



Give and Learn Day

Lesson Activities KS2

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. The teachers try to use objects found in the environment to support teaching as well as using games, songs, dance and oral storytelling. The teachers also draw their own charts and diagrams. Below are a few examples. Where there are words to learn, our teachers would either write them on the blackboard or a large piece of paper.

PE Lesson ([see video](#))

Our teachers don't have equipment for PE so they use local resources eg balls made out of banana fibres or plastic bags. Teacher Martin here demonstrates a PE lesson. Can you teach a PE lesson using no equipment?

Song: I love my school ([see video](#))

Our children love to sing and dance. Here is a song they sing about their school. You could learn this one or add your own words about your own school:

Chorus: I love my school, I love my school, because of opportunities I got in this school (x2)

Verse: I am a great singer I show my talents to the people of Uganda because of this school

Chorus:

Verse: I am a great dancer.....

Chorus:

Verse: I am a great writer.....

Chorus:

Verse: I am a great reader.....

Dance Lesson (video of dance lesson)

In Uganda, people belong to different tribes. They all have their different traditions. Here is a tutorial on a dance performed by the Buganda tribe:

Name of Dance	Step	Body Part	Dance Moves
Bakisimba	1	Feet	• Move the foot in front of your toes, the heel up • Move foot backwards, put the heel down • Make the same moves with the other leg
		Waist	• Swing the waist sideways with the help of the hip following the movement of the legs.
		Hands/legs	• Curve your hands towards the waist. Means Buganda is peaceful • Bend your legs to knee level
Nankasa	2	Feet, waist and hands	• Repeat the same procedure as in the Bakisimba but increase the speed of the movements of the waist and feet.
Slow Muwogola	3 (A)	Feet, waist and hands	• Put legs apart • Move the right foot backwards on toes and then back to the front not on toes • Repeat with the left leg • Bend your legs to knee level • Swing the waist sideways with the help of the movement of the legs
Quick Muwogola	3 (B)	Feet, waist and hands	• Stand legs a little apart and move the foot in and out one after the other • Swing the waist sideways following the movements of the legs • Use maximum speed!

Phonics/Reading song (video of phonics song)

This is a phonics song sung in Atesot to help the children learn about the vowels:

Ajeni eong alope aisiom

I know how to read

Anyukutan nu ipuu (x3)

Very many letters and words

Anyukuta naa a (x2)

This letter is a

Ajeni eong alope aa

I know it as a

Anyukuta naa e (x2)

This letter is e

Ajeni eong alope e

I know it as e

Anyukuta naa i (x2)

This letter is i

Ajeni eong alope i

I know it as i

Anyukuta naa o (x2)

This letter is o

Ajeni eong alope o

I know it as o

Anyukuta naa u (x2)

This letter is u

Ajeni eong alope u

I know it as u

SST Lesson

SST is a social studies subject, it is a mixture of History and Geography. The children learn all about the history of Uganda and its geographical features. In this lesson, you learn all about the Uganda coat of arms. The teacher would draw the coat of arms on a chart. The children are taught about the meaning of each symbol and then draw the coat of arms. Children 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.

Art Lesson (see video)

In this lesson, the children use paper to make necklaces. They also use the ring around soda bottles to make skipping ropes.

Necklace:

What you need: Thread, Needle, thin card, felt tip pens, glue

Instructions:

1. Cut the card into strips with a thin end at one end and a wider end at the other so it looks like a thin triangle.
2. Roll up the strip from the wider end to the thinner end using glue to make it stick.
3. You now have a bead- repeat until you have enough beads to form a necklace
4. You can decorate your beads using felt tip pens
5. Use a needle to place your completed beads onto the thread and tie to make the necklace
6. You can also make bracelets using the same method



Art Lesson (continued)

Skipping Rope:

What you need: Plastic rings from the top of soda bottles.

Instructions:

1. Carefully cut off the edge that attaches to the bottle so you are left with smooth rings
2. Fold a bottle ring, thread through another ring, and keep repeating to form the rope- watch the video carefully!

Science Lesson:

Learning about the food they eat. The main food the children eat is posho (a thick porridge) and beans. Class discussion: What food would you want to eat every day? How would you feel if you always had to eat the same food? How is the lunch that is eaten at your school different from what the COH children eat?

Uganda National Anthem (video of anthem)

The children sing the first verse of the National anthem during devotions. You can learn the song and sing along with the children:

Oh Uganda! May God uphold thee,
We lay our future in thy hand.
United, free,
For liberty
Together we'll always stand.

Other verses:

Oh Uganda! the land of freedom.
Our love and labour we give,
And with neighbours all
At our country's call
In peace and friendship we'll live.

Oh Uganda! the land that feeds us
By sun and fertile soil grown.
For our own dear land,
We'll always stand,
The Pearl of Africa's Crown.

Anthems

At COH primary, like all other schools in Uganda, the children learn to sing 3 anthems: the Uganda national anthem, the East African anthem and the COH anthem. Which ones can you learn? For a challenge learn the East African one as that is in Swahili!

Lyrics:

1) Uganda National Anthem- verse 1

Oh Uganda! May God uphold thee,
We lay our future in thy hand.
United free, for liberty
Together we'll always stand.

2) East African Anthem- verse 1 and chorus

Ee Mungu twaomba ulinde (Oh God we ask you to protect)
Jumuiya Afrika Mashariki (Our East African community)
Tuwereshe kuishi kwa amani (Enable us to stay/live in peace)
Tutimize na malengo yetu (And accomplish our tasks)

Jumuiya yetu sote tuilende (Let us all protect our community)
Tuwajibike tuimarike (We should work hard, to strengthen it)
Umoja wetu ni nguzo yetu (Our unity is our pillar)
Idumu Jumuiya yetu (so sustain/uphold our community)

3) COH School Anthem:

Joyful and successful a brighter future
This is life at Child of Hope
It's only with our Lord's grace
Filling us in this place
That we can be all we can be
Children after children flowing like the Nile
Sourcing life from Child of Hope

Touching lives and changing lives is our destiny
Leaders one and all we'll be
It's only with our faithfulness
And with resourcefulness
That we can change the world for good
Integrity, excellence and creativity
Our principles at Child of Hope

Challenge: Can you write an anthem for your school?

The related video links are on our resources page: <https://www.childofhopeuganda.org/give-learn-day/primary-resources>

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 with, e.g. sickness - the class can make a paper chain with words on it, to hang up in the classroom.
- Write letters to COH or make cards for them (you can email them to us or send them to our PO Box).
- If you have African drums, do some drumming.
- Watch *Home Lives* video from the COH website - what is the same/different from their homes?
- What would they miss if they had no technology or electricity at home? How would it change what things you do while at home?