

A photograph of two young children standing in a lush field of banana plants and other greenery. The child on the left is a girl with a wide smile, wearing a white shirt and a blue and white striped vest, holding a large green tomato. The child on the right is a boy wearing a yellow and black striped shirt under a colorful patterned vest, holding a smaller green tomato. A cardboard box with the word 'EXPERIMENTO' is visible in the foreground.

4

Diversity

Junior Farmer Field and Life School – Facilitator's guide

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Module 4: Diversity

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Module 4: Diversity

INTRODUCTION

In JFFLS field activities will gradually become more complex with a bigger variety of crops and activities undertaken. After learning about basic agricultural practices, combinations of various practices will be introduced. For example you may end up with a number of different crops growing in the same field, all at different stages, some that you are just planning while others you are harvesting. This is an example of diversity, which is important for various reasons. For example combining different types of plants help in giving different nutrients to the soil so that it can continue being fertile and healthy. But how do we best combine different crops without creating conflict? For this good planning is needed.

Moreover people need a diversified diet, based on nutritious and balanced meals; they also need to have different ingredients in order to be healthy.

In this module participants will also learn about gender roles and the different roles of girls and boys in society and how these compliment each other. It is the diversity of people with different characteristics and skills that create an interesting society. Failing to understand personal differences and diversity can be a cause conflicts, gender stereotypes and violence within the home and community. On the other hand by understanding and appreciating diversity, we can contribute to a better life.

In this module the concept of diversity will be explored from different angles. The module contains sample exercises for each of the learning activities, plus a number of sample energizers and cultural activities that can be used to keep the participants engaged and reinforce their learning. The provided activities should serve as samples to be modifies and applied as appropriate. The important thing is that all main building blocks of a typical JFFLS session are included in each learning session.

By the end of this module participants should:

- Be able to appreciate diversity, understand what it is and why it is important;
- Understand the benefits of maintaining diversity in agriculture and how this relates to diversity in food intake;
- Appreciate biodiversity and natural resource protection;
- Begin to reflect on the diversity of roles and resources across gender groups.

OBJECTIVES

A TYPICAL JFFLS SESSION (3-4 HOURS):



ENERGIZER AND FUN (30 MIN)



IN THE LEARNING FIELD (45 MIN)



AGRICULTURAL TOPIC (45 MIN)



MAKING THE LINK WITH LIFE (30 MIN)



CULTURAL ACTIVITIES (ART, DRAMA, SONG) (30 MIN)



ASSESSING PROGRESS



CLOSING ENERGIZER

➤ GETTING STARTED WITH “ENERGIZERS”

Some sample energizers that will also help to “break the ice” and make participants feel comfortable while at the same time introduce the module focus are provided below.

Energizer: Diversity in thinking about a subject

OBJECTIVE:

To promote creativity and diversity in thought.

TIME:

About 10 minutes

MATERIALS:

Cards and pencils, a number of different objects of different kinds.

STEPS:

1. Give to the participants a range of objects such as a groundnut (in a shell), a mango, banana, etc.
2. Invite the children to think, in groups, of the diversity of things they can do with that object.
3. Stimulate them to appreciate the diversity of ideas that were presented and how it can help us thinking of the various ways of adding value to a single object or product.

Energizer: Playing with sticks

OBJECTIVE:

To promote creativity and diversity in thought

TIME:

About 15 minutes

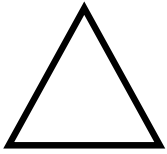
MATERIALS:

6 short sticks per person, about 10 cm height.

STEPS:

1. Ask each participant to look for 6 sticks of equal-length.
2. Ask each person to arrange the sticks in a configuration such as they create (progressively more difficult):
 - One triangle
 - Two triangles
 - Three triangles
 - Four triangles
 - Six triangles
 - Eight triangles
3. Then ask a volunteer to come forward and demonstrate to the entire group the solution to each task.

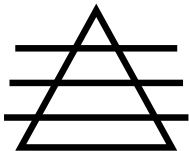
4. Provide praise or a small reward to each successful person.
5. Lead the group in a discussion of what they learned from the exercise.



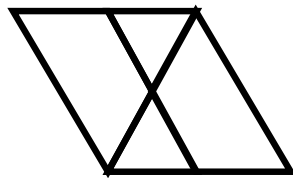
**One triangle (with
another one super-
imposed over it.)**



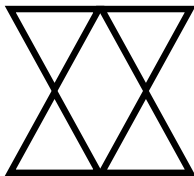
2 triangles



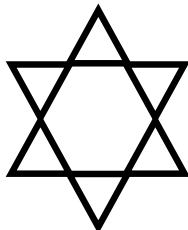
4 triangles



**4 triangles
(alternate)**



6 triangles



8 triangles



Exercises



APPRECIATING DIVERSITY IN AGRICULTURE

Communities are faced with a myriad of problems hindering optimal agricultural production. It is important to note that the farmers do not have an equal array of options to go round these problems. It is important therefore to introduce the aspect of diversity in agricultural technologies so that the farmer always has alternate ways of solving one problem. However it must be observed too that this calls for thorough analysis of these diverse technologies in order for farmers to choose the best option for his/her situation. Diversity also spreads the risk in cases of unforeseen circumstances such as pest or livestock disease outbreaks. One sometimes use the expression “not to put all eggs in one basket” to illustrate this. The more activities and options one have in place the less the risk of loosing.

The JFFLS will gradually take on more diverse activities, and in the field a variety of different crops will be grown, especially horticultural crops. It is thus important for participants to understand why diversity is important, and how to make the best choices for the learning field.

Diversity also includes thinking outside of preconditioned norms and behaviours such as for example the case of gender roles and norms and challenging of routines such as food habits.

This module aims to provide an understanding of the meaning of diversity, and how this is relevant in agriculture in relation to natural resources and in people’s daily lives.

🔗 exercise 1

GROWING DIFFERENT CROPS

OBJECTIVE:

To appreciate diversity in crop production.

TIME:

About 30 minutes

MATERIALS:

Flip charts and marker pens.

STEPS:

1. Ask the participants the following questions, and write their responses on the flip charts:
 - Name all the different crops that are grown in your community/ or ask the children to work in groups and draw the crops grown in the community, and discuss:
 - Why would farmers want to cultivate a variety of crops instead of just one crop?
 - What horticulture crops do you know of?
 - Why is it important to have a garden with many different crops growing in?
 - What risks are there if one decides to specialise in only growing one or few types of crops.
2. You may want to continue this discussion in the learning field by asking the participants to observe the field and then answer the following questions:
 - Is this place good for horticulture crops?
 - What do we need to do in order to prepare the land?
 - Which are the crops that we want to plant? Why?



🔄 exercise 2

DIVERSITY IN THE CROP CALENDAR

The participants will now practice preparation of a nursery bed. Take them through the following steps, making sure that everybody participates in the work. Depending on the number of nursery beds that you are preparing, you may be able to divide the participants into smaller groups.

OBJECTIVE:

To understand the importance of crop diversification to improve food security.

TIME:

About 40 minutes

MATERIALS:

Flip charts and marker pens.

STEPS:

1. In plenary, brainstorm about the crop growths periods of the most commonly grown crops, and in which months and for how long duration they stretch.
2. Ask the participants to prepare a cropping table on a large sheet of paper and list all the different crops mentioned on the table, see table format below. Instead of writing the crops, they can draw them in the first column. If many crops are to be placed one can divide them in groups of types of crops that then each subgroup work on, i.e. one does cereals, another does vegetables, another one cash crops, fruits etc.

Crop	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Maize												
Cassava												
Beans												
Cabbage												
Pineapple												
etc.												

3. Stimulate the participants to think about the various crops:
 - When do we sow this crop?
 - How can we increase the performance of the crop?
 - When do we harvest the crop?
4. Ask the participants to look at the table and think about the workload of women and men for the various crops; who does what when and how heavy are the different tasks? Is there a different workload between boys and girls?
5. End with a discussion focusing on the diversity of the cropping calendar. How can more diversity be brought in and how to diversify the work tasks for men and women.

🔄 facilitators' notes 1

CROP DIVERSITY

Why should we plant different crops? To give variety to our work, to have different food, to improve the pest and noxious weeds control, diversification, take care of risks, etc.

Different types of horticultural crops: leaf-legumes (lettuce, cabbage, collards, cowpeas, amaranths etc), fruits (cucumbers, melons, pumpkins, tomatoes, peppers, and eggplants), grains (beans, peas), tubers (onions, garlic, carrot, turnip, radish), flowers, medicinal or ornamental plants, etc.

Reasons for doing gardening: to have fresh vegetables and fruits, to produce income, not to depend on markets, to have food security etc.

Horticulture crops needs: safe land, constant access to water for irrigation, etc.

🔄 facilitators' notes 2

MAKING A STAIRCASE GARDEN

The staircase garden has proven in JFFLS to be an opportunity for planting a variety of crops on a concentrated area, creating an "island of diversity".

MATERIALS:

About 10 empty gunny bags (cut open lengthwise) and wood pegs of varying lengths: at 2 meters height 4-6, 1 meter 8-12, 0.8 m 16-24, 0.6 meter 32-48.

STEPS:

1. Make a circle of diameter 1.2 meters and enclose it with the gunny bags to a level of 1.2 meters. Add subsoil into it to half then fill up the rest with a mixture of farm yard manure and top soil.
2. Measure 0.6 meters round this first inner circle and enclose it with the gunny bags to a height of 1 meter. Fill with soil as above.
3. Continue preparing two more outer circles in the same manner as above but reduce the heights to 0.8 and 0.6 meters respectively.
4. Ask the participants to plant different vegetables on the stair case garden now formed. Each stair case for instance can have a different crop type.

🔄 exercise 3

INTERCROPPING

OBJECTIVE:

To learn about advantages of mixing different crops in the same field, i.e. “intercropping”.

TIME:

About 1 hour

MATERIALS:

Flip charts and marker pens.

STEPS:

1. Ask participants to explain their experience in terms of mixing several crops in the same field: Which crops have been mixed and in which way?
2. Explain to the participants the general different ways of intercropping by drawing the following options visually on large sheets of paper:
 - **Mixed or multiple cropping:** cultivating two or more crops at the same time on the same field without arranging them in rows
 - **Row intercropping:** cultivating two or more crops at the same time and arranging them in rows
 - **Strip cropping:** cultivating different crops in alternate rows that are the same size.
3. Ask the participants if they can think of any advantages of intercropping. Write them down on the flip chart and fill in any missing information, based on the list below in the facilitators’ notes.

🔄 facilitators’ notes 3

ADVANTAGES OF INTERCROPPING

Advantages of intercropping includes:

- Reduces the pest populations because of the diversity of the crops grown. When other crops are present in the field, the pests are confused and they need more time to look for their favorite plants.
- Reduces the plant diseases. The distance between plants of the same species is increased because other crops (belonging to a different family group) are planted in between.
- Reduces erosion and protects topsoil, since the soil is better covered with vegetation.
- Attracts more beneficial insects, especially when flowering crops are included among the crops.
- Minimizes the amount of work needed to control weeds. A mixture of different crops even covers the soil better, leaving less space for weeds to grow.
- Make better use of the crop field.
- Results in potential increase for total production and farm profitability.
- Provides two or more different food crops in one cropping season.
- Maximum utilisation of natural resources such as soil nutrients and moisture.
- For a farmer with a small farm, mixed cropping acts as an insurance, since if one crop fails the other one might still yield something.

🔗 exercise 4

UNDERSTANDING DIVERSITY IN CROP VARIETIES

OBJECTIVE:

To reflect about the diversity of crop varieties.

TIME:

About 15 minutes the 1st session and 30 min the 2nd session

MATERIALS:

Local and commercial seeds of a few common local crops.

STEPS:

1st session

1. Divide the participants into 4 groups.
2. Let each group pick on a common crop that is grown within the local area, for example maize, beans, sorghum etc.
3. Ask each group members to individually at home collect some seeds (from seed storage) for their chosen crop from their own homestead or neighbours.

2nd session

4. Ask each group to look at the seeds collected by the group members, and discuss possible differences in seed for the same crop (size, colour, etc.). Try to think of / remember how the crops of these seeds normally look like in the field, i.e. size, strength, yield etc. At this point the facilitator should add to the collection a few samples of commercial seeds for the different crops.
5. Discuss the advantages and disadvantages of local seeds vs. commercial seeds ask participants what kind of variety they would prefer for what situation.
6. Summarize the discussion by explaining briefly the aspect of different varieties in agricultural crops.

🔗 exercise 5

DIVERSITY IN LIVESTOCK BREEDS

OBJECTIVE:

To reflect about the diversity of types/breeds of goat.

This exercise used goats as an example since in many places there are differed breeds of goat available. However If there is another livestock species in the locality that is a better example of various breeds, use that species instead of goat for the focus of this exercise.

TIME:

About 30 minutes

MATERIALS:

Flipchart and marker pens, some pictures of various goat breeds.

STEPS:

1. Brainstorm in the group about the different breeds/types of goats that participants have heard about or seen and look at the pictures available.
2. In sub-groups make drawings of each of the different breeds/types on large sheets of papers.
3. Brainstorm in the group about the advantages and disadvantages of each of the breeds/types for example in terms of:
 - Size and appearance;
 - Housing and feeding needs;
 - Susceptibility to diseases and health problems;
 - Ability to cope with extreme weather conditions and drought;
 - Productivity; number/frequency of off springs, milk/meat yield;
 - Breeding considerations.
4. Complement the drawings of the various goats with images of the advantages and disadvantages discussed above.
5. Discuss which type of breed/type participants feel are suitable for what kind of context, i.e. considering climate, income/food needs, costs involved etc.
6. Summarize the benefits of maintaining diversity in livestock breeds and the risk of losing genetic diversity.



BIODIVERSITY AND NATURAL RESOURCES

Humans depend highly on the resources produced by nature available in the locality, i.e. the natural resources. This includes the soil, water, trees, plants, etc. and such items that humans make use of on daily basis. These resources are also what commonly form the basis for the production of food, medicine, industry, cloths, healthy environment etc. However also other items that may seem unnecessary for humans such as wild plants and animals, micro-organisms etc. play an important role in the whole ecosystem.

In this topic participants will start to appreciate the importance of biodiversity and conservation of natural resources. They will also reflect on who has access and ability to make decisions over such resources in the community.

🗂 exercise 1

IMPORTANCE OF BIODIVERSITY AND NATURAL RESOURCES

OBJECTIVES:

- To understand the concepts of natural resources and biodiversity;
- To understand how various plants and animal species relate to each other?

TIME:

1 hour

MATERIALS:

Flipchart and marker pens.

STEPS:

1. In plenary give examples of what humans use from the nature or environment (i.e. soil, trees, stones etc.) and how we use it. Explain that these things coming from the nature are called natural resources.
2. Ask if there exist organisms or things from nature that we don't directly use, for example bugs, snails etc? Explain that biodiversity includes all the things in the environment (see facilitator notes below). Explain that even the items that humans don't use are important and that each species or item has a role to serve in nature.

Role play: "Recognising different variety of species"

3. Tell the participants to think about a plant or animal species in nature which they would like to represent in a role play. Participants will **not be allowed** to tell each other which species they are going to represent.



4. Explain how the game will be performed: Everybody should represent through the mimics and sounds the animal or plant they have chosen, without talking! Each one should look for other persons who represent animals or plant of the same species (without talking) in order to group them by species (the representation of a plant is more difficult, considering that they don't walk and don't make sounds easily recognisable, but this difficulty will also increase the pleasure of doing this exercise).
5. Carry out the game as described.
6. When the groups are formed, ask the respective members to discuss between them selves if really they belong to the same species (this time each one should say who he/she is).
7. Afterward, each group should think about a positive characteristic of each animal or plant species.
8. Finally each group presents to everybody this positive characteristic, using simultaneously mimics and sounds (i.e.: "We are a rhino and cut of the fires").
9. Hold a plenary discussion about the different ways through which biodiversity helps people and about the fact that we couldn't live without this diversity of plant, animals, and micro organisms.

🔗 exercise 2

THE IMPORTANCE OF TREES

OBJECTIVES:

- To appreciate the benefits of forest and trees;
- To realise that benefits of trees might vary across gender groups.

TIME:

1 hour

MATERIALS:

Flipchart and marker pens.

STEPS:

1. Divide the participants in groups of girls and boys, in order to bring out their specific knowledge.
2. Ask each group to do a list of or draw "benefits" of forests and trees for our lives. Remind them about the benefits that they have observed in their households, in their schools and community in general.
3. Have each group present their lists/drawings.
4. Hold a discussion in plenary on the following aspects:
 - How do the presentations differ? Which aspects were more often mentioned and other ones forgotten?



- Ask the participants which benefits/uses of trees and forests are the most important for them and why? Ask for examples.
 - How are the benefits different among girls and boys and why?
5. It is important that the facilitator values the local knowledge of girls and boys on trees and its various uses and benefits. Add some benefit not mentioned (see facilitator notes below) by the participants and conclude the exercise.

facilitators' notes 1

IMPORTANCE OF THE FOREST

While the size of the world's forest is declining explain the importance to plant trees in farms and the benefits they bring to farmers and to the ecosystem.

- Trees give shade.
- Trees produce fruits, nuts, other food stuff, and medicines for people and animals.
- Trees supply important raw materials for the industry, such as: rubber, wood, fibres, etc.
- Trees help to protect the cultivations and the soil from the effects of erosion caused by wind and water.
- Trees supply wood and fuel.
- Tree rinds and trunks are used to produce honey.
- Forests give food and shelter to different animals and insects, micro organisms, important plants, etc.
- Trees help to supply clean air, oxygen and a healthy environment.

🗂️ exercise 3

GENDER ROLES AND DECISIONS OVER RESOURCES

OBJECTIVE:

To understand gender differences in using and deciding about the resources in the community.

TIME:

1 hour

MATERIALS:

Cards or papers, pens or markers, small stones to keep it still.

STEPS:

1. In plenary recap with the participants the results from the exercises already done about the gender roles and differences, for example the daily activity clock and crop calendar. Explain that in this exercise we want to discuss the use and decision about resources.
2. In sub-groups ask the participants to do a list of the main resources of the household, such as: land, house, animals, etc. After, ask them to draw those resources or wealth on cards or papers.
3. Review the list of items and pick out /prepare two drawings for each listed item, and place the two sets of drawings in different piles.
4. Make a table with three column on the ground with the drawings of a man, woman and man, and woman at top of the columns, with enough space between them.
5. Ask the participants to classify the first pile of cards, placing them under the three big drawings, according to **who is using the resource, if women, men or both**. Moderate the discussion between them about why they did this choice.
6. Put the second group of drawings and cards on the floor, below the first group.
7. Repeat the exercise, but this time **focusing on who has the control, property or decision making power** according to each resource. Moderate the discussion again between the participants about why they did this choice.
8. Ask the participants to compare the way of putting the two groups of cards and discuss the following questions:
 - Which resources have been used by men? By women? Both?
 - Are women, men, or both involved in the use of high value resources i.e.: land, livestock, and technology?
 - Which are the resources controlled by women? By men? Both?
 - Is it women, men, or both who decide about the high value resources?
 - How can we reduce these differences in order to create more equal opportunities for boys and girls?
9. Come up with conclusion from the discussion.



☞ exercise 4

PRACTISING TREE PLANTING

OBJECTIVE:

To stimulate practise conservation of natural resources by tree planting.

TIME:

3 hours

MATERIALS:

Wheelbarrow, cord, paddles, hoes, rakes, shears, scion cutter, seeds, plastic pots, manure and arable soil. Different seeds of multi-purposes trees in order to create a nursery.

STEPS:

Plenary: Brainstorming and Discussion

1. Discuss in plenary about the acquired knowledge gained in the introduction of this topic; which resources would we like to receive from the trees (i.e.: Food security, manure and natural pesticides for our field, medicines, etc.)?
2. Considering the local conditions, choose different types of trees to be planted.
3. Provide information about the locally available trees.

Practising in the Learning Field

4. Review the benefits of nursery for vegetable crops and discuss why nurseries might also be relevant for trees?
5. Discuss the steps for preparing a tree nursery.
6. Explain the terms *nursery*, *plot*, *transplanting*.
7. Discuss also the necessary conditions and the best location to plant tree seedlings.
8. After practising, summarise the session (principle conclusions and recommendations).





WILD FOOD AND MEDICINAL PLANTS

Many plants that grow wild in the environment have nutritious and medicinal values. If participants are well aware of the different kinds of medicinal plants that are growing in their community, where they can be found and how they can be used these can be of great benefit.

One activity that can be used to introduce the idea of wild and medicinal plants is called the community (or village) map. The community map is a fun and useful tool that helps participants learn about the different resources their community has and where they are found. It is not so important that map be a perfect visual of the village. What is important is that the map reflects the participants' perceptions of what the resources are and where they are. The participants can help to decide on the contents of the community map. For example, the map could include major "infrastructural items (roads, houses, other buildings and transportation points), and natural resource such as water sites, agricultural land, forest land, grazing areas etc.

🔄 exercise 1

WILD FOOD AND MEDICINAL PLANTS AROUND US

OBJECTIVE:

To learn about the wild food and medical plants available in the locality and their uses.

TIME:

About 3 hours

STEPS:

1. Ask the participants to invite one or more people from the community whom they think might know much about wild foods or medicinal plants. (This should be arranged the previous session).
2. Have the resource person/s talk about the different wild foods that can be found and then take the participants on a “guided tour” of the community to show them the different kinds of wild and medicinal plants that can be found.
3. Tell the participants to keep a list of the different plants they see and make a drawing of each of them including where they are found and their different uses.
4. When back at the learning site ask the participants to name/recall the different plants they saw on their guided tour.
5. Divide the participants into groups, one group per plant.
6. Ask the groups to prepare a “fact sheet” on their wild or medicinal plant. Make sure they include information, such as: name of plant; where it can be found; how and when it grows; what it can be used for; how to prepare it and any risks.
7. Have each group present its fact sheet in front of all the participants.
8. Discuss the following aspects:
 - Do women and men, or older people and younger people, have the same access to these plants?
 - Who in the community decides who has access to the plants?
 - How do these plants assist in times of the year when food is scarce?
9. Summarise the exercise and discussion.

If applicable the exercise can be complemented by a practical session to demonstrate preparation of the food or treatments.

🔄 exercise 2

CULTIVATING MEDICINAL PLANTS

OBJECTIVE:

To establish a medicinal garden in the JFFLS learning field.

TIME:

About 2 hours

MATERIALS:

Small farming tools used in the learning field, large sheets of paper and markers.

STEPS:

1. Tell the participants that a small portion of the learning field will be dedicated to the growing of medicinal plants.
2. Based on the earlier exercise select a number of medicinal plants to grow in the learning field with emphasis on herbs or small plants found in the locality.
3. Divide the participants into groups and allocate the identified plant species to the various groups.
4. Ask the groups to walk around the community and look for samples of their plant and to carefully dig up some samples to bring back to the learning field.
5. Once several samples of each plant have been found, return to the learning field. Draw a diagram on the flip chart that shows the amount of space in the learning field that will be devoted to medicinal plants, and work with the participants to determine what plants will be planted where.
6. When the diagram is complete, ask the participants to plant their samples and to prepare an initial AESA, which will then be conducted regularly to monitor the performance of the plants.



DIVERSITY IN WHAT WE EAT¹

This topic provides the “link to life” where participants will relate what they have learned about diversity to their daily life and in particular their food habits. The participants have learned that keeping a diversity of crops helps to keep their crops and their field healthy. In the same way, diversity in their diet will keep their own bodies healthy. A balanced diet provides the correct amounts of food energy and nutrients needed during the day to cover the dietary requirements. A balanced diet must be composed of a variety of different foods from different food groups so that it contains all the needed macronutrients and micronutrients. There are many ways to combine foods to ensure healthy, balanced diets. There are also ways to share meals so that all family members have enough to cover their dietary needs.

¹ Adapted from FAO's The Family Nutrition Guide.

exercise 1

DIVERSITY IN WHAT WE EAT

OBJECTIVES:

- To understand the benefits of eating a variety of foods;
- To learn different ways to bring variety into our diet.

TIME:

1 hour

MATERIALS:

Large sheets of paper and marker pens.

STEPS:

1. Divide the participants into four groups: the “Breakfast Group”, the “Lunch Group”, the “Dinner Group” and the “Snack Group.” Ask each group to make a list of the things they normally eat during those meal times, and how often they actually eat it.
2. Have each group present its findings.
3. Review each list with the participants, asking them whether they think the list provides a balanced and healthy diet. If so, why? If not, what should be added or eliminated?
4. Review the topic of a healthy and diversified diet by help of the facilitators’ notes below.



facilitators’ notes 1

A GOOD MEAL

A good meal should contain a staple food. See the list below for examples of staple foods.

(Identifying the different groups of food with colours, makes it easier for children to memorize it: white, for cereals – energizers; red for meat, eggs –builders; green for vegetables and fruits – protectors and make them understanding that a good meal should have the 3 colours).

CEREALS	STARCHY ROOTS AND FRUITS
MAIZE/CORN MEAL	POTATO
MILLET	SWEET POTATO
SORGHUM	YAM
WHEAT FLOUR	FRESH CASSAVA
RICE	CASSAVA FLOUR
	PLANTAIN

A good meal should also include other foods that may be made into a sauce, stew or relish. These include legumes and/or foods from animals, at least one vegetable, and some fat or oil (but not too much) to increase energy and to improve taste. Use a variety of foods to make healthy meals. It is good to eat fruits with a meal (or as a snack) and to drink plenty of water during the day. Snacks are foods eaten between meals. Below are examples of foods that make good snacks, particularly when more than one food is eaten.

SNACKS
FRESH MILK, SOURED MILK, YOGHURT, CHEESE
ROASTED GROUNDNUTS, SOYBEANS, MELON SEEDS AND OTHER OILSEEDS
EGGS
FRIED FISH
BREAD, PARTICULARLY WHEN EATEN WITH MARGARINE OR GROUNDNUT
PASTE/PEANUT BUTTER
BOILED OR ROASTED MAIZE COBS
CHAPATIS, BEAN CAKES
BANANAS, AVOCADOS, TOMATOES, MANGOES, ORANGES AND OTHER FRUITS (INCLUDING DRIED FRUITS)
YOUNG COCONUT FLESH
DATES

Eating snacks like these is a good way of improving a diet which may lack some food energy and nutrient items.

exercise 2

CREATIVITY IN FOOD PREPARATION

OBJECTIVE:

To promote creativity in food preparation by developing new recipes.

TIME:

1 hour

MATERIALS:

Large sheets of paper and marker pens.

STEPS:

1. Divide the participants into sub-groups.
2. Ask each group to develop a new recipe, using different combinations of foods, or using new foods that are available locally but which they never tried before.
3. Have each group present its recipe and let the other provide feedback – does it sound tasty? Not so tasty? Ways to improve it.
4. Ask one person per group to write the finished recipes down on a clean piece of paper.
5. If possible ask the groups to prepare the dishes at their homes before the next session and bring samples for the JFFLS group to taste.

This exercise can be repeated throughout the JFFLS session. In this way, by the end of the cycle, the participants will have a new recipe book that they can distribute through the community!



MEN, WOMEN, GIRLS, BOYS – WHO DOES WHAT?

This topic provides another “link to life”. The participants have learned about crop diversity as well as diversity in the foods that they eat. Another form of diversity is to begin to understand and appreciate the different roles that various gender groups play in their communities and how these roles are often determined by whether one is a man, woman, girl or boy. The participants will in this section begin to analyse the different “gender” roles and experiment with understanding how the “other half” lives. This understanding might call for making changes to some of the existing roles and rules if they find them un-fair or not useful. The topic provides some exercises that can help the boys and girls begin to understand “gender roles”.

🗨 exercise 1

WHO DOES WHAT?

OBJECTIVE:

To reflect on the different roles of girls and boys and reasons for it.

TIME:

2 hours

MATERIALS:

Large sheets of paper and marker pens.

STEPS:

1. Divide the participants into small groups, girls and boys in separate groups.
2. Ask each group to list at least five responsibilities that they have that they think are based on the fact that they are a boy or a girl.
3. Once they have listed the responsibilities, have them answer the following questions on the flip chart paper:
 - Why do you think that only boys (or girls) are responsible for this task?
 - Do you think it is fair or unfair? Why?
 - Do you think that boys (or girls) could also handle this responsibility? Why or why not?
4. Ask one member of each group to present the group's findings.
5. After the presentations, lead a general discussion about the different roles that boys and girls play, and encourage the participants to speak out and refer to their personal situation or experience.
6. Ask each participant to choose one of the activities from the "other half" that he or she would desire to do, or would not like to do, and have them explain their choice.

🗨 exercise 2

WHEN I GROW UP...

OBJECTIVE:

To reflect on future aspirations and relate this to participants perceptions of gender roles.

TIME:

2 hours

MATERIALS:

Large sheets of paper and marker pens.

STEPS:

1. Divide the class into pairs, each of a boy and a girl.
2. Tell each pair that they will be making three drawings on their paper to answer and illustrate the theme "When I grow up...":
 - One drawing of what they would want to be if they were a woman.

- One drawing of what they would want to be if they were a man.
 - The final drawing should be of what they want to be regardless of whether they are a woman or a man.
3. Explain to each group that they have to agree on what they want to be for each of the three drawings.
 4. Ask each group to present and explain the drawings they have made. Make a list of the Male, Female and Gender-neutral responses they have given.
 5. Hold a discussion with the class in which you ask the following questions:
 - Do all of the drawings of men have to be done by men? Why or why not?
 - Do all the drawing of women have to be done by women? Why or why not?
 - If you were the opposite sex, which drawing would you like to be the most? Why?
 - If you were the opposite sex, which drawing would you like to be the least? Why?



CULTURAL ACTIVITIES

The following activities will help the participants to reflect on what they have done or learned by a creative outlet for expressing it such as singing, drawing, poetry, drama, Of course, you can also use cultural activities of your own choice or you may want to ask the participants if they have any activities of their own that they enjoy!

ACTIVITY 1 - Diversity in agricultural farms

STEPS:

1. Divide the participants into 5 groups.
2. Let each subgroup pick on 4 different crops, one from each crop category (food, fruit, medicinal, vegetables) and one type of animal.
3. Ask each group to draw a simple farm plan indicating where they will grow each of those crops and where they intend to keep the livestock.
4. Ask them to discuss why it is important to have diversity in the farm for enhanced agricultural production.
5. Summarize by stressing the aspect of also including trees in the agricultural production.

ACTIVITY 2 - Switcheroo dramatization

STEPS:

1. Divide the participants into groups of four or five and ask them to prepare a five-minute sketch of a typical morning in their community.
2. Explain to them that one group member will act as the mother, one as the father and the others will be the participants. However, there is a catch – the boys must play the part of girls, and the girls must play the part of boys!
3. Give the participants about a half hour to prepare their sketches.
4. When they have finished, ask for volunteers to present their drama.

It is possible that no one will volunteer, as they may feel embarrassed at first. If this should happen, count the number of groups. For example, if there are five groups, write the numbers 1-5 on five small pieces of paper. Fold the pieces of papers, mix them up and ask one child from each group to choose one of the pieces of paper. After every group has their piece of paper, choose one of the numbers at random. Whichever group has that number comes forward to present their sketch.



ASSESSING PROGRESS

MAPPING FARM DIVERSITY

Pictures can be understood by all, and can be used to visualise the types of changes in the area. Sketches (and maps) can be made by the participants at the beginning of the JFFLS season (for assessment and planning purposes), during the JFFLS (for monitoring purposes) and at the end of the JFFLS (for evaluation purposes) in order to locate changes taken place and to analyse their causes and effects.

OBJECTIVE:

To provide an example of how a map or sketch can be used to measure change in farm diversity.

TIME:

1 hour

MATERIALS:

Sheets of paper and coloured pens.

STEPS:

1. Ask each participant to take a sheet of paper and a few pens.
2. Each person will now draw a sketch of their farm indicating which crops and plants that are grown where on the farm and also include trees, water sources etc.
3. When the farm sketch is done ask the participants to draw people on the farm indicating the main farm activities that they and their family carry out on the farm, i.e. planting, weeding. Tell them to indicate in their pictures if it's a man or woman who usually does the job. I.e. if normally women do the weeding they should draw a women weeding in the field etc.
4. Store the final drawings in a safe place for future use.
5. To monitor change in farm diversity practices, this exercise should be repeated at the end of the JFFLS cycle, followed by a discussion in the group, in order to identify the changes that have take place on participants' farms over the period, in terms of diversity of farming practices and gender roles.



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