



# GEAVET TRAINING PROGRAMME FOR CSA

## CLIMATE SMART AGRICULTURE:

# NIGERIA

## UNIT 3.1 COMMUNICATION

### ENGLISH VERSION

GEAVET Project n° 101129027



Open Educational Resources



**Disclaimer:** Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

# 3.I.A. EFFECTIVE INTERPERSONAL AND PROFESSIONAL COMMUNICATION

## PART I – LEARNING MATERIAL

### 1. Introduction

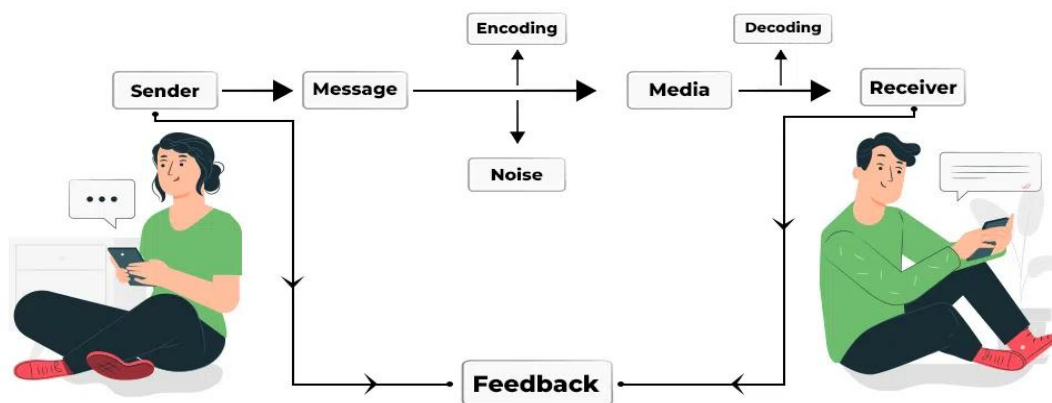
Effective communication is the cornerstone of success in agriculture, just like sunlight and water are for crops. This unit explores how clear and respectful communication can build stronger relationships with farmer cooperatives, improve negotiations with buyers, enhance interactions with extension officers and resolve conflicts constructively. Whether communicating face-to-face, in a group, or via mobile phone, these skills are vital for growing your agricultural enterprise and fostering a supportive community.

### 2. The Foundations of Effective Communication

This sub-unit covers the basic building blocks of all communication.

#### 2.1. The Communication Process

Understanding the journey of a message from a sender (the person with an idea) to a receiver (the listener) through a channel (speech, phone, message), and the essential role of feedback to confirm understanding.



**Figure 4. Basic communication model.** A sender encodes a message and sends it through a channel (speech, phone, SMS, etc.) to a receiver. The receiver decodes the message and gives feedback (a reply or action). Any interference (noise) can disrupt understanding.

In any conversation one person (the **sender**) has an idea or information and conveys it as a **message**. They must encode this message in a way the listener (the **receiver**) can understand: for example, speaking clearly or writing plainly. The message goes through a **channel** (face-to-face talk, phone call, radio, text, etc.) to reach the receiver. Good communication is complete only when the receiver responds or gives **feedback**, like asking a question or nodding to show understanding. For instance, a farmer (sender) might describe soil problems to an extension officer (receiver) on the phone (channel), and the officer might say “So you’re seeing waterlogged soil?” as feedback to confirm the meaning.

If anything blocks the message, communication can fail. These obstacles, called **noise**, can be literal (loud tractor engines, static on the phone) or hidden (cultural misunderstandings). For example, if the farmer speaks in local dialect but the officer only knows technical English, much of the meaning can be “lost” in translation. Similarly, if noisy livestock interrupts a meeting, important words can’t be heard. In communication terms, both parties must *exchange information and understand each other*, or the process breaks down. Good communicators plan their message (organize thoughts) and use feedback loops (ask for confirmation) to make sure nothing is misunderstood.

## 2.2. Identifying Common Barriers

Even with the best intentions, various barriers can distort a message. Being aware of these helps prevent them. Common barriers include:

- **Language & Jargon**

Using technical terms or local slang without explanation can confuse listeners. For example, saying “apply 20-20-20 fertilizer at 2 L/ha” might not be clear to someone unfamiliar with these units. Always choose simple words or explain specialized terms to ensure the other person follows.

- **Cultural Assumptions**

Assuming someone shares your background or beliefs can lead to errors. For instance, thinking a young farmer knows all traditions or that one gender won’t speak up can block information. Instead, check facts and treat each person as an individual.

- **Environmental “Noise”**

Any physical or technical interference – such as wind, machinery sounds, poor radio signal, or a bad phone line – can garble a message. In communication theory this is called *noise*. Noise prevents clear reception. For example, if a cooperative

meeting is held beside a busy road, members may miss key points. Similarly, a spotty mobile signal can cut off a price negotiation call. Minimizing distractions (quiet meeting place, checking equipment) helps messages come through clearly.

- **Emotional Barriers**

Stress, anger, or fear can also block communication. If someone is upset or afraid to speak, they may shut down instead of listening. Recognizing and managing emotions (e.g. pausing when tensions run high) helps people stay open and attentive.

Understanding and managing these barriers by using clear language, respecting cultural differences and choosing the right time and place is key to effective communication.

### 3. Active Listening vs. Passive Hearing

Listening is more than just letting sound reach your ears. **Passive hearing** happens when you do not pay full attention, you might nod or sit quietly, but your mind is elsewhere. In contrast, **active listening** means fully concentrating on the speaker's message and intent.

**Active listening** involves:

- **Focusing Completely:** Give the speaker your full attention. Look at them, put away distractions, and pause your own thoughts. As the University of Maine Extension notes, *"Active listening challenges you to focus all your attention on the person who is speaking in order to reach a new level of understanding"*.
- **Reflecting and Paraphrasing:** After the speaker says something, repeat it back in your own words to check you got it right. For example, *"So, if I understand, you're worried the rain will wash away your seedlings?"* This shows you are listening and verifies the meaning.
- **Asking Open-Ended Questions:** Encourage details by using questions that begin with *"what," "how," "why,"* or *"can you tell me more?"*. Instead of asking *"Did you apply fertilizer?"* (yes/no), you might ask, *"What effect did the fertilizer have on the crop?"* This invites a fuller response.
- **Giving Feedback:** Use verbal cues (*"uh-huh," "I see," "go on"*) and summarize the main points to show engagement. For instance, say *"So it sounds like..."* or *"I'm hearing that..."* and then restate the gist. This helps clarify any confusion immediately.

By contrast, someone who is only passively hearing might appear to listen (making eye contact or saying *"mm-hmm"*) but may actually be thinking about their reply or daydreaming. Active listening requires making a conscious effort to absorb the speaker's

words and feelings. In practice, an active listener might lean in, nod encouragingly and stop talking until the other person has completely finished a thought.

#### 4. Non-Verbal Communication (Body Language)

Much of communication is non-verbal. **Body language, tone of voice and facial expressions** often speak louder than words. For example, a friendly tone and eye contact can reinforce a message of openness, while crossed arms or a raised eyebrow can signal doubt or disapproval. Paying attention to these silent signals helps interpret what is *really* being said. According to communication experts, non-verbal cues include facial expressions, eye contact, posture, gestures and voice tone. In a conversation on the farm, you might notice a farmer looking away when embarrassed or frowning when confused - these are cues to gently ask for clarification.

Likewise, your own non-verbal signals affect communication. Smiling, nodding and facing the speaker show that you respect and are engaged with them. Even in a group meeting, simple acts like leaning forward or maintaining a calm tone can make others feel heard. Non-verbal and verbal messages should match: if your words are friendly but you scowl, listeners will trust your body more. Being mindful of both kinds of communication makes your message clearer and shows you are listening as well as speaking.

#### 5. Professional Communication for Agri-Business

In a farm or agribusiness setting, communication skills are applied to specific situations:

- **Meetings:** When leading or attending a meeting (for a cooperative or farm team), start with a clear agenda and stick to it. Encourage everyone to speak and take turns. For example, an agenda might list topics like “harvest scheduling,” “input needs” and “next field day.” During the meeting, summarize key points regularly and invite quieter members to give input. Clear note-taking and follow-up (e.g., sharing minutes) ensure that decisions and tasks are understood by all.
- **Negotiation:** Negotiation is a structured conversation to reach an agreement between parties with different interests. For example, a seller and a buyer negotiating crop prices come with their own goals but seek a price both find acceptable. A practical definition is: *“When two or more parties with different interests come together to reach a mutually acceptable agreement.”* Effective negotiation in agriculture focuses on win-win outcomes. According to experts, it’s like a bridge connecting **conflicting** viewpoints to common ground. To negotiate successfully, prepare by knowing your needs and how much you can compromise. During the talk, listen actively to the other party’s concerns and propose solutions. For instance, you might say, *“If I plant part of the field with drought-resistant corn, I could offer you a slightly lower price.”* This shows flexibility. Always keep the bigger

picture in mind – a thriving farm and community benefit everyone. Good negotiators build trust, aim for fairness, and view the process as teamwork rather than confrontation.

- **Constructive Feedback:** In a farm business or co-op, giving feedback often happens between supervisors and workers or among peers. **Constructive feedback** is communication that helps someone improve by focusing on specific actions and solutions, not attacking the person. For example, instead of saying “*You’re lazy*” (which is a personal attack), you might say “*I noticed you’ve been late to the morning meeting three times this week. In the future, please arrive by 7:30 so we can start on time.*” This targets behavior (lateness), offers a solution (arrive earlier), and stays respectful. According to leadership training resources, constructive feedback “*is designed to promote growth by focusing on specific actions or behaviors, offering actionable suggestions and maintaining a respectful tone*”. Giving feedback also means praising what’s done well, so the person feels encouraged. When receiving feedback, listen without interrupting or getting defensive. Ask questions like “*Can you tell me more about how I can improve this?*” and thank the person for their input. In this way, feedback becomes a positive, two-way dialogue. Over time, practicing constructive feedback builds trust and leads to continuous improvement on the farm or in the office.

## 6. Constructive Conflict Resolution

Disagreements (conflicts) will happen in any farming community: maybe neighbors argue over water use, or co-op members disagree on resource sharing. **Conflict resolution** means handling these disagreements calmly and productively. Instead of blaming someone, good conflict resolution focuses on underlying needs and finding common solutions. A helpful mindset is: “*We have different concerns, but we all want the farm/co-op to succeed.*”

One useful tool is the “**I-statement**” framework. Rather than accusing (“*You never share equipment!*”), you might say: “*When [situation] happens, I feel [emotion] because [effect on me]. I would like [specific change].*” For example: “*When the tractor is out without a schedule, I feel stressed because it delays my work. I would like us to have a clear booking chart.*” This expresses your own feelings and needs without blaming the other person. It invites understanding and solution-finding.

Another key is seeking **common ground**: identify shared goals that both sides care about (e.g., all farmers want successful harvests). Focusing on these goals turns the conflict into a problem-solving effort rather than a fight. As one guide explains for agricultural negotiation, think of the resolution process as another negotiation aimed at a win-win outcome. By listening actively to each side and respecting differing views, parties can

brainstorm solutions together. For instance, if two farmers fight over a boundary, they might agree to a boundary marker plan that benefits both – perhaps sharing a fence cost – because both want clear, fair land use.

In summary, effective conflict resolution in agriculture involves clear communication: use “I” statements to explain issues, listen to the other person’s perspective and collaborate on fixes that help everyone. This collaborative, respectful approach turns conflicts into opportunities for better understanding and stronger teamwork.

## 7. Recommended Audiovisual Resources

**FAO ComDev Videos:** The FAO (Food and Agriculture Organization) Communication for Development portal offers short videos on rural communication. For example, clips like “*Rural radio in development*” (in FAO’s *Voices for Change* series) illustrate how listening to farmers via radio and participatory methods can improve knowledge sharing.

**Active Listening Animations:** Look for simple animations or clips (on platforms like YouTube) that demonstrate active listening skills. For instance, an animated explainer showing one person nodding and paraphrasing the other’s words can make the concept memorable.

**Negotiation Case Studies:** Educational videos featuring farmers in negotiation role-plays can be helpful. For example, training videos from agricultural extension services sometimes show farmers and buyers or cooperative members practicing price or contract negotiations. These real-life scenarios make negotiation concepts concrete.

**Conflict Resolution Role-Plays:** Short dramatized videos of farm conflicts (e.g. two partners arguing) followed by a mediator guiding an “I-statement” conversation can be very illustrative. These are often available from agricultural university extension programs or NGOs. They help learners see conflict resolution steps in action.

## 8. References/Sources

FAO. (2010). *Communication Skills for Rural Development*.

International Fund for Agricultural Development (IFAD). (2015). *Building Effective Farmer Organizations*.

Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. Free Press.

## PART 2 – CURRICULUM

### Learning Objectives

| KNOWLEDGE   | SKILLS  | ATTITUDES  |
|---|---|--|
| <p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>• The key components of the communication process and common barriers.</li> <li>• The principles of active listening and non-verbal communication.</li> <li>• Basic steps for constructive conflict resolution.</li> </ul> | <p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> <li>• Practice active listening in a one-on-one conversation.</li> <li>• Communicate their own viewpoint clearly and respectfully in a group setting.</li> <li>• Apply a simple framework to de-escalate and resolve a minor conflict.</li> </ul> | <p><i>Student will develop the following mindset:</i></p> <ul style="list-style-type: none"> <li>• Openness to understanding others' perspectives.</li> <li>• Respect for diverse opinions within a community.</li> <li>• Confidence in expressing ideas and concerns professionally.</li> </ul> |
| <p><b>TRANSVERSAL SKILLS INTEGRATED:</b></p> <ul style="list-style-type: none"> <li>• <b>Collaboration</b></li> <li>• <b>Negotiation &amp; Conflict Resolution</b></li> <li>• <b>Critical Thinking:</b> Analyzing a situation before responding.</li> </ul>   |   |  |
| <p><b>DIGITAL SKILLS INTEGRATED:</b></p> <ul style="list-style-type: none"> <li>• <b>Digital Communication:</b> Using SMS, WhatsApp, or email clearly and appropriately for agri-business.</li> </ul>   |   |  |
| <p><b>GREEN SKILLS INTEGRATED:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b> is a key skill for advocating for and explaining sustainable practices to peers and stakeholders.</li> </ul>   |   |  |

### Implementation plan of pedagogical activities - Scheme of work

|                       |
|-----------------------|
| Duration: 2 hours     |
| Target: TVET learners |

| No. of Activity | Duration | Training Methods / Activity      | What the trainers do  | What the participants do   |
|-----------------|----------|----------------------------------|---|--|
| 1.              | 30 min   | Interactive Lecture & Discussion | <ul style="list-style-type: none"> <li>● Introduce key concepts (communication process, barriers).</li> <li>● Facilitate a discussion on common communication challenges in their farming context.</li> </ul> | <ul style="list-style-type: none"> <li>● Listen, ask questions</li> <li>● Share personal examples of communication breakdowns.</li> </ul>  |
| 2.              | 45 min   | Role-Play & Simulation           | <ul style="list-style-type: none"> <li>● Introducing the active listening technique.</li> <li>● Facilitate the "Farmer and Extension Officer" role-play.</li> <li>● Debrief the activity.</li> </ul>          | <ul style="list-style-type: none"> <li>● Participate in paired role-plays</li> <li>● Practice active listening and then switching roles.</li> </ul>                                  |
| 3.              | 45 min   | Case Study Analysis & Group Work | <ul style="list-style-type: none"> <li>● Present a case study of a conflict in a cooperative</li> <li>● Guide groups through the problem-solving steps.</li> </ul>  | <ul style="list-style-type: none"> <li>● In small groups, analyze the case study.</li> <li>● Discuss, and propose a communication-based solution to present to the class.</li> </ul> |

**Materials (What trainers need to have prepared):**

- Flip chart
- Markers
- Role-play scenario cards
- Case study handouts.

**Other notes:**

- Create a safe and respectful environment for participants to practice and share.

**PART 3 – ACTIVITY GUIDE****DESCRIPTION OF THE ACTIVITIES****1. The Active Listening Pair**

This is a paired role-playing activity where participants practice active listening skills. One person plays a farmer with a specific problem (e.g., a crop disease they can't identify), and the other plays an extension officer. The "officer's" goal is to understand the problem purely by using active listening techniques, without immediately jumping to a solution.

- 1. Aim of the activity:** To build practical active listening skills in a controlled, low-stakes environment.
- 2. Duration:** 30 min
- 3. Material required:**
  - Pre-written scenario cards for the "farmers"
  - A list of active listening tips on a flip chart (e.g., "Don't interrupt," "Ask open-ended questions," "Paraphrase what you heard").
- 4. Step-by-step instruction:**
  - The trainer introduces the concept of active listening and reviews the tips on the flip chart. (5 min)
  - Participants divide into pairs. One becomes "Farmer A", the other "Extension Officer B". (2 min)
  - "Farmer A" receives a scenario card and has 2 minutes to think about their problem. "Officer B" reviews the listening tips. (2 min)
  - The pairs engage in a conversation for 5 minutes. "Officer B" practices active listening to fully understand the problem.
  - Partners switch roles with a new scenario and repeat the process. (7 min)

- The trainer leads a group debrief, asking: "What was difficult?" "How did it feel to be truly listened to?" "What techniques worked best?" (10 min)

### **References/Sources/Further materials:**

Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. Free Press.

## **2. The Cooperative Meeting Simulation**

Participants are divided into groups to simulate a meeting of a farmer cooperative. They are given a realistic agenda item to discuss (e.g., "How should we spend our collective bonus?" or "Resolving disputes over shared irrigation equipment"). The goal is to practice expressing opinions clearly, listening to others, and working towards a group consensus.

- 1. Aim of the activity:** To practice professional communication and collaboration skills in a realistic, meeting-based context.
- 2. Duration:** 45 min
- 3. Material required:**
  - Meeting agenda cards for each group, describing the topic and some fictional viewpoints to get the discussion started.
- 4. Step-by-step instruction:**
  - Divide participants into small groups of 5-6. Each group is a "cooperative". (5 min)
  - Give each group a meeting agenda card. Appoint or have them elect a facilitator for the meeting. (5 min)
  - Groups have 25 minutes to hold their meeting and try to reach a consensus or a decision on the topic.
  - The trainer circulates, observing the groups' communication dynamics.
  - Each group briefly reports their decision and one communication challenge they faced. (15 min)
  - The trainer summarizes effective meeting communication strategies observed. (10 min)

### **References/Sources/Further materials:**

IFAD. (2015). *Building Effective Farmer Organizations*.

### 3. The "I" Statement Bridge

This activity focuses on using "I" statements as a tool for constructive conflict resolution. Participants learn the formula "When [situation], I feel [emotion] because [effect]. I would like [request]." They then practice applying it to common, low-stakes conflict scenarios in an agricultural setting.

1. **Aim of the activity:** To provide a simple, structured tool for expressing grievances without blame, thereby de-escalating conflict.
2. **Duration:** 40 min
3. **Material required:**
  - Worksheet with the "I" statement formula
  - Cards with simple conflict scenarios (e.g., "Your neighbor's cattle keep breaking your fence," "A fellow cooperative member is consistently late to meetings").
4. **Step-by-step instruction:**
  - The trainer introduces the concept of "I" statements versus "You" statements (which often sound accusatory). (10 min)
  - The trainer demonstrates the formula with an example.
  - In pairs, participants are given a scenario card. They work together to craft an effective "I" statement to address the problem. (15 min)
  - Select a few pairs to role-play their scenario, with one person delivering the "I" statement. (10 min)
  - The group discusses the effectiveness and how it felt different from a more accusatory approach. (5 min)

#### References/Sources/Further materials:

FAO. (2010). Communication Skills for Rural Development.

## 3.I.B. STRATEGIC AND DIGITAL COMMUNICATION

### PART I – LEARNING MATERIAL

#### 1. Introduction

**Strategic communication** is a planned, goal-oriented process that aligns messages, communication channels, timing, and target audiences to achieve a clearly defined objective. In agricultural and climate-smart contexts, this means deliberately designing communication to influence knowledge, attitudes, and behaviours related to sustainable practices. Unlike ad-hoc information sharing, strategic communication begins with identifying what change is desired, who needs to be reached, and how communication can support that change.

A core theoretical principle of strategic communication is **audience segmentation**. Different stakeholders (smallholder farmers, extension officers, processors, women’s groups, youth, or local leaders) have distinct information needs, literacy levels, motivations, and constraints. **Effective communication** adapts language, tone, and format accordingly. For example, promoting planting pits or drought-tolerant seed adoption requires practical, locally relevant messaging for farmers, while policymakers may require data-driven briefs demonstrating productivity and climate benefits.

Another key concept is **message framing**, which refers to how information is presented to make it meaningful and actionable. Messages can be framed around:

- **Benefits** (e.g., increased yields, reduced labour, higher income),
- **Risk reduction** (e.g., resilience to drought, lower livestock losses),
- **Social norms** (e.g., “farmers in your community are adopting...”),
- **Environmental stewardship** (e.g., soil restoration, biodiversity protection).

Strategic communication also considers timing and repetition. Messages are most effective when delivered at decision-making moments, such as before planting seasons, vaccination campaigns, or harvest periods. Repetition across multiple channels reinforces understanding and trust.

**Digital communication** extends strategic communication by enabling faster dissemination, interaction, and feedback. In low-resource settings, effectiveness depends less on advanced technology and more on appropriate digital strategies. Low-data formats such as voice notes, SMS, image carousels, and short videos are particularly effective where smartphones are common but internet access is limited. Conversational platforms like WhatsApp, Facebook, and Telegram support peer-to-peer learning, group

discussion, and rapid problem-solving, while community radio and SMS alerts remain essential in areas with limited connectivity.

Several practical digital communication strategies are particularly relevant:

- **Multi-channel communication:** combining digital platforms with radio, posters, and in-person meetings to maximise reach.
- **Two-way communication:** encouraging questions, feedback, and discussion rather than one-way information delivery.
- **Visual communication:** using images, diagrams, and short videos to overcome literacy barriers.
- **Trust-based messaging:** using familiar voices such as extension workers, lead farmers, or women champions.

## 2. Case Studies

### 2.1. Promoting Aflatoxin-Safe Drying

In parts of East Africa, aflatoxin contamination was reduced by combining community radio programmes with WhatsApp groups managed by extension officers. Radio broadcasts introduced the health risks and benefits of safe drying, while WhatsApp groups shared images and short videos demonstrating solar dryers and proper storage. Farmers used the groups to ask questions and share experiences, reinforcing learning through peer exchange (FAO, 2013; Nakasone et al., 2014).

### 2.2. Livestock Vaccination Campaign

A livestock vaccination drive in a semi-arid region used SMS reminders timed two weeks before and during the campaign, combined with voice notes in local languages explaining the benefits of vaccination. Local leaders were included in WhatsApp groups to mobilise communities, resulting in higher turnout and reduced disease outbreaks (Aker, 2011; FAO, 2011).

By integrating strategic planning with accessible digital tools, strategic and digital communication enables behaviour change, coordination, and collective action. The theories and strategies introduced in this section provide the foundation for the practical activities that follow, including message design exercises, channel selection tasks, and case-based communication planning simulations.

### 3. Local Adaptation Highlights (Nigeria, Mozambique, Uganda, Kenya)

**Languages & Literacy:** Use simple language and visuals; offer bilingual content if needed. Provide audio versions and voice notes for low-literacy audiences.

#### **Channel Habits:**

- WhatsApp Groups/Broadcasts for farmer clusters, youth agri-SMEs; moderate to prevent spam.
- Community Radio (phone-in slots, vernacular shows) to reach remote farmers; pair with SMS polls/IVR for feedback.
- **Kenya:** leverage agri platforms and county Facebook pages; integrate USSD/SMS for price or weather tips.
- **Nigeria:** cooperate with state ADP; short reels on safe pesticide use and moisture-safe storage.
- **Uganda:** integrate UNMA weather bulletins into weekly farm tips via radio + WhatsApp posters.
- **Mozambique:** pair Portuguese posts with local-language audio; coordinate with district services and farmer associations.

**Content Types:** 60–90-second subtitled videos, photo-steps with icons, radio PSAs (30–45s), market-day live Q&A, carousel posts with before/after.

**Safeguarding & Consent:** Use consent forms for photos/audio; anonymise where sensitive; verify technical claims to avoid harmful advice.

**Measurement:** Track reach, engagement, saves/shares, enquiries, and qualitative feedback; adjust timing to market days and evening radio slots.

### 4. References/Sources

Aker, J. C. (2011). *Dial “A” for agriculture: Using information and communication technologies for agricultural extension in developing countries*. *Agricultural Economics*, 42(6), 631–647.

Clarke, A. B. (2024). *Difficult Conversations Made Easy: Master Effective Communication with Proven Conflict Resolution Strategies to Increase Confidence, Navigate*

Coyle, D. (2018). *The Culture Code: The Secrets of Highly Successful Groups*.

FAO. (2011). *A manual for livestock vaccination campaigns in developing countries*. Food and Agriculture Organization of the United Nations.

FAO. (2013). *Aflatoxin contamination in maize in Africa: Impacts and potential solutions*. Food and Agriculture Organization of the United Nations.

McChrystal, S., Collins, T., Silverman, D. (2015). *Team of Teams: New Rules of Engagement for a Complex World*.

Nakasone, E., Torero, M., & Minten, B. (2014). *The power of information: The ICT revolution in agricultural development*. *Annual Review of Resource Economics*, 6, 533–550.

Patterson, K., Grenny, J., McMillan, R., Switzler, A. (2002). *Crucial Conversations: Tools for Talking When Stakes are High*.

## PART 2 – CURRICULUM

### Learning Objectives:

| KNOWLEDGE  | SKILLS   | ATTITUDES   |
|--|--|---|
| <p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>● Audience types, objectives, and message-framing basics (problem → benefits → simple steps → call-to-action).</li> <li>● Core channel features (reach, cost, interactivity, accessibility) and basic analytics.</li> <li>● Credibility pillars: accuracy, transparency, sources, and respectful tone</li> <li>● Risks of greenwashing and misinformation.</li> </ul> | <p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> <li>● Build a stakeholder map and value proposition</li> <li>● Create key messages with visuals/storytelling.</li> <li>● Produce a content calendar across radio/WhatsApp/Facebook/SMS</li> <li>● Post a prototype and collect feedback.</li> <li>● Deliver a spokesperson brief and manage a misinformation scenario using a simple escalation flow.</li> </ul> | <p><i>Student will develop the following mindset:</i></p> <ul style="list-style-type: none"> <li>● Ethical, inclusive, safety-first communication</li> <li>● Responsiveness to feedback and continuous learning.</li> </ul> |
| <p><b>TRANSVERSAL SKILLS INTEGRATED:</b></p> <ul style="list-style-type: none"> <li>● <b>Critical Thinking</b></li> <li>● <b>Problem Solving</b></li> <li>● <b>Collaboration</b></li> <li>● <b>Communication</b></li> <li>● <b>Adaptability</b></li> <li>● <b>Time &amp; Project Management</b></li> <li>● <b>Leadership</b></li> <li>● <b>Negotiation &amp; Conflict Resolution</b></li> <li>● <b>Entrepreneurship orientation</b></li> </ul> |  |   |

**DIGITAL SKILLS INTEGRATED:**

- Digital Literacy
- ICT for Agriculture
- Data Management
- Visual storytelling
- Social media publishing & analytics
- Cybersecurity/privacy
- Geospatial awareness: Geo-tagged field stories
- Digital financial tools: Budgeting campaigns/airtime

**GREEN SKILLS INTEGRATED:**

- Sustainable Land Management messaging
- Agroecology
- Climate Resilience
- Circular Economy
- Environmental Stewardship
- Nature-based Solutions
- Responsible input use
- Waste minimisation in campaigns: Low-data assets

**Implementation plan of pedagogical activities - Scheme of work**

| Duration: 2 hours   |          |                                    |  |   |
|---|----------|------------------------------------|--|---|
| Target: TVET learners in agriculture/agribusiness/extension (beginner–intermediate) |          |                                    |  |   |
| No. of Activity   | Duration | Training Methods/ Activity         | What the trainers do   | What the participants do  |
| 1.  | 30 min   | Audience Mapping & Message Framing | <ul style="list-style-type: none"> <li>● Facilitate stakeholder mapping</li> <li>● Introduce audience segmentation</li> <li>● Model a CSA message</li> </ul> | <ul style="list-style-type: none"> <li>● Map local stakeholders (e.g., county/ward, parish, district)</li> <li>● Draft key messages and calls-to-action</li> <li>● Peer-review</li> </ul> |

|  |        |  |  |   |
|--|--------|--|--|---|
| 2.   | 60 min | Digital Channel Mix & Content Calendar | <ul style="list-style-type: none"> <li>• Demo WhatsApp broadcast setup, Facebook Page post, radio PSA outline</li> <li>• Share analytics basics</li> </ul>                 | <ul style="list-style-type: none"> <li>• Choose channels (radio+WhatsApp+SMS)</li> <li>• Storyboard a 60–90 s video</li> <li>• Schedule a 2-week content calendar</li> <li>• Publish a prototype post/voice note</li> </ul> |
| 3.   | 30 min | Crisis & Misinformation Simulation     | <ul style="list-style-type: none"> <li>• Present a rumour case (e.g., “new seed causes crop failure”)</li> <li>• Guide spokesperson practice</li> <li>• Debrief</li> </ul> | <ul style="list-style-type: none"> <li>• Draft holding statement</li> <li>• Deliver a 60s spokesperson brief on video/audio</li> <li>• Create a Q&amp;A and escalation flow</li> <li>• Reflect</li> </ul>                   |
| <p><b>Materials (What trainers need to have prepared):</b></p> <ul style="list-style-type: none"> <li>• Flipcharts/markers</li> <li>• Phones with WhatsApp/Facebook access</li> <li>• Sample PSA scripts</li> <li>• Consent templates</li> <li>• Analytics cheatsheet</li> <li>• Low-data video storyboard template</li> <li>• Radio contact list</li> <li>• PPE for field filming (sun/heat safety).</li> </ul> |        |  |  |   |
| <p><b>Other notes:</b></p> <ul style="list-style-type: none"> <li>• Prioritise low-data formats (audio notes, compressed images)</li> <li>• Plan moderation guidelines for groups</li> <li>• Align content with local agricultural calendars and language norms.</li> </ul>  |        |  |  |   |

## PART 3 – ACTIVITY GUIDE

### DESCRIPTION OF THE ACTIVITIES

## 1. Audience Mapping & CSA Message Sprint

Teams choose a CSA objective (e.g., “increase adoption of zai pits before rains” or “promote aflatoxin-safe drying”). They map primary (smallholders, youth, women groups), influencers (lead farmers, agro-dealers, local leaders, radio hosts), and institutional audiences (extension, buyers). Using a template (see Appendix 1), each team crafts a value proposition and three key messages (benefit, proof, action). They translate one key message into two formats: a radio PSA script (45 s) and a WhatsApp poster (simple icon steps, bilingual caption). Peer groups review for clarity, accuracy, and inclusivity (language, gender, accessibility). The trainer emphasises avoiding over-claims (no greenwashing) and cites safe agronomic sources. The sprint closes with a quick “elevator pitch” to a mock district officer or buyer.

1. **Aim of the activity:** Produce audience-aligned, credible messages suitable for low-data channels.
2. **Duration:** 30 min
3. **Material required:**
  - Stakeholder-map and message templates
  - Marker pens
  - Phones
  - Consent forms.
4. **Step-by-step instructions:**
  - Define objective
  - Map audiences
  - Draft messages
  - Convert to radio script + WhatsApp poster
  - Peer review
  - Pitch.

### References/Sources/Further materials:

Unit handout; example scripts; language glossaries.

## 2. Digital Channel Mix & Content Calendar Lab

Learners select a 3-channel mix (e.g., community radio + WhatsApp Broadcast + Facebook Page). They storyboard a 60–90 s vertical video (hook, problem, 3 steps, call-to-action with a hotline). They draft a two-week calendar aligned to local events

(market days, vaccination drives, start of rains). Each team publishes a prototype: a WhatsApp voice note (≤60 s) and a Facebook mock post (image + caption + hashtags + CTA). Basic analytics (reach, comments, saves, shares) are discussed, along with moderation (community rules, misinformation flags) and safeguarding (consent, no minors without guardians).

**1. Aim of the activity:** Build a realistic, low-cost plan to publish, measure, and learn.

**2. Duration:** 60 min

**3. Material required:**

- Calendar template
- Storyboard sheet (Appendix 2)
- Phones
- Sample images/icons
- Compression app.

**4. Step-by-step instructions:**

- Choose channels
- Storyboard
- Draft calendar
- Publish prototype
- Define metrics & moderation plan.

**References/Sources/Further materials:**

Unit handout; analytics cheat-sheet; sample moderation policy.

### **3. Crisis & Misinformation Simulation (Seed/Pesticide Rumour)**

A rumour spreads on local WhatsApp that a new seed “causes crop failure,” or that a pesticide “kills bees/humans”. Teams run a tabletop exercise: monitor (collect screenshots, identify the claim), verify (call extension/seed regulator; review labels), decide (hold, update, or counter-message), and communicate. Each team drafts a holding statement (what we know/don’t know, actions underway, where to get facts), a Q&A, and a 60-second spokesperson video/audio tailored for radio and WhatsApp. They also map escalation (who signs off, when to involve authorities) and after-action learning (update FAQs).

**1. Aim of the activity:** Practise ethical, fast, and calm responses that protect people and trust.

**2. Duration:** 30 min

### **3. Material required:**

- Scenario cards
- Spokesman script template
- Phone camera
- Quiet room.

### **4. Step-by-step instructions:**

- Brief
- Monitor & verify
- Draft holding statement + Q&A
- Record message
- Debrief & lessons.

### **References/Sources/Further materials:**

Unit handout; verification contacts list.