

## Putting yourself in Twesigye's shoes: 6 weeks of realization

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### **Week one: Better safe than sorry**

*Objective:* Learn how fast HIV/AIDS can spread

*Time:* 20 minutes

*Procedures:* Don't look into the cup and don't let anyone look into your cup, just go around the classroom and pour some of your liquid into other people's cups and vice versa. Do this with two people (have them repeat this three times). By the end, if you have red in your cup, raise your hand. See how fast the red spreads. Red symbolizes HIV.

*Materials:* One red cup for each student filled ¼ full with water and a tube of red food coloring

*Discussion/Reflection:* What did you learn? Do you see how fast a disease can spread around a village?

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### **Week two: Architect for the day**

*Objective:* To construct a model, sketch, or diagram of your own Nyaka School.

*Time:* 20 minutes

*Procedures:* What would it look like? What color would the uniforms be? How many rooms would it have? How many teachers? Where would it be located? Your motto? Present them to class.

*Materials:* Construction paper, markers, crayons, and white paper

*Discussion/Reflection:* How much hard work goes into building a school and all the things you have to think of. How do you think Jackson felt? Why didn't he give up? Would you give up? Did you want to give up? Do you have a greater appreciation?

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### **Week three: Service project**

*Objective:* Give back to the community

*Time:* Entire class period

*Procedures:* This class will be focused on doing something for our school in the same way that Mr. Jackson does something for his school. Discuss together as a class what we want to do. Some ideas include: picking up trash around campus, planting, painting, having a food drive, cleaning chalkboard, etc.

*Materials:* none

*Discussion/Reflection:* How do you feel after the service project? Do you see how Jackson might feel? Was it worth it?

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### **Week Four: Just keep building, Just keep building**

*Objective:* To understand Jackson's dedication and determination when building the little house that his father wanted to knock down.

*Time:* 10 minutes

*Procedures:* As you are building your houses, both the co-instructor and myself will come around and knock down your progress. You have one minute to try to build as much as you can and watch out for us who are coming to ruin your progress!

*Materials:* 10 Popsicle sticks per student

*Reflection/Discussion:* How challenging was this for you? How did it make you feel? Did you get frustrated? Did you feel like giving up? Do you think you felt the same way as Jackson? What kind of person does it take to do something like this? Would you do it again? Would it be harder/easier?

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### **Week Five: Language barriers**

*Objective:* Communicating in different languages

*Time:* 10 minutes

*Materials:* small box with at least 20 different phrases inside of it

*Procedures:* There will be a box in the middle of the circle with the hello and goodbye phrases in different languages. Everyone must stand around in a circle, one person grabs the first paper out of the box and goes up to anyone in circle and says the word to him or her. The other person must guess if it is hello or goodbye. If they are right, the person switches spots with them and has to go do the same thing to someone else.

*Reflection/discussion:* How does this relate to the book? Did you always understand what they were saying? Was it hard to guess which were hello and goodbye? What do you think about language barriers? Are there any similarities between this and Jackson's struggles between his life in Uganda and his life in America? How does it relate?

*Homework:*

If you had a million dollar donation, what would you do with it? Who would you help? Create a PowerPoint presentation for next week explaining whom you would fund/help and why you chose that place.

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### **Week six: Wrap-up**

*Objective:* Goodbye summer B- cookies for everyone to enjoy while watching classmates present on what they would do with a million dollar donation.

*Time:* Entire class period

*Procedures:* Each classmate will present their PowerPoint or poster on their million-dollar donation. Why did they choose that place/location and what is significant about it?

*Materials:* Whatever students brought for presentations such as posters or PowerPoint presentations

*Discussion/Reflection:* How did they like the class, goodbyes, any recommendations for the Peer Leader and Co-Instructor? What was useful and what wasn't?