



NIGERIA LEADERSHIP INITIATIVE

Clever Club Lessons

-

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About NLI

Nigeria Leadership Initiative (NLI) was established in January 2006 by Mr. Segun Aganga, an M.D at Goldman Sachs U.K and our founding Patron is Dr. Christopher Kolade, former Nigerian High Commissioner to the U.K. The mission of NLI is to mobilize the energy, talent and resources of credible, accomplished individuals and corporations in Nigeria, United States, Europe and the world and get them committed to tackling the challenges that confront Nigeria.

National Reorientation Campaign

In June 2006, NLI held the first NLI National Essay Competition focused on values-based society and leadership. The competition was open to Nigerians everywhere and the respondents were asked to write about the essential values a good Nigerian society should be built on and how these values should be embedded in our society. The top ten (10) values identified by Nigerians in NLI's Essay Competition include:

- | | | |
|-----------------------|------------------|-----------------|
| 1) Integrity | 5) Tolerance | 9) Spirituality |
| 2) Industry | 6) Discipline | 10) Patriotism |
| 3) Compassion | 7) Family Values | |
| 4) Justice and Equity | 8) Contentment | |

In October 25, 2008, NLI launched the National Reorientation Campaign which is aimed at changing the current orientation of the Nigerian society by promoting the core values identified by Nigerians as fundamental to the future development and success of our country Nigeria. NLI challenges Nigerian Citizens to inculcate these values in all spheres of their lives as we are aware that in order for change to take place in any system, it has to come from within the system.

This programme has been developed to use hands on techniques to enable students inculcate the 10 values above through school based Clever Clubs.

The word, **Clever** in Clever Clubs is an acronym for **C**haracter; **L**eadership; **E**ducation; **V**alues; **E**ffort and **R**esults.

Lesson 1

The objective of this unit is to teach students about the importance of the following values: **Integrity** and **Family Values**.

Definitions

- Values: One's principles or standards; judgment of what is valuable or important in life
- Integrity: Moral uprightness; honesty
- Family values: A family that supports its members by teaching and encouraging upright moral values

10 minutes

Trainer should facilitate discussion on definition of values

Ask students whether they know the definition of values, integrity and family values;

- Instructor should bring a dictionary and ask different students to use the dictionary to look up the meaning of the words: Integrity, Family Values and any new words the students encounter.
- Students may not know the definition of these terms, so the instructor should elicit answers by asking students the following questions:
 - What are things they think are important in life? (Suggestions: money, family, nice car, good education);
 - Ask students if they think honesty is important

15 minutes

Ask 2 students to play the role of Richard and his friend- Akpan who are SS2 students.

Story:

"What did you get?" I asked Richard. "I got an A"...

"How? How did you get an A, I didn't see you study at all Richard."

Richard my bunkmate laughed, "which kain mumu you be sef?" "Study for what?

Why would I waste time and energy studying when you can settle the teachers?"

"Settle how?" I asked.

"Settle as in arrange teachers nowwww." Richard said.

I was confused. "Richard, I don't understand o. What do you mean by arrange teachers?"

"My parents give the teachers extra salary" Richard said and burst out laughing.
"Even when that yeve Mr. Oke, the science teacher refused to collect to give me a better grade, my parents settled Mr. Aje, the principal, so that he could change my final score in the register."

I was shocked. "I mean how long have you been settling teachers and the principal?"

"Since forever. Talk to your parents, if they are sharp, they will handle business for you." Abeg, let's talk about something else jo" Richard said.

"No, please before we talk about something else, I am curious. Are you the only one settling teachers?" I asked

"The only one? My man there are like 25 people in our class o, and right now my father has started talking to someone at the Ministry, so that JAMB won't be a problem for me, if I stay in Naija." Richard answered.

At that point, I just wanted to cry. My parents are simple civil servants, sometimes they go months without getting paid their salaries, and even if they had money, my parents are not the sort that would bribe teachers for a grade for me. My parents have taught me that honesty is the best policy and have also taught me how to be strong in the face of temptation. My dad sometimes stays up all night teaching me maths and physics. How do I tell him that it's all a joke. That no matter how hard I work, 25 people in my class will get As without effort. I just want to scream.

15 minutes

Instructor should stop here and ask students the following questions:

- If you were Akpan, what would you do?
- Would you tell your parents?
- What are Richard's family values?
- What are Akpan's family values?

Instructor should call on a student to resume the story

Ten years have passed and Akpan is a civil engineer who was working in the United States and just moved back to Nigeria to work for a multi-national company. Akpan is supervising workers building a road in Ikeja that leads to the General Hospital. As he watches workers mix tar to pour on the ground, someone calls his name. He looks back and recognizes the caller as one of his former classmates- Angela Aje, the principal's daughter.

Angela and someone else were walking, carrying a sick looking Mr. Aje in between them.

Akpan ran towards them.

"Angela, how are you? Good afternoon Mr. Aje, what is wrong?" Akpan asked

"Akpan we don't know, he just collapsed and we are trying to get him to the

General Hospital, but the road is closed, because of the construction."

Akpan immediately got some of the workers to clear a path and he put Angela

and Mr. Aje into his car and rushed to the General Hospital. They ran into the

hospital and the nurses ushered them into a room and went to call the doctor.

The doctor walked in and it was Richard. As it turned out, Richard had bribed his way through medical school and was now a doctor at the General Hospital.

Reflection and Discussion Questions: 20 minutes

- ❖ **If you were Mr. Aje, would you be afraid that Richard was your doctor?**
- ❖ **If you were Akpan, would you ask for another doctor?**

Lesson 2

The objective of this unit is to teach students about the importance of **Industry/Being Industrious, Spirituality & Compassion.**

Definitions

- Industrious: Hardworking person
- Spirituality: Appreciation for religious values
- Compassion: A deep awareness of and sympathy for another's suffering
- Siblings: Brothers and sisters

Story

Kanayo is a 14 year old from a small village in Imo state. He lived there with his widowed mother and his 4 siblings and he is the oldest child. Since his father died a year ago, the family has been struggling without his income and his mother is barely able to provide for them with her earnings as a seamstress. The school Kanayo attends is very poor and for the last two months, teachers have been on strike because the local government has not paid their salaries.

Kanayo's mother has sent him to live in Lagos with her brother, so that he can finish his secondary school education. Kanayo has started school in Lagos and his best friend is Bade, who is in the same class with him and is also his neighbor. Kanayo has noticed that Bade always has a lot of cash on him even though his father is a mechanic and his mother, a petty trader. One day, on their way back from school Kanayo asked Bade about the source of his cash.

"Kanayo, we have to stop at the Suya store, I am craving Suya."

"No problem Bade."

"Bade, I have a question for you"

"What is your question?"

"Where are you getting all this money from? I know it is not your father or your mother."

"Kanayo, you are not sharp at all, every time you and I go to the internet café, you are playing with all your friends on Facebook. I am a big boy. When I get on the internet; it is to double my money, not to be looking at pictures!"

"How do you double your money? You know my father is dead and my mother is struggling to feed 4 children in that useless village, please tell me your secret."

"Ok, I will tell you. Do you know Chief O.T.?"

"Yes I know him, but my Uncle said I should avoid him, that he is a shady person."

"Kanayo, you are very naive. Do you not see your Uncle struggling? Do you want to be like him when you grow up, an old man driving taxi? If you see the house that Chief O.T has built in VGC, you will faint."

"You are right. I don't want to be suffering when I am old, tell me more."

"Chief O.T is my boss, I go to his house and he gives me email addresses to send emails to mugu oyibo people. You know everybody in America is rich and you tell them anything and they will send you money with Western Union. That's all."

"What do you mean, you tell them anything? Americans just give you money if you send an email?"

"Yes now, you can send them an email saying that you have money you need to send or that they won lottery and they just need to send some money and like mugus they will send you money!"

"Bade, that is 419, Yahooboyz stuff you are doing o, my Uncle told me that Yahooboyz are thieves."

"Kanayo don't call me a thief. I am not a thief o. I have never threatened anyone or carried gun to anybody's head. If they want to give me their money, who am I to refuse? Mister man, I am just telling you about easy cash because you asked. It is not by force to join, please stop insulting me."

"Ok sorry, please don't be insulted. I want to join, but first I have to pray about it."

"Pray? Ok go and pray and then tomorrow you follow me to Chief O.T's house and you will graduate from small boy to big boy."

When Kanayo got home, his uncle gave him a letter his mother had written to him. In the letter she told him that her women's group had been promised a donation from a church group in America. The donation would enable some of the women receive loans for their individual businesses. She had received a loan in the past and paid back on time, so if this donation came through, she would receive \$3,000 which would enable her improve her business and pay school fees.

As soon as he read the letter, Kanayo prayed to God to help him be able to succeed with the 419 emails so that he would get some money for his mother. The next day, Kanayo met with Chief O.T. and he joined Bade in sending fraudulent emails to people all over the world. One day, he sent an email to a woman named Janet Cross - a widow who lived in Houston, Texas. In his email to her, Kanayo explained that she had won an international lottery to the tune of \$5,000,000 and to collect the money she needed to send her bank account information and a fee of \$30,000. Mrs. Cross was so happy when she got the email that she immediately wired \$30,000 to the account Kanayo specified in his email. She also gave her account number. She thought that this money would

enable her retire from her work as a seamstress and live comfortably. The \$30,000 was all her savings.

When the funds came through to Chief O.T., he summoned Kanayo and Bade to his home and congratulated them both for their efforts and hard work. He gave Bade \$200 and gave Kanayo \$500 and kept the rest for himself. When Kanayo complained that the money was too small and that he expected more from the \$30,000, Chief O.T. told him that he was a junior and had more work to do before he could get a larger share.

Kanayo immediately went to his uncle to get permission to go the village to visit his mother and siblings so that he could give her some of the money. When he got to the village, he saw his mother looking sad. She told him that the American church wrote them and said that they could not go ahead with the donation.

The church had raised \$40,000 to donate to Mama Kanayo's womens group in the village and to also provide scholarships for the best students, but a member of their church had been duped by conmen on email and lost her entire savings of \$30,000. So as her church, they decided to give her the money they had raised. "Kanayo, it's really sad because I was to get the \$3,000 loan and you were to receive a scholarship to go to a private boarding school." His mother said.

Reflection and Discussion Questions

- What do you think about Kanayo's actions?
- Do you think he had a choice?
- What do you think about Mrs. Cross?
- What do you think about Kanayo's prayer that he would succeed in the 419 email?
- Do you think that is spirituality?
- Do you sometimes pray that you will be successful doing things that may not be right?

Lesson 3

The objective of this unit is to teach students about the importance of **Patriotism**.

Background: Students from different African countries have gathered in Abuja for a conference and during a break, four students start to talk and tell each other about their countries.

Definitions

- Insurmountable: Difficulties that cannot be overcome
- Game Park: a large area of land set aside as a reserve for wild animals

The teacher should ask 4 students to volunteer to play the following roles:

Richard from South Africa; Thandi (female) from South Africa; Mary from Zambia; Peter from Nigeria and Ime from Nigeria.

20 minutes

"Hello everyone, my name is Richard and I am from South Africa. I grew up and still live in Johannesburg. You should all come visit. It's a beautiful place and as you all know anyone that wants to do business in Africa starts off in Jo'burg."

"But Richard, I hear that Jo'burg is really dangerous with all sorts of crime and craziness" said Peter.

"Let me speak on that. Everybody, my name is Thandi and like Richard I am also from South Africa."

Peter, I am sure you know that crime is everywhere in the world. You can get robbed in New York city in broad daylight and you can live in a posh part of Texas, go to school one day and your classmate shows up with guns and shoots people for no reason. So, my brother we have crime in Jo'burg and it is no different from London, Paris or New York."

"That's a good point Thandi, well my name is Mary and I am from Zambia. I don't know if any one of you has ever been to Zambia, but it is beautiful. We have 17 breathtaking waterfalls plus the famous Victoria Falls. We have the best game parks, and best of all, Zambians are very friendly and welcoming."

"Mary, all that sounds nice, I never realized Zambia had so much wildlife and waterfalls, I would love to visit." said Peter.

"I wish I could say the same about my country - Nigeria. In Nigeria everywhere is ugly. In Lagos, you sit in traffic all day and get no where. People are rowdy, rude and unruly. Everyone is corrupt; someone is always trying to defraud you."

"Peter, sorry to interrupt you, but we are here in Abuja and it is lovely, everyone has been nice, the streets are clean, buildings are nice, I am not seeing all the problems you are complaining about" said Thandi.

"Ah please don't be deceived, Nigeria is a frustrating country all around".

"Peter, please enough of your negative comments. Hello everyone, my name is Ime and I am Nigerian as well. A lot of what Peter has said is true. We have a lot of problems in Nigeria, but none of our problems are so big that we can't fix them."

"In fact, our problems have helped us become creative problem solvers. Last year, my classmates and I noticed that the school for orphans near our school did not have a library and most of the children did not have school books. So when we organized our annual Christmas party, every student in each class had to bring a textbook as their ticket for entrance to the party. We were able to get enough books that covered each class and then we contributed money to pay a carpenter to build the shelves for the books. Today, courtesy of my fellow classmates and I, those orphans have books."

"Wow, that's pretty amazing what you and your classmates did," said Richard.

"Thanks Richard, but that's the Nigerian spirit - we are problem solvers and as Thandi pointed out, we are a friendly people as well."

There are a lot of beautiful places in Nigeria from the Obudu ranch in Calabar to the Olumo Rock in Abeokuta. What about our music? And our growing movie industry- Nollywood is no joke o."

So Peter, please think about Nigeria in terms of the things you can do to help make things better instead of all that is wrong right now.

Questions

- ❖ What do you think it means to be patriotic?
- ❖ Do you think Peter was unpatriotic?
- ❖ If you were asked about Nigeria, what would you say?
- ❖ Are your statements positive?
- ❖ Do you think it is important to talk about the positive things that go on in Nigeria?

Lesson 4

Objective: The objective of this unit is to teach students about the importance of **Tolerance**. The story will follow a Muslim girl from the North to Lagos as she faces intolerance from her classmates.

Materials Needed: Chalk

Definitions: 5 minutes

- Values: One's principles or standards; judgment of what is valuable or important in life
- Tolerance: Open-mindedness; patience and ease when dealing with others
- Stereotype: A classification, or label, for people that is thought to be true. It is usually negative and is not based on evidence or facts
- Prejudice: Unfair treatment toward a person or people because they have natural qualities that one does not approve of e.g. race, skin color (dark versus light), religion, tribe, etc.

Discussion: 20 minutes

Trainer should begin by facilitating a discussion on the definition of the value, tolerance

- ❖ As the facilitator, the instructor's role during this discussion is to make the students comfortable enough to share. Ask open-ended questions without drawing conclusions for students. Try not to express condemnation or resentment for students who share views you do not agree with
- ❖ Ask students whether they know the definition of tolerance
- ❖ Tell students that they will have a discussion about topics that may be very sensitive

Preparing for discussion

Instructor should draw a t-chart with chalk on the board or on a wall. The left side will be called "Our differences", The right side will be called "Our Views"

Our Differences	Our Views

- The instructor will put the following characteristics on the left side of the chart: gender, religion, tribe/ethnicity, age
- If possible, have a male student, female student and two students from different tribes stand side by side before posing the next questions.
- Ask students the following questions: Who is smarter, girls or boys? How do you know? Where did you get your information? When they reply, write their commonly held views in the "our Views' side of the chart.
- Repeat the same for "Tribe/Ethnicity". Ask students what stereotypes they have for the 2 major ethnic groups: Yoruba, Hausa, and Igbo.
- For religion, ask students how many of them believe that their religion is the right religion. Make a note of how many religions are represented in the room: Christian, Islam etc.
- Tell students that you will stop here for now, and that the following story relates to the discussion they just had.

Story: 15 minutes

It was the second year of the National Maths Competition for secondary school students in Nigeria. Last year, the competition's semi-finals held in Owerri, Calabar, Abuja with the final competition in Lagos. Over 100 teams from the best schools around the country competed, but the winning team was a group of sharp boys from a well-known private school in Lagos. They won full scholarships each to attend university, and their school was awarded money for new textbooks and materials.

This year, The Competition encouraged more government schools and small private schools to participate. Because of its new partnership with Unilag and some federal colleges, The Competition attracted many more schools to

compete. One of those schools was Amazing Grace International Boarding School in Lagos. The headmaster, Madam Adesanya, encouraged teachers to post announcements throughout the school for three weeks. At the end of that time, 16 students comprising 4 teams were formed.

Isaac, a well-spoken SS3 student, was the captain of the favored team. He laughed at the idea that government school students were competing this year, and was not worried about them at all. After all, he was gifted at math and could solve some of the longest, most difficult algebraic equations with ease. He was not afraid of multiple variables and exponents. When asked whether he liked logarithms in calculus class, he threw his head back, smiled and said, "Yes, I do, in fact, and they like me. But if those logarithms don't behave during the competition, I will eat them for dinner jo!" Isaac was sure that his team would surely be one of the two teams to represent the school. When the four school teams competed, the losing two teams were dissolved. The winning two teams replaced their weakest performers with the strongest performers from the losing teams. Zainab was the only girl that made it to Amazing Grace's final two teams.

However, Isaac could not stand the thought of relying on some small Fulani girl as one of his partners. She was generally quiet and was not as aggressive as the rest of his teammates. When answering questions during practice, the boys would raise their hands, wave it and shout to catch the moderator's attention. However, Zainab would simply raise hers and hold it firmly. Usually, the moderator did not pick her, but occasionally, when Madam Adesanya would observe practice, Zainab got to answer the questions.

She was correct each time, and Mrs. Adesanya was proud. She understood that Zainab, one of the few students in her school from the North, was not always treated well by the students and even teachers. They held prejudices about Zainab.

However, most times, Madam Adesanya was not present. One day, Issac decided that his team would be unstoppable if he replaced Zainab with Oye from Team 2. Oye's teammates resisted the change and threatened to alert Mrs. Adesanya, but Issac gave them money for provisions the month leading up to the competition to keep them quiet.

(Pause here and ask the Midway Questions below.)

- ❖ Why did Issac laugh at the idea of competing among government school students?
- ❖ Why did Zainab's team members not accept her?
- ❖ Students will likely respond "She is Hausa" and give examples of stereotypes of Hausa people.
- ❖ If you were her team members what would you have done?

Weeks passed and Issac's team, Team1, and Zainab's team, Team 2, both made it past the semifinals into the final round, which held at the Protea Hotel in Lagos. The top 5 teams from Nigeria were there, and two of those teams were from Amazing Grace. Mrs. Adesanya was proud that her students had done well and gotten this far. She was proud of Isaac, who had been with her at Amazing Grace JSS1, but she was especially proud of Zainab.

As luck would have it, the Amazing Grace teams beat out the other three teams, including last year's defending champions. Now it was classmates against classmates. The moderator asked the tie-breaking question: a particularly challenging logarithm. All of the students worked quickly to solve the problem on their notepads, then huddled together. Team A chose Isaac to read his answer. Team B was not confident about the answer at all, but Zainab believed that she knew it, so they chose her. In her heart, though, she was worried. At the same time, Isaac and Zainab rang the buzzer. The moderator chose Isaac to read, but he was incorrect. He spoke too fast and did not check his notes. When Zainab responded correctly, her team celebrated the victory and Mrs. Adesanya jumped to her feet with joy.

Zainab's team celebrated her, as did the rest of the students at Amazing Grace. They apologized for thinking she was dull because she was not loud like them, because she was female, but mostly, because she was Hausa. They finally understood that she did not make "lucky" guesses and that she was a genuine math whiz. They all saw that their behavior was silly, and could have cost them each their scholarship if Zainab was not as confident and resilient as she was on the inside. And though Issac was embarrassed, he too learned that even quiet Fulani girls could beat him at maths.

Reflection: 20 minutes

- ❖ What could have happened if the team silenced Zainab?
- ❖ Why was Zainab so worried in her heart?
- ❖ Ask a student what the moral, or the main lesson, is for this story.
- ❖ (Students should respond by saying things like: It is wrong to treat people unfairly just because we believe something to be true of them, something not based on evidence.)
- ❖ Ask students if they have any personal examples to share of when they or someone they know were treated poorly because of a stereotype
- ❖ Ask students to identify other groups of people who are treated poorly because of societal and cultural prejudice (Students may say mallams, street hawkers, okada men, market women)
- ❖ Return your attention to the t-chart. Ask students how tolerance can be applied to each area of difference in our lives as listed on the t-chart.
- ❖ Ask students how they think tolerance could make the country better, more productive? If we did not discriminate, what would our schools look like? What about major companies like GTBank and Shell—who would they hire more of? What about governors and the president—how would we select a president if tribe or religion were not issues?
- ❖ Tell students that tolerance doesn't necessarily mean accepting other people's views, but accepting that they have the right to maintain their views. Tolerance is about living in peace

LESSON 5

Objective: The objective of this unit is to teach students the importance of Justice & Equity: The story will focus on two people caught being dishonest and how justice is meted out.

Materials:

- ❖ Chalk
- ❖ One small nylon bag with a cup of rice/sand (or medium-sized bowl)
- ❖ One pair of nice dress shoes

Definitions:

- ❖ Justice- Consistent fairness, evenhandedness, and honesty
- ❖ Equity- Fair-play and impartiality for everyone in a group or society
- ❖ Value- The worth that is given to objects and even people
- ❖ Grand Larceny: Large scale theft
- ❖ Entitled- A sense of liberty that permits one to believe they are owed something
- ❖ Villainously- Wickedly
- ❖ Indigent- Very Poor

Discussion: 20 minutes

As the facilitator, try to remain neutral while asking the questions and reading the stories so that students will openly contribute to this lesson.

- Ask them what are the first things they think of when they hear the words "Justice and Equity." Have them write this down on the board or wall.
- In small groups, have students come up with definitions for "justice" and "equity". They should write it on the board, the wall or on large paper for everyone to see.
- Ask students how they arrived at their definitions. Finally, give them the definition above.
- Ask students which institutions in our country are associated with Justice and Equity. (They may say the courts and judicial system, such as police, the civil service, the government—local, state, federal)

Scenario

Direct the students' attention to your props. Hold up the two items, the bag of rice and the pair of shoes. Ask students the following:

- 1) How much does each item cost in the marketplace?
- 2) How much these shoes would cost a Governor?
- 3) How much would they cost you?
- 4) What does this difference tell you? (The answer should relate to equity and how something like the price of an item can differ based on who you are)
- 5) What should the penalty be for stealing this bag of rice in the market place? What about the shoes?
- 6) What if they are the same price?

The instructor should end this activity by reviewing the following:

-The moral is if the value is the same, then the punishment for stealing either the rice or the shoes should be the same, or equal. This is equity.

-Every human being has value in life. The law gives each citizen, the same value in court, and the attention to each citizen's matter should be the same. This is justice.

Skit: 15 minutes

Background: Mr. Amoh has just won local government elections in his hometown and is now the chairman of his local government area. Before he ran for office, he was a respected principal and the son of the local chief who was also well respected. Members of the community voted for him based on his promises to utilize funds to build schools, repair roads and provide water to local households. As a principal, Mr. Amoh did not have all the funds necessary to run for office, so he had consulted his father Chief Amoh Senior for advice on how to source funds to run against his opponents.

Richard, a youth activist from the neighborhood, has reportedly just robbed Mr. Amoh.

Mr. Amoh built a hospital and brought the town jobs through a major hotel but stole funds meant for schools and scholarships.

This scene takes place in a courtroom in Abuja.

Characters:

- Richard Momoh, the accused
- Uche, leader of Richard's youth group
- Mr. Nebo, Richard's Lawyer
- Mr. Johnston, Mr. Amoh's Lawyer
- Judge Reginald Emmanuel
- Bailiff/Court Official

Bailiff: All rise, the Honourable Judge Reginald Emmanuel is presiding.
Everyone stands. When the judge is seated, they take their seats.

Judge: We are here today to hear the matter of the State versus Richard Momoh. Mr. Momoh was arrested for grand larceny, breaking and entering and conspiracy.

We will now hear opening statements.

Mr. Johnston: Thank you Your Honour. The State will prove that Richard Momoh was an area boy whom Mr. Johnston employed to take the young man off of the streets and develop and coach him to be a better person. In return for Mr. Amoh's generosity, this Richard Momoh began to feel entitled and desired things that were not his. He villainously stole 500,000 naira in cash from Mr. Amoh's estate and betrayed the trust that Mr. Amoh had vested in him. The money was split between him and the rest of his cult members, and the leader of the cult is here today to testify to that.

Your Honour, we all know of Mr. Amoh's good works in his home town. The Herald calls him "One of Nigeria's real and true saints" and he was appointed to the Governor's commission on best local government practices. Mr. Amoh was a wonderful principal of the community school for many years. His former colleagues are here and will tell you that. Mr. Amoh still, to this day, provides scholarships for indigent students for them to be able to attend the school.

Finally, Mr. Amoh brought never before seen economic development to his community. As a talented businessman, he was able to raise the funds needed to build a hospital. Did you know that before this hospital, three out of every five women in the community used to die during childbirth, but now this hospital has reduced that number to one in five women. The hotel that just opened in town was brought by Mr. Amoh! It employs 120 people and pays them handsome

salaries. Mr. Amoh's example has even spread: now the local governments have agreed to fix the main roads leading to the hospital and hotel.

The prosecution asks Your Honour to consider the great works Mr. Amoh has done. The prosecution rests, Your Honour.

Judge: Very Well. The defense?

Mr. Nebo: Thank you Your Honor. The defense will prove today that Mr. Richard Momoh is not an area boy, or a cult member, but a bright student activist who was a member of the group Unite. The Leader of Unite is here today to tell of the group's activities.

The truth is that Mr. Momoh was so effective in his work as an activist that Mr. Momoh employed him on his staff with the hopes that if the boy worked for him and was paid by him, he would discontinue giving Mr. Amoh trouble. However, this boy's conscious did not allow him to sit by and say nothing as Mr. Amoh diverted money from local schools, scholarships even, to complete the building of the hospital when he mismanaged the hospital funds. Mr. Momoh will testify that a bank offered to give him funding to finish the building for part ownership of the building, but Mr. Amoh refused. He retained 100% ownership of the hospital by using school funds, and Richard Momoh caught him in the act. The funds Mr. Momoh took from Mr. Amoh's estate were revenues from the hospital.

If it was not wrong for Mr. Amoh to steal school funds to build a hospital, then it is not wrong for Mr. Momoh to steal stolen money to empower young people in the community to appeal to their government through nonviolent democratic education, speech-making and activist activities. Mr. Amoh's benevolent activities are merely a cover-up for his greed and interest in self. He owns the hospital, he receives regular tax payments from the hotel, and he gives back a trifling 50,000 naira in scholarships!

Your Honour, the defense maintains that people like Richard Ekpo do the most good by stopping tyrants like Mr. Amoh from stealing and owning the wealth of the community.

Discussion Questions: 15 minutes

- What do you think will happen in this case?
- Is there a difference between what Richard did and what Mr. Amoh did?

- Should Richard be punished?
- Should Mr. Amoh be punished?
- Do you think there are different degrees of stealing?
- Think back to the shoes and the rice at the beginning of this lesson: How might the punishment differ between Mr. Amoh and Richard?

Reflection: 10 minutes

- If you were Mr. Amoh, what would you have done the same or differently?
- If you were Richard, what would you have done the same or differently?
- Is it true that sometimes, in order to do good, you must first do some things that are not good? Please provide an example.
- How much wrong-doing, lying, stealing and cheating should one allow in a society?
- At what point will all of this destroy the society?

Lesson 6

The objective of this unit is to teach students about the importance of **Discipline**. The story will be about the real life experience of William Kamkwamba from Malawi and how much he accomplished with little resources.

The teacher should select three students to take turns reading the story

Definitions

- Latter: The second of two persons or things mentioned. E.g. Balla and Mustapha are both heroes but only the latter is remembered today- Mustapha is the latter.
- PVC Pipe: Polyvinyl chloride **pipe** - a common plastic **pipe** used for cold water
- Mantra: A commonly repeated word or phrase

Story

In 2001, 14 year old Malawian William Kamkwamba's biggest ambition was to be a car mechanic, but he dropped that ambition and became dejected when he had to leave school because his family was not able to afford his school fees of N12,000 a year. His life seemed destined for the planting fields and back-breaking labour of his father, an impoverished maize and tobacco grower.

At that time, Malawi was struck by severe famine and drought and for almost two years, William grew thin and saw some of his friends and neighbours die of starvation.

Rain and crops slowly returned the following season, but William's family still could not afford his school fees. William decided that instead of being idle, he would go to the only library in his village to read. At the library, he found two textbooks – **Explaining Physics** and **Using Energy** – that detailed the marvels of electricity. The cover of the latter book featured a long row of towering windmills planted on brown hills, which "appeared so powerful that they made the photo itself appear to be in motion."

As William read the books, he learned that windmills generate electricity and while Malawi does not have many natural resources, it is a very windy country.

William got the idea to build a windmill for his parents and six sisters- he believed it would solve many problems for his parents and six sisters. Not only

could it generate free electricity – saving his family the economic costs and health hazards of burning kerosene – but it could also pump deep well water to the family's maize and tobacco crops, releasing them from the tyranny of weather patterns and allowing them to add a second growing season to their harvest year.

With a windmill, William believed he could stay awake at night reading instead of going to bed at seven and more importantly, William later wrote "with a windmill, we'd finally release ourselves from the troubles of darkness and hunger. . . A windmill meant more than just power, it was freedom." He started with a small prototype. Then, with help from a cousin and friend, they went around the village scrounging makeshift parts to construct the real thing. The plan was to attach blades to the back axle of a bicycle and generate electricity through a bike dynamo. When the wind blew the blades, the sprocket and bike chain would spin the bike wheel, which would charge the dynamo and send a current through wire to the house.

For windmill blades, William slit a bathhouse PVC pipe in two, then heated the pieces over hot coals to press the curled edges flat. To bore holes into the blades, he stuck a nail through half a corn cob, heated the metal red and twisted it through the blades. It took three hours to repeatedly heat the nail and bore the needed holes.

He then attached the long plastic blades to the shorter metal blades of a large tractor fan found in a dump yard, and stripped out the piston from a large shock absorber to serve as the windmill shaft. To secure the plastic blades to the metal ones, he used proper nuts and bolts. But standing in for washers were 16 Carlsberg beer bottle caps, collected from outside the Ofesi Boozing Centre.

The dynamo, connected to a hand-crafted transformer, was sufficient to power a 12-volt battery that fed a current to a small light in his bedroom, where he fashioned an outlet and push button wall switch using the AC socket from a radio, copper wire, a plastic wall mount made from flattened PVC pipe and parts from a rubber flip-flop.

When it was all done, the windmill's wing span measured more than eight feet and sat atop a rickety tower 15 feet tall that swayed violently in strong gales. He eventually replaced the tower with a sturdier one that stands 39 feet.

The windmill brought William instant local fame. Villagers who called him a pot-smoking madman when he was scrounging for parts made pilgrimages to marvel at the wind shrine in action. But in 2006 when the maize crop failed and drought and famine were on the horizon again, some blamed his windmill witchcraft for

blowing away the rainclouds. The talk only died down after the government and aid groups began distributing food.

Despite his accomplishment, he still was unable to return to school because of the cost. But this began to change in late 2006. An education official who'd heard about the windmill came to visit and was amazed to learn that William had been out of school for five years. He arranged for William to attend secondary school at the government's expense and brought journalists to the farm to see the windmill. A story published in the **Malawi Daily Mail** caught the attention of the international media.

In 2007, William spoke at the TED Global conference in Tanzania and got a standing ovation. Investors stepped forward with offers to fund his education and projects, and with money donated by them, he was able to put his cousin and several friends back into school, pay for some medical needs of his family, drill a borehole for a well and water pump, and install drip irrigation in his father's fields and solar panels on his and other homes in the 60-family village.

The water pump has allowed his family to expand its crops. They've abandoned tobacco and now grow maize, beans, soybeans, potatoes and peanuts. The windmills have also brought big lifestyle and health changes to the other villagers.

People in his village now drink clean water, they have also stopped using kerosene, which means they no longer breathe in the toxic fumes and can use the money previously slated for fuel to buy other things. William has now inspired other kids in the village to pursue science. William is moving forward with his own education now and plans to teach other villagers how to build windmills. He's currently finishing secondary school at the African Leadership Academy, a pan-African prep school in Johannesburg, South Africa, and is studying for his SATs to apply to colleges in the United States.

William's mantra is: "Somewhere somebody did it. it didn't fall from the sky".

To read more about William, visit his website:

<http://williamkamkwamba.typepad.com/>

Reflection and Discussion Questions: 30 minutes

- What do you think about William?
- Does his story inspire you?
- Who do you believe is supposed to provide water and electricity in your community?
- Does William's story make you believe that you can do something similar?

- Villagers mocked William accusing him of witchcraft and smoking marijuana, but he persevered, if you were William would you have stopped working on the windmill if people accused you of witchcraft and made fun of you?
- Can you come up with ideas to improve your community?

Clever Club Pledge

C is for Character: I pledge to be a person of character and integrity

L is for Leadership: I will be a leader in my home, school and community

E is for Education: I will read, be on time for school and get a sound education

V is for Values: I will never cheat in my exams

E is for Effort: I will study and work very hard

R is Results: I will strive to be the best and pledge to pass all my exams

Your Name:

Your School:

Date: