uncomfortable.
 - Someone they feel happy being around.
 - Someone who listens to them and cares about their problems.
 - Someone who has helped them before.
 - Someone who would help them solve a problem, be understanding, get help and work to keep them safe.
3. Ask girls about how the village elder helped Afia. Ask girls how Afia felt when the village elder helped her.
4. Tell girls that if anyone approaches them or tries to hurt them, touches them in a way that makes them feel scared, uncomfortable or confused, or if they feel that they are in danger, they should tell a trusted adult immediately.
5. While there are adults who may try to harm them, there are also many adults who will help them. They should go to someone they feel comfortable and secure around. If anyone does anything to them that is not appropriate, they should go to a trusted adult for help.
6. Tell girls to make a list of possible trusted adults in their notebooks. While answers may vary, below are some possible responses:
Facilitator, Mother, Uncle, Police officer, Father, Neighbor, Mentor, Grandmother, Big brother/sister, Church Elder, Grandfather, Principal/Headmaster, Friend’s parent, Aunt, Teacher, Queen mother.
7. Tell girls to choose three people they consider to be trusted adults and write their names in their notebooks.

Notes Day 6

Afia’s story

My name is Afia and I am 13 years old. I walk the same way to school every day. It is the only way I can walk to school safely, because in the bushes and pathways there are sometimes animals and I am afraid to walk along the pathways alone, especially when the crops have grown tall. So, each day I walk past the shop and bar to get to school, and each day I am approached by an older man, who offers to buy me a drink. He says he’ll buy me whatever I want and that a schoolgirl needs a special treat from time to time. One day he gave me a pretty perfume bottle, and I took it. Last week, he asked me to go on a walk with him after school. I said no, but every day he asks me the same thing. Sometimes he gets close to me, and it is hard for me to get away from him. Tomorrow, I am going to walk through the fields even though I am scared of the animals, because I am also scared of the man who has been harassing me.

As I was turning to walk through the fields, I saw one of our village elders. He asked me why I was walking through the fields when all the girls had been told to stay on the main road because the fields were unsafe. I was afraid to tell him the reason, but I decided it was better to tell him the truth. It was difficult for me to speak to this respected elder about my problem, but I told him that a man had approached me while I was walking through the bus depot. I told the village elder I was scared and wanted to avoid the man, and that is why I was walking through the fields. The village elder asked me if I had taken any gifts from the man. I admitted that I had. He told me that I should not take gifts from strangers, because sometimes people use gifts to get favors or to trick young girls. He also told me that in the morning he would send his older grandson to accompany me to school. Although I was scared, I was glad that I had told one of the village elders about my problem because he listened to me and offered me help. I feel so relieved now that the situation has been resolved and I can walk to school safely.

Day 7 – Presentation

1. Remind girls of the different types of violence they have discussed. Tell them that they are going to examine one type of violence: sexual violence. Read out the letter from Akuvi
2. Ask the girls what Akuvi should do. Make sure that they mention talking to a trusted adult.
3. Explain:
 - Akuvi should not be afraid to tell a trusted adult. She should not blame herself because it was not her fault. No matter what, no one should blame Akuvi. If the trusted adult is someone other than Akuvi's parents, someone should contact her parents.
 - The trusted adult should also tell the head teacher. The teacher should not be allowed to teach in the school anymore. Teachers are in school to help young people, not to hurt them.
 - Teachers and people from school should not ask girls to clean their houses. Girls go to school to study, not to clean, fetch water or run errands.
 - Teachers and adults should always protect girls. If they ever ask them to do anything that makes them uncomfortable, girls have the right to refuse.
 - Girls should not be in isolated places at school or walking to and from school alone and when it is dark. They should always walk in a group or with other girls. Adults need to ensure children's safety. It is not the girl's entire responsibility.
 - If a teacher or anyone asks to look under a girls' clothes, the girl should not allow it.
 - If a teacher or anyone touches them or gets too close, ask that person to move away. If it happens again, tell a trusted adult

4. Ask girls to prepare in pairs the conversation with the trusted adult. One girl is Akuvi and the other is the adult. Invite a few pairs to play out the conversation. After each role play, ask:

1. Who was the trusted adult in the role-play? What did the adult do?
2. What did the actors do well in the role-play?
3. Do you have any suggestions for the actors? For example, was there anyone else they could have told?

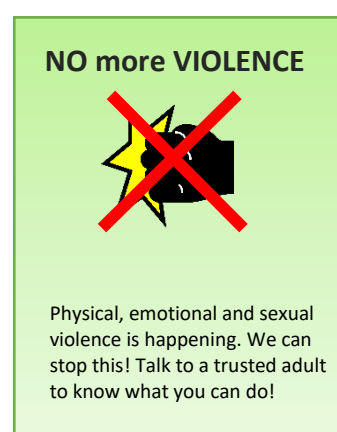
Notes Day 7

Dear Friend,

My name is Akuvi and I have a very serious problem. Last week, my friend's father asked me to come to his house and help him clean up. I did not want to go, but my parents tell me I have to respect my elders. When I got to his house, he started touching me. I got a very bad feeling in my stomach, and I knew it was wrong. I didn't like it and was scared, but I did not know how to stop it. When I went home he told me that if I told anyone he would hurt me. I ran all the way home and felt sick. I am afraid to tell anyone because they will say it is my fault. I do not feel like eating or sleeping. I do not want to go to my friend and see that man. Please help me. What should I do?

Day 8 – Presentation

1. Ask girls to work in groups of four and to think back what they have done and learned in the past sessions about Gender-based Violence.
2. Explain that in this session they will create a poster that we will put in our community to show them what we have learned.
3. Discuss with girls what a good poster should look like:
 - Illustrations, one big one or a few smaller ones
 - A title that is written in large letters.
 - Smaller text that explains what we think is important about the topic. Show some examples or design a simple poster to illustrate what their poster could look like.
4. In small groups girls must think about:
 - What have they learnt about it?
 - What is the most important thing they want to share with the community?
 - Let girls make a draft poster on a piece of paper. After showing the poster and getting feedback, they can make a final poster using the flipchart paper and pencils
5. Each group shows their poster and explains the message and most important thing they want to share with the community.
6. After all girls have shown their posters, invite the community leader to take the posters and together with the girls put them up on a wall for others to see.



Notes Day 8

Invite the Community Oversight Committee to take part in this session to see what the girls are making and what they have learnt. It would be good if they can empower the girls to develop a plan for a case in which they encounter violence. Ensure that the trusted adult is involved. If the community has other ways to help prevent GBV or help girls who are victims, they can also be invited to participate.

Theme 4 – Water, Sanitation, Hygiene (WASH)



Material and preparation

- In Session 6 and 7 there is an orientation about menstrual hygiene. It is best if this module is taught after the topic, 'Sexual Reproductive Health' because it teaches the girls about their body and menstruation. If the facilitator is male, it would be better to invite a female member of the community oversight committee or a health worker to organize the sessions about this menstrual hygiene.
- Involve the community in providing material for Session 6 - sanitary pads.
- Running water to demonstrate washing hands - a tippy tap bucket will suffice.
- Involve the community in constructing a tippy tap. See Session 3 for materials needed. This includes soap as well.

☑ Objectives, the learners will be able to:

- Know the importance of basic WASH routines to stay healthy.
- Explain the correct procedure of washing hands, using and maintaining a latrine, and using and storing water.
- Have basic knowledge about menstrual hygiene practices.
- Construct a tippy tap for daily use.
- Explain which WASH practices are parts of the 3 Cs.



Day 1 – Introduction to the theme

1. Show the conversation poster about WASH.
2. In pairs, ask the girls to discuss what they see and later invite them to explain to the group what they see in the poster.
3. Explain that the topic is 'Water, Sanitation and Personal Hygiene'.
As we discuss this topic, we will learn about the 3 C's. Eat **C**lean, drink **C**lean and Live **C**lean. (See notes)
4. Ask girls to discuss in small groups; why is it important to stay healthy?
They can think about it for 10 minutes after which the facilitator can discuss all the answers gathered. Make sure to at least include all the actions from the notes.
5. Read out the case study³ below

The entire Galikope community was still in a state of shock days after the burial of the only son of their chief. How he died was still a shock, bitten by a poisonous snake when he was defecating in the bush. He always failed to use the only latrine in the entire community, a communal latrine which always gave any user the most “permanent perfume” and was home to all sorts of rodents and insects. There was no cleaner or attendant, as nobody was willing to take up that huge task. The chief together with his elders didn't hesitate to declare the community as a “No place for open defecation” and gave a directive for the youth to immediately close and pull down the communal latrine. They also issued an ultimatum for all households to construct improved latrines within the next three months. This was received with a loud applause by the whole community, especially the women, as other men will no longer see them naked in the bush when they go out to defecate. They were equally excited about the privacy, convenience, safety and dignity that the household latrines will bring. Davi Abila, who stays close to the communal latrine exclaimed, “I can now breathe well and sleep soundly,”

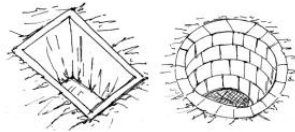
6. Discuss:
 - What happened to the boy in the story?
 - Do you think this can happen in your community? Why / Why not?
 - What could they do to prevent this?
7. Explain that a lot of diseases in Ghana are caused by bacteria. These are very small things that live in our body. Not all of them are bad, but some can make us very sick. They can spread in many ways; coughing, shaking hands when not washing hands or through our feces. When we defecate somewhere and it gets into the water or land and reaches other people, they can become sick too. That's why it is important to use a latrine.
8. Ask girls to look at the picture of the latrine on the conversation poster and discuss what that latrine should look like. (see below)

³ This case study was taken from the program 'Global communities, partners for Food, Ghana'

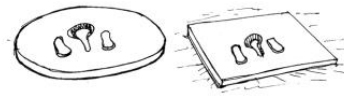
1. Select an appropriate place and draw out the latrine



2. Dig a pit and line it if needed



3. Cast or buy a slab



4. Place the slab securely over the pit



5. Build the latrine structure



6. Add the roof, a door and vent pipe



7. Install a handwashing facility



9. Give girls homework; go into your community and find good and bad examples of a latrine.

Notes Day 1

The 3 Cs is a combination of all information that girls will learn and apply on this topic.

To avoid sickness such as diarrhea, cholera, hepatitis and others, there are basic rules to follow.

Eat clean

- Wash your hands before eating
- Use safe water to cook food.
- Cover food when you don't eat it to avoid contact with dirt, insects or flies.
- Wash all food with clean water.
- Avoid sneezing near or over the food
- Always keep the area where you cook clean.

Drink clean

- Clean the bucket you use to fetch water regularly
- Boil water that you fetch from a river or lake for at least 10 minutes

Live clean

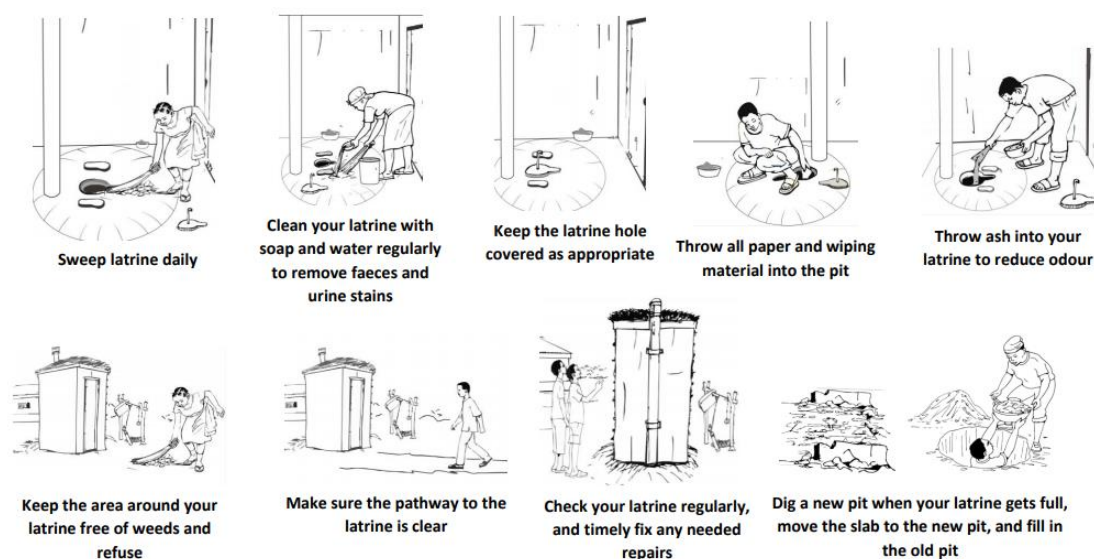
- Wash your hands after you go to the latrine
- Cover cooking utensils and hang them on the wall.
- Dispose waste into dustbins and do not leave it in or around the house.
- Do not build a latrine close to a water source. At least it should be 30 meters away
- Keep yourself clean (menstrual hygiene, wash clothes, use soap to wash body and hair, brush your teeth)

During the following sessions we will go into more detail about all of these actions.

Day 2 – Discussion

1. Ask girls about their homework: have they found good or bad examples of latrines? If they were good; where were they? If they were bad; what needed to be improved?
 - What are the benefits of a good latrine?
 - How do you use a latrine?
 - How do you maintain a latrine?
2. Explain the use and maintenance using the information below:

It is important to use and maintain your latrine properly because it reduces the spread of diarrheal diseases and keeps your family healthy.



3. Form 10 groups of girls and ask them to develop their own guide to use and maintain the latrine. Each group gets 1 of the actions as per point 2. They should draw it on an A4 paper. After each group has completed, hang the 10 papers in the correct order and discuss all the actions again.
4. Ask the teacher or community oversight committee member to put the papers close to the latrine that the Learning center uses.

Day 3 – Discussion

1. Review the actions for using and maintaining the latrine.
2. Look at the conversation poster and discuss the need for handwashing using the four questions and information in the notes
3. Demonstrate the correct way of washing hands using running water.

This could be done using a system as in the pictures or with a bucket.

The use of soap is essential as is air hand drying.

4. Explain that we will make a tippy tap to use at our learning centre (or elsewhere, if the LC already has one) For this we will need to have material (see picture)



1. Wet your hands and apply soap



2. Rub palms together



3. Wash hands and fingers



4. Rinse under running water



5. Air Dry

A Tippy Tap will help you wash your hands properly and regularly making it a habit. Place a Tippy Tap near your latrine and near where you eat.



1. Dig two small holes about 2 feet apart



2. Place one forked stick in each hole. Make sure they are the same height



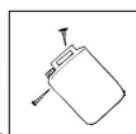
3. Fill each hole with sand and stone to pack the sticks tightly so that they don't move



4. Heat the nail with the fire



5. Make two holes in the container as shown



6. Make a hole in the soap. Put the string through it



7. Attach a string to the container



8. Attach the other end of the string to the foot stick as shown



5. Discuss this process and the material needed and ask the girls to think about the material they could use. Make a list of girls who can provide the materials. Explain that we will construct the tippy tap next week. (If possible, construct several tippy taps that can be placed in the community)
6. Ask all girls to practice the correct ways of washing hands. First practice 'dry' without water and soap. After that, invite some girls to come forward and wash their hands using the tap.

7. Homework: Girls should ask for materials to construct the tap and practice with their siblings the correct way of washing hands.

Notes Day 3

WHAT IS HANDWASHING WITH SOAP UNDER RUNNING WATER?

Handwashing with soap under running water is the way to clean hands of germs that can cause illnesses and diseases.

WHY IS IT IMPORTANT TO WASH HANDS WITH SOAP UNDER RUNNING WATER?

Frequent handwashing practice is the most important thing you can do to prevent disease and reduce the spread of infection. It is also important to wash the hands of young children under five and infants. They constantly put their hands in their mouths. Washing their hands can reduce diseases and illnesses caused by dirty hands such as cholera and diarrheal diseases. Handwashing with soap also refreshes our hands making us feel comfortable.

WHAT DO WE NEED TO WASH OUR HANDS?

- Soap - Any type of soap can be used for handwashing including bar soap, liquid soap and powdered soap.
- Water – Adequate running water is required.
- Handwashing station - Having a handwashing station near the latrine and where the family eats makes it easier to wash hands. It encourages handwashing as a habit and an everyday action. Good handwashing stations provide soap, running water and soak away pits to manage wastewater. Taps, Veronica buckets, and Tippy Taps are all good handwashing facilities. Pouring water from a bowl, 'buta,' cup or other receptacle onto the hand is also a good form of washing hands under running water. Communal hand washing in a common bowl is not healthy.

WHEN SHOULD WE WASH OUR HANDS?

Handwashing is important at all times; however, there are two especially critical times when we should never forget to wash our hands. These two times are before eating and after defecating.

(1) Before Eating Handwashing is critical before we put anything into our mouth. We should thoroughly wash our hands before we eat anything. This even includes things like biscuits, bread, fruits, and nuts. Mothers and caregivers should also wash the hands of their infants and young children before they eat and before feeding them.

(2) After Defecating, Anytime we finish using the toilet, we immediately need to wash our hands. This will ensure that any germs that our hands pick up, including pieces of fecal matter, can be washed off. Mothers and caregivers should also wash the hands of their young children after they use the toilet. *It is also important for mothers with infants to wash their hands after cleaning their babies'

Day 4 – Discussion

1. Review the homework:
 - Which girls have brought the material to construct the tippy tap? (see notes)
 - How did the practice with siblings go?
2. Explain that we have discussed on 'Live Clean, ' with use of a good latrine and hand washing. Today, we will talk about 'Drink Clean, ' or clean water.
3. Ask:
 - Why is it important to use clean water?
 - Where do you get your drinking and washing water?
4. Discuss the importance of using clean water (see notes)
5. Read out the case study below:

Asana and Fusena are sitting outside talking after preparing food for the evening meal. Asana notices in Fusena's kitchen that she has several plastic containers, with three larger blue ones in the corner on a table out of reach of the children. She asks, "What is so special about those three large coloured containers that you have them together and on a table?" Fusena looks around to see what her friend is talking about. "Oh, those containers are very important!" she exclaims. "They contain the most important thing in our household – our drinking water!" Asana shakes her head as Fusena always makes everything sound so important. Fusena continues, "I keep all of our drinking water in the blue separate containers, so my family always knows where to find their safe water. I want my family to stay healthy, so I try to make it easier for all of us to remember. Also, now, I always know which ones I need to clean properly to keep the containers safe for drinking." Asana adds, "I like this arrangement, you always seem to know the right thing to do to safeguard your family's health". "I'm going to follow your example. I'm tired of visiting the hospital all the time with the episodes of diarrhea or other sicknesses."

6. Ask questions:
 - Why do you think that Fusena keeps the water in the containers?
 - Do you think this water is only for cooking?
7. Ask girls how water is being stored in their houses and discuss the safest way (see pictures)

It is important to store and fetch your drinking water safely to keep it clean and safe to drink for your whole family.



1. Wash your drinking water containers regularly with soap and clean water



2. Pour your boiled water into a clean drinking water container



3. Cover your drinking water container



4. Keep your drinking water out of reach of your small children



5. Use a long-handled cup to fetch your drinking



6. Use a separate cup for drinking



8. Homework: Remind the girls to bring the material needed to construct the tippy taps at the next session.

Notes Day 4

WHAT IS BOILING WATER?

Boiling is a way to kill germs and bacteria found in most water sources to make it safe to drink. It is an easy and very cost-effective method of getting safe water. If the water is cloudy, it should be filtered to remove the dirt before boiling.

Also, remember that water should not be from sources that are close to a latrine or close to an area where animals live and defecate.

WHY IS IT IMPORTANT TO BOIL WATER TO DRINK?

Drinking contaminated water creates many health problems, including diarrheal diseases. Boiling water kills the germs found in it that make it unsafe to drink. Most harmful microorganisms and germs die when the water has been boiled, making it safe to drink. Boiling does not; however, destroy or remove contaminants or chemicals in the water.

WHAT KIND OF WATER SHOULD BE BOILED FOR DRINKING?

Water should be boiled if it comes from unsafe sources. Unsafe sources of water include surface water, unprotected wells and river water. Water can also be contaminated by dirty containers, their covers and during transportation to the house, so it is good to even boil water from the borehole to be sure it is safe to drink.

WHEN SHOULD WE BOIL WATER? Drinking water should be boiled before it is consumed and it should be allowed to cool. It is also good to boil drinking water when there is an outbreak of diseases like cholera, even if you think the source is safe.

HOW LONG SHOULD WATER BE BOILED? Water should be boiled until it rolls with large bubbles. The time it takes to achieve this will depend on how hot the fire that is being used to boil the water is and the amount of water being boiled.

For the next session, the community oversight committee should invite parents who are able to help build the tippy tap. The facilitator should determine which additional materials are needed and ask the committee to try to arrange this material.

They should approach parents and other community members to help during Session 5.

The community can also help decide where the taps should be placed. (close to a clean water source, with access to soap)

Ideally we want to build at least three tippy taps but if possible there can be more.

Day 5 – Community involvement

1. Welcome all and explain the activity of today. Ask some girls to explain why it is important to wash your hands properly.
2. Divide the group in smaller groups depending on the number of tippy taps you want to build.
Make sure to have at least one adult per group.
3. Construct the tippy tap as per instruction in Session 3.
4. After construction, organize a discussion about where the taps should be positioned. Make sure to have at least one at the learning center.
 - What is needed to maintain the tap?
 - Where do we get the water for the tap?

Day 6 – Community involvement – Oversight Committee – Health worker

Note: This part should be led by a female community member or health worker.

1. Organize a discussion with the girls about the 3 Cs. What have we learned so far about 'Live Clean, Eat Clean and Drink Clean'?
2. Explain that today we will learn more about 'Live Clean.' Find out the understanding of girls about sexual reproductive health (there is a topic about this) and focus on 'Having periods.' Make sure to discuss the content in the notes.
3. Explain that to live clean, we will also need to pay attention to our personal hygiene during our period. It is a little different than our usual routines:
 - Keep private parts clean: Make sure that you wash your private parts with water at least twice a day. This will reduce the risk of bad body smell and infections.
 - Wash your body: Once you start your period, your body produces more oil and sweat. Always give careful attention to personal cleanliness before and during your periods. This will make you more comfortable and confident. Pay special attention to your armpits.

- Wash clothes and dry them in the sun: Always wash your clothes, menstrual cloth if you use one and especially shirts and underwear with soap. Dry all clothes in the sun.
- Wash your hands with soap: Always wash your hands before and after changing your sanitary pad.

Girls tips to develop good hygiene practices:

- Always wash your hands with soap and clean water after using the toilet and before touching food.
- Wipe after visiting the toilet: Wipe the genitals from front to back after using the toilet to prevent the spread of germs.
- Always wash your hands with soap before and after using the toilet and whenever changing period protection.
- And remember, always wash and dry your underwear in the sun!

4. Explain that during your period you will have to use sanitary pads. We can buy those in the shop but if this is not possible, we can also make them. This is what we will do during this session:

What You Will Need:

- Pieces of cotton cloths (Tip: you can use cloths of any color, but it is important that they are made of cotton and NOT of synthetic materials)
- Strands of cotton
- Needle and thread
- Knickers
- Disposable sanitary pad

5. Demonstrate how to make the pad:

- Fold one of the squared cloths in half and then in half again (2 folds in total)
- Take the second cloth and fold it diagonally (corner to corner)
- Put the folded cotton cloth inside the squared diagonal cotton cloth (Tip: if you have a heavy
 - blood flow during menstruation, you can make the inside cloth thicker)
- Then fold top corner in to meet the bottom side
- Fold the left and right side in to meet the top piece and place it under the top piece like an
- envelope
- Lastly, sew the points together in the middle four times to hold it firmly and now it is ready for use

6. Explain how to clean and re-use the cloth

- After use, untie the cloth
- Wash it properly
- Dry it in the sun and iron it if possible
- Repeat the steps above to use it again

7. Explain how to store the cloth

- Keep the sanitary pad in your bag when going to school or other places
- Change the sanitary pad/piece of cloth as soon as it gets wet in order to prevent germs from development or leakage
- If it is a reusable sanitary towel, then it must be washed and dried up under the sun

Notes Day 6

Your Period:

Menstruation is the release of blood from the womb and the vagina by a woman. It is sometimes called a period because it happens every month.

- Every woman starts to menstruate at one point or another in her life. This is normal.
- Menstruation normally starts when a girl is between 9 – 14 years old. This can however differ. Some girls can start menstruation earlier than 9 years, while some can start later than 14 years old.
- When you start your period, it is just the right time for you. The body starts when it is ready. Being early is just as normal as being late.
- When a girl starts with her periods, it means she can become pregnant at any time in the month if she has unprotected sex.
- Starting your periods is one of the biggest changes in your life as an adolescent girl. It is a turning point in your development from childhood to adulthood.
- Your first period can be unexpected, and you might be frightened to find some bleeding from your vagina. Just remember that this is a natural process for every female person.
- Periods last between 3-7 days. Duration of the period varies among girls. Some may experience it in a few days while some experience it in more days.
- The next period begins about 21- 28 days after the previous period. This 28-day cycle is called your period cycle.

Day 7 – Prepare Presentation

1. Discuss what girls have learned during this theme.
2. Explain that girls will work in groups of four to perform a short skit about one of the topics that they have learned about.
The skit should start with one or more girls who are engaged in bad practice. Then one or more of the other girls come by and a discussion starts demonstrating and explaining good practice.
3. Divide the group in smaller groups and topic:
 - Handwashing
 - Storing of water and maintenance storage space.
 - Use of latrine
 - Tooth brushing
 - Cooking in a clean area
 - Washing food before cooking
4. Ask each group to prepare their skit and invite some groups to act.
 - Ask girls to explain afterwards what the bad practice and good practice was and what consequences the bad practice could have.
5. Decide which groups can perform their skit during the last day of the discussion of the topic.

Day 8 –Presentation

1. Invite community members, members of the community oversight committee and other stakeholders.
2. Explain the topic studied and provide examples of topics addressed. Also mention personal hygiene and focus on the importance of knowledge of menstrual hygiene.
3. Invite selected groups to perform their skits to the present community members.
 - Ask for an applause after every performance.
 - Ask girls to explain what the consequences of the bad practice could have been.
4. End the session with compliments for all girls and the question for the community if they could support the girls in maintaining the good WASH practices; establish tippy taps, maintain latrines and live according to the 3 Cs.

Theme 5 – Disabilities

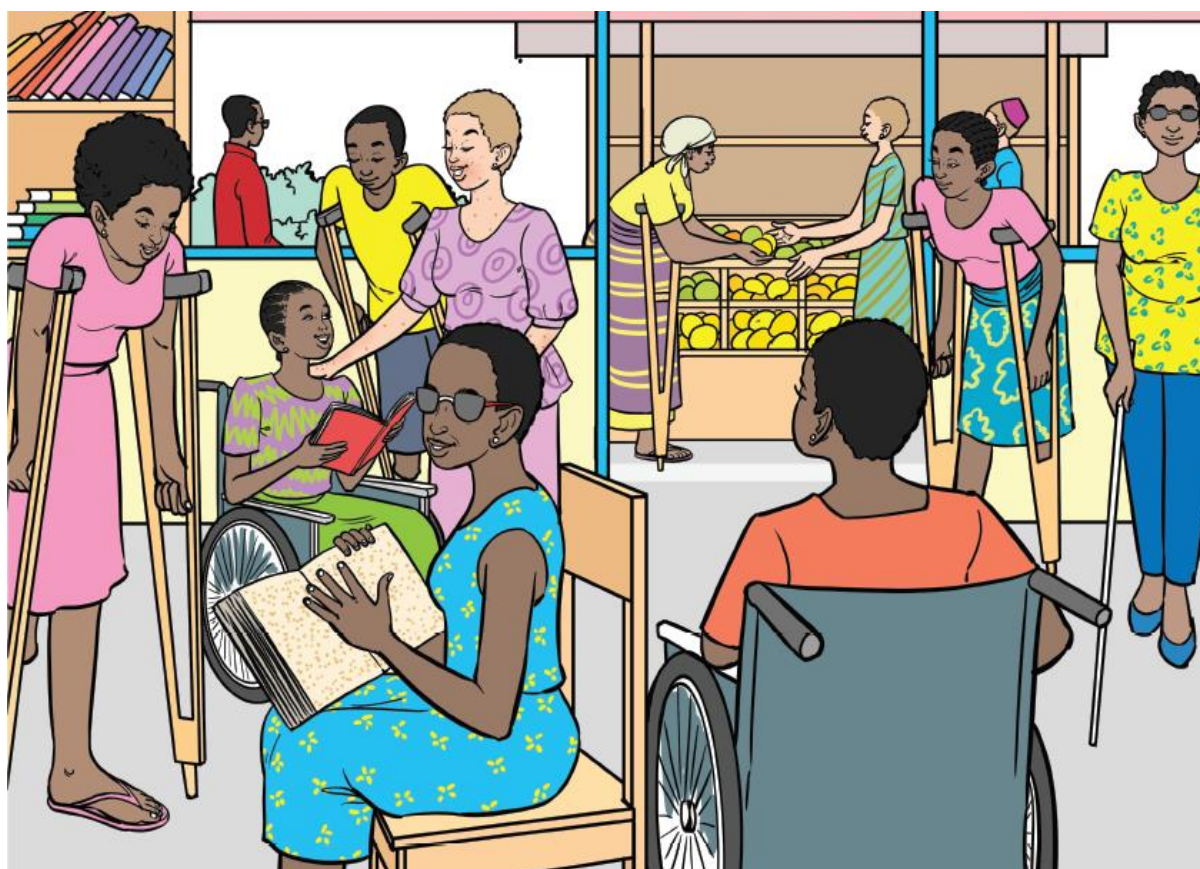


Material and preparation

- For Sessions 1 and 3: Pieces of cloth or handkerchiefs to use as blindfolds and some strings to tie their hands.
- For Session 2: Pieces of paper with text on it (see notes session 2)
- The book 'Lucy the winner'⁴

☑ Objectives, the learners will be able to:

- Explain the meaning of impairments: Hearing, visual, intellectual and physical impairments
- Explain that someone with a disability can function or can do a lot of things.
- Communicate with people who cannot hear very well using other forms of communication, for example gestures, writing, facial expression etc.
- Recognize the different forms of communication (that we use speech, but also our facial expressions, gestures, sign language, and writing to communicate with others).
- Present what they have learned and can apply in their daily lives to promote inclusion of people with disabilities among themselves and community members.



⁴ 'Lucy the Winner,' part of the Teachers Guide 'inclusive education, supplementary readers,' CRDD, GES, 2016

Day 1 – Introduction to the topic

1. Show the conversation poster 'Live and Learn together.'
2. Ask girls to discuss first in pairs what they see and invite pairs to explain to the group what they see on the poster.
3. Explain that the topic is 'living and learning together,' and during the next two weeks we will be talking and investigating disabilities. We will learn how people with disabilities are capable of doing many things similar to people with no disabilities and we will also learn how to adapt to help them learn and live.
4. Tell the girls that they are going to try to put themselves in the shoes of girls with disabilities, who are visually impaired, hearing impaired, intellectually challenged and physically challenged.
5. Pair the girls and line them up at one end of the learning centre.
6. Blindfold one girl in each pair with a piece of cloth or handkerchief and ask all the blindfolded girls to walk alone to the front. The second girl in the pair must stay behind. All the girls must remain silent during this activity. Those who are standing are not allowed to direct or guide or warn those who are walking.
7. When the blindfolded girls have got about half way, tell them to stop and ask the second girl in each pair who is not blindfolded to help or guide their friends. They can now take their arms, talk to them, help in any way that they want.
8. Now ask the girls to change roles so that the 'seeing' girl is now blindfolded, and repeat the activity.
9. Organize a discussion:
 - How did the blindfolded girls feel at first?
 - How did they feel later? Why?
 - How did the helpers feel at first when they watched their friends try to walk to the front?
 - How did they feel later when they could help?
10. Explain that there are girls and boys who are visually impaired. Read the information on the back of the conversation poster (see notes)
11. Discuss: How can we help these girls and boys to feel happy and not unsafe, helpless or sad?
12. Explain how to make the environment disability friendly (see notes)
13. Homework: Girls must look at the learning center, church or market and see how disability friendly it is for people with visual impairments.

Notes Day 1

Visually impaired

Visually impaired means that you have difficulty seeing in a way that this cannot be fixed with glasses or contact lenses. People who are visually impaired can have difficulties with normal daily activities such as driving, reading, walking, and working. Blindness is also a form of visual impairment.

Some people are born with a visual impairment, others have it because of an accident or disease. Most people who are visually impaired do not have problems talking, thinking and working and they can do many things similar to us. However, in some ways their environment needs to be adapted to make sure they can live, learn and work just like the rest.

Adapt the environment

Depending on the kind of visual impairments, the following adaptations could help:

- Remove rocks and other objects in walkways or give them a color so that they are visible.
- Remove low hanging branches or other objects in entrances of houses, markets
- Provide reading material with bigger letters.
- Have students in the learning center sit in front.
- Mark the border of pathways more visible.
- Provide a white cane that blind people can use to 'feel' their way.

Day 2 – Discussion

1. Review the homework and ask girls to report on some of the aspects in the area they have investigated. Ask for measures that make the environment disability friendly as well as measures that hinder people with disabilities.
2. Pair the girls and ask one girl in a pair to cover his/her ears.
3. Ask the other girl in the pair to take a piece of paper from the basket and keep it folded in his or her hand. The partner should not see the message.

Note; make sure that all girls know the message. Help the girls who are unable to read.

When one girl in each pair has a folded piece of paper, ask them to spread out a bit and stand back-to-back with their partner. Now ask the girl without hearing difficulty to tell the girl with a hearing impairment on the paper, while facing away from him/her. Remind them not to shout because everyone has a different message. They can only say the message once and not repeat it.

4. Next, ask the girl without hearing difficulty to face the girl with hearing impairment and repeat the same message. The girl with hearing impairment should still have the ears covered. Ask the girl without hearing difficulty to speak softly and clearly and use facial expressions and gestures to help with the message. Can the girl with hearing impairment now understand the message?

(if there is time, do this with several messages.)

5. Use the questions below and ask the girls how they felt doing the activity.
 - What made it difficult to hear?
 - What helped to make it easier?
 - What does that teach us about how to talk to people who find it difficult to hear?
6. If there are girls with hearing impairment in the learning center, ask them what they find easy or difficult when they are at the learning center
7. Discuss to review their understanding about visual impairments (Session 1) and hearing impairments (Session 2).
8. Discuss how we can help girls and others with hearing disabilities (see notes).
9. Homework: Ask girls to see if there are people with hearing disabilities In their families and communities. How are others communicating with them?

Notes Day 2

Preparation and materials needed: Pieces of paper folded with the following statements on them:

- 'Do you want to share this fruit with me?'
- 'I think your hair is really nice.'
- 'Would you like to play with me?'
- 'I am hungry! Are you?'
- 'Shall we look at this book together?'
- 'Can you help me to tie this scarf/or my shoe laces, please?'

Note: Have enough folded paper with messages so that each girl can have two messages. It is fine if some of the messages are repeated. Put the folded pieces of paper in a basket or container.

Several measures can be taken to help people with hearing impairments:

- Having pieces of paper and pen or pencils ready so that people can write notes to the person with hearing impairment
- Having a sign language chart that they can refer to.
- Helping them communicate using more labels and pictures.
- Having flashcards with short phrases such as 'can I borrow...?' 'Do you know...?' 'Can I see...?' that a hearing-impaired girl can use as a 'shortcut' to communicate.

As with visual impairments, people with hearing disabilities should also visit the health center or other medical service to have their hearing checked regularly.

Day 3 – Discussion

1. Ask the girls if they have anything to tell you about how to communicate with people who are hearing impaired and write down all their ideas and suggestions. Ask them if their families know people who are hearing impaired. Are they usually young people or old people?
2. Tell the girls they are going to learn about another kind of disability today.
3. Ask all girls to do the following tasks:
 - Write something (their names or just one sentence such as ‘Today is.....’ or ‘I like’ on a piece of paper)
 - Lift the pile of books on their table.
 - Draw a flower, the sun and a star.
 - Collect a piece of paper from the corner of the classroom.
4. Now ask them to loosely tie their dominant hand behind their backs (use the string or a piece of cloth to tie but do it gently) and do the same tasks again.
 - Which tasks can they do easily?
 - Which tasks are difficult to perform with one hand tied?
 - Which of the tasks are impossible?
5. Can they think of how impossible tasks can be made possible? Help them by giving them some ideas (for example: if the pile of books was smaller or lighter or they had a tray. Or if they had a set of letters of the alphabet or words from which to make their sentences.)
6. Read ‘Lucy the Winner’
7. Discuss the following:
 - Do they understand how Lucy felt?
 - Was it easier to understand because they had already done the activity with the string?
 - If Lucy came to their learning centre, would she be helped or teased?
8. Homework: Ask girls to see if people with physical impairments live in their families and communities. How do they learn, live and work?

Notes Day 3

Use the book ‘Lucy the Winner’ for this session
Possible questions to organize a discussion:

- Who does Lucy’s mother, Mama Esi, meet at the market?
- Who comes to visit Mama Esi?
- Who comes to visit Lucy?
- What is Lucy most afraid of?
- Is she right to be afraid?
- What if Mama Esi had not stopped at Adam’s coconut stall, what would have happened then?



- If you had someone new come to your village, what are the places and things you would show them? Who are the people you would introduce them to?

Day 4 –Preparation

1. Review homework and ask girls if they have found people in their community that are physically impaired.
2. Review the variety of disabilities; hearing, visual, physical.
3. Explain clearly that, independent of what type of disability; the girls and boys are the same as us. They have the same feelings, they also need family, friends, food, things to do, they need to go to the learning center and they need to get work. They need people who care for them just as they care for you.
4. Remind the girls that Lucy says that people think she is stupid just because she cannot use her right hand. Faiza too is worried about her cousin Joseph going to the learning center because he is visually impaired. Why are all these girls worried? (Lead the girls to see that it is because they are afraid of being teased and not accepted at the learning center).
5. Discuss with them:
 - What kinds of things do girls tease one another about?
 - Who or what starts it and who or what stops it?
 - Is it usually a group of girls who do the teasing or it is just one girl doing the teasing?
6. Now introduce the word 'bullying'. Tell the girls that, to tease or fight or hurt someone who is weaker (because they are alone when others are in a group or because they may be shorter, have a disability, not popular at learning center) is a form of bullying - when we do that, we do not make our learning centers safe for all girls to learn and we miss out on getting to know some really wonderful people.
7. Divide the girls in groups of four and ask them to discuss the following questions:
 - Have you ever seen people name-calling?
 - When and where does name calling happen?
 - How can name-calling be stopped?
8. Ask girls to come up with rules to stop name-calling and bullying. Ask them to think about what should not be allowed. Let them think about what should happen to a person who breaks the rules; and what other girls should do if they see someone breaking the rules.
9. Ask each group to present their ideas and write their suggestions on a flip chart. Tell them that these will form the basis of the Learning center rules on bullying and name-calling.

Notes Day 4

Besides the visual and hearing disabilities: A variety of physical impairments could be in the community. Some people are missing body parts, others do not have control over legs, arms or have difficulty with their coordination. These are disabilities that you can see easily.

There are also other types of disabilities such as 'learning disabilities,' some girls and adults have difficulty reading. Not because they did not go to the learning center, but because a tiny part of their brain does not do this task well. It has nothing to do with not being intelligent.

The last type of disability is intellectual disabilities. Intellectual disabilities happen because the brain gets injured or a problem prevents the brain from developing normally. These could be small problems but, also bigger where older people are behaving as if they were 10 years old because of an intellectual disability. This can start immediately when they are born but can also happen later because of an accident or disease.

Day 5 –Preparation

1. Explain that we have learnt a lot about disabilities but that our community also has to benefit from what we have learnt. Together with the community oversight committee and others we will prepare an event in which we invite community members to present what we have learned.
2. Create four research groups and give each group a type of impairment; *visual, hearing, physical, learning and intellectual*. Each group must work on a small presentation (5 minutes!) as explained in the notes.
3. Girls start working in their groups to prepare the presentation.
4. The facilitator walks around to check if girls understand what they must do and provides additional information if needed.
5. At the end of the session, explain that in order to get more information about the type of impairment, they can plan to meet a person in the community with that impairment.

Girls can think about this and approach someone that they want to meet during Session

6. Girls can develop an interview with that person. Basic questions to include:
 - Can you tell us your name and where you live?
 - What impairment do you have and as a result what is difficult for you to do?
 - How can we, as a community, help you with these difficulties?
7. Homework: girls identify a person they want to interview and contact him or her to see if the person agrees. They should try to conduct the interview during the life skills session the next day

Notes Day 5

During the last session, on Day 8, we may invite community members to come to the learning center and see what the girls have learnt about disabilities. Invite the community oversight committee to take part in the preparation and the event itself. They can already be present during Sessions 5, 6, and 7 to prepare with the girls and to help them if needed during the presentation.

Also invite health workers and, if possible, teachers with knowledge on special needs learning centers.

Invite people with disabilities as well to be present during Session 8.

Session 8 could be as follows:

1. Introduction by the facilitator to explain the objective of the girls' club and the overall topic studied. Explain:
 - Impairment is a problem in a body's function or structure. (a person who cannot see or a person who has only one leg.)
 - Disability is the combination of the impairment of a person and a barrier experienced by the person with an impairment to participate in an activity or to access a place or information. For example: a girl with visual impairment cannot go to the market because the road has too many holes that she can't see.
 - As a community we can help people with disabilities to take away those **barriers**.
 - People with impairments have the same rights as others; to learn, live, have friends, a family and work. This is stated in our laws. A person with impairments can also function well, but our community needs to think about how we can include them into daily life.
 - Today we will see some of the things that girls have learned and investigated about this.
2. The activity with the blindfolds or the one with the tied hands.
3. A group of girls explain about the different types of impairments; *visual, hearing, physical, learning and intellectual*.
For each of these types they mention:
 - Examples of the impairment and what the consequences are of this
 - Difficulties that people with that impairment have.
 - Examples of difficulties that these people face in OUR community. (concrete examples: for example; the entrance of the learning center is too high. A girl with a wheelchair can't enter)
 - Possible solutions to these problems.

Day 6 –Community Research

1. Girls will use this session to conduct the interview. Before they go, make sure to check the following (see notes for guidance on how to conduct an interview:
 - Have they informed the person they want to interview and did this person agree?
 - Did they include the basic questions?
 - After the interview the girls should invite the person to come to the presentation during session 8.
 - Tomorrow, during session 7, the girls should bring their notes and answers from the interview.
2. Girls can go out in groups and do the research.

Notes Day 6

During an interview, pay attention to:

- Using a friendly tone
- Introducing both interviewers and explaining all elements in the introduction part.
- Making sure that there is no other person around to influence the interviewee.
- How to react when someone is not polite or does not want to answer questions.
- Who will be asking the questions and who will be writing down or recording the answers.

Day 7 – Review and Analysis

1. Facilitator invites the other groups to present the findings of their interview.
2. Ask each group to improve upon their presentation for the following day using the answers from the interviewee in:
 - Examples of difficulties that these people face in OUR community. (concrete examples: for example; the entrance of the learning center is too high. A girl with a wheelchair can't enter)
 - Possible solutions to these problems.
3. While girls prepare their presentation, the facilitator walks around and provides guidance where needed.
4. Invite the groups to present. Make sure that:
 - The presentation is not more than 5-8 minutes per group.
 - Girls are confident in presenting; compliment them, encourage them by saying what they did well.
 - One member of the community oversight committee could assist the girls if they are not yet confident enough. This member should have the content of the presentation of those girls.
5. Homework: Ask the groups to further prepare their presentations for tomorrow.

Day 8 – What Have We Learned?

1. Begin by welcoming the girls and the visiting guests and explain what has been done in the last 2 weeks. Use the notes in session 5 to outline the theme and key messages.

Explain that the girls have applied their knowledge and have done community research by interviewing community members and their own observations about how disability friendly our community is.

2. If possible, repeat the activity with the blindfolds or the tied arms in Session 1 or Session 3 to create understanding of the challenges that visually impaired have.
3. Ask each group to come forward and present their type of impairment and recommendations to the community to help people with those specific impairments.
4. After each presentation, the groups receive a round of applause.
5. After all presentations, reinforce the idea of including people with disabilities in our daily lives. The impairment they have is often not their mistake and only becomes a disability if he or she faces barriers in our community. These could be physical barriers; inaccessible places. But they could also be barriers of discrimination and exclusion. We, as a community, can take those barriers away.
6. Congratulate the groups and thank the guests.

Theme 6 – SRH - HIV/AIDS



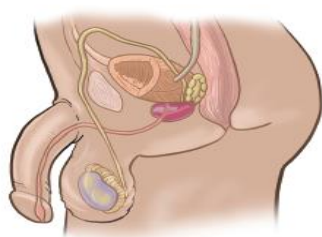
Material⁵ and preparation

- These sessions are best presented by a female facilitator, community member, teacher or health worker.
- For Sessions 4 and 5⁶: For each girl give:
 - One red bead, 19 dark beads,
 - 12 white or light beads,
 - 20-30 centimeters of string (depends on the size of the beads). All beads should be approximately the same size. The beads should be made of material that can be marked on with a pencil or other marker. (If no beads are available, you can use the paper version of the fertility tracker in the annex
- For session 7: Invite a health worker or other specialist to talk about STDs, HIV and AIDS

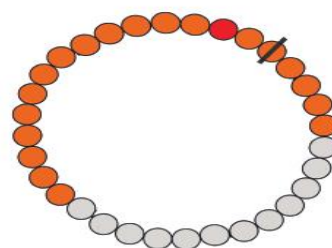
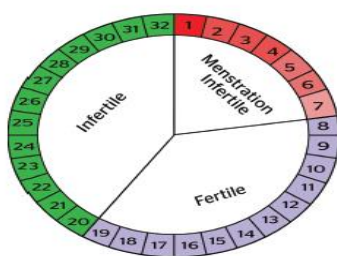
☑ Objectives, the learners will be able to:

- Explain the meaning of adolescence and puberty.
- Describe the physical and emotional changes that occur during adolescence or puberty.
- Label the male and female reproductive organs.
- Describe how male and female reproductive organs function.
- Explain the menstrual cycle.
- Explain fertility, pregnancy and anti-conception methods.
- Use the fertility tracker as a family planning tool
- Explain what STDs are and how to protect yourself against them

Male reproductive system



Female reproductive system



⁵ Part of the material is adapted from Doorways

⁶ These sessions are based on the manual 'Fertility Awareness, my changing body', IRH, FHI, 2003

Day 1 – Introduction to the topic

1. Show the conversation poster, 'My body.'
2. Ask girls to discuss first in pairs what they see and invite pairs to explain to the group what they see on the poster.
3. Explain that the topic is 'My body' and during the next two weeks we will be talking and investigating how our body changes and how we should protect it. We will learn what physical differences boys and girls have and how our periodic cycle works. We will also learn about sexually transmitted diseases and how to protect ourselves against this.
4. Ask girls to think in small groups and discuss: What changes happen to the body of a girl when she becomes an adult during puberty? They should also discuss: 'What happens to the body of a boy when he becomes an adult during puberty?'
5. Ask the groups to report and make sure to list the following changes:

Girl	Boy
Ovulation occurs	Sperm production begins
Menstruation begins	Ejaculation occurs
Breasts develop	Long bone growth stops
Pubic hair appears	Facial hair appears
Long bone growth stops	Voice box enlarges, voice deepens

6. Read out the information and the questions at the back of the conversation poster (see notes)
7. Homework: Ask girls to think about what they have learned and to prepare one question they want to ask during the next session.

Notes Day 1

Puberty

The time during adolescence that boys and girls go through physical and psychological changes is called puberty. Boys and girls have a lot in common during puberty.

Puberty begins and ends at different ages for everyone. Everyone goes through it at their body's own pace. This cannot be controlled and is biological (it is programmed in your body). This variation in change from person to person is normal.

Girls often begin puberty before boys. This difference in change is also biological and is therefore normal. During puberty, the body produces increased hormones that cause physical changes in the body.

Female puberty

Menstruation is also called a period because it happens once a month. It is monthly bleeding from the uterus when an unfertilized egg passes out in a flow of blood through the vagina.

Ovulation is the periodic release of a mature egg from an ovary. This usually happens around the middle of a woman's menstrual cycle.

Menstruation is a natural, normal process the body goes through. It happens when the egg does not get fertilized by a sperm. Having a period means a girl can now reproduce. It is normal for each girl to have a different menstrual cycle and to begin menstruation at different ages.

The blood that passes from the vagina is not unhealthy and does not mean that anything is wrong. Proper hygiene is very important and should be practiced at all times, but especially during menstruation. Once a girl begins menstruating, she can become pregnant.

Ask girls questions to check understanding:

- What is puberty?
- What is menstruation?
- Why is it called a period?
- Where is the uterus? Can you point it out on the poster?

Explanation of Menstrual Cycle

When a girl is born, she has thousands of egg cells, or ova in her two ovaries. Each egg is the size of one grain of sand. The tiny dots in the two balls are the eggs. The two balls are the ovaries. Each month, one egg ripens and leaves the ovaries. This is ovulation. The egg is picked up by the broad end of the fallopian tube and starts moving towards the uterus. At the same time, the uterus starts getting ready for the egg by thickening its inner lining.

An egg can grow into a baby only if it meets a sperm cell from a male. This happens during sex. The sperm comes out of the penis of the man. If the sperm and egg meet, a woman becomes pregnant. The fertilized egg attaches to the thick lining of the uterus. This lining nourishes and supports the baby until birth. If the egg is not fertilized by a sperm, the lining is not needed and it breaks down. The lining, tissue and the egg flow out of the uterus through the vagina and leave the body. This is menstruation.

Menstruation occurs approximately 14 days after ovulation if the egg is not fertilized. Menstrual periods may last 2-8 days; the average menstrual period lasts 4-6 days. The menstrual cycle occurs about every month until a woman goes through menopause. It also stops during pregnancy and starts again after the baby is born.

Ask questions to check understanding:

- Can you point out the ovaries on the poster?
- What is ovulation?
- How long is menstruation normally?
- What comes out of our body during menstruation? (*note; the topic 'personal hygiene has a section about menstrual hygiene*)

Day 2 – Discussion

1. Ask girls if they were able to come up with one question they wanted to ask. Invite other girls to try to respond. Explain that the facilitator is also available to answer questions later in private if you don't want to ask your questions now.
2. Verify a few main concepts by repeating some questions from the notes in Session 1
3. Explain that in the last session we discussed changes in our bodies but there are other changes that occur as we go through adolescence.
4. Ask girls to think about other changes and mention the following ones:
 - Paying more attention to one's body and appearance
 - Emotional instability, confusion and compulsiveness
 - Strong sexual awareness
 - Being attracted to and wanting to be attractive to the opposite sex
5. Explain that it is important to know our bodies and how they work. Go back to the conversation poster and give each group of girls a word below. Ask them to discuss what it is, and to look at the poster to see if they can point it out. Explain that there are many words for these body parts but that these ones are the real, biological names.

Vagina, Ovary, Uterus (womb), Egg, Fallopian tube, Penis, Sperm, Scrotum, Testes, Urethra.

6. After two minutes, invite each group to come forward and point out the part of the reproductive organs if they can. If they have difficulty, help them.
7. Explain after each word the function of that specific part (see notes)
8. Ask questions to verify understanding:
 - Why do we lose blood and an egg during menstruation?
 - How many eggs drop from the ovary each month?
 - What is in the scrotum?
 - What is sperm?
9. End the session by explaining: Genitals are sources of sexual pleasure, a natural part of the human body and nothing to be ashamed of. Touching them is natural and necessary to stay clean and healthy. Everyone should know what their genitals look like so they can recognize if something is wrong. For example, boys need to touch their testicles to feel for lumps and girls may need to use products for menstruation, which means they will need to touch their vaginas.
10. Homework; Girls can think about what they have learned and think of one question they want to ask in the next session.

Notes Day 2 – Continued

Male Reproductive Organs

What it is	What it does
Penis Male sexual organ.	<ul style="list-style-type: none"> The erect penis is placed in the vagina during sexual intercourse. At orgasm the male ejaculates and semen spurts out. Also contains a tube used for passing urine. When a man becomes sexually aroused or his penis is stimulated, his penis becomes enlarged; this is called an erection.
Scrotum Bag that hangs between the legs behind the penis.	<ul style="list-style-type: none"> Contains the testes. Protects the testes and controls temperature necessary for sperm function and survival.
Testes (or Testicles): Two balls inside the scrotum.	<ul style="list-style-type: none"> They produce sperm and sex hormones. They store sperm.
Urethra: Tube with hole at the end of the penis.	<ul style="list-style-type: none"> Carries urine from the bladder to outside of the body. Semen also passes out of this tube.
Sperm: Tiny cells contained in semen. They are too small to see.	<ul style="list-style-type: none"> Millions of sperm go into the semen each time a male ejaculates. They swim into the womb and if one of them fertilizes an egg, a baby is made.

Female Reproductive Organs

What it is	What it does
Vagina: A tube inside the body that has a small opening into the urethra and opens between the legs.	<ul style="list-style-type: none"> Penis goes inside the vagina during sex and puts sperm into the vagina. Babies come out through it at birth. Menstrual blood leaves the body through it. The vagina is separate from the anus, the hole where feces come out.
Uterus or womb; Bag at the top end of the vagina.	<ul style="list-style-type: none"> Every month the womb prepares itself for a baby by making a thick lining. If there is no baby, the womb throws away the lining when a girl has her period. The baby grows in the womb during pregnancy.
Fallopian tubes; Two tubes connecting the ovaries to the womb.	<ul style="list-style-type: none"> One egg travels along the tube from the ovary to the womb every month.

Ovaries: Two sacks on each side of the womb.	<ul style="list-style-type: none"> • They contain 300,000–500,000 egg cells at birth. • Sends one egg each month to the womb.
Egg: Tiny cells, about the size of a pinhead, inside the woman's ovaries.	<ul style="list-style-type: none"> • After sex, an egg joins with sperm at fertilization to make a baby.

Day 3 – Discussion

1. Ask girls if they were able to come up with one question they wanted to ask. Invite other girls to try to respond. Explain that the facilitator is also available to answer questions later in private if you don't want to ask your questions now.
2. Verify a few main concepts by repeating some questions from Session 2.
3. Read out the story from Amina (see notes)
4. Ask questions:
 - Why was Amina afraid to tell anyone that she was bleeding?
 - Why did Amina get so upset when her brother said it was because she let a boy touch her?
 - Does this sound like a story that could really happen? Why or why not?
 - Do young people learn about menstruation before it happens, or is it a subject that is not discussed?
5. Explain:
Now that we have learned about our body, our genitals and how they work. We should also talk about pregnancy. Many of us want to become a mother someday but it is important to know that, if we want to go to school or look for a job, having a baby will make this very difficult. It is better to wait with that until your body is fully ready and until you have finished your studies and are working. A mother and a father are both responsible for the baby and it is important to have a baby from someone you love and who will stay with you as a husband to take care of the baby and the family.
6. Play a game. Read out each statement and ask girls to stand up if they think it is false and sit down if they think it's true. After each statement, ask girls to explain what they think. Give the correct explanation as well.
 - A female can get pregnant during menstruation. **TRUE** When females start menstruating, their cycles can be irregular, and eggs can be released into the uterus at different times.
 - A female cannot get pregnant if she has sex standing up. **FALSE** A female can get pregnant in any position.
 - If a female urinates right after sex, she cannot get pregnant. **FALSE** Urine passes through the urethra; it does not remove sperm from the vagina.
 - Abstinence (not having sex) is the only method of family planning that is 100 percent effective. **TRUE** If a female abstains from sexual intercourse, she will not become pregnant. However, sperm released on or near the vagina may enter the vaginal canal and possibly result in pregnancy.

- Once a male becomes excited or gets an erection, he has to have intercourse, or it could be harmful to his health. **FALSE.** It is not harmful to resist acting on sexual urges. Semen does not get backed-up. A male may experience some discomfort if he is sexually excited for some time. This will subside if he relaxes or masturbates.
- A female cannot get pregnant the first time she has sexual intercourse. **FALSE:** A female can get pregnant the first time she has sexual intercourse.
- A female cannot get pregnant if the male promises her she won't get pregnant. **FALSE** If the sperm is released into a female's vagina, there is always the risk of pregnancy.
- A male can pull his penis out before he ejaculates, and the female won't get pregnant. **FALSE:** Some sperm can be released even prior to ejaculation.
- There are methods or ways of not becoming pregnant. **TRUE:** For the most part, if a modern method of contraceptive is used properly, it can prevent pregnancy.

7. Homework: Ask girls to think about the things they have learned.

Notes Day 3

My first period came when I was 12. I was very frightened because I didn't know how I could have hurt myself so far inside. I was scared. I was at school and noticed blood all over my legs when I went to the latrine during school break. I put some cloth in my panties, because I was very worried. It seems as though the bleeding would not stop. I went to my male teacher and told him I was sick. He scolded me for missing a test and I ran away crying. I ran all the way home.

As soon as I got home, I was afraid my mother would punish me, so I told her I was sick and just lay in bed. The next morning, I woke up and there was blood all over the sheets. I thought I must have some disease and that I was probably going to die. I just stayed in bed and tried not to move. My mother was gone so my older brother came in and I told him that I was bleeding between my legs. He said it was because I "let a boy touch me down there." I started crying and screaming, "That is not true, that is not true."

My Aunt Mary ran in the room and said, "What is going on?" My brother told her I was doing something dirty and being punished by bleeding. My Aunt Mary scolded my brother and told him, "Boy, you don't know anything! This is natural; it means Amina is a woman, just like me and your mother. Now get out of here and go to the store and buy some sanitary pads for your sister who just became a woman."

My Aunt Mary gave me a big hug and explained menstruation and monthly periods to me. I felt so relieved; I always knew I could trust my Aunt Mary.

I learned that everything that was happening to me was normal and a part of growing up. I was so shocked, but I felt happy. She even let me ask her some questions. I asked her why no one had told me this was going to happen. She said that sometimes

people were embarrassed to discuss these issues but assured me it was nothing to be ashamed of.

Day 4 –Preparation

1. Repeat the FALSE/TRUE Game from Session 3 and after each statement ask a volunteer to explain WHY it is true or false.
2. Explain that in this session we will learn how to track our cycle (see notes)
3. We will start working on a Fertility wristband⁷.
 - Look at the first red bead (show the group the first red bead). This represents Day One of the menstrual cycle, the day on which bleeding begins.
 - After the first red bead, there are six black beads (show the group). A woman has her period during some or all of seven these days. During this time, a woman's body is not yet ready to receive a fertilized egg. These days are infertile days, when a woman cannot get pregnant even if she has sexual intercourse.
 - After these dark beads, there are 12 white or light beads (show the group), which are the fertile days. These are the days when a woman can get pregnant if she has sex.
 - After these white or light beads, there are 13 dark beads (show the group). These are the days in which a woman is also infertile.
 - Pose the following questions to the group to confirm comprehension. Ask them to demonstrate on their necklaces while giving their answers:
 - Adwoa has her period today; where should she put the marker? (Red bead.)
 - If she marks on the next bead every day, what color bead would she mark after 6 days? (Dark bead.) And in twelve days? (White or light bead.)
 - Adwoa would like to get pregnant. What color beads represent the days when she is fertile (could get pregnant if she has sexual intercourse)? (White beads.)
 - Adwoa does not want to get pregnant. What color beads represent the days when she is infertile (could not get pregnant if she has sexual intercourse)? (Dark beads.)
 - What should Mary do when she gets her period again? (She should put the mark on the red bead again. Or, she should draw another necklace and make a mark on the red bead.)
4. Explain that in the next sessions we will be making our own fertility tracker.

⁷ This method of family planning is based on Cyclebeads; <https://www.cyclebeads.com/cyclebeads>

Notes Day 4

NOTE: PREPARE ONE FERTILITY TRACKER AS A SAMPLE TO SHOW DURING THE DISCUSSION
DEPENDING ON THE SIZE OF THE BEADS YOU CAN MAKE A WRISTBAND OR NECKLACE

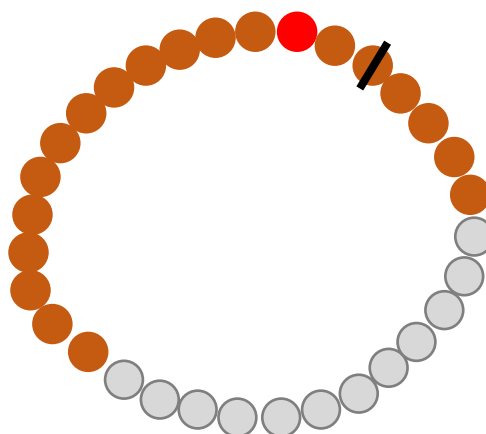
The length of the menstrual cycle (the time between one period and the next) varies for each woman. For some, the cycle is 21 days. For others, it is as long as 35 days or more. Irregular periods are common in girls who are just beginning to menstruate. It may take the body a while to adjust to all the changes taking place.

For example, a woman may have the same length cycle for two months, then miss a month, or have two periods with fewer days in between them. Her menstrual cycle will probably become more regular, although she may continue to have irregular periods into adulthood. Sometimes she might have some spotting of blood for a day or two in the middle of her cycle. This is usually nothing to worry about. A woman is fertile only on certain days of each menstrual cycle— these are the days when she can become pregnant.

Explain to the girls that during the white days they either use contraception methods or abstain from sex if they do not want to become pregnant.

Day 5 – Preparation

1. Give each girl the following material:
2. 1 red bead,
3. 19 dark beads,
4. 12 white or light beads,
5. 20-30 centimeters of string
6. Tell the girls to start making the fertility tracker, looking at the example of the conversation poster.
7. Homework: Girls can continue working on it at home and bring the tracker the next time.



*Figure SEQ Figure * ARABIC 1 - Sample bracelet with the marker on day 3 of the cycle*

Day 6 – Research

1. Review the use of the fertility tracker.
2. Ask girls to stand up if they want to complete different stages in their lives. Who wants to have a job? Who wants to go to secondary school? Who wants to go to university? Who wants to go to vocational training? Finally ask some girls to tell what kind of job they dream of and why they want to have this job.
3. Ask: who wants to have a baby now or when they are older? Ask girls to explain why they want to have a baby.
4. Ask girls to think in pairs: What would happen if you get a baby when you are 13 or 14?
5. Explain: If you get pregnant when you are younger than 15 your body is not yet ready. The baby and you have a higher risk of health problems.
If you get pregnant before you finish school, it will be difficult to finish it later. Many girls drop out and will not have an education to find a job.
Young people without work and education have very little chance of getting a job and money to take care of the baby.
6. Discuss in the group if girls know someone who had a baby when they were younger than 15. Ask how this changed the life of the mother and father.
7. Ask; If you want to have sex with someone but do not want to have a baby. What can you do to avoid that?
8. Explain the three most common/available methods of contraception (see promoter notes).
Also explain that the fertility tracker is another method for a girl to avoid pregnancy, but it is never 100% certain and you need a regular cycle for it.
9. Discuss the pros and cons of each method.
10. Ask girls to think back on the sessions they had about sexual transmitted diseases (STDs). What do they remember?
 - Explain very clearly that only two things can prevent a girl from getting an STD:
 - Not having sex (at least until she is ready with school/finding a job/finding a partner).
 - Using a condom
11. Explain:
 - Where and how girls could get contraceptives
 - Where they can go to seek medical assistance if they think that they might be sick. Explain that in the next session, a health worker will come and discuss STDs and HIV

Notes Day 6

Abstinence: Abstinence is the total avoidance of sexual intercourse between partners. It is the safest and most effective way to prevent pregnancy and STIs.

Male Condom. The male condom is a thin rubber tube. It is closed at one end like the finger of a glove so that when a man puts it over his penis, it stops the sperm from entering a woman's vagina.

Female Condom: The female condom is a rubber sheath that fits inside the vagina and covers the vulva, preventing sperm from entering a woman's vagina.

Intrauterine Device (IUD) IUDs (sometimes called coils or spirals) are small plastic or metal devices of varying shapes and sizes that are placed in the uterus to prevent pregnancy.

Oral Contraceptives. Oral contraceptives (sometimes called birth control pills or "the pill") contain hormones. These pills stop the release of an egg every month—but do not stop periods. A woman must take all of the pills in each pack to be fully protected.

Also mention the fertility tracker which has days where girls are less likely to get pregnant.

Note: while it is not a 100% prevention method, it is at least a tool that gives girls a certain degree of control and knowledge about the cycle and fertility.

ENSURE TO HAVE A HEALTH WORKER OR OTHER PERSON KNOWLEDGEABLE PRESENT TO CONDUCT SESSION 7.

VERIFY TO AT LEAST DISCUSS THE CONTENT AS DESCRIBED IN THE SESSION PLAN.

Day 7 – Research – Presentation STD / HIV AIDS

1. Facilitator explains to the health worker what girls have learned in the last few sessions.
2. If no health worker is available, the following activities could be organized:
 1. Ask girls to explain what they understand of the term **Sexually Transmitted Diseases/ Infections**.
 2. Explain that STD/Is are infections that are spread from person to person through sexual contact and adolescents are at greater risk of STD.
 3. Divide girls into four groups and explain to them that they will play a game. Explain that each group will be read a statement (from the list below) and they must answer it. The team must decide whether the statement is true or false (they will receive one point for a correct answer). The team must explain why the statement is true or false (and can receive another point for a correct answer). If the answer or explanation is incorrect, the other team can try for an extra point. Alternate questions between the two teams. Continue until all the statements have been read. When the game is over, announce the points and winning team.

- a. A person can always tell if she or he has an STD/I.
False. *People can and do have STD/Is without having any symptoms. Women often have STD/Is without symptoms because their reproductive organs are internal, but men infected with some diseases like Chlamydia may also have no symptoms. People infected with HIV generally have no symptoms for years after infection.*
- b. With proper medical treatment, all STD/Is except HIV can be cured.
False. *Some, but not all STD/Is can be cured with antibiotics. Some infections that are viral—like herpes and HIV—have no cure but are treatable.*
- c. You cannot contract an STD/I by holding hands, talking, walking, or dancing with a partner.
True. *STD/Is are only spread by close sexual contact with an infected person. Anyone can be infected by having oral, anal, or vaginal intercourse with a partner who is infected.*
- d. It is possible to contract some STD/Is from kissing. **True.**
It is rare, but possible to be infected by syphilis through kissing if the infected person has small sores in or around the mouth. The herpes virus can be spread by kissing if sores are present. HIV is not passed through saliva and could only be transmitted through kissing if both people had open sores in their mouths or bleeding gums.
- e. Only people who have sexual contact with someone who is infected with an STD/I can contract an STD/I.
False. *Babies can contract STD/Is such as herpes, gonorrhea, and HIV during pregnancy, delivery or breastfeeding from mothers who are infected.*
- f. Condoms are highly effective in protecting against the spread of STD/Is. **True.**
*Correct, careful and consistent use of condoms is a highly effective way to prevent the spread of STD/Is. But, **abstinence from sexual intercourse is the only method that is 100 percent effective.***
- g. You will not get an STD/I if your girlfriend or boyfriend looks clean and healthy.
False. *A person can look healthy and clean, but still be infected with an STD/I. The only way for someone to know for sure that they are infected with an STD/I is to be tested.*
- h. It is the women who are spreading HIV and STD/Is. **False.**
Both women and men may have HIV and STD/Is and may pass it to their sexual partner. Our society often blames women for spreading STD/Is, but a woman must first become infected from her partner before she can pass it to someone else.
- i. Having sex with a virgin cleans a man of HIV and cures him. **False.**
There is no cure for HIV. Having sex with a virgin only risks giving HIV to that person and will not cure the man.
- j. STD/Is are a curse from God. **False.**

STD/Is are caused by viruses and bacteria, which are transmitted during sexual contact and can be prevented by abstaining from or practicing safe sexual practices.

3. Conclude the game by facilitating a discussion with participants about any questions they may have from the quiz.
4. Ask the entire group the following questions and write their answers on the board or a flip chart:
 - What are the signs and symptoms of STD/Is?
 - What are the two most effective ways to avoid STD/Is?
 - What things should you do if you are worried that you have been infected with an STD/I?
 - Where could you go for help?

Notes day 7

HIV and AIDS

HIV (human immunodeficiency virus) is the virus that causes AIDS. AIDS stands for Acquired Immune Deficiency Syndrome. HIV destroys part of a person's immune system – the part of the body that fights off sickness.

People get HIV by coming into direct contact with bodily fluids, such as blood, semen, vaginal secretions and breast milk, of a person who has the virus. This means that HIV can be transmitted through sexual intercourse or exchanging blood (for instance, through needles or shared razors) with someone who is HIV-positive or during birth or breastfeeding by a woman who is HIV-positive.

HIV and AIDS does not have a cure, but people that have HIV can take medication called ARTs (antiretroviral therapy) or ARVs (antiretroviral drugs), to help keep them healthy. It is important to remember that these medications do not cure the disease and they do have other side effects on your body – so keeping yourself safe from HIV is very important!

HIV can be prevented and is NOT transmitted through casual contact (hugging, sharing an apartment, using the same dishes, playing basketball, etc.

People with HIV can infect others as soon as they are infected with the virus.

It is impossible to tell from looking at someone if he or she is infected. The only way to tell for sure if a person is infected with HIV is through testing,

If you have intercourse with someone who is infected with HIV even once, whether they know they have the virus or not, you can contract HIV.

Other Sexually Transmitted Infections (STIs)

HIV is not the only infection you can get by having sex with an infected person. STD/Is are infections that are spread from person to person through sexual contact and adolescents are at greater risk of STD/Is due to:

- 1) their lack of awareness of risks and protective measures such as condoms
- 2) lack of access to protection and/ or inability to negotiate safe sex

- 3) lack of access to SRH counseling and testing services, and
- 4) their tendency to have multiple sexual partners at one time.

Some, but not all STD/Is can be cured with antibiotics. Some infections that are viral—like herpes and HIV—have no cure but are treatable.

It is rare, but possible to be infected by syphilis through kissing if the infected person has small sores in or around the mouth. The herpes virus can be spread by kissing if sores are present. HIV is not passed through saliva and could only be transmitted through kissing if both people had open sores in their mouths or bleeding gums.

Careful and consistent use of condoms is a highly effective way to prevent the spread of STD/Is. But, abstinence from sexual intercourse is the only method that is 100 percent effective.

Day 8 – What Have We learned?

1. Review knowledge about Session 7.
2. Read out the case study:
3. What should the person consider in order to make a good decision?
4. Do you agree with the choices you just discussed- is this the choice you think you would make? Why or why not?
5. Explain: To achieve our goals we need to plan well, communicate our life goals to the people around us and be able to work hard to create success but, the most important thing you need in your life to achieve those goals is someone how supports you! Someone who motivates you, helps to perform your tasks and someone who listens to you, who believes in you.
6. Ask: who could that person be?
7. Discuss: If you have a trusted adult, it could be that person but it could also be someone else who knows your life plan.
8. I think it should be us, the girls in the club, who help each other. We live together in the community and we are all in the same situation. We have our goals but many events can happen in which we find it difficult to continue. This is when you need to be a good friend to someone else; listen to them, be nice and supportive and think together about how you could help the other to pursue her goal!
9. Play a game to demonstrate the importance of supporting each other: Ask girls to form circles of six. They hold hands and stretch the circle to the maximum. All arms should be stretched. Tell girls to hold hands tight while they lean calmly backwards. (Usually girls will be able to do this after one or two collapse)
If it works well, you can ask all girls to form one circle and do the same.
10. Ask: Are you able to lean backwards by yourself?
11. Explain: This is a good example of what you can do if you have help. You can do things that you sometimes can't do yourself. Find good friends, be a good friend to them; help them, be nice and honest to them and listen to them. Then they will be a good friend to you as well.
12. End the session by thanking all the girls and telling them to take their life plan with them and share it with a trusted adult or a friend.

Notes Day 8

Araba is 15. A friend of her late father's has been pushing her to have sex with him. He has bought her a few gifts and says he can provide for her. She needs the money for school fees, as her mother is facing challenges making enough money to feed the family. She is considering accepting his offer. However, she will need to figure out a way to explain the money to her mother, who would be very angry at Esi if she knew.

Annex 1 - Child Functioning (age 5-17) CF

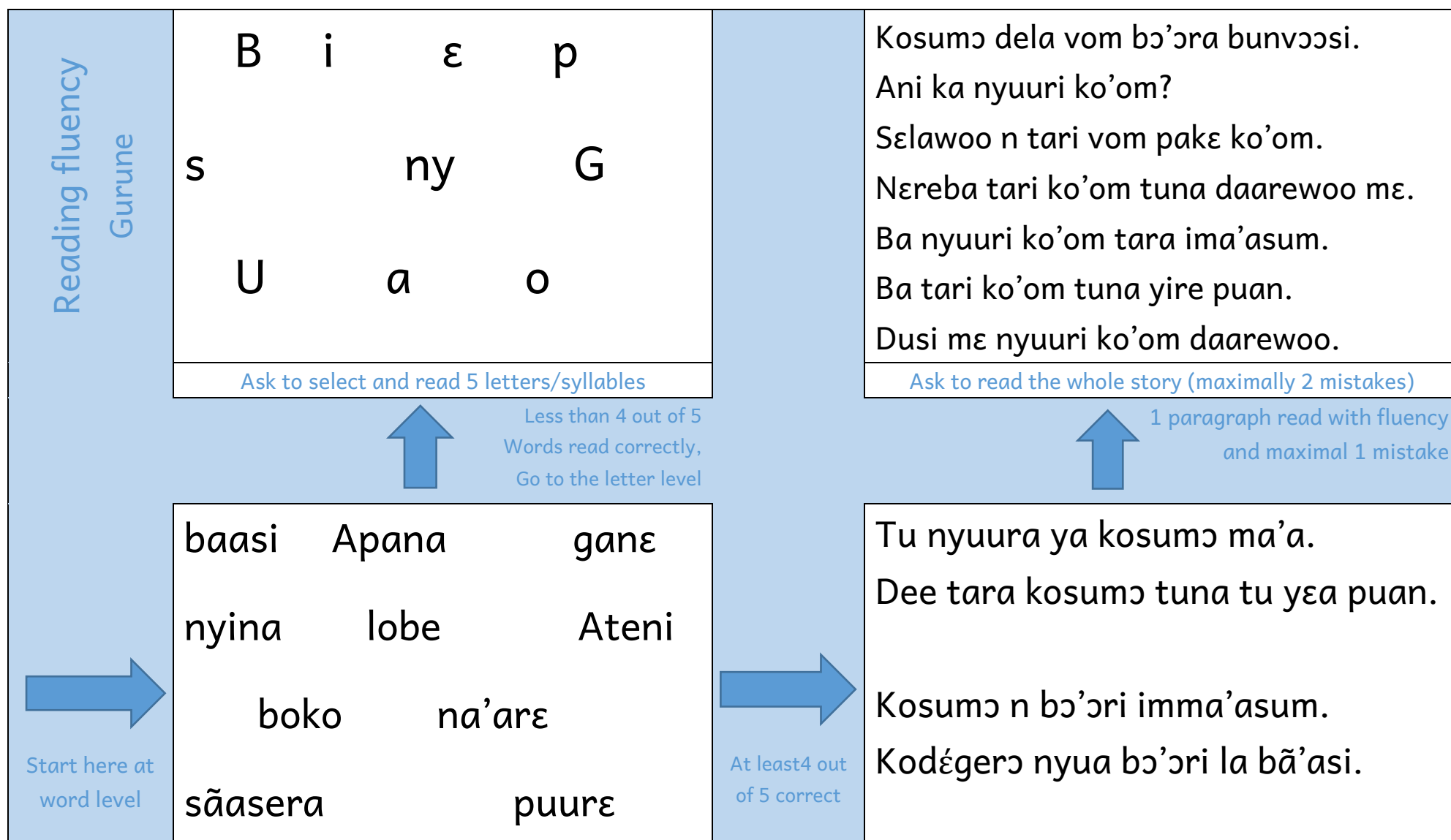
CHILD FUNCTIONING (AGE 5-17)		CF
CF1. I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT DIFFICULTIES YOUR CHILD MAY HAVE. DOES (<i>name</i>) WEAR GLASSES OR CONTACT LENSES?	Yes	1
	No	2 2⇒CF3
CF2. WHEN WEARING HIS/HER GLASSES OR CONTACT LENSES, DOES (<i>name</i>) HAVE DIFFICULTY SEEING? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty	1 1⇒CF4
	Some difficulty	2 2⇒CF4
	A lot of difficulty	3 3⇒CF4
	Cannot do at all	4 4⇒CF4
CF3. DOES (<i>name</i>) HAVE DIFFICULTY SEEING? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4
CF4. DOES (<i>name</i>) USE A HEARING AID?	Yes	1
	No	2 2⇒CF6
CF5. WHEN USING HIS/HER HEARING AID, DOES (<i>name</i>) HAVE DIFFICULTY HEARING SOUNDS LIKE PEOPLES' VOICES OR MUSIC? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty	1 1⇒CF7
	Some difficulty	2 2⇒CF7
	A lot of difficulty	3 3⇒CF7
	Cannot do at all	4 4⇒CF7
CF6. DOES (<i>name</i>) HAVE DIFFICULTY HEARING SOUNDS LIKE PEOPLES' VOICES OR MUSIC? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty	1
	Some difficulty	2
	A lot of difficulty	3
	Cannot do at all	4
CF7. DOES (<i>name</i>) USE ANY EQUIPMENT OR RECEIVE ASSISTANCE FOR WALKING?	Yes	1
	No	2 2⇒CF12
CF8. WITHOUT HIS/HER EQUIPMENT OR ASSISTANCE, DOES (<i>name</i>) HAVE DIFFICULTY WALKING 100 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 1 FOOTBALL FIELD. [OR INSERT COUNTRY SPECIFIC EXAMPLE].		

WOULD YOU SAY (<i>name</i>) HAS: SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	Some difficulty A lot of difficulty Cannot do at all	2 3 4	3 ⇒ CF10 4 ⇒ CF10
CF9. WITHOUT HIS/HER EQUIPMENT OR ASSISTANCE, DOES (<i>name</i>) HAVE DIFFICULTY WALKING 500 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 5 FOOTBALL FIELDS. [OR INSERT COUNTRY SPECIFIC EXAMPLE].			
WOULD YOU SAY (<i>name</i>) HAS: SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	Some difficulty A lot of difficulty Cannot do at all	2 3 4	
CF10. WITH HIS/HER EQUIPMENT OR ASSISTANCE, DOES (<i>name</i>) HAVE DIFFICULTY WALKING 100 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 1 FOOTBALL FIELD. [OR INSERT COUNTRY SPECIFIC EXAMPLE].			
WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty Some difficulty A lot of difficulty Cannot do at all	1 2 3 4	3 ⇒ CF14 4 ⇒ CF14
CF11. WITH HIS/HER EQUIPMENT OR ASSISTANCE, DOES (<i>name</i>) HAVE DIFFICULTY WALKING 500 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 5 FOOTBALL FIELDS. [OR INSERT COUNTRY SPECIFIC EXAMPLE].			
WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty Some difficulty A lot of difficulty Cannot do at all	1 2 3 4	1 ⇒ CF14 2 ⇒ CF14 3 ⇒ CF14 4 ⇒ CF14
CF12. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (<i>name</i>) HAVE DIFFICULTY WALKING 100 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 1 FOOTBALL FIELD. [OR INSERT COUNTRY SPECIFIC EXAMPLE].			
WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty Some difficulty A lot of difficulty Cannot do at all	1 2 3 4	3⇒CF14 4⇒CF14

<p>CF13. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (<i>name</i>) HAVE DIFFICULTY WALKING 500 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 5 FOOTBALL FIELDS. [OR INSERT COUNTRY SPECIFIC EXAMPLE].</p> <p>WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?</p>	<p>No difficulty 1</p> <p>Some difficulty 2</p> <p>A lot of difficulty 3</p> <p>Cannot do at all 4</p>	
<p>CF14. DOES (<i>name</i>) HAVE DIFFICULTY WITH SELF-CARE SUCH AS FEEDING OR DRESSING HIM/HERSELF?</p> <p>WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?</p>	<p>No difficulty 1</p> <p>Some difficulty 2</p> <p>A lot of difficulty 3</p> <p>Cannot do at all 4</p>	
<p>CF15. WHEN (<i>name</i>) SPEAKS, DOES HE/SHE HAVE DIFFICULTY BEING UNDERSTOOD BY PEOPLE INSIDE OF THIS HOUSEHOLD?</p> <p>WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?</p>	<p>No difficulty 1</p> <p>Some difficulty 2</p> <p>A lot of difficulty 3</p> <p>Cannot do at all 4</p>	
<p>CF16. WHEN (<i>name</i>) SPEAKS, DOES HE/SHE HAVE DIFFICULTY BEING UNDERSTOOD BY PEOPLE OUTSIDE OF THIS HOUSEHOLD?</p> <p>WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?</p>	<p>No difficulty 1</p> <p>Some difficulty 2</p> <p>A lot of difficulty 3</p> <p>Cannot do at all 4</p>	
<p>CF17. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (<i>name</i>) HAVE DIFFICULTY LEARNING THINGS?</p> <p>WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?</p>	<p>No difficulty 1</p> <p>Some difficulty 2</p> <p>A lot of difficulty 3</p> <p>Cannot do at all 4</p>	
<p>CF18. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (<i>name</i>) HAVE DIFFICULTY REMEMBERING THINGS?</p>	<p>No difficulty 1</p> <p>Some difficulty 2</p>	

WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	A lot of difficulty Cannot do at all	3 4	
CF19. DOES (<i>name</i>) HAVE DIFFICULTY CONCENTRATING ON AN ACTIVITY THAT HE/SHE ENJOYS DOING?			
WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty Some difficulty A lot of difficulty Cannot do at all	1 2 3 4	
CF20. DOES (<i>name</i>) HAVE DIFFICULTY ACCEPTING CHANGES IN HIS/HER ROUTINE?			
WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty Some difficulty A lot of difficulty Cannot do at all	1 2 3 4	
CF21. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (<i>name</i>) HAVE DIFFICULTY CONTROLLING HIS/HER BEHAVIOUR?			
WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty Some difficulty A lot of difficulty Cannot do at all	1 2 3 4	
CF22. DOES (<i>name</i>) HAVE DIFFICULTY MAKING FRIENDS?			
WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty Some difficulty A lot of difficulty Cannot do at all	1 2 3 4	
CF23. HOW OFTEN DOES (<i>name</i>) SEEM VERY ANXIOUS, NERVOUS OR WORRIED?	Daily Weekly Monthly A few times a year Never	1 2 3 4 5	
CF24. HOW OFTEN DOES (<i>name</i>) SEEM VERY SAD OR DEPRESSED?	Daily Weekly Monthly A few times a year Never	1 2 3 4 5	

Annex 2 – ASER Literacy Assessment



Annex 3 – ASER Numeracy Assessment

Numeracy assessment

Path 1: Less than 4 out of 5 Numbers read correctly, Go to 0-20 level

Ask to select and read 5 numbers

2	7	11
14	0	5
17	6	20
3	18	9

Ask to solve 1 of each column

$22+39=$	$53-27=$	$8\times4=$	$25:5=$
$54+18=$	$84-16=$	$9\times6=$	$36:4=$

Path 2: At least 4 out of 5 correct

Start here at number recognition 20-100

Ask the girl to choose and read out 5 numbers

21	97	65
37	72	
86	44	80
56	100	
31	59	63

Ask to solve 1 of each column

$4+7=$	$17-1=$	$6\times3=$	$15:3=$
$8+5=$	$14-6=$	$7\times2=$	$12:2=$

Name of facilitator _____

Community _____

Date of Assessment _____

		Literacy					Numeracy				
	Name of student	Initial	Letter	Word	Phrase	Story	Initial	0-20	20-100	Calc to 20	Calc to 100
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

11												
12												
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19												
20												

