

DWON OTINO

MAGAZINE

"Lifting Every Voice"



News Letter Issue No. 8 November 2011

"Man balu me Aboro i dwe me Aparacel 2011"

**Children of
Nancy School
for the Deaf
Lira**

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READ your Rights at the bottom of every page.

In Case of Abuse
call Toll Free Helpline
0800111222
0800111333

Violence-free childhood is everyone's right!

Don't you think so?

10 Raising Voices

INTRODUCTION

Message from Art for Children Uganda

Dear Children,

Thanks for completing your education in 2011 and we hope all of you will be promoted in the next class and will come back in school next year. We would like to thank our child journalists/reporters who helped us in collecting articles for our magazine. We also wish to thank the writers clubs and all children who participated in producing quality articles for our magazine. We shall go for a long holidays but when schools opens next term, we shall be here to provide you with more exciting activities for our magazine. We wish you well during this holiday and we expect you to help your parents at home with domestic work. Don't forget to report all form of abuse that you may experience this holidays to you or to your friend.

For Parents, Community and NGOs, It is true that a child represents the joy not only of its parents but also the joy of the community and the whole of society. But it is also true that many children in different parts of the Uganda are suffering and being threatened. They are hungry and poor, they are dying from diseases and malnutrition, they are the victims of war, they are abandoned by their parents and condemned to remain without a home, without the warmth of a family of their own, and they suffer many forms of violence and arrogance from grown-ups. How can we not care, when we see the suffering of so many children, especially when this suffering is in some way caused by grown-ups? I hope that we shall continue working together for the betterment of our children.

I would like to thank War Child Holland and Global Fund for Children for supporting Art for Children Uganda activities most especially in lifting the voice of Children through supporting the publication of Dwon Otino Magazine and Children in conflict with the law. We also want to thank Raising Voices for their supplements in the magazine. We believe that this partnership will make children's voice be heard in all forums.

More than anything else I would like to thank all the staffs of Art for Children Uganda and all the teachers in different schools that we worked in for the fun and their support in helping and making sure that children rights are respected.

Finally, this is what I want to tell you at the end of the Year and on the occasion of these Christmas feast days which in a special way are your feast days. Merry Christmas and Happy New Year.

Enjoy this issue and have a blessed holiday. Happy New Year

Regards

Adicho Bernard Isaac
Chief Executive Officer
Art for Children Uganda



You have the right to live with a family which cares for you
"Itye kede twero me bedo ipaco ame omari iye"

TEACHERS GUIDE IN CREATING A SAFE LEARNING ENVIRONMENT FOR CHILDREN

The teacher's role does not end with the classroom design. As children use the environment, you will need to be available to support their learning. You will do this in a variety of ways which includes;

- 1. Observing.** Observation is critical in helping you to determine children's interests, development, dispositions, and need for support. The information gained assists you in building relationships with children, choosing relevant materials and activities, and evaluating how classroom spaces are used. Close observation will also assist you in determining your immediate role.
- 2. Modeling.** There are many situations where children can be assisted in learning through a more competent model. For example, you might model the use of a tool (spoon, hammer), technique (stacking two blocks, using a slip to join two pieces of clay), social skill (modeling a gentle touch to a toddler, using conflict resolution steps with a preschool child), physical skill (hopping, yoga position), or cognitive skills (using one-to-one correspondence, tagging items as you count them).
- 3. Asking Open-Ended Questions.** Open-ended questions encourage multi-word responses that have more than one correct answer. Open-ended questions invite conversation, require thinking and problem solving, and ask children to share ideas, theories, thoughts, emotions, and reasoning. In contrast, closed-ended questions often ask the child to recall factual information, answer a yes or no question, or state a preference. The child typically answers the closed question in one or a few words.
- 4. Assisting Children to Carefully Observe and Reflect Upon Their Learning.** Teachers assist children to observe and reflect in many ways. Eg "Look at the butterfly's and moth's antennae." The children carefully observe through magnifying glasses, noting that the butterfly has a round club at the end of its antenna while the moth does not. Lets them know that this is one way that you can tell moths and butterflies apart. Later asks the children if they would like to draw the butterfly and moth, providing the children a way to demonstrate and reflect upon what they learned.
- 5. Offering Additional Materials.** Children may need additional materials to move to the next step in a project or to think or create in new ways.
- 6. Being a Play Partner.** The younger the child, the more time the adult will spend as the child's play partner. In most cases, you will want to follow the child's lead, engaging in give and take actions and communication
- 7. Supporting Peer Interactions.** As a teacher, you may need to assist children to solve conflicts they are unable to resolve themselves, to interpret and provide words for children's actions, and to help children enter play. Children who are successful in play entry often begin as onlookers watching the other children play. This allows them to understand the play, the roles, and the plot. They often begin entry by playing next to the group, engaging in a parallel activity. Teachers can assist children to enter play by scaffolding, modeling, giving children desirable props, suggesting roles, or entering the play with the child.
- 8. Acknowledging Learners.** We acknowledge learners when we show a sincere interest in what they are doing, document and display their work, and use encouraging language. Encouraging statements reflect the child's effort, provide very specific information, encourage the child's judgment on his work rather than your own, and often lead to further interaction. Encouragement can boost children's self-confidence, persistence, and acceptance of their own and others' efforts.
- 9. Helping Children Engage in Sustained Play.** Some children have a difficult time beginning or sustaining play. It is helpful if teachers have children make a plan before the play period, offer a child a choice between activities, and make sure that there are activities that have high appeal to the child. It is also important to examine the environment to make sure that it is not visually overwhelming, that there are clear divisions between centers to reduce distractions, and that noise levels are controlled.
- 10. Reminding Children of the Rules.** Reminders of rules may be especially needed when children are new to your classroom. Studies have found that teachers who spend more time at the beginning of the year helping children learn the rules and routines have a greater number of children who are actively engaged later in the year. Often you will be reminding children of interaction rules.



Owak George, Social Worker -
Education, Art for Children Uganda

Continuation in page 14

You have the right to be alive
"Itye kede twero me bedo akwoo"

STORIES AND POEMS

CUT TREES AND REPLACE THEM

Long ago, there lived two friends, Mr. Musa and Mr. Heir. All of them had homes with surroundings.

Mr. Musa used to wake up early in the morning to clean his compound by slashing, clearing the stagnant water which could attract mosquitoes. When Mr. Musa cut down one tree, he replaced them with five young ones.

But Mr. Heir used to wake up early in the morning and cut down all the trees that would promote soil conservation and as well act as wind breakers, he never slashed the compound and his home was always dirty.

One day, he went to his friends' home and it begun to rain. His house was suffering while he was enjoying life at the friends' home. The wind blew house' roof and his house fell down, all his remaining trees fell down as well. He just remained with the grasses. When it stopped raining, he came back home and found his house was down. His friend saw him running while crying.

Oh Heir, what is the problem? Asked Musa.

Uiih, uiih, my house.

What is wrong with your house? Asked Mr. Musa.

The wind blew off my house' roof and the whole entire house fell down.

Ha! Ha! Ha! Laughed Mr. Musa. You usually cut down trees and never replace them, now you have no wind breakers and you are only remaining with the grasses- a home of snakes.

What should I do? Asked Mr. Heir.

You should now start planting more trees.

I will take your advice, said Mr. Heir.

Since that day, Mr. Heir started waking up early in the morning to plant trees, sweep and slash his compound.

He built another house where he then lived happily.

Ojaha Patrick Moses, 14 , Ngetta Girls P/S

KEEPING OUR ENVIRONMENT CLEAN

I am a clean girl; I like my school because the teachers teach us to be clean.

I am saying, a clean home should have a latrine, bath room and a rubbish pit. Please keep our environment clean, keep the kitchen clean, slash the compound, keep the toilet or latrine and rubbish pit clean. Pour rubbish in the rubbish pit and uphold sanitation.

I always like bathing and brushing my teeth. I dress smart every day. My brothers like playing foot ball whereas I play volley ball.

Kemigisha Priscilla, 10, St.Kizito P/S.

AIDS

AIDS! AIDS! AIDS!

From whose womb do you come from?

Who is your mother and father?

Where do you come from?

North or East, South West?

You are there to kill our brothers and sisters,

Young or old, poor or rich

Oh AIDS!

You are a great killer.

When will our brother and sisters stop dying of you?

When will you stop killing our brother and sisters?

Brothers and sisters do not have unprotected sex,

Do not share sharp instruments like blades, pins etc.

Do not have sex until marriage.

I alone cannot prevent the spread of AIDS but we need to unite,

Thank you if you will listen to my advice-God will bless you.

By Okello Allan, 10, St Kizito Primary School.

A GOOD ENVIRONMENT

We should stop cutting down trees.

We should plant more trees.

We should always use rubbish pits.

We should always use latrines.

We should always clean the houses of our animals.

We should avoid being lazy.

We should always treat our animals.

We should clean water sources.

We should stop dropping feces in and around water sources.

We should always clean our latrines/ toilets.

We always fence our water sources.

We should respect environment rules.

We should conserve our environment.

Okello Allan, 10, P.4, St Kizito Nursery and Primary School

FLOWERS

Flowers, flowers, flowers,
You look nice in our surroundings,

Flowers you helps us for decoration, we use you during burials, we give you to our friends us gifts

Flowers you shows the signs of love

Flowers, flowers, flowers
You have many types. We us you in our homes, churches, schools.

I like flowers

Flowers make the environment shine

Alani Michael Daniel, (11), 2011, Ngetta Girls' Primary School.

You have the rights to choose your own friends as long as it is not harmful to others

"Itye kedo twero me nwongo awoti teki pe kelo peko/rac bot jo okene"

CEKO KEDE LEMO

OUR SCHOOL

Our school is in Iira district.
Our school is clean.
We have latrines, kitchen, taps,
classrooms and rubbish pits.
Our Teachers are clean and smart.
The pupils are also clean like their
teachers.

**Adongo Catherine-9 yrs, P.4 Albert,
St. Kizito P/S**

YOU FEED US

Oh our environments,
You are so good to us, is there anything
more important than you are? In you
we get our plants for food, our play
ground and water. Our environment
is important. Parents, teachers and
everyone, let plant trees to preserve
our environment.

Odongo Dickens, Teyao P.S

WHAT I DO IN A WEEK

On Monday, I go to school
On Tuesday, I write a long essay
On Wednesday, I get teacher's marks,
no A
On Thursday, I make a neat pot from
clay
On Friday, I finally got an A
On Saturday, I wash my clothes and play
On Sunday, I go to church and help my
parents at home.

OUR ENVIRONMENT:

Our environment, our environment
We are spoiling our environment by
throwing the litter everywhere. Litter
makes our environment dirty.
Our environment, our environment,
You are getting spoiled because of human
activities.
Human activities are spoiling the
environment,
Do not throw the litter anywhere in order
to stop spoiling the environment

**Kia Malliam Mary, P.4, (10), Ngetta
Girls Primary School.**

PEARL OF AFRICA,

Uganda my home land
Beautiful land scapes
Wonderful people,
The land of height and depths,
Mountains, hills, rocks
There is plenty of rain,
Uganda my home land
Geographical features
Let me take you for a tour across the country,
The Rwenzori Mountain attracts clouds from
all over the world,
The beautiful hills in Kabale
Sometimes you should not miss
The Sipi Falls in the E just to say the least.
In Uganda my home land,
The ever green vegetations,
The clear sky
The fresh air
The forest home to animals and birds
Lions, Zebras, antelopes and monkeys,
cranes, eagles,
Parrots and weaverbirds

**Ayugi Filly Miriam, (13), P.5 Awalu Primary
School**

OUR ENVIRONMENT,

Oh environment!
What a beautiful things you have.
Created by God and given to us for free
You are very important for the future of children.
When we look at you, we learn many things
from you.

Environment, environment, environment,
You are very important in many ways.
When I wake up in the morning, I admire you.
But there are people who always try to destroy
you by fires and wars.

Oh Environment, environment!
Environment, you are very important in our
future.
And we cry to the whole world to specifically top
Government officers to stop people who are
encroaching on you
**Akullu Conny, (10), P.4, Ngetta Girls' Primary
School**

You have the right to give your opinion and for adults to listen and take it seriously

"Itye kede twero me miyo tami wek dano otego winy te niang iye"

"RAISING VOICES CORNER"

What is corporal punishment?

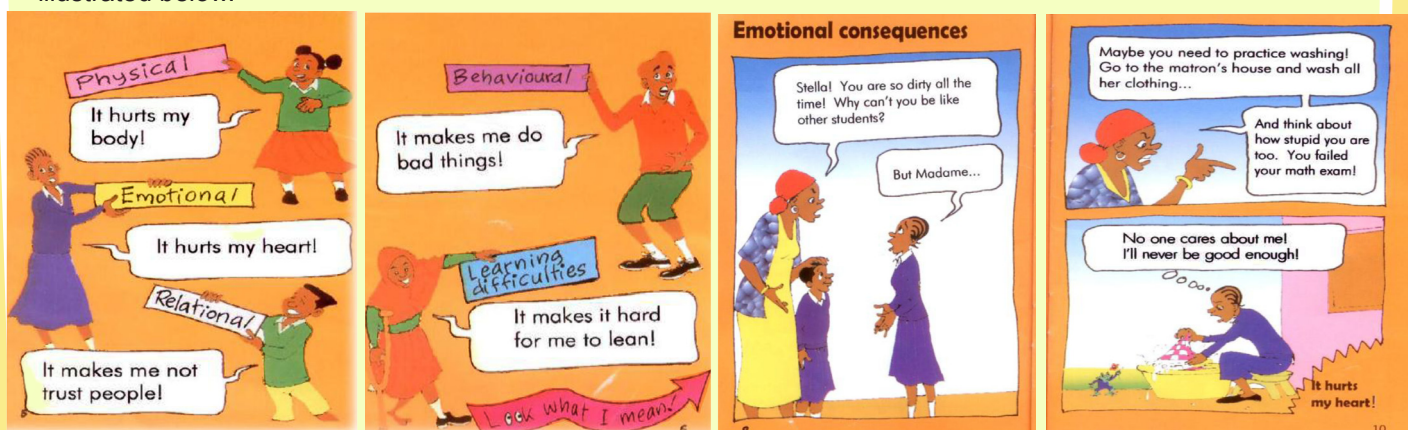
Hello children, welcome to yet another edition of the Voices Corner. As usual we share with you voices of many children and their experiences of violence. We share with you ideas on what they think should be done to prevent violence against children. We hope that as you read these stories, you too start thinking about the issue of violence against children, and what you can do as a child to prevent it.

In this issue we focus on the issue of 'corporal punishment. I know you are already trying to think what corporal punishment means. In simple terms, corporal punishment is any punishment in which physical force is used to cause pain, such as, hitting with hands or things, kicking, shaking, throwing, burning, and pinching forced ingestion. It is also any non-physical punishment which makes a child feel small, humiliates, threatens, scares or makes fun of a child.

Now that you know what corporal punishment is, just ask yourself, have you experienced it, has your friend experienced it, a neighbor, a sister, a brother?

In a recent study, 98 percent of children say they have experienced it, and one out of three children says they experience it every week. Can you imagine? Almost every child has experienced corporal punishment. But just ask yourself, should it be like this? Is corporal punishment the best way to help children learn good behavior?

Well, many children say that corporal punishment hurts them. It hurts their body, makes them feel bad, makes it hard for them to learn good behavior and makes them lose trust in people. Children give examples of how corporal punishment affects them. They talk about physical effects, behavioral effects and emotional effects as in examples illustrated below.



And now that you have heard from other children and how corporal punishment affects them, think about yourself, how does corporal punishment affect you? And what can you do about it?

Let me share with you another story. This is a story about a special boy, just like you are special. His name is Kizito. He experienced corporal punishment and his dreams were lost just because of failing three out of the ten numbers in class work. As you listen to his story, think about it. Do such things happen in your school? What would you do if you were Kizito. What would you do if you were Kizito's friend? Read this story carefully, it might be similar to a story of someone you know.

Kizito's Story

One day last year, Kizito went to school as usual. The first lesson was Mathematics. When the teacher came in, he was in a bad mood. He angrily threw all the pupils' exercise books which he had taken home for making overnight on the floor and shouted, "How could you fools fail these simple numbers. I spend all my valuable time teaching you idiots and none of you can get ten out of ten points?" The angry Mr. Odeke reached behind the cupboard and pulled out his bundle of canes. He selected two very well-seasoned and hard sticks. He started hitting the kids, indiscriminately. "Pa! Pa!

Pu! Pu! – hitting any part of the body. By the time he finished with all the 40 terrified kids, the noise in the room was deafening.

Poor Kizito was one of the kids who were hit on the head. Unfortunately, the teacher's stick hit in a small old scar that had been caused by a burning candle when Kizito was 3 months old. When the teacher heard Kizito, complain about pain, he beat Kizito even more in the same spot. That will teach you to respect your teachers! That was the beginning of Kizito's troubles. The wound grew bigger and bigger every day. The pain became unbearable. Kizito could not sleep, chewing food became impossible, he could not see properly and his life became miserable.

At school he could not manage to do any work, other children laughed at him and called him funny names. Teachers

No one is allowed to punish you in a cruel or harmful way
"Pe oyeyi ngatoro me miyo wu pwod iyore me gero ame kelo awano"

“RAISING VOICES CORNER”

used him as an example of what happens to bad children. Poor Kizito's physical pain was made worse by the emotional torture. He was sick and miserable – But Mr. Odeke went on as usual – hitting children every day! “I am beating you for your good.” He would boast. Spare the rod and spoil the child”, he would say sounding philosophical and laughing! Kizito is from an ordinary peasant family. His father tried to get him treatment and encouraged him to continue going to school – telling him not to miss lessons because if he failed the exams, his future would be ruined. He blamed Kizito for not obeying his teachers. Kizito's father assumed that the teacher was beating him so that he could learn better!!

“But I got seven out of the ten answers correct. I only failed three”, Kizito told his father. “Next time get all the ten” his father responded. Meanwhile Kizito's wound became worse.

At first, his mother put some herbs on the wound. When it became worse, they took him to the nearby clinic. He was given some medicine but the wound continued to worsen. They sold all their chicken, goats, and the only one cow and took Kizito to different hospitals, bought different medicines, but the wound simply continues to grow bigger and bigger. Eventually they were referred to Mulago Hospital – the biggest referral hospital. The Doctors in Mulago have said that the wound has some very serious infections which Mulago cannot manage. Kizito has been advised to seek for treatment either in South Africa, Europe or USA!! But the poor family cannot find the money.

Meanwhile, Kizito's worries have increased. For a year now, he has been too ill to go to school. His dreams for becoming a doctor and liberating his family from abject poverty are shattered. He also worries about the other children in school who continue to be mercilessly beaten by Mr. Odeke and his colleagues.

His family which had invested all their expectations in Kizito's education has lost all hope. His brothers and sisters can no longer go to school because everything has been sold to treat Kizito – who is not recovering.

Mr. Muzira, Kizito's father, has been trying everything possible to get assistance for his son but in vain. He went to the head teacher of the school, who accused the students of “disturbing the underpaid teachers that are struggling and sacrificing to give them knowledge under very difficult conditions”. The head teacher said he could not do anything because, after all, the case had not been reported to him in time.

Recently, while he was lying in his bed, with the usual pain and wondering what will happen to his future and to the other children still being beaten by teachers like Mr. Odeke, Kizito heard a program on radio about children's rights, and giving advice to the public to report all criminal acts to police.

When his father came to check on his condition, Kizito requested him to report his case to police.

It is only now that his parents have realized that they should have reported the matter to police.

But, don't worry, it is never too late.

I have a question... 5 of 10

If your child had to go to my school, would you work harder to make it better?



Raising Voices
www.raisingvoices.org

Violence-free childhood is everyone's right!


Yes, I care about children, but...



Showing, explaining and guiding are better ways of teaching than beating!

Raising Voices
www.raisingvoices.org

Everyone agrees! Corporal punishment is not helpful!



Without corporal punishment, 'I feel safe and protected! I learn better without fear! I get respect, so I give respect! I have role models who help guide my behavior! I trust my teachers!' said a child from St. Peter's Primary School, Kanyanya.

Did you know that many people including children are speaking out about violence against children?

They are saying that it is too much. Something has to be done to prevent it

Let us know what you think!

Write to us at:
Raising Voices
16 Tufnell Drive
Kamwakyia, P.O.Box 6770
Kampala, Uganda
Tel: 041-531186
Email: info@raisingvoices.org
www.raisingvoices.org

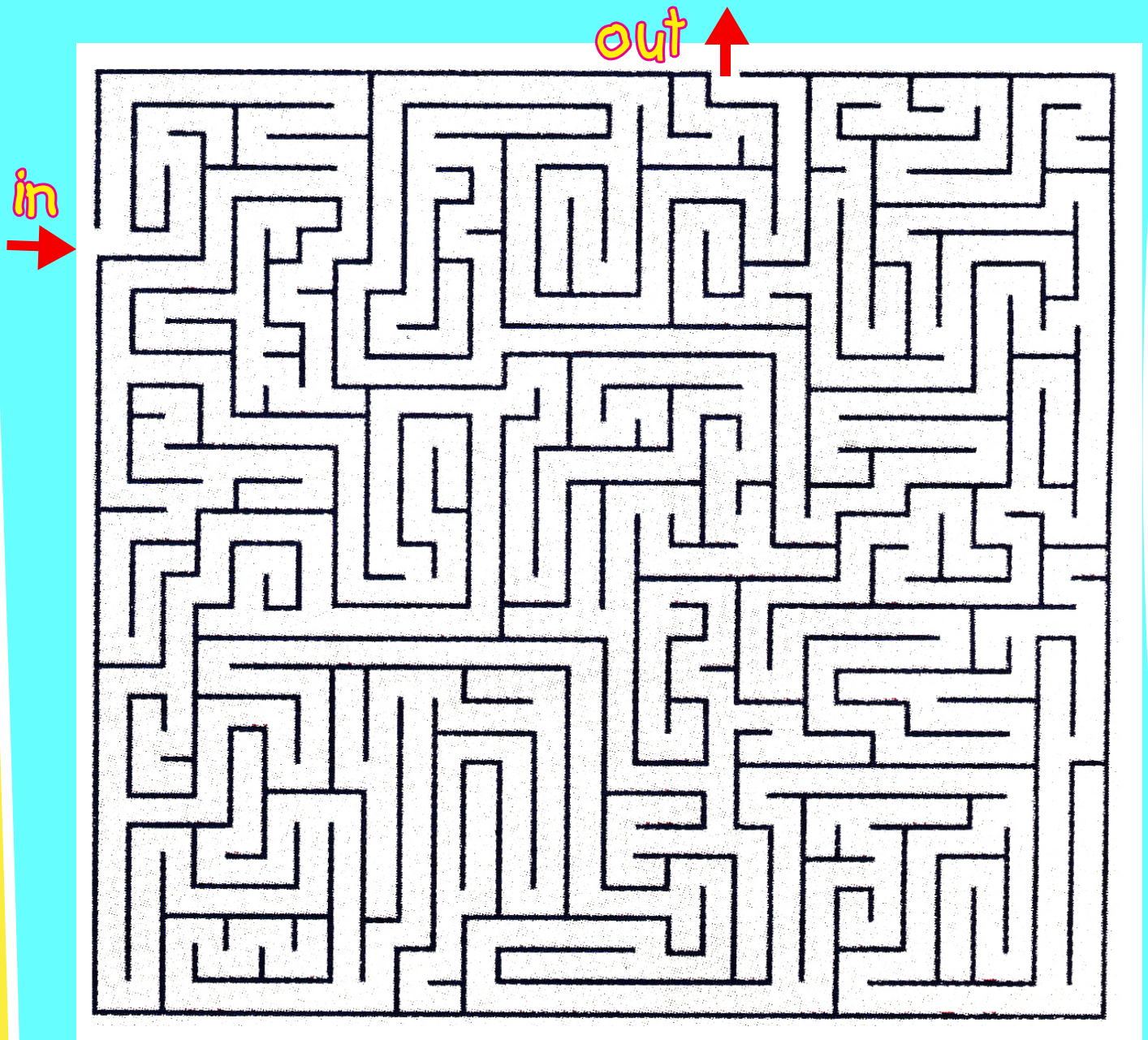
Raising Voices

No one is allowed to punish you in a cruel or harmful way

“Pe oyeyi ngatoro me miyo wu pwod iyore me gero ame kelo awano”

Game

find your way out



Can you find your way into the maze and out?
This will definitely tease your brain a little bit,
but you will have so much fun while doing it.



Young Artist Corner

"Gwic Ogoc Atino"

Apio Dilis

St. Kizito P/S

Lira
P.4

THIS IS A CLEAN
HOME

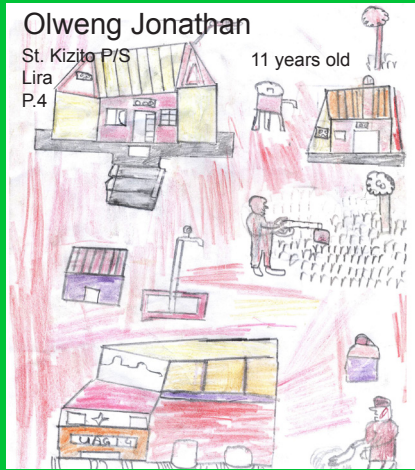


Olweng Jonathan

St. Kizito P/S

Lira
P.4

11 years old

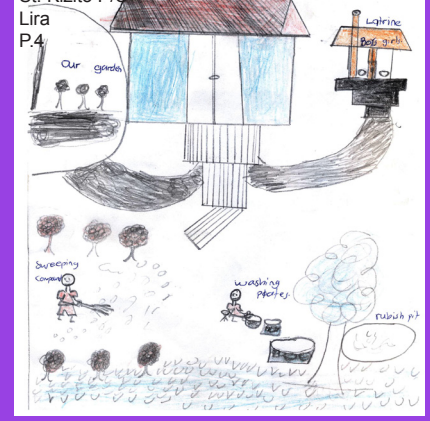


Acio Patricia

St. Kizito P/S

Lira
P.4

THIS IS OUR
LOVELY HOME

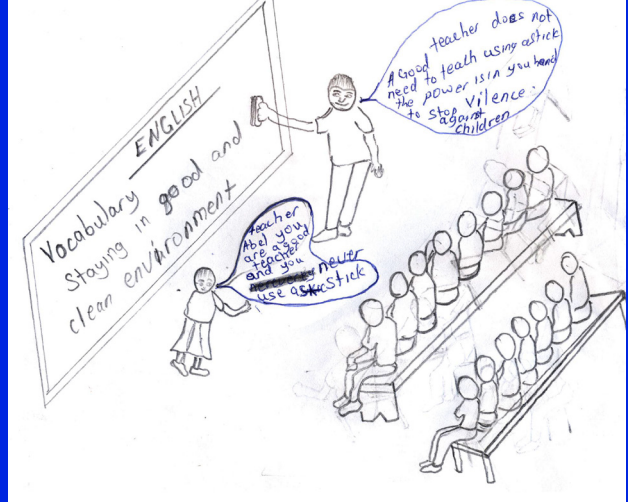


Ojuk Daniel

THIS IS OUR
HOME



Teach Children about their health



Okello Iyan

10 years old
P.4

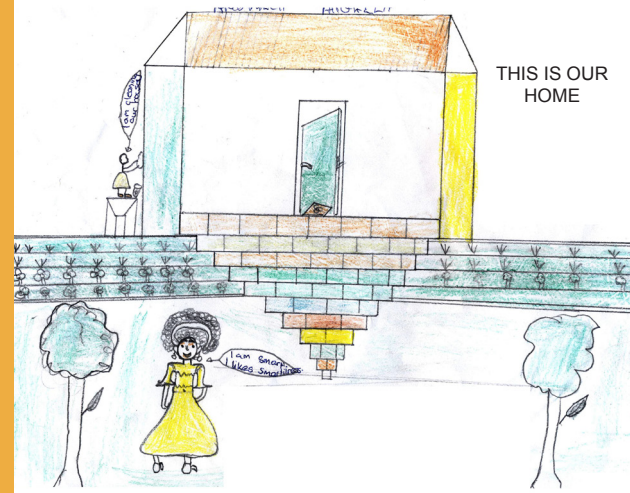
Our Good Home

OUR GOOD
HOME



Angwech Angella 10 years old

THIS IS OUR
HOME



You have the right to live with a family who cares for you

"Itye kede twero me bedo ipaco ame omari iye"

Dear charcoal Burners,

This is my request to you, do not cut down trees because these causes soil erosion and brings prolonged drought. Please do not cut down trees for farmers because they aid in rainfall formation. Rainfall helps farmers' crops to grow well and make crops to produce high yields and we are also able to get food for survival.

Yours sincerely,

Olila leo-11 yrs, Ngetta Girls P/S.

Dear all children,

Let us keep our environment like schools and homes clean, if we do not keep our environment clean, we will get diseases like Malaria. Let us slash and sweep our compounds, dig rubbish pits and burn away rubbish. Government of Uganda, come and support our schools and communities to build a healthy environment.

Atim Christine, 13 years old, P.6 Alela Modern P. S

Dear All,

In order to make our environments safe for us all, we should build shelter, latrines, draining away stagnant water to avoid mosquitoes from multiplying and spreading malaria.

Opar Rolex, P.5

Jami abalo kan orumu wa.

Weko coron bedo acol, weko nget pacu bedo Oyugu acol, weko pii jolle inget pacu, tengo yen inget pacu oko, miyo otino nyongo inget jokon onyo iyi ot buto, Lac onyo nyongo iwang pii ame jo mato. Magu balo kan orumu wa kede yot kom wa. Oweku bedi.

Aliro Brian Amos, 14 yrs old, P.6, Akalocero P.S

Dear Ugandans,

Parents and children, leaders, let us stop and see the future of our country. Let us preserve our environment

Anwec Fiona

Dear parents,

Give us light work at home so as to enable Us to reach school in time

Aguti Nancy, P.5, (12) Awalu Primary School Alebtong

DEAR GIRLS

Don't be deceived by sugar daddies, they will impregnates and dump you and eventually You leave school. Avoid indiscipline cases to stop being chased from school

AMUGE SARAH, 14, AWALU PRIMARY SCHOOL, P.6

DEAR EDITOR,

I am proud of myself. I eat what you don't eat, I share what I have with friends, now I prevail natural justice to all.

Akello Agnes, (13), P.6 Awalu Primary School.

DEAR EVERY BODY,

On behalf of all children in Uganda, I would like to wish everybody a happy holidays and merry Christmas and happy new year 20112.

My message to everybody in the country is that we should protect our environment.

May God Bless you all!

Kia Malliam Mary, P.4B, (10), Ngetta Girls Primary School.

Dear teachers,

Help us to know more about our environment

Teach us all the methods of protecting and preserving the environment because you are our savior and through you we can learn better.

Abeja Sarah 12, Olil P/S Amach S/ cty

SAFE ENVIRONMENT

It is important that all of us should have a close concern for our environment, be if young or old.

First of all we all benefit from the environment in many ways. These can be source of food, medicine,

Refreshment, entertainment, etc Our environment like Game parks,

We individually get a lot of pleasure from and the government own money from it. The water bodies are very important in the rain cycle. The rain therefore helps our crops to grow and yield well.

In short, all the aspects of our environment should be our concern and as children we should report any bad practice on our environment to police or any authority

Adongo Gillian, (14), P.7, Awalu Primary School

DEFORESTATION

For us who go to school, we must teach our parents who did not go to School about the dangers of deforestation in the environment.

If you cut down trees for burning charcoal, making timbers and for fuel like fire wood, it may lead to little or no rain which will lead to draught.

It also leads to silting of water due to soil erosion

Actually deforestation should be discouraged.

Thank you

Ogwang Newton, (13), Ngeta Girls' Primary School.

CLIMATE AND CULTURE

Uganda is a massive country with extreme differences in Climate and cultures. The rainy season starts as early as March or April with tropical rainfall in some areas lasting until October. There is no electricity in most places to the rural villages. There are very few pipe water facilities; communities use shared water sources which may be a distance from their homes. There are many diseases in rural villages in Uganda due to drinking un safe clean water. There are thousands of people who have been displace to areas within the urban town and may live in your area of return.

Poem by young leaders

By Otim Ambrose Tee Yao P/S

PEACE

Peace has prevailed and flowers opened

Peace has prevailed and life is smiling

Peace has prevailed and am safe now

Peace is the best thing in life

With peace we are all brothers now

Let's forget and peace is among us.

Oceng jimmy, 14, Bata P/S

OUR MARKET IS CLEAN

During the independence in which sheep, goats and cows are slaughtered, we a very big group of child writers clubs of Opem were cleaning all the left over. We were also raising awareness on how is necessary to keep the environment in a sustainable manner .The markets was clean with no garbage accumulation. All garbage was burn and buried at the distance from the market. With that we can avoid many infections and diseases like dysentery, cholera and diarrhea. The results are a healthy environment and healthy people.

Writers Club Opem P/S

MR. COMPOUND AND MRS. BROOMS

Mrs. Brooms: Mr. Compound you want me to sweep and make your compound clean?

Mr. Compound: yes, I want you to make it clean and smart so that I do not make diseases to those who live around me because if I cause diseases, it will be dangerous.

Mrs. Brooms: do you want me to cause diseases to you? No no no, I don't want to cause many diseases because those kinds of diseases you have are very dangerous. I am thankful; to you Mr. Compound and I love you so much.

Mr. Compound: I also love you too, because you are very important to me.

By Okello Lawrence Kabila, Ngetta Girls P/S

Lira -Uganda

HOW VISUAL ART CAN HELP CRITICAL THINKING IN CHILDREN

Many of our readers, partners and community always ask "WHY ART". Adicho Bernard the founder of ART for Children Uganda speaks out why he started the organization and how Art can help children in critical thinking.

When I completed my high school, the first thing that came into my mind was to set up an Art gallery for children or another related art program. Proponents of arts education counter with the usual rhetoric on the importance of self-expression and creativity. I, myself, am a product of arts education.

I started practicing art at an early age from kindergarten. I eventually transitioned in art and design as a focus, and was a school head in my secondary and college. In fact, my participation in Art kept me in school, as I struggled with depression as a young adult. I kept doing art into college, where I led the team in various exhibitions. Although my schedule no longer allows me to practice art on a regular basis, my teachers always call me in their studios to help them. I'm sure many of you had have had a similar experience, where art remains a crucial part of your being. These stories alone say **"YES!" to ARTS EDUCATION.**

Being inspired by my talent when I was a child and further encouraged by my teachers, i decided to set up Art for Children Uganda in June 2006 to teach arts education to children not to produce more artists, though that is a by-product but to create a complete human beings capable of leading successful and productive lives. Art are not just nice things to do if you can afford it but art defines who you are and provides an account of our history for the next generation.

Art for Children Uganda believes that art education is a basic to foster brain and skills development. Children in quality art programs benefit from a wide range of positive effects especially those that provide experiences that cannot be duplicated by other means. Art develops social skills, gives pleasure, foster child development, provide meaning to our daily experience, teamwork, encourage children to share ideas and help each other and enables them to discover a wide range and variety of what they are capable of doing. When children learn about and participate in the arts, they acquire skills that help them in decision making, problem solving and creative thinking.

An increasing study done by ACU shows that Visual art (as well as other arts) motivate children to learn, assists in improving performance in core academic subjects and are an excellent discipline to build and utilize critical thinking skills for children. For some children, arts provide the force to stay in school. I don't think we often give credit to the deep conceptual and interpretational thinking that goes into the creation of a piece of art, and this is often because art is treated as something separate from the core content areas. School does not need to be this way. In fact, I have recently seen two excellent ways that art can be used to wrestle with rigorous content from the core while allowing for creativity and expression.

I had the privilege of visiting many schools in Lango sub region where we trained the teachers in Art to integrate art in their lessons. The first thing I noticed is that art was vital to the culture of the school whether using physics content, teachers embraced art as part of the culture of studies. Many teachers saw art as an opportunity to have children critically think around the content to create a beautiful art piece. Art is a great way to familiarize children with critical content they would need later in the course.

This type of integration can work for ANY discipline and it helps to value art as not just a separate entity, but rather integral to the school culture. Art is important as a single subject, but also should be valued as core through rigorous integration. In addition to being a fulfilling part of your children lives, it can engage them in the core content. ACU shall continue to identifying and supporting model programs that provide in-depth knowledge, skills and understanding of arts to children and youth in schools and communities in Uganda.

Adicho Bernard Isaac, the Founder and CEO, Art for Children Uganda

PAINTING COMPETITION No.7

With the use of water colors, crayon, or colored pencils, colour the drawing and drop it in the letter box which is in your school and stand a chance to win scholastic materials



Name_____Age_____Class_____

School_____Sub county_____District_____

You have the right for special care and help if you cannot live with your parents

“Tye kede twero me nwongo gwok oromo kede kony ka yin pe itwero bedo kede onywali”

Crossword Puzzle

O	U	R	S	U	R	R	O	U	N	D	I	N	G	A
D	V	U	L	V	I	E	S	C	H	O	O	L	O	F
R	Z	B	A	E	V	S	W	L	O	W	W	A	V	F
A	E	G	B	S	G	E	E	E	M	T	T	E	E	O
I	W	I	H	E	R	R	E	A	E	U	E	J	R	R
N	S	S	I	T	S	V	P	N	J	X	I	T	N	E
A	T	F	N	A	H	E	I	E	E	D	P	F	M	S
G	J	P	G	B	I	D	N	S	V	S	K	B	E	T
E	M	I	X	L	R	F	G	S	I	C	F	X	N	A
F	Z	T	F	E	U	K	L	I	N	O	F	A	T	T
O	U	R	E	N	V	I	R	O	N	M	E	N	T	I
C	O	T	I	M	X	U	S	A	G	P	D	Z	P	O
I	A	K	P	O	W	Z	E	D	S	O	A	C	O	N
P	R	L	E	S	T	J	E	I	X	U	G	X	L	R
Y	I	Q	V	E	H	Q	R	D	G	N	M	Y	I	S
X	O	E	R	S	L	Y	T	A	I	D	B	Z	C	T
D	E	A	F	F	N	O	E	S	T	A	T	I	Y	N

- ◆ OUR SURROUNDING
- ◆ GOVERNMENT POLICY
- ◆ RIVERS AND LAKES
- ◆ RESERVED
- ◆ RUBBISH
- ◆ DIRTY
- ◆ DRAINAGE
- ◆ SLASHING
- ◆ SCHOOL
- ◆ CLEANNESS
- ◆ SWEEPING
- ◆ TREES
- ◆ HOME
- ◆ AFFORESTATION
- ◆ VEGETABLE
- ◆ OUR ENVIRONMENT
- ◆ DIRTY

Winners of painting competition No.6

- 1- ANGOM EUNICE 15, AYAMO BARR S/CTY
- 2- OKELLO LAWRENCE K 13, NGETTA GIRLS P/S
- 3- ACENG SHARON 13, P.5 TELELA P/S
- 4- AKIDI IMMACULATE 11, ABUNGA P/S
- 5- AKOLI PRISKA 14, P5 TELELA P/S
- 6- AKOLI SANDRA 13, P6 ABUNGA P/S
- 7- OMARA GEOFFREY 14, P6 ABUNGAP/S.
- 8- AKULLU SARAH 13, P6 ABUNGA P/S.
- 9- ETII DENIS 13, P6 OGONGO P/S.
- 10- ALURI JIMMY 13, P6 OPEM P/S.

Continuation of teachers guide in creating a safe learning environment for children

Intervening When Needed to Provide for Safe Play

It is important to intervene if children are hurting each other physically or emotionally. You must also make sure that children are not engaging in behaviors that could seriously injure them. However, we must be very thoughtful about when to intervene.

Documenting Learning

Another important role of the teacher is to document children's individual and group learning. You might capture children's play through records (brief, focused descriptions of a situation), photos, transcriptions of their conversations, tape recordings, video recordings, samples of their work, and so forth. Documentation can enhance children's learning by making their learning visible, by demonstrating that we take their ideas and work seriously, and through allowing children and teachers to "revisit" ideas. It promotes teacher's planning and evaluation with children, supplies information for communicating with parents, provides a history of the school, and can become a powerful tool for advocacy.

You have the right to food, clothing safe place to live and to have your basic needs met

"Itye kede twero me cem, ruk, ka bedo aber kede jami ducu ame mite pi kwo ni"

HELPING CHILDREN WITH SPECIAL NEEDS REACH THEIR GREATEST POTENTIAL

Children develop at different rates and in different ways. Some walk early, some late. Some talk right away; for others, it takes more time. All of this is normal. But some children are born with disabilities and other special needs that are more serious and that will affect how they grow and develop. For parents and caregivers, this can be confusing and scary. Art for Children Uganda, want to make sure parents and caregivers know they are not alone in this process – and give them the information, resources and answers they need to make decisions and access services that will help their young children.

More than 10% of children below ages 17 in Uganda have a disability or special need that may impact their ability to play and learn. Art for Children want to make sure that all children, including those with disabilities and other special needs, get the best possible start in school and in life. To help make this happen, we're working with parents, caregivers, teachers and many others to help identify children with special needs early, including children who don't qualify for mandated services, and get them the resources, services and support they need.

All parents want their children to grow up healthy and happy, and are proud of their accomplishments and delight in watching them grow. Parents of children with disabilities and special needs are no exception. If your child has been diagnosed with a disability or other special need, Art for Children Uganda has the following tips that will help encourage their healthy development:

- 1. Look for support:** As your child learns and grows, you may have to talk to many people to find the right information and services. Both you and your child might also need help dealing with your feelings and other people's attitudes. The most helpful support may come from other parents who have children with disabilities or special needs. They can help you find resources and information, and provide emotional support
- 2. Love, support and nurture your child:** As children grow, they need opportunities to play and learn. Help your child find ways to do things independently or with the least assistance possible. Allow them to make mistakes and be creative.



Involve them in making decisions, which will build self-esteem and confidence and help your child to become a self-assured and capable adult. Decision-making skills are especially important as your child gets older, so start early so your child can have a lot of practice.

Alwedo Molly, Social Worker - Psychosocial Support, Art for Children Uganda

Topic for next edition

Dear children and all the readers of Dwon Otino Magazine, thanks for your quality articles for our previous magazine. We wish you a merry Christmas and happy holidays. We shall continue next year when the school opens and our topic is; "How can children be protected from abuse. What is your role as a child in ensuring that your rights are protected and respected?". You can start sending your contribution to us through the address below.

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You can also get Dwon Otino Magazine on **FACEBOOK**



References:

- Poster of UN Convention on the Rights of the Child in aChild Friendly Language
- Cartoon illustration by Benmos Artist & Designers-Lira
- Raising Voices



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