**🛠️ Activity 2: Build Your Solution Plan – Interactive Form**

**🎯 Activity Introduction (Voice-Over)**

"Every successful project begins with a plan. In this activity, you will design a detailed solution plan with steps, resources, and team roles."

**🛠️ Developer Guide Instructions**

* Provide a structured **interactive form** with fields for:
  + Problem
  + Solution
  + Steps to take
  + Materials needed
  + Team roles
* Present multiple **sample scenarios** for learners to practise.
* Give **specific facilitative feedback** for both correct and incorrect answers.
* Do not use scores, points, or rewards.

**📱 Learner Instructions (On Screen)**

Choose one of the scenarios provided. Complete all sections of the form. Read the feedback carefully to refine your plan and make it realistic.

**💡 Hints (On Screen)**

* "Think of what comes first, second, and third in your plan."
* "Be realistic with the materials needed and the roles assigned."
* "Each step should move you closer to solving the problem."

**🧱 Activity Content**

**Scenario 1: Jiggers affecting children**

|  |  |  |  |
| --- | --- | --- | --- |
| **Field** | **Example Choice** | **Correct Feedback** | **Incorrect Feedback** |
| Solution | Shoe donation campaign | Correct. Donating shoes directly prevents jigger infestation. | Not correct. The chosen solution does not directly reduce or prevent jigger attacks. |
| Steps | Collect shoes → Wash and disinfect → Distribute in schools | Correct. These steps are realistic and practical. | Not correct. The steps are unclear or incomplete for carrying out the campaign effectively. |
| Materials | Shoes, buckets, cleaning soap, posters | Correct. These materials support the solution fully. | Not correct. The listed materials are insufficient to support the campaign. |
| Team roles | Collection team, Cleaning team, Distribution team | Correct. Roles are divided clearly to ensure efficiency. | Not correct. The roles are not divided well enough to carry out the campaign effectively. |

**Scenario 2: School dropout in the community**

|  |  |  |  |
| --- | --- | --- | --- |
| **Field** | **Example Choice** | **Correct Feedback** | **Incorrect Feedback** |
| Solution | Peer mentoring and provision of school supplies | Correct. Mentoring and resources encourage children to remain in school. | Not correct. The solution does not directly encourage learners to stay in school. |
| Steps | Identify vulnerable learners → Collect supplies → Pair mentors → Monitor progress | Correct. The steps are structured and measurable. | Not correct. The steps are not complete or realistic for solving dropout. |
| Materials | Books, pens, uniforms, notebooks | Correct. These materials reduce barriers to school attendance. | Not correct. The chosen materials are not directly useful in preventing dropout. |
| Team roles | Mentor group, Supply collection group, Parent engagement team | Correct. Roles match the problem and solution. | Not correct. The roles are not balanced and would not support all parts of the plan. |

**Scenario 3: Drought affecting local farms**

|  |  |  |  |
| --- | --- | --- | --- |
| **Field** | **Example Choice** | **Correct Feedback** | **Incorrect Feedback** |
| Solution | Rainwater harvesting project | Correct. Harvesting rainwater ensures water availability during drought. | Not correct. The solution does not provide a reliable way of addressing water shortage. |
| Steps | Identify collection points → Install gutters → Set up tanks → Train families | Correct. These steps ensure effective water collection and use. | Not correct. The steps are incomplete or do not show how water will be collected and used. |
| Materials | Water tanks, gutters, pipes, training leaflets | Correct. These materials are directly linked to the solution. | Not correct. The listed materials are missing important items for rainwater harvesting. |
| Team roles | Installation team, Training team, Maintenance team | Correct. Clear division of tasks ensures sustainability. | Not correct. The roles are not distributed well enough to maintain the project. |

**Scenario 4: Substance abuse among youth**

|  |  |  |  |
| --- | --- | --- | --- |
| **Field** | **Example Choice** | **Correct Feedback** | **Incorrect Feedback** |
| Solution | Awareness campaign and youth sports clubs | Correct. Awareness and activities give young people positive alternatives. | Not correct. The solution does not provide clear awareness or alternatives for youth. |
| Steps | Create awareness posters → Hold community meetings → Organise weekly football matches | Correct. The plan combines education and activity effectively. | Not correct. The steps do not create enough engagement or ongoing activity. |
| Materials | Posters, footballs, sports kits, meeting space | Correct. These resources support both campaigns and sports. | Not correct. The materials listed are not suitable for this solution. |
| Team roles | Campaign team, Sports organisers, Peer counsellors | Correct. Multiple roles strengthen both prevention and support. | Not correct. The roles do not cover all the needs of the solution plan. |

**🔚 Activity Conclusion (Voice-Over)**

"You have created a detailed plan that turns your idea into a roadmap for real change. A strong plan is the key to success."

**🌟 Key Takeaways**

* Solutions must be realistic, achievable, and community-focused.
* Examples: 🌳 Planting trees (drought), 👟 Shoe donations (jiggers), 📢 Awareness campaigns (substance abuse).
* Research helps us learn from communities that solved similar problems.
* A good solution uses teamwork, available resources, and community support.