

SCENARIO 4

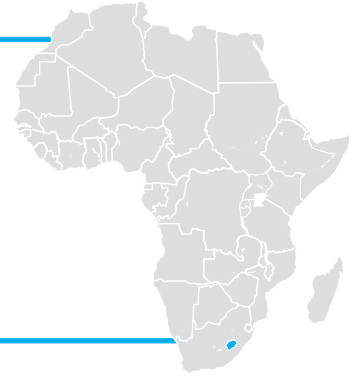
LESOTHO



*Freedom to pursue
your dreams and goals*



LESOTHO



INTRODUCTION: GEOGRAPHY AND THE PROBLEM

Lesotho – orphaned children

Lesotho is a country in southern Africa. It is the only country in the world located entirely at an altitude of more than 1000 meters above sea level, that's why it's often called the kingdom in the sky.

The country is a tiny enclave, inhabited by less than 2 million people. Due to its location at such a high altitude above sea level, in winter you can see snow there, even though it is in Africa. The majority of the population, over ¾ of the employed, lives off agriculture and the country is heavily dependent on its neighbour – South Africa.

A huge problem in Lesotho is HIV/AIDS – one in four people in Lesotho are infected with the virus. As a result, almost every family in Lesotho is affected by the HIV and AIDS epidemic. The average life expectancy here is one of the lowest in the world – only 53 years.

The scale of the disease and high unemployment force people to emigrate, which means that almost every fifth child is an orphan. Many of them are deprived of any care because more than half of the population of Lesotho lives below the poverty line, and this makes people reluctant to take care of other people's children.

SOS Children's Villages – orphanages and support for families

SOS Children's Villages is a [federation of associations](#) established in 1949 in 135 countries to help children. The federation takes care of children who have lost their homes and families, as well as those who suffer from various forms of social exclusion, including extreme poverty. There are two SOS Children's Villages in Lesotho: in Quthing and in Maseru. Both institutions are homes and schools for orphaned and abandoned children as well as children from families who cannot afford education.

SOS Children's Villages of Lesotho also help families looking after orphaned children or those at risk of abandonment through the Family Strengthening Programme. One of the available forms of aid is loans, which make it possible to create a small business of one's own. The organisation arranges regular motivational meetings during which the programme participants share their experiences with those who are just starting their business. Thanks to the exchange of experience, newly established companies have the chance to become more and more effective.

Project supported by the Kulczyk Foundation

The Kulczyk Foundation has supported a fund under which SOS Children's Villages of Lesotho help families looking after orphaned children or those at risk of abandonment. The support of the Kulczyk Foundation has enabled SOS Children's Villages in Lesotho to participate in a wide range of business workshops, so that they can prepare for starting their own business (e.g. livestock breeding) and become financially independent.

The right to dream – Why is it worth discussing this topic?

Is it worth dreaming? "If you can dream it, you can do it" – Walt Disney. Dreams give people strength and a sense of power, help them find their niche, are the building blocks of self-esteem and identity. Being a teenager means being full of enthusiasm, emotional commitment and intensity of thought and action, which on the one hand gives great energy to fulfil one's dreams, and on the other hand makes potential disappointments particularly painful.

The Swedish teenager Greta Thunberg, who protests against climate change in front of the the Swedish Parliament, is a positive example of a person making her dream come true. She is fulfilling her dream of stopping climate change by infecting people around the world with a conscious, ecological lifestyle for the good of the planet.

What can we, as adults, do to help young people dream? We can make their dreams come true without clipping their wings – we can give the young dreamers more self-confidence, support them and at the same time help them perceive their capabilities realistically.

Psychotherapists often see teenagers with low self-esteem, without dreams, because they were not supported by the adults who were important to them. There was no one to say: "try, don't give up, I'm with you." However, there are also those who break down because their dreams do not come true, because paradoxically everyone believed in them and said that they were the best, that they would succeed, but their lives turned out different, they did not manage to achieve what they had dreamed of. That's not how it was supposed to be! I didn't go through the casting, I didn't win the contest, I haven't been accepted to my dream school. It is difficult for them to get over such a disappointment because their whole life plan was based on it.

If you connect support for making one's dreams come true with acceptance and at the same time improving logical thinking skills which allows people to understand and predict the effects of one's own actions, dreams will be one of the ways for a young person to develop, and not the only thing around which one's life revolves and on which one's self-esteem depends.

It's good for teenagers to dream about different things, give themselves a chance in different fields, to set themselves different goals, look for role models, develop and learn that it's worth dreaming and taking actions, but sometimes things may not work out, yet it's not a failure but the next step to new dreams. It is worth being brave enough to dream and to reach for one's goals, armed with resilience, that is, our resources, which make up the ability to overcome adversity and adapt flexibly to difficult living conditions. These resources are like rivers that supply fresh water to the dream lake. The more of such resources exist, the more chances a young person has to dream and fulfil their dreams because even if one tributary is cut off, the other tributaries will supply water to the lake.

In order to find out who they are, teenagers must fill themselves with good thoughts about themselves, successes, positive experiences and situations that build in them a sense of strength and power and give confidence in themselves, energy to act. The process can be different both when their dreams prove to be unrealistic and when they have dreams that give them a sense of freedom, fulfilment and joy of their actions.

Curiosity about the world which teenagers show and questioning norms and principles which is typical at this age with the accepting but attentive support of the adults who are important to them can help them make their dreams and desires come true, and discover who they really are, what gives them joy and in what direction they want to go. Well, then, let them dream!

Freedom to pursue your dreams and goals

Key issues: freedom – dreams, goals, freedom to pursue dreams and goals.

Teaching aids: film, work sheet "Dreams that set our goals", sticky notes.

| THE OBJECTIVES OF THE CLASSES

- **I KNOW:** The student knows that freedom can be expressed in the freedom to pursue one's own dreams and goals.
- **I FEEL:** The student is aware of how people may feel when they are unable to fulfil their dreams.
- **I HELP:** The student expresses the readiness to support others in achieving their dreams and goals.

| BEFORE THE CLASS

Arrange the classroom for group work. Print attachments and prepare a film screening. Get to know the entire episode of the documentary series "Domino Effect. The Kingdom in the Sky" (Season 6) available at www.kulczyk-foundation.org.pl Also read the introduction to the class **Why is it worth discussing this topic** and the **Introduction: geography and the problem**, which describes the problem of abandoned and orphaned children in Lesotho and the SOS Children's Villages which look after them and give them a chance to make their dreams come true.

One week before the class, ask the students to set their own goals for the next seven days.

LESSON PLAN

What are our goals?

| INDIVIDUAL WORK, BRAINSTORMING

Ask the students to remember and write down the goals they set for themselves last week on pieces of paper. This could be, for example, mastering difficult material for a class, collecting enough money to buy something, or creating a work of art. Then let them mark the goals they have achieved. Ask them to consider whether these goals bring them closer to achieving some overarching goal. What is that goal?

Ask if anyone would like to talk about a goal they have written down or share their thoughts on this exercise.

Draw the students' attention to the fact that some objectives are ad hoc and easy to define and achieve, and some can be far-reaching and require a lot of effort and planning.

Ask what may affect the achievement of our goals. Write down the answers and try to group them by subject. You can use the categories: internal factors (e.g. health, abilities, difficulties in doing something) and external factors (e.g. material status, access to education and health care). Mark what helps people achieve their goals and the factors that make it more difficult to achieve them.

Domino Effect. The Kingdom in the Sky



| FILM, CONVERSATION

Tell your students that today they will watch an episode of the documentary series "Domino Effect. The Kingdom in the Sky" which tells the stories of orphaned children living on the streets of Lesotho, deprived of their basic means of subsistence.

Ask the students about their thoughts after the film. Have they found any other factors that could affect the achievement of one's goals? If they point out such factors, add them to the list.

Draw the students' attention to the fact that planning the future and achieving other goals is often possible after one's basic needs are satisfied. Note that the people presented in the report initially focused on survival, but when they found themselves at home under the care of adults, they started to do things that give them pleasure, e.g. singing in a choir. If doing something makes us happy, it makes us satisfied and increases our motivation to act. This allows us to put a lot of effort into achieving the goals we set ourselves. It's a way to make one's dreams come true.

Dreams that set our goals

| INDIVIDUAL WORK

Ask each student to think about their dream. Hand out the "Dreams that set our goals" work cards and ask them to answer the questions:

1. What goals do you have to set for yourself in order to fulfil your dreams?
2. What can help you achieve these goals?
3. What hinders you in achieving your goals?
4. How can you overcome obstacles in your way to making your dream come true?

Ask them about their thoughts after the exercise. Ask them to think about how their analysis has influenced their thinking about their dreams and how they can make them come true. How can making a dream come true affect them? Do they think that all dreams should come true? What could some benefits from dreams that we don't pursue be?

You can suggest that students use the SMART method in this exercise, which is a way of formulating goals that increases their chances of achieving them. SMART is an acronym that describes five characteristics that a well formulated goal should meet:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

Discuss each element of this method with them, or encourage them to seek a more detailed description on the internet.

Dreams change the world

| REFLECTION, COVNVERSATION

Quote an excerpt from the biography of Marie Curie written by her daughter Ève Curie to the students: "How to get a university degree in a city where the university doesn't accept women! (...) So, Broncia and Mania spend hours talking, trying to come up with a realistic plan to achieve their goals. (...) [She only desires one thing: to go to Paris, to satisfy there, at the very source, in the Sorbonne, that hunger for knowledge."

Say that this desire to fulfil a dream made Marie Curie change the world. Ask them to write down how their dreams can affect their immediate and slightly more distant environment on post-it notes. Draw the Earth on the board and ask everyone to stick their notes there. Talk to the students about how they feel and think about how they can change the world with their dreams.

We are creating the fan of freedom – Dreams

Ask the students to think about the question: To what extent do I feel free to pursue my dreams and goals? Then ask them to paint the leaf of the fan at the correct level. Let them consider the extent to which today's class changed their general sense of freedom, and let them mark that on the appropriate leaf of the fan.

The right to make one's dreams come true

| SUMMARY OF THE CLASS

Talk to your students about the fact that everyone has the right to their own dreams and the right to make them come true. Dreams can sometimes be goals in our lives, giving us the motivation to achieve them. Remember that meeting one's basic needs is a prerequisite for achieving more complex dreams and goals. The lack of resources to develop one's potential limits the freedom to come up with and to make one's dreams and goals come true (**I KNOW** and **I FEEL**).

Tell your students that it is worth supporting others in achieving their goals and dreams (**I HELP**).



| DEAR PARENTS AND GUARDIANS!

The topic of today's class was: *Freedom to pursue your dreams and goals*

Proposals for activities:

- Consider whether you know what your child dreams of. Talk to them about it.
- Think about how well you know your child. Do you know what your child's resources (skills, strengths) are? How can you use them to develop the child's potential?
- Say good things about your child. Appreciate it when they are trying hard. If you say something good, don't add "but...", because that will cancel out the previous part of the statement. The way we capture information is that we remember being criticised more than being praised. If we want to help our children grow, let's provide them with support, notice their efforts, say good things to show we appreciate it, so that we build their will to act. Criticism weakens and demotivates people. Of course, we can talk about what needs to be improved. Sometimes when we support children and improve their self-esteem, they will come up with an idea about how to increase the effectiveness of their actions. If they discover that on their own, it means that the motivation is internal. This shapes independence and responsibility.
- Think about whether there is anything you can do to support your child on the way to making their dreams come true. Talk to them about it, maybe they've got their own ideas about how to achieve it.
- Tell the child about your dreams. About one you made come true and how you did it.
- Also tell them about a dream you didn't manage to make come true. Consider what could have helped you achieve that goal.
- Think about the dreams of each of your family members. Write them down and then check if you know what your loved ones dream of. Talk about it.

Dreams that set our goals

<p>What goals do you have to set for yourself in order to fulfil your dreams?</p>	
<p>What can help you achieve these goals?</p>	
<p>What stops you from achieving your goals?</p>	
<p>How can you overcome obstacles in your way to making your dream come true?</p>	