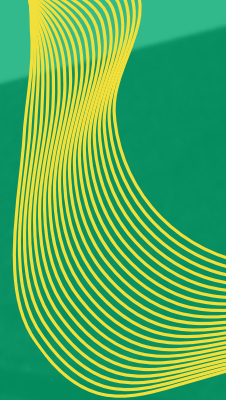




OneAfricanChild



Trainer's MANUAL

EDUCATION FOR RESILIENCE

oneafricanchild.org

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About OneAfricanChild

OneAfricanChild Foundation for Creative Learning (OAC) is on a mission to give children the wings to fly through experiential learning programs centered on global citizenship education. OneAfricanChild Foundation supports learners (ages 5-18) from diverse backgrounds with tools and resources to explore their creativity and develop capacity to reach their full potential. The organization is youth-led and believes in the potential of young people to assume leadership roles as critical thinkers and innovators, driving positive change within their communities and beyond.

Capacity building is a foundational pillar of our work at OneAfricanChild. We recognize that in order to effectively address education inequality, we must invest in the development of the young leaders within our organization and our partner communities. This includes providing quality training programs, mentorship, exchanges and leadership programs, aimed at enhancing the capacity of young people to drive change in their communities, thereby fostering a sustainable and self-reliant ecosystem of future leaders.



About OneAfricanChild



We also believe empowering young people to raise their voices and advocate for social change is key to breaking down systemic barriers. Through advocacy, we work to engage with diverse stakeholders to champion the cause of education equality and other social issues.

As part of our commitment to transform education for the 21st century, OAC is introducing the Futures Literacy Initiative project to empower students and educators with future skills to thrive in a rapidly changing and interconnected world. These skills encompass (i) Climate Education (ii) Digital Literacy (iii) Peace Education (iv) Gender and Human Rights Education and (v) Entrepreneurial leadership, to ensure that young learners are not only equipped not only with academic knowledge but with essential skills for an AI-driven future.

About Resilience Fund

The Resilience Fund is a grant-making mechanism to support and incubate local organizations fighting against organized crime and related issues. The Fund identifies local actors, organizations, NGOs, collectives, etc, that have built and implemented responses against organized crime, supporting community resilience as part of their efforts. This includes a wide range of topics from drug trafficking, human trafficking, gangs' violence, etc, and also a wide range of responses including crime prevention, community building, networks creation, poverty alleviation as an anti-crime mechanism, at-risk youth support, victims' assistance, and others.

The Resilience Fund commonly works supporting initiatives already established by organizations or individuals, hence continuing the efforts they already have in place. . It is not necessary to start a new project from the beginning through our grants if this is not of your interest. The Fund complements and builds on the Global Initiative's ongoing work in incubating resilience in communities harmed or threatened by criminal governance. The Resilience Fund identifies and empowers key civil-society actors, and builds their operational capacity, with the aim of creating resilience networks in communities impacted by organized crime and violence.



The Education for Resilience Program



The Education for Resilience Program is a cohort-based program reaching 30 learners. These learners will go through a series of weekly training sessions for 12 weeks. They will be taught topics under Peace Education, Gender and Human Rights, Digital Literacy, Climate Education, and Entrepreneurial Leadership. The program aims to provide stability and sustainable development to the Gaa-Alanu community through the Education for Resilience capacity-building program. By addressing both educational and socio-economic challenges faced by Gaa-Alanu and its neighboring communities, our program seeks to foster a more secure and empowered future for the community, reducing their vulnerability to organized crime and extremist influences.

Project Objectives



- Provide comprehensive training on Education for Resilience to equip learners (ages 8-16) in Gaa-Alanu and over the course of 12 weeks with future skills to become resilient, independent, and productive members of society.
- Equip learners in Gaa-Alanu with a broad range of 21st-century skills including media literacy to responsibly access information and counter extremist ideologies.
- Increase gender equality awareness and empower participants to challenge gender stereotypes through experiential learning and mentorship programs.
- Enhance community resilience by implementing project-based learning activities that promote civic engagement and social responsibility.

Project Outcomes



- Trained Cohort of students (ages 8-16) equipped with essential skills for resilience-building and crime prevention.
- Project-based learning initiatives demonstrating understanding and application of the training program.
- Established Partnerships and collaborations with local stakeholders to ensure program sustainability and scalability.

Safety and Security Protocol

The Education for Resilience project aims to empower children and community members with knowledge and skills to navigate challenges and build a more resilient future. This protocol outlines the safety and security measures project managers and volunteers must adhere to when working with the community and relevant stakeholders.

Core Values

- **Respect:** We treat all participants with respect and dignity, valuing their cultural backgrounds, beliefs, and experiences.
- **Safety:** We prioritize the physical and emotional safety of all participants.
- **Confidentiality:** We maintain the confidentiality of sensitive information shared by participants.
- **Transparency:** We are transparent about our project goals, activities, and any potential risks.

Safety and Security Protocol

Safety Measures

- Conduct comprehensive risk assessments prior to project implementation, considering potential hazards and vulnerabilities in the project area.
- Require background checks for all key stakeholders working with children to ensure their suitability and trustworthiness.
- Implement strict supervision protocols to ensure that volunteers are adequately supported and that interactions with children are closely monitored.
- Provide comprehensive training on child protection policies and procedures to all project staff and volunteers to ensure the safety and well-being of children.
- Emphasize cultural sensitivity and awareness in all project activities, ensuring that sensitive topics are approached with respect and understanding of local customs and traditions.
- Establish clear communication channels and protocols for reporting any safety concerns or incidents promptly.
- Foster strong relationships with community members and leaders to gain their support and cooperation in ensuring the safety of project activities.
- Maintain strict confidentiality regarding sensitive information shared by children or community members, ensuring their privacy and protection.
- Regularly monitor and evaluate safety protocols to identify areas for improvement and ensure ongoing compliance with best practices.

Facilitation



What Makes an Effective Facilitation?

Effective facilitation is important in training and working with children as it creates an engaging, supportive, and conducive learning environment. Children are naturally curious and enthusiastic learners, but their engagement and retention are highly influenced by the quality of facilitation. An effective facilitator not only conveys information but also fosters an atmosphere of trust, inclusivity, and active participation. This is particularly important in resilience training, where children need to feel safe and supported to express themselves, share their experiences, and develop collaborative skills to translate learning into action.

Facilitation



Tips for Effective Facilitation

- **Create a Safe and Inclusive Environment:** Establish ground rules that promote respect and inclusivity. Encourage open communication and reassure the children that their contributions are valued and respected.
- **Use Age-Appropriate Language and Activities:** Tailor your language to be easily understood by the age group you are working with. Incorporate activities and examples that are relevant and relatable to their experiences.
- **Be Patient and Flexible:** Children learn at different paces and may need more time to grasp concepts. Be ready to adapt your approach based on the group's dynamics and individual needs.

Facilitation

- **Encourage Active Participation:** Facilitate opportunities for children to share their thoughts and ideas. Use interactive techniques such as group discussions, role-playing, and hands-on activities.
- **Provide Positive Reinforcement:** Acknowledge and celebrate children's efforts and achievements, no matter how small. Use positive feedback to boost their confidence and encourage continued participation.
- **Be Attentive and Responsive:** Pay close attention to verbal and non-verbal cues from the children. Address any signs of discomfort or confusion promptly to ensure everyone is on the same page.
- **Foster a Growth Mindset:** Emphasize that mistakes are part of the learning process and encourage perseverance. Highlight the importance of effort and improvement rather than just the end results.
- **Prioritize Safety:** Ensure the physical and emotional safety of all participants. Have clear procedures for dealing with emergencies and be prepared to handle any issues that may arise.
- **Assess Learning Continuously:** Use various assessment methods such as quizzes, discussions, and activities to gauge understanding. Provide constructive feedback and adjust your teaching methods based on assessment results.
- **Build Relationships:** Establish a rapport with the community to create a trusting and supportive learning environment. Show genuine interest in their well-being and progress to foster a positive and encouraging atmosphere.

Introduction to Peace Education



Rationale

Before learners can begin to think about preventing or managing conflict, they must be able to identify conflict to promote peace. This process begins with establishing a definition of conflict. In this section, learners define conflict, explore conflict resolution strategies, and learn about the role of a peace builder to aid understanding the subject.

Objectives:

- To establish a clear definition of conflict and how to resolve it.
- To equip learners with knowledge on peacebuilding.
- To empower learners with skills to become peacebuilders.

Time: 2 hours

Materials: Chart paper, markers

Introduction to Peace Education



Energiser: Agree/Disagree Line (Items needed: paper tape and pen or paper and pen)

Objective: To help learners express their opinions and understand different perspectives.

Instructions:

Place a line or tape on the floor, marking one end as “Agree” and the other as “Disagree.” Read out statements related to conflict:

- It is always better to walk away from a fight.
- It is important to always win an argument.
- It is okay to yell to get my point across to the other person when I am angry.
- It is important to tell an adult if you can't solve a conflict.
- It is important to listen to your friend to understand their view(s) when having a conflict.

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Learners position themselves along the line according to their agreement with the statement. Ask a few learners to explain why they chose their position.

Note to facilitator: *Discuss how different opinions can lead to conflict and how understanding each other's viewpoints can help resolve issues.*

Overview:

As human beings, we are not the same. We have different ways of seeing things and these differences can cause conflict. For example, your friend says what you do not agree with; this can cause a disagreement and if it is not properly handled, it can get worse. Conflict is often perceived as something negative, but it is a natural part of our lives. It is part of being human and it almost cannot be avoided. Conflict can come up from different sources e.g. home, workplace, community, and so on. It happens due to our different perspectives, values, or needs and should be carefully handled. When it is handled effectively, it can provide important opportunities for learning and growth.

Note to Facilitator: *Ask the learners what they think about conflict. Is it good or bad?*

Conflict by itself is neither good nor bad. Each of us as individuals decides what conflict means to us, and we influence what happens in a conflict based on how we respond to it. Our goal is to learn to respond to conflict in a way that does not involve violence and that can change the situation for the better (USIP_2011).

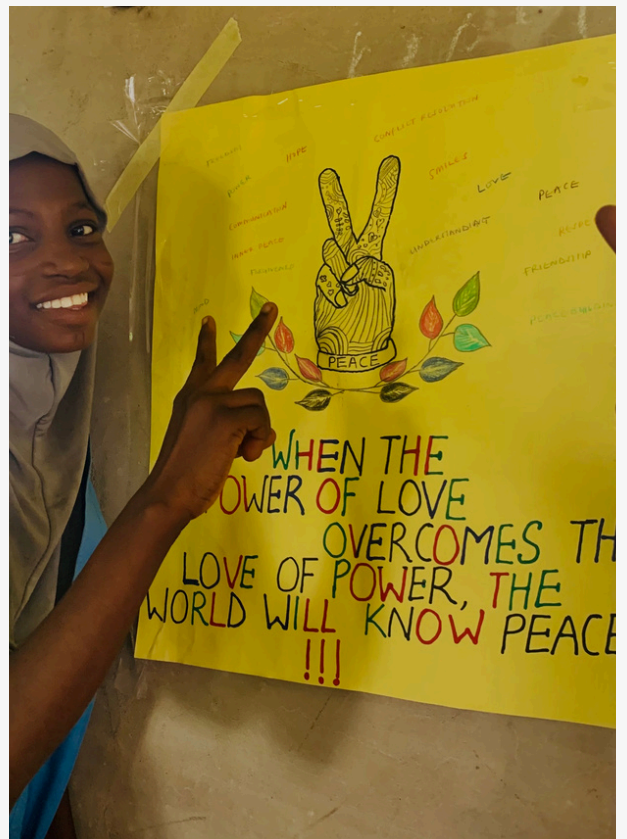
Introduction to Peace Education

What is Conflict?

Conflict can be defined as a clash or disagreement between individuals or groups, often caused by opposing interests, views, or misunderstandings. As earlier stated, conflict does not have to be destructive or violent. What determines the outcome is how you handle the situation. No matter how little the conflict might be, if it is not controlled at the right time, it may lead to war or rifts among communities or countries, leading to major unrest and disharmony. It is important to note that conflict is inevitable. Hence, you have to know how to resolve it when it comes up.

How do I Resolve Conflict?

- **Talk about the issue:** Speak directly to the person you are having a problem with. It might not be easy but you have to do it. When you talk to the person about the problem, do not be aggressive.
- **Choose a good time:** Plan ahead and ensure that the person you want to talk to has enough time for the conversation. Don't talk when the person is very busy with work. Also, ensure you are in a good mood. Don't have a discussion when you are angry. Having a discussion when you are angry can make things worse.



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- **Be empathetic:** When we are upset, we tend to want to air our thoughts first without really putting ourselves in the other person's shoes. Let them talk about their feelings and try to see things from their own point of view. It might not be easy but you can try.
- **Actively listen:** As you speak with the other party, actively listen to them and try not to interrupt. Nod to show you are following the discussion and that you are interested in what they are saying.
- **Talk it through and work on a solution:** Ensure you talk about your feelings including those that you feel might be "difficult" or "insignificant". Having done this, both of you can talk about possible solutions.

Activity: The Knot Game

Objective: To demonstrate the complexity of conflict and the need for teamwork to resolve it.

Instructions:

Have the learners stand in a circle. Ask them to reach out and hold hands with two different people across the circle, creating a "human knot." The group must work together to untangle themselves without letting go of hands.

Note to Facilitator: Discuss how conflicts can sometimes feel like knots and how working together and communicating can help untangle problems.



Introduction to Peace Education

Let us take a look at the story below:

The Grazing Dispute in Gaya

In the village of Gaya, farmers and Fulani herdsmen had always lived peacefully together. The farmers grew crops, while the herdsmen took care of their cattle. But as more people moved into the village, land became scarce, leading to problems.

One hot afternoon, Mallam Musa, a farmer, found his maize field trampled by cattle. He was very upset and angry. He confronted Adamu, a young herdsman, accusing him of letting his cattle ruin the crops. Adamu was also frustrated because there wasn't enough land for his cattle to graze. They argued loudly, and soon other farmers and herdsmen joined in.

The village became noisy with the arguments, and the local leader, Alhaji Bello, had to step in to help. He called for a meeting with the elders of both the farmers and herdsmen. In the meeting, both sides explained their problems. The farmers needed their crops protected, and the herdsmen needed more grazing land for their cattle.

Alhaji Bello suggested a solution: creating a committee made up of both farmers and herdsmen. This committee would decide how to use the land and solve any disputes. They would also mark clear boundaries for farming and grazing. Additionally, a rotational grazing system would be set up to keep the land healthy.

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To build trust, the committee organized a workday where everyone, both farmers and herdsmen, helped repair the damaged fields together. This act of working together helped to heal their relationships.

Over time, peace returned to Gaya. The farmers had good harvests, and the herdsmen found enough grass for their cattle. Mallam Musa and Adamu, who once argued, became friends and told their stories to other villages, showing how working together and talking can solve problems and bring peace.

Discussion:

- What are the main occupations of the people in Gaya?
- What caused the conflict between the farmers and the herdsmen?
- Why do you think land became scarce in Gaya?
- How did Mallam Musa react when he found his maize field trampled?
- How did Alhaji Bello help to resolve the conflict?

What is Peacebuilding?

To define peacebuilding, we need to understand what peace means first. Peace might mean different things to different people. To me, peace might mean a state of quietness. Peace can be defined as a state of calm. It can also mean the absence of war or violence. Having discussed what peace means, let's talk about peacebuilding. Peacebuilding aims to resolve injustice in ways that are not violent.

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It is a process that encourages resolving conflicts and provides a means to prevent conflicts in the future by establishing open communication between conflicting parties to create a lasting peaceful state. It can also be defined as the process of working with two or more conflicting parties to resolve their differences peacefully. In the process of peacebuilding, peacebuilders or peacemakers are needed to help improve communication between parties to end or prevent violent conflict.

Let's take a look at this video that talks about what conflict is and the importance of peacebuilding: [Conflict - Look Closer](#)

Who is a Peacebuilder?

A peacebuilder is someone who takes action every day to make the world a more peaceful place. Peacebuilders are conscious of their actions and they ensure that they respect other people's opinions. You and I can be peacebuilders. You do not need to have a superpower like Spiderman or Batman before advocating for peace. You can be a teacher, doctor, farmer, student, or seamstress and be a peace builder. Your profession does not limit you from contributing to making the world a better place for others.

Peacebuilders from around the World

Let's take a look at some peacebuilders from different countries:

- **Martin Luther King Jr.:** He was one of the most influential peacekeepers during the civil rights movement. He advocated for an end to discrimination through non-violent protest and mutual cooperation.

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- **Nelson Mandela:** He significantly contributed to the peace movement in South Africa. He was a global role model of goodwill to a lot of people. In 1993, Mandela got the Nobel Peace Prize award due to his contributions in working to end racial segregation in South Africa.
- **Fatima Alhaji Kolo:** She is a trained peacebuilder in Damboa, Nigeria who focuses on non-violent conflict resolution work and support of the reintegration of survivors of sexual violence by Boko Haram.

Characteristics of a Peacebuilder

- A peacebuilder is compassionate and empathetic: As a peacebuilder, you need to put yourself in other people's shoes.
- Peacebuilders are good listeners. They actively listen to understand others and to be able to resolve conflicts.
- A peacebuilder treats others with respect and respects people's opinions.
- Peacebuilders are not judgemental.
- They communicate honestly and are diplomatic when they need to be.

Discussion

- What does peacebuilding mean to you?
- Someone who takes action everyday to make the world a more peaceful place is called?
- Do you think a peace builder should respect others and their opinions?

Introduction to Climate Education



Rationale

Learners need to understand what is going on around them. There are many changes occurring in the environment due to our actions and inactions. We are having rising temperatures, the sea levels are rising and this is causing floods, amongst others. It is important for learners to be educated about their roles in making things better. In this section, learners will define climate change, learn about climate crisis, and climate advocacy to better understand the subject.

Objectives:

- To foster environmental consciousness
- To equip learners with knowledge on climate change
- To empower learners with skills to become climate advocates

Time: 2 hours

Materials: Chart paper, markers

Introduction to Climate Education



Energiser: Nature Scavenger Hunt

Objective: To explore and appreciate the environment.

Instructions:

Create a list of natural items to find (e.g., a specific type of leaf, a rock, an insect).

- Divide learners into small groups and give each group a list.
- Groups explore the area to find and collect each item.
- Discuss the role of each item in the ecosystem and how climate change might affect them.

Overview: Do you know that things are changing around us? Years ago, it rained at particular periods and we had the harmattan and the dry season at particular periods. Now, times are changing due to climate change. The temperature keeps rising and the sea level is rising as well, causing floods which contributes to people losing their homes and becoming displaced.

Introduction to Climate Education

We have no other home apart from this planet and we need to take action to change things before it gets worse. To be able to make that change, we need to understand what climate change is and what it means to be a climate advocate.

Climate Change

We are experiencing a change in the climate everywhere in the world and we as humans contribute greatly to it. Our forests are drying up, we are having excessive rainfall, and some countries are experiencing drought. Let's talk about what climate change means. According to the United Nations, climate change refers to 'long-term shifts in temperatures and weather patterns.' These shifts can be natural, due to changes in the sun's activity or large volcanic eruptions. However, for over 200 years now, human activities have been the main driver of climate change, particularly through the burning of fossil fuels like coal, oil and gas. Greenhouse gases like carbon dioxide and methane contribute greatly to climate change. When we burn bushes, tyres, or waste, cut down trees or drive cars, we contribute to releasing these gases. We should all do our best not to prevent climate change by picking up positive habits. Let's look at the effects of climate change if we do nothing to prevent it.

Effects of Climate Change

- Droughts which can cause animals to die.
- Floods which can destroy properties and displace people from their homes. It can also cause death.
- Reduction in air and water quality which can cause diseases due to contamination.

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- Extinction of some plants and animals due to constant disruption of the ecosystem.
- Reduction in food supply.

How can I Prevent Climate Change?

In your own little way, you can take action to prevent climate change and build a healthier planet. How can you do this?

- Use solar-powered lamps (remember the lamps you built last year) instead of kerosene lamps.
- Learn to reuse, repair, and recycle things e.g. plastics, clothes, cans, etc. Clothes, plastics, and other items we buy cause carbon emissions when they are produced and transported to the market. To protect the climate, buy fewer things, repair and reuse what you can.
- Don't waste food. When you waste food, you also waste the resources and energy that were used to grow, produce, package, and transport it. In addition, when food rots in a landfill, it produces methane, a powerful greenhouse gas that does not help the climate. So buy only what you need and compost any leftovers.



Introduction to Climate Education

- Clean up your environment. When dirt is not properly disposed of, it can cause environmental harm like blocking water supply or poisoning the soil. Everyone- humans, animals, and plants suffer from land and water contaminated by improperly discarded waste. So, ensure you dispose of waste properly and educate others to do the same.
- Speak up about what is happening and advocate for a greener earth. Talk to your neighbours, friends, and family about climate change. We need one another to fight this!

Activity: Quiz

Here are some questions to test students' knowledge on climate change:

What are some effects of climate change if we do nothing to prevent it?

- a) Increase in global happiness
- b) More sunny days
- c) Droughts, floods, and reduction in air and water quality
- d) Increase in the number of animals

How can floods affect people and properties?

- a) Increase property value
- b) Cause properties to float



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- c) Destroy properties and displace people from their homes
- d) Improve agricultural productivity

What is one way you can prevent climate change in your daily life?

- a) Use kerosene lamps
- b) Waste food
- c) Use solar-powered lamps
- d) Ignore environmental issues

What should you do to ensure waste does not harm the environment?

- a) Throw waste anywhere.
- b) Burn all types of waste.
- c) Dispose of waste properly and educate others to do the same.
- d) Ignore waste management practices.

What can happen if dirt is not properly disposed of?

- a) It can be beneficial for the soil.
- b) It can cause environmental harm like blocking water supply or poisoning the soil.
- c) It makes the environment look more natural.
- d) It can increase land value.

Combating Climate Change in Bayegun

In a small village called Bayegun, the people depended on farming and livestock for their livelihood. But over the years, the weather had become unpredictable. Long periods of

Introduction to Climate Education

drought were followed by heavy rains, which washed away the crops. The rivers dried up, making it hard for the villagers to find water for their animals.

One day, the village elder, Baba Balogun, called a meeting. "We need to do something about this changing weather," he said. "It's affecting our lives and our future."

A young girl named Faridat stood up. "Baba Balogun, I learned about climate change in school. It's caused by too much carbon dioxide in the air from things like burning wood and trash. We can help by planting trees, saving water, and using less energy."

Inspired by Faridat's words, the villagers decided to take action. They started by planting trees around the village. These trees would provide shade, help hold the soil together, and bring rain. They also set up a system to collect rainwater in large barrels, ensuring they had water during dry times.

The children helped by creating a garden where they grew vegetables using compost from kitchen scraps, reducing waste. They also learned to turn off lights when not needed and use solar lamps instead of kerosene.

Slowly, things began to improve. The new trees brought more rain, the gardens thrived, and there was enough water for everyone. The village of Bayegun learned that by working together and taking small steps, they could make a big difference in fighting climate change and securing their future.

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Discussion:

- What changes in the weather did the villagers experience?
- What happened to the crops when the heavy rains came?
- What actions did the villagers decide to take to combat the changing weather?
- What did the children do to help reduce waste and grow vegetables?
- What lesson did the village of Bayegun learn about fighting climate change?

Activity

Engage the learners in this role-playing activity. Pick out two learners and ask one to act like s/he is setting fire on the farm to clear the farmland and let the other act like he or she is planting trees. Ask the learners to point out which of them is harming the environment and how.

Note to facilitator: This exercise encourages environmental consciousness and tests learners' knowledge on the concept introduced to them.

Becoming a Climate Champion

We are not just members of a local community. We are global citizens and are interconnected. Our decisions can have an impact on the wider world, not just on our local environment. We need to make good decisions and take better actions to protect the earth. When you protect the environment and influence others to protect the earth, you become a climate champion.

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Do you want to become a climate champion? To become a climate champion you need to develop habits like:

- Reusing items whenever possible, and recycling materials like paper, glass, and plastic. For example, instead of throwing your plastic jar away, you can turn it into a vase by filling it with sand and growing a plant in it.
- Conserving energy by turning off lights and electronic devices when not in use.
- Conserving water e.g. turning off the tap when you are not using it.
- Planting trees.
- Not disposing of dirt in the drainage.
- Encouraging your friends to protect the earth as well.

Watch this video showing women transforming the climate space:

Women who are climate advocates

Note: This video shows different climate advocates (women) working to change their communities positively in different ways.

As a climate advocate, what skills should you have?

- Speaking: You need to be able to speak to your friends and those around you about the need to protect the environment.

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Empathy: You need to understand how climate change affects everyone- humans and animals.

- Creativity and innovation: You need to come up with creative ideas on how to solve climate problems.

Activity: Green Pledge Circle

Objective: To encourage personal commitment to climate action.

Instructions:

Have learners sit in a circle.

Each learner takes turns making a pledge about something they will do to help the environment (e.g., "I will recycle more," "I will not waste food").

Write each pledge on a large poster or board.

Debrief: Discuss the collective impact of everyone's pledges and the importance of individual actions in combating climate change.

Discussion:

- 1.What can you do to protect the environment?
- 2.Why should you encourage everyone around you to protect the environment?
- 3.What positive habit will you develop as a climate champion?

Introduction to Digital Literacy



Rationale

The world is fast changing. Before now, technology was not so advanced. Now, technology keeps advancing rapidly, changing the world as we know it. Learners need to know how to navigate this digital/virtual world as these changes keep occurring. It is important for learners to be educated on how to be digitally safe as they surf the internet. In this section, learners will define digital safety, ways to be digitally safe, and the usefulness of the internet to better understand the subject.

Objectives:

- To raise awareness about digital safety and privacy.
- To teach learners how to effectively and safely use the internet.
- To highlight the various benefits and potential uses of the internet.

Time: 2 hours

Materials: Chart paper, markers

Introduction to Digital Literacy



Overview:

Technology has made it possible for us to connect with the world like never before. With the internet, we gain access to information and can interact with people from all walks of life. Social Media platforms like Youtube or facebook can be used as a tool to make a difference. Through social media, you will learn to see the world through others' eyes and use your online voice to speak up for what's right. Whether it's animal welfare, environmental issues, or helping those in need, find a cause that sparks your passion and let your voice be heard.

You can also express your ideas through videos, animations, or even your own music. The possibilities are endless! You can collaborate and connect with like-minded individuals to amplify each other's voices through social media. Remember, being a responsible citizen online is key. You'll learn how to navigate the online world safely and respectfully.

Introduction to Digital Literacy

Watch this video on [The Power of Social media](#)

Note: This video talks about the power of social media and how people are benefiting from it.

Activity 1: Tech Pictionary

Objective: To help learners visualize and understand digital terms.

Materials Needed: Whiteboard, markers, slips of paper with digital terms

Instructions:

Learners take turns drawing a digital term (e.g., "email," "mouse") while others guess.

Discuss the term after it is guessed.

Note to Facilitator: This activity tests the knowledge of the learners on the digital terms they possibly know. After the exercise, introduce them to new digital terms they might not be familiar with.

Activity 2: Safety Song Sing-Along

Create a catchy song or use a popular tune with lyrics highlighting internet safety tips. Have a sing-along to reinforce key safety messages in a fun way.

The Digital World

Social media can be used in different ways. We have access to different information when we use the internet. With social media, we can tell our stories, learn new things, connect with people, inspire others, and speak up on issues affecting us, our community, and the world. However, using social media and navigating the internet safely and effectively requires knowledge and awareness of various factors.

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For example, you should have good internet [etiquette](#), i.e., proper online behavior, and be a responsible digital citizen. In addition, whenever you are on the internet, do not click on suspicious links as they could be unsafe, don't forward pictures without talking to your parents, and never post private/personal addresses, phone numbers, or locations. As you use the internet, you should ensure you are digitally safe. Let's look at what digital safety is.

Digital Safety

Digital safety means looking out for your well-being as you use the internet or whenever you are online. It is knowing how to keep your digital identity, data, and personal information safe from potential threats like identity theft, online harassment, etc. The internet is useful but it is not entirely safe. Hence, it is important to know how to be digital safe. How can you do that?

- Be mindful of what you say or do online. Whatever you post online e.g. pictures, videos, comments, things you share with others, and what others post and share with you and about you,



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leaves behind a trail of information about you.

- If you experience anything online that makes you feel upset, uncomfortable, or scared, speak to your parents or a trusted adult immediately.
- Keep your personal information private. Don't share personal information like your home or school address, location, or phone number. Also, don't share your passwords with anyone – not even with close friends.
- Only add people you know to your friend list. Check the person's profile – and try to see who they are. Do you have friends in common? Are you from the same town?
- Do not click on links sent to you. Some links are not trusted and can be dangerous. Ensure to show your parent or a trusted adult before clicking any link.

The Tale of Seun, the Safe Surfer

Once upon a time, in the bustling village of Eyiowuawi, there was a curious boy named Seun. Seun loved exploring, and when his teacher introduced the class to the internet, he was excited. The internet was like a magical library, full of endless adventures and knowledge.



Introduction to Digital Literacy

One sunny afternoon, Seun's teacher, Mr. Sam, taught the class about staying safe online. He explained, "The internet is a wonderful place, but just like the real world, it has dangers. Always remember the three golden rules: Don't share personal information, be careful with strangers, and always ask an adult if something feels wrong."

Seun loved the idea of being a smart internet explorer. One day, while browsing a website about animals, a pop-up message appeared saying, "You won a prize! Click here to claim it." Seun remembered Mr. Sam's advice and didn't click the link. Instead, he asked his older sister, Aanu, who said it was a trick to get personal information.

Another time, Seun received a friend request from someone he didn't know. The stranger claimed to be a friend of a friend. Seun was excited but remembered to be cautious. He asked his mom, who helped him check if the person was safe to add. They discovered it was a fake profile!

Seun learned that by following the golden rules, he could explore the internet safely. He could enjoy learning new things without worrying about dangers. Seun became the village's digital safety hero, always reminding his friends to surf smartly. Seun and his friends enjoyed their internet adventures safely, thanks to the golden rules.

Introduction to Digital Literacy

Quiz

Why is it important not to share personal information online?

- a) To keep your information private and safe from strangers.
- b) Because no one will be interested.
- c) To make friends faster.

How can asking an adult for help make internet browsing safer?

- a) Adults always know everything.
- b) Adults can help identify and avoid online dangers.
- c) It takes less time to get answers.

If you see a pop-up message that looks suspicious, what should you do?

- a) Click on it immediately.
- b) Click on it later.
- c) Ask an adult for advice.

Activity 3: Internet Safety Poster

Objective: To understand and promote online safety.

Materials Needed: Cardboards or papers, markers

Instructions:

Learners create posters about internet safety tips.

Display the posters and discuss each tip.

The internet might not be 100% safe but it is useful in many ways. What are some things you can do online or on social media?

Introduction to Digital Literacy

- **Awareness Raising:** You can raise awareness on various issues and express your thoughts on important topics. For example, social media is a great platform to talk about climate change and its impact on everyone. How can you do this? You can talk about it using the storytelling method. Using this method catches your audience's attention. You can connect and collaborate with like-minded people to raise awareness on various topics of interest.
- **Storytelling:** With social media, you can tell your story of impact and inspire others. How do you tell stories on social media? You use text/words, images, videos, and so on to talk about the topic you are focusing on. With storytelling, you can inspire people to take action.
- **Advancing Advocacy Efforts:** With social media, you can talk about different topics. In Unit 2, we talked about being a climate champion. As a climate champion, you need to protect the environment and encourage others to do so. You can use social media as a platform to speak out, influence others, and/or get support on this. The internet has made it easy for us to access information and speak to people in the public office. You can speak to ministers, senators, governors, etc, on this topic or any other topics of interest and influence policies as well.

Watch this video on [Navigating Advocacy Through Social Media](#)

Introduction to Digital Literacy

Note: This video talks about how social media can be used for advocating for different issues and how effective it is.

Discussion:

1. What are some things you need to do to be digitally safe?
2. What pressing issue in your community would you like to talk about on social media?
3. What else do you think we can use social media for?

Introduction to Gender and Human Rights Education



Rationale

Imagine a world where everyone, regardless of their gender, has the same opportunities to dream, learn, and succeed. Before we can create such a world, children need to understand the fundamental concepts of gender and human rights. This knowledge is the first step towards fostering a culture of equality and respect. In this section, learners will embark on a journey to explore what gender and human rights mean, why they are essential, and how they can champion these ideals in their own lives. By planting these seeds of understanding early, we empower children to grow into compassionate, informed individuals who can advocate for a fair and just society.

Objectives:

- To equip learners with knowledge on the importance of gender equality and human rights.

Introduction to Gender and Human Rights Education



- To empower learners to dismantle gender stereotypes and challenge societal norms that limit opportunities based on gender roles and other social constructs.
- To inspire learners to advocate for a world where everyone is treated with fairness and respect, regardless of their gender.
- To encourage children to envision and work towards a future without barriers, where all individuals can pursue their dreams and aspirations equally.

Materials: Chart paper, markers, paper tape

Energiser: Gender Equality Line

Objective: To help learners express their opinions and understand different perspectives on gender equality.

Instructions:

1. Place a line or tape on the floor, marking one end as “Agree” and the other as “Disagree.”

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2. Read out statements related to gender equality:

- It is okay for boys to play with dolls and girls to play with cars.
- Boys and girls should have the same opportunities to go to school.
- Only boys should play sports.
- Girls should help with house chores more than boys.
- Girls can be just as good at math and science as boys.
- Only boys should be allowed to lead a group or team.
- Both boys and girls should share household chores equally.
- Boys should be discouraged from showing their emotions because it makes them look weak.
- Girls should be encouraged to pursue careers in any field they are interested in, including those traditionally dominated by men.
- Everyone should be treated equally, regardless of whether they are a boy or a girl.

Learners position themselves along the line according to their agreement with the statement. Ask a few learners to explain why they chose their position.

Note to facilitator: Discuss how different opinions can shape our understanding of gender roles and why it is important to challenge stereotypes to promote equality.

Overview:

As human beings, we are diverse in many ways, including our gender. Gender refers to the roles, behaviours, activities, and attributes that a society considers appropriate for men and women. Human rights are the basic rights and freedoms that belong to every person in the world.

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These rights include the right to education, the right to be treated equally, and the right to express oneself.

Understanding gender and human rights helps us recognize the importance of treating everyone with respect and fairness. Sometimes, people face discrimination or unfair treatment because of their gender. By learning about these issues, we can work towards a world where everyone is treated equally and with dignity.

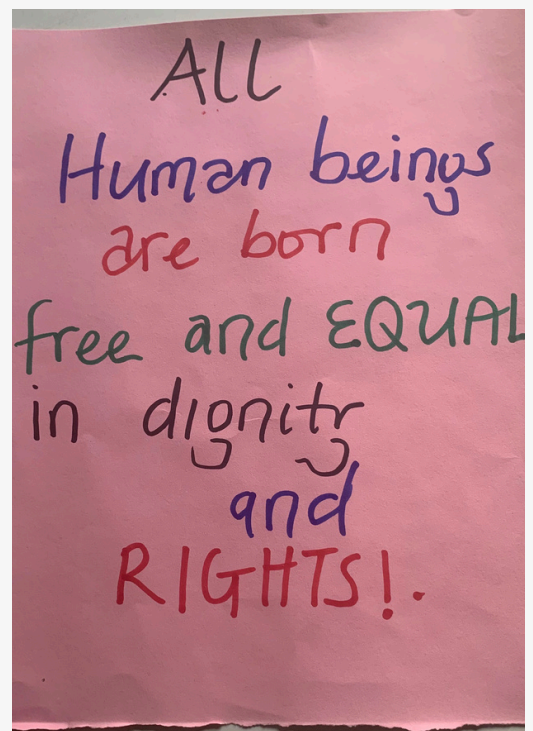
What are Gender and Human Rights?

Gender refers to the social and cultural roles, behaviors, and attributes that a society considers appropriate for men and women. It is different from biological sex, which is the physical characteristics that define male and female bodies.

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. These rights are based on shared values like dignity, fairness, equality, respect, and independence.

Activity: The Equal Opportunities Game

Objective: To demonstrate the importance of equal opportunities and teamwork.



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Instructions:

- Divide learners into small groups and give each group a scenario where they need to work together to solve a problem (e.g., building a tower with recycled materials, organising a small event).

2. Assign different roles to group members without regard to gender to show that anyone can perform any task.

Note to Facilitator: Discuss how teamwork and equal opportunities allow everyone to contribute and succeed.

Activity: Role-Playing

Objective: To help learners understand different perspectives on gender roles and human rights.

Instructions:

1. Provide scenarios where characters face gender-based challenges (e.g., a girl wanting to play football, a boy wanting to learn dance).
2. Have facilitators role-play these scenarios and discuss how the characters can overcome these challenges.



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Note to Facilitator: *Emphasize the importance of supporting each other's choices and respecting everyone's rights.*

Discussion:

- *What do we mean by gender?*
- *Can boys and girls do the same jobs or activities? Why or why not?*
- *What are human rights? Why are they important?*
- *How can we support gender equality in our daily lives?*
- *Why should we treat everyone equally, regardless of their gender?*

Children's Rights

Did you know that...

The United Nations Convention on the Rights of the Child (CRC) is an important agreement adopted by countries worldwide, promising to protect and uphold the rights of children. This convention explains who children are, what their rights entail, and the responsibilities of governments to ensure these rights are respected and protected. All rights in the CRC are interconnected, equally important, and cannot be taken away from children.

Convention on the Rights of the Child: The Children's Version (UNICEF)

The CRC contains 54 fundamental human rights that highlight how children should be treated. Understanding these rights is essential for children to defend themselves and advocate for their peers. Here are some key aspects of the convention:

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- What are human rights? Why are they important?
- How can we support gender equality in our daily lives?
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Definition of a Child:

- A child is any person under the age of 18.

No Discrimination:

- All children have these rights, no matter who they are, where they live, what language they speak, what their religion is,

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what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

Best Interests of the Child:

- The best interests of children must be a top priority in all decisions and actions that affect them.

Right to Life, Survival, and Development:

- Every child has the inherent right to life, and governments must ensure the survival and development of the child to the maximum extent possible.

Respect for the Views of the Child:

- Children have the right to express their opinions and be heard in all matters affecting them, with their views given due weight according to their age and maturity.

Protection from Violence, Abuse, and Neglect:

- Governments must protect children from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment, or exploitation, including sexual abuse.

Right to Education:

- Every child has the right to education, and primary education should be free and compulsory. Higher education should be accessible to all based on capacity.

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Right to Health:

- Children have the right to the highest attainable standard of health and access to health services.

Prevention of Sale, Trafficking, and Exploitation:

- Governments must take measures to prevent the abduction, sale, trafficking, and exploitation of children in any form. Children should be protected from economic exploitation and from performing any work that is likely to be hazardous or interfere with their education, or that is harmful to their health or physical, mental, spiritual, moral, or social development.

Right to Play and Leisure:

- Children have the right to rest and leisure, to engage in play and recreational activities appropriate to their age.

IT TAKES A VILLAGE

Children, parents, and governments all have important responsibilities to ensure that children's rights are respected.

- **Children** can help by learning about their rights, respecting the rights of others, and speaking up if they or someone they know is not being treated fairly.
- **Parents** have the responsibility to nurture and protect their children, provide a safe and supportive environment, and educate them about their rights and responsibilities.
- **Governments** must create and enforce laws that protect children's rights, provide services such as education and healthcare, and take action against violations like abuse, exploitation, and discrimination.

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By working together, children, parents, and governments can create a world where every child's rights are respected and upheld.

However, there are times when the system fails, and those entrusted with protecting children do not fulfill their duties. In such instances, children have the right to seek assistance from law enforcement agents like the Police and human rights institutions. By speaking up, children can break the cycle of abuse and inspire others to do the same, empowering themselves and creating a safer environment for everyone.

Discussion:

1. Which part of the Convention on the Rights of the Child is your favorite? Why?
2. How do you think these rights help in promoting equality among children?
3. Can you think of any examples in your life or community where children's rights are respected or not respected?
4. Why is it important for children to know about their rights?
5. What have you learned about children's rights that you didn't know before?

Storytelling and Examples

Here are three examples of leaders from Nigeria and Africa who have made significant contributions to promoting gender equality and human rights:

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1. Ellen Johnson Sirleaf (Liberia)

Ellen Johnson Sirleaf, the first female president of Liberia and Africa's first elected female head of state, led her country through a remarkable transformation following years of civil war. Her presidency was marked by relentless efforts to promote peace, justice, and equality, earning her the Nobel Peace Prize in 2011 for her advocacy of women's rights. Leymah Gbowee, a Liberian peace activist, mobilized women across religious and ethnic divides to demand an end to the Second Liberian Civil War, playing a pivotal role in the peace process. Her leadership in the Women of Liberia Mass Action for Peace movement not only helped bring about peace but also earned her the Nobel Peace Prize in 2011, shared with Ellen Johnson Sirleaf, highlighting the powerful role of women in peacebuilding.

Courage and Lessons:

- Ellen Johnson Sirleaf showed courage by stepping into a leadership role traditionally dominated by men, in a country recovering from conflict.
- Her leadership demonstrated that women can govern nations effectively, breaking gender stereotypes.
- Lessons: Courage to challenge norms, the importance of education and persistence, and the value of women's leadership in peacebuilding.

2. Ngozi Okonjo-Iweala (Nigeria)

Ngozi Okonjo-Iweala is an accomplished economist and the first woman to serve as both Nigeria's Finance Minister and Foreign Minister. She became the first African and first woman to

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lead the World Trade Organization (WTO) in 2021. She is known for her anti-corruption efforts and economic reforms. She has been a vocal advocate for gender equality and education.

Courage and Lessons:

- Okonjo-Iweala has faced significant challenges, including threats to her life, in her fight against corruption.
- She has broken multiple glass ceilings in male-dominated fields, inspiring young girls and women.
- Lessons: Resilience in the face of adversity, the importance of integrity and transparency, and the potential of women to lead in global economic policy.

3. Leymah Gbowee (Liberia)

Leymah Gbowee, a Liberian peace activist, mobilized women across religious and ethnic divides to demand an end to the Second Liberian Civil War, playing a pivotal role in the peace process. Her leadership in the Women of Liberia Mass Action for Peace movement not only helped bring about peace but also earned her the Nobel Peace Prize in 2011, shared with Ellen Johnson Sirleaf, highlighting the powerful role of women in peacebuilding.

Courage and Lessons:

- Gbowee showed immense bravery by mobilizing women across religious and ethnic divides to demand peace.
- Her activism highlighted the power of collective action and the critical role of women in peacebuilding.
- Lessons: The power of grassroots movements, the importance of unity and solidarity, and the impact of women's voices in conflict resolution.

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4. Amina J. Mohammed (Nigeria)

Amina J. Mohammed is the Deputy Secretary-General of the United Nations and a former Minister of Environment in Nigeria. She has been instrumental in developing and implementing the Sustainable Development Goals (SDGs), advocating for gender equality, and sustainable development.

Courage and Lessons:

- Mohammed has championed gender equality and climate action on a global stage, often challenging entrenched systems and advocating for marginalized groups.
- Her work emphasizes the interconnectedness of gender equality and sustainable development.
- Lessons: The importance of sustainable development, the interlinkage between gender equality and broader societal goals, and the role of international leadership in advocating for human rights.

5. Olaoluwa Abagun (Nigeria)

Olaoluwa Abagun is a young woman from Nigeria who works hard to make sure boys and girls are treated equally. She started an organization called Girl Pride Circle to help girls learn about their rights and how to be leaders. Olaoluwa speaks out for fair rules that help girls have the same chances as boys. Her work is known all around the world and shows how young people can make big changes for equality.

Courage and Lessons:

- Olaoluwa Abagun shows that educating and empowering girls about their rights and leadership skills helps break down gender biases and create equal opportunities.

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- Another significant lesson is the impact of grassroots initiatives. Olaoluwa's efforts with Girl Pride Circle illustrate that community-based programs can effectively address local issues and create meaningful change.
- Her success highlights the importance of starting small, being persistent, and building strong, supportive networks to foster gender equality.

Discussion:

- Each of these leaders worked to create a fairer world. How can we help make sure everyone has the same chances to do what they love, no matter if they are a boy or a girl?
- All these leaders faced tough challenges. How did they stay strong and keep going, and what can we learn from them about not giving up?
- What can we do if we see someone being treated unfairly because of their gender?
- What are some things you can do to stand up for your rights and the rights of others?
- How does learning new things and going to school help us become better leaders?

Introduction to Entrepreneurial Leadership



Rationale:

Entrepreneurship equips children with the skills and mindset to innovate, solve problems, and take initiative. It fosters creativity, resilience, and a proactive attitude, preparing young learners to navigate today's ever-changing world as productive members of society. This topic encourages children to envision possibilities, take calculated risks, and develop a sense of responsibility and confidence in their abilities. Understanding entrepreneurial leadership can inspire children to become leaders who create positive change in their communities and beyond.

Objectives:

- To introduce learners to the concept of entrepreneurship and its importance in today's world.

Introduction to Entrepreneurial Leadership



- To encourage creativity, critical thinking, and problem-solving skills.
- To inspire learners to take initiative and be proactive in pursuing their ideas and projects.
- To help learners understand the value of resilience and adaptability in overcoming challenges.

Overview:

Entrepreneurial leadership plays a vital role in developing essential life skills. It teaches the importance of collaboration and teamwork, helping children understand how to work effectively with others to achieve common goals. Additionally, it nurtures public speaking and presentation skills, allowing students to confidently communicate their ideas. By tackling real-world social issues, students learn to handle complex problems with practical solutions.

Introduction to Entrepreneurial Leadership

Entrepreneurial leadership also encourages curiosity and creativity, promoting innovative thinking when approaching challenges. These skills are necessary in equipping students to become proactive, resilient, and ethical leaders who can positively impact their communities.

What is Entrepreneurship?

Entrepreneurship is about coming up with new and creative ways to help people or make things better. When someone has an idea for a business or a project that they believe in, and they work hard to make it happen, that's entrepreneurship. It's like being an inventor or a leader who takes risks to turn their ideas into real things that can help others or bring joy to the world.

Who is an Entrepreneur?

In simple words, entrepreneurs are people who identify needs, create innovative solutions, and most importantly make money while at it. They are people who have awesome ideas and have the courage to turn them into something real, like a business or a cool project. They use their creativity to make their ideas come to life. Entrepreneurs are good at solving problems and figuring out how to make things work. They are curious, always wanting to learn new things and explore different ways of doing stuff. They are also resilient, which means they can keep going even when things are tough. Entrepreneurs are good at bouncing back and figuring out solutions to their problems.

Introduction to Entrepreneurial Leadership

Qualities of a Great Entrepreneur

Now that you've learned who an entrepreneur is, here are some qualities of a great entrepreneur:

- Creativity: They can think of new and unique ideas.
- Resilience: They keep going even when facing challenges or setbacks.
- Problem-Solving Skills: They find solutions to obstacles that come up.
- Curiosity: Always eager to learn and discover new things.
- Bravery: Willing to take risks and try new ideas.
- Leadership: They can guide and inspire others.
- Adaptability: They adjust plans when things change.
- Passion: They care deeply about their ideas and goals.
- Communication Skills: They can explain ideas clearly and listen to others.
- Integrity: They act with honesty and fairness in all situations.

Entrepreneurship Mindset Cards:
<https://venturelab.org/mindset-cards/>



Introduction to Entrepreneurial Leadership

In Addition, entrepreneurs identify needs, develop or create a solution, plan towards executing the solution, deliver value and meet the needs identified. As an entrepreneur business grows, it creates more job opportunities, enhances lives, foster innovations and contribute to economic growth as well as their community.

Note to the facilitator: The Venture Lab Entrepreneurship Mindset Card emphasizes cultivating essential traits like optimism, curiosity, creativity, and adaptability—key qualities for aspiring entrepreneurs.

It encourages children to develop these mindsets to foster innovation, problem-solving, and resilience, preparing them to navigate challenges and create impactful solutions.

Energizer: When I Grow Up

This energizer will help children think about their future careers and understand how entrepreneurial leadership skills are valuable across various professions.

Objective: To help children explore different professions, understand various career paths, and connect these to entrepreneurial leadership qualities.



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Materials: A set of cards or slips of paper with different professions written on them (e.g., doctor, teacher, engineer, artist, entrepreneur, scientist), a hat or box to hold the cards, markers, and paper.

Instructions:

- Gather the students in a circle.
- Explain that they will be learning about different professions and how these roles can involve entrepreneurial leadership.
- Pass around a hat or box with the profession cards and let each student draw one card.
- Give the students a few minutes to think about the profession they picked and how they would explain it to the group.
- One by one, have each student stand up, introduce their profession, and say, "When I grow up, I want to be a [profession]." Then, they should describe one entrepreneurial quality that someone in this profession might need (e.g., a doctor needs problem-solving skills, a teacher needs creativity, an entrepreneur needs resilience).
- After everyone has had a turn, have a brief discussion on the various professions and how entrepreneurial skills can be applied to each.

Discussion:

- Which profession did you choose, and why?
- What entrepreneurial quality did you mention, and how is it important for that profession?

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- How can learning about different professions help you decide what you might want to be when you grow up?
- What did you learn about how entrepreneurial leadership skills can be useful in many different careers?

Energizer : Entrepreneurs in My Community

Objective: To help students observe their environment and identify entrepreneurs they know or have heard of, understanding what they like about what these entrepreneurs do, and exploring how entrepreneurship can demonstrate resilience.

Materials: Paper, pencils or markers.

Instructions:

- Divide the students into small groups.
- Explain to the students that they will go on a scavenger hunt to find entrepreneurs in their community or from stories they have heard about.
- Give each group a list of up to 10 types of entrepreneurs to find (e.g., someone who owns a local store, a famous inventor, a community leader who started a project, or a family member who has their own business).
- Each group should go around their environment, observing and listing down names of people who fit each type of entrepreneur on their list.

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- After the scavenger hunt, gather the groups and have them share their findings. Each group should explain why they consider each person they listed to be an entrepreneur and what they like about what they do.
- Encourage discussion and sharing of different perspectives on what makes someone an entrepreneur.

Debrief Questions:

- Who did you find as examples of entrepreneurs in your scavenger hunt?
- What qualities or actions did these individuals demonstrate that made you consider them entrepreneurs?
- Why do you think entrepreneurship is important in our community?
- How can you apply what you learned about entrepreneurs to your own ideas and goals?

The facilitator should show the students pictures of successful Kid entrepreneurs to motivate them and help them see that entrepreneurship is possible at any age and that they can turn their passion into successful businesses.

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PICTURES OF KIDS (ENTREPRENEURS)

www.guardian.ng

Kidentrepreneurs

In association with 

Meet Eight-Year-Old Nifemi, An Internationally Recognised Kid Entrepreneur



www.guardian.ng

Kidentrepreneurs

Meet 11-year-old Chinonso Onyekwena, A Boy Who Does Head Gear (Gele)

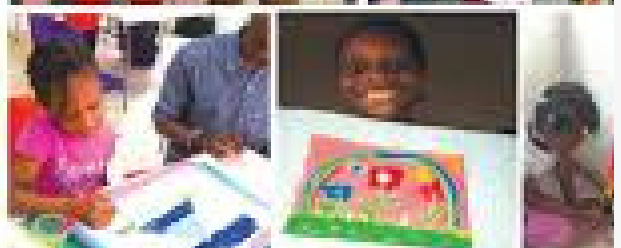
Like most kids, Chinonso Onyekwena has a passion for something. For him, it's fashion. He's a 11-year-old boy from Lagos, Nigeria, who has become a successful entrepreneur in the fashion industry. He started his business by selling head gears (gele) and has since expanded to selling other fashion items. His success has earned him international recognition and he has been featured in various media outlets.



www.guardian.ng

Kidentrepreneurs

Tomsin George Talks Arts At 7



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The facilitator should also remember to share struggles and stories behind the success to show the students that hard work and resilience are key qualities to achieving their goals

The facilitator should encourage the students to think about any profession or business they would love to venture into and start making plans towards achieving it.

Glossary of Key Terms

- **Climate Change:** Long-term shifts in temperatures and weather patterns, primarily caused by human activities.
- **Conflict:** A clash or disagreement between individuals or groups, often caused by opposing interests, differing values, miscommunication, or unmet needs.
- **Digital Literacy:** The ability to use technology effectively and safely, including accessing, evaluating, and creating information in digital formats.
- **Entrepreneur:** A person who organizes and operates a business or businesses, taking on greater than normal financial risks in order to do so.
- **Gender:** The social and cultural roles, behaviors, and attributes that a society considers appropriate for men and women.
- **Human Rights:** The basic rights and freedoms that belong to every person in the world, from birth until death.
- **Peacebuilding:** The process of working with two or more conflicting parties to resolve their differences peacefully and prevent future conflicts.
- **Resilience:** The ability to adapt to and recover from adversity, stress, or trauma.

Resource Links

Peace Education

[Peacebuilding Toolkit for Educators - Middle School Edition | United States Institute of Peace](#)

[What is Conflict? - SCCR](#)

<https://www.managementstudyguide.com/understanding-conflict.htm>

[Conflict Resolution - 8 Ways to Resolve Conflict in the Workplace](#)
[Some Ways to Resolve Conflicts | Clackamas County](#)

[Peace Building Definition, Components & Examples - Lesson | Study.com](#)

[What is Strategic Peacebuilding?](#)

[Be a Peace Builder](#)

[The 6 Fundamental Characteristics of a Peacebuilder | by Taylor O'Connor](#)

[Qualities Of A Peace Builder - Wide Gate Initiatives.](#)

[Peace building, Qualities and Skills required – ERMIS Africa Ltd](#)

[Recognizing a Few Influential Peacebuilders this Black History Month | One Earth Future](#)

Climate Action

[What Is Climate Change? | United Nations](#)

[Impacts of Climate Change | US EPA.](#)

[Effects of Climate Change | Threats | WWF.](#)

[Causes and Effects of Climate Change | United Nations.](#)

[Actions for a healthy planet | United Nations](#)

Resource Links

Digital Literacy

<https://www.easyllama.com/definitions/digital-safety>

[How to keep your child safe online | UNICEF Parenting!](#)

[Netiquette: Rules of digital etiquette](#)

[Raising Awareness for a Cause Through Social Media | Matter](#)

Gender and Human Rights

<https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

Entrepreneurial Leadership

<https://venturelab.org/resources-for-learning-pods/>

<https://venturelab.org/curriculum/>



OneAfricanChild

CONTACT INFORMATION

 info@oneafricanchild.org

 www.oneafricanchild.org