AGES
13 – 19

LIFE SKILLS
MANUAL

NEW
MODULES

"Fostering positive outcomes through the establishment of healthy behaviors and social emotional learning"

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2025

Fostering positive outcomes
through the establishment of
healthy behaviours and social-
emotional learning.

CONTENTS

1 | HEALTH & WELLBEING

What's This Section About?

Health and wellbeing are the cornerstones of learning, confidence, and happiness. Adolescence is a time of rapid physical, emotional, and social change. Understanding these changes enables students to care for themselves, respect others, and make informed, healthy choices.

In The Gambia, adolescents often face challenges such as poor nutrition, limited health information, menstrual stigma, stress, and early pregnancy. This section equips them with the knowledge, skills, and motivation to stay healthy in body and mind while promoting empathy, respect, and inclusion.

Legal reference: Children's Act 2005, Women's Act 2010, and Persons with Disabilities Act 2021 emphasize the right of every child – including children with disabilities – to health, protection, and dignity.

Module 1: PUBERTY & MENSTRUATION

What You'll Learn?

By the end of this lesson, you will be able to:

- Describe major physical and emotional changes during puberty.
- Explain menstruation and its role in reproductive health.
- Demonstrate safe menstrual hygiene and empathy toward peers.
- Recognize that puberty is a healthy, natural stage of growth.

MATERIALS

- Flipchart
- Markers
- Body-change diagram cards
- Menstrual-health kits (pads, soap, cloth)
- "My Growing Body" worksheet

Methodology

- Participatory discussion
- Q & A
- Group brainstorming
- Role-play and demonstration

Introduction

Puberty is when a child's body matures into an adult body capable of reproduction, usually between ages 9 and 14. Girls experience breast development, hair growth, mood swings, and menstruation – a natural monthly process showing healthy maturity. Boys experience voice changes, growth of muscles and hair, and emotional shifts such as curiosity or irritability. Both share changes like growth spurts, sweating, and stronger emotions. Open discussion reduces shame and helps adolescents adjust confidently. Schools should provide supportive facilities (including accessible WASH for students with disabilities).

Activities

Activity 1: Story — "Growing Up Together in Bansang"

Mariama, 12, felt scared when her uniform stained during her first period. Her teacher comforted her, explaining menstruation and giving her a pad from the Mothers' Club hygiene box. Later, the teacher invited boys to learn about body changes too. Buba, 13, shared that his voice was cracking and he sometimes felt moody. They both learned that everyone changes and that respect matters.

Discussion Questions

- What changes did Mariama and Buba experience?
- How did adults help them feel confident?
- Why should boys and girls learn about menstruation together?

Activity 2: Menstrual Hygiene Demonstration

Use kits to show proper use, cleaning, and disposal. Discuss comfort, safety, and dignity.

Reflection: "What is one new thing I learned about my body?"

Key Ideas

Puberty: Natural physical and emotional growth stage.

Menstruation: Monthly process marking reproductive maturity.

Hygiene: Clean habits to maintain health.

Empathy: Understanding others' experiences with respect.

Key Messages

- Puberty is normal.
- Menstruation is healthy and natural.
- Respect and hygiene build confidence and understanding

Assessment & Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Oral quiz	Describe two body changes in puberty.
Attitudes	Journal / discussion	Shows comfort discussing body changes.
Skills / Behaviour	Demonstration	Demonstrates correct menstrual hygiene.
Follow-up	One-week review	Teacher observes continued respectful attitude.

Module 2: EMOTIONAL CHANGES & SEXUALITY

What You'll Learn?

By the end of this lesson, you will be able to:

- Identify emotional changes in adolescence.
- Recognize healthy vs unhealthy relationships.
- Understand consent and respect boundaries.
- Manage feelings through safe, positive actions.

MATERIALS

- Emotion cards
- Case-study stories
- Flipchart & markers

Methodology

- Storytelling
- Guided discussion
- Drawing and role-play
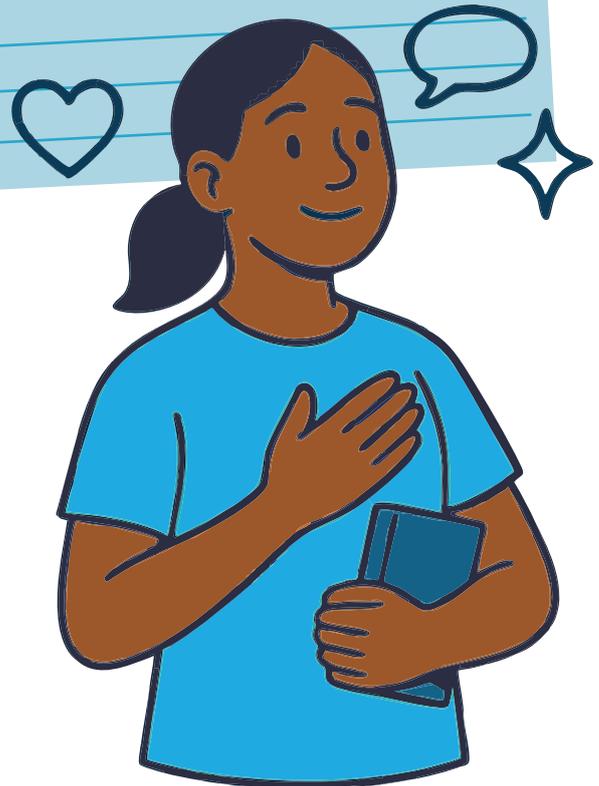
Introduction

During adolescence, emotions become stronger and more complex. It's normal to feel excitement, anger, embarrassment, or attraction.
Healthy relationships are built on respect, honesty, and kindness.

Unhealthy ones include teasing, manipulation, or coercion. **Consent** means clear, voluntary, and informed agreement; silence or pressure is not consent.

Respecting others' feelings prevents bullying, GBV, or harassment. Talking to trusted adults – parents, teachers, or counselors – helps manage emotions safely.

Activities

Activity 1: Story – "Aisha and Ebrima Learn Respect"

When Ebrima teased Aisha to impress friends, she felt hurt. Their teacher organized a class talk on emotions and respect. Ebrima apologized, learning that teasing is a form of emotional harm. Later, both led a peer session on kindness and communication.

Discussion Questions

- What feelings did Aisha and Ebrima experience?
- Why is teasing harmful?
- How can we show respect in friendships?

Activity 2: My Emotions Circle

Draw emotion faces (happy, sad, angry) and list healthy coping ways – deep breathing, journaling, prayer, talking to someone.

Key Ideas

Emotion: Feelings triggered by experiences.

Consent: Free and informed agreement.

Respect: Treating others kindly and fairly.

Key Messages

- Emotions are normal and manageable.
- Respect and consent show maturity.
- Talking to trusted adults keeps you safe and strong

Assessment & Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Oral quiz	Define consent and respect.
Attitudes	Journal / discussion	Expresses empathy toward peers.
Skills / Behaviour	Role Play	Demonstrates respectful communication.
Follow-up	One-week Reflection	Shows improved peer interactions.

Module 3: STRESS & COPING

What You'll Learn?

By the end of this lesson, you will be able to:

- Define stress and its causes.
- Recognize signs of stress.
- Demonstrate healthy coping strategies.
- Support peers in stressful times.

MATERIALS

- Flipchart
- Markers
- Sticky notes
- "Coping Tree" template

Methodology

- Storytelling
- Brainstorming
- Group activity
- Reflection
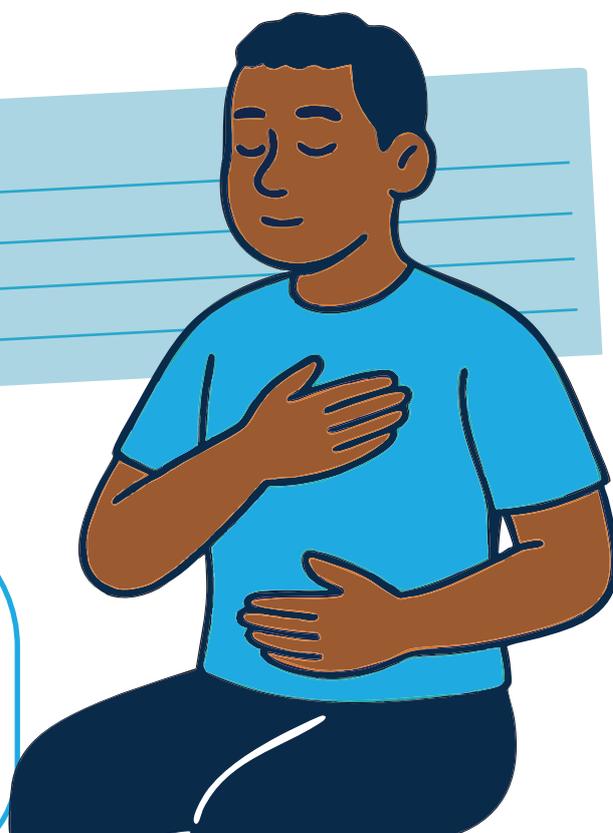
Introduction

Stress is the body's reaction to challenges. Positive stress motivates, but excessive stress harms health. Common causes include exams, chores, peer pressure, or financial hardship.

Signs: headaches, poor sleep, anger, or isolation. Healthy coping = deep breathing, exercise, prayer, talking, time management. Unhealthy coping = violence, avoidance, substance use. Managing stress builds resilience and emotional control.

Activities

Activity 1: Story — "Exam Week at Soma School"

During exams, Lamin stopped eating breakfast and felt anxious. His friend Haddy suggested studying together, doing short walks, and praying before each paper. With support, Lamin felt calmer and scored well. Their teacher praised them for teamwork.

Discussion Questions

- What stress signs did Lamin show?
- How did Haddy help?
- What can classmates do for a stressed friend?

Activity 2: The Coping Tree

Write one coping idea on a paper leaf ("talk to my teacher," "exercise," "draw"). Leaves form a "Coping Tree" displayed on the wall.

Follow-Up: After one week, share which coping strategies you used most.

Key Ideas

Stress: Physical or emotional tension.

Coping: Healthy responses to challenges.

Resilience: Ability to recover from difficulties.

Key Messages

- Everyone feels stress sometimes.
- Healthy coping makes you stronger.
- Supporting friends reduces pressure for all.

Assessment & Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Oral quiz	Define stress and give examples.
Attitudes	Journal / discussion	Shows empathy to stressed peers.
Skills / Behaviour	Role Play	Practice relaxation techniques.
Follow-up	One-week Reflection	Reports using a coping skill.

Module 4: PREGNANCY & ADOLESCENT CHOICES

What You'll Learn?

By the end of this lesson, you will be able to:

- Describe what pregnancy is and its effects on adolescents.
- Explain the health and social risks of early pregnancy.
- Identify protective factors and support networks.
- Appreciate the right to education and health for every girl and boy.

MATERIALS

- Story handout "Awa's Dream"
- Flipchart
- Markers
- Vision-board materials

Methodology

- Storytelling
- Discussion
- Drawing
- Reflection
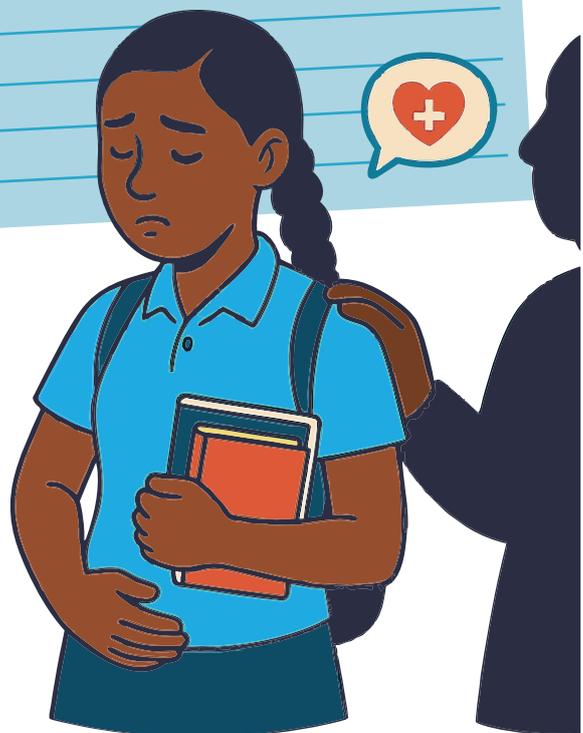
Introduction

Early pregnancy can endanger health and interrupt education. Girls under 18 face higher risks of complications, while boys may face pressure to provide or drop out.

Legal reference: The Children's Act 2005 and Women's Act 2010 protect adolescents from child marriage and exploitation.

Prevention includes abstinence, accurate knowledge, and goal-setting. Teachers, Mothers' Clubs, and health workers should guide students to make informed, safe choices.

Activities

Activity 1: Story — "Awa's Dream Continues"

Awa, 16, from Kuntaur, was nearly married off. Her teacher and the Mothers' Club visited her parents, explaining the health and legal implications. They agreed she would finish school first. Awa later became a youth advocate helping others stay in school.

Discussion Questions
- What challenges did Awa face?
- How did adults support her decision?
- How can education protect young people's futures?

Activity 2: My Future Vision Board

Draw your career dreams and write steps to reach them (study hard, seek advice, stay healthy).

Key Ideas

Pregnancy: Process of carrying a developing fetus.

Adolescent Choices: Decisions affecting health and future.

Prevention: Avoiding early pregnancy through awareness.

Key Messages

- Early pregnancy has serious risks.
- Education and knowledge protect youth.
- Everyone deserves support to pursue dreams

Assessment & Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Quiz	Explain risks of early pregnancy.
Attitudes	Reflection	Expresses value for education.
Skills / Behaviour	Drawing / discussion	Completes vision board with goals.
Follow-up	One-week review	Shares progress on goal-setting.

Module 5: NUTRITION AND MALNUTRITION

What You'll Learn?

By the end of this lesson, you will be able to:

- Explain the meaning of a balanced diet.
- Identify causes and effects of malnutrition.
- Promote healthy eating habits at school and home.
- Participate in simple nutrition initiatives (gardens, fruit days).

MATERIALS

- Food charts or visuals
- Samples of local foods
- "My Food Diary" worksheet
- Hand-washing supplies

Methodology

- Demonstration
- Discussion
- Group work
- Reflection

Introduction

A balanced diet includes:

- Energy-giving foods: rice, millet, cassava, oils.
- Body-building foods: fish, beans, eggs, groundnuts.
- Protective foods: fruits and vegetables.

Malnutrition causes tiredness, stunted growth, and poor learning. Iron and iodine deficiencies are common. Students can practice healthy habits – eating breakfast, drinking clean water, washing hands, and limiting fried snacks. School gardens, Mothers' Clubs, and Change Maker initiatives can boost healthy eating and reduce waste.

Activities

Story – "Healthy Choices at Lamin Koto School"

Students used to buy only fried snacks. After a nutrition lesson, they grew vegetables in the school garden and started selling fruit cups and boiled eggs. Energy improved, and teachers noted better concentration. The club also taught families how to compost leftover waste for fertilizer.

Discussion Questions
- What changed in the students' habits?
- How did teamwork improve health?
- How can schools promote healthy eating?

Activity – Build a Balanced Plate

Using pictures or real food, students group items into energy-giving, body-building, and protective foods.

Follow-Up: Start a "Healthy Snack Day" or small class garden.

Key Ideas

Nutrition: Food needed for health and growth.

Malnutrition: Lack or excess of nutrients.

Balanced Diet: Combination of energy, body-building, and protective foods.

Malnutrition: Lack or excess of nutrients.

Hygiene: Clean habits that prevent disease.

Key Messages

- Nutrition fuels learning and growth.
- Malnutrition can be prevented.
- Small daily choices build a healthier school.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Quiz	Identify three food groups.
Attitudes	Reflection	Values clean, healthy eating.
Skills / Behaviour	Demonstration	Prepares balanced meal or snack plan.
Follow-up	One-week review	Reports one healthy change at home.

2 | RIGHTS & PROTECTION

Introduction

Every child deserves to grow up in a safe and nurturing environment where their dignity, wellbeing, and voice are respected. In The Gambia, the protection of children's rights is guided by a strong legal and institutional framework including the **Children's Act (2005),** the **Women's Act (2010),** the **Persons with Disabilities Act (2021),** the **Sexual Offences Act (2013),** and international commitments such as the **UN Convention on the Rights of the Child (CRC)** and the **African Charter on the Rights and Welfare of the Child (ACRWC).**

Despite these laws, many children still face **violence, exploitation, neglect, harmful traditional practices, and social discrimination** particularly girls, children with disabilities, and those from poor or rural households. This section helps learners understand their **rights,** the **laws that protect them,** and the **roles of parents, teachers, and communities** in promoting fairness and safety. It also helps them **build courage and agency** to report abuse, seek help, and contribute positively to protecting others.

Module 1: CHILD RIGHTS AND RESPONSIBILITIES

What You'll Learn?

By the end of this module, students will be able to:

- Define what **children's rights** are adn why they are universal and unconditional
- Identify examples of **children's rights** that apply to all children, at all times
- Explain how laws in the Gambia protect children's rights.
- Describe how children can ex**press their views and seek help** when their rights are violated.
- Demonstrate confidence in speaking up respectfully and safety.

MATERIALS

- Story Handout – "Mariama and the School Garden"
- Rights & Responsibilities Cards
- Flipchart / Markers
- "My Rights Circle" Worksheet
- Child-friendly visuals from UNICEF CRC resource folder
- Helpline Poster (199 & 1313, 1123)

Methodology

- Participatory discussion
- Group work
- Storytelling
- Role-play
- Visual mapping
- Peer learning

Content Overview

Children in The Gambia, like all children globally, have the right to education, protection, and participation as guaranteed by both international and national laws. The most important international instrument is the **UN Convention on the Rights of the Child (CRC),** adopted in 1989 and ratified by The Gambia in 1990. The CRC outlines 54 articles that protect children's rights to survival, development, protection, and participation.

To ensure these rights are upheld locally, The Gambia has made significant efforts to harmonize the CRC and its national legal frameworks:

Children's Act (2005): This Act domesticated both the CRC and ACRWC by translating its principles into enforceable national laws. It defines a child as anyone under the age of 18 and guarantees rights to education, health, protection from abuse, and participation in decisions affecting the child. It was amended in 2016 to prohibit child marriage and declare it illegal.

Women's Act (2010): Reinforces protections for girls and women, including, it's amendment Act of 2015 with provisions that ban FGM/C.

Sexual Offences Act (2013): Provides legal protection against sexual and gender-based violence, including sexual abuse, exploitation, and harassment.

Persons with Disabilities Act (2021): provides specific protection for children with disabilities, ensuring inclusive education, accessible facilities, and protection from stigma or exploitation.

These laws ensure that the CRC is not just a global promise but a binding commitment within The Gambia. Schools, families, and communities are expected to uphold these rights, and children are encouraged to speak up when their rights are violated.

This module helps students understand rights, what they mean, why they matter, and how to exercise them safely and respectfully at home, school, and in their communities.

Understanding Child Rights

Definition

Every child in the world has the right to grow up healthy and safe, to develop in the best way possible, to be listened to and to be taken seriously. Countries around the world have agreed to this in the Conventions on the Rights of the Child (CRC) in 1989. The Convention on the Rights of the Child is an international human rights treaty. It consists of 54 articles that provide for children's rights. These can be divided into rights of protection, promotion and participation. Children's rights apply to all children and young people from 0 to 18 years of age. At the African level, children's rights are protected by the ACRWC, adopted in 1990 as the continent's dedicated child rights treaty. It complements the CRC while addressing Africa-specific concerns such as harmful social and cultural practices, child marriage, child labour, and trafficking.

Guiding Principles of Child Rights

1. **Non-discrimination:** Every child must be treated equally, regardless of gender, ethnicity, disability, religion, or background. No child should be left out or treated unfairly.
2. **Best interests of the child:** All decisions affecting a child must prioritize what is safest, healthiest, and most beneficial for the child's development and wellbeing.
3. **Right to life, survival, and development:** Every child has the right to live and grow in a safe environment with access to health care, education, and opportunities to reach their full potential.
4. **Respect for the views of the child:** Children have the right to express their opinions and be listened to in matters that affect them. Their views should be taken seriously according to their age and maturity.

Four Pillars of Child Rights

The CRC organises children's rights into four main clusters to help explain what these rights mean in everyday life. Survival rights cover the basic needs a child must have to live and grow. Development rights support a child's growth, learning, and wellbeing. Protection rights keep children safe from harm, abuse, and exploitation.

Participation rights recognise children as active individuals who have a voice in matters that affect them. These clusters are a helpful way to understand and apply children's rights in practice.

- **Survival Rights:** Every child has the right to life, health, nutrition, clean water, shelter and an adequate standard of living necessary for survival and growth.
- **Development rights:** Every child has the right to education, play, leisure, and access to information and cultural activities, freedom of thought, conscience and religion that support their full potential.
- **Protection rights:** Children must be protected from all forms of abuse, neglect, exploitation, including child labour, trafficking, torture or arbitrary detention and harmful practices.
- **Participation rights:** Children have the right to express their opinions freely and to have those opinions respected in all matters that affect them. These includes freedom of expression; freedom of association and peaceful assembly.

ARTICLES OF THE CRC

1 DEFINITION OF A CHILD

2 NO DISCRIMINATION

3 BEST INTERESTS OF THE CHILD

4 MAKING RIGHTS REAL

5 FAMILY GUIDANCE AS CHILDREN DEVELOP

6 LIFE, SURVIVAL AND DEVELOPMENT

7 NAME AND NATIONALITY

8 IDENTITY

9 KEEPING FAMILIES TOGETHER

10 CONTACT WITH PARENTS ACROSS COUNTRIES

11 PROTECTION FROM KIDNAPPING

12 RESPECT FOR CHILDREN'S VIEWS

13 SHARING THOUGHTS FREELY

14 FREEDOM OF THOUGHT AND RELIGION

15 SETTING UP OR JOINING GROUPS

16 PROTECTION OF PRIVACY

17 ACCESS TO INFORMATION

18 RESPONSIBILITY OF PARENTS

19 PROTECTION FROM VIOLENCE

20 CHILDREN WITHOUT FAMILIES

21 CHILDREN WHO ARE ADOPTED

22 REFUGEE CHILDREN

23 CHILDREN WITH DISABILITIES

24 HEALTH, WATER, FOOD, ENVIRONMENT

25 REVIEW OF A CHILD'S PLACEMENT

26 SOCIAL AND ECONOMIC HELP

27 FOOD, CLOTHING, A SAFE HOME

28 ACCESS TO EDUCATION

29 AIMS OF EDUCATION

30 MINORITY CULTURE, LANGUAGE AND RELIGION

31 REST, PLAY, CULTURE, ARTS

32 PROTECTION FROM HARMFUL WORK

33 PROTECTION FROM HARMFUL DRUGS

34 PROTECTION FROM SEXUAL ABUSE

35 PREVENTION OF SALE AND TRAFFICKING

36 PROTECTION FROM EXPLOITATION

37 CHILDREN IN DETENTION

38 PROTECTION IN WAR

39 RECOVERY AND REINTEGRATION

40 CHILDREN WHO BREAK THE LAW

41 BEST LAW FOR CHILDREN APPLIES

42 EVERYONE MUST KNOW CHILDREN'S RIGHTS

43-54 HOW THE CONVENTION WORKS

CONVENTION ON THE RIGHTS OF THE CHILD

What To Do When Rights Are Violated

Children should know that help is available when their rights are not respected. If they feel unsafe, are being mistreated, or witness unfair treatment of others, they can take the following steps:

- **Speak to a trusted adult** such as a teacher, school counsellor, parent, or member of the mothers' club.
- **Report to** school authorities or the local child protection committee.
- **Call a national child protection helpline** for confidential support and guidance.

Key Helplines in The Gambia:

- 📞 **199 – National GBV and Child Helpline Gambia:** Available 24/7, this helpline is managed by the Ministry of Gender, Children and Social Welfare. It provides support for children facing abuse, violence, or exploitation. Calls are free and confidential.
- 📞 **1313 – GBV Helpline:** Also operated by the Paradise Initiative a CSO, this line offers help for survivors of gender-based violence and harmful practices. It connects callers to social workers and support services.
- 📞 **1123** – NAATIP Anti-Trafficking Hotline
- 📞 **National Human Rights Commission (NHRC)** – complaints and referrals

Teachers must explain how to use these channels safely and reassure students that seeking help is never wrong.

Activities

Activity I: Story Discussion – "Mariama and the Student Council Debate"

Mariama, a 15-year-old student, was chosen by her class to raise concerns about safety on the way to school. During a meeting, some students dismissed her concerns as "girls' issues," and a teacher said the topic was too sensitive. Later, Mariama noticed her points were not included in the report shared with school management.

Questions:
- Which children's rights are involved (participation, non-discrimination, protection)?
- How should adults ensure children's views are taken seriously?
- What safe steps can Mariama take to follow up within the school system?

Activity 2: Rights Map

Students identify key rights they enjoy and map who is responsible for fulfilling them (school, government, family, community).

Focus: duty bearers, not children's obligations.

Activity 3: Role Play — "Respecting Rights in the Classroom"

Small groups act out scenes showing respect or violation of rights (e.g., bullying, turn-taking, allowing others to speak).

Debrief: What actions supported rights? What can we do to build a respectful classroom?

Key Concepts

Children's Rights – Universal, unconditional entitlements of every child.

Participation – Children expressing views and being heard.

Duty Bearers – Governments, schools, families, and institutions responsible for fulfilling rights.

Protection – Keeping children safe from harm and exploitation.

Claiming Rights – Knowing how and where to seek help safely.

Key Messages

- Every child has rights
- Respecting others' rights ensures fairness for all.
- Speaking up respectfully builds safer schools.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Oral quiz / worksheet	Define child rights; name one law protecting children
Attitudes	Reflection journal / group sharing	Shows respect for peers' rights; expresses confidence in speaking up
Skills / Behaviour	Scenario Response	Identifies safe reporting options.
Follow-up	One-week review	Teacher notes examples of students practicing fairness and inclusion in daily school life.

What You'll Learn?

By the end of this lesson, you will be able to:

- Explain what harmful practices are and why they violate rights.
- Understand the health, psychological, and social impacts of child marriage and FGM.
- Identify laws that ban such practices in The Gambia.
- Promote positive alternatives through advocacy and dialogue.

MATERIALS

- Story Handout – "Awa's Choice in Kuntaur"
- Myth vs Fact Cards
- Flipchart & Markers
- Helpline Poster (199, 1313, 1123)
- Poster Art Materials

Methodology

- Guided storytelling
- Small-group discussion
- Values clarification (myth vs fact)
- Role-play (community dialogue)
- Peer advocacy

Content Overview

Harmful practices are behaviours or traditions that **violate children's rights,** harm their health and wellbeing, and limit their future opportunities. Two common harmful practices affecting girls in The Gambia and the region are:

- Child marriage
- Female Genital Mutilation (FGM)

These practices are not caused by religion, but by harmful gender norms, inequality, poverty, and misinformation.

Legal Framework:

- **Children's Act (2005):** Sets the minimum marriage age at 18.
- **Women's Act (2010) & Amendment (2015):** Prohibit FGM
- **Persons with Disabilities Act (2021):** Protects girls with disabilities from sexual abuse and harmful traditional practices.
- **CRC & ACRWC:** Recognise child marriage and FGM as violations of children's rights.

Root Causes: Cultural beliefs, gender inequality, poverty, pressure to preserve "family honour," and lack of education.

Consequences:

- **Health:** Severe bleeding/haemorrhage, infections, childbirth complications, fistula, anaemia. (Some consequences of FGM are irreversible.)
- **Psychological:** Trauma, fear, loss of confidence.
- **Social:** School dropout, domestic violence, limited economic opportunities.

Communities are now adopting **positive alternatives** — such as public pledges, mentorship by Mothers' Clubs, and "Alternative Rites of Passage" celebrations that honour culture without harm.

Reporting and Support

Children have the right to protection and support.

If a child is at risk or affected:

- Speak to a **trusted adult** (parent, teacher, Mothers' Club member).
- Report to **school authorities**, social welfare officers, or the **nearest police station.**
- Call:
  - **199** – National GBV & Child Helpline
  - **1313** – GBV Helpline
  - **1123** – NAATIP Anti-Trafficking Hotline

Activities

Activity 1: Story – "Awa's Choice in Kuntaur"

Awa, 15, was told by her uncle she would marry an older man after the harvest. Her mother wanted her to finish school. The teacher contacted the mothers' club and child protection committee. Together they visited the uncle and explained the law and health risks. After several meetings, the family agreed that Awa will get married when she's an adult and ready to marry, and that she will choose her own spouse. Awa continued school, became a peer mentor, and later won a scholarship to study nursing in Janjanbureh..

Discussion Questions:
- Which rights were protected?
- How did adults act as duty bearers?
- What role did the community play?

Activity 2: Myth vs Fact Game

"FGM is required by religion." (False) "Girls who are not cut cannot marry." (False) "Girls must marry early to be respected" (False) Discuss each statement and link to law and health facts.

Activity 3: Debate — "Education Is a Better Future for Girls than Child Marriage."

Students argue for and against, then reflect on outcomes.

Activity 4: Role-Play — Community Dialogue

Students act as parents, elders, teachers, and youth leaders discussing child marriage. They agree on solutions like scholarships and awareness campaigns.
Reflection: What roles can students and parents play together to end child marriage?

Activity 5: Boys and Men as Allies

Students discuss how boys and men can:
• Challenge harmful norms
• Support girls' education
• Speak out against violence

Key Ideas

Child marriage: Any union involving someone under 18.

Female Genital Mutilation (FGM): when a girl is hurt by cutting her body for no medical reason. It is harmful, illegal in The Gambia, and not part of any religion.

Causes: Poverty, gender inequality and cultural norms, social pressures.

Effects: Health risks, loss of education, violation of rights.

Legal protection: Children's Act and Women's Act.

Solutions: Education, community awareness, referral systems, and reporting.

Government Responsibility: The government must enforce laws, raise awareness, and provide support services to prevent child marriage and protect children's rights.

Key Messages

- Child marriage and FGM are illegal and harmful.
- Education and health protect children's futures.
- Dialogue and knowledge drive change.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Reflection / sharing circle	Expresses empathy for victims; shows commitment to ending harmful practices.	Define child rights; name one law protecting children; identify one responsibility linked to a right.
Role-play / poster creation	Participates in awareness activity or school campaign; demonstrates advocacy through posters or debate.	Shows respect for peers' rights; expresses fairness in group work.
Skills / Behaviour	Role-play / observation	Demonstrates respectful behaviour in classroom scenarios; participates in a rights-promotion activity.
Follow-up	One-week review	The teacher notes examples of students practicing fairness and inclusion in daily school life.

Module 3: VIOLENCE AGAINST CHILDREN (GENDER - BASED VIOLENCE (GBV))

What You'll Learn?

By the end of this lesson, you will be able to:

- Define violence against children (including GBV and bullying).
- Identify different forms and root causes of violence.
- Recognise safe and confidential reporting channels.
- Demonstrate respectful, non-violent behaviour.
- Support peers safely and responsibly.

MATERIALS

- Scenario – "Buba and the WhatsApp Group"
- Help Map Worksheet
- Helpline Poster
- Flipchart & Markers

Methodology

- Scenario-based discussion
- Individual reflection
- Mapping trusted adults
- Peer advocacy

Introduction
What Is Violence Against Children?

Violence against children includes any act that harms a child physically, emotionally, or psychologically, including:

- **Gender-Based Violence (GBV) -** refers to harmful acts directed at an individual or group based on their gender. It encompasses a wide range of violations, including physical, sexual, and psychological abuse. GBV is not limited to physical assault it includes practices such as dowry-related deaths, honour killings, female infanticide, trafficking, domestic and intimate partner violence, sexual and emotional abuse, online harassment, and child abuse, among others.

- **Bullying -** Bullying is repeated behaviour that intentionally hurts another child physically, emotionally, or socially. It includes name-calling, teasing, exclusion, spreading rumours, or threats. Bullying violates a child's right to dignity, safety, and participation. It can happen at school, on the way to school, or online.

- **Sexual abuse -** Sexual abuse occurs when an adult or another child uses power, trust, or force to involve a child in sexual activities they do not understand, cannot consent to, or are not ready for. This includes touching, exposure, sexual messages, or exploitation. Sexual abuse is always wrong and never the child's fault.

- **Emotional abuse -** Emotional abuse includes actions that harm a child's feelings, confidence, or sense of self-worth. Examples include insults, humiliation, threats, constant criticism, or controlling behaviour. Emotional abuse can be as harmful as physical violence and may cause long-term emotional distress.

- **Online harassment -** Online harassment happens when technology is used to harm or intimidate a child. This includes sharing photos without permission, sending threatening or sexual messages, spreading rumours, or excluding others in digital spaces. Online harm is real harm and must be reported.

Root Causes: Unequal power relations, harmful gender norms, poverty, silence and fear, and impunity.

Impacts: Trauma, insecurity, poor academic performance, and reduced self-esteem.

Legal Protection:

- **Children's Act (2005):** Protects children from abuse, exploitation, and harmful practices.

- **Sexual Offences Act (2013):** Criminalizes sexual violence, harassment, and exploitation.

- **Women's Act (2010) & Amendment (2015):** Prohibit FGM and child marriage.

- **Trafficking in Persons Act (2007):** this law addresses human trafficking in terms of exploitation

- **Tourism Offences Act (2003):** this law was introduced to address the serious problem of sexual abuse and exploitation in tourism, especially those involving children.

- **UN Convention on the Rights of the Child (CRC):** Recognizes the right to protection, dignity, and participation

- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

Seeking Help and Support System

Children can seek help in different safe and confidential ways if they or someone they know experiences abuse, exploitation, or any form of violence. They should be supported to understand that asking for help is their right and that adults have a duty to respond.

How to Seek Support:

Trusted Adults
Children are encouraged to talk to trusted adults such as teachers, school counsellors, mothers' club members, or head teachers if they feel unsafe or need guidance.

School-Based Support
Schools should have counselling desks, peer-support clubs, or designated focal teachers who can listen confidentially and help connect children to further support.

Community-Level Support
Children can approach community child protection committees, social welfare officers, or the nearest health centre for counselling or reporting cases.

Helplines
199 – National Child Helpline (24/7): Offers immediate advice and connects callers to child protection services.

1313 – GBV Helpline: Provides confidential support for survivors of gender-based violence and links them with trained social workers.

1025 - GBV/ Health Service Helpline: this helpline is a one stop center under the Ministry of Health, and it is also used in reporting cases of GBV and other health services related issues. It is also free.

Practical Learning:
Children can approach community child protection committees, social welfare officers, or the nearest health centre for counselling or reporting cases.

Visit the One-stop centers within the main hospitals across the country.

Activities

Activity 1: Scenario — "Buba and the WhatsApp Group"

Buba and his friends created a WhatsApp group where they shared jokes and edited photos of classmates without permission. A classmate reports the harmful group to a teacher, leading to discussion on digital safety and accountability.

Discussion
- What type of violence is this?
- Why is reporting important?
- How can peers act safely?

Activity 2: Help Map Exercise

Students map trusted adults (parents, teachers, counsellors, mothers' club, social welfare officer) and add support options.

Activity 3: Respect Chain Game

Students show how respectful actions **prevent violence** and create safe spaces.

Activity 4: Role-Play — Community Dialogue

Groups develop a short skit, poster, or pledge on "Zero Tolerance for GBV." The school posts these in corridors and announces a "Respect Week."

Follow-up: Students monitor peer behaviour and report positive changes during class review.

Key Concepts

GBV: Harmful acts based on gender, including physical, sexual, economic, emotional, and online abuse.

Rights Violated: Right to safety, dignity, and protection.

Legal Protection: Children's Act, Trafficking in Persons Act, Women's Act, Tourism Offences Act and Sexual Offences Act criminalize SGBV.

Government Responsibility: The government must enforce laws, provide support services, and raise awareness.

Solutions: Education, respectful behaviour, safe reporting, and community support.

Key Messages

- Violence is never acceptable.
- Reporting is an act of courage.
- Everyone deserves safety and dignity.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Oral quiz / worksheet	Names forms of Violence
Attitudes	Reflection journal / sharing circle	Expresses zero tolerance for violence; promotes gender equality and mutual respect.
Skills / Behaviour	Role-play / observation	Demonstrates how to seek help or support a peer; participates in school GBV prevention activity.
Follow-up	One-week review	Teacher observes peer-led actions supporting respect and safety, such as participation in "Respect Week" or classroom discussions.

3 | DISABILITY, INCLUSION & INTERSECTIONALITY

What's This Section About?

Inclusive education ensures that every learner regardless of ability, gender, or background has equal opportunities to learn, participate, and thrive. In The Gambia, barriers such as inaccessible facilities, social stigma, and poverty still prevent many children especially those with disabilities or from rural areas from enjoying their right to quality education.

This section helps learners appreciate diversity, understand the concept of **intersectionality,** and promote inclusion within their schools and communities. It reinforces national and global commitments, including **The Gambia Persons with Disabilities Act (2021), Education Policy (2016–2030),** and the **Convention on the Rights of Persons with Disabilities (CRPD).**

Module 1: DISABILITY AND INCLUSIVE EDUCATION

What You'll Learn?

By the end of this lesson, you will be able to:

- Define disability and inclusive education using rights-based language.
- Identify the different forms of disabilities.
- Explain the social and physical barriers that limit participation.
- Describe rights and laws protecting persons with disabilities.
- Demonstrate empathy and inclusion toward peers.

MATERIALS

- Story Handout – "Lamin's Class at Nyanga Bantang School"
- "Inclusion Tree" Worksheet
- Pictures of inclusive classrooms
- Flipchart & Markers
- Braille/Sign Samples (if available)

Methodology

- Storytelling
- Group discussion
- Visual mapping
- Peer collaboration
- Role-play

Introduction

Topic 1: **UNDERSTANDING DISABILITY**

A **person with a disability** is someone who has long-term physical, mental, intellectual, or sensory impairments which, in interaction with barriers, may hinder full participation in society on an equal basis with others (CRPD Article 1).

Disability results from barriers not from the person's condition. The **social model** teaches that it is attitudes, inaccessible buildings, and lack of support that create exclusion.

Topic 2: **FORMS OF DISABILITY**

- **Physical:** affects movement or mobility (e.g., limb differences, paralysis).
- **Sensory:** affects sight or hearing.
- **Intellectual:** affects learning or understanding.
- **Psychosocial:** affects emotional and mental wellbeing.
- **Multiple:** combination of two or more forms

Topic 3: **BARRIER TO INCLUSION**

- **Physical:** steps instead of ramps, narrow doorways, inaccessible toilets.
- **Communication:** absence of sign language or Braille materials.
- **Attitudinal:** teasing, pity, low expectations.
- **Institutional:** limited teacher training and resources.

Topic 4: **RIGHTS AND LEGAL FRAMEWORK**

- **Persons with Disabilities Act (2021):** guarantees access to inclusive education, reasonable accommodation, and anti-discrimination.
- **Children's Act (2005):** right to education and protection from abuse.
- **CRPD (2006):** ensures participation, accessibility, and equality for all children.
- **Education Policy (2016–2030):** mainstreams inclusive teaching and infrastructure.

Activities

Activity 1: Story — "Lamin's Class at Nyanga Bantang School"

Lamin, 13, uses crutches after a childhood illness. Some students initially teased him for being slow to class. His teacher organized a "Buddy Team" to support him in carrying books and navigating steps. Over time, Lamin became class monitor for attendance and inspired others to help make the school ramp-friendly.

Discussion Questions
- What barriers did Lamin face?
- How did his teacher and classmates change attitudes?
- What lessons about respect can your class apply?

Activity 2: Inclusion Tree

On a chart, draw a tree titled "Our Inclusive School." Each leaf lists an action (e.g., "use kind words," "share notes," "ask before helping").

Activity 3: Barrier & Solution Brainstorm

Groups list barriers such as bullying or lack of ramps, then suggest solutions like peer awareness days or student-led repair initiatives.
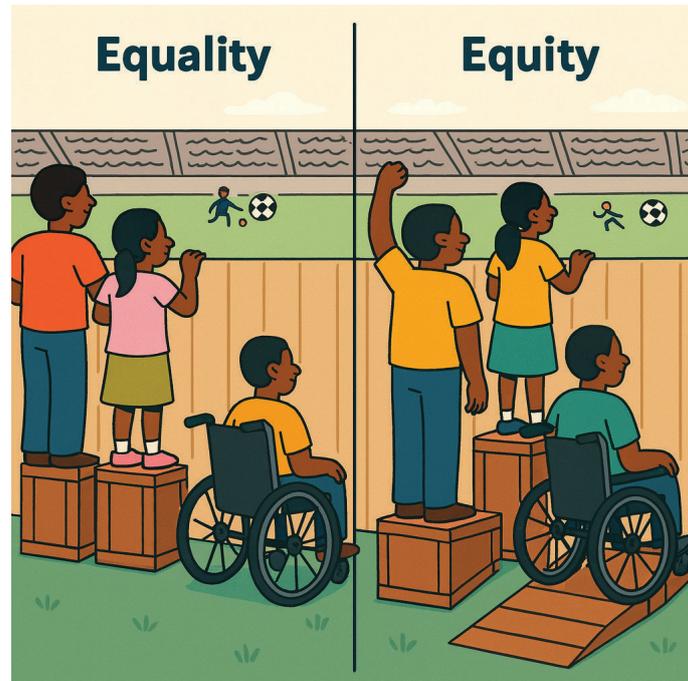
Key Ideas

Disability: A condition that may affect movement, senses, or learning—but exclusion happens because of barriers, not the person.

Inclusive Education: Teaching all children together in supportive, flexible environments.

Equality vs Equity: Equality gives everyone the same; equity gives each what they need to succeed.

Illustration: Three students of different heights watch a match over a fence, equality gives each one box, equity gives each the boxes they need to see over.

Accessibility: Removing physical, communication, and attitudinal barriers.

Empathy: Understanding and valuing others' experiences.

Rights & Legislation: The Persons with Disabilities Act (2021) and CRPD guarantee equal access, participation, and respect for all learners.

Key Messages

- Disability is part of human diversity.
- Barriers, not differences, create exclusion.
- Inclusion benefits everyone.
- Every child has a right to learn without discrimination.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Oral quiz / worksheet	Define disability and inclusive education; identify two forms of disability.
Attitudes	Reflection journal / sharing circle	Shows respect for learners with disabilities; rejects teasing or pity.
Skills / Behaviour	Observation / role-play	Demonstrates inclusive teamwork and communication (e.g., peer support activities).
Follow-Up	One-week review	The teacher notes students' examples of inclusive actions (e.g., helping a peer or suggesting access improvements).

Module 2: SOCIAL INCLUSION, EQUITY & INTERSECTIONALITY

What You'll Learn?

By the end of this lesson, you will be able to:

- Explain social inclusion, equity, and intersectionality.
- Identify overlapping barriers linked to gender, poverty, and disability.
- Demonstrate fairness and solidarity in diverse settings.
- Suggest inclusive solutions for school and community issues.

MATERIALS

- Chart paper and markers
- "Identity Map" worksheet or plain paper
- Pictures showing diverse children (e.g., different abilities, ethnic groups, ages)
- Case story handouts ("Binta's Journey," "The Girl from Fatoto")
- Tape or string for building an "Inclusion Charter" wall

Methodology

- Group brainstorming and guided discussions
- Storytelling and real-life case analysis
- Identity-mapping and peer reflection
- Creative poster and charter design
- Small-group presentations and role-plays
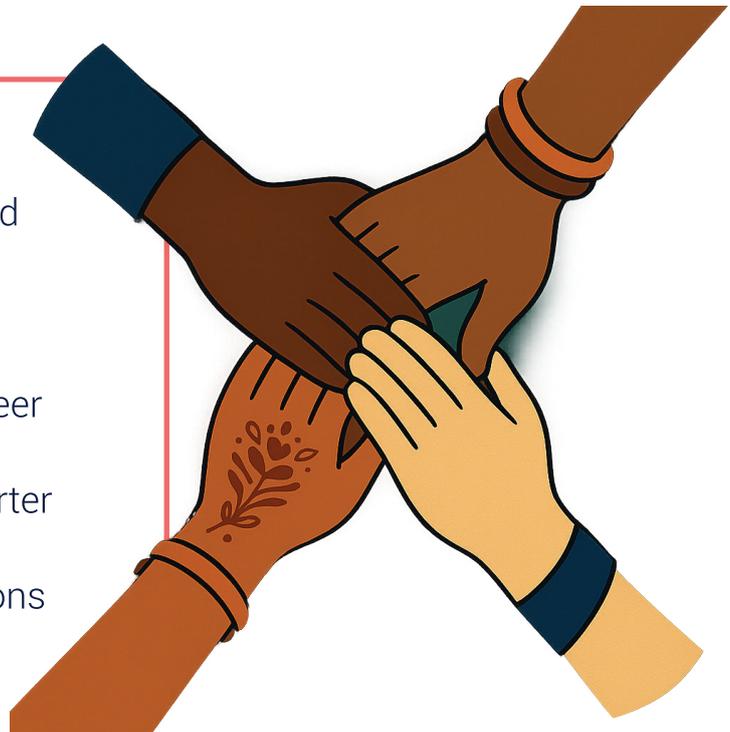
Introduction

Topic 1: UNDERSTANDING SOCIAL INCLUSION

Social inclusion means ensuring everyone regardless of background, gender, ability, or class feels valued and can participate fully. In Gambian communities, social inclusion involves creating spaces where all children can learn, play, and contribute without fear of discrimination.

Example:

In a rural school in Niani, a teacher organized a "Cultural Sharing Day" where children brought songs, foods, and stories from their ethnic backgrounds. The activity built respect and pride in diversity while discouraging exclusion based on ethnicity or language.

Topic 2: EQUITY AND EQUALITY

Equality gives everyone the same thing, while equity gives people what they need to succeed. For instance, equality means giving every student the same book; equity means providing large-print or Braille versions for students with visual impairments.

Equity recognizes that people start from different places and need tailored support to achieve fair outcomes.

Topic 3: UNDERSTANDING INTERSECTIONALITY

Intersectionality means recognizing that discrimination doesn't occur in isolation. A girl who is poor and has a disability may face both gender and economic disadvantages. Understanding intersectionality helps teachers and students design more inclusive activities and policies that leave no one behind.

Topic 4: BUILDING INCLUSIVE SCHOOLS AND COMMUNITIES

Inclusive schools promote participation through peer mentorship, flexible learning, and open dialogue. Inclusion is achieved not by ignoring differences but by celebrating them as strengths.

Activities

Activity 1 — Identity Mapping

Students draw circles representing their different identities (gender, family role, ability, religion, etc.) and discuss how these affect opportunities or challenges.

Activity 2 — Case Study Discussion

Binta, who uses a wheelchair, loves reading but misses school events because they're held upstairs. Her friends advocate for a ramp, and the teacher raises funds to build one.

Discussion: How did Binta's peers promote equity and inclusion?

Activity 3 — Case Study: "The Girl from Fatoto"

A rural girl walks 5 km to school daily. She faces both gender expectations (helping at home) and distance barriers. Students discuss how intersecting challenges affect education access.

Activity 4 — Inclusion Charter

Students create a classroom charter listing commitments to fairness, cooperation, and respect for all identities.

Key Ideas

Intersectionality: How social categories interconnect to create overlapping systems of advantage or disadvantage.

Multiple Identities: Different aspects of identity combine to shape experience.

Power & Privilege: Some groups benefit from structures that exclude others.

Social Inclusion: Ensuring equal access to opportunities and resources.

Key Messages

- Inclusion goes beyond access - it's belonging.
- Each child's experience is unique and valuable.
- Fairness means meeting different needs in different ways.
- Understanding intersectionality builds empathy and justice.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Group quiz / discussion	Define equity and intersectionality; describe one example of overlapping barriers.
Attitudes	Reflection / story analysis	Shows empathy for different backgrounds; values fairness and diversity.
Skills / Behaviour	Poster / presentation / role-play	Creates or presents an "Inclusion Charter"; demonstrates respectful group collaboration.
Follow-Up	One-week review	The teacher observes students applying inclusive principles in school (e.g., involving everyone in group tasks).

Module 3: POSITIVE MASCULINITIES AND GENDER EQUALITY

What You'll Learn?

By the end of this lesson, you will be able to:

- Define masculinity and femininity.
- Identify and challenge harmful gender stereotypes.
- Demonstrate respectful behaviours toward all genders.
- Promote cooperation and non-violence among peers.

INTRODUCTION

- Story handout: "Musa's Team in Wassu"
- Debate cards with statements about gender roles
- Flip charts and markers
- Sticky notes for "Shared Strength" chart
- Drawing materials for posters or pledges

Methodology

- Story-based learning and guided discussion
- Games and debates to challenge stereotypes
- Role-plays to model respectful behaviour
- Reflection journals and group feedback
- Peer advocacy activities (linking with Change Maker Clubs)

Introduction

Topic 1: **GENDER ROLES AND SOCIALIZATION**

From a young age, children are taught what is "for boys" and what is "for girls." These social expectations shape behavior, opportunities, and confidence.

In The Gambia, some communities still discourage girls from studying science or boys from showing emotion. Recognizing and questioning these norms helps create fairer spaces for both.

Topic 2: **POSITIVE MASCULINITIES**

Positive masculinity encourages boys and men to express empathy, kindness, and respect, rejecting violence, control, and domination. It promotes shared responsibility in homes, schools, and communities.

A "strong man" is one who supports others, speaks out against unfairness, and values cooperation over aggression.

Example:
In a school in Wassu, Musa refused to let girls join his football team. After seeing another school's mixed team play with teamwork and skill, he changed his mind. By the end of the term, his team won a regional match, proving that cooperation not exclusion builds strength.

Topic 3: **GENDER EQUALITY AND SHARED POWER**

Gender equality means ensuring that girls and boys have equal access to education, leadership, and opportunities. True equality benefits everyone: when girls learn, families prosper; when boys respect women, communities thrive.

Topic 4: **ENDING GENDER STEREOTYPES**

Stereotypes—like "boys shouldn't cry" or "girls should stay quiet" limit potential. Ending stereotypes means encouraging emotional expression, leadership, and shared responsibilities for all.

Activities

Activity 1: Story — "Musa's Team in Wassu"

Musa, captain of the school football team, refused to let girls join training. After watching a mixed team win a regional tournament, he invited girls to join. Together they formed a strong team and earned community respect. Musa realized that leadership means inclusion and fairness.

Discussion Questions:
- What made Musa change his mind?
- How did the team benefit from inclusion?
- How does this story relate to gender equality in our communities?

Activity 2: Stereotype Challenge Game

Teacher reads statements like "Boys don't cry" or "Girls can't lead." Students respond True/False and explain why it's a stereotype.

Activity 3: Strength in Kindness Chart

Students list ways boys and girls show strength through kindness and teamwork.

Key Ideas

Gender Norms: Societal expectations of behaviour based on sex.

Positive Masculinity: Defining manhood through respect, integrity, and empathy.

> **Gender Equality:** Equal opportunities and treatment for all.

> **Respect:** Treating others with dignity and fairness.

Key Messages

- Gender equality benefits everyone.
- Respect and empathy are signs of strength.
- Boys and girls can lead and learn together.
- Positive masculinity builds peace and fairness.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Quiz / Q&A	Define positive masculinity; identify two examples of gender stereotypes.
Attitudes	Reflection journal / group discussion	Expresses respect for both genders; rejects violence and dominance.
Skills / Behaviour	Observation / role-play	Demonstrates fair teamwork and shared decision-making; leads inclusive group activities.
Follow-Up	One-week review	The teacher records examples of students promoting gender equality in school (e.g., joint sports or club activities).

Module 4: INTRODUCTION TO SIGN LANGUAGE AND INCLUSIVE COMMUNICATION

What You'll Learn?

By the end of this lesson, you will be able to:

- Explain why sign language and accessible communication are important.
- Demonstrate basic signs for everyday school interactions.
- Show respect and inclusion for peers with hearing impairments.
- Promote a culture of communication without barriers.

MATERIALS

- Flashcards with basic signs (greetings, classroom phrases, emotions)
- Posters or illustrations showing hand movements
- Flipchart and markers
- "My Sign Language Notebook" worksheet for practice
- Reflection journals or exercise books

Methodology

- Demonstration and visual learning
- Peer practice
- Participatory learning
- Creative design
- Reflection and sharing
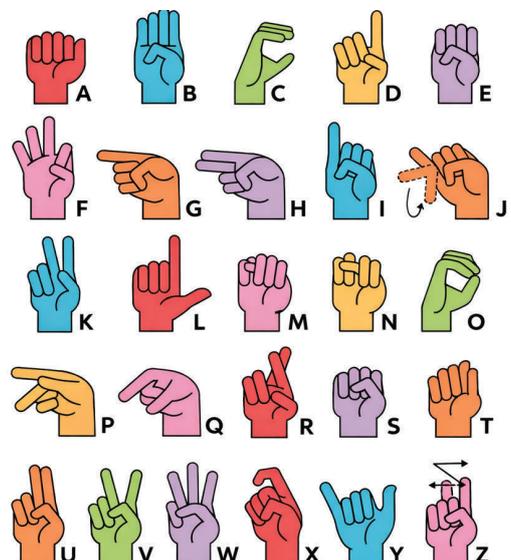
Introduction

Communication is a human right. Many children in The Gambia use sign language to communicate, yet few schools are equipped to support them. Learning basic signs (hello, thank you, friend, teacher, water, toilet) helps everyone connect and reduces isolation.

The Persons with Disabilities Act (2021) and CRPD Article 21 emphasize accessible communication in public life, including education.

Activities

Activity 1: Demonstration:

Invite a sign-language user or video resource to teach greetings and school phrases.

Activity 2: Inclusion Tree

Students practise signing simple dialogues like "Good morning," "My name is …," and "Thank you."

Activity 3: Poster Activity

Design "Signs of Friendship" posters with hand illustrations.

Key Ideas

Sign Language: A structured visual language using hand shapes, movement, and facial expressions to communicate.

Inclusion: Ensuring everyone, regardless of disability, can participate fully in learning and social life.

Accessibility: Providing ways for all learners to receive and share information.

Respect: Recognizing that communication differences are strengths, not barriers.

Empathy: Understanding how exclusion feels and acting to make everyone feel valued.

Key Messages

- Everyone has a right to express themselves.
- Sign language builds connection and respect.
- Inclusive communication strengthens community.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Oral quiz / worksheet	Define sign language and accessibility; demonstrate three basic signs.
Attitudes	Reflection journal / circle	Expresses respect and empathy toward learners with hearing impairments.
Skills / Behaviour	Observation / pair practice	Uses basic signs in class interactions; creates inclusive posters or visuals.
Follow-Up	One-week review	The teacher observes continued use of signs and inclusive communication during school routines.

4 | SKILLS FOR LIFE AND WORK

What's This Section About?

As adolescents grow into adulthood, they must acquire both knowledge and practical life skills thinking critically, communicating clearly, managing money responsibly, and resolving conflicts peacefully. In The Gambia, many young people face challenges such as peer pressure, gender expectations, limited job opportunities, and ethical dilemmas. Building these life and work skills prepares them to act confidently, responsibly, and with integrity.

This section strengthens learners' readiness for adulthood by combining **core life skills** (decision-making, communication, ethics, and conflict resolution) with **livelihood skills** (financial literacy and entrepreneurship). It also introduces **Protection from Sexual Exploitation and Abuse (PSEA)** to promote safety and respect in all relationships. Together, these modules nurture responsible citizenship and ethical participation in family, school, and community life supporting The Gambia's Education Policy (2016–2030), National Youth Policy (2022–2031), and SDGs 4, 5, 8, and 16.

Module 1: DECISION-MAKING AND LEADERSHIP

What You'll Learn?

By the end of this lesson, you will be able to:

- Explain what decision-making and leadership mean.
- Identify steps in making responsible decisions.
- Demonstrate inclusive and accountable leadership.
- Show fairness and empathy when leading or participating.

MATERIALS

- Story handout "Haddy's Choice at Brikamaba School"
- Flipchart
- Markers
- Leadership cards
- "Decision Steps" worksheet

Methodology

- Storytelling
- Group discussion
- Role-play
- Reflection journals
- Peer exchange

Introduction

Decision-making and leadership are foundational life skills that shape how young people handle everyday choices from schoolwork to friendships. In adolescence, peer influence and social expectations can make decisions difficult. This module helps learners understand that every decision has consequences and that leaders use fairness, empathy, and responsibility to guide others. Students explore real-life dilemmas such as copying home-work, supporting a friend in trouble, or leading a school project. They learn that good decisions follow a logical process: identifying the issue, consider-ing options, weighing outcomes, acting wisely, and reflecting afterward. Leadership is presented not as control but as service to others.

Activities

Activity 1: Story — "Haddy's Choice"

Haddy, a class monitor, refused to mark friends present when they were late. Her fairness earned respect. Discuss what pressures she faced and what made her a good leader.

Activity 2: Decision Ladder Simulation:

Groups act out dilemmas (peer pressure, cheating, bullying) using the five decision steps.

Activity 3: Leadership Tree Exercise

Each student draws a tree with roots (values) and branches (actions) to show how honesty or teamwork supports growth.

Reflection: Students share a time they made a difficult decision and what they learned.

Key Ideas

Decision-Making: Choosing the best action after thinking about consequences.

Leadership: Influencing others positively through respect and fairness.

Teamwork: Working together toward a shared goal.

Responsibility: Owning your actions and outcomes.

Key Messages

- True leaders serve, not rule.
- Every choice has consequences.
- Integrity and empathy build trust.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Oral quiz / worksheet	Identify the five decision steps; describe qualities of a good leader.
Attitudes	Reflection journal / sharing circle	Shows fairness and empathy when making choices or leading a group.
Skills / Behaviour	Role-play / observation	Applies decision steps in peer scenarios; demonstrates team leadership and accountability.
Follow-Up	One-week review	The teacher notes examples of students taking initiative or showing responsible leadership in class activities.

Module 2: PROTECTION FROM SEXUAL EXPLOITATION AND ABUSE (PSEA)

What You'll Learn?

By the end of this lesson, you will be able to:

- Understand what sexual exploitation and abuse mean.
- Identify unsafe situations and power misuse.
- Learn how to report and seek help safely.
- Promote respect and accountability in relationships.

MATERIALS

- Scenario handout "Aisha's Concern"
- Reporting map worksheet
- Flipchart
- Markers
- Helpline posters (199, 1313)

Methodology

- Scenario-based discussion
- Role-plays
- Group reflection
- Visual mapping

Introduction

PSEA addresses the misuse of power and trust for sexual gain. It helps students recognize unsafe behaviours such as inappropriate touching, offers of gifts, or manipulative attention. Adolescents learn that both boys and girls can experience exploitation, often from people they depend on. The module clarifies that such acts are violations of rights and laws under the Children's Act (2005) and Sexual Offences Act (2013). Learners explore the difference between healthy relationships and coercive ones, identify trusted adults, and understand that reporting is protection, not betrayal.

Activities

Activity 1: Scenario — "Aisha's Concern"

Aisha's teacher offers her gifts and private meetings. She tells her mother, who reports to the principal.

Discussion: Who acted responsibly? Why is reporting important?
- **Yes—No—Unsure Game:** Students respond to safety scenarios and explain their reasoning.
- **Community Reporting Map:** Create a visual map of trusted adults and child protection offices.
- **Drama:** Groups act out scenes showing consent, respect, and accountability.

Key Ideas

SEA: Abuse of power for sexual gain.

Consent: Voluntary agreement without pressure.

Trust & Accountability: Adults must protect children, not exploit them.

Key Messages

- SEA is never acceptable.
- Reporting abuse shows courage.
- Respect and boundaries protect everyone.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Quiz / oral discussion	Define SEA; identify unsafe situations and two reporting pathways (199 or 1313).
Attitudes	Reflection journal / discussion	Expresses respect and zero tolerance for abuse; values boundaries and safety.
Skills / Behaviour	Role-play / observation	Demonstrates how to say "No," seek help, and report appropriately.
Follow-Up	One-week review	The teacher checks that students remember helpline numbers and display awareness posters in class.

Module 3: COMMUNICATION & ADVOCACY SKILLS

What You'll Learn?

By the end of this lesson, you will be able to:

- Communicate clearly and respectfully.
- Listen actively and show empathy.
- Use communication for campaigns and volunteering.
- Collaborate effectively in teams.

MATERIALS

- Story handout "Modou's Green Campaign"
- Poster materials
- Scenario cards
- Flipchart
- Markers

Methodology

- Storytelling
- Group campaign design
- Role-play
- Public speaking practice

Introduction

Effective communication helps young people express themselves confidently, understand others, and influence change. It includes listening, speaking, writing, and using body language appropriately. Students explore how respectful communication can prevent misunderstandings and promote teamwork. They learn that communication is central to advocacy – using one's voice to raise awareness and promote positive change in school or community.

Activities

Activity 1: Story – "Modou's Green Campaign"

Modou started a clean-up campaign to reduce school littering. Discuss how his message spread and why it worked.

Activity 2: Campaign Studio

Groups design and present a mini-campaign (e.g., tree planting, equality, anti-bullying).

Activity 3: Listening Pairs

Students practice summarising a peer's story to build empathy.

Activity 4: Volunteering Hour

Plan and implement one community service activity.

Key Ideas

Communication: Sharing ideas through words and actions.

Advocacy: Speaking up for positive change.

Empathy: Understanding others' perspectives.

Key Messages

- Words can inspire action.
- Advocacy begins with listening.
- Volunteering strengthens the community.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Oral quiz / poster review	Define communication and advocacy; identify two forms of communication.
Attitudes	Reflection journal / peer feedback	Listens attentively and shows respect in group discussions.
Skills / Behaviour	Observation / presentation	Delivers a short advocacy message or campaign pitch with clarity and teamwork.
Follow-Up	One-week review	The teacher observes student involvement in volunteering or school clean-up initiatives.

Module 4: ETHICS & FINANCIAL LITERACY FOR LIVELIHOOD SKILLS

What You'll Learn?

By the end of this lesson, you will be able to:

- Understand ethical behaviour and honesty in managing money.
- Distinguish needs from wants.
- Create simple budgets and savings plans.
- Recognize values that build trust in work and enterprise.

MATERIALS

- Story handout "Fatou's Honest Choice"
- Budget worksheet
- Needs/Wants cards
- Flipchart
- Local price list

Methodology

- Story analysis
- Budget simulation
- Sorting games
- Group discussion
- Ethical scenario role-play

Introduction

Ethics and financial literacy teach honesty, fairness, and responsibility. Learners explore real-life money decisions spending wisely, saving regularly, and avoiding temptation to misuse funds. They discuss the importance of transparency, trust, and accountability in school projects, community work, and future jobs. Financial literacy introduces budgeting, saving, and planning. Students learn that ethical work builds reputation and independence, while unethical acts destroy trust.

Activities

Activity 1: Story — "Fatou's Honest Choice"

Fatou found extra money in the cashbox and chose honesty. Discuss what this reveals about ethics.

Activity 2: Needs vs Wants Game

Categorize pictures and explain priorities.

Activity 3: Budget Challenge

Groups design a community project within a set budget and present their plan.

Activity 4: Ethical Dilemmas Role-Play

Students act out real-life choices around borrowing, teamwork, or sharing profits.

Key Ideas

Ethics: Doing what is right even when unseen.

Advocacy: Speaking up for positive change.

Budgeting: Planning income and expenses.

Saving: Setting money aside for goals.

Integrity: Consistency between words and actions.

Key Messages

- Ethics and money management build trust.
- Honesty creates opportunity.
- Every ethical act strengthens the community.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Oral quiz / worksheet	Define ethics and budgeting; distinguish needs vs wants.
Attitudes	Reflection journal / group discussion	Demonstrates honesty, fairness, and integrity in class activities.
Skills / Behaviour	Budget simulation / role-play	Prepares a simple budget and practises ethical decision-making in money matters.
Follow-Up	One-week review	The teacher notes students applying honesty or teamwork in school projects.

Module 5:
CONFLICT RESOLUTION AND ASSERTIVENESS

What You'll Learn?

By the end of this lesson, you will be able to:

- Recognize causes of conflict (e.g., bullying, rumours, exclusion).
- Apply peaceful problem-solving steps.
- Practice assertive communication.
- Build confidence to speak respectfully.

MATERIALS

- Story handout "The School Bench Dispute"
- "Stop-Think-Talk" chart
- Scenario cards
- Flipchart
- Markers

Methodology

- Story-based learning
- Role-play
- Group reflection
- Peer discussion

Introduction

Conflict is normal but violence is not. Adolescents learn that respectful dialogue solves problems better than aggression. Assertiveness is expressing oneself confidently without disrespecting others. Learners identify common triggers (teasing, competition, stigma) and practise self-control. Teachers guide them to differentiate between passive, assertive, and aggressive responses, building empathy and leadership through peaceful communication.

Activities

Activity 1: Story — "The School Bench Dispute"

Two students argued over a bench and learned to share turns, later forming a Peace Club.

Activity 2: Stop—Think—Talk Drill

Students practise calming down, listening, and responding politely.

Activity 3: Role-Play

Enact real issues like bullying or naming and shaming and discuss peaceful solutions.

Activity 4: Assertiveness Circle

Students make "I statements" ("I feel hurt when...") to express feelings respectfully.

Key Ideas

Conflict: Disagreement between people.

Assertiveness: Expressing yourself calmly and firmly.

Resolution: Finding peace through listening and understanding.

Key Messages

- Conflict is normal; violence is not.
- Listening builds peace.
- Assertiveness shows strength and respect.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Oral quiz / scenario questions	Identify three steps in peaceful conflict resolution; define assertiveness.
Attitudes	Reflection journal / sharing circle	Expresses willingness to listen and choose peace over anger.
Skills / Behaviour	Role-play / observation	Demonstrates assertive "I-statements" and calm communication during mock conflicts.
Follow-Up	One-week review	The teacher observes peer interactions for respectful communication and conflict management.

5 | COMMUNITY & ENVIRONMENT

What's This Section About?

Strong communities are built through participation, where every individual contributes to collective growth and wellbeing. This section helps students understand their roles as active citizens, connecting schools with communities through volunteerism, environmental protection, and social responsibility. Learners explore how collaboration with structures such as Mothers' Clubs, School Management Committees (SMCs), and local councils strengthens education and community resilience. It also introduces climate change, waste management, and environmental stewardship encouraging youth-led eco-actions for a sustainable Gambia.

This section includes two modules:

1. Community Participation and Change Makers
2. Climate Change and Environmental Stewardship

Module 1: COMMUNITY PARTICIPATION AND CHANGE MAKERS

What You'll Learn?

By the end of this lesson, you will be able to:

- Explain the meaning of community participation and active citizenship.
- Identify key community actors supporting education and welfare.
- Demonstrate respectful collaboration with community structures.
- Plan and implement small, positive actions that make a difference.

MATERIALS

- Chart paper
- Markers
- Sticky notes
- Community structure pictures (e.g., Mothers' Clubs, Councils, SMCs)
- Sample community map

Methodology

ON AIR

- Storytelling
- Group discussion
- Mapping exercises
- Role-plays
- Action planning

Introduction

Community participation means everyone working together to improve their shared environment. Students, teachers, and families all play vital roles in building safer, healthier communities. In The Gambia, schools benefit greatly when parents and communities collaborate. Mothers' Clubs support school feeding and hygiene drives, while Change Maker Clubs encourage youth action and leadership.

Learners explore how to identify needs, engage with community structures, and carry out small projects. They understand that even small acts such as cleaning a school compound, mentoring peers, or organizing awareness sessions can inspire long-term change.

Activities

Activity 1: Story — The Change Makers Club in Bansang

Students noticed litter and blocked drains. With support from the Mothers' Club, they organized a clean-up, painted "Keep Our School Clean" signs, and involved the town council.

Discussion: What steps made the activity successful? How did they involve adults?

Activity 2: Mapping Our Community

Students draw a map of their village or town, labelling structures like the Alkalo, councillor, Mothers' Club, youth groups, and SMC. They show how each connects with the school.

Activity 3: Role-Play

Groups act out how students can engage community elders respectfully to suggest improvements.

Activity 3: Role-Play

Groups act out how students can engage community elders respectfully to suggest improvements.

Key Ideas

Active Citizenship: Participating responsibly in community life.

Community Structures: Groups or leaders that guide and support local development.

Volunteerism: Offering time and effort for the common good.

Key Messages

- Every student can be a Change Maker.
- Working together builds stronger communities.
- Respectful engagement creates lasting partnerships.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Oral quiz	Define community participation; list two community structures.
Attitudes	Observation / journal	Shows enthusiasm for helping others.
Skills / Behaviour	Demonstration	Participates in school or community activity.
Follow-up	One-week review	Reports progress on individual or group actions.

Module 2: CLIMATE CHANGE AND ENVIRONMENTAL STWERDSHIP

What You'll Learn?

By the end of this lesson, you will be able to:

- Explain what climate change means and how it affects communities.
- Identify local environmental problems (deforestation, waste, flooding).
- Demonstrate actions that protect the environment.
- Transform waste materials into useful products.

MATERIALS

- Pictures of climate impacts
- Flipchart
- Markers
- Waste samples for recycling demo
- Tree-planting tools
- Paper leaves for pledge tree

Methodology

- Group storytelling
- Hands-on eco-activities
- Discussions
- Art-based demonstrations
- Practical clean-up and tree planting

Introduction

The Gambia is highly vulnerable to climate change. Deforestation, poor waste management, and irregular rainfall threaten agriculture, health, and livelihoods. This module teaches students what causes climate change, how greenhouse gases trap heat in the atmosphere, and how human actions like burning fuel or cutting trees worsen global warming. Students learn simple steps to mitigate its effects, adapt to environmental change, and lead local eco-initiatives.

Learners also gain practical stewardship skills reducing waste, reusing materials, and recycling to create useful products like flower pots or eco-bricks. By transforming waste and protecting nature, students become environmental champions in their schools and communities.

Activities

Activity 1: Story — The Flood in Jahally

After heavy rains, drains were blocked with plastic waste. Students cleaned the area, planted trees, and worked with the council to prevent future flooding.

Discussion: What caused the flood? How did student actions help?

Activity 2: Pledge Tree Activity

Students write one personal environmental promise (e.g., "I will stop burning waste") on paper leaves and hang them on a classroom tree.

Activity 3: Eco-Action Day

Organize a day for tree planting, recycling art, or school gardening. Invite parents and council representatives.

Activity 4: Waste-to-Product Workshop

Demonstrate how bottles or cans can become flowerpots, pencil holders, or bricks.

Activity 5: Disaster Newsroom

Groups act as reporters covering a local flood or drought, presenting causes, responses, and lessons.

Key Ideas

Climate Change: Long-term change in weather caused by rising greenhouse gases.

Greenhouse Gases: Gases like carbon dioxide and methane that trap heat in the atmosphere.

Adaptation: Adjusting to changes to reduce harm.

Mitigation: Actions that slow or stop climate change.

Stewardship: Taking responsibility to care for the environment.

Key Messages

- The environment is our shared home.
- Small daily actions create a big impact.
- Reducing waste and planting trees protect our future.
- Caring for the planet is caring for The Gambia.

Assessment / Reflection

Area	Tool / Method	Examples / Indicators
Knowledge	Oral or written quiz	Define climate change; list two local environmental challenges.
Attitudes	Reflection journals	Expresses care for nature and responsibility.
Skills / Behaviour	Practical demonstration	Participates in clean-up or recycling activity.
Follow-up	One-week review	Students report on eco-promise progress or share innovations.

Section Wrap-Up: School-Based Social Enterprise Initiative

To consolidate learning, schools may establish a mini social enterprise led by students, for example:

- Agro-Tree Planting Clubs growing fruit or shade trees.

- Eco-Art Clubs recycling waste into school decorations.

- Volunteer Groups organizing awareness days on health and climate.

Teachers monitor and mentor these initiatives, helping identify student champions who continue promoting environmental and community action throughout the school year.

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