



Objectives

1. To think about the lives of people living in other places [C 4b]
2. Pupils consider social and moral dilemmas in life. [PSHE 5d, C 5g]
3. To use imagination to understand other people's experiences [PSHE 2e]

New Words

Dilemma

Resources

- Teacher Information 1.0
- Handout 1.1 - Scenarios
- Handout 1.2 - Choices
- Teacher Information 1.3
- Matia's story
- Cowforce.com – 'How'

Starter

Time: 15 minutes

- Ask pupils what they would do if they didn't go to school and to imagine what it would be like if they had never been to school. Talk about why it is important for children who are poor to go to school, using **Teacher Information 1.0**
- Go through the poverty trap list (**Teacher Information 1.3**) with the class.

Lesson

Class activity

Time: 15 minutes

- Read **Matia's story** and read Handout 1.1 or 1.2 , use **Matia's Powerpoint** if possible.
- Explain the background to the children's situation: fighting malnutrition, threat of disease, growing vegetables, importance of going to school (try using **Cowforce.com**)
- Go through the scenarios or choices, model calculations if appropriate.

Lesson

Group activity

Time: 15 minutes

- Give scenario or choice sheets out to small groups in your class.
- Each group uses the handout sheets to work out what they would do (to simplify this activity, money from future milk sales is not included).
- The group now lists all of the pros and cons of what they have chosen.

Lesson

Presentation

Time: 15 minutes

- Two pupils from each group present feedback to the class – one on the pros of their scenario and one on the cons.
- Sum up the scenarios and choices on the board, with pros and cons.
- Invite pupils to suggest which is the best choice for Matia's family and why, highlight the main factors: nutrition, income, savings and education for the future.
- Take a class vote on what Matia's brothers and sisters should do.

Plenary

Time: 5 minutes

- Emphasise: that the children are choosing to help other malnourished orphans with milk this year; that they would all have been malnourished and possibly close to death without the cow and that having the cow has given them new opportunities.
- Links can be made with the choices that pupils have to make about their futures.

Importance of going to school

1. Learning how to read and write (general reading of signs, medicine bottles and information posters can literally save lives).
2. Being able to take exams and get qualifications (as there are so many children wanting to get out of poverty, having qualifications is essential if they are to try and get a reasonable job).
3. Learning about development e.g. AIDS/hygiene awareness, agricultural training and water use (in schools the children not only learn 'normal' subjects, but also about development and preventing diseases like malaria and AIDS).

Background of school in Uganda

Although Primary education is supposed to be free in Uganda, it is not always that simple for poor families. To be able to go to school children need pencils, lunch, uniform and books – this means money. The family may be too poor to allow a potential working child to go to school. Children are generally desperate to go to school so that they can work their way out of poverty when they leave.

Background to Matia's situation

Fighting malnutrition – a quarter of young children in Uganda are malnourished. Matia's family used to rely on their garden for almost all of their food. If they can grow more, drink milk and eat a more varied diet they will be healthier and able to resist disease.

Threat of disease – about 1 million children in Africa die every year from malaria; 10% of the population of Uganda are AIDS orphans; more than half of Africans suffer from a water related disease (such as cholera or diarrhoea). Matia's family has to cope with the threat of disease through good hygiene and saving to buy medicines.

Growing vegetables – 80% of Ugandans are small-scale farmers, but often soils are under-nourished and dry. Matia's brothers and sisters have received training in organic farming from Send a Cow that helps to nourish the soils. Through using manure as fertiliser and animal urine as a pesticide, families can get two, three or five times more crops from their land.

Importance of going to school – as above.

* **Young bull calves** are not worth a lot, as they are much less useful than female calves. The children plan to sell theirs; otherwise they will have to use their land to grow crops to feed it. They are hoping for a female calf next time.

Information on scenarios

Scenario 1 If all of the children go to school then they would start the school year and not be behind the rest of the class. All the work to be done in the house (collecting water, digging, looking after the cow etc) would need to be done outside of school hours. This would mean lots of hard work, but it would be possible. They would sell a few vegetables with any spare time that they have.

Scenario 2 Buying chickens and an improved cockerel can mean a lot of work (making the chicken shed, buying feed, collecting eggs, cleaning shed). It can be highly lucrative if there is a local market, but after the initial investment there is the threat of disease or theft – so they will need to look after the chickens well. Two of the children would have to wait a year before going to school, but would be able to look after the cow, chickens and garden – another difficult decision.

Scenario 3 Saving some money for medicine and tools but still investing in chickens is the low risk approach. They will be able to make better use of their land with tools, giving them more vegetables to eat and sell. Starting with fewer chickens will mean that breeding will be a slower process. There is still the risk of chicken diseases, but they have the garden and money as back up. The difficult decision about which children go to school also has to be made in this scenario.

SCENARIOS

All of Matia's family want to go to school so that they can get an education for good jobs in the future. But in Uganda they have to pay for secondary school - they can get this money by selling Kirabo's milk. However, the children want to share their milk with some malnourished orphans next door, meaning that they can't sell any for a while.

The children need to decide what to do now, as the school year is about to start. They have a young bull calf which will sell at the market for £15 and they already have £20 from selling some milk. So here are three ways that the children can use the money for their futures. What should they choose to do with it and why?

SCENARIO 1

Use all of the money for school fees for the seven school-age children (Richard is now too old for school).

A good harvest is needed so that they have enough food to live on and stay healthy.

Pros: All children start the school year straight away and will all be at school in one year's time.

Cons: There will be less time for tending the vegetable plots.

SCENARIO 2

Take £25 for school fees for five children. Spend the other £10 on a good quality cockerel and ten local hens.

Breed the chickens to produce 40 hens, this will take six months. In the following six months each hen will lay 100 eggs, sold at 8p each. Half of the money made (profit) will need to be spent on feed for the chickens.

Pros: Two more children at home looking after the hens. Eggs to eat and sell.

Cons: Risk of disease killing all the chickens. Two children not in school for the year.

SCENARIO 3

Take £25 for school fees for five children. Spend £6 on a good quality cockerel and four hens. Keep £4 for medicine and garden tools.

Breed the chickens to produce 16 hens, this will take six months. In the following six months each hen will lay 100 eggs, sold at 8p each. Half of the money made (profit) will need to be spent on feed for the chickens.

Pros: More time and tools for gardening and selling vegetables – making £75 in the year. Eggs to eat. Some money saved for emergencies.

Cons: Two children not in school for a year. It takes longer to make money.

SCENARIO 4 - CAN YOU MAKE UP YOUR OWN?

CHOICES

All of Matia's family want to go to school so that they can get an education for good jobs in the future. But in Uganda they have to pay for secondary school - they can get this money by selling Kirabo's milk. However, the children want to share their milk with some malnourished orphans next door, meaning that they can't sell any for a while.

The children need to decide what to do now, as the school year is about to start. They have a young bull calf, which will sell at the market for £15 and they already have £20 from selling some milk.

So, here are some ways that the children can use the money for their futures. Decide how you think they should spend their money and how to help the children in the best way: getting out of the poverty trap, staying healthy or making money.

School fees are £5 for each of the seven school age children (Richard is 18 and too old for school now).

£10 could buy a good quality cockerel and ten local hens. By breeding the chickens for 6 months you can produce 40 hens. In the following 6 months each hen will lay 100 eggs. The eggs can be sold at 8p each, but half of the money made (profit) will need to be used to buy chicken feed. Two children would need to stay at home and help Richard look after the 40 chickens.

£6 could buy a good quality Cockerel and four local hens. By breeding the chickens for 6 months you can produce 16 hens. In the following 6 months each hen will lay 100 eggs. The eggs can be sold at 8p each, but half of the money made (profit) will need to be used to buy chicken feed. A child would need to stay at home and help Richard look after the 16 chickens.

If they buy four hens and have two children at home they would have more time for **growing vegetables** – selling some at the market, making £75 in the year.

The children could **save £2 to buy medicine** and other essentials (like shoes and soap).

They could **spend £2 on some garden tools** and spare fencing for the chickens.

NOTE: There is a risk of chickens catching a disease and dying.

A poor child can't afford to go to school

So they don't learn to read and write

So they can't take any exams

So they can't get a good job

And they won't be able to afford to send their children
to school



Matia is 10 years old and lives in a small village in southern Uganda. He lives there with seven of his brothers, sisters and cousins, but not with his parents. They died when he was four years old and his 17-year-old brother Richard has brought him up ever since.

When they lost their parents, the family tried to work together to make sure they had enough food to eat and enough money for essential items. When Matia was small this was very hard and they often went hungry. The children would make money by digging for local farmers, getting just 60p a day. This wasn't enough though and they had to survive on very little food and no medicine, shoes or bedding.

In 2003 the family was given a cow by Send a Cow. They called it 'Kirabo', meaning 'gift from God'. Kirabo was a great gift and she made a big difference to the children's lives. She gave them: milk to drink, so that they could become healthier and stronger; manure for the soil, so they could grow twice as many vegetables and some extra milk, which they sold at the local market. Now the children are much healthier, Matia is happy and the extra money means that they can pay for school fees and medicine and buy cups and saucepans.

Matia says, 'I have much more energy, thanks to the milk and vegetables, and I don't get ill very often anymore. Now I can go and play football in my spare time. We are so happy to have been given Kirabo.'

Matia and the other orphaned children



The children are much healthier now, but they have some difficult decisions to make together.