

WiM-Africa Future Minerals Leaders Club

(Primary Schools – Pan-African Edition)
Target Group: Ages 8–13

Program Type: Primary School Club
Institution: Women in Mining Africa (WiM-Africa)
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Upon completion of each session cycle or program phase, all required reports—including attendance records, session summaries, and supporting documentation—must be submitted through the official reporting platform:

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◆ SECTION 1: PURPOSE OF THIS MANUAL

This manual provides a standardized Pan-African implementation guide for teachers and volunteers delivering the WiM-Africa Future Minerals Leaders Club across primary schools. It is designed to ensure:

- Consistent program delivery across countries
- Age-appropriate and engaging teaching methods
- Alignment with WiM-Africa's continental strategy
- Safe, inclusive, and structured engagement of children

◆ SECTION 2: PROGRAM OVERVIEW

2.1 What is the Club About?

The WiM-Africa Future Minerals Leaders Club introduces children to:

- Africa's natural resources, including minerals such as gold, diamonds, and other country-specific resources
- Basic environmental awareness and responsible practices
- Leadership, teamwork, and confidence-building
- Ethical values and community responsibility

2.2 Why This Program Matters

Africa is rich in natural resources, yet many young people grow up without understanding their value or how they contribute to national and continental development.

In many contexts:

- Children have limited exposure to the mineral sector
- Girls are often excluded from early engagement opportunities
- Communities lack awareness of responsible resource management

This program addresses these gaps by building:

- 👉 Early awareness
- 👉 Confidence and curiosity
- 👉 Leadership skills
- 👉 A foundation for future participation in the mineral economy

◆ SECTION 3: PROGRAM OBJECTIVES

The program aims to:

- Build curiosity and awareness about natural resources
- Introduce basic understanding of minerals and their uses
- Promote environmental responsibility and sustainability
- Develop leadership, teamwork, and communication skills
- Encourage equal participation of girls and boys
- Inspire early interest in future careers in science, mining, and enterprise

◆ SECTION 4: TARGET AUDIENCE

This program is designed for:

- Children aged **8–13 years**
- Primary school pupils
- Mixed gender participation, with a strong emphasis on inclusion (minimum 50% girls encouraged)

◆ SECTION 5: PROGRAM STRUCTURE

The program is delivered as a structured school-based club.

- **Duration:** 8–12 weeks (per school term)
- **Frequency:** 1 session per week
- **Session Duration:** 60–90 minutes
- **Class Size:** 20–40 students

Sessions are designed to be **interactive, practical, and engaging**, using storytelling, activities, and group participation.

◆ SECTION 6: IMPLEMENTATION STRUCTURE & ROLES

The successful delivery of the WiM-Africa Future Minerals Leaders Club depends on effective collaboration between **schools, teachers, communities, and relevant authorities**.

The program is primarily implemented at the **school level**, with support from local stakeholders and coordination at the country level.

6.1 School-Level Implementation

Each participating school serves as the **primary delivery point** for the program.

Schools are responsible for:

- Hosting weekly club sessions
- Providing a safe and supportive learning environment
- Supporting student participation and attendance
- Coordinating with assigned teachers and volunteers

6.2 Teacher Coordinator

Each school must designate a **Teacher Coordinator** to oversee the club.

The Teacher Coordinator will:

- Lead or supervise the delivery of sessions
- Ensure student attendance, discipline, and engagement
- Support volunteers during sessions
- Monitor progress and participation
- Serve as the main point of contact for the program

6.3 Volunteers / Facilitators

Volunteers support the delivery of sessions and learning activities.

Their responsibilities include:

- Facilitating lessons using this manual
- Engaging students through interactive and inclusive methods
- Supporting group discussions and activities
- Encouraging equal participation of girls and boys

6.4 School Management

School leadership (Head Teacher / Administration) plays a key role in enabling successful implementation.

Responsibilities include:

- Approving and supporting the program within the school
- Allocating time and space for sessions
- Supporting teachers and volunteers
- Encouraging student participation

6.5 Community Engagement

Communities reinforce learning and support the program beyond the classroom.

Community roles include:

- Encouraging children to participate regularly
- Supporting attendance and continuity
- Promoting positive values and environmental awareness

6.6 Government and Education Authorities

Relevant government institutions, including Ministries of Education and related agencies, may support the program by:


- Providing recognition or endorsement
- Facilitating access to schools
- Aligning the program with national education and youth priorities
- Supporting scale-up across districts or regions

6.7 Coordination and Communication

Effective communication is essential for program success.

- Schools should maintain regular contact with program coordinators
- Teachers and volunteers should submit reports after each session
- Feedback should be shared regularly to improve delivery and impact

KEY PRINCIPLE

 *The program is school-driven, teacher-led, and community-supported.*

◆ SECTION 7: SESSION DELIVERY APPROACH

The delivery of the WiM-Africa Future Minerals Leaders Club is designed to be **interactive, engaging, and age-appropriate**. Sessions should not be lecture-based; instead, they should actively involve children through participation, discussion, and simple activities. Facilitators are expected to use clear and simple language that children can easily understand. Where necessary, local language may be used to reinforce understanding. Lessons should be practical, relatable, and connected to the children's everyday environment.

Each session should follow a simple structure:

- Introduction of the topic
- Interactive discussion or storytelling
- Activity or group engagement
- Recap and reflection

The emphasis should be on participation rather than perfection. Children should feel confident to speak, ask questions, and share ideas.

Golden Principle

👉 *If children are not engaged, learning is not taking place.*

◆ **SECTION 8: SESSION MODULES
(CORE LEARNING CONTENT)**

The program is delivered through ten structured modules designed to introduce children to natural resources, leadership, and responsible behavior in a simple and engaging manner. Facilitators should adapt examples to reflect the dominant minerals and context of their country.

MODULE P1: Introduction to Natural Resources

“Good day everyone.

Today we are going to learn about natural resources. These are things that come from nature and help us live.

Examples include water, trees, and soil.

Can anyone tell me something we get from the ground?”

(Allow responses)

“Very good. Our country also has special natural resources called minerals, and today we will begin to learn about them.”

MODULE P2: What Are Minerals?

“Minerals are special materials found inside the earth.

Examples include gold, diamonds, and other minerals found in different countries.

People use minerals to make things like jewelry, tools, and machines.

These materials are very valuable.

Has anyone seen or heard about gold or other minerals before?”

MODULE P3: Where Do Minerals Come From?

“Minerals do not grow like plants. They are found deep inside the earth.

The earth has layers. The top is where we live, and underneath are rocks and minerals.

People dig into the ground to find these minerals.

Let us draw the earth together and show where minerals are found.”

MODULE P4: People in the Minerals Sector

“Many people work with minerals.

Some people dig for minerals, some buy and sell them, and others plan how the work is done. This means the minerals sector is not just about digging—it also involves business and teamwork.

Let us act it out. Who would like to be a miner? Who would like to be a trader?”

MODULE P5: Women in the Minerals Sector

“Some people think this work is only for men, but that is not true.

Women can work in this sector, run businesses, and become leaders.

Girls, this is for you too.

We want a future where both girls and boys have equal opportunities.

Can the girls raise their hands? You are future leaders.”

MODULE P6: Environmental Responsibility

“When people do not take care, activities around minerals can harm the environment.

For example, land can be damaged and water can become dirty.

We must protect nature.

We can do this by keeping water clean, protecting trees, and taking care of the land.

What are some things we can do to protect our environment?”

MODULE P7: Safety and Responsibility

“Working around minerals can be dangerous if people are not careful.

Some dangers include falling into pits or getting injured.

That is why safety is important.

Safe behavior means following rules and avoiding dangerous places.

Let us play a game. I will say something, and you tell me if it is safe or not safe.”

MODULE P8: Leadership and Teamwork

“A leader is someone who helps others and shows the way.

A good leader listens, supports others, and is fair.

Teamwork means working together to achieve something.

Let us work in groups and solve a small problem together.”

MODULE P9: Values and Good Behavior

“In life, values are very important.

Some good values include honesty, respect, and kindness.

In any work, people must be honest and respectful.

Why do you think honesty is important?”

MODULE P10: Reflection and Wrap-Up

“Today we celebrate everything you have learned.

You have learned about minerals, the environment, leadership, and responsibility.

You are now part of a new generation that understands how to care for your country and Africa.

Who would like to share one thing they learned?”

(Allow responses)

“Well done. You are future leaders.”

End-of-Session Reflection (All Sessions)

At the end of each session, facilitators should ask:

👉 “What did you learn today?”

👉 “What did you enjoy most?”

◆ SECTION 9: TEACHING METHODS

The effectiveness of the program depends on how lessons are delivered.

Facilitators are encouraged to use a variety of simple and engaging methods such as storytelling, drawing, group discussion, role play, and games. These approaches help children understand concepts better and retain information.

Teaching should remain interactive and inclusive at all times. Facilitators should avoid long lectures and overly technical explanations, as these reduce engagement and understanding. The goal is to create a learning environment where children feel comfortable, confident, and motivated to participate.

◆ SECTION 10: MONITORING & REPORTING

Monitoring and reporting are essential to ensure the quality, consistency, and impact of the program across all participating schools.

All sessions must be documented and reported through the official WiM-Africa reporting platform.

👉 Reporting Link:

<https://survey.zohopublic.com/zs/dwBnWW>

Reports should include:

- Attendance records
- Session delivery details
- Key observations and outcomes
- Supporting documentation where available

Each country chapter may adapt reporting processes to local needs, but all reports must align with WiM-Africa’s standard reporting requirements.

Timely submission of reports is required to support program tracking, evaluation, and continuous improvement.

◆ SECTION 11: CONCLUSION & REPORTING

This manual serves as a **Pan-African implementation framework** for delivering the WiM-Africa Future Minerals Leaders Club across primary schools.

It provides a structured approach to introducing children to natural resources, leadership, and responsible participation in the minerals sector. By implementing this program, schools, teachers, and communities contribute to building a new generation of informed, confident, and responsible young leaders across Africa.

All facilitators are required to follow the guidance provided in this manual and ensure that all sessions are properly delivered and documented.

Upon completion of each session cycle or program phase, all required reports—including attendance records, session summaries, and supporting documentation—must be submitted through the official reporting platform:

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