

THE ECHOES ALLIANCE

Empowering Cocoa Households with Opportunities and Education Solutions

ADULT LITERACY FACILITATOR MANUAL



USAID
FROM THE AMERICAN PEOPLE



WORLD COCOA FOUNDATION



WORLD EDUCATION

Developed by World Education, Inc. for the Empowering Cocoa Households with Opportunities and Education Solutions (ECHOES) Project

Empowering Cocoa Households with Opportunities and Education Solutions (ECHOES) is a Global Development Alliance between USAID and World Cocoa Foundation through Cooperative Agreement RLA-A-00-07-00045-00. Its objective is to strengthen cocoa growing communities by expanding opportunities for youth and young adults through relevant education.

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ECHOES implementing partners are International Foundation for Education and Self Help, Winrock International, World Education Inc., and Leadership Africa USA.

World Education's mission is to improve the lives of the poor through economic and social development programs designed to contribute to individual, community, and national growth and development. World Education applies participatory learning to literacy and training programs that address community needs and strives to promote local autonomy by empowering partners to plan and implement their own programs for social and economic change, appropriate to the local context and needs of grassroots communities.

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CHAPTER 1

INTRODUCTION

A. BACKGROUND

The ECHOES program seeks to improve conditions in cocoa communities through education.

Low literacy and numeracy skills impede farmers' abilities to efficiently manage production and fixed asset loans; negotiate and secure agreements with licensed area buying companies and other middleman; understand the business aspects of cocoa farming; apply new technologies to increase crop yields; and understand costing and pricing calculations. The ECHOES integrated adult literacy education program implemented by World Education (WEI) will address these challenges and contribute to two of ECHOES intended results, namely; increased community participation in education; and improved economic well-being of communities.

ECHOES will enhance the education, skills development and empowerment of farmers in cocoa growing communities through integrated literacy interventions that promote cooperative efforts and community development through the promotion of adult literacy through community-managed integrated literacy classes. This manual, developed by WEI, uses an "integrated" literacy approach linking basic reading, writing and numeracy instruction to themes relevant to the learners' daily lives as cocoa farmers.

WEI implements projects to strengthen local institutions, build coalitions of civil society organizations, and provide training and technical assistance to government, NGO and private sector partners in more than 25 countries in Africa, Asia and the United States. WEI enhances the capacity of partners to address issues of sustainability, flexibility and scale, and is active in a variety of sectors including adult literacy, agriculture, formal education, livelihoods, HIV prevention, orphans and vulnerable children (OVC) care and support, prevention of child labor and trafficking and vocational and life skills education. WEI applies participatory learning to literacy and training programs that address community needs. In its projects, WEI strives to promote local autonomy by empowering partners to plan and implement their own programs for social and economic change, appropriate to the local context and needs of grassroots communities.

B. ADULT LITERACY PROGRAM GOALS

The adult literacy course aims to help adults in cocoa farming communities in the Western region of Ghana:

- Learn basic reading, writing and numeracy skills needed to become confident players in the cocoa farming industry;
- Promote personal skills to create confidence, thinking skills to encourage innovation, and people skills to foster collaboration;

- Encourage and validate life-long learning for themselves and their communities.

C. TARGET AUDIENCE

This facilitator’s guide is specifically targeted towards adults working in the cocoa industry. The adults who will most likely enroll in the classes will typically fall into two categories:

- **Unschoolled:** little or no education or literacy;
- **Early school leavers:** attended school but did not finish Junior High School (JHS) and have a fairly low level of literacy;

Thus the classes are geared toward participants with little to no literacy skills, yet have a breadth of personal knowledge about cocoa farming activities which they may have never shared before in a classroom or group setting. Learners will work in groups to facilitate the sharing of skills.

D. FACILITATOR GUIDANCE

Lessons begin with a problem-posing illustration related to cocoa production, combating child labor, HIV prevention or other relevant topics. Facilitators lead learners in a discussion, key words are generated, and one of the key words serves as the launching point for the day’s reading and writing practice. Chapter 2 of this manual provides the facilitator with a lesson-by-lesson guide on the topics for discussion. These discussions will allow learners to share their breadth of knowledge about the topic for the lesson.

The curriculum provides learners with ample time to practice reading, writing and numeracy skills by using a combination of non-formal education techniques: individual, small group, and large group activities. Chapter 3 of this manual takes the facilitator through the steps for each lesson to assist them in lesson planning. The manual should be used in conjunction with the learner’s primer.

E. METHODOLOGY¹

The adult literacy course employs Non Formal Education (NFE) methodologies and techniques. NFE is defined as “Functional education for the development of individuals, communities and nations (societies).”² It is also known as “adult education,” “experiential education” and employs “popular education” training techniques.

Characteristics of NFE

Participant-centered: The focus is on the participant, not on the facilitator. A facilitator whose goal is to facilitate learning is interested in learning what the participants’ attitudes, skills and knowledge are so that s/he can help participants change or develop them further.

¹ Sources for this section: Beth Gragg and Katherine Shields, NFE Training Tools, World Education, 2004; Orientation to Non Formal Education, Facilitators Guide, World Education, Boston 2006; Training of Trainers Manual, Uganda/AIDS/HIV Integrated Model District Program (AIM), USAID/JSI/World Education, 2003

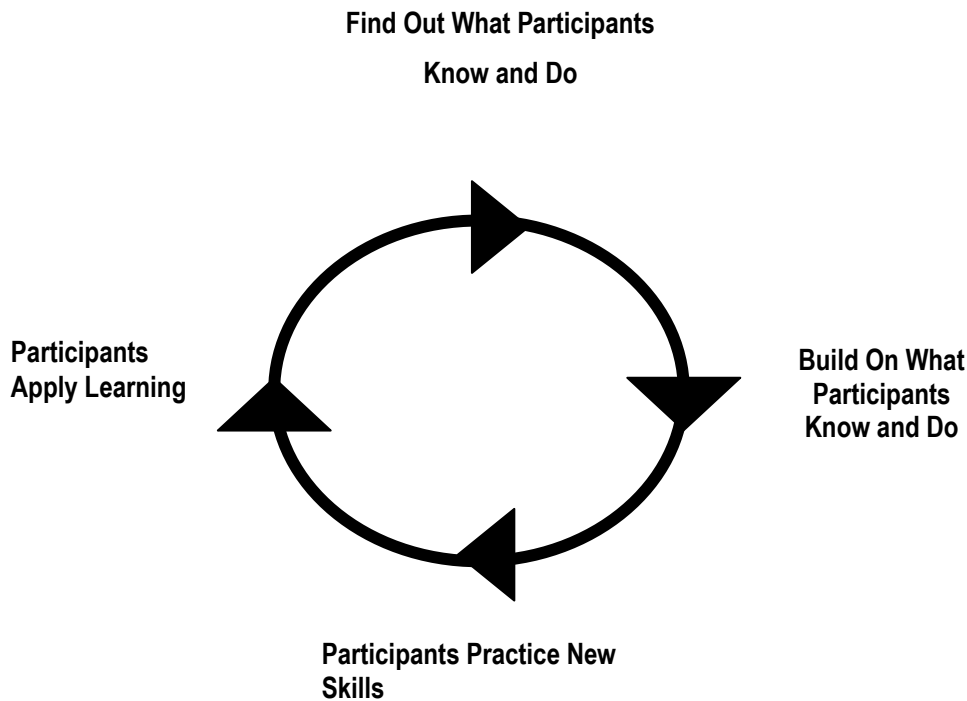
² Lyra Srinivasan, Perspectives On Nonformal Learning Of Adults; World Education, 1976. p. 31

- Begins “where people are” both in terms of finding out what they know and do, and in physically going to them to make the learning experience as accessible as possible

Problem-centered: Focuses on problems from every day life so that learners can see that learning more about the problem is pertinent and will be immediately useful.

- Participants help to identify the problem
- Participants are given opportunities to analyze and solve the problem. Developing problem solving skills by identifying why the problem makes a difference to them, finding out the facts of the situation, identifying and evaluating alternative solutions, determining priorities and deciding on courses of action
- Helps to offset adults’ natural resistance to change/taking risks
- Helps offset the “this is happening to me, and I have no say in the matter” attitude that may inhibit development
- This approach helps people figure out how to apply new skills and knowledge to other situations, so as to continue the learning and development process

Nonformal Education is experiential: Based on participants’ prior knowledge, nonformal education techniques involve constantly checking for understanding and engaging participants with meaningful, relevant activity. People understand why they are doing a specific activity. They are actively learning together, practicing new skills, solving problems and making decisions.



The Relationship between facilitator and participants is one of equal footing. Participants identify with the facilitator, they joke with one another and respect each other. The facilitator uses the same terminology as the participants (calls a “bug” a “bug”), and shows respect for experience. The

relationship is characterized by learning together, using good listening skills, asking questions of the participants, and considering all ideas.

The Structured curriculum is based on the needs of the participants. It is usually not mandated by national level policy, as in the formal education system.

NFE Techniques

BRAINSTORMING - This technique encourages active and imaginative input from participants and taps their knowledge and expertise. The facilitator's role is to encourage all participants to say the first thing that comes to their minds and to keep ideas flowing quickly. Brainstorming is used to help focus or clarify activities or generate information that can help introduce or direct a topic.

PROCESS - The facilitator asks a question on a topic to be investigated. The participants are asked to draw upon personal experience and opinion and to respond with as many ideas as possible. As participants put forward their ideas, each idea is recorded on the board; none are rejected. When the brainstorm is complete, the group analyzes the information collected.

ADVANTAGES - It promotes creativity in finding solutions to problems. It is particularly effective in opening sessions and can be used to establish goals, objectives and norms for training programs.

DEMONSTRATION - This technique is used to allow participants to see how something should be done. A demonstration brings to life some information that could be presented in a lecture, discussion or explanation. For example a discussion of how to apply fertilizer may not be nearly as effective as a direct demonstration of how to do it, in which participants can both see and try for themselves.

PROCESS - The facilitator should explain the purpose of the demonstration. The facilitator demonstrates the procedures or new behavior. Participants are encouraged to ask questions and engage in discussion. The participants practice what has been demonstrated.

ADVANTAGES - Participant's actual participation in trying what was demonstrated by the facilitator shows if they have correctly understood and makes this information that they cannot easily forget.

ICE BREAKERS/ENERGIZERS - This technique is used to introduce participants to each other or help them to relax, wake up, or recapture their wandering interest. As its name implies, the ice breaker warms the learning environment to the point that the 'ice' keeping participants from interacting with each other is broken up.

PROCESS - This technique is usually short and has no specific form. It is how it is used that makes it an ice breaker. A joke, short game, or physical activity of some sort can all be ice breakers. For example, to begin a class with new participants you might randomly pair off participants. Have participants work in pairs and find out as much about each other in five minutes as possible. Each participant then introduces his/her partner to the rest of the group.

ADVANTAGES - An ice breaker actively involves all participants. Ice breakers should be fun so that they create an initial bond between facilitator and participants and help to set an active, participatory tone for a training.

ROLE PLAYS - This technique encourages participants to explore solutions to situations or problems under discussion. It is a small, often unrehearsed drama where participants are given roles that they act out. Unlike a drama or play, there is no 'script' or particular words that participant-actors must say, but there is a description of the situation, the positions they should take, what they might do or opinions they should express.

PROCESS - Roles may be set up by the facilitator or participants may make up their own roles. The description of a role play can be given orally or by handout. Participants acting in the role play should be given some time to prepare. Participants act out role play as the character that they are portraying. The facilitator facilitates discussion and analysis of what was seen or felt by participants. 'Actors' are given a chance to describe their roles and what they were doing to see if it matches with what participants observed. Participants then discuss how what they saw relates to their own lives and situations they encounter.

ADVANTAGES - Discussions following the role play can center around the role, opinions, and actions of characters as presented by the participants and thus avoid criticism of the participants themselves. This technique is entertaining as well as educational, and improves participants' skills of expression and observation.

FIELD TRIPS - This technique allows participants to see how something is done first hand. The facilitator finds a place outside a class in which participants will begin to do these on their own. Facilitators may even consider using this as a way to have participants help to present new material from a lesson.

PROCESS - Participants should be briefed on field trip, location time and purpose of the trip. Participants and the facilitator should make up a list of questions, or observations that participants can use during the field trip. Following the trip, participants should discuss and analyze what they have seen.

ADVANTAGES - Field trips expose participants to how information discussed in classes can be applied in real life.

SMALL GROUPS - It is often necessary to break a large training group into small groups in order to facilitate discussion, problem-solving, or team activities and tasks.

PROCESS - Participants select or are randomly broken into smaller groups. A specific task is assigned to smaller groups (the task may be the same or may be a different task for each group). The purpose of the task is clearly stated and a time limit imposed. How the group's work is to be presented is clearly defined and shared responsibility for the presentation is given to all members of the group. Following these instructions, the task is carried out. The small groups come back together and results are presented to the whole group.

ADVANTAGES - The smaller the group, the greater the chance of individual participation. The more small groups you have, the better your chances of coming up with interesting information and more solutions to problems (although the time allocated increases with each additional group).

VISUAL AIDS - Visual aids, such as pictures, photos, physical objects (bottle tops, mangoes, oranges, etc) can help explain new ideas, stimulate discussion and enliven a presentation.

PROCESS - Test out the visual aids on location before using them, to make sure that they are visible to the participants. When using a visual aid, be sure to integrate it into the presentation. Introduce it, make reference to it and explain its significance for the topic at hand.

ADVANTAGES - Complex concepts can often be explained more effectively with visual aids. They also provide an alternative way to present information that reaches participants with different learning styles. Pictures and photos can bring a subject to life, as well as stimulate reactions and ideas among participants

SONGS AND DANCES - Song and dance is a vital part of many cultures and has long been an entertaining learning tool. Words from songs carry messages that can stay with learners for years and dances offer activities that can add an element of fun and action to a literacy class. An instructor can easily encourage learners to create songs and dances that capture a message, key sentence, or even the way letters should be written. These songs can then be shared with other learners. A class may even have an informal competition to see who can come up with the best song and dance.

Qualities of a Facilitator

- | | | |
|-------------------|-----------------|---------------|
| ❖ Friendly | ❖ Patient | ❖ Innovative |
| ❖ Active listener | ❖ Respectful | ❖ Talented |
| ❖ Lively | ❖ Punctual | ❖ Organizer |
| ❖ Counselor | ❖ Accommodating | ❖ Consistent |
| ❖ Reliable | ❖ Intelligent | ❖ Resourceful |
| ❖ Humble | ❖ Tolerant | ❖ Selfless |

Characteristics of the adult learner

1. Strengths

- Highly motivated
- Varied experiences
- Quick to make deductions
- Knowledgeable
- Able to manage internal conflicts

2. Weaknesses

a) Physical

- Visual impairment
- Hearing impairment
- Back or waist pain
- Stiff limbs
- Tiredness

b) Psychological

- Inferiority /superiority complex
- Fear of the unknown
- Fear of making mistakes

c) Socio-economic

- Pride
- Absent mindedness
- Forgetfulness
- Financial issues
- Gender stereotypes
- Alcoholism
- Household issues

E. LEARNER RETENTION

Learner retention is a challenge often faced in literacy programs. It is important for facilitators to be aware of the causes/reasons why learners often drop out of literacy classes and how they (facilitators) can help to retain learners. Critical to learner retention is the need to make each learner feel that they are a welcome, valued member of the class and for each learner to understand how the class will be useful to them.

CAUSES	WHAT FACILITATOR CAN DO
Learners have a lot to do at home and may not be able to make time.	Facilitators must discuss with learners when classes should be held and in response set suitable times. Facilitators should visit learners who are continually absent from class to find out the reasons and encourage them. Facilitators should work with the LMC in their respective communities to encourage follow up on learners.
Learners do not see relevance of learning to their day-to-day lives.	Literacy materials have been developed to be relevant to the communities. Facilitators should continually assess the needs of learners in order to adapt learning to meet those needs. Facilitators should work with WEI staff to structure classes to meet needs. Facilitators should work with learners to establish achievable goals which can then be tracked and successes recorded.
Learners find classes boring.	The facilitator should vary classroom activities and ensure a range of individual and group activities (making good use of NFE techniques taught).
The facilitator comes to class late without informing learners beforehand OR the facilitator travels without informing class about any changes in schedule.	The facilitator should treat learners with respect and always inform them when there are changes in his/her schedule so that learners will not waste their time and become discouraged.
Conflicts between learners and between learners and facilitators.	The facilitator should work with the LMC to resolve all conflicts in the class.

CHAPTER 2

LESSON TOPICS

LESSON/TOPIC	LEARNING OBJECTIVE	KEY POINTS ³	SUGGESTED ADDITIONAL ACTIVITIES
LESSON 1 – PRE LITERACY	❖ Learners will be able to state three things they will use their literacy and numeracy skills for	Why literacy and numeracy are important to us (examples) <ul style="list-style-type: none"> ❖ To help us sign our names on documents ❖ To help us avoid being cheated when we go to weigh our cocoa ❖ To help us do calculations and keep good records of our monies earned ❖ To help us check our children’s homework ❖ To help us read notices, documents, letters, etc 	❖ Learners can set learning goals for themselves which are easily achievable. Facilitator and WE staff can help keep track of learner successes.
LESSON 2 – DEVELOPING COCOA NURSERY (key word - “aba”)	<ul style="list-style-type: none"> ❖ Learners will be able to list two benefits for using nurseries for cocoa seedlings development ❖ Learners will be able to list two benefits of using hybrid seeds/seedlings 	<p>A nursery is a portion of land set aside to raise seedlings before they are planted on the farm.</p> <p>Benefits of using nurseries</p> <ul style="list-style-type: none"> ❖ To help increase growth rates of cocoa trees. ❖ Seeds stand a better chance of growing into seedlings when grown in a nursery since the farmer can take better care of them ❖ Seedlings get good source of shade from the “appata” <p>Ghana has hybrid cocoa seeds/seedlings. The benefits using these are:</p> <ul style="list-style-type: none"> ❖ They mature early ❖ Have a high yield 	<ul style="list-style-type: none"> ❖ Learners pay a visit to a nursery developed by one of the ECHOES beneficiaries (OSY) and receive a tutorial on how to start and manage your own nursery ❖ ECHOES Shadow teacher or trained OSY or district agricultural extension officer comes into class to teach more about nurseries and nursery development

³ Sources: Information for lessons drawn from several documents and websites including the following - ECHOES/Winrock International “ECHOES Integrated Cocoa Farming and Life Skills Curriculum”; USAID Global Health eLearning Center (www.globalhealthlearning.org); USAID/World Education/Ghana “Peer Educators Session manual” and “Window of Hope Tutors Manual”; The Ark Foundation - <http://www.benakconsult.com/arkfoundation/information.php>

		<ul style="list-style-type: none"> ❖ Are more resistant to disease and pests. <p>Farmers can get hybrid seeds/seedlings from COCOBOD throughout the country.</p>	
<p>LESSON 3 – USING LINING AND PEGGING</p> <p>(key word - "afuo")</p>	<ul style="list-style-type: none"> ❖ Learners will be able to list three benefits of planting seedlings using lining and pegging 	<ul style="list-style-type: none"> ❖ Lining and pegging. This uses recommended planting distances for seedlings (3m X 3m or 10 ft X 10 ft) ❖ Benefits include: <ul style="list-style-type: none"> ○ to reduce nutrient competition in the soil, ○ to ensure that each tree has enough food and water, ○ to give enough room for the tree's branches to grow, ○ to make it easier to work on the farm ○ ultimately to increase yield of cocoa trees 	<ul style="list-style-type: none"> ❖ Learners pay a visit to the school demonstration farm to learn about modern methods of cocoa farming ❖ ECHOES Shadow teacher or trained OSY or district agricultural extension officer comes into class to teach more about modern farming methods
<p>LESSON 4 – COCOA PESTS AND DISEASES</p> <p>(key word - "yareɛ")</p>	<ul style="list-style-type: none"> ❖ Learners will be able to identify three major pests/diseases ❖ Learners will be able to identify two ways to combat the pests/diseases 	<p>Some common pests and diseases that affect the cocoa tree include:</p> <ul style="list-style-type: none"> ❖ Capsids (akate); ❖ Caterpillars; ❖ Bathycoelia thalassini (atee); ❖ Cocoa swollen shoot disease virus (cocoa sasabro); ❖ Black pod disease (anonom) <p>How can we address pests and diseases on our farms?</p> <ul style="list-style-type: none"> ❖ Integrated pest management – a comprehensive strategy involving several pest control actions (including setting action thresholds, monitoring and identification, prevention) ❖ Use recommended 	<p>ECHOES Shadow teacher or trained OSY or district agricultural extension officer comes into class to teach more about pests, diseases and integrated pest management</p>

		<p>pesticides/insecticides/fungicides on your farms</p> <ul style="list-style-type: none"> ❖ Remove infected trees/parts of the tree to avoid spread of diseases 	
<p>LESSON 5 – CHILD LABOR</p> <p>(key word - "apaadie")</p>	<ul style="list-style-type: none"> ❖ Learners will be able to explain the implications of child labor on the well being, health and schooling of a child ❖ Learners will be able to identify some hazardous farming activities children should not be engaged in 	<ul style="list-style-type: none"> ❖ Child labor is work that harms, abuses or exploits the child or deprives him//her from an education. This is different from children doing house chores/contributing to housekeeping activities which does not harm/abuse/exploit the child or deprive him/her of an education. ❖ Engaging children in hazardous work on farms is dangerous to them. It affects their health, can cause injuries and prevents them from going to school. ❖ Some examples of hazardous cocoa farming activities include – carrying of heavy loads, plucking of pods with sharp tools/at a height, application of fertilizer, spraying of chemicals, land clearing, etc ❖ Children have a right to education, right to protection and right to be loved. Report child labor to village leaders, social workers, police, etc 	<ul style="list-style-type: none"> ❖ Special talk from Dept of Social Welfare/social workers and NGOs in child labor (e.g. PROMAG) on child labor
<p>LESSON 6 – COCOA SALES</p> <p>(key word -</p>	<ul style="list-style-type: none"> ❖ Learners will be able to identify challenges faced when selling their cocoa ❖ Learners will be able to list two ways to address 	<p>Challenges</p> <ul style="list-style-type: none"> ❖ Purchasing clerks for cocoa buying companies (licensed buying companies – LBCs) sometimes cheat the farmers when weighing of cocoa beans is done. 	<ul style="list-style-type: none"> ❖ Visit a weighing station/purchasing clerk to practice reading the scales and measuring/weighing different sacks and other items to get familiar with weights

<p>"kookootɔn")</p>	<p>challenges identified</p>	<p>Scales can be adjusted to read a wrong figure.</p> <ul style="list-style-type: none"> ❖ An illiterate farmer will not be able to correctly read the scale and cannot record his/her sales also to keep track of his/her finances. <p>How to address challenges</p> <ul style="list-style-type: none"> ❖ Farmers should have an idea of the average weight of their bags (and be familiar with weights of other similar objects) before going to the purchasing clerks to help them identify faulty weights/adjusted scales. ❖ Learning to read and write can help the farmer to correctly read scales and stand up to clerks when they suspect them of wrongdoing. A literate farmer can also record his own sales and keep track of his/her finances 	
<p>LESSON 7 – OPPORTUNITIES FOR COCOA FARMERS IN COCOA-RELATED BUSINESSES</p> <p>(key word - "nnwuma")</p>	<ul style="list-style-type: none"> ❖ Learners will be able to describe three cocoa-related businesses 	<p>Cocoa related business opportunities include</p> <ul style="list-style-type: none"> ❖ Cocoa nursery development and sale of seedlings; ❖ Agricultural farming inputs supply (tools, fertilizers, pesticides, fungicides, insecticides) ❖ Transportation/Cocoa haulage (movement of beans from farms to towns/LBC depots) ❖ Making use of cocoa by-products. Example, making 	<ul style="list-style-type: none"> ❖ Special talk from some entrepreneurs/business people in the community who are into cocoa related businesses or NBSSI staff/Cocoa Research Institute of Ghana (CRIG)/ECHOES staff who can provide more insights into available opportunities for learners

		soap (alata samina) from cocoa pod husks (CRIG)	
LESSON 8 – BUSH FIRES (key word - “gyahyehyeε”)	<ul style="list-style-type: none"> ❖ Learners will be able to identify three causes of bush fires ❖ Learners will be able to list three ways to prevent bush fires 	<p>Bush fires can affect our communities and cause destruction to vegetation, our livelihoods, human life, property, soil fertility, etc</p> <p>Bush fires can be started by</p> <ul style="list-style-type: none"> ❖ careless hunters, ❖ palm wine tapping, ❖ embers from cooking fires or burning rubbish ❖ farming practice (“slash and burn”) <p>Bush fires can be prevented by:</p> <ul style="list-style-type: none"> ❖ cutting a “belt” around the farm so that fire can’t travel, ❖ making sure to completely put out fires, ❖ setting fire in opposite direction of the wind, ❖ no trapping of bush animals with fire, etc 	<ul style="list-style-type: none"> ❖ Special talk from NADMO and/or Community fire volunteers ❖ Learners visit a farm where a fire belt has been built
LESSON 9 – BANKING (key word - “korabea”)	<ul style="list-style-type: none"> ❖ Learners will be able to list two reasons why they should use banks 	<ul style="list-style-type: none"> ❖ Banks keep money safe from robbers/thieves, fire, and animals (mice) 	<ul style="list-style-type: none"> ❖ Special talk NBSSI staff, staff of rural banks or ECHOES staff who can provide more insights into

		<ul style="list-style-type: none"> ❖ Banks give interest on money that is saved with them ❖ You can get a loan from a bank 	banking, savings and investments
<p>LESSON 10 – MALARIA</p> <p>(key word - "atridii")</p>	<ul style="list-style-type: none"> ❖ Learners will be able to explain how malaria is transmitted ❖ Learners will be able to describe two ways to avoid being bitten by mosquitoes 	<ul style="list-style-type: none"> ❖ Malaria is one of the main causes of ill health in Ghana. Malaria is a major cause of death among young children and pregnant women ❖ Malaria is transmitted by mosquitoes. Mosquitoes breed in stagnant waters. Clear all stagnant water from around your homes. ❖ Avoid mosquito bites by using insecticide treated mosquito bed nets, wearing long sleeves and trousers, indoor residual spraying (IRS) in your community ❖ Symptoms of malaria include fever, headache and body aches, and diarrhea. Getting malaria will affect your farming as you have to spend time visiting the clinic and in bed/at home recovering. This can lower your productivity and reduce your income. 	<ul style="list-style-type: none"> ❖ Learners participate in community awareness raising event on malaria
<p>LESSON 11 – HIV/AIDS</p>	<ul style="list-style-type: none"> ❖ Learners will be able to list two ways HIV/AIDS is transmitted ❖ Learners will be able to list 	<ul style="list-style-type: none"> ❖ HIV/AIDS is a chronic disease that can be managed. ❖ The HIV/AIDS virus is transmitted via body fluids. 	<ul style="list-style-type: none"> ❖ Special speaker from Ghana Health Services (nurses, community health officers)/NGOs to give in depth talk

	<p>two ways to protect against getting HIV/AIDS</p>	<p>Modes of transmission include:</p> <ul style="list-style-type: none"> ○ Unprotected sex with an infected partner ○ Infected blood transfusion ○ An infected mother to her child during pregnancy, delivery and breast feeding ○ Using improperly sterilized skin piercing objects (blade, knife, syringe) <ul style="list-style-type: none"> ❖ To prevent HIV/AIDS, refrain from sexual relations (Abstinence), Be faithful to your partner or wear a Condom (ABC), do not share sharp objects with others (blade, etc). ❖ HIV/AIDS is NOT transmitted through sharing food, handshakes with a sick person, caring for a sick person, hugging a sick person, etc ❖ It is important to know your status – go for VCT. It is free. ❖ Do not stigmatize against people living with HIV/AIDS 	<p>on HIV/AIDS or to do VCT sessions</p> <ul style="list-style-type: none"> ❖ NGOs/ECHOES staff to lead sessions using flipcharts (Story of Ama, Kojo, Kwesi, Mensah’s story, etc), or games/cards (risk game). ❖ Where it is feasible (equipment available) do a film show (Silent epidemic, Yellow card, Born in Africa, Scenarios from the Sahel, etc) ❖ Learners participate in community awareness raising on HIV/AIDS
<p>LESSON 12 – DOMESTIC VIOLENCE (key word - "barima</p>	<ul style="list-style-type: none"> ❖ Learners will be able to explain that domestic violence is a violation of human rights and is wrong ❖ Learners will be able to 	<ul style="list-style-type: none"> ❖ Domestic violence comes in the form of physical, sexual, psychological, social or economic abuse. ❖ Violence generally refers to behavior which results 	<ul style="list-style-type: none"> ❖ Special talk from DOVVSU, police or NGO representative about what to do if you find yourself a victim of

<p>sisifoo")</p>	<p>describe what to do if they are victims of domestic violence</p>	<p>in humiliation, damage or injury to another person and/or which results in someone living in fear of another person's behavior.</p> <ul style="list-style-type: none"> ❖ If you are a victim of domestic violence, contact the nearest police station or report to DOVVSU to record your statement. Keep evidence of any physical abuse. If you have been injured, report to the nearest hospital, clinic, community health officer and tell them what has happened. ❖ Contact a Crises Center/NGO who support victims/survivors of domestic violence for legal help 	<p>domestic violence</p>
<p>LESSON 13 – FINANCIAL MANAGEMENT</p> <p>(key word - "sika ntotoe")</p>	<ul style="list-style-type: none"> ❖ Learners will be able to record basic financial information ❖ Learners will be able to read basic financial records 	<ul style="list-style-type: none"> ❖ In any economic activity, you will have expenses (costs incurred), revenues (monies earned as a result of the activity) and profits. ❖ Profit is the money that remains after the expenses have been subtracted from the revenue. You can also make losses if your expenses are higher than your revenue. ❖ It is important to record all your expenses, revenues and then your profits. These can be recorded in a book. ❖ You should plan how you use your profits. You can save profits at the bank, or you can invest them back 	<ul style="list-style-type: none"> ❖ Special talk from NBSSI staff, staff of rural banks or ECHOES staff who can provide more insights into book keeping, savings and investments ❖ Learners who benefit from the ECHOES scholarships can begin to do their own bookkeeping

		<p>into your economic activity.</p> <ul style="list-style-type: none"> ❖ You can get more information about book keeping, savings and investments from the NBSSI and the bank. 	
<p>LESSON 14 – ALCOHOLISM</p> <p>(key word - "nsabofoc")</p>	<ul style="list-style-type: none"> ❖ Learners will be able to identify the negative effects of alcohol on the individual and families 	<ul style="list-style-type: none"> ❖ Alcohol slows down the heartbeat, breathing rate, and digestion. Drinking alcohol can cause harmful diseases and health problems, damage to the liver, the heart and the brain. ❖ Don't Drink and Drive – alcohol causes road accidents. ❖ Drinking does not just hurt the drinker. Drinking problems can hurt families, friends, employers and many other people. It can cause marital discord, poverty, child and spouse abuse and mental disorder. ❖ If you are an alcoholic or know someone who is, you can get help and support from your family, counselors, church or community group. ❖ Some local drinks with high level of alcohol include akpeteshie, palm wine, pito, beer. 	<ul style="list-style-type: none"> ❖ Learners can participate on community awareness on alcoholism and its negative effects
<p>LESSON 15 – HYGIENE AND SANITATION</p> <p>(key word - "ahoteε")</p>	<ul style="list-style-type: none"> ❖ Learners will be able to explain the relationship between good hygiene, sanitation and good health. 	<ul style="list-style-type: none"> ❖ Dirty surroundings lead to sicknesses. Rubbish, litter and fecal waste (from animals and humans) around the house attract flies, which then settle on food 	

		<p>and water , transfer the fecal waste and germs and make you sick (example, diarrhea)</p> <ul style="list-style-type: none"> ❖ It is important to keep you home and surroundings clean to prevent sicknesses. ❖ Make sure that your hands are washed after going to toilet, after cleaning children’s stool, before eating, before preparing food, etc ❖ Keep drinking water safe in a clean container and covered at all times 	
<p>LESSON 16 – FAMILY PLANNING</p> <p>(key word - “awoɔ ho nyhehyeɛ”)</p>	<ul style="list-style-type: none"> ❖ Learners will be able to define family planning ❖ Learners will be able to describe the benefits of family planning ❖ Learners will be able to identify where they can get family planning support 	<ul style="list-style-type: none"> ❖ Family planning is having the number of children you want, when you want them. ❖ Spacing children at least two years apart is beneficial to the health of the mother and the children. Family Planning saves the lives of mothers (it reduces maternal mortality). <p>Family planning also helps:</p> <ul style="list-style-type: none"> ❖ to protect against unintended pregnancy ❖ to improve economic wellbeing (couples with fewer children are able to provide them with health care, food, housing, clothing and education) ❖ to provide the possibility for women to pursue 	<ul style="list-style-type: none"> ❖ Special talk from nurse/midwives about methods for family planning available, where they can seek help, etc ❖ Department of Social Welfare/Social workers to give talk on child care and parental responsibilities, laws in place to protect children and prosecute parents (e.g. those who refuse to send their children to school)

		<p>education and/or paid employment</p> <p>Clinics and midwives can provide family planning options appropriate for your family.</p>	
<p>LESSON 17 – TEENAGE PREGNANCY</p> <p>(key word - "mprewawo")</p>	<p>❖ Learners will be able to describe the drawbacks of teen pregnancy.</p>	<ul style="list-style-type: none"> ❖ Teenage pregnancy is dangerous for the health of the mother. ❖ Teenage pregnancy prevents girls from finishing their education. ❖ Girls who get pregnant out of wedlock are often ostracized by the community. ❖ Parents and guardians need to be able to educate their daughters about the drawbacks of teenage pregnancy and supervise them to ensure they do not engage in activities that could lead to teenage pregnancy. ❖ If a girl is found to be pregnant, parents and guardians must give her the necessary support to handle the situation adequately 	
<p>LESSON 18 – DEFILEMENT</p> <p>(key word - "seese")</p>	<ul style="list-style-type: none"> ❖ Learners will be able to explain what defilement is ❖ Learners will be able to identify what to do when cases of defilement take place 	<ul style="list-style-type: none"> ❖ Defilement is the sexual abuse of a child/minor. It is a criminal offense, punishable by law ❖ If a case of defilement comes up, community members must report this to the authorities (community leaders, Dept of Social Welfare, DOVVSU, and the police) and bring the offender to 	<ul style="list-style-type: none"> ❖ Invite speakers from the Department of Social Welfare, DOVVSU, police and NGOs to speak about the topic

		book. Do not settle cases at home. Defilement is a criminal offense.	
<p>LESSON 19 – COMMUNAL LABOR</p> <p>(key word - "ɔmannwuma")</p>	<p>❖ Learners will be able to identify why communal labor is beneficial</p>	<ul style="list-style-type: none"> ❖ Working together enables the community to achieve more and get more things done at a time ❖ Working together brings benefit to everyone ❖ Communities which show a communal spirit and are able to do things for themselves are often supported by other bodies (local government, NGOs, donors) to further their development 	<ul style="list-style-type: none"> ❖ Community leaders/chiefs address the literacy class ❖ Learners participate in communal labor activities in their community (example, ECHOES building activities – school renovations, resource centers, etc)

CHAPTER 3

LESSON PLAN OUTLINE GUIDE

LESSON 1

Phase 1: Introductions

- 1.1 Facilitator introduces himself/herself, welcomes all learners and asks them to introduce themselves
- 1.2 Facilitator asks learners what their expectations are. This leads into discussion on the importance of literacy and numeracy
- 1.3 Facilitator leads the class to develop “rules for the class” (e.g. be on time, be respectful of others, help others, try your hardest, etc). The facilitator can write the suggestions down on paper to be put up when they come for class.

Phase 2: Reading and Writing

- 2.1 Facilitator asks for anyone who can write anything (letters, name, etc) to come and write on the board (There may be some semi-literates in the class)
- 2.2 Facilitator writes all the vowels on the board and teaches the learners how to pronounce them
- 2.3 Facilitator leads learners in practicing wrist exercises to get learners hands flexible and used to moving around
- 2.4 Facilitator teaches learners how to hold/handle writing materials (chalk, pencil)
- 2.5 Learners practice holding writing materials and drawing strokes and curves
- 2.6 Facilitator writes the vowels in space (in the air) and has learners practice writing in the air also
- 2.7 Learners then practice writing the vowels on the board and in their books.

LESSONS 2-5

Phase 1: Observation of Picture

1.1 Facilitator shows the picture to the class and asks them to observe it, with the following questions in mind:

- What do you see in the picture?
- What is the problem that you see?
- Why is it a problem?
- What is the cause or the causes of the problem?
- What are the consequences?
- Do you know someone/something in this situation? Do you have similar issues?
- What can you do to change this?

1.2 Facilitator breaks the class into small groups (about 5 people in each group) to study the picture in their own books and discuss the questions. Each group will choose a person to speak on their behalf (a reporter)

1.3 Facilitator brings the class back together in plenary and allows the chosen representatives for the small groups to present the results of their work. Each group should present their response to a different question so that the process does not take too long.

1.4 Facilitator does a summary of responses and adds any additional information (see specific topic in content table for additional information). To bring out the key word, the facilitator leads the class to mention what they have been discussing. The facilitator identifies the key word (if someone in the class says it during discussions, the facilitator can say “that’s the key word for this lesson”).

Phase 2: Reading and Writing

2.1 Facilitator writes the key word on the blackboard for the learners.

2.2 Facilitator breaks the key word into syllables for the learners and writes the syllables on the board. Learners should repeat the syllables after the facilitator

2.3 Learners identify the new letter(s) in the key word

2.4 Facilitator writes the new letter in space (in the air) for the learners

2.5 Facilitator asks the learners to write the same letter in space in the same way

2.6 Facilitator asks the learners to think of familiar objects which look like the new letter (e.g. ‘o’ looks like an egg/orange, ‘j’ like an umbrella)

2.7 Facilitator asks the learners to think of other words that have the same sounds and/or which contain the new letter for the day. Write the words on the blackboard and ask a few of the learners to come to the board at the same time and underline the new letter (auditory and visual learning).

2.8 Facilitator draws two horizontal lines on the board and writes the new letter on the lines. Each learner should write the new letter at least 5 times on the lines in their exercise books.

2.9 The learners cross check their work with what is on the board or what their colleagues are writing.

2.10 Facilitator puts the learners back into 3 groups. Facilitator divides blackboard into 3 sections for each group to come and write the letters in their reserved space on the blackboard.

2.11 Facilitator makes observations along with the learners on what they have written. S/he may want to point out a few that are easiest to read, and discuss with the class why they are easy to read.

2.12 In case there is a second letter to study for the day, adopt the same method above with the learners

2.13 Facilitator leads the learners to make flashcards themselves from paper in their exercise books or have the learners bring in cardboxes (boxes of mosquito coils, toothpaste, etc) which they can cut up and use as flashcards. Have the learners work in pairs or triads, holding up the cards for each other for more practice. After some more lessons and some more flashcards, they can use these to form words and sentences.
You can hold a competition for learners to see who makes the nicest flashcards!

2.14 Where double vowel sounds are introduced (e.g. paa, yaa, koo, koo), the facilitator should have the class practice these more.

Phase 3: Numeracy (counting numbers 0-5; simple addition and subtraction)

3.1 Facilitator should make sure to use any local materials available to assist in numeracy lessons

3.2 For each number to be taught, facilitator can use physical objects. For example, use an empty box to depict the concept of zero (0). Put one orange (or any other item available) in the box to indicate the addition of 1 to 0.

3.3 Facilitator should ask learners to bring their own physical objects (bottle tops, etc) which can be used for counting. Place the relevant number of objects on the table and ask learners to count them, saying the numbers out loud (e.g. 3 oranges on a table. Learners will count 1, 2, 3).

3.4 Facilitator should write the numbers covered in the lesson (0 to 5) on the board and then show learners to write these numbers first in space (in the air), and then in their exercise books. Learners can also practice writing the numbers on the board

3.5 Facilitator should introduce learners to the concepts of addition and subtraction, again using local materials as teaching aids.

First write the plus (+) sign on the board, explaining that it means to “add”, and illustrate this with objects. Also explain the “equals to” sign (=).

For example, in lesson 4, to illustrate $2 + 2 = ?$, put 4 bottle tops on a table in two groups. Then ask learners to count the number of bottle tops in the first group, and the number in the second group. Then put all the bottle tops together and ask learners to count the total number (2 bottle tops plus 2 bottle tops equals 4 bottle tops). They should be able to count to

Do this several times to illustrate other equations in the primer. Then break class into groups to do this on their own.

Do this also to illustrate how to do subtraction, explaining the concept of “taking away”. For example, to illustrate $5 - 3 = ?$, put 5 oranges on the table, ask learners to count 3 of them and remove them from the group of 5 on the table. Then ask learners to count how many oranges are left. They should be able to count 2 oranges. Do this several times to illustrate other equations in the primer. Then break class into groups to do this on their own.

LESSONS 6-9

Phase 1: Observation of Picture

1.1 Facilitator shows the picture to the class and asks them to observe it, with the following questions in mind:

- What do you see in the picture?
- What is the problem that you see?
- Why is it a problem?
- What is the cause or the causes of the problem?
- What are the consequences?
- Do you know someone/something in this situation? Do you have similar issues?
- What can you do to change this?

1.2 Facilitator breaks the class into small groups (about 5 people in each group) to study the picture in their own books and discuss the questions. Each group will choose a person to speak on their behalf (a reporter)

1.3 Facilitator brings the class back together in plenary and allows the chosen representatives for the small groups to present the results of their work. Each group should present their response to a different question so that the process does not take too long.

1.4 Facilitator does a summary of responses and adds any additional information (see specific topic in content table for additional information). To bring out the key word, the facilitator leads the class to mention what they have been discussing. The facilitator identifies the key word (if someone in the class says it during discussions, the facilitator can say “that’s the key word for this lesson”).

Phase 2: Reading and Writing

2.1 Facilitator writes the key word on the blackboard for the learners.

2.2 Facilitator breaks the key word into syllables for the learners and writes the syllables on the board. Learners should repeat the syllables after the facilitator

2.3 Learners identify the new letter(s) in the key word

2.4 Facilitator writes the new letter in space (in the air) for the learners

2.5 Facilitator asks the learners to write the same letter in space in the same way

2.6 Facilitator asks the learners to think of familiar objects which look like the new letter (e.g. ‘o’ looks like an egg/orange, ‘j’ like an umbrella)

- 2.7 Facilitator asks the learners to think of other words that have the same sounds and/or which contain the new letter for the day. Write the words on the blackboard and ask a few of the learners to come to the board at the same time and underline the new letter (auditory and visual learning).
- 2.8 Facilitator draws two horizontal lines on the board and writes the new letter on the lines. Each learner should write the new letter at least 5 times on the lines in their exercise books.
- 2.9 The learners cross check their work with what is on the board or what their colleagues are writing.
- 2.10 Facilitator puts the learners back into 3 groups. Facilitator divides blackboard into 3 sections for each group to come and write the letters in their reserved space on the blackboard.
- 2.11 Facilitator makes observations along with the learners on what they have written. S/he may want to point out a few that are easiest to read, and discuss with the class why they are easy to read.
- 2.12 In case there is a second letter to study for the day, adopt the same method above with the learners
- 2.13 Facilitator leads the learners to make flashcards themselves from paper in their exercise books or have the learners bring in cardboxes (boxes of mosquito coils, toothpaste, etc) which they can cut up and use as flashcards. Have the learners work in pairs or triads, holding up the cards for each other for more practice. After some more lessons and some more flashcards, they can use these to form words and sentences.
You can hold a competition for learners to see who makes the nicest flashcards!
- 2.14 Where double vowel sounds are introduced (e.g. paa, yaa, koo, koo), the facilitator should have the class practice these more.
- 2.15 Facilitator breaks class into small groups. Each group forms words using the letters learnt so far.
- 2.16 In plenary, the reporter for each group presents the results of their work. The words are read aloud whilst two or three other members of the group writes the words on the board. As the words in the lessons become more, the facilitator should ask for a different word from each group until all words are covered.
- 2.17 Facilitator asks the learners to copy the words in their exercise books and goes round to check how learners are doing
- 2.18 Facilitator reads out the simple sentences in primer for the learners. Learners repeat reading the sentences.

Phase 3: Numeracy (counting numbers 6-10; include simple multiplication and division)

3.1 Facilitator should make sure to use any local materials available to assist in numeracy lessons

3.2 For each number to be taught, facilitator can use physical objects

3.3 Facilitator should ask learners to bring their own physical items (stones, bottle tops, etc) which can be used for counting. Place the relevant number of objects on the table and ask learners to count them, saying the numbers out loud (e.g 7 oranges on a table. Learners will count 1, 2, 3, 4, 5, 6, 7). Do this to practice counting numbers 6-10.

3.4 Facilitator should write the numbers covered (6-10) on the board and then show learners to write these numbers first in space (in the air), and then in their exercise books. Learners can also practice writing the numbers on the board

3.5 Facilitator should introduce learners to the concepts of multiplication and division, again using local materials as teaching aids.

For multiplication, learners should understand that it helps us calculate in groups (or in multiples). For example, a farmer has a cocoa nursery and sells 3 seedlings each to 3 people in the community. We can find out the total number of seedlings he sold by putting 3 groups of 3 bottle tops each on a table. When you put them all together, the total is $3 \times 3 = 9$. Learners can put bottle tops together and count the total. Give learners more examples from the primer to practice in groups.

Have learners prepare number multiplication cards for practice. On one side, they put the equation, $2 \times 2 =$, and on the other side, they write the solution, $2 \times 2 = 4$. They prepare many of these and practice in groups and with their friends and families at home so they can memorize them.

For division, learners need to understand the idea of breaking large numbers into parts (sharing). For example, a farmer has 10 cedis that he needs to share among his 5 family members. We can find out how much each family member receives by breaking up the 10 into smaller parts. To illustrate, facilitator can put 10 objects on a table, and then ask 5 learners to come up front. Then ask another learner to come and share the 10 objects evenly for the 5 learners. Each of the 5 learners should receive 2 objects each. Give learners more examples from the primer to practice in groups.

Learners should know that division can be represented using “÷” and “ $\overline{\hspace{1cm}}$ ” (the long division sign).

LESSONS 11-14

Phase 1: Observation of Picture

1.1 Facilitator shows the picture to the class and asks them to observe it, with the following questions in mind:

- What do you see in the picture?
- What is the problem that you see?
- Why is it a problem?
- What is the cause or the causes of the problem?
- What are the consequences?
- Do you know someone/something in this situation? Do you have similar issues?
- What can you do to change this?

1.2 Facilitator breaks the class into small groups (about 5 people in each group) to study the picture in their own books and discuss the questions. Each group will choose a person to speak on their behalf (a reporter)

1.3 Facilitator brings the class back together in plenary and allows the chosen representatives for the small groups to present the results of their work. Each group should present their response to a different question so that the process does not take too long.

1.4 Facilitator does a summary of responses and adds any additional information (see specific topic in content table for additional information). To bring out the key word, the facilitator leads the class to mention what they have been discussing. The facilitator identifies the key word (if someone in the class says it during discussions, the facilitator can say “that’s the key word for this lesson”).

Phase 2: Reading and Writing

2.1 Facilitator writes the key word on the blackboard for the learners.

2.2 Facilitator breaks the key word into syllables for the learners and writes the syllables on the board. Learners should repeat the syllables after the facilitator

2.3 Learners identify the new letter(s) in the key word

2.4 Facilitator writes the new letter in space (in the air) for the learners

2.5 Facilitator asks the learners to write the same letter in space in the same way

2.6 Facilitator asks the learners to think of familiar objects which look like the new letter (e.g. ‘o’ looks like an egg/orange, ‘j’ like an umbrella)

2.7 Facilitator asks the learners to think of other words that have the same sounds and/or which contain the new letter for the day. Write the words on the blackboard and ask a few of the learners to come to the board at the same time and underline the new letter (auditory and visual learning).

2.8 Facilitator draws two horizontal lines on the board and writes the new letter on the lines. Each learner should write the new letter at least 5 times on the lines in their exercise books.

2.9 The learners cross check their work with what is on the board or what their colleagues are writing.

2.10 Facilitator puts the learners back into 3 groups. Facilitator divides blackboard into 3 sections for each group to come and write the letters in their reserved space on the blackboard.

2.11 Facilitator makes observations along with the learners on what they have written. S/he may want to point out a few that are easiest to read, and discuss with the class why they are easy to read.

2.12 In case there is a second letter to study for the day, adopt the same method above with the learners

2.13 Facilitator leads the learners to make flashcards themselves from paper in their exercise books or have the learners bring in cardboxes (boxes of mosquito coils, toothpaste, etc) which they can cut up and use as flashcards. Have the learners work in pairs or triads, holding up the cards for each other for more practice. After some more lessons and some more flashcards, they can use these to form words and sentences. You can hold a competition for learners to see who makes the nicest flashcards!

2.14 Where double vowel sounds are introduced (e.g. paa, yaa, koo, koo), the facilitator should have the class practice these more.

2.15 Facilitator breaks class into small groups. Each group forms words using the letters learnt so far.

2.16 In plenary, the reporter for each group presents the results of their work. The words are read aloud whilst two or three other members of the group writes the words on the board. As the words in the lessons become more, the facilitator should ask for a different word from each group until all words are covered.

2.17 Facilitator asks the learners to copy the words in their exercise books and goes round to check how learners are doing.

2.18 Facilitator reads out the simple sentences in primer for the learners. Learners repeat reading the sentences.

2.19 Facilitator identifies any punctuation for the learners (full stops, capital letters). Facilitator then reads the text out in a loud voice.

2.20 Learners read the text silently, then work in pairs to read it to each other. Learners can read aloud from their seats.

2.21 Facilitator asks questions such as “what is happening?” and “who is doing what?” for learners to begin to analyze the text for comprehension.

2.22 Facilitator breaks the class into groups and asks them to construct sentences using everything they have learned so far.

2.23 Class comes back into plenary and a representative from each group comes up front to read the sentences out loud.

Phase 3: Numeracy (include double digit addition and subtraction; more difficult multiplication and division)

3.1 As numbers become larger, the facilitator can teach the learners to use the tallying method to count and use objects around them for analogy. For example, to explain the move from single digits to double digits, say a farmer has 15 trees which have caught a disease so he has to cut them down. He would represent this by drawing strokes in groups of fives and tens:

||||| |||

If 23 trees got diseased and needed to be cut down, the number 23 would then be represented as 2 groups of tens and 3 single strokes:

||||| |||||| |||

If 70 trees got diseased and needed to be cut down, it would be represented as 7 groups of tens:

||||| |||||| |||||| ||||||
||||| |||||| ||||||

3.2 Facilitator should introduce the concept of “borrowing” and “carry over” in all the operations (+, -, x, ÷).

LESSONS 15-19

Phase 1: Observation of Picture

1.1 Facilitator shows the picture to the class and asks them to observe it, with the following questions in mind:

- What do you see in the picture?
- What is the problem that you see?
- Why is it a problem?
- What is the cause or the causes of the problem?
- What are the consequences?
- Do you know someone/something in this situation? Do you have similar issues?
- What can you do to change this?

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1.3 Facilitator brings the class back together in plenary and allows the chosen representatives for the small groups to present the results of their work. Each group should present their response to a different question so that the process does not take too long.

1.4 Facilitator does a summary of responses and adds any additional information (see specific topic in content table for additional information). To bring out the key word, the facilitator leads the class to mention what they have been discussing. The facilitator identifies the key word (if someone in the class says it during discussions, the facilitator can say “that’s the key word for this lesson”).

Phase 2: Reading and Writing

2.1 Facilitator writes the key word on the blackboard for the learners.

2.2 Facilitator breaks the key word into syllables for the learners and writes the syllables on the board. Learners should repeat the syllables after the facilitator

2.3 Learners identify the new letter(s) in the key word

2.4 Facilitator writes the new letter in space (in the air) for the learners

2.5 Facilitator asks the learners to write the same letter in space in the same way

2.6 Facilitator asks the learners to think of familiar objects which look like the new letter (e.g. ‘o’ looks like an egg/orange, ‘j’ like an umbrella)

2.7 Facilitator asks the learners to think of other words that have the same sounds and/or which contain the new letter for the day. Write the words on the blackboard and ask a few of

the learners to come to the board at the same time and underline the new letter (auditory and visual learning).

2.8 Facilitator draws two horizontal lines on the board and writes the new letter on the lines. Each learner should write the new letter at least 5 times on the lines in their exercise books.

2.9 The learners cross check their work with what is on the board or what their colleagues are writing.

2.10 Facilitator puts the learners back into 3 groups. Facilitator divides blackboard into 3 sections for each group to come and write the letters in their reserved space on the blackboard.

2.11 Facilitator makes observations along with the learners on what they have written. S/he may want to point out a few that are easiest to read, and discuss with the class why they are easy to read.

2.12 In case there is a second letter to study for the day, adopt the same method above with the learners

2.13 Facilitator leads the learners to make flashcards themselves from paper in their exercise books or have the learners bring in cardboxes (boxes of mosquito coils, toothpaste, etc) which they can cut up and use as flashcards. Have the learners work in pairs or triads, holding up the cards for each other for more practice. After some more lessons and some more flashcards, they can use these to form words and sentences.
You can hold a competition for learners to see who makes the nicest flashcards!

2.14 Where double vowel sounds are introduced (e.g. paa, yaa, koo, koo), the facilitator should have the class practice these more.

2.15 Facilitator breaks class into small groups. Each group forms words using the letters learnt so far.

2.16 In plenary, the reporter for each group presents the results of their work. The words are read aloud whilst two or three other members of the group writes the words on the board. As the words in the lessons become more, the facilitator should ask for a different word from each group until all words are covered.

2.17 Facilitator asks the learners to copy the words in their exercise books and goes round to check how learners are doing.

2.18 Facilitator reads out the simple sentences in primer for the learners. Learners repeat reading the sentences.

2.19 Facilitator identifies any punctuation for the learners (full stops, capital letters). Facilitator then reads the text out in a loud voice.

- 2.20 Learners read the text silently, then work in pairs to read it to each other. Learners can read aloud from their seats.
- 2.21 Facilitator asks questions such as “what is happening?” and “who is doing what?” for learners to begin to analyze the text for comprehension.
- 2.22 Facilitator breaks the class into groups and asks them to construct sentences using everything they have learned so far.
- 2.23 Class comes back into plenary and a representative from each group comes up front to read the sentences out loud.
- 2.24 Facilitator reads the short story and asks learners to read it silently. Learners should then read to each other in pairs
- 2.25 Facilitator asks volunteers to stand up and read the short story out loud
- 2.26 Facilitator asks learners the questions in the primer which are based on the story and breaks them into groups to discuss answers. Learners can write some answers to the questions in their books.
- 2.27 Representative from each group stands up to present answers to the questions

Phase 3: Numeracy (Applications of numeracy – reading time, weighing, lengths and distances, counting money)

- 3.1 Facilitators will take learners through the application of all they have learnt in numeracy to practical issues of reading the time, weighing (with particular reference to cocoa weighing scales), measuring lengths and distances, and counting money.
- 3.2 Reading the time: Learners should be able to read the hands on the face of a clock and associate these with different activities they engage in during the day (e.g. prepare breakfast, fetch water and bathe the children in the morning – at 6.00 am, at 7.30 am, etc; go to the farm, prepare cocoa beans for fermentation - at 1.00 pm, at 2.15 pm, etc).
- Facilitator should draw clocks on the board and have learners come and draw the hands of the clock for different times of the day. Learners can practice in their books by drawing up their own schedules for a day in their lives, or draw up schedule for their school-going children (indicating time for household chores, going to school, play time, doing homework).
- 3.3 Weighing: Learners should be able to read the weighing scales and work out their own additions and subtractions based on weights. Facilitator should use examples of weights of cocoa sacks and using this to calculate your total weight sold.
- 3.4 Lengths and Distances: Learners should be able to measure short lengths (e.g. using measuring tapes like the tailors, carpenters, electricians, masons, etc use) and longer distances (e.g. distances between their communities, and district capitals).

3.5 Counting money: Learners should be able to identify and count the different denominations of the new GH cedi (coins and notes) and do simple calculations with them. Facilitator should guide learners through writing down the different denominations with the pesewa and cedi signs, and practice calculating money.