

A New Perspective Standing in Twesigye's Shoes for 50 Minutes

By: Amelia D'costa

Prior to the class, students are reminded (as per syllabus) to bring their copy of *A School for My Village*.

|5 Minutes| Students enter the classroom, sit down and will be asked to take out their copy of the book and a sheet of paper. On the sheet of paper in two to three sentences, students will jot down their feelings about the book, questions, concerns, and what they thought of the book. The paper that will be turned in can also serve as a form of attendance.

|10 Minutes| Students count off by 5's and form groups accordingly with new group members. As a facilitator, you will now provide instructions:

1. Students are to imagine that the communities in which they come from are facing the terrible epidemic that Uganda is currently facing or something similar.
2. As a group of leaders within their communities, they are motivated to create a change.
3. On a poster paper/ PowerPoint/ regular paper the students will CREATIVELY find solutions in which they will play significant role, such as Director Kaguri in the book, to help their communities work to overcome the epidemic.
4. While creating solutions, students will provide VERY detailed steps on how their solution will work, and have a specific plan provided and ready to explain.
 - a. For example, if you plan on asking a foundation for help, who would you consider asking, what it would be for, what is the foundation known for, etc.
5. The plans and solutions must include similar aspects Twesigye's journey to the successful school he built. This can be his resourcefulness, commitment, networks, etc.
6. Students will have 20 minutes to work on the activity together constructively to devise the detailed plan. A 5-minute warning will be given at 15 minutes.

|20 Minutes| Students work on activity. Facilitator is to walk around answering questions/ guiding students in appropriate directions.

|5 Minutes| One group will be asked/chosen to present their plan and explain their thought process.

|7-8 Minutes| Students will wrap up everything and the class will proceed into discussion.

1. What were some of the strengths your group members had that allowed for a successful plan?
2. What were some of the challenges?
3. How does this relate to Twesigye? If he were in the classroom, how successful would he be at this activity?
4. To each group, whom does their plan/solution benefit and how would they ensure their solutions are directly benefitting the individuals that needed it. What did these implications have in the book relating to financial concerns?

|1-2 Minutes| Announcements, closing remarks.

Students Instructions:
A New Perspective standing in Twesigye's shoes for 50 minutes.

1. Imagine your community is facing a terrible epidemic that Uganda is currently facing or something very similar.
2. As a group of leaders within your communities, you are motivated to create a change.
3. On a poster paper/ PowerPoint/ regular paper you should **CREATIVELY** find solutions in which you are each playing a significant role, such as Director Kaguri in the book, to help your communities work to overcome this epidemic.
4. While creating solutions, you should provide **VERY** detailed steps on how your solutions will work, and have a specific plan provided and ready to explain.
 - a. For example, if you plan on asking a foundation for help, who would you consider asking, what it would be for, what is the foundation known for, etc.
5. The plans and solutions must include similar aspects Twesigye's journey to the successful school he built. This can be his resourcefulness, commitment, networks, etc.
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