

**LEAD Uganda  
CURRICULUM SUPPLEMENT**

**OVERVIEW**

This supplement consists of a series of hands-on educational activities that help to facilitate inquiry based learning. Each lesson is approximately 30 - 45 minutes long. The lessons allow students to learn about the issues that children (and adults) face in war torn undeveloped countries like Uganda from the first hand accounts of children who live there.

These activities are unique in that they not only expose students to the problems, but also explore solutions to the issues studied. Using this curriculum, students at participating schools will not be the only ones to “profit” by just “taking” life experiences from African children, but they will have the opportunity to give back by helping to fundraise for a Ugandan student’s education.

The supplemental materials have been categorized in a few main categories.

**Poverty:**

Street children/kids, child labor, child-headed households/families, family issues.

**AIDS and Health Issues:**

AIDS orphans, malaria, malnutrition, issues pertaining to unclean water.

**Children of War:**

Child soldiers, night commuters, and children living in refugee camps.

**Hopes and Dreams (A Look at Solutions):**

A look at strength, culture, what can be done, and the success stories of students in the LEAD Uganda program.

**Day 1**

**Lesson 1: An Inside Look**

**Duration:** 1 class period

**Time:** 30 minutes

**Aim:** What are the tools/things necessary to have a future? What is social activism?

**Objective:** Students will be introduced to the LEAD Uganda leadership program and begin to develop social and intellectual connections through the process of social activism.

**Materials:**

Northern Uganda DVD or internet access to [www.leaduganda.org/about\\_video.html](http://www.leaduganda.org/about_video.html)

Stephen Shames Foundation brochures

Painters tape

**Motivation: 10 minutes**

Using painter's tape of any color create a line that divides your classroom in half, students can remain standing on either side. The teacher will then inform the students that we will be doing an activity called *Line Walk*. "When I make a statement that you have experienced, I would like for you to step up to the line. If you do not relate to the statement then remain where you are." The teacher can choose to do a simple example such as: I enjoy ice cream, I love animals, I hate school, etc.

The teacher will begin by making the following statements:

- A. I am hungry when I wake up.
- B. I sometimes get headaches because I haven't eaten.
- C. There are times when I will go a whole day without eating.
- D. I sometimes have nightmares after bad experiences.
- E. I have been betrayed by someone I know.
- F. I have experienced violence.
- G. I have lost someone to violence.
- H. I would join an army if I had to, right now. To protect family? Country?
- I. I control my environment
- J. I do not feel safe in my environment.
- K. Education is important to me.

**Follow: 15 – 20 minutes**

1. After giving some time for the motivation the teacher will then ask students to take their seats and write down what they thought was interesting or what is one thing that they learned from doing that activity. The teacher can elect to have students share or collect at the end of class.
2. The teacher will then briefly explain that the class/school will be learning about a program that helps kids who face nearly all of the issues that were mentioned in the activity that the class just did, every single day. The teacher will then pass out the brochures for students to peruse and ask them to give their attention to the Northern Ugandan video.
3. After watching the video students can share their thoughts on the idea of helping others.

**Summation:** Write a one page comparison of your life to that of a young person in a refugee camp in Uganda. Or, write a reaction answering the following questions: Did you know that these issues existed? Can you imagine living like that? Do these issues remind you of any issues that plague your own community?

**Depending on age/level students can be given a brief history of Uganda to read and a blank map to fill in. (provided at the end of the curriculum.)**

Include poverty facts: US & Africa

4 million babies die each year in the third world (source CARE)

\_\_\_ million children do not attend school

\_\_\_ million children live on \$1 a day

**Day 2**

**Lesson 2: Poverty**

**Duration:** 1 class period

**Time:** 30 minutes

**Vocabulary:** subsistence farming, rural, urban, economy, poverty, infrastructure.

**Aim:** What does poverty mean in Africa as opposed to the US?

**Materials:**

LEAD Uganda student bio's: AIDS orphans, child-headed families, street kids, working children.

LEAD Uganda video "Our Children" or internet access: [www.leaduganda.org/about\\_video.html](http://www.leaduganda.org/about_video.html)

Video on Poverty in the USA: Suggested source

<http://www.usccb.org/cchd/povertyusa/> by the US Conference of Catholic Bishops

Photo book: *Outside the Dream: Child Poverty in America* by Stephen Shames (Aperture)

Pictures of: Rural/Urban Communities, (small) Subsistence farming/cash crop farming (large)

**Motivation: 5-10 minutes**

The teacher should have a blank "brainstorm web" (where there is a key word circled in the middle of vertical lines stemming from it).

The teacher will then ask students to do a quick brainstorm of poverty issues they see in their own communities or poverty in America. What does poverty look like? Students take two min to brainstorm, then share and the teacher adds to the web in one color. Then the teacher asks what the government does if anything to help... students take two min to brainstorm, then share and the teacher adds the new responses in another color. After giving a couple of minutes to write down their responses the teacher will then ask; does our government do anything to help with the issues you wrote down? After students have had a few more minutes to write their responses the teacher will then ask them to share. Some of this may really vary depending on the students' context (urban vs. rural).

**Follow: 20 minutes**

1. Students will fold the days note paper into thirds to create a three column chart. In one column they will place **US**, in the middle **both (similarities)**, and in the third column **Uganda**. Title the chart: Poverty in the United States and Uganda.
2. The teacher will then ask students to view the video of poverty in the US and write down what issues they feel affect the US in the appropriate column.
3. Then students will view the LEAD Uganda video "Our Children" and write down the issues they feel affect Uganda.
4. Then as a class students will share and fill in the "both" column on issues they feel affect both Uganda and the US. Depending on the age/sophistication the chart could be divided further into "issue arising from poverty" and "government response" so that students can see that even if some of the issues are similar, the gov't responses might be very different.

**Summation:** For home work students should summarize the chart: major similarities, major differences, and responses. Or they can compare their daily life to the life of someone in poverty in Uganda.

In this lesson the teacher can emphasize key factors of living in a rural village and subsistence farming community in Uganda.

For instance third world children live without electricity. They can not use electricity at all (except occasionally to cook and for heat). If they study at night they have to do it by candle light if they can afford it. They do not have the luxuries that we have to watch TV or listen to an iPod.

In order to get water they have to carry buckets and walk 100 feet or more with the bucket and its load. These buckets are their source of water for drinking, cooking, bathing, and cleaning.

There is also a lack of choices in food. On average Ugandans eat rice or matoke (plantains) for most meals and this is without salt or sugar.

**Day 3**

**Lesson 3: Poverty 2**

**Duration:** 2 class period

**Time:** 30 minutes

The teacher will then give the statistic that “In Uganda 2/3 of the country lives on \$2 a day or less (for a family) and 1/3 lives on \$1 a day (for a family). This statement is very different from what the United States poverty level is (\$19,000 for a family).”

The teacher will then give the students the assignment of living on \$5 a day to cover food, transportation, health care, school supplies, and any other necessities excluding shelter. Students will have to make choices so they stay within the \$5 a day limit. For example, do they need to take the bus to school? The teacher should list (on the board) a monetary value on things (such as school breakfast, lunch, or school supplies) they may get for free here that are not free in Uganda.

**Example of Necessity List:**

- Public Transportation \$2
- School Breakfast and Lunch \$2.30
- Inexpensive Snacks at a store \$.25 - \$2 (Note that the cheaper they are the less nutritional value you are getting)
- Juice \$1
- School fee \$2 a day
- Pencil \$.20
- Pens \$.40
- Paper \$.50
- Shirt \$3
- Pants \$3
- Uniform \$3.50
- Shoes \$4
- Doctor Visit \$10
- Running Water free with a 2 mile hike

Depending on your students levels this part can be done as a group. This way students can discuss and negotiate the importance of different things/experiences. Then students have to figure out how they will spend their money and this can be documented in their journals. Students are to keep a detailed journal specifying the usage or non-usage of their money. Did living on \$5 a day affect you academically, socially, emotionally?

Depending on age/level, students might need more guidance such as, what was the most difficult part about living on \$5 a day? What was the most difficult decision you had to make about how to spend your money?

The journal should also be reflective summarizing how did the activity make them feel and could they do it for a longer period of time.

How does poverty affect a child's future?

How does poverty affect their education?

**Day 4**

**Lesson 3 continued**

**Motivation: 10 minutes**

Students can share their journal entries on living only on \$5 a day and what it felt like.

**Vocabulary:** rural, urban, subsistence farming, cultivation

**Follow: 35 minutes**

1. Students will be placed into groups of no more than 4
2. The teacher will have the words Rural and Urban on the board.  
Note: The definition of the word may be written down as well, depending on the different levels in the classroom.  
The teacher will then pass around images that are examples of the two words.  
If images are not available then the teacher can ask students to think back to the films/images they saw and give an example?  
If images are available then students will then be invited to come up to the board and place the images in the categories they think they belong in. Students should also explain why the picture belongs in the category and the class will go over the answers.
3. The teacher will then ask how different environments might lead to different issues that poor people face. Students can brainstorm what those issues might be in the US and/or Uganda.  
The teacher will then say that the students are going to read about a Ugandan students' life to report back. Each student will be given a role within each group. Those roles are:  
Facilitator – responsible for getting and returning all materials, and making sure the group stays on task.  
Secretary – is responsible for writing down the groups notes.  
Reporter – is responsible for sharing the group's findings with the class. (This can be 2 people if class size necessitates this).
4. Each group will receive a Ugandan student's bio, chart paper, and markers.
5. The teacher will then state that in their groups every one has to read their students bios. Groups will prepare to report back to the class on what are the issues of poverty their student faces and what kind of community they are/were living in. The secretary will write down the answers each group member gives to the following categories: health, emotional, and family.
6. Depending on time the chart paper can then be posted up for the class to review and take notes on or students will take notes while each group is presenting.

**Summation:**

Students chose to write a narrative for a child that they DID NOT read about (notes are very important then!). Or, students could use these bios to summarize some of the differences between urban and rural poverty. They could even offer an opinion as to which they think would be more difficult to live with.

Or

Advanced: If the teacher would like to extend the previous days activity they can ask students to continue living on \$5 a day for the rest of the week or try to live on \$3 a day, as a challenge.

Students can define the vocabulary words attached to this lesson and use them in a poem, letter, or short essay comparing their life to that of the student they just learned about.

**Day 5**

**Lesson 4: AIDS and other Health Issues**

**Duration:** 1 class period

**Time:** 30 minutes

**Materials:**

Student Bio's on health issues

African diseases fact sheets

**Vocabulary:** epidemic, orphan, malaria, AIDS, worms.

**Aim: What is an epidemic in Africa?**

**Motivation: 5 minutes**

The teacher will have students make a 3 column chart on paper and put a K and L in one of the columns. Students will then do a **K** (what you know) **W** (what you want to know) **L** (what you learned) chart on AIDS, Malaria, and/or Guinea Worm. They will spend a few minutes completing the K and W sections and will complete the L part at the end of class.

**Follow: 25 minutes**

1. After the class has finished the first two sections of the KWL chart, the teacher will then put students into groups that will receive different information (jigsaw) to read and report back on a disease that is reviewed in the fact sheets that follow this lesson. (Similar to the format of lesson 2)

Give one the reading on AIDS, another on Malaria, and the third on Guinea Worm. Students have to close read, if possible find the answers to the things listed in the "W" of the brainstorm and then they present to each other

2. When each group reports back they have to include in their summaries of the disease the causes, affects, cure, and any statistics that they found interesting.

**Summation:**

At the end of class students will state what they have learned and complete the L section of the KWL chart. This can also be for homework if time is limited. Students can also rank the diseases/illnesses according to which they think has the most severe impact on Africans, the most severe impact on Americans. Then look at the question of how these illnesses might be eliminated/prevented.

Take a look at the aim again... have students answer it and discuss whether these illnesses are epidemics.

For home work students can write a reflection answering the question listed above or – can any of the diseases they learned about today be eliminated/prevented in the world, and if so how?

#### **Lesson 4: Fact Sheet**

##### **What is Guinea Worm Disease**

Guinea worm disease is a parasitic disease that rarely makes headlines but is so painful and debilitating that its effects reach far beyond a single victim, crippling agricultural production and reducing school attendance. A child suffers and is unable to attend school, work, or play. A parent suffers and is unable to harvest crops or care for younger children. Commonly called the "fiery serpent," *dracunculiasis* — the medical term for Guinea worm disease — has been around for centuries.

##### **Guinea Worm Disease Is Linked by Water**

Guinea worm disease is contracted when stagnant water, contaminated with microscopic copepods (often referred to as water fleas) carrying infective larvae, is consumed. Inside a human's abdomen, Guinea worm larvae mature and grow, some as long as 3 feet. After a year, the Guinea worm slowly emerges through an agonizingly painful blister it creates in the skin (see Guinea worm life cycle). Guinea worms can take up to two months to be completely removed, and even then, secondary infections may occur. Victims often immerse their limbs in water, seeking relief from the burning sensation caused by emerging Guinea worms, and thus re-contaminate drinking water.

##### **Guinea Worm Disease Affects Entire Communities**

When plagued by Guinea worm, whole communities suffer, not just the individuals with the disease. Children with the disease cannot attend school because they, and other victims, are incapacitated for an average of two months after a worm has begun to emerge from a person's body. Communities suffer food shortages when their residents are unable to work. In southeastern Nigeria, rice farmers lost \$20 million USD in one year because of outbreaks of Guinea worm disease.

Source: [http://cartercenter.org/health/guinea\\_worm/index.html](http://cartercenter.org/health/guinea_worm/index.html)

## Lesson 4 Fact Sheet

### Malaria

#### Infection and transmission

Malaria is a disease which can be transmitted to people of all ages. It is caused by parasites of the species *Plasmodium* that are spread from person to person through the bites of infected mosquitoes. The common first symptoms – fever, headache, chills, and vomiting – appear 10 to 15 days after a person is infected. If not treated promptly with effective medicines, malaria can cause severe illness that is often fatal.

There are four types of human malaria – *Plasmodium falciparum*, *P.vivax*, *P.malariae*, and *P.ovale*. *P.falciparum* and *P.vivax* are the most common. *P.falciparum* is by far the most deadly type of malaria infection.

Malaria transmission differs in intensity and regularity depending on local factors such as rainfall patterns, proximity of mosquito breeding sites and mosquito species. Some regions have a fairly constant number of cases throughout the year – these are *malaria endemic* – whereas in other areas there are “malaria” seasons, usually coinciding with the rainy season.

Large and devastating epidemics can occur in areas where people have had little contact with the malaria parasite, and therefore have little or no immunity. These epidemics can be triggered by weather conditions and further aggravated by complex emergencies or natural disasters.

#### Global and regional risk

Approximately, 40% of the world’s populations, mostly those living in the world’s poorest countries, are at risk of malaria. Every year, more than 500 million people become severely ill with malaria. Most cases and deaths are in sub-Saharan Africa. However, Asia, Latin America, the Middle East and parts of Europe are also affected. Travelers from malaria-free regions going to areas where there is malaria transmission are highly vulnerable – they have little or no immunity and are often exposed to delayed or wrong malaria diagnosis when returning to their home country.

#### Treatment

Early diagnosis and prompt treatment are the basic elements of malaria control. Early and effective treatment of malaria disease will shorten its duration and prevent the development of complications and the great majority of deaths from malaria. Access to disease management should be seen not only as a component of malaria control but a fundamental right of all populations at risk. Malaria control must be an essential part of health care development. In contemporary control, treatment is provided to cure patients rather than to reduce parasite reservoirs.

Anti-malarial treatment policies will vary between countries depending on the epidemiology of the disease, transmission, patterns of drug resistance and political and economic contexts.

#### Socioeconomic impact

Malaria causes an average loss of 1.3% annual economic growth in countries with intense transmission. When compounded over the years, this loss has led to substantial differences in GDP between countries with and without malaria. Malaria traps families and communities in a downward spiral of poverty, disproportionately affecting marginalized populations and poor people who cannot afford treatment or who have limited access to health care. Malaria’s direct costs include a combination of personal and public expenditures on both prevention and treatment of disease. In some countries with a very heavy malaria burden, the disease may account for as much as 40% of public health expenditure, 30-50% of inpatient admissions and up to 60% of outpatient visits. Malaria has lifelong effects through increased poverty, impaired learning and decreases in attendance in schools and the workplace.

Source: <http://www.africa.upenn.edu/health/malaria.htm>

## Lesson 4 Fact Sheet

### AIDS in Africa Summary

Source: <http://www.avert.org/aafrica.htm>

Sub-Saharan Africa is more heavily affected by HIV and AIDS than any other region of the world. An estimated 24.5 million people were living with HIV at the end of 2005 and approximately 2.7 million additional people were infected with HIV during that year.<sup>1</sup> In just the past year, the AIDS epidemic in Africa has claimed the lives of an estimated 2 million people in this region. More than twelve million children have been orphaned by AIDS.<sup>2</sup>

The extent of the AIDS crisis is only now becoming clear in many African countries, as increasing numbers of people with HIV are becoming ill. In the absence of massively expanded prevention, treatment and care efforts, it is expected that the AIDS death toll in sub-Saharan Africa will continue to rise. This means that the impact of the AIDS epidemic on these societies will be felt most strongly in the course of the next ten years and beyond. Its social and economic consequences are already widely felt, not only in the health sector but also in education, industry, agriculture, transport, human resources and the economy in general.

### How are different countries in Africa affected?

Both HIV prevalence rates and the numbers of people dying from AIDS vary greatly between African countries. In Somalia and Senegal the HIV prevalence is under 1% of the adult population, whereas in South Africa and Zambia around 15-20% of adults are infected with HIV. In four southern African countries, the national adult HIV prevalence rate has risen higher than was thought possible and now exceeds 20%. These countries are Botswana (24.1%), Lesotho (23.2%), Swaziland (33.4%) and Zimbabwe (20.1%).

West Africa has been less affected by AIDS, but the HIV prevalence rates in some countries are creeping up. HIV prevalence is estimated to exceed 5% in Cameroon (5.4%), Côte d'Ivoire (7.1%) and Gabon (7.9%).

Until recently the national HIV prevalence rate has remained relatively low in Nigeria, the most populous country in Sub-Saharan Africa. The rate has grown slowly from below 2% in 1993 to 3.9% in 2005. But some states in Nigeria are already experiencing HIV infection rates as high as those now found in Cameroon. Already around 2.9 million Nigerians are estimated to be living with HIV.

Adult HIV prevalence in East Africa exceeds 6% in Uganda, Kenya and Tanzania.

### HIV/AIDS Statistics

Source: <http://www.until.org/statistics.shtml>

#### Worldwide:

- Over 22 million people have died from AIDS.
- Over 42 million people are living with HIV/AIDS, and 74 percent of these infected people live in sub-Saharan Africa.
- Over 19 million women are living with HIV/AIDS.
- By the year 2010, five countries (Ethiopia, Nigeria, China, India, and Russia) with 40 percent of the world's population will add 50 to 75 million infected people to the worldwide pool of HIV disease.
- There are 14,000 new infections every day (95 percent in developing countries). HIV/AIDS is a "disease of young people" with half of the 5 million new infections each year occurring among people ages 15 to 24.
- The UN estimates that, currently, there are 14 million AIDS orphans and that by 2010 there will be 25 million.

#### United States:

- An estimated one million people are currently living with HIV in the United States, with approximately 40,000 new infections occurring each year.
- 70 percent of these new infections occur in men and 30 percent occur in women.
- By race, 54 percent of the new infections in the United States occur among African Americans, and 64 percent of the new infections in women occur in African American women.
- 75 percent of the new infections in women are heterosexually transmitted.
- Half of all new infections in the United States occur in people 25 years of age or younger.

**Lesson 4 Part II: Children affected by AIDS**

**Duration:** 1 class period

**Time:** 30 minutes

**Materials:**

Student Bio's on health issues

African diseases fact sheets

**Vocabulary:** epidemic, orphan, malaria, AIDS, worms.

**Aim:** How does disease affect those living in poverty in Uganda?

**Note: that these are generalizations. Not everyone affected by AIDS is orphaned or head of their household, but these are trends.**

**Motivation: 5 minutes**

Have students think about the last time they were sick and stayed home from school. Why did they stay home? How did they feel? What did they do?

Or the students can review their homework and discussion from the previous lesson.

**Follow: 25 minutes**

1. Students will then be placed in groups to read stories pertaining to AIDS orphans (parents died of AIDS), child-headed families, and children living with an illness.
2. Students will be instructed to take notes as the teacher reads an article on how Magic Johnson is living with HIV/AIDS. (cnn.com)  
<http://www.cnn.com/2005/US/01/17/cnn25.tan.johnson/index.html>
3. The group will then be instructed to read the student bio where they will chart the differences in how the Ugandan student has to live due to their disease in comparison to the way Magic Johnson lives today. They should also list what is needed (i.e. medicine, health care, certain types of food, etc.) to cure the Ugandan students infliction or stabilize their illness. This information will then be shared with the class.
4. Depending on age/level students can review an article on drug companies and the approval process of the cocktails.(FDA.gov)  
[http://www.fda.gov/FDAC/features/1999/499\\_aids.html](http://www.fda.gov/FDAC/features/1999/499_aids.html)

This will allow students to begin to see the larger systemic and larger problems.

5. The teacher can share the fact that “every family in Uganda has nieces, nephews, or even kids who are not related living with them”. How does this affect the way they live? Why does this happen and what kind of impact does it have on the larger society?

**Summation:**

Students can finish working on section three and connect it to the (web search)activity that follows.

**CHECKING FACTS:**

The number of orphans in Uganda \_\_\_\_ million is high compared to \_\_\_\_ million orphans in the US. Students can find the statistics or the information can be given to them.

What would be the effects on your family on having two extra kids all of a sudden?

What would be the effect of \_\_\_\_\_ million orphans to the US economy, school system, family life, standard of living?

Students can also summarize/infer why the impact of HIV/AIDS is so different in the US versus places like Uganda. Maybe also brainstorm what could make a difference?

**Day 7**

**Lesson 5: Children of War**

**Duration:** 2 class periods

**Time:** 30 minutes

**Vocabulary:** refugee camp, NGO, IDP, Lords resistance army, night commuters, child soldiers, reunification, security.

**Materials:**

Child Soldier documentary on DVD or at [www.stephenshames.org](http://www.stephenshames.org)

Student bio's pertaining to children of war; child soldier, refugee camp, night commuter, orphan, witnessed parents or siblings killed.

**Literature:**

Ishmael Beah "A Long Way Gone: Memoirs of a Child Soldier"

Innocents Lost: When Child Soldiers Go To War by Jimmie Briggs

Child Soldier by China Keitetsi

Children at War by P. W. Singer

Armies of the Young by David, M Rosen

Girl Soldier: A Story of Hope for Northern Uganda's Children, co-authored by Grace Akallo and Faith McDonnell

**Aim: How does war affect children?**

**Motivation: 5-10 minutes**

*Since we are currently at war now students can be asked how does war affect them (as children). Have them brainstorm how it might be different if they were children in Iraq. How would war affect them differently?*

Or

The teacher will tell students that they will be watching a short student produced documentary on child soldiers and play the (4:30 minute) movie (via the internet or DVD).

During this time students should be writing down at least 3 things they learned about child soldiers from the film.

**Follow: 25 – 35 minutes**

1. After the class finishes watching the movie the teacher can then lead a brief discussion by asking the following questions:

- What must it feel like to go through the experience of becoming a soldier before the age of 13?

Fact: the average age of a child soldier is 13. Most are abducted at age of 9 – 11 years old. Some are orphaned and then turn to these armies as a form of protection.

- How do they have to change their mindset or thinking?
- Could you compare a child soldier or a refugee to anyone in your own community?
- Would you accept a "reformed" child soldier back into your community?

**Summation:**

- Was there a time when you forgave someone for something? How did it make them feel? How would things have been different if you had taken revenge rather than forgiven?

### **Lesson 5 Part 2**

Note: Child Soldiers: Even those who do not fight are traumatized and lose so much. For example the children whose parents/siblings died in a war or those who witnessed acts of violence.

**Aim:** What is reunification?

#### **Motivation:**

Journal activity: is it better to forgive or to get revenge?

Hypothetical – Your brother was killed by this militia that a former child soldier was a part of... now he is coming back, to your community, how do you feel? Does it matter that he was only 13 when he became a soldier? What should happen to him?

#### **Follow:**

1. Students will then share their responses and practice active listening by having a discussion on their thoughts.  
Students should be instructed to use statements like: "I heard you say..., I agree/disagree because..., or I have a question...  
After the last question the teacher can then bring up the issue of reunification – the fact that after spending a time period becoming a soldier a number of children have been taken out of the war and put back into villages or communities that at this time, no longer want to have anything to do with them (because they are considered to be murderers).
2. The teacher will then place students into groups (earlier format) and give each group a bio on a child of war to read and report back. Groups should share what students faced emotionally and physically. They should also state how the student escaped from the environment they were in. The group should also state whether their opinion changed (from the days earlier activity) after reading the bio.

#### **Summation:**

Students can write a short summary answering the questions: Do you feel safe in your own environment? Why? Why not? What is missing from the environment of the children affected by war to make them not feel safe? How does safety impact education?

**Day 8**

**Lesson 6:** Hopes and Dreams/Solutions

**Duration:** 2 class periods

**Time:** 30 minutes

**Vocabulary:** micro, macro, strength

**Materials:**

Student bio's pertaining to success stories of program participants

The UN Millennium Goals for Education.

Literature:

Jeffrey Sachs: *The End of Poverty*

Stephen Shames: *Pursuing the Dream: What Helps Children And Their Families Succeed*  
(solutions to US poverty)

**Aim: Is there a way to overcome poverty?**

**Motivation: 5 – 10 minutes**

Students will take a few minutes to brainstorm then discuss their answer to the question is it better to have a pair of shoes and not go to school or better to go to school bare foot?

Agree/disagree and why?

**Follow: 15 – 20 minutes**

1. Ask students to brainstorm reasons why the international organization the United Nations would say that education is the best poverty reducer? Then have a brief discussion. If time permits the teacher can then briefly go over the UN Millennium goals with the class. S/he can then ask: Do these goals go far enough to help make a difference in the world? If not what would you add or take away to improve the goals? Depending on the age/level of your students groups can read over these themselves. Then discuss Is primary education enough to survive in the modern world?
2. The teacher will then ask students to review comparisons of poverty issues/solutions between the US and Uganda. Then go into what are the different forms of help from inside and out of the community by placing two columns where macro (large - outside group) and micro (small – individual) are written in a section. In groups students will be given an issue: sanitation/clean water; war; education; disease and have to think of micro and macro solutions.

For each solution, whose/what support/cooperation would be necessary?

**Summation:**

For home work students will be given a bio of a student who is sharing about what the LEAD Uganda education program has done for them to read. They will then write a minimum one page reflection about the pros/cons of macro vs. micro solutions?

**Further Questions:** This is optional

How do people escape poverty in the US? Is education a solution to poverty?

What would life be like without education?

What jobs are available to US citizens without a university degree? Do they pay enough to raise a family?

Does the same hold true for Ugandan citizens?

Advanced: crime vs. education for children in poverty, which one holds more benefits?

**Day 9**

**Lesson 7: Hopes and Dreams/Solutions**

**Duration:** 2 class periods

**Time:** 30 minutes

**Vocabulary:** micro, macro, strength

**Materials:**

Student bio's pertaining to success stories of program participants

"Dance New Years" DVD or internet access: [www.leaduganda.org/about\\_video.html](http://www.leaduganda.org/about_video.html)

Cost of living break down of student in Uganda

**Aim: Is there a way to overcome poverty?**

**Motivation: 5 – 10 minutes**

Students will interpret the quote: *"Give a man a fish and you will feed him for the day. If you teach a man how to fish you will feed him for a lifetime."* The teacher can then ask how the quote relates to the goals of the LEAD Uganda program.

**Follow: 25 minutes**

1. Students will look at the pros/cons of short-term vs. long-term solutions to a problem. Then they can discuss whether a program like LEAD Uganda is short or long term.
2. The teacher can then go over the set up of the LEAD Uganda program and students can share their opinions on whether they feel the program is a productive way to help.
3. Students will then be asked what can give you strength in times of hardships. They should list their responses.
4. The class will then view the Dance, New Years video that was recorded at the LEAD Uganda office/house in Uganda. After viewing the video a brief discussion on how people who are suffering can still have the strength to have a cultural celebration. Do cultural celebrations help oppressed people solve the problems that they face?
5. The Teacher can continue to review the programs set up and goals.

**Note:** The LEAD Uganda program realizes that there are issues in our own community and in other parts of the world. There are many different ways to help others. However because students in Uganda need money to attend school fundraising is vital. So raising money to support organizations and doing this work is very important. However, there are other ways to help. Teachers can also choose to make connections between the many other ways we can help. Other ideas include letter-writing, teaching others about these issues, volunteering for organizations that do work like this (ex. passing out flyers, envelope stuffing, etc.), and lobbying political representatives can also be discussed.

**Summation:**

For homework students can begin to brainstorm fundraising ideas to bring into class the following day.

In order to sponsor a child in a school year: The cost is \$1,800 a year for a student. This equates to \$200 a month for nine months. (If you start late / end early: 7 months = \$250 a month). Though it is our hope that schools can raise the money to support at least one student, any amount that can be raised will help.

**Suggested Ideas for fundraising:**

- Each student brings in \$1 to \$5 a week for 20 weeks (semester). This can be kept in a student contribution record and for a prize every \$5 a student contributes within a week will allow them to receive a raffle ticket for 2 movie tickets that will be raffled off at the end of each week or month.
- A penny harvest where spare change is collected on a weekly or bi-weekly basis.
- Car Wash / Bake Sale / Candy Sale / Plant sale
- Admission to basketball game / movie at school / dance / school event
- Students produce tee shirts / pins / item to sell. Students create a design for a t-shirt, have 100 printed and sell them.
- Students compile stories / poems / artwork / recipes to create a publication that can be sold.
- Sell student art work. Drawings, ceramics, etc.
- Raffle or Auction. Get businesses to donate items.
- \$1 coupons for Mc Donald / supermarket. Store adds \$1 to tab and collects the coupons. A representative from the school checks in and collects the proceeds once a month or the business can deposit the earnings into a fundraising bank account for the school. The only thing that needs to be made is a coupon with UPC code.
- Social Activism Day at school for community. Students can have items for sale while the participants watch a student presentation or participate in workshops on social issues.
- Refugee Camp simulation / Marathon. Sponsors pay 50¢ or more for every hour a participant can last as a person who is experiencing only a taste of what a refugee goes through up to 24 hours. Each participant can have multiple sponsors which will be tracked on a sponsor sheet. The simulation will begin on a Friday evening to Sunday morning or evening. It can be done at a school gym, community center, or church. It will be supervised by adults.

Participants will have to do things such as: sleep on the floor mats, receive only 3 basic meals (of rice/bread/water) for the day, there will be no personal use of electricity, everyone will have to travel with a bucket to get water that they need, etc. This marathon can also be connected with prizes and recognition for those who completed the marathon. Such as certificates, Pizza party/Sunday brunch, or a letter for community service hours.

- Similar to the idea above an organization can hold a Walk for Orphans. \$1 or more, for a mile sponsorship.

Whatever fundraising activities are done should be combined with a Fund raising bulletin board. This board can have the fundraising ideas or events that are coming up, student bios, and a pacing chart (graph / thermometer) to track how close your school is getting to their fundraising goal.

## List of Sources for further lessons on Uganda

Note: At the time this curriculum was created there were very few published lesson plans on Uganda. So this list has websites that have information that educators can use to develop lessons or activities on Uganda if they choose to.

1. <http://www.experienceafrica.co.uk/sitemap.htm>  
This is a site map that contains a variety of activities that pertain to life in Africa-Uganda.
2. [http://cybersleuth-kids.com/sleuth/Geography/Africa/Uganda\\_/index.htm](http://cybersleuth-kids.com/sleuth/Geography/Africa/Uganda_/index.htm)  
This site has links to currency and history sites that focus on Uganda
3. <http://ideas.repec.org/p/wbk/wbrwps/2440.html>  
This is a good site to get more sources that can be used to help teach Uganda.
4. [http://www.unfpa.org/culture/case\\_studies/uganda\\_study.htm](http://www.unfpa.org/culture/case_studies/uganda_study.htm)  
The UN gives a brief synopsis of the infrastructure of Uganda in the past and present.

**NYS Curriculum Standards  
In Relation to LEAD Uganda Curriculum**

**English Language Arts**

**Standard 1: Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

<b>Lessons:</b>	All lessons
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**Standard 2: Language for Literary Response and Expression**

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

<b>Lessons:</b>	1, 2, 4, 5, 6
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**Standard 3: Language for Critical Analysis and Evaluation**

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

<b>Lessons:</b>	2, 3, 4, 5, 6, 7
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**Standard 4: Language for Social Interaction**

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

<b>Lessons:</b>	3, 4, 5
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**Mathematics, Science, and Technology**

**Standard 1: Analysis, Inquiry, and Design**

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

<b>Lessons:</b>	3, 4
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**Standard 2: Information Systems**

Students will access, generate, process, and Transfer information using appropriate technologies.

<b>Lessons:</b>	N/A
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**Standard 3: Mathematics (1996)**

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Lessons:	3
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**Standard 4: Science**

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Lessons:	4
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**Standard 5: Technology**

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Lessons:	N/A
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**Standard 6: Interconnectedness: Common Themes** Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Lessons:	3, 4
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**Standard 7: Interdisciplinary Problem Solving**

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Lessons:	3
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**Social Studies****Standard 2: World History**

Students will use a variety of intellectual skills to Demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Lessons:	N/A
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**Standard 3: Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Lessons:	1
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**Standard 4: Economics**

Students will use a variety of intellectual skills to Demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Lessons:	N/A
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**Standard 5: Civics, Citizenship, and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Lessons:	3, 4
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**The Arts**

**Standard 1: Creating, Performing, and Participating in the Arts**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Lessons:	3, 6
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**Standard 3: Responding to and Analyzing Works of Art**

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Lessons:	N/A
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**Standard 4: Understanding the Cultural Contributions of the Arts**

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Lessons:	7
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## A Brief History of Uganda

### Introduction

[www.visiting-uganda.com/profile/history\\_brief.html](http://www.visiting-uganda.com/profile/history_brief.html)

Uganda is very much a product of its recent history, in particular the events since the country gained independence from Britain in 1962.

The last 50 years have seen dramatic shifts and turns in the country's economic and political fortunes, and go a long way to explaining the Uganda of today. But to better appreciate its culture, customs and heritage it's useful to have an understanding of its history since about 1845, when the first white explorers, German missionaries, began sending reports back to Europe of their discoveries, including great lakes and snowy mountains' some weeks' journey inland from the coast.

### Early History and the First Explorers

Earliest records show that the four main ethnic groups of Uganda, Bantus, Nilotics, NiloHamitics and the Sudanics were all resident and living in three separate Kingdoms when the first European explorers arrived. Each Kingdom had its own laws, customs, music and oral history. Elements of these cultural identities have survived, leading to variations in customs, music and dance throughout the country, whilst the inevitable cultural mixing led to new traditions, forms of dance and music evolving.

Explorers including Speke, Stanley and Livingston opened the area to hundreds of Europeans, sparked Britain's interest in claiming the territory, and opened up opportunities for trade, mainly to the advantage of the Europeans.

### British Protectorate

Uganda officially became a British Protectorate in 1894, and immediately acquired the trappings that went with its new colonial status. Although intentionally disguised as local rule, the imported systems shaped the armed forces, judicial system, foreign policy, trade routes, agriculture, ideas of appropriate social behaviour, official language, system of government and religious beliefs across the nation. Many of these colonial systems survived the demise of the colonial era and life span of the protectorate and still exist today. Vehicles drive on the left (usually!), the judicial system is still

based on British law, and the official language spoken by all educated Ugandans is English.

Independence Onward

On October 9th 1962, Uganda became an independent country with Apollo Milton Obote as the first Prime Minister of Uganda. The British had developed the necessary infrastructure to enable the new country to have a promising start. Higher education, hospitals, law and order and a new parliamentary system were in place, and agriculture and trade were booming.

Obote had a challenge on his hands, trying to hold a number of tribes and interests together without the power of a foreign protectorate to enforce decisions. His government found its relations with the opposition KY party to be a huge stumbling block that hindered progress and fed division throughout the country.

Finally, a constitutional crisis in 1966 brought to the world scene, a man who was to become an infamous figure. Major General Idi Amin was in command of Uganda's army, and Obote could not rule without military support. As life at home became more and more desperate for Ugandans, Amin seized his opportunity in January 1971, overthrowing Obote to public jubilation and massive national support.

Initially the nation, and the western world, welcomed Amin, who appointed an experienced cabinet and promised wide ranging political and economic reforms. The nature of his leadership was soon revealed to be less 'savour' and more 'murdering dictator' as Uganda was plunged into years of fear, self destruction and political isolation.

In a master stroke that crippled Uganda so badly that it is still recovering, Amin decided to expel all Asians from Uganda. At the time, Asians owned over half the country's wealth and ran most of the industry. With the skilled business community ripped apart, the economy collapsed, unemployment soared and tax revenues plunged. Today, the country is still scarred with abandoned hotels, factories and elegant houses, a constant reminder of Amin's mismanagement of the country.

Amin staggered on, through the Israeli special forces raid on Entebbe airport and into an ill calculated invasion of Tanzania. The Tanzanian retaliation was supported by many exiled Ugandan

troops, including the Front for National Salvation (FRONASA) which was led by Yoweri Museveni. (now President Museveni). Amin was overthrown in April 1979, to be followed by Yusuf Lule, Godfrey Binaisa and Paul Muwanga, all of whom came and went by the end of September 1980 when elections were held.

Milton Obote won the election with a dubiously attained margin and backing from an army he could not control. Unchecked, the army did whatever it wanted, looting, raping, 'diverting' government funds and making all the key decisions.

Yoweri Kaguta Museveni, a resistance fighter opposed to Obote, was sworn in as President of Uganda on 29th January 1986. He inherited a messy situation, corruption, bitter rivalries, a population used to treating new leaderships with deep distrust and a ruined economy. Museveni has remained in power since 1986 and undoubtedly Uganda has developed during that time. His time leading the country has, in some opinions, been marred by allegations of election rigging and corruption, whilst others feel that a certain degree of 'control' is necessary to keep the country together.

Recent Ugandan elections were declared as flawed by Uganda's own judicial system, though they stopped short of challenging the outcome in which Museveni was re-elected. Continued efforts to convict the leader of the opposition on a variety of charges has raised international concern about the motives behind the charges, and the courts have been critical of some government backed prosecutions.

On the other hand, Museveni inherited a nation that was on its knees, and economic progress was bound to be a tough course. The press and the population are free to express their own views, the police and army are not oppressive, and the government openly welcomes travel in and out of the country. Whilst there is still much to do before Uganda will be able to make the most of its huge potential, the country is striding forward and Museveni himself has acquired a reputation as a progressive leader and one of Africa's foremost statesmen.



[www.lonelyplanet.com/maps/africa/uganda/](http://www.lonelyplanet.com/maps/africa/uganda/)

