

WiM-Africa Gold & Diamond Discovery Club

An Initiative of Women in Mining Africa (WiM-Africa)

IMPLEMENTATION MANUAL (FOR TEACHERS & VOLUNTEERS)

Target Group: Ages 8–13
Program Type: Primary School Club
Institution: Women in Mining Africa (WiM-Africa)

Primary School Facilitator Manual
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Technical Lead & Author:
Dr. Comfort Asokoro Ogaji
Executive Director
Women in Mining Africa (WiM-Africa)

With Support From:
Priscilla Hawanatu Kamara
National Coordinator,
WiM-Africa Sierra Leone National Chapter

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- Many children grow up without understanding their value
- Girls are often excluded from early exposure
- Communities lack awareness of responsible mining

This program builds **early awareness + confidence + leadership**.

SECTION 3: PROGRAM OBJECTIVES

The club aims to:

1. Build curiosity about natural resources
2. Introduce basic concepts of gold and diamonds
3. Promote environmental responsibility
4. Develop leadership and teamwork skills
5. Encourage equal participation of girls and boys
6. Inspire future interest in science and mining-related fields

SECTION 1: PURPOSE OF THIS MANUAL

This manual provides **step-by-step guidance** for teachers and volunteers implementing the **Gold & Diamond Discovery Club** in primary schools across the country.

It ensures:

- Consistency in delivery
- Age-appropriate teaching
- Alignment with WiM-Africa’s objectives
- Safe and inclusive engagement of children

SECTION 4: TARGET AUDIENCE

- Children aged **8–13 years**
- Primary school pupils
- Mixed gender participation (minimum 50% girls encouraged)

SECTION 2: PROGRAM OVERVIEW

2.1 What is the Club About?

The Gold & Diamond Discovery Club introduces children to:

- Country’s natural resources (gold & diamonds)
- Basic environmental awareness
- Leadership and teamwork
- Ethical values and responsibility

SECTION 5: PROGRAM STRUCTURE

5.1 Duration

- 8–12 weeks (flexible)
- 1 session per week

5.2 Session Duration

- 60–90 minutes per session

5.3 Class Size

- Ideal: 20–40 students

2.2 Why This Program Matters

Country is rich in minerals, but:

SECTION 6: ROLES & RESPONSIBILITIES

6.1 Teacher Coordinator

- Oversees the club in the school
- Ensures discipline and attendance
- Supports volunteers

6.2 WiM-Africa Volunteer

- Leads sessions
- Delivers activities
- Engages students

6.3 School Management

- Approves program
- Provides space and time
- Supports monitoring

SECTION 7: SESSION DELIVERY APPROACH

Key Principles

- Keep it **simple and fun**
- Use **stories, games, and visuals**
- Encourage participation
- Avoid technical language

Golden Rule

👉 ***If children are not engaged, learning is not happening.***

SECTION 8: SESSION BREAKDOWN (CORE MODULES)

MODULE GD 1: Introduction to Natural Resources

Objective: Help children understand what natural resources are

Activities:

- Ask: “What do we find in the ground?”

- Show pictures of gold, diamonds, water, trees
- Group discussion

Facilitator Script (Read/Adapt):

“Good day everyone!

Today we are going to talk about something very important—things that come from nature. These are called *natural resources*.

Natural resources are things we find in the ground, in water, or around us that people use to live and work. For example:

- Water is a natural resource
- Trees are natural resources
- Soil is a natural resource

Can anyone tell me something they know that comes from the ground?”

(Allow responses)

“Very good! Today, we will focus on special natural resources that the country is known for—gold and diamonds.”

MODULE GD 2: What Are Gold and Diamonds?

Objective: Basic understanding

Activities:

- Show samples or pictures
- Explain simply: “Gold is used for money and jewelry”
- “Diamonds are used for beauty and tools”

Facilitator Script:

“Gold and diamonds are special materials that come from deep inside the earth.

Gold is a yellow metal. People use it to make:

- Jewelry like rings and necklaces
- Money and valuable items

Diamonds are very strong stones. They are used for:

- Jewelry
- Cutting tools

These materials are very valuable, which means people pay a lot of money for them.

eo is blessed because we have both gold and diamonds in our country. Can anyone tell me where they have seen gold or diamonds before?"

MODULE GD 3: Where Do Minerals Come From?

Objective: Origin of minerals

Activities:

- Simple explanation: "They come from inside the earth"
- Drawing activity: Earth layers

Facilitator Script:

"Gold and diamonds do not grow like plants. They are formed deep inside the earth over many years.

Imagine the earth like a big ball with layers:

- The top is where we live
- Below it are rocks and minerals
- Miners dig into the ground to find gold and diamonds.

Let's draw the earth together!"

(Guide simple drawing activity)

"Who can tell me what is inside the earth?"

MODULE GD 4: People in Mining

Objective: Introduce roles

Activities:

- Talk about miners, traders, engineers
- Role-play exercise

Facilitator Script:

"Many people work in the mining sector.

Some of them are:

- Miners who dig for minerals
- Traders who buy and sell gold and diamonds
- Engineers who plan mining operations

Mining is not just digging—it is also business, science, and teamwork.

Let's do a small role play:

Who wants to be a miner? A trader? An engineer?"

(Assign roles and act out simple scenario)

MODULE GD 5: Women in Mining

Objective: Gender inclusion

Activities:

- Share stories of women
- Encourage girls to speak

Facilitator Script:

"In many places, people think mining is only for men. But that is not true.

Women can:

- Work in mining
- Trade gold and diamonds
- Lead businesses

Women are strong and capable.

Girls here today—this is also for you.

We want a future where:

👉 Women are leaders

👉 Women own businesses

👉 Women are respected in mining

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

MODULE GD 6: Environmental Awareness

Objective: Responsibility

Activities:

- What happens if land is damaged?
- Tree planting discussion
- Clean-up activity

Facilitator Script:

"When people mine without care, it can damage the environment.

For example:

- Land can be destroyed
- Water can become dirty

- Trees can be cut down
- We must protect our environment.

Good mining means:

- Filling holes after digging
- Keeping water clean
- Protecting nature

Let's think:

What can we do to protect our environment?"

(Allow responses)

MODULE GD 7: Safety and Responsibility

Objective: Basic safety awareness

Activities:

- What is safe vs unsafe
- Group discussion

Facilitator Script:

"Mining can be dangerous if people are not careful.

Some dangers include:

- Falling into pits
- Injuries
- Unsafe working conditions
- That is why safety is very important.

Safe practices include:

- Using proper tools
- Avoiding dangerous areas
- Following rules

Let's play a game:

I will say something—tell me if it is SAFE or NOT SAFE."

MODULE GD 8: Leadership & Teamwork

Objective: Build soft skills

Activities:

- Group games
- Leadership roles

Facilitator Script:

"Leadership means helping others and guiding a group.

A good leader:

- Listens to others
- Is fair
- Helps solve problems
- Teamwork means working together.

Let's do a group activity where you solve a problem together."

(Simple group task)

"Who showed leadership today?"

MODULE GD 9: Community and Values

Objective: Ethics

Activities:

- Honesty
- Sharing
- Respect

Facilitator Script:

"In life, values are very important.

Values include:

- Honesty
- Respect
- Kindness

In mining and business, people must be honest.

If people cheat or lie, it causes problems.

Let's talk:

Why is honesty important?"

MODULE GD 10: Wrap-Up & Showcase

Objective: Reinforcement

Activities:

- Presentation
- Certificates
- Group reflection

Facilitator Script:

“Today, we celebrate what we have learned.

You have learned about:

- Gold and diamonds
- Environment
- Leadership
- Responsibility

You are now part of a new generation that understands your country better.

Who wants to share one thing they learned?”

(Allow sharing)

“**Very good. You are future leaders of**”

SECTION 9: TEACHING METHODS

Use:

- Storytelling
- Drawing
- Group discussion
- Role play
- Games

Avoid:

- Long lectures
- Technical explanations


SECTION 10: MONITORING & EVALUATION

Track:

- Attendance
- Participation
- Gender balance
- Engagement level

10.1 Simple Tools:

- Attendance sheet (to be completed during each session)
- Feedback questions:
 - “What did you learn today?”
 - “What did you enjoy?”

 Facilitators are required to **take clear photos (snapshots)** of attendance sheets

and feedback records after each session and **upload them via the designated monitoring form link provided by WiM-Africa.**

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

SECTION 11: SAFEGUARDING & CHILD PROTECTION

All facilitators must:

- Treat children with respect
- Avoid inappropriate language or behavior
- Ensure safe learning environment
- Never be alone with a child in isolation

SECTION 12: MATERIALS REQUIRED

- Flip charts
- Markers
- Printed pictures
- Notebooks
- Simple props

SECTION 13: CODE OF CONDUCT (FACILITATORS)

- Be patient
- Be respectful
- Encourage all children equally
- Avoid favoritism
- Promote inclusion

SECTION 14: SUCCESS INDICATORS

Program is successful if:

- Children understand basic concepts
- Girls actively participate
- Students show confidence
- Teachers are engaged

SECTION 15: REPORTING REQUIREMENTS

Each school should submit:

- Attendance records
- Session summary
- Photos (if allowed)
- Challenges and recommendations

SECTION 16: LINK TO WIM-AFRICA STRATEGY

This program contributes to:

Strategic Focus Areas

- Coalition & Capacity Building
- Economic Empowerment

7 Point Program Agenda (7PPAs)

- NextGen WiM
- ESG & Climate Awareness
- Research & Data

SECTION 17: IMPLEMENTATION CHECKLIST

Before starting:

- ✓ School approval
- ✓ Teacher assigned
- ✓ Volunteers trained
- ✓ Materials ready

During:

- ✓ Attendance taken
- ✓ Activities delivered
- ✓ Engagement ensured

After:

- ✓ Report submitted
- ✓ Feedback collected

SECTION 19: IMPLEMENTATION MODEL

19.1 Per School Delivery Model

Each school will establish a **Gold & Diamond Discovery Club**, led by a **Teacher Coordinator** and supported by WiM-Africa volunteers.

- **Duration:** 8–12 weeks (Per Term)
- **Frequency:** 1 session per week (60–90 minutes)
- **Participants:** 20–40 pupils
- **Approach:** Interactive, activity-based delivery using Modules 1–10
- **Gender Target:** Minimum 50% girls

19.2 Human Resource Requirements

- 1 Teacher Coordinator (School-based)
- 2–3 WiM-Africa Volunteers (Session delivery)

Ratio: 1 Coordinator : 2–3 Volunteers : 20–40 Students

Conclusion & Submission Instruction

This manual provides a structured and practical framework for the effective implementation of the WiM-Africa Gold & Diamond Discovery Club across primary schools in the country. All facilitators are expected to adhere to the guidance provided to ensure consistency, quality delivery, and measurable impact.

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 link provided below:

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

Timely and accurate reporting is essential for monitoring progress, evaluating impact, and supporting program scale-up across the country.