



5<sup>th</sup> March 2011

## **SOSH Volunteers Report January to February 2011**

Serenje Orphans School Home early this year has received volunteers from Italy and Belgium who are helping children with various activities. Francesco Lo Guidice is an Italian volunteer. He is trying to help children at the orphanage with a number of activities the main ones being teaching them music, play football and help with setting out the Skills Centre (SC). Anke Decock, Stefanie De Smet and Sien Accou are student teachers from Belgium helping little children with learning at pre-school and HIV/AIDS related issues. While Lennert Van Nieuland, Mieke Van Hoeke and Trace Dewever are Occupation Therapists helping children who have problems with learning- mostly hand and eye coordination, concentration etc.

### **Francesco Lo Guidice**

The first week he was getting himself acquainted with the children at the orphanage and the staff of which it helped lay a foundation for his work.

### **Skills Centre**

He has started documentation for the Skills Centre (SC) with Kama. Listing of what is needed but not calculating cost for the materials and expenses needed for the physical construction of the Centre was what he has started with. Besides that, he listed the skill for individuals and dedicated two A4 papers for each skill separating each skill in: materials needed, staff needed, products it would produce, its sustainability, its job prospects and health and safety. Later in the second week of his stay they started calculating costs for bricklaying of the SC with the head bricklayer of the new guesthouse. With plans and maps of the skills centre, they calculated the iron sheets needed for roofing getting very close to a complete estimate. With a complete estimate for the construction of the building, they started focusing on each skill individually, filling the headings previously mentioned.

### **Music Lessons**

Another activity being carried on is the music lesson. He conducted an introduction of objectives for the music lesson, explaining and understanding pitch. Introduction to pitch: treble clef, staves, concept that if a note is written low it is low in pitch, if written high it is high in pitch.

Drew and sang a C major scale together for this. He also been conducting quizzes to check if the children understand what has been teaching and according to him the response seem to be overwhelming than he expected. The challenge has been reading music and coordinating ears and eyes for them he said.



Francesco conducting a music lesson

### **Football**

The second week he played keep - ups and football with the children. With the rain at its peak some activities are made impossible but he uses the little time has to do whatever he has to. At first, he had to let the boys play on their own while watched how they played. Then he decided to be blowing the whistle to freeze them and make them think about space on the pitch and position keeping. Later he realized of too much ball following and not enough spread of play. He started teaching them how to play and explained of football not a game of just following the ball. He has been making an emphasis that when playing you have to be thinking and play as a team moving together.

Other football activities include ball possession without being able to move from section to section so they are not stuck in one area of the pitch while still moving the ball around from section to section, playing of bomb slaps, good and fun game for practicing ball control and shooting etc. Communication is still difficult, but I saw that my half time talk, stressing determination and playing on the floor, was taken in very well. The boys are still very silent on the pitch though, and Allan, (captain) has still a lot to learn about being a verbal and mental example on the pitch. He taught them an Italian chant to motivate, to intimidate and for team unity. Apart from that he also told each child to shake every opponent's hand. They need to learn fair play has he puts it!

At one point he also accompanied the other teacher student volunteers to an observation and marked a class 5 Maths class at Kamboke Basic School. This activity helped him have a better understanding of how the children learn and taught in Zambia.

Francesco is staying longer than expected earlier planned. This is because there so many activities to do. If he left earlier he would not attain his objectives.

## **Occupational Therapists**

### **Lennert Van Nieuland, Mieke Van Hoeke and Trace Dewever**

Occupational Therapists have had hard time trying to identify which children really need the help they have to offer. This has made them embark on a fact finding technique by reading through documentations of each child while playing with the children. They have also worked hand in hand with teachers of some children to understand how children are taught in Zambian schools. To add on what information has been collected so – they play games to improve on the way they relate with the kids. This helped them better structure (how to help each child identified) the activities of the children.



Children playing A game with the therapists while getting to know them better.

Apart from that, while reading through the documentation of the children, they got the structure and select which children they really need to give the therapy. Other activities also included observation of pen handling and black board copying (hand and eye coordination), catching and throwing skills, helping children with their homework etc.

Finally, they have found what they wanted (identified 6 children who need to be helped) and they have started their therapy.

## **Student Teachers**

### **Anke Decock, Stefanie De Smet and Sien Accou**

Teachers have tried to help children learn about HIV/AIDs. This was done after conducting a brief interview with Teddy and the matron at the orphanage on how this topic is viewed in Zambia. This gave them a better approach they have to when talking to children and how they could be of help.

Look forward to another issue that features the volunteer student nurses who were received and their activities at the orphanage.

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