

ROSE'S DAY

This lesson shows what activities Rose has to do on a typical Saturday. It highlights the amount of work done by children and how there is often very little time to play games like football and netball - even at the weekend. Other aspects of her life are mentioned, allowing for further learning.

WORKSHEETS

How do you spend your time? (Page 3). . . examines how time is spent by children in the UK in comparison to Rose in Rwanda.

Links to:

QCA CITIZ UNIT 5 – Living in a diverse world

QCA GEOG UNIT 19 – How and where do we spend our time?

RESOURCES

Meet Rose: page 2

Rose's Story PowerPoint: www.selfhelpafrica.org/selfhelp/Main/worldcup.htm

Rose's Day Information: page 6 and 7 . . . gives more information and background about the different things that Rose does during her day.

Rose's Day webpage: www.cowforce.com/roses-day

24 hour time circle: page 4 and 5

IDEAS

Ask pupils to re-tell the day from the perspective of Rose's cow, explaining what she sees and thinks about what Rose is doing.

MEET ROSE: *and hear her story*

Rose is an eleven-year-old girl who lives in the tiny country of Rwanda in central Africa.

Rwanda went through a horrible time of fighting when she was a baby, and thousands of children were orphaned.

Fidele, baby Rose and three other brothers and sisters were just some of the children left as orphans that year. Since then, Rose has looked up to Fidele as more of a father than an older brother and they have had to work hard to survive.

When she was 10, Rose's household were given a cow by the project, giving them new hope.

The first benefit was its manure, which they put on the soil; giving them three times as many vegetables on their plots of land. The cow's milk helped to improve their health and some was sold giving them money so that the children could go to school.

The training that they got helped them to be part of a bigger group of orphans – all joining together to make things better.

The cow really made a big difference and they work together to look after it, keeping it well fed, clean and healthy. They also work on the land together – which is where they get their food.




Fidele has taught Rose how to make vegetable gardens and all of the other things that he learnt about using manure, making compost and looking after plants. There is always work to do, but now that they have some money from selling milk and vegetables, Fidele can afford to pay for school fees, as education isn't free in Rwanda.

Rose's future looks much brighter, now that she is getting an education she is more likely to get a good job when she is older. Also, because they are part of a group of orphans they can all support and help each other – Fidele and Rose have already helped others by giving another group of orphans their first female calf.

Fidele has recently got married and now has another baby to look after, thankfully she is growing up in a much more hopeful situation.

HOW DO YOU SPEND YOUR TIME?

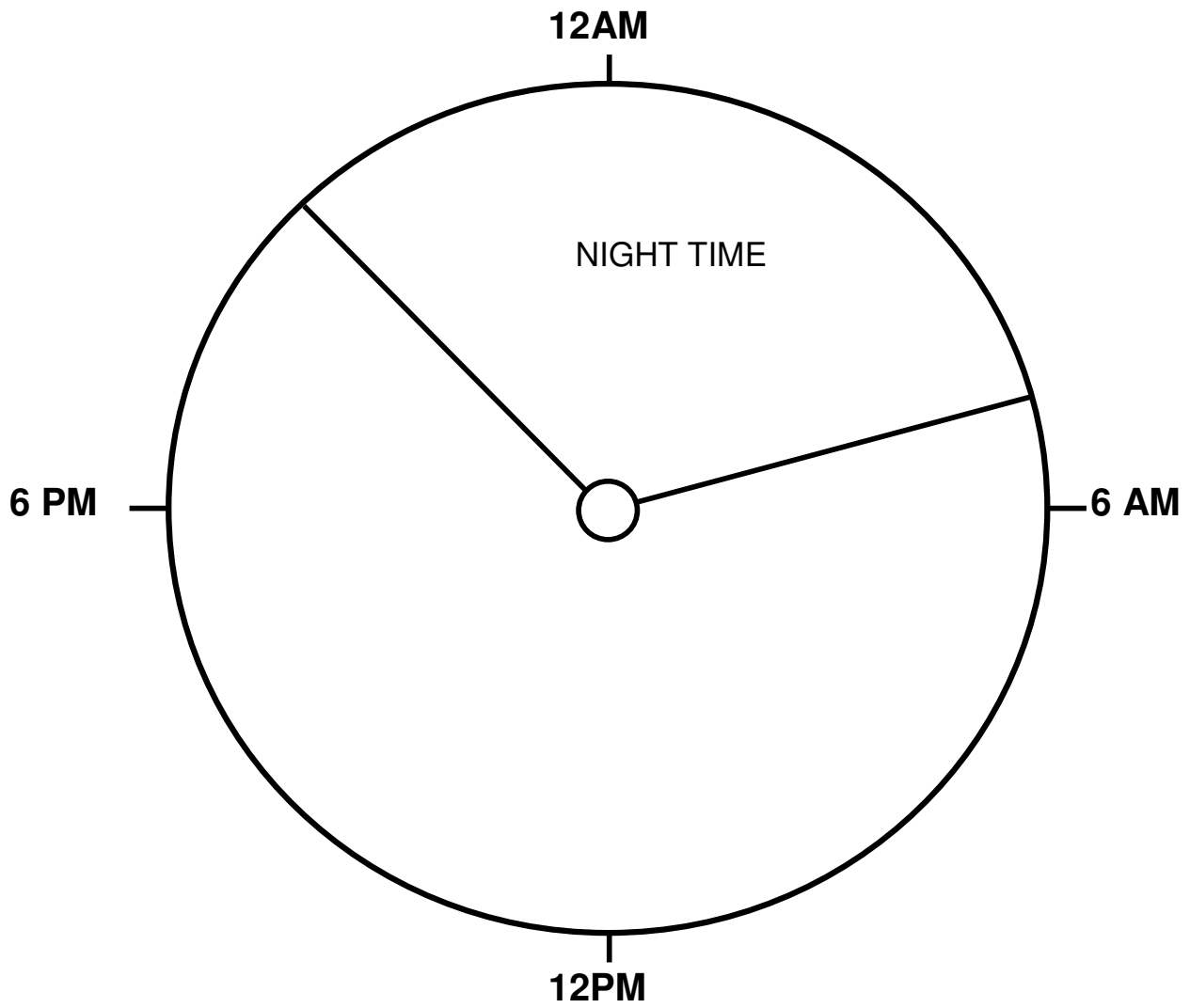
For this lesson you will need to use:

-  The Rose's Day information: page 6 and 7
-  The Rose's Story PowerPoint: www.selfhelpafrica.org/selfhelp/Main/worldcup.htm
-  The Rose's Day webpage: www.cowforce.com/roses-day

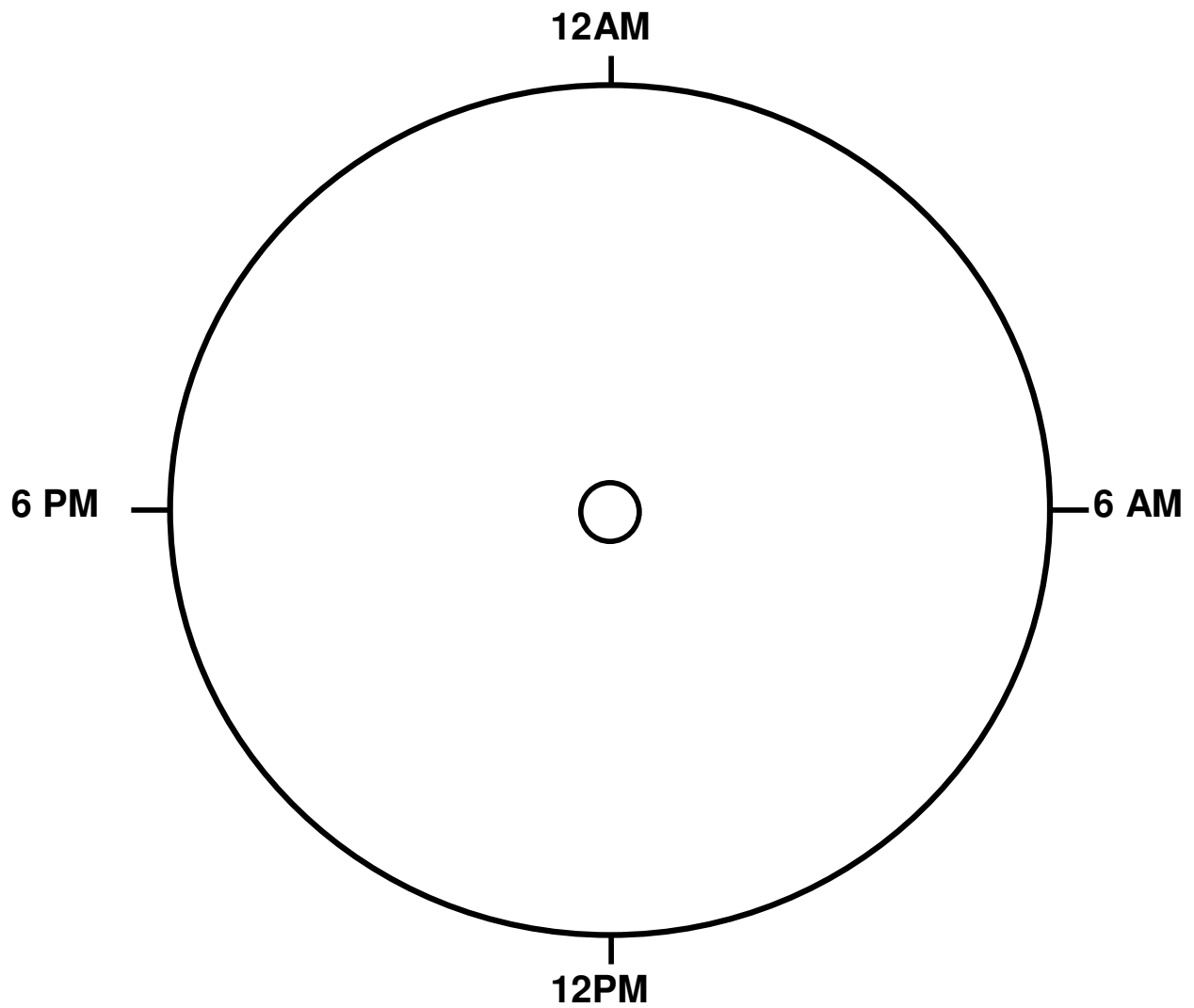
This lesson helps pupils to think about similarities and differences between life for a child in the UK and in Rwanda. It encourages pupils to compare the time spent doing different activities (such as playing games like football!), allowing for discussion.

- 1 Talk to the pupils about any background information on Rwanda and locate it on a world map or on Google Earth
- 2 Refer to the ROSE'S DAY page on Cowforce.com and ask questions to highlight similarities and differences. To deliver more information about her day cut up and give out squares from the Rose's Day information sheet to selected pupils. Go through the day verbally or on whiteboards and ask the pupils to read out their squares at the appropriate time.
- 3 Explain the idea of displaying a whole day and night as a 24 hour time circle (see following pages), that this is Rose's day and that the lines already on the circle show when Rose is in bed.
- 4 Give out sheets to pupils and get them to point out where they are now, when lunchtime is etc to check understanding.
- 5 Go through Rose's day online or just using the squares and model how to draw the lines on the circle, filling in segments. This can be done precisely with 15° for each hour in the circle or angles can be estimated.
- 6 Suggest to the pupils that how Rose spends her time can be put into three categories: Work, play and 'normal' routines (cooking / eating / washing). Pupils can suggest which activity falls into each category, promoting discussion, as some activities could fall into two categories.
- 7 Get pupils to fill in Rose's time circle and fill in the different categories in three different colours.
- 8 Now pupils think about a typical Saturday in their lives and write down the estimated times that they would spend on each activity during the day. They can start by filling in when they get up and go to bed. Pupils can then fill in their own time circle and colour in the three categories.
- 9 Use the two time circles to discuss similarities and differences; looking at time spent doing different activities and why they think this is.

Rose's Story: Teacher's Notes and Lesson Plan



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ROSE'S DAY *information*

5am – Rose gets up when the sun rises to make the most of the light, as they do not have electricity in their home. There are plenty of jobs to do on a Saturday. First of all, though, she has a wash. They have some water in a container that Rose collected from the well yesterday, it's cold because they don't have a hot tap, or any taps at all!

6am – The dishes need to be washed and the food needs to be prepared for breakfast. This is all done outside and involves Rose having to get the fire going to heat the porridge up – which is made using the milk from their cow.

8am – Most of the water that Rose and her family use for washing, drinking and giving to the cow, has to be collected from a well. This means that they take turns in going to the well to collect water, which is a mile away. The project helped to give them some ways of using and collecting rainwater to use to keep their vegetables growing well.

Rose's Story: Teacher's Notes and Lesson Plan



11am – Rose's household get just about all of their food from plots of land next to their house. It takes a lot of work to keep these dug, watered and weeded, but through using the manure from the cow on the soil, they get two or three times as many vegetables from their land as they used to.

1pm – Lunch for Rose will often be a sort of soup or a vegetable stew. It has different vegetables in it that are grown in their garden. None of the food that she eats is from a packet (like crisps), the only wrapper on her food is the skin! To get lunch ready they have to light the fire again and let the pot simmer for an hour or so – more hard work.

2pm – Heating up vegetables over a fire needs a lot of wood to burn. Fidele is getting training in how to make a stove that uses less wood, but in the meantime a lot of firewood has to be collected – another job for Rose. There are also lots of little jobs that need doing in the afternoon, like getting soap from the shop, heating up water for coffee, selling milk at the market and cleaning the house.

5pm – When there are no more jobs to do and the evening meal is prepared, Rose gets some free time to spend playing with her friends. They play their games outside, often involving homemade plastic bag footballs and running around.

8pm – The meal has been cooking in the pan for a while and Rose has to check it every now and then to see if it is done. Her meal will probably be the same as lunch, but she is used to having the same thing twice in one day. That's much better than how it used to be before they were given a cow, when she often had to go without any food at all.

9pm – Not having electricity means that Rose can't just turn the light on when it gets dark, she has to make sure that there is some paraffin in the lamp. She often has homework to do in the evening, but no paraffin means no homework!