9th August 2022

GoMakeADifference Grant Report

Live it Learn it – otherwise known as L&L – is a science club for primary school students. We are dedicated to reinforcing classroom knowledge through low cost experiments and real-world examples.

On June 29th 2022 & June 30th 2022, we held a Live it Learn it Science Camp with the intention of preparing our participants – primary 4 & 5 students from Bwaise – to start a Live it Learn it Science Club in Bwaise. Through personalized games, discussions, worksheets, practicals/experiments, videos and online simulations we worked to:

1) Nurture and harness the camp participants' potential as innovators and leaders
2) Encourage the camp participants, as scientist enthusiasts, leaders, and innovators, to form connections with one another.
3) Prepare the participants for a year-long design challenge, in which they will be expected to design a solution to a problem in their community (Bwaise).

Live it Learn it Science Camp participants were selected based on their performance on a recruitment test that we designed. We tested for: leadership potential, academic record/performance, creativity, motivation to learn and interest in science. We are proud of the recruitment test that we designed: as demonstrated by our participant's abilities, we cast a wide and deep net. Students, regardless of the language barrier, and or their learning style, were given multiple opportunities, to demonstrate their potential, and to meet our selection criteria.

To add on, We made an effort to tailor the Camp towards our participants' interests (as demonstrated in the recruitment test). As per our reflections, our personalized approach deepened the Camp's impact on the students: they connected with the material, and in turn, the global issues/solutions that they were presented with. It was obvious to us that our participants understood that designing a solution to a challenge, particularly in a community, is not just an abstract thought/idea: at Camp, they learnt & practiced how to make it a reality. As documented on the Live it Learn it WhatsApp group that our project facilitators – Bwaise school teachers, community organizers, and the Camp participants' parents – created to keep Juliana & I updated, our participants went on to start Live it Learn it Science Clubs in their respective schools. They are using these Clubs as platforms to practice and share what they had been taught at Camp with their respective peers, and to pursue their own scientific interests; this was our enduring success. As they work on their 'design challenge,' we are waiting to see how well these skills and this knowledge translate to their practical efforts to design a solution to a challenge in their community. It is our hope that we are able to keep our participant's engaged, and connected.

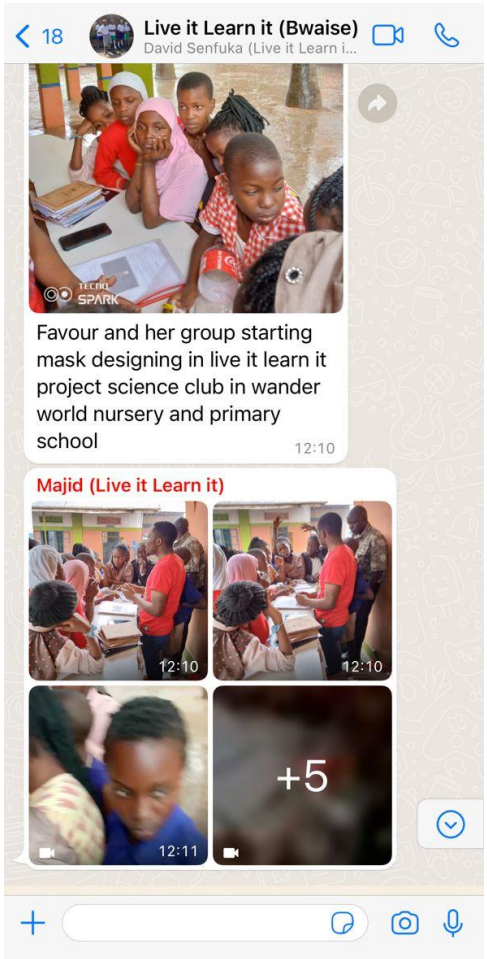
It is important to note that after a nearly two-year long Covid closure, during which we implemented the first stage of our project, schools in Uganda reopened. As a result, the needs of our target audience shifted. In order to continue to meet the current needs of Ugandan primary school students, we opted to modify our project model. Prior to this realization, we assumed that community needs were static: a solution that worked then is a solution that will work now. However, we learnt that community needs are constantly changing, and that it is important to design solutions that can be re-adapted to accommodate these changes. To do so, we discarded our previous budget plan, and began creating one on-the-go. This method presented a series of financial challenges for us: we could not anticipate costs, and therefore, could not allocate specific funds to specific activities. In turn, we spent more than we expected on the recruitment test & Camp – in an effort to make a lasting impact on our participants – and ran out of money before we could design, create and distribute the curriculum supplement (the L&L CDs) that we were working on. To add on, we realized it would not be possible to pay our facilitators for our work, as this was a recurring expense that would, and did outlast the GMDGrant money. Had we been given the opportunity to run this project again, we would draw up a budget prior to implementation, and stick closely to it. Furthermore, in order to meet the shifting needs of our community, we would conduct small, routine needs assessments that highlight areas for improvement, and strengths. Based on this data, we would continuously re-work our solution, making it better, and more targeted, as we go.

As a team, we learnt how important it is to make an effort - it made a noticeable difference (to us as project facilitators, our participants, and participant parents) when we all gave it 100%. For example, on the first day of Camp, only three students attended. However, using Day 1 of camp as evidence, our project coordinator, Mr.Majid, was able to convince the last few teachers and parents to let our last two participants attend. Additionally, we learn that rather than distributing work ‘equally’, we should allocate tasks based on strength and capability. This way, Juliana & I could trust that whatever was done, was done very well.

As of right now, we are designing curriculum supplements (the L&L CDs) to be used by primary 5, primary 6, and primary 7 teachers in Bwaise, Uganda. Like our radio show, the CDs will feature low-cost experiments and multiple real-world examples based on content from the primary 5, primary 6, and primary 7 syllabi. As we do so, we intend to fundraise to finance this part of our project (given that the L&L camp exhausted our GMDGrant budget), as well as work to find an influential figure in the Ugandan science world to endorse the CDs. We plan to distribute copies of the CD to every primary school in Bwaise, and monitor their impact.

Yawe Rayan, one of our L&L Camp participants said during our recruitment test, “I love science because we live in science, everything around us is science.” While Nsubuga Evans, another one of our Camp participants said, “You may see science everywhere.” We will make an effort to continue to build & strengthen platforms for them to practice the science that they see, and to use the knowledge and experience that they garner to create and implement effective, durable solutions.


LIVE
IT
LEARN
IT


18
Live it Learn it (Bwaise)
David Senfuka (Live it Learn i...
Favour and her group starting mask designing in live it learn it project science club in wander world nursery and primary school
12:10
Majid (Live it Learn it)
12:10
12:10
12:11
+5

'Live It, Learn It' Recruitment Test

* intelligent

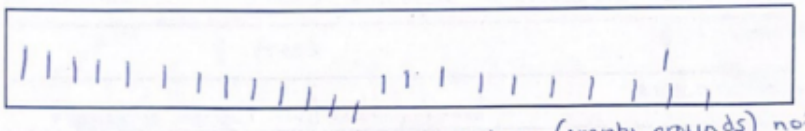
MARKING SHEET

Name of student: AYIKO TRAVOR **Gender:** PRIMARY FIVE

* Natural Leader

SECTION 1

A. Tally how many they get correct



B.
1. Tent → to sleep in it → location (empty grounds) not near a tree
2. Vitamins → improving my body
3. Torch → light at night — incase it falls
4. First Aid Kid → fall sick

* mentioned neighbors

not near a beach

Food → pluck greens — Animal attack → stay in tent until it's safe — saftey

C.
*asked questions → "how many toothpicks can he use?" — he mentioned he has sustance.

Animal attack when getting greens → don't run, stand still (it'll assume you're not an enemy) untill it goes.

1. 3min 45 seconds to spare
2. Structure has layers → has a specific design (squares, tape, squares).

SECTION 2

A.
1. clouds → weather, rain
2. Bus → the sound
3. House → the roof → weatherproof
4. Guitar → musical instrument & sound
5. Ball → sports.
6. (T) Hump → sound of vehicles going over → people shacking when in vehicle going over
7. Planes → sound → means of transport