

Day in the life: Norah

This resource is particularly useful for those taking part in the *Pope Francis Faith Award*.

People in society, economy and business (Social Studies Level 2) - By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. *SOC 2-19a*

Core themes:

- Exploring the daily life of a young child living in Uganda
- Recognising similarities and differences compared to your daily life

Key learning:

This resource provides learners with:

- the real-life experience of a young child living in Uganda
- an opportunity to respond in prayer
- an opportunity to respond to SCIAF's work with faith in action

Introduction:

Uganda has one of the youngest and fastest growing populations in the world. It's a beautiful country of huge potential, solid economic growth in recent years and astonishing wildlife which helps attract around a million tourists each year. However, in central and northern regions of Uganda high unemployment rates and the legacy of a brutal war have left communities trapped in poverty.

FACTS AND STATS *(for your reference)*

- Uganda has a population of 41.5 million people
- Uganda's biggest export is coffee. Among it others top exports are fish, maize and tea
- Uganda is the biggest producer of bananas in Africa
- About 66% of Ugandans work in farming
- It has one of the youngest, most rapidly growing populations in the world. About half of Uganda's population are under the age of 14 years
- Over 33% of Ugandans live in extreme poverty – less than £1.45 per day
- Northern Uganda is recovering from two decades of brutal conflict which forced around two million people to leave their homes and villages
- The primary language in central/south Uganda is Luganda. In northern Uganda it's Acoli.

Norah and Shameen

Norah lives with her mum Shameen, who was helped by a SCIAF project set up in her village. With the help Shameen received, she was able to grow her own food to eat, and have extra to sell. With the money she made from selling maize she set up her own bakery business. With the profits from her business she is able to pay school fees for Norah and buy basic necessities like clothing.

"I was given seeds, some tools and farming training. I grew and sold maize and with that started the bakery business. It was my own idea to do it. We sell cakes to shops and for weddings. I took part in a savings group and got record keeping training. My hope is to enlarge my bakery business and get my own place. I am very thankful to all of the people who have supported me. Thank you for considering the poor people and giving your time and money to help us. Thank you so much."

Activity 1:

Use the PowerPoint **Day in the life: Norah** and the Teacher notes provided to guide the pupils in learning about Norah's daily life.

Start with the first 5 slides to introduce Norah, her family and where they live.

Watch the video [Day in the life: Norah](#) on SCIAF's You Tube channel.

Ask pupils to identify some differences and similarities with Norah's daily life and their own.

You may find slides 6-16 helpful as a visual reminder. What did they find surprising about Norah's day? What did they like about Norah's day?

Our Catholic faith tells us that we are all created in the image of God. Each person has intrinsic dignity and worth. Norah's daily life may be different from ours, and we encourage pupils to identify those differences, along with many similarities. At the same time, we would also discourage language identifying what the children perceive to be 'better' or 'worse'. We encourage respect for communities and cultures different from our own, while recognising that this community has benefited from the help given by people in Scotland through SCIAF. We value working in partnership with the communities we serve overseas and learning from each other. In our sustainable development work, we seek to empower those already gifted, like Nora's mum Shameen, to free themselves from poverty. Shameen already had the gifts to start a business, she needed only the hand up

Activity 2:

Show the pupils slide 17-18. These slides show Norah and her friends drawing a comic book strip which depicts activities in their daily life. Slide 19 is Norah's comic book strip. She has chosen to draw:

(l-r 1-3 on top line, 4-6 on bottom line)

1. Washing her face
2. Bathing
3. Playing with friends
4. Sleeping
5. Eating food
6. Fetching water

Ask pupils to draw activities from their daily life in a comic book strip. You can use the comic strip template provided, or create a digital comic book on iPads using an app like Book Creator.

Activity 3:

Use the **Day in the life: Prayers** document with your class to pray for SCIAF's work and reflect on what they have learned about Norah's daily life in Uganda.

In the document we have provided the Our Father written in Luganda for your class to learn. Luganda is the primary language of central and southern Uganda. Although it looks daunting, it's interesting to read in the language of the Ugandan people. Try it and learn it together.

You can also listen to the prayer read aloud in Luganda here:

[Our Father in Luganda](#)

(SCIAF are not endorsing this website, nor are we responsible for its content.)

Additional activity:

If you would like to use your gifts and talents to start an enterprise just like Shameen, then download our [Talented Fundraisers](#) resource to find out how.

This enterprise resource, suitable for Primary, which has Scripture at its core encourages action through enterprise.

Decide how you can use your God given gifts and talents in an enterprise project and we will invest £50 of SCIAF's money for you to increase that investment as much as you can!

Your efforts will support SCIAF, and help more people like Norah and Shameen,