

# PROMOTING HERITAGE EDUCATION IN UGANDA

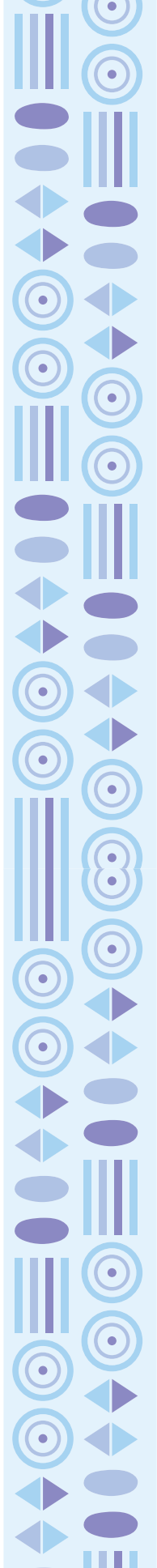
## A training guide for teachers in primary schools





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# Background

Uganda is a country rich in cultural heritage, with diverse ethnic groups, languages, traditions, and historical sites. However, many children grow up without fully understanding their cultural identity and the importance of keeping their heritage. Schools through the thematic curriculum for primary schools provide opportunities and spaces to teach young learners about their roots, fostering a sense of pride, respect for diversity, and national unit .

This Heritage Education guide is designed to help primary school teachers introduce Uganda's diverse cultural heritage to children using participatory approaches. It covers five themes such as:

- Identity – self, family and clan traditions, the importance of living in harmony with others
- Expressing our culture – traditional music, dance, food, dressing, language, among others
- Using culture to earn a living – crafts, tourism
- Using culture to protect the environment – how we can use cultural resources
- A cultural gala for learners to showcase the cultural wealth of the schools over a particular period of time

The guide includes storytelling, traditional games, arts and crafts, songs, and role-playing activities that make learning about heritage fun and meaningful.

By using this guide, teachers will help children appreciate their own cultures while at the same time, respecting other people's cultures. This will encourage unity, creativity, and a stronger connection to Uganda's rich history and tradition

## About CCFU and the Heritage Education Programme

The Cross-Cultural Foundation of Uganda (CCFU) is a registered Non-Governmental Organisation (NGO) working to promote an appreciation of culture as vital for human development that responds to our diverse identities. CCFU runs three programmes, one of which is Cultural Heritage Safeguarding and Promotion. Through this programme, the Foundation supports initiatives to promote our cultural heritage, including the Heritage Education Programme in partnership with more than 20 community museums.

As of 2025, the Foundation works in about 238 schools across Uganda. With technical and financial support from TotalEnergies EP Uganda, the programme was strengthened in Buliisa and Nwoya by increasing the number of heritage clubs in Buliisa from 6 to 28, establishing 27 new ones in the Nwoya district. Over 100 teachers have been trained to manage vibrant heritage clubs and transmit heritage education to learners in Buliisa and Nwoya.

Through the programme, CCFU partnered with the National Curriculum Development Centre (NCDC) to introduce a chapter on “Culture and ethnic groupings in East Africa” in the history subject to trigger young people’s interest in their cultural heritage in the classroom.

CCFU, with the support of UNESCO, has also partnered with different stakeholders to introduce a Bachelor’s degree programme in Cultural Heritage Studies in four universities including Kyambogo, Uganda Martyrs, Kabale and the Islamic University in Uganda (IUIU). This programme will help young people in secondary school heritage clubs to further their interest and studies in cultural heritage.

CCFU hosts an exciting annual heritage youth competition, where young people draw or paint various aspects of cultural heritage and explain their significance to their respective communities. Winners receive cash and other prizes and their entries are used to develop a heritage calendar for each year.

## Acknowledgements

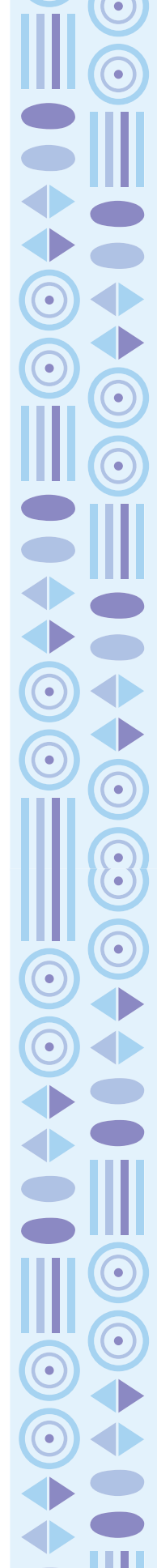
The development of this guide has been made possible through the invaluable support of education and heritage experts, as well as other well-wishers. The Foundation extends its sincere appreciation to the Ministry of Education and Sports and the National Curriculum Development Centre for their guidance and encouragement.

We are especially grateful to our partners in the Community Museums for their active participation. Our thanks also go to the teachers, students, school administrators, and local government authorities located near these museums for their enthusiastic involvement.

We would like to specifically acknowledge the contributions of Godfrey Muhumuza and Harriet Achola from the Buliisa and Nwoya District Education Departments, respectively; David Osinde from Green Hill Academy; John Mbayo from Merowa Junior School in Kibuli; Michael Odong from Anaka P.7 School in Nwoya; and Marriam Byakagaba from Paraa Primary School in Buliisa.

We also appreciate the efforts of the CCFU staff, particularly Kisa Kasifa and Fredrick Nsibambi, for their vital contributions to the development of this guide.

Finally, we express our deep gratitude to TotalEnergies EP Uganda for their generous financial support in the production of this guide.





# Starting and running a school heritage club

## What is a School Heritage Club?

This is normally a secondary or primary school club that brings together students from diverse cultural backgrounds with a common interest in promoting their cultural heritage. This could be in the form of sharing experiences about their cultural backgrounds, learning about cultural heritage in general, carrying out activities to preserve cultural heritage, promoting and expressing their cultural identity and appreciating the culture of others. Interested youth may also wish to form a club out of school.

Our cultural heritage may be manifested in crafts, cultural sites, museum artefacts and other material objects) which we call tangible cultural heritage or in the performing arts, knowledge, practices, belief systems, spirituality, values, ways of behaving, poems, language, etc. which we call intangible cultural heritage.

So, it includes people (clan leaders, traditional healers, family heads/advisors), their skills (traditional medicine, managing the environment, farming, fishin , livestock rearing, arts and crafts), and their systems (for social interactions or conflict resolution, for instance).

This heritage may be visible in our daily lives and our environment, or less obvious. Through heritage clubs, students will learn to identify and value both tangible and intangible heritage within and outside their school.

The club usually operates during extra-curricular time within the school timetable and programme. With the introduction of the new curriculum for lower secondary schools, however, some of the heritage club activities can inform classroom projects for learners, supervised by their teachers/facilitators.

## Forming a Heritage Club

Forming a school heritage club is simple. The promoter or teacher may need to:

1. Establish how much interest there is in heritage promotion and development, for instance by consulting head teachers and students. Heritage may be reflected in school policies, values, motto, code of conduct, and existing extracurricular activities. It may, however, be necessary to introduce the subject and to generate discussions with teachers on the value of heritage among young people, highlighting the benefit (see below). It may be wise to merge the Heritage club with an existing one (such as a Drama club) if there are already too many demands on students' time
2. Recruit students for the club. This may be through an announcement or an advert for a heritage quiz, including interesting photographs on the school notice board. The Parents and Teacher Association (PTA) may also play a role here. The date and venue for the first club meeting can be communicated, highlighting the content of interesting future sessions. About 20 members may be the best to start with,



but some schools start with more than 100! If the numbers are large, some of the activities may need adjustment.

3. Hold the first meeting with potential members — discuss the kit, the scheduling of the themes, the club leadership and its management. As much as possible, initially involve the head teacher and school administration, in addition to club members who could elect their peers to lead them.

## Resources

PARAA PRIMARY SCHOOL HERITAGE CLUB

This is to certify that

**Kanyesige Marvin**

has successfully attended a year-long series of Heritage Club activities at Paraa Primary School, Buliisa, demonstrating her/his interest and skills in preserving and promoting our collective cultural heritage, as a community and as a nation.

Signed .....  
Club chairperson

.....  
Teacher in charge

 **Membership Card**

**This card certifies that**

**\_\_\_\_\_**  
**is a member of the Heritage Education Club at**  
**\_\_\_\_\_**  
**\_\_\_\_\_**

Date of issue: \_\_\_\_\_

***My Heritage, My Pride***



## Does a Heritage Club need money?

The activities included in this booklet need time but have been designed so that they require little or no money.

Where money is required, you may wish to plan and seek support (many schools for instance have a fund to support club activities) contributions from members and their parents may be another source. Where your club has been given membership cards and other items, these may be sold to club members to finance club activities.

The club may further wish to appoint a treasurer to run its finances and to involve the school bursar in keeping any money safe. Club activities can be used to generate some income, such as performing at cultural ceremonies and festivals.



## Theme 1

# My culture and heritage: myself, my family, my clan, ethnic group, country

### Background

Culture is the way a group of people live. It includes their language, food, music, clothes, celebrations, and the way they do things. It's what makes people from different places special and unique.

Heritage is something passed down from the past. It includes old buildings, traditions, stories, and objects that help us remember and learn about the people who lived before us. Heritage helps us understand where we come from. Heritage can be tangible (things we can see and touch) for example clothes, drums, traditional houses, etc. or intangible (things we can't see or touch) such as oral traditions, rituals, festivals among others.



*Traditional skills such as grinding are part of our heritage and we can learn them from our elders.*

Knowing our culture and heritage helps us feel part of a community, accepted, and proud of ourselves. It also helps us know and respect our differences, fulfilling everyone.

When we learn about who we are, we think about our past too. We remember our parents, grandparents, and all the people in our family who came before us. We also learn about the groups we belong to—like being a Ugandan, an African, or part of a tribe such as Acholi, Muganda, or Karamojong. Sometimes, being part of a bigger group becomes even more important when we are far from home.

Understanding our identity helps us feel like we belong and improves our connection to our families and society as a whole.

The activities under theme 1 will help her age club members to:

- Develop an understanding of oneself as an individual influenced by culture, by cultural values and as a person belonging to a certain generation or culture.
- Trace one's origin in terms of clan, lineage, ethnic group and how this relates to heritage.

The following activities are proposed under Theme 1:

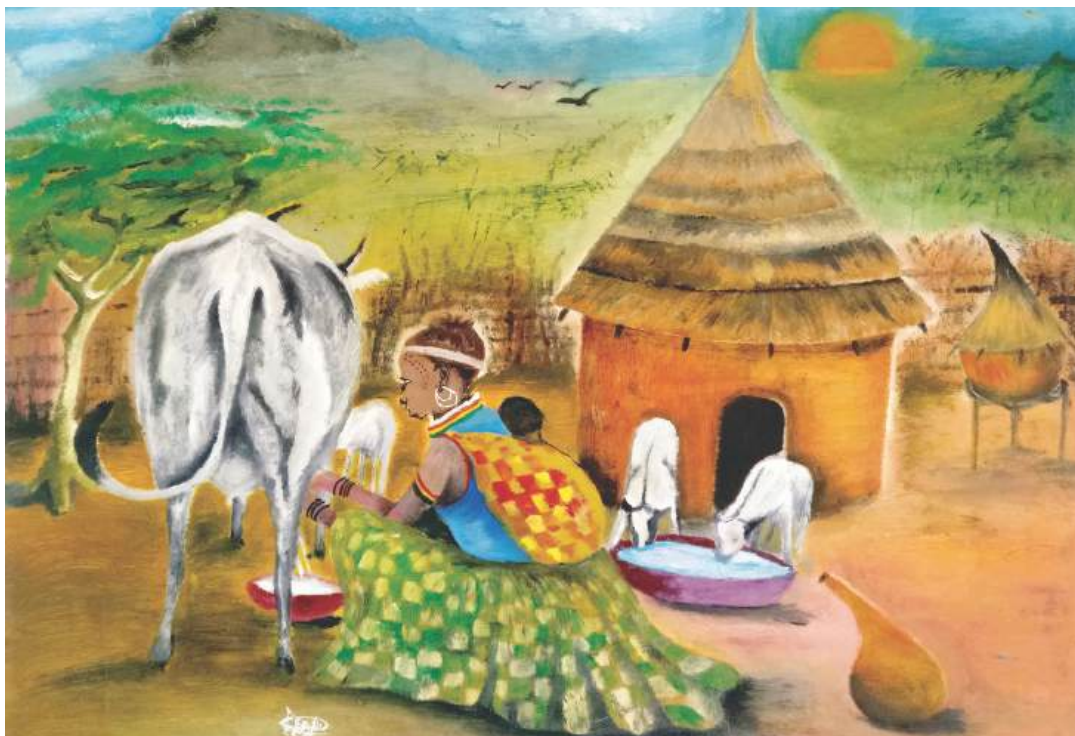
1. Who am I? - A discussion on one's different identities
2. Where does my family come from? - Drawing up a family tree.
3. My cultural values - An exercise on establishing individual and group values.
4. My clan - Meeting a clan leader



## Activity 1: Who am I?

### Introduction

Everyone is different because we inherit special characteristics from our parents and family. Our names, tribes, languages, and traditions help us to discover who we are. It is important to understand ourselves so we can appreciate who we are and respect others, even if they are different from us.



*Our traditional practices are also an important part of who we are. These are sometimes different for every culture*

## Purpose

This activity will help club members learn more about themselves and their culture.

## Method: Drawing (1 hour)

- Provide each child with a piece of paper and ask them to draw themselves in the centre.
- Ask learners to draw circles around their picture and write about their identity (e.g., name, clan, totem, language, favourite food, religion, hobbies, nationality)
- Ask 3 or 4 children to read what they have written to the rest of the club
- Ask children to read what they wrote to each other in pairs

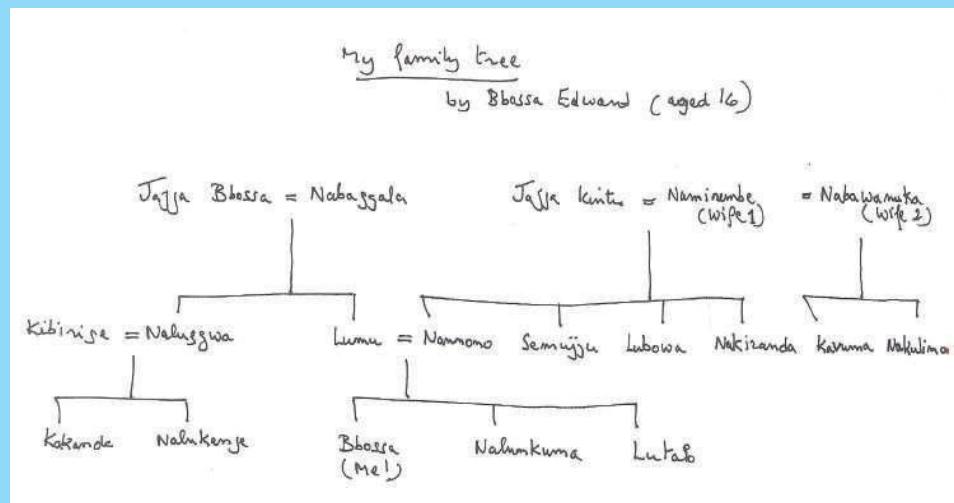
Facilitate a discussion using guiding questions

1. List some of the things that make us different from each other.
2. List some of the things we have in common.

## What We Learn

Knowing who we are helps us to cherish our family history and identity and respect others. It makes us proud of who we are. It helps us respect and connect like one big family.

## Resource



**Drawing a family tree:** use a pen or pencil and a sheet of paper. Start with your oldest known relatives. In the example above, the maternal grandparents (Jajja Bbosa and his wife Nabaggala) and the paternal grandparents (Jajja Kintu who had two wives - Namirembe and Nabawanuka). For each set of parents or grandparents, move on to the next generation, linking then to their respective children (in the example above Bbosa and Nabaggala had two children (Naluggwa and Lumu). Then indicate who they married (Naluggwa married Kibirige). Then indicate their children, and so on.

### Naming relatives in Buganda

1. Father - Taata
2. Mother - Maama
3. Grandfather - Jajja
4. Grandmother - Jajja
5. Paternal uncle - Taata Omuto
6. Maternal uncle - Kojja
7. Paternal aunt - Ssenga
8. Maternal aunt - Maama Omuto





## Activity 2: Where Does My Family Come From?

### Introduction

A family is a group of people who are connected by love and blood. Families can be small (a nuclear family with parents and children) or big (an extended family that includes grandparents, aunts, uncles, cousins, and even close family friends).

Our families are important because they give us a sense of belonging. They teach us values, traditions, and important life lessons. For example, in some cultures like the Bakonzo in Uganda, family members receive special names based on their birth order and gender.

Families help us feel safe, teach us new skills, and guide us in life.



*Naming ceremonies are performed in some cultures and a name can also help us know our family history*

### Purpose

This activity will help us learn more about our families, their history, and why they are important to us.

### Method: Storytelling (40 minutes)

For 30 minutes: Together with the club members, read Aber's family story. Ask different learners to each read a paragraph from the story to the rest of the members.

The teacher can also hold a discussion with the learners on the roles of the family.

### **Aber's Family Journey**

*Aber is a bright and cheerful Alur girl who lives in Zombo. One sunny afternoon, as she sat under a big mango tree with her grandmother, Aber asked, "Grandma, where does our family come from?"*

*Her grandmother smiled and began a gentle story. "Long, long ago," she said, "our family lived by the great river Nile. Your great-grandparents were brave and kind. They came from a faraway land called South Sudan to find a place full of green trees, freshwater, and warm people—this beautiful land where we live today. We belong to the Alur community and our language is Alur"*

*Aber listened closely as her grandmother continued, "They brought with them our special songs, dances (like the Agwara that we all enjoy), and stories. They believed in caring for each other and respecting nature. Every time we dance Agwara or prepare our favourite sauce such as Angara (dry salted fish), we remember how our family began."*

*Aber's eyes sparkled with pride. "So, every time I laugh, dance, or sing our traditional dances and songs, I am sharing the spirit of my family?" she asked.*

*"Yes, my granddaughter," her grandmother replied. "Your smile, your stories, and even the way you help others are all parts of who we are. They show the journey of our family and the love we have for one another."*

*From that day on, Aber felt even more special. She understood that her family's journey—from the great river to their home in West Nile—made her unique. And whenever she sang or danced, she celebrated her family's long, proud history.*

### **Discussion**

*Ask club members to share lessons about the origin of our families from Aber's story. Ask the following.*

- 1. Where did Aber's family come from?*
- 2. What is Aber's family's favourite traditional sauce and dance?*
- 3. Which language does Aber's family speak?*
- 4. What did Aber's family believe in? (values such as caring and respect)*
- 5. What do we learn from Aber's story?*

### **Family Tree Activity (Next 30 minutes):**

*Club members can then proceed to draw their family tree, tracing their lineage as far back as three generations.*

*The teacher can ask each pupil to make his/her family tree, at least for two generations, on a piece of paper. 3-4 participants can then be asked to share their family tree and some can be displayed on a board or wall.*

- Ask children to draw a tree and write their names.
- Ask them to draw branches from their tree, representing their parents, grandparents, great-grandparents and anyone else important in their family by writing their names.
- Encourage them to add small pictures or symbols (like an animal, a hut, etc) to show special traditions or stories.
- 3-4 students will share their family trees with the group.
- If some students don't know all the details, they can ask their family at home and share the new information in the next meeting.
- Some family trees can be displayed on the wall or exhibited during a cultural gala.
- Home work: Ask pupils to find out their clan, totem or symbol, nationality, staple food and games if any. This can be presented before activity 3.

## What We Learn

Families are special and unique, each with their history. Knowing where we come from helps us understand the values and traditions we follow. Our grandparents and parents teach us important life lessons. It is important to appreciate and respect our family heritage. Let's celebrate our families and learn from them!



## Activity 3: My Clan

### Introduction

Did you know that all of us belong to different clans? A clan is like a big family that connects people with a shared history, traditions, and rules. Many clans among the Bantu groups have a special animal or plant called a totem, which they respect and do not eat or harm while among the Luos and the Nilotics symbols of animals such as elephants, leopards, rhinoceros, etc. are communally appreciated. The totem or symbol is a sign of identification.

Clans are important! They help people solve problems, organize cultural events, name children, and support each other in happy and sad times. In some kingdoms or chiefdoms, clans also have special duties

### Purpose

This activity will help us understand why clans are important and how they work.

### Method: Roleplay – A clan meeting (1 ½ hours)

First, invite a clan leader to the club, if possible. The teacher can then start by asking the club members to imagine a conflict in the classroom between 2 people and act a short play to solve it with one acting as a clan leader helping those involved to solve the conflict.



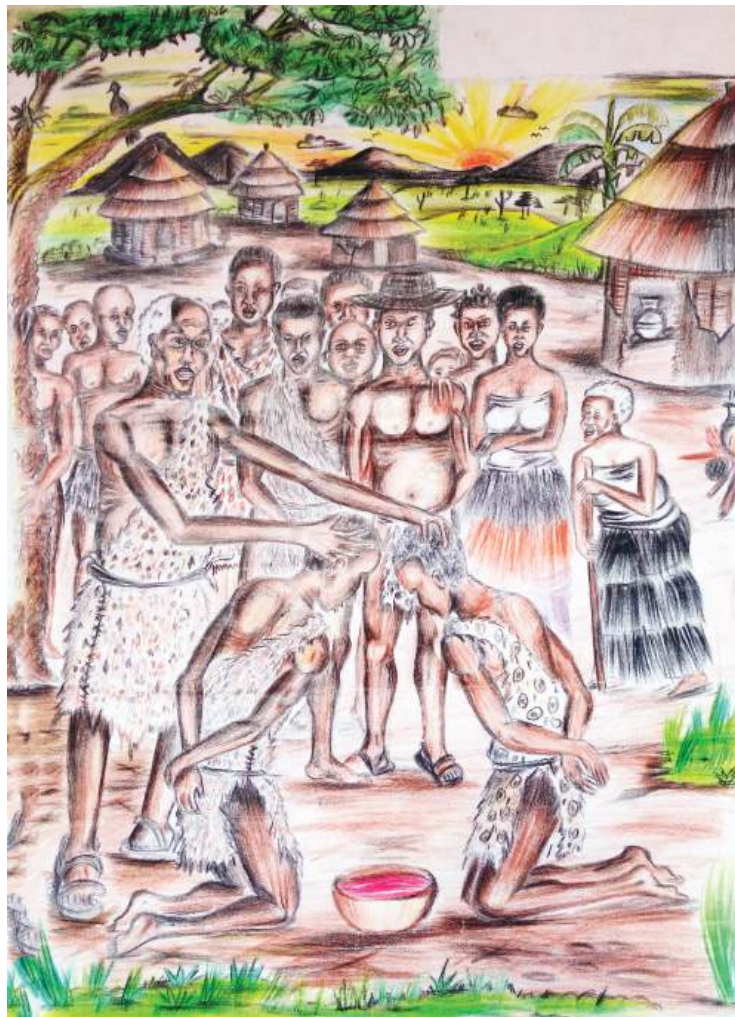
After the roleplay, the teacher can ask:

- What caused the conflict
- How did the conflict affect those involved?
- What role can a clan leader play when there is a conflict
- How can we avoid conflicts in our school or community?

A club member can then introduce the clan leader and ask him to talk about the different clans, their origin, organisation and the roles of a clan leader in society.

## What we learn

Clans play an important role in society and we therefore need to love them. Each member of a clan has a role to play, such as ensuring general discipline, peace and unity in society. So, we should be proud of our clans and their rich history!



*Clan leaders help us to resolve conflicts in our communities and therefore help us to live in harmony*



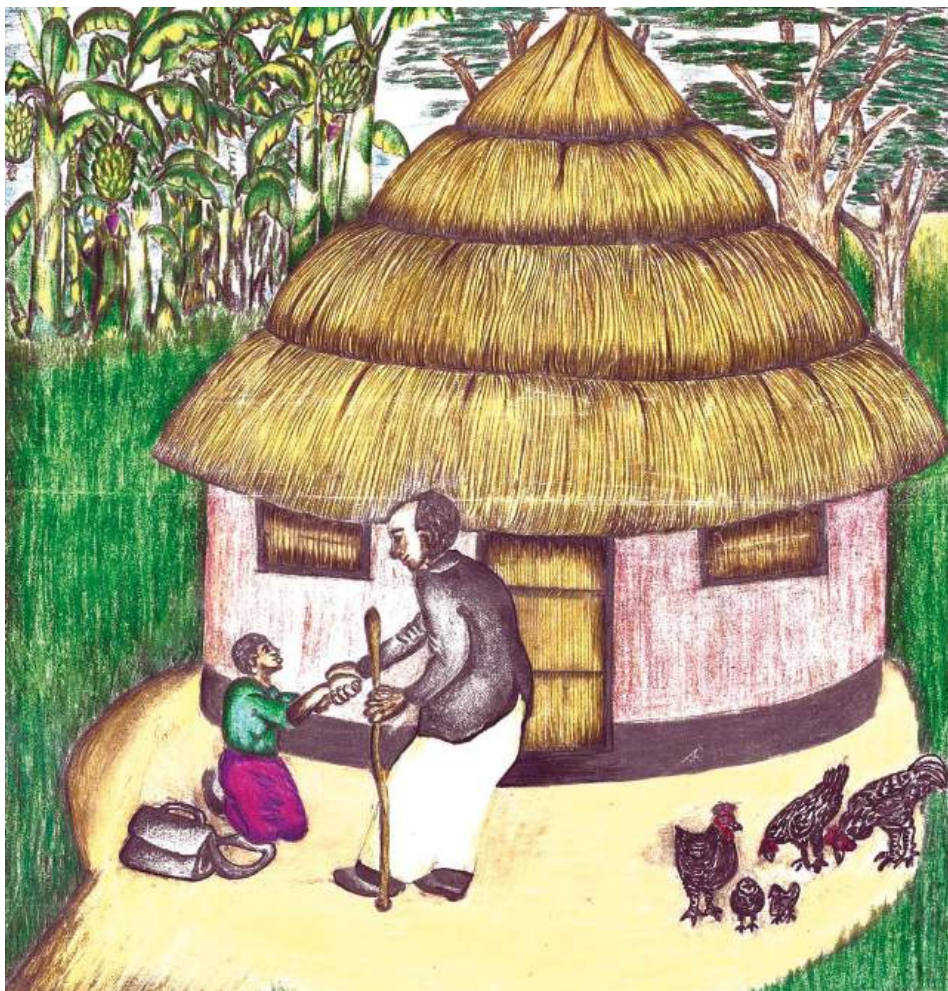
## Activity 4: My cultural values

### Introduction

Every culture has special values—important beliefs that guide how people behave and treat each other. Values help us know what is right and wrong, and they shape the way we live, work, and make decisions.

These values start in the family and are strengthened by schools, religious teachings, and community leaders. In Uganda, even though we have different cultures, many traditional values are shared by different groups. Some of these values include:

- Respect – greeting and listening to others while they speak
- Kindness – helping others and sharing what we have
- Honesty – telling the truth and doing what is right
- Hard work – Doing our best at school, home and community



*Greeting elders is a sign of respect and is an important cultural value in all our communities*



## Purpose

This activity will help us think about our cultural values and how they help us live together in harmony.

## Method: Storytelling (40 minutes)

Ask club members to read a story about an elder and a boy and discuss the values learnt from the story.

### Mubulya and the Wise Old Man

*Mubulya was a bright and curious boy who loved playing in his village in western Uganda. He enjoyed running through the fields, climbing trees, and playing hide-and-seek with his friends. But there was one thing Mubulya did not like—greeting elders.*

*Whenever he passed an old man or woman, he would quickly walk away without greeting them. He thought greeting elders was boring and unnecessary.*

*One day, Mubulya was playing near the marketplace when he bumped into an old man carrying a heavy basket. The basket fell, and ripe mangoes rolled in all directions.*

*“Watch where you’re going!” Mubulya said, without looking at the man properly.*

*The old man looked at him kindly and said, “My son, in our culture, we respect our elders. When you see an elder, you greet them. When an elder needs help, you offer your hands.”*

*Mubulya frowned but said nothing. He quickly ran off to play.*

*Later that evening, Mubulya’s grandmother called him. “Mubulya, come sit with me,” she said. “Do you know who you bumped into today?”*

*Mubulya shook his head.*

*“That was Elder Nzito. He is the most respected man in our village. He has helped many families and knows many stories of our people. Instead of helping him, you walked away.”*

*Mubulya felt ashamed. “I didn’t know, Grandmother,” he whispered.*

*His grandmother smiled. “Now you do. Tomorrow, go and greet him properly.”*

*The next morning, Mubulya found Elder Nzito sitting under a mango tree. He walked up to him and bowed slightly. “Good morning Elder Nzito. I am sorry for yesterday.”*

*Elder Nzito smiled. “Now that is how a child greets an elder!” He patted Mubulya’s back and gave him a ripe mango. “A respectful child is loved by all. Always remember that.”*

*From that day on, Mubulya made sure to greet every elder he met. He learned that respecting elders brings wisdom, kindness, and blessings.*

## Discussion

- Which values do we learn from the story?
- Why is it important to respect our elders?

## What we learn

Our values shape the way we behave and make decisions. Some values are easy to follow, while others take effort and practice. Learning about different values helps us live with and respect each other. It is our responsibility to keep good values alive in our families and communities. Let's always choose values that make the world a better place!



## Activity 5: My Ethnic Group

### Introduction



*People from the same ethnic group have similar ceremonies*

We all belong to a family and a clan, but we also belong to something bigger called an ethnic group. People in the same ethnic group feel connected because they share the same culture, traditions, and often believe they come from the same ancestors. Many people in the group like to marry others from the same group.

People in the same ethnic group often speak the same language, follow the same customs, and come from the same area or homeland.

In Uganda, we belong to different ethnic groups, but we are also part of bigger groups that are found in East Africa. These big groups include the Bantu, Luos, Nilotics, and Hamites. You can find them in countries like Uganda, Kenya, Tanzania, South Sudan, Rwanda, Burundi, and the Democratic Republic of Congo.

Uganda has about 65 different ethnic groups!

## Purpose

To help young people identify different ethnic groupings and their respective cultural practices and appreciate the differences among them.

## Method: Quiz (1 hour)

Club members can be engaged in a quiz using the following questions;

1. Which big grouping beyond my clan do I belong to?
1. How many people belong to that grouping?
2. Which common characteristics do we share as a group (e.g. beliefs, traditions values,
3. language)?
4. Which traditional practices make us different from others (e.g. housing style, marriage ceremonies)?

The teacher can facilitate a discussion on the major ethnic groups in East Africa, by listing them on the blackboard and asking young people to list tribes that belong to each group e.g. Luo (Alur, Acholi, Padhola).

## Exercise

In groups of 5, ask students to draw a geographical map of East Africa showing regions in which each ethnic group lives in each country, using the list of ethnic groups below. Each group presents its map.

## What we learn

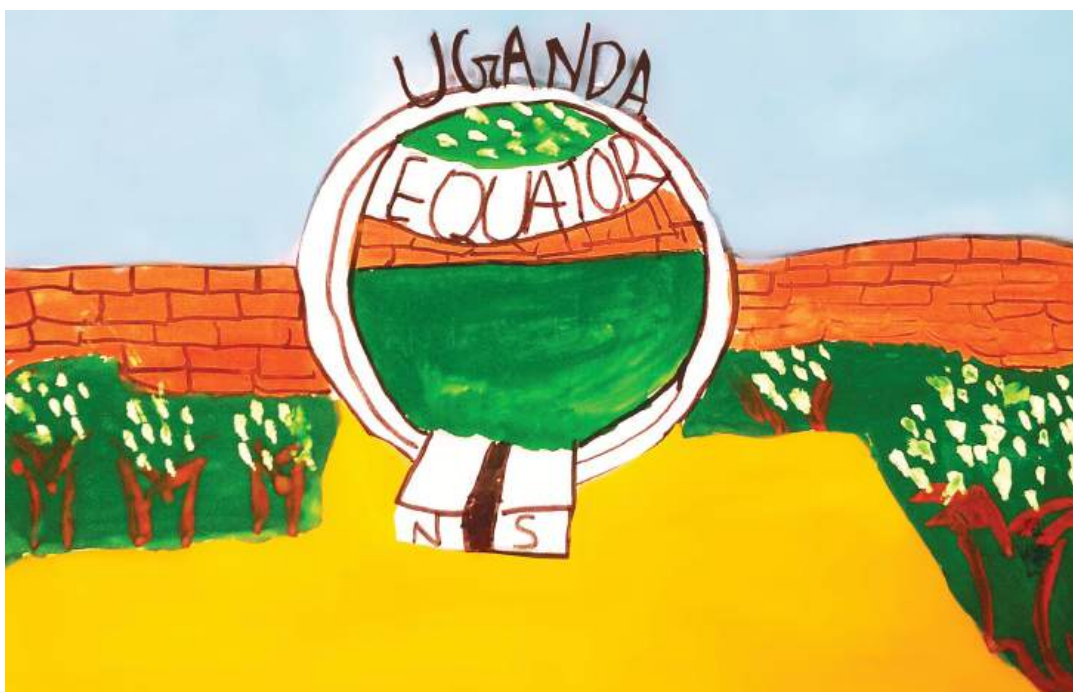
We need to appreciate the different ethnic groups and their unique characteristics to co-exist. We must respect diversity.



## Activity 6: My country

### Introduction

Apart from identifying ourselves as individuals belonging to a family, clan and ethnic group, we also identify ourselves as belonging to a nation state. I am a Ugandan!



*The equator is part of Uganda's national heritage and it is found in Mpigi district in Central Uganda*

## Purpose

To help club members appreciate nationality as an important aspect of one's identity

## Method: Brainstorming (1 to 2 hours)

A discussion on Uganda, its population, ethnic groups, and cultural activities that are common to all cultural communities in the country.

Key questions may include:

1. What brings us together as a nation-state?
2. What distinguishes us as Ugandans?
3. What are the challenges to national unity and how can we tackle them?

Club members can also draw the symbols of Uganda and sing the 3 stanzas of the national anthem.

Members can write an article on "My identity as a Ugandan" to be included in the school magazine or newsletter.

## What we learn

We need to be proud of our diverse identities as a people

## Resources

### 1. National Anthem

*Oh Uganda!  
May God uphold thee  
We lay our future in thy hands  
United, free,  
For liberty  
Together we'll always stand.  
Oh Uganda!*

*The land of freedom  
Our love and labour we give,  
And with neighbours all  
At our country's call  
In peace and friendship we'll live.*

*Oh Uganda!  
The land that feeds us  
By sun and fertile soil grown, For our own dear land,  
We'll always stand  
The Pearl of Africa's Crown.*

### 2. Uganda Flag





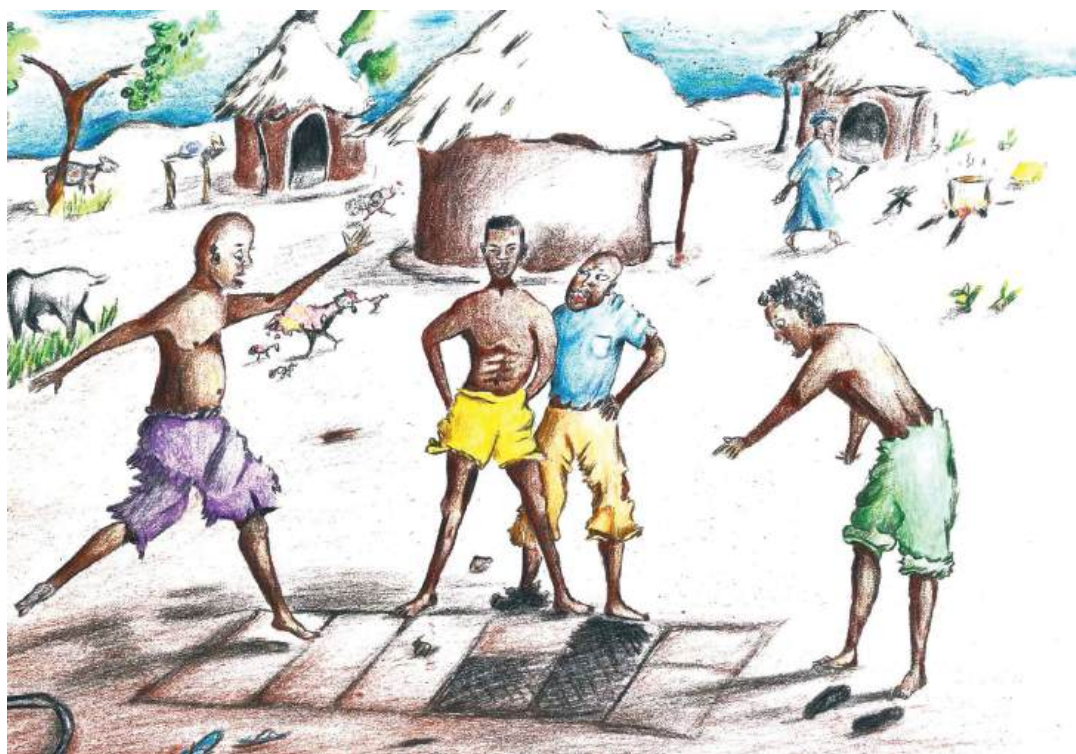
## Theme 2

# Expressing My Culture

### Background

People express their culture in different ways! Some tell stories, use proverbs, or play with tongue twisters. Others show their culture through music, dance, traditional clothing, food, sports, and games. Others express it through practices such as circumcision, tattooing, child naming, marriage ceremonies, among others.

In Uganda, our many languages, dances, and foods make our country rich in culture. Learning about these traditions helps us understand and respect each other.



*We can express our culture through our traditional games*

### Purpose

These activities will help club members to: Discover different ways people express their culture; appreciate cultural traditions and learn how they bring people together.

This theme has three activities

1. How do people express their culture?
2. Let me express mine
3. Living with others



## Activity 1: How do people express their culture? (Sharing Proverbs & Tongue Twisters)

### Introduction

The many ways in which people express or show their cultures help people from different places to live together in peace and harmony.

### Purpose

To help club members identify how culture is expressed and treasure cultural expressions as a source of learning, self-esteem and living together.

### Method: **Game** (cultural charades)/**discussion** (40 mins)

The teacher writes down different cultural elements for example a drum, a type of food, a dance move, or an animal, among others.

Selected children are asked to describe or act out the item without using its name while others try to guess what it is. Alternatively, 3-5 selected children can greet their colleagues in any local language, and the rest will mention the tribes that use that greeting

Club members then discuss the different ways in which people express their cultures. They suggest stories, proverbs, recitals and tongue twisters in groups of 3-4 members. Each group can then present to the others in turn.



*Our traditional ways of dressing are also an important way of expressing our culture*



## What we learn

Whenever we express our cultures, other people learn much about us, appreciate our differences and can respect and live with us in harmony.

## Resources

### Proverbs from selected communities

**Acholi:** *Labwor ma kok pe mako lee* (A roaring lion does not catch any prey)

**Bunyoro:** *Akarabakatahyo kaimuka n'omukono gwoko* (To lift a gourd you need its handle)

**Buganda:** *Ffe bamu, bw'akwaata akamunne ng'assa mu nsawo* (Being very close still requires respect for each other's possessions).

**Busoga:** *Amaadi amasabe rigamala ndigho* (Water that has been begged for does not quench the thirst)

**Bugungu:** *Gabagaya, googo gabutotya* (What you despise is what makes a difference)

## Riddles

**Acholi:**

*I threw my wooden spoon, and it landed on the other side of the Nile. Answer: eyes (the eyes can see a long way).*

*"Pit pit" under the uryang bush. Answer: needles ("pit" imitates the sound of a needle poking the skin. Uryang is a type of acacia with small needle-like thorns).*

**Buganda:**

*Pass one side, and I also pass the other side, so that we meet in the middle? (a belt)*

*He built a house with only one pole standing? (a mushroom)*

*He goes on dancing as he walks? (a caterpillar) He built a house with two entrances? (a nose)*

*He has three legs? (an old man walking with his stick)*



## Activity 2: Let Me Express Mine! (Cultural Show & Tell)

### Introduction

Now it's time to express our culture! People show their cultures in many creative ways, such as through traditional clothes, games, music, food, dance, language, and cultural items. This is a great opportunity for everyone to share something from their culture and learn from others.

### Purpose

To help young people appreciate various cultural expressions in Uganda.



*We can express our culture through our traditional dances*

### Method: Cultural show (about 2 hours)

Club members are asked to express their culture in a way they choose and to demonstrate it to other members of the club. They will need to have prepared for this in advance, possibly by consulting their parents or other knowledgeable persons.

This activity could for instance include:

- A game of Omweso (board game)
- A demonstration of traditional wrestling
- A dressing style or item of dressing
- A traditional musical instrument

- A local dish
- A dance
- A poem, recital or proverb
- A story
- An emblem
- Any other

## What we learn

We need to appreciate the different ways in which people dress or play their games and sports, as well as other aspects of our rich heritage. This will help us preserve our cultural expressions for others to appreciate and to preserve them for future generations.



## Activity 3: Living in harmony with others

### Introduction

Uganda is home to many cultures, languages, and traditions. Each of us comes from a special family, clan, and ethnic group, but we all share the same country and community. Living together in harmony means respecting each other, even when we have different ways of speaking, dressing, eating, or celebrating.

In this activity, we will learn how to be kind, listen to others, and work together as one big family. By respecting our differences, we can make our schools, homes, and communities peaceful and happy places for everyone.

### Purpose

To help club members learn how to co-exist with each other.

### Method: storytelling and cultural exchange (About 60 minutes)

For the first 25 minutes, read a story with the children and have a discussion about living in harmony.

### Friends Forever

*In a village known as Ngwedo western Uganda, there lived people from different tribes and cultures. They all lived together in harmony.*

*There was Akello from Lango in northern Uganda, who loved to dance and sing. Next door lived Matovu from the Buganda, who was a great farmer and grew delicious fruits and vegetables.*

*One day, Akello's cow ate some of Matovu's crops. Akello was very sorry and promised to help him replant the crops. Matovu forgave Akello and together they worked on the farm.*

*As they worked, Akello taught Matovu some of the dance moves from Lango, and he taught Akello how to plant maize. They laughed and chatted together, and their friendship grew stronger.*

*The villagers saw how well Akello and Matovu worked together and decided to have a big celebration. They called it the "Harmony Festival."*

*On the day of the festival, everyone came together to share food, music, and dance. Akello and Matovu performed a dance together, and the crowd cheered.*

*The community realised that even though they were different, they could still live together in harmony. They learned to respect each other's cultures and traditions.*

*From that day on, the village was filled with laughter, music, and friendship. Akello, Matovu, and all the villagers lived happily together, proving that harmony is possible when we work together and love how special all of us are.*

*Akello and Matovu became friends forever!*

### **Discussion**

1. What did you like most about the story?
2. What happened to Matovu's crops?
3. How did Akello and Matovu solve the problem?
4. Why did Akello and Matovu become friends?
5. What did the villagers do to celebrate harmony?

### **What we learn**

Living together in harmony means respecting and appreciating each other's differences. We can learn from each other and become better friends. Just like Akello and Matovu, we can work together and make our community a happier place.



*Through music and dance, we can all live happily and in harmony*



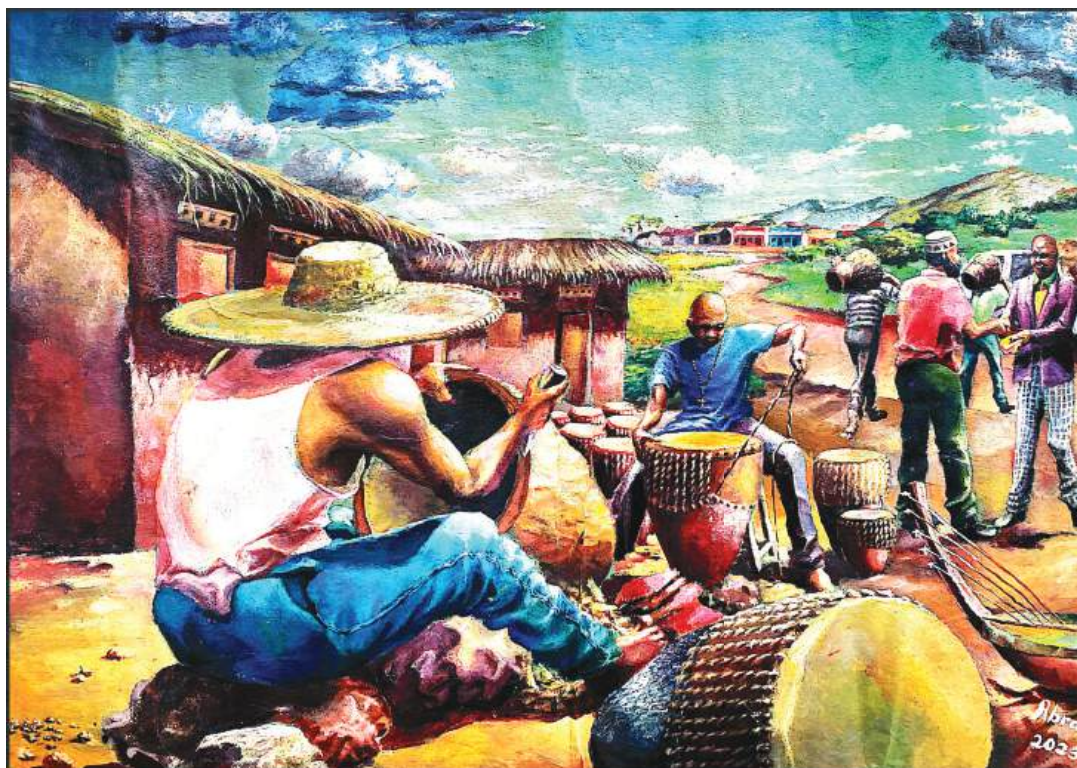
## Theme 3

# Using Culture to make money

### Background

Many people think that culture does not help us solve everyday problems, and that “culture doesn’t put food on the table.” Under this theme, we are going to learn that culture is not only important for learning about ourselves but also for making money!

In Uganda, tourism (where people from different places come to see our culture), the arts (music, dance and drama), and heritage (our food, clothes, stories, festivals) are becoming big ways to earn a living. For example, cultural tourism gives jobs to thousands of people. This theme will help you learn how culture can be used to earn money and build a career.



*We can make drums and sell them to make money and earn a living*

### Activities Under Theme

1. Handicrafts and the Arts: Can They Provide Income?
2. Hands-on crafting
3. Understanding value and selling
4. Does Cultural Tourism Pay?



## Activity 1: Handicrafts and the Arts: Can They Provide Income?

### Purpose

To teach children how to use their artistic and crafting skills to create items they can sell, helping them understand the value of creativity and entrepreneurship.

### Method: Discussion (15 minutes)

#### Discussion Questions

- What are some handmade items you have seen people selling (e.g., baskets, beaded jewelry, paintings) in our community?
- Have you ever made something with your hands? How did it feel? Who did you learn from?
- List the crafts you can make and explain how they are made and the materials required
- What if you could sell what you create and earn money?

### What we learn

Handicrafts and arts are not just fun—they can help us make money to help ourselves and our families.



## Activity 2: Hands-on Crafting

### Introduction

Now that we know we can use crafts to make money, let us make some!

### Purpose

To teach children how to make crafts as a way of earning income

### Method: Crafting Making (40 minutes)

For this activity, the teacher can invite a cultural resource person to demonstrate to the children how to make crafts. OR, a child who knows how to make crafts can teach



others. Children can be encouraged to bring materials from home the day before the actual activity.

Children will create simple handicrafts they can potentially sell. Choose one or two crafts based on available materials:

Option A: Bead Making (Jewelry & Keyholders)

- Materials: Beads, strings, wire, recycled paper for rolled beads
- Process: Teach children how to make beaded bracelets, necklaces, or keyholders.

Option B: Basket Weaving (Mini Baskets or Mats) – for this activity, club members can be tasked to weave something during the holidays and asked to report with it to school during the new term

- Materials: Palm leaves, banana fibres, coloured threads
- Process: Demonstrate simple weaving techniques and let children try them.

Option C: Painting & Drawing (Simple Greeting Cards or Wall Art)

- Materials: Paper, paint, markers, coloured pencils
- Process: Let children design and decorate greeting cards or small paintings

## What we learn

With practice, these crafts can be sold at local markets or to visitors if they look beautiful



*We can make beautiful crafts and sell them to tourists, or start museums*



## Activity 3: Understanding Value & Selling

### Introduction

Everything we make has value. Value means how useful or special something is. When we create handicrafts like baskets, bracelets, or drawings, people may want to buy them if they like them or find them useful.

How do we know the value of something?

- If it is well-made and strong, it has more value.
- If it is beautiful and unique, people will want it.
- If it is useful, like a basket for carrying things, it is more valuable.
- It speaks to one's identity or emotion.

How do we sell what we make?

- Set a fair price – Think about the materials you used and the time it took.
- Tell people about it – Show your family, friends, or community what you made.
- Be friendly – Greet customers with kindness so they want to buy from you again.

### Purpose

To help children develop skills such as financial literacy, confidence, critical thinking and basic entrepreneurship that they can use to in their daily lives

### Method: The Mini Market (40 minutes)

Set up a mock market where children can “sell” their crafts to each other using pretend money. Some children act as sellers and others as buyers. Encourage the buyers to bargain.



*After making crafts, we can take them to the market to sell and make some money*

### Discussion – after the mock market

- *What makes people want to buy something? (Good quality, uniqueness, fair price)*
- *Where can we sell these crafts in real life? (Local markets, schools, fairs)*
- *Who was the best marketer and why?*
- *Why is it important to use our talents to create income?*

### What we learn

Selling what we make can help us earn money for our needs and support our families. With our hands and creativity, we can build a bright future.



### Activity 3: Does Cultural Tourism Pay?

Cultural tourism is when visitors come to learn about or enjoy our culture. They see our art, watch or participate in our music, dance, taste our food, and learn our stories and pay a fee to us.

#### Purpose

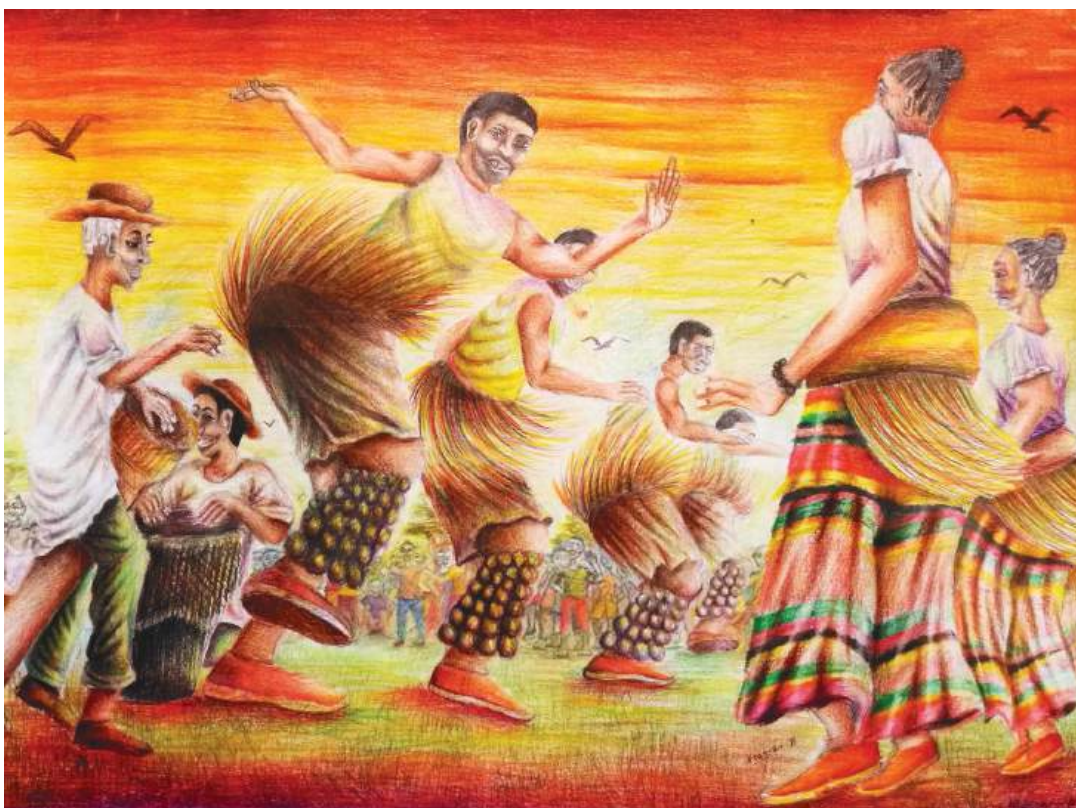
To demonstrate to the children that cultural tourism generates income

#### Methods: Role Play (15 minutes)

- Divide the children into small groups. Each group can pretend they are organising a cultural event for visitors.
- Some can be dancers, some storytellers, some can show crafts and others can be visitors.
- Allow each group to act out a short performance showing their culture.
- At the end of each performance, explain that visitors might pay a small fee to see the show, and that money can help families and schools.

The teacher can organise a field trip to a heritage site for children to see and learn how tourism helps to earn income. Emphasise the fact that some money was paid to the site for them to go for the visit.





*Our dances can be performed at events and ceremonies and we can be paid for the service*

## **What we learn**

We can earn from tourism by showing guests our culture and it is a good way of earning money

## Theme 4

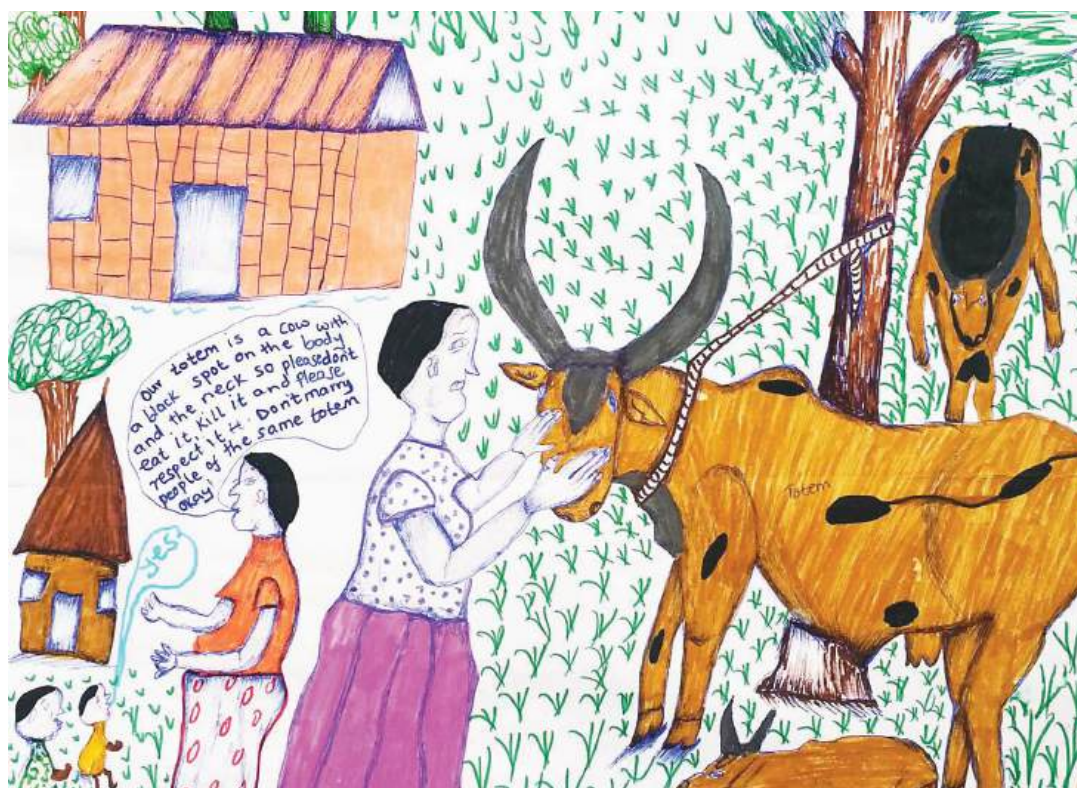
# Our Culture, Our Environment

### Introduction

Today, we will learn about how our culture helps protect the environment (our surroundings for example the air we breathe, the water, plants, and land).

Our culture teaches us to respect nature. Our elders tell stories about sacred forests, rivers, and animals that must not be harmed. Many of our traditional practices, like planting trees, using natural materials wisely, and protecting water sources, help keep our environment clean and safe.

In this session, we will find out the ways our culture helps us to care for the land, water, and animals around us. Through stories, songs, and fun activities we will learn how we can continue these good practices to protect our environment for the future.



In some cultures, animals serve as totems and are therefore respected, taken care of and protected



## Purpose

By the end of the session, pupils will: Understand how cultural values promote environmental protection, learn traditional practices that help protect nature and commit to small actions that help care for the environment.

The following activities can be used in this theme.

1. How is our culture connected to our environment?
2. How can our culture help us to protect the environment?
3. Be an environmental hero!



## Activity 1: How is our culture connected to our environment?

### Purpose

To help children understand the deep connection between culture and the environment.

### Method: Nature walks and observation (45 – 60 minutes)

- Take the children outside (if possible) or show pictures of different natural elements (trees, rivers, animals, mountains).
- Ask: What do you see? How do these things help us in our daily lives?
- Discuss how nature provides food, shelter, and materials for making cultural items like baskets, mats, and musical instruments.
- Close the session by asking children to share what they learnt with their parents. You can also ask them to find an item at home or in their community, think about how it connects culture to the environment and share in the next session.

### Lesson learnt

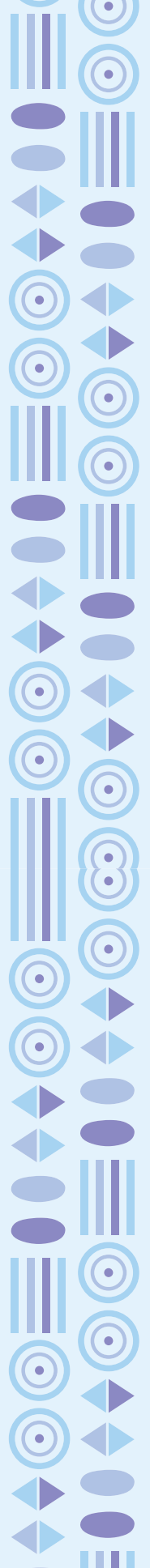
Understanding the connection between our culture and the environment teaches us that the items we use every day such as clothes, food, and housing depend on natural resources like trees, water and animals.



## Activity 2: How can our culture help us to protect the environment?

### Introduction

If we are not careful with our environment, we can harm it. Cutting down too many trees, burning bushes, clearing swamps, catching too many fish, and throwing rubbish like plastic bags and bottles in water or gardens can damage the environment. This can



cause big problems like drought (when there is no rain) and floods (too much water), which can lead to hunger and even sickness.

But the good news is, we can use our culture to protect the environment and we shall learn how today.

## Purpose

To help learners acquire knowledge on how our culture can protect the environment – using cultural resources

## Method: -Storytelling (15 minutes) – “The wise grandmother”

- Tell a simple story about a grandmother who teaches children to care for the environment using traditional wisdom
- Example: A grandmother explains why cutting trees without replanting brings drought and how their ancestors protected forests (see the resources below).
- Ask: “What did the grandmother and grandfather teach the children?” (Encourage responses.)
- The teacher can also have a conversation with the learners on taboos that are related to the environment (for example, what does it mean for women not to be allowed to fish)

## Lesson learnt

We can protect our environment by using our culture! Our traditions, like planting special trees, following taboos that stop people from harming the environment, and taking part in ceremonies that respect the land, help keep our environment safe. If we follow these good practices, we can make sure our land, water, and animals stay safe for many years to come.

## Resources

### Story 1: Grandmother Akello and the Sacred Forest

*In a small village in the Acholi region of Uganda, there lived an old woman named Akello. She was known for her wisdom and love for nature. Every evening, children from the village gathered under the big sheanut tree in her compound to listen to her stories.*

*One day, the children came running to her, worried. “Grandmother, some men are cutting down trees in the sacred forest near the river!”*

*Akello sighed and shook her head. “Ah, my grandchildren, let me tell you why we must protect that forest.”*

*She cleared her throat and began her story.*

*“Long ago, our ancestors knew that the forest near the river was special. It was home to the shea nut trees, the source of shea butter, which our mothers use for cooking and healing. The great river, which gives us water, is protected by those*

trees. If we cut them down, the river will dry up, and we will have no water to drink or grow our food.

That is why our people made it a rule—no one must cut trees from the sacred forest. If you do, you bring bad luck, and the spirits of our ancestors will be unhappy.”

The children gasped. “What can we do, Grandmother?” one boy asked.

Grandmother Akello smiled. “Go and tell the elders. Remind them of our ancestors’ wisdom. If we protect the forest, it will protect us.”

The children ran to the village elders, who listened to their plea. Remembering the old traditions, the elders gathered the villagers and stopped the men from cutting more trees. Instead, they planted new ones.

From that day on, Grandmother Akello’s story was told again and again, reminding the Acholi people that their culture held the key to protecting their land.

And so, the sacred forest remained, full of life, whispering the wisdom of the past to those who would listen.

## Story 2: The Fishermen of Lake Albert

In a small village on the shores of Lake Albert, a group of fishermen lived peacefully. They woke up early each morning, paddling their canoes into the deep blue waters to catch fish for their families. Among them was old Mzee Byakagaba, the wisest fisherman in the village.

One day, some young fishermen started using small nets to catch more fish. They caught even the tiniest fish that had not yet grown. The elders warned them, but they did not listen.

One evening, the fishermen sat around a fire, roasting tilapia and telling stories. Mzee Byakagaba stood up and spoke.

“My sons, let me tell you an old story from our ancestors. Long ago, our grandfathers knew that if you take too many fish, the lake will stop providing us with fish. That is why they made rules: We do not fish at night, we do not catch small fish, and we do not fish during the breeding season. This is the way of our people kept Lake Albert full of fish for generations.”

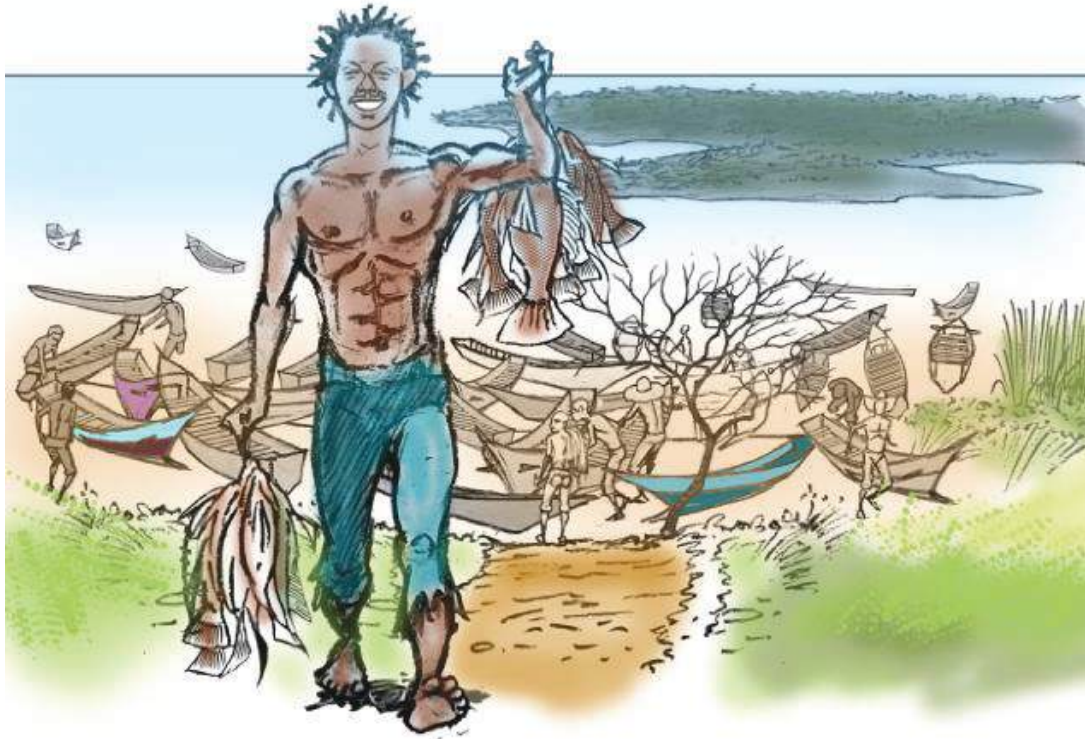
The young fishermen listened carefully. One of them, Kato, asked, “But what if we want to catch more fish to sell?”

Mzee Byakagaba smiled. “If you take care of the lake, the lake will take care of you. If you let the small fish grow, you will have bigger fish tomorrow. If you respect the lake, your children will fish here too.”

The next morning, the fishermen decided to follow the old ways. They made new rules to protect the lake. They stopped using small nets, and they taught the children to fish only in the right season.

Months later, the fish returned in plenty. The village was happy, and the people thanked their ancestors for their wisdom.

And so, the fishermen of Lake Albert continued to live in harmony with their lake, knowing that their culture was the key to protecting their future.



*Our waterbodies are important and therefore, we should protect them*



### Activity 3: “Be an Environmental Hero!”

Children can help take care of the environment by doing simple things such as cleaning their homes, schools, and communities and planting trees. These small actions make a big difference! Every child needs to know that they have a role to play in protecting the environment. When we all work together, we can keep our environment clean, green, and healthy for everyone.

#### **Purpose**

To help learners think of ways they can protect the environment.

#### **Method: Group Work (45 minutes)**

For this activity, you can choose any of the activities below or use both

- Drawing & Coloring – Pupils draw pictures and write two ways they can protect the environment (e.g., planting traditional trees, keeping rivers clean).
- Essay writing competition: Choose one of the following topics and ask learners to



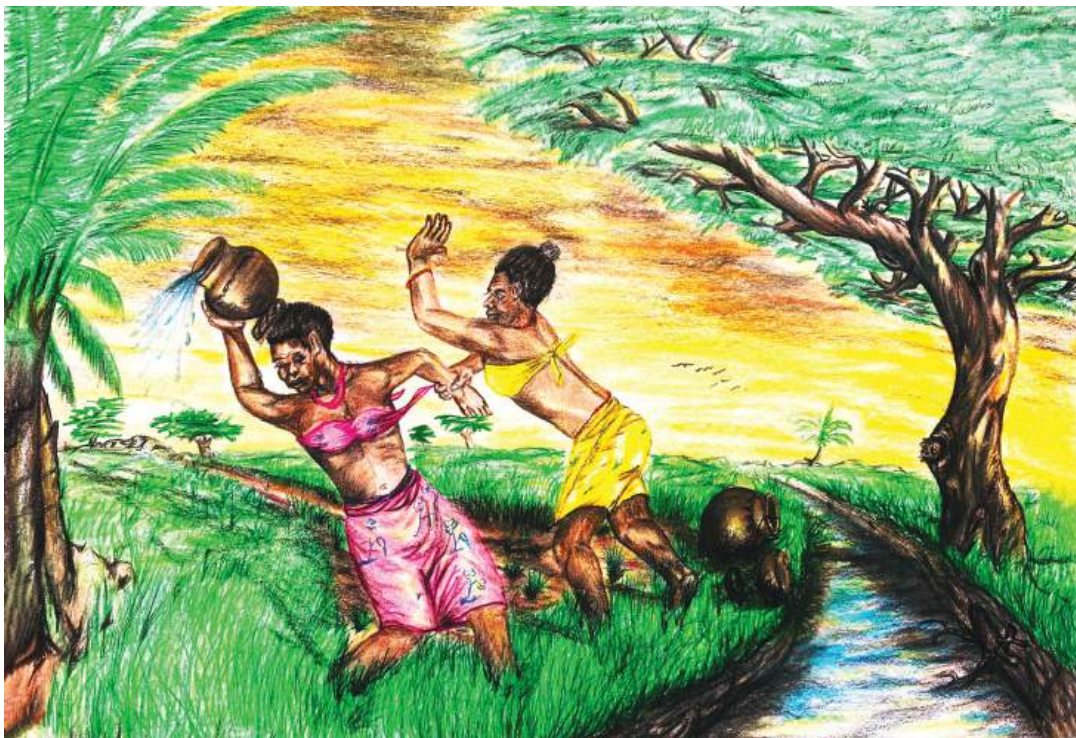
write an essay of no more than 500 words: a) Cultural hero – write about a hero in the community who is using culture to protect the environment (it can be someone who has planted indigenous trees or herbal medicine) b) How we can save the environment by planting traditional food alongside trees c) A cultural practice in the community that protects the environment

### Discussion – if option one is selected:

- *How can we use our culture to protect the environment?*
- *What will you do differently after this lesson? (encourage them to read some of the answers they wrote down during the drawing exercise)*
- *Our Promise to the Environment - Recite a simple pledge: "I promise to protect trees, water, and animals, just like my ancestors did!"*
- *Encourage pupils to share what they learned with their families.*
- *As follow-up activities, the club can choose a day when they plant trees in their school, collect and recycle waste or share environmental protection stories from their ethnic groups*

### What we learn.

Each of us has a special role to play in taking care of our environment. Whether it is planting trees, keeping our surroundings clean, or respecting nature, every little action counts. Let us start today and make a difference for our future!



*In Acholi, it is taboo to fight at the well side. This is forbidden to help us keep our waterbodies clean*

## Theme 5

# A School Cultural Gala

### Background

The final theme of the Heritage Club series is all about sharing the cultural wealth within the school and with the bigger community. A cultural gala is a big celebration where we share our different cultures with each other. We show our traditional dances, wear our traditional clothes, and even share our traditional foods.

Activities under this Theme

1. Preparing a cultural gala — Preparing the event for the school community — and possibly beyond.
2. The cultural gala - Holding the actual event



### Activity 1: Preparing a cultural gala

#### Introduction

Culture is important to all of us. It is now time for club members to prepare an event where they can share their work and learning with the rest of the school community—and possibly beyond.

#### Purpose

To prepare a cultural gala to be held by club members for the benefit of the school community, and possibly parents and other well-wishers.

Method: Brainstorming (2 or 3 club sessions, of at least hour 1 each)

Let us plan a super fun gala!

Before we start preparing for the cultural gala, let's share some cool ideas.

What can we include in the gala? Here are some ideas to get us started:

- Traditional dance performances
- Singing traditional song
- Wearing traditional clothes and accessories
- Sharing traditional foods and drinks
- Showing traditional crafts and artwork
- Playing traditional games



- Sharing stories and poems from our cultures
- Having a fashion show with traditional clothes
- Creating a photo booth with traditional backgrounds
- Games and quizzes about Uganda's culture



*Our traditional games can be showcased and played during the cultural gala*

It may involve other schools with a heritage club and include inter-school competitions. Detailed planning will then need to follow, possibly during several club meetings, including:

- Agreeing on a date and venue (possibly a school open day/visiting day)
- Getting help, or assistance from the community museum, the Government
- Community Development Office and other local leaders, the local media
- Listing the guests, if any, from outside the school (parents, knowledgeable cultural persons, members of the PTA, representatives from the local media, such as radio stations)
- Developing a budget and a fundraising plan
- Deciding on roles and responsibilities
- Developing a detailed programme, with timing, for the day

Note: The cultural gala is always an exciting event but, to be successful, it needs careful preparation.



## Activity 2: The cultural gala

### Introduction

The grand day has come: this should be a happy ending to the club's activities for the year or end of term. The exhibition may be held together with other clubs in the participating schools in the community.

### Purpose

Holding a cultural gala to promote interest in our cultural heritage in the entire school community.

### Method (3 or 4 hours, depending on the exhibition programme)

The methods chosen will depend on the programme and contents as determined by the club (s) through the previous meetings (see Activity 1). The programme might include:

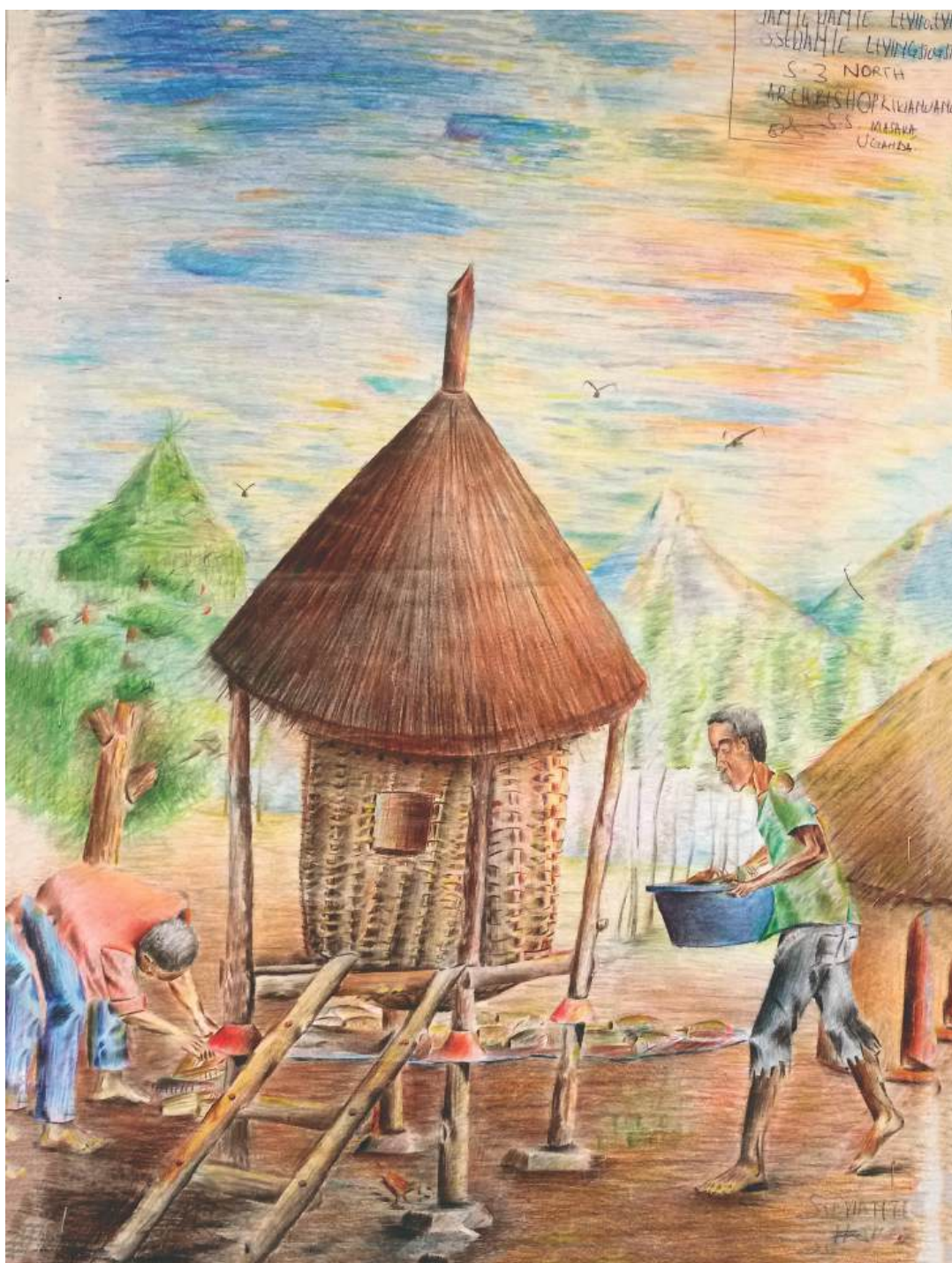
- Exhibitions of artefacts
- Traditional games
- Skills exhibits — basket/mat making, pottery, cooking of traditional foods etc.
- Performances — music and drama
- Art exhibition depicting cultural resources
- Story telling sessions
- Heritage quiz
- Photo gallery of tangible and intangible heritage — national and international

The best clubs (in case of a collective exhibition) as well as the 3 best individuals (heritage promoters) can be awarded a badge of honour and certificate on bark cloth/ or any other symbol of culture according to the different regions. Other items like heritage t-shirts and certificates can be given to those club members who have been consistent supporters in the club for 1 or 2 terms.

### What we learn

Culture and heritage are important for all of us. But it takes hard work to save it and keep it for the future.





*Learners can also showcase traditional skills such as granary making at the cultural gala*

## What happens after the heritage club in primary school?

You are re Now a Cultural Heritage Superstar!

After being part of the Heritage Club for a few terms, you've learned so much.

- You know more about your own culture and heritage.
- You have learned about different cultures and traditions
- You have made new friends who share your interests.
- You have even made some cool crafts and maybe even earned some money from selling them

How has the heritage club helped you?

- You are more proud of your cultural heritage.
- You know how important our cultures are.
- You feel more connected to your family, community, and country.

So.....what next?

- Become the president of the heritage club in your school
- Help other learners know their culture
- Join a heritage club in secondary school
- Study culture at university?
- Become an ambassador of culture in your schools or community



