



Give and Learn Day

Lesson Activities Secondary

Child of Hope's secondary school is called Gill Sherlock Memorial Secondary School. At Child of Hope, we do not have many resources to help with teaching. Our teachers use a blackboard - they do not have any technology in their classrooms, such as computers, projectors, etc. They try to use objects found in the environment to support teaching, as well as using games, songs, dance and group work. The teachers also draw their own charts and diagrams. Below are a few examples...

PE Lesson ([see video](#))

Our teachers don't have equipment for PE, so they use local resources e.g. balls made out of banana fibres or plastic bags. Teacher Charles demonstrates a PE lesson. Can you teach a PE lesson using no equipment or equipment found naturally?

History Lesson ([see video](#))

All Ugandans belong to a tribe. In this history lesson, the students demonstrate different cultural aspects from 4 different tribes- Bagisu, Buganda, Acholi and Karamajong. Watch the video - what do you notice about the four different tribes, including similarities and differences? Think about your own culture - what objects, songs, and dances would represent your culture?

Geography Lesson ([see video](#))

Climate change is really affecting Uganda. Uganda's main industry is agriculture. In Uganda you have two seasons - rainy and dry season. In the past, the rainy season was predictable, but now, because of climate change, the rainy season has become very unpredictable, which makes it very difficult for a country that relies so heavily on crops.

In this video, the students and teacher show what they are doing at Gill Sherlock to help with the effects of climate change. Have a class discussion about climate change - what are the main causes? Design posters about how they as students can limit their effect on climate change.

Karamojong Song (see video)

Karamoja is in the North East of Uganda. It is one of the poorest regions in Uganda. This is a traditional welcome song sung to welcome visitors to their homes. What do you notice about the song? You could learn some of the phrases, or even make up your own welcome song!

Maata ngipeyoko ikijaunitaya
Greetings to you visitors you are welcome

Maata ongaleete
Greetings as we wish you to be healthy

Maata oyakas
Greetings as we wish you to live

Toyabas robo toyakas alokiro ayesu
Greetings visitors in the name of Jesus

Alakara aponare ngipeyok
Thank you for coming visitors

Ikiterereng akuj
May God bless you

Nyaajokon ngipeyok
Bye-bye visitors

History - Uganda symbols

The students learn all about the history of Uganda and East Africa. In this lesson you learn all about the Uganda coat of arms. The students are taught about the meaning of each symbol and then draw the coat of arms. Students could then design their own coat of arms for what represents them or one for their own country/city/county:



Meaning of features:

- Spears and shield - Traditional means of defence.
- Blue stripes at top of shield - Water bodies in Uganda.
- Blue stripes at the bottom - The source of the River Nile.
- The sun - The abundant sunshine in Uganda.
- The drum - Traditional means of communication.
- Black colour on shield - African race.
- The Kob - The rich/abundant wildlife in Uganda.
- Crested crane - The gentleness and peacefulness of Uganda.
- Coffee and cotton - Traditional cash crops grown in Uganda.

Kiswahili Lesson (see video)

Kiswahili is taught in secondary schools in Uganda. In this video, some S3 students teach some key vocabulary. Students could try using the greetings with each other and also count, say the days of the week and body parts:

Habari - How are you?

Nzuri - Fine

Shika moo - How are you

Marahaba - Am fine

Hujambo - Good morning

Sijambo - Good morning too (one person)

Hamjambo - Good morning

Hatijambo - Good morning too (many people)

Jina langu ni - My name is.....

Minasoma kure shule ya upili ya Gill Sherlock -
I am studying in Gill Sherlock secondary school

Numbers:

1 - moja; 2 - mbili; 3 - tatu; 4 - nne; 5 - tano; 6 - sita; 7 - saba; 8 - nane; 9 - tisa; 10 - kumi

Parts of head:

Nywele - hair; macho - eyes; maskio - ears; mapua - nose; kinywa - mouth; meno - teeth;
ulimi - tongue; mdomo - lips

Animals:

Ngombe - cow; mbuzi - goat; kondoo - sheep; mbwa - dog; paka - cat; panya - rat; punda - donkey; farasi - horse; nguruwe - pig

Days of the week:

Jumapili- Sunday; Jumatatu- Monday; Jumanne- Tuesday; Jumatano- Wednesday; Alhamisi- Thursday; Ijumaa- Friday; Jumamosi- Saturday

Asante - Thank you

Art Lesson (see video)

In this lesson, the students print using natural resources, including making their own paint brushes out of cow's hair!

Challenge: Can you do your own printing using natural resources? What could you make your paintbrush out of! The only thing bought they used was powder paint and paper.



Entrepreneurship Lesson (see video)

Entrepreneurship is an extremely important skill in Uganda, as many people run small businesses. In this video, the students demonstrate different local items they make and then role-play how they would sell them.

Notice how a bartering system is used - there is no set price. 5,000 shillings is approximately £1.

Discuss what products you could make in the UK out of local resources. Role play selling these products using the bartering method.

Maths Lesson (see video)

In this lesson, the students learn about finding angles and measurements by using natural resources.

Can the students plan how they would do something similar using natural resources found in the UK?



Other Ideas:

- Child of Hope's motto is '*Breaking Every Chain*'. Discuss what that means. Think of things that COH are trying to help the children overcome. Discussion - what do they think are the similarities and differences between issues affecting COH students and issues affecting UK students?
- Write letters to Gill Sherlock students (you can email them to us or send to our PO Box).
- Watch the *Our Home Lives* video from the school page the on COH website - what is the same/different from their homes/lives?
- What would they miss if they had no technology, no mobile phones nor electricity at home? How do they think their life would change?