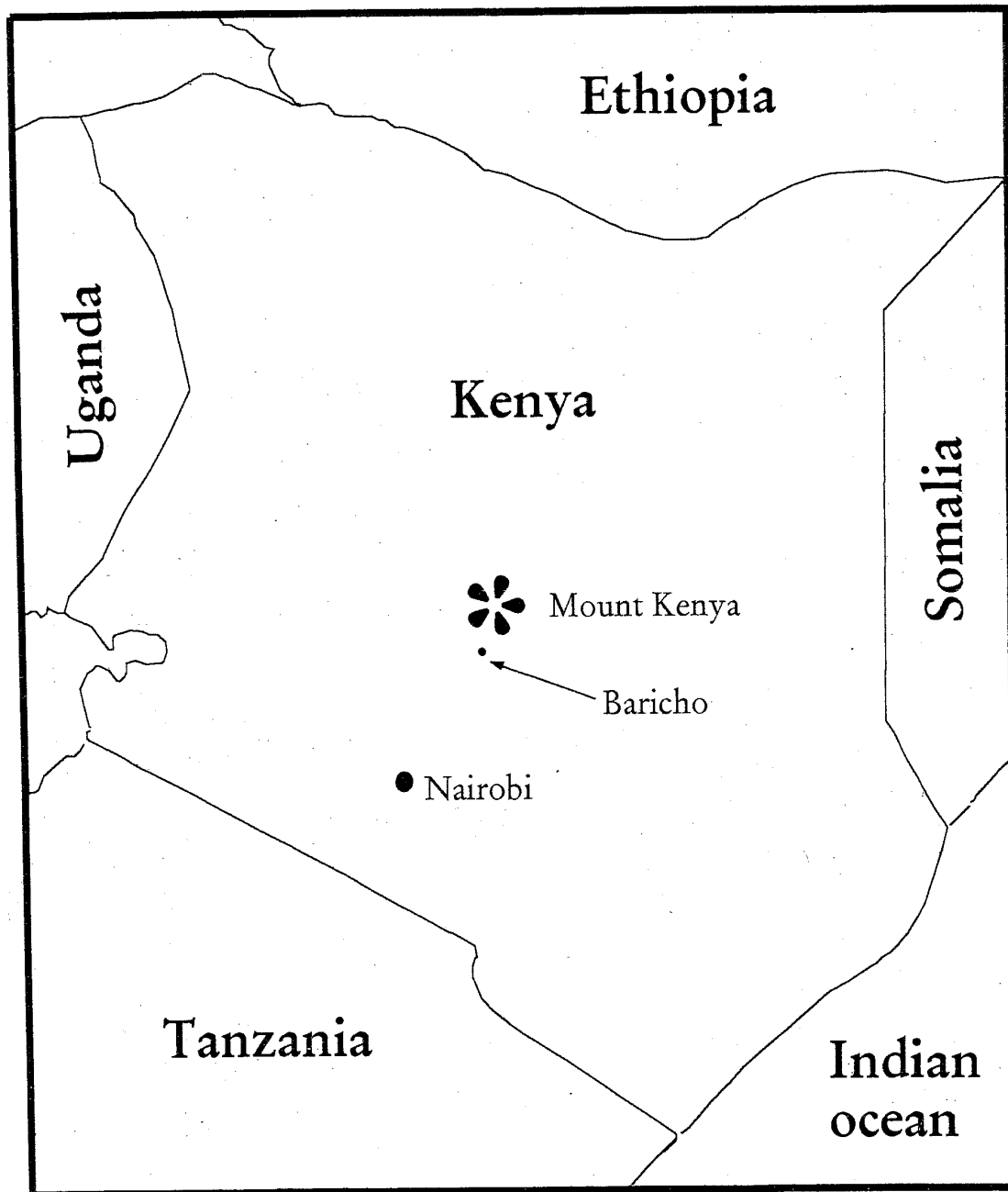


Baricho



a village in Kenya

Baricho - a village in Kenya

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Important - please read!

In order to include the maximum amount of materials for pupils' use, we have condensed the information for teachers into very few pages. It is **essential** that you read carefully pages 3-6 and refer to them when planning work with your class. Only by doing so will the structure and methodology of the pack become clear. Before starting work on the group activities on Baricho (materials on pages 41-84), please read and make sure you understand the pupils' instruction sheets (pages 46-56) and also that you have prepared the materials as described on page 6.

Please read these teachers' pages carefully before starting work

Structure and style of this pack

There are three parts to this pack

1. This book. It includes background information, ideas and instructions for activities, and additional material for teachers who wish to develop particular aspects further. It also includes photocopy masters of pupils' material. Although the pack contains many ready prepared activities for the children, it should be noted that teachers need to read the instructions well in advance since photocopying and other preparation will always be needed.
2. A set of 16 A5 colour photographs.
3. A set of 16 photocard, each consisting of a card with 3-5 black and white pictures, together with captions and information on a specific topic area. These cards are designed to be used for groupwork and are likely to be handled intensively by children. Teachers may find that laminating these cards, or enclosing them in plastic covers, will considerably increase their lifespan. We do not advise using photocopies of these cards for children's use, since detail and attractiveness of the small photos will both decrease considerably on photocopies.

The pack is designed to be used as a unit. In some cases, knowledge gained from earlier activities is necessary. If the suggested order is not followed, or if some of the activities are omitted, this may have an effect on the children's ability to complete and understand any subsequent activities. However, the main set of topics on Baricho have been specifically designed so that different groups of children work on different topics at the same time.

Group work

The pack has been specifically designed for children to work in small groups almost throughout. The ideal group size for most activities is 4, though this is always flexible. **It should be assumed throughout that children work in small groups unless otherwise noted.** To avoid repetition, teachers notes and instructions in the rest of this book will not usually repeat the fact that children should be in groups.

Pack contents

Although this pack is titled 'Baricho: a village in Kenya', the first part looks at Kenya as a whole, as well as wider topics of mapwork and climate. The National Curriculum for Geography at KS2 does

specifically mention a *locality* in an economically developing country as the correct locational framework at this level. However, it is clearly impossible for children to fully understand a named locality without knowing some background about the whole country. This approach also enables links to be more easily made with other areas of the curriculum. The second part of the pack goes on to look at the locality of Baricho and especially one named family there. We would advise teachers to read carefully the notes on Baricho and the Kariuki family before starting on this part of the topic, since many of the questions which children tend to ask are answered there.

Images

A great deal of debate has taken place in recent years concerning images of people in developing countries, particularly in Africa. We agree that many of the images which children see in the media are negative and stereotyped. However, we do not feel that we should avoid showing people living fairly traditional village life if that is a fair representation of how the majority of people live. The Kariuki family are in many ways typical of a good number of Kenyans today. Kariuki himself has worked throughout his adult life in modern medicine, while his children and grandchildren have also undergone a very 'western' education. Yet at the same time, they have retained the essential characteristics of the traditional lifestyle, based in their own home on their own land growing their own food. We believe that the pack fairly represents the balance between traditional and modern in central Kenya today.

National curriculum

The pack has been designed to meet the need of children at Key Stage 2 in Geography to study a 'locality in an economically developing country' and it fully covers that need. However, several other areas are also covered quite comprehensively such as Physical Geography ATs 3a ('describe contrasting weather conditions in parts of the world') and 5b ('distinguish between weather and climate') which are well covered by exercises based on pages 25-38. Many opportunities are provided for map work as specified in AT1 'Geographical skills', while several parts of AT4 'Human Geography' are covered or developed by the pack:

- 2b) 'give reasons why people make journeys of different lengths' (see pages 74-75 and 78-80)
- 2c) 'identify how goods and services needed in the local community are provided' (see pages 53 and 74-75 which are used to compare provision of goods and services in Baricho with the children's local community)

4a) 'explain why few people live in some areas and many people live in others' (see exercises based on pages 21, 22, 24 and 25.

Numerous other ATs are partly covered by the pack and the activities should often remind children of earlier work.

In addition, a number of mathematical skills are needed by the children, particularly interpretation and creation of graphs and charts, while many of the activities involve specific skills in English.

While we consider that this pack will meet many of the requirements of the National Curriculum, we do not believe that the project should be dominated by this consideration. There is little further reference to the Curriculum in the rest of this pack.

Starter activities

There are numerous ways of introducing the topic to children, but one old tried and tested means which is usually successful is to ask the children to brainstorm everything they think of when they hear the word 'Africa'. These can be written in large print and put up on the wall. It is then most important to bring the children back to these ideas during the project, and especially at the end, to see how their views have modified.

Locating Kenya

There are two world maps which can be used in a variety of ways to enable the children to locate Kenya. They should understand that it is:

- in East Africa
- in the tropics
- on the equator

Give each group a copy of the blank world map (page 17). Ask them to see how many continents, oceans and other features they know and can label (in pencil initially?). Go round the groups and check. Then, begin to give them clues about Kenya. First tell them that it is in Africa, then that it is in East Africa, that it is on the equator and finally that it has an Indian Ocean coast. After each clue, ask them where they think that Kenya is. After the fourth clue, there can be no ambiguity. The other map (page 16) shows the features which the children should be able to name and locate on a world map, together with Kenya.

The map of Africa can also be used to develop a knowledge of other countries and features. Each child in the group should choose a country. The others should then ask questions to try and identify it, using as few questions as possible. However, they can only guess the name once, and if they are wrong then they 'lose'. Thus they have to learn to ask e.g. 'Is it north or south of the equator?' and 'Does it have a coastline?' rather than simply making wild

guesses. This activity is best in pairs, but requires more photocopying.

Introduction to Kenya

Give each group the maps on pages 21 and 22. Ask them what they can find out about where people in Kenya live. Make sure they understand that most people are concentrated in a relatively small part of the country. Then, tell them to brainstorm possible reasons for this.

Give them the map on page 19 and see if they can find the connection. They should quickly realise that most people in Kenya, and most of the large towns, are in the highland areas. Discuss why this might be so. Then give them the map on page 25 which shows rainfall distribution. They should then understand that the majority of people in Kenya live in the wetter parts, where crops can grow well, which are in the highland areas and in a narrow coastal strip.

This could be compared with the UK, if you have an atlas with a population distribution map. The reasons for distribution here are quite different, and the wetter parts are actually the least densely populated. These maps can be used in other ways, and the blank map on page 20 can be used as a base for children to include their own information.

Further work can be done with the charts on pages 23-24. The charts on page 23 show that Kenya is over twice as large as the UK but has less than half the population. Of course, this means that Kenya is less densely populated overall, as shown on the top chart on page 24. However, the uneven distribution and the numbers of people living in rural areas (see pie chart on page 24) means that rural population densities (e.g. around Baricho) can be much higher than those in this country, and land shortage is a major problem.

Climate

A good deal of material has been included to look at the climate of Kenya and other places, since we consider that many teachers will consider this the ideal opportunity to look at this topic.

Since the children will have recently looked at rainfall distribution in Kenya, this is probably the best place to start. For each group of 4 children, you will need a copy of the 4 charts on pages 27-30, each child taking one chart. The children work in pairs for the first part of the activity. The child with the Wajir chart and the one with the Kisumu chart work together, as do those with Nairobi and London. One child in each group tells the other what town and country their chart is for, and then reads the data for each month from their chart, e.g. 'In January there are 51mm of rain in Kisumu'. The second child copies this information into the form underneath the graph. The roles are then reversed. When both have copied their partner's data, they should draw another

set of bars, in a different colour, next to the printed bars. Eventually, both children should have charts for two towns on their graph. They should then look and see what similarities and differences there are, and also compare their charts with the other pair.

The same process can be repeated with the temperature graphs on pages 31-33. At the end the children should know that the amount of rainfall varies in different parts of Kenya, but that the pattern is similar with peaks in March-May and Oct-Dec. These are the rainy seasons. They should also see that the temperature in Kenya varies relatively little through the year, though June-August is coolest. This situation is in direct contrast to Britain where the rainfall is fairly constant throughout the year, while the temperature varies greatly. This is a most important concept, since children should understand that terms such as winter and summer have no meaning in Kenya, or in many other parts of the world, just as rainy and dry seasons have no meaning in the UK. It is completely wrong to say that it is coldest in the summer in Kenya. After all, June-August is **winter** in Australia! Summer and winter are local, relative terms, while month names are absolute.

Using the charts on page 26 children should be able to understand the temperature variation in Kenya in terms of altitude. By projecting the graph, it is possible to show that it might be 26 degreesC (hot!) at the coast, yet still freezing on the top of Mount Kenya.

The climate of Baricho is very similar to that of Nairobi.

In addition to the Kenya data, a considerable amount of climate data from the rest of the world is provided on pages 35-36. This can be used to further develop the idea of climate, and particularly to show that our climate of cool winter and warm summer with rain all year is by no means the global norm. It is suggested that pages 35 and 36 are photocopied and cut into strips for each country (take care to keep temperature and rainfall strips separate) and each child produces a graph from one of these strips, using the ready prepared sheets on pages 37-38. These can then be brought together, e.g. mounted on a wall, where the great climatic differences can be seen and discussed. Try putting the rain and temperature charts for each place adjacent. Among the more interesting are the polar climates, the monsoon of Bombay, the rainforest climate of Manaus, and the Southern Hemisphere sites where the temperature regime is the opposite to the UK.

Introduction to Baricho

You are strongly recommended to introduce Baricho to your children by using the colour photos in the pack. A number of ways of using the photos are suggested on page 15, any of which could act as a useful introduction, but 1. and 2. are probably the

most straightforward. Since there are only 16 photos, it may be better to work on this activity with only half a class at a time.

Children should also locate Baricho on the map on page 41 and relate that to the map of the whole of Kenya.

It is also important to familiarise the children with the members of the family, and in particular to make them understand that Kariuki and Wambui are the grandparents of the three children. The notes on Baricho and on the photos (pages 7-14) are based partly on common questions which children asked us during the trialling of this pack and should provide most answers. You are strongly advised to read these notes as thoroughly as possible.

Writing captions for the photos (7. on page 15) is also recommended as a way of reminding children of what is happening in each photo, particularly if the captioned photos are mounted on a wall where they can be constantly referred to.

Pages 42-44 comprise three maps which can be used in a variety of ways. Children should understand that the Kariuki family live outside Baricho, on their piece of land which is called a *shamba* and that their home (or compound) is built on the *shamba* and that it consists of several buildings.

Group activities on Baricho

The remainder of the pack, from page 46 onwards, and the 16 photosheets, are designed to be used in small group activities. They can, of course, be used in other ways but by following the suggested plan, it should be possible for all of the class to cover the full range of topics and activities while keeping preparation, and in particular photocopying, to a minimum. Any pack which is designed to produce materials for a whole class inevitably involves a certain amount of preparation, but if this is all completed in advance then the amount of work during the topic should be minimal, leaving you time to be with the class.

Cards. In several activities, the children use sets of 'cards' (see for example pages 74-75). These pages need to be photocopied and cut out in advance. If possible, we suggest that you photocopy them onto actual card and put them into a labelled envelope. They should then last for many uses, while paper 'cards' tend to deteriorate rapidly.

Photosheets. We advise the use of the originals of these sheets, rather than photocopies, since the black and white photos are already small and details tend to disappear on photocopies. They can be protected by enclosing them in plastic covers.

All activities have **instruction** sheets, which are

on pages 46-55. Children should soon get used to using these instructions, since the format is basically constant. However, they will probably need help with the first activities.

There are 10 activities in all. If your class is divided into groups of 4, then most classes will form 8 or less groups. It is important that not all 10 activities are going on at the same time, since some groups will finish more quickly and it is important that there are 'spare' activities for them to move on to. Therefore we do not advise more than 8 groups, or 9 at the absolute maximum.

It is a good idea to prepare the materials for each activity and put them in a separate folder.

The following list gives the activity title, the pages which need to be photocopied once only, pages which need a new photocopy for each group, photosheets needed and cards which need to be made.

Kariuki family home

Photosheet : Kariuki family compound
A photocopy of this photosheet
Photocopy pages 44 and 46
Photocopy pages 57 and 58 for each group
an A3 sheet of paper for each group

Farming on the Kariuki family *shamba*

Photosheets : Growing crops on the *shamba*
Domestic animals
Photocopy pages 43, 47, 59, 61
Photocopy page 60 for each group

Farming in Kenya

Photosheets: Farming around Baricho
Coffee
Photocopy page 48
Photocopy page 62 for each group
A set of 26 cards from pages 63-65

Food and cooking

Photosheet: Food preparation and cooking
Photocopy page 49
A set of 24 cards from pages 66-67

Children and schools

Photosheets: Children in Baricho
Lower Baricho Primary school
Photocopy pages 50, 68, 69
A set of 21 cards from page 70

Water and washing

Photosheet: Water and washing
Photocopy pages 51, 71
Set of 5 cards from page 72
Photocopy page 73 for each group

Shops and markets

Photosheets: Markets
Village shops

Photocopy pages 52, 42
Set of 16 cards from pages 76-77

Goods and services in Baricho

Photosheets: Baricho village
Health care
Photocopy pages 53, 41, 42
Set of 16 cards from pages 74-75

Travel and transport

Photosheet: Travel and transport
Photocopy pages 54, 78, 79
Photocopy page 80 for each group

Harambee!

Photosheet: Women's groups
Set of 8 cards from page 81
Set of 12 cards from page 82
Keep answers (true/ false) from page 82 until the children come to ask you for it!

We recommend that **Harambee!** is best left until after the children have completed some of the other activities. It is also easier if children do **Farming on the Kariuki family *shamba*** before they do **Farming in Kenya**. With 8 or less groups, you should leave these out of the first 'round' of activities.

Procedure for group activities

Tell the children that one member of the group should start to read the **instruction sheet** for each topic. They will get nowhere if they do not follow the instructions. Each section is numbered 1), 2) etc. They should complete the activity numbered 1) before they go on to read number 2) and so on. After the first activity, they should become familiar with the style of the instructions.

We would advise teachers to read all the instruction sheets and try out the activities beforehand if possible.

Many of the activities involve comparison with the children's own locality. If they have not previously undertaken a local study, they may need to do some research to complete the activities.

Filler activities.

Since some groups will inevitably finish quicker than others, we have included some extra activities to fill odd periods. **Traditional Kenya** and **Kiswahili words** are described on page 56. The first only needs the instructions and a photocopy of the 'Traditional Kenya' photosheet. For the second, the word cards need to be made from pages 83-4, by photocopying on both sides of a piece of card.

Another filler activity can involve looking at the charts on pages 39-40 and comparing Kenya and the United Kingdom.

Baricho village : background notes for teachers

Baricho is in central Kenya, where the southern slopes of Mt Kenya meet the plains of the Tana river system. It is about 120km NNE of Nairobi. The village itself is about 1350 metres (4430 feet) above sea level. To the north the land rises towards Mt Kenya and cultivation ceases above about 6000 feet, where the protected forest surrounding the mountain begins. To the west, the land falls slightly, then rises again to the Aberdare mountains. To the south-east the country is lower and relatively flat. Many streams and small rivers rise on Mt Kenya and flow to the south, some through the area of Baricho. They have cut deep valleys, separated by steep-sided ridges. Although the area is only about 40 miles from the equator, the altitude means that the climate is relatively cool and wet. Originally the whole area would have been forested, but this was cut down below 6000' and virtually the whole land area is now under cultivation.

Administratively, Baricho is part of Kirinyaga District, which is in the Central Province of Kenya. The District is in turn divided into Locations, and Baricho is in Mweru Location. The area around Baricho is itself a Sub-Location of Mweru Location. The nearest UK equivalents might be:

Province	No equivalent
District	County
Location	District, Borough
Sub-Location	Parish

The people

The people of Baricho are Kikuyu (or Gikuyu), the largest group in Kenya, linguistically classified as a Bantu people. They occupy the greater part of the central highlands of Kenya, and many have also moved to other parts of the country as they have dominated political and economic life. They were largely cultivators, though domestic animals have also always been important. In the rural areas, the majority of people still depend largely or entirely on agriculture for their living. The Kikuyu have changed greatly, largely adopting both Christianity and other western ideas. Male clothing, for example, invariably consists of shirt and trousers. Women normally wear a dress, or skirt and blouse, very often with a headscarf. Women also often have a cloth tied around their waist, but this has come from the coastal region

of Kenya rather than being traditional to the Kikuyu.

Land and agriculture

When the first Europeans arrived in Kenya at the turn of the century, they settled in the highlands largely on land which was either apparently unused or belonged to the Maasai. The main Kikuyu areas, with their steep valleys and ridges and fairly dense populations, were not settled. So Baricho, for example, was outside the 'white highlands' and was part of the area declared as the Kikuyu 'reserve'. However, it seems that at that time the Kikuyu population was particularly low, and they had withdrawn into their heartland from many of the areas which had now been settled by the white farmers. As population grew, pressure on land in the reserve increased. This was one of the main factors which caused the struggle for freedom in Kenya, led by the Kikuyu, during the 1950s, referred to by the British as 'Mau Mau'. Although much of the former settler land was parcelled out after independence, ever increasing population means that virtually all land in the central highlands, outside the forest reserves, is intensively cultivated. Before independence, the colonial administrators instigated a large-scale reform of landholding so that all land was registered with a legal owner, replacing the traditional complex Kikuyu system of tenure and inheritance. Thus all land today, apart from government land, is owned by individuals and is bought and sold like any other commodity. This has led to many poorer people becoming landless so that they are often forced to move to towns and cities to try and earn a living. Conversely rich people, often businessmen and politicians, have bought land and installed managers to farm it for them. A typical piece of family land, called a *shamba*, would be between 5 and 15 acres, though some are smaller and others larger.

The land around Mt Kenya is a very fertile red soil, and is actually of volcanic origin from the mountain. On the plains to the south there is black cotton soil, also very fertile, and large scale irrigation schemes have been set up to farm this land. Because of the steep slopes, much of the higher land would be impossible to farm by tractor, even if the people could afford to buy

tractors individually or communally. Traditionally, the land is dug by means of a tool called a *jembe*, which is often translated incorrectly as a 'hoe' in English but is a completely different tool. The nearest true British equivalent would be the almost extinct mattock. Hand digging by means of a *jembe* is still the main form of cultivation, but ploughing by oxen has spread rapidly in recent times and is often used on flatter land by those who can afford to hire the oxen and the men. The fertile soil and good climate mean that a wide range of crops can be grown. The main food crops are maize and beans. Coffee has been a cash crop in the area for many years, but prices have recently been so low that many farmers are grubbing out their coffee bushes, even though they are not legally allowed to do so. Baricho is too low for tea, although it is grown extensively higher up the mountain. A relatively recent innovation has been the growing of green beans which are exported for sale in UK supermarkets.

The year is divided into seasons according to the weather. Basically these seasons are:

April - July	Long rains
August - mid October	Dry, but not very hot
mid October - early December	Short rains (but heavy)
mid December - March	Dry season, and hottest time

The occurrence of two rainy seasons means that two crops of most things can be grown each year, particularly the main crops of maize and beans. The busiest times of the year are just before the rains, when the land has to be prepared. However, weeding, harvesting and other activities mean that there is often a great deal to be done except in January and February. Traditionally, it has largely been the role of the woman to feed the family and this situation is still common today, with much of the *shamba* work being performed by women.

Food crops grown besides maize and beans include onions, tomatoes, potatoes, sweet potatoes, cabbage, yam, cocoyam, spinach, peppers, cassava, pumpkins, millets, sugar cane and a green kale-like vegetable called '*sukuma wiki*'. Bananas are abundant, of several different

types, including large green cooking bananas. Other fruits include mango, orange, lemon, pawpaw, guava and passion fruit. Cow, goat and sheep meat, chickens and eggs are available but form a far smaller part of the diet than in this country. Some cows are still taken out to graze along the roadside, or wherever some grass can be found, but the recent trend has been towards 'zero grazing', in which the cows are kept in pens and fed mainly with 'Napier grass', a tall grass which is specially grown, and the leftovers of other crops such as maize stalks. This prevents the cows from picking up ticks which spread fatal diseases. Goats and sheep are normally tethered for the day wherever food can be found.

Settlement, services and transport

The majority of people in the rural areas, as in much of East Africa, do not live in villages in the British sense. Instead, each family builds its home on the family land, or *shamba*. Thus the population tends to be quite evenly spread throughout the countryside rather than being concentrated into recognisable settlements. The 'villages' marked on maps, such as Baricho, are largely trading and administrative centres. Even those who earn their living in Baricho will almost always return in the evening to their *shamba*. In Baricho, there are several shops, a market, basic health services, the primary school, the church, police station and some local government offices. Most of the shops sell general groceries, but some specialise e.g. in household goods. There is a tailor's, where clothes are made to measure from cloth supplied by the customer. There is also a butcher, a small cafe/'hotel', and a bicycle repair shop. People go to Baricho when they need to use one of these services, but very few of them actually live there.

From Baricho, it is possible to travel by one of the vehicles called matatus, which are normally converted pick-up trucks. The main direction of travel is south to Kagio on the main road, from where long-distance connections to other places may be made. For example, Nairobi can be reached in less than 2 hours by car, or 3 hours by bus. It is possible to travel north to the administrative centre of Kirinyaga District at Kerugoya where, for example, the nearest hospital is. However, the road in this direction is poor, not surfaced with tarmac, and people often travel to Kerugoya via Kagio.

The Kariuki family.

Much of the work of the pack is based around a family which lives just outside Baricho. The head of the family is called J.Kariuki, to whom we refer throughout simply as Kariuki. He was born in 1931 and for most of his working life he was a health worker for the Kenya government. Part of his training was in Kenya, but he qualified as an SRN in Britain. Here he met Myf Hodkin, who stayed with Kariuki and his family in autumn 1991, while collecting the material for this project. He retired in 1986 and now runs a private clinic in Baricho. He lives on the family *shamba*, with his wife Wambui. They have 7 children, born between 1959 and 1973. At the time of Myf's visit, one daughter, Wathoni, was at home. She is a student at a teachers' college which was closed at the time. Three grandchildren are also living with Kariuki and Wambui at present. The two girls are called Njeri and Mumbi, while the boy is Muriuki. Their mother is Wairimu who is at present teaching at a primary school where she does not have a house large enough to accommodate the children. It is quite normal in the extended Kenyan family system for children to stay with their grandparents, or other relatives, for extended periods. Thus in the Kariuki household there are three generations represented. While the family is undoubtedly better off than the average in the country, the lifestyle they lead is typical of many Kenyans living in the rural areas.

The Kariuki family *shamba* is about 12 acres in area. They grow a typical range of crops, mainly for the family, but they have some coffee bushes and also sell some surplus food crops. The *shamba* is mainly the responsibility of Wambui. She does some of the work herself, with the help of the children. However, they also hire help from among the local people, both men and women. Part of the land is ploughed by a team of oxen. They have one cow for milk, a few sheep and goats, and several chickens. There are many trees, some for fruit, but many to provide firewood and wood for building, as well as fodder for the animals. The boundary of the *shamba* is lined with closely spaced trees. Unlike many families, they are not dependent on the *shamba* for their living. Some of their neighbours are involved in growing more cash crops, modern varieties of food crops, etc.

Near to the road is the area where the buildings which constitute the family compound are, i.e. where they live. There are several buildings arranged around a central open space, while a number of trees are also present, providing important shade. The main house is made of wood, with a corrugated iron roof. It has three bedrooms, a sitting/dining room, and a kitchen. The family normally all sleep in this building. There is another similar but smaller building which has the main kitchen and a spare bedroom which is used by visiting members of the family. There is also a traditional-style hut, built with a thatched roof, which is used by other guests and is also where family 'heirlooms' are normally kept. The washroom and toilet are adjacent to each other at one side of the compound. There is no running water in the washroom, and the toilet is a pit latrine. Water comes from a main to a single standpipe and tap in the compound, but is unreliable. It also runs from the roof in the rainy season and is stored in large butts. There are two stores for food, one mainly for beans and the other for maize, both raised on wooden 'stilts' to prevent pests getting in. There are buildings where the goats and sheep and the chickens are shut up at night, while the pen for the cow is in a corner of the compound.

Many activities take place outside of the buildings, particularly under the shade of the mango trees in the heat of the day. Preparing food, washing, ironing and many jobs associated with the *shamba* are normally performed outdoors. It is important to understand, particularly for children, that the single building where the family normally sleep, is not the equivalent of a house in this country. Instead, the whole compound, both inside and out, is the family home and many of the activities which we perform within a single building, there take place in a variety of different places. Equally, the activities taking place outside should be seen as doing so because that is the most sensible place, not because the family have nowhere inside to do them. No doubt if we had a warmer climate, we would also prefer to spend more time outside!

Schools.

The grandchildren attend Lower Baricho Primary School, one of two primary schools in the village. At present, the primary course is 8 years, followed by 4 years secondary for the successful ones and 4 years University for a very few. This has recently been brought in and replaces a more British style system. There are no longer "A" levels, with the University being extended by a year. The primary and secondary subjects have been English, Swahili, Maths, Science, Geography, History and RE, together with practical subjects including carpentry, agriculture and home economics. At present, the number of subjects is being reduced. Schools lack many of the facilities expected in this country, classes are large and most teaching is 'chalk and talk' with emphasis on rote learning. Money for basic equipment usually has to be raised by parents, which tends to increase the difference between rich and poor areas. In spite of these problems, Kenya has been quite successful in providing education for a very rapidly growing population, where over half are under 15 years old. Standards of general literacy and numeracy are higher than in most African countries.

The children start for school at 6.30. The school day starts at 7.00, when they may have to help clean the school, or do some preparation. Assembly is at 8.00, and lesson start at 8.15, continuing till 12.45 with a 30 minute break. Lunch lasts till 2.00 and then afternoon lessons begin until 4.00. After school, the children work for the school until 5.00. This work may be cleaning, or work on the school *shamba*. Homework is normal, and is usually carried out by the light of a paraffin lamp or candle. Children invariably walk to school, never accompanied by their parents, but with other children. The low traffic density and general attitudes to children in the community mean that they are perfectly safe.

Health care.

There is a government Health Centre in Baricho and two private clinics, one of which is run by Kariuki. Much of the work of the Health Centre is concerned with mother and baby care. This includes antenatal services, routine weighing and immunisation. More seriously ill people have to

travel to the hospital at Kerugoya. Those who can afford to pay might prefer the private clinics where drugs are sometimes available which are not in the Health Centre.

Development and self-help projects

One of the themes of development in Kenya since independence has been self-help through Harambee ("pull together") projects. For example, many schools have been built and run as Harambee schools, built and run by the community without government support. Many of these schools are later taken over by the government when they reach a sufficiently high standard. Funds are raised for projects by Harambee events, where people donate money or bring things to be sold to raise money, for example chickens and even goats. In Baricho, the church raised money for Harambee projects, including the construction of low-cost housing in the village.

In many parts of Kenya, including Baricho, women have formed self-help groups, often with official encouragement. Examples from Baricho include projects to bring water to their homes, and tree-planting and tree nursery schemes.

Agricultural developments are government-sponsored, mainly through agricultural extension workers. Examples include encouragement of cash crops, zero grazing of cattle, control of soil erosion and organic farming, as well as support of the women's groups.

Notes on the photographs

The first 9 photographs show the Kariuki family, and the notes for teachers describing the members of the family and their home should be read first. You will also find it useful to consult the maps, particularly of the family compound, in conjunction with the photos.

1. Part of the Kariuki family compound. This photo should be studied in relation to the map of the compound. The larger building to the left is the main house, with Kariuki just coming out of the door. The structure of wood with a corrugated iron (zinc plated) roof can be clearly seen. This house contains three bedrooms, a sitting/dining room and a kitchen. The barrels to either side of Kariuki are used for storing water. They are filled from the tap, using a hosepipe, when the unreliable piped water is available. They also store rainwater, which runs down the corrugated roof and into the gutter. The rear of Kariuki's vehicle or '*matatu*' is visible. In the past, Kariuki used this vehicle as a regular source of income, but now it is mainly for his own use or occasional hire. The white building has two rooms, another bedroom which is mainly used by visiting family members, and another kitchen. In fact, most of the cooking is done in the kitchen of the white building, with the kitchen in the main house being used only for making tea or snacks. To the left of the main house is a fence of sticks which surrounds the vegetable garden, and keeps off goats, sheep and chickens. The large tree in the background is a mango tree, the most popular shade tree in much of Africa because of its rounded head and dense evergreen foliage. Between the '*matatu*' and the white building is the track to the family '*shamba*' which is just visible. The paths around the compound, which have been surfaced with crushed stone, can also be seen.
2. Most of the family sitting outside drinking tea. From left to right are Mumbi, Muriuki, Njeri, Wambui and Wathoni. They are actually sitting in the shade of a mango tree. The building behind is one of the food stores, mainly used for storing beans. It is built on legs to keep the food dry and to keep mice and other pests out. Drinking tea is popular in Kenya, especially in the late afternoon after a day spent working. Note the two teapots, and the mixed collection of mugs and plates. With their tea, they are eating sweet potatoes. The pile of wood in the back of the picture is firewood, the main fuel used for cooking. The family grow many trees on the *shamba* and would be self-sufficient in fuelwood. The clothes are typical daily wear. Note particularly the bare feet, not a sign of poverty but rather that shoes are considered more decorative than functional and are not usually worn except on special occasions such as visits to town or church on Sunday. Women usually wear headscarves when working, and have a cloth called a '*khanga*' tied around their waist.
3. Supper time, the main meal of the day, eaten in the dining/sitting room of the house. They are eating chapati with a vegetable stew. Few Kenyans would have a large dining table, and use of small tables like this is typical. The armchair, settee, radio and family pictures on the wall can all be compared with this country. Note also the top of the paraffin lamp in the foreground and the torch on the shelf above Kariuki, both essential in an area without electricity.

4. The children are doing their homework in one of the bedrooms. They all work together to share the light from the paraffin lamp, with help from a candle. Primary school children in Kenya are expected to do homework, and conditions can be quite difficult even for better off children. Their clothes are hung from hooks in the wall, while exercise books etc can be seen piled on the shelf above their heads.
5. Njeri and Mumbi washing up after supper. They are in the kitchen in the white building. In the background is the open fireplace where much of the food is cooked. There are spaces for two pots, and on the left hand side can be seen a firewood branch and the ashes of the last fire. The large metal containers which the girls are using are called '*sufurias*'. Various sizes of *sufuria* are used throughout Kenya, smaller ones for cooking and larger ones for washing and for heating water. Note that most of the plates and other things are plastic or metal. Many Kenyan families have china, but it is usually kept for special occasions. Girls of this age would be expected to do a good deal of work around the house and *shamba*, boys much less although they also help with agricultural work. Washing powder, rather than washing-up liquid is used.
6. Washing clothes using the water from the irrigation canal which runs near the home. Normally, water from the pipe or rainwater would be used, but when the piped water supply fails in the dry season, water stored in the barrels is kept for drinking and cooking. It is then easier to take the washing to the water, rather than carrying enough water to do the washing! Omo is the usual brand of washing powder in Kenya. The planks behind the people form a bridge across the irrigation canal, leading to the *shamba*. Shortly after this picture was taken, the planks were replaced by a concrete bridge so that a vehicle can now cross. In the background, two goats are tethered to feed on grass etc on the edge of the cultivated land. The large green leaves belong to a root crop called cocoyam which grows only in wet places, such as here along the irrigation canal. Kenyans call this 'arrowroot', but it is a different plant from the arrowroot obtainable in this country.
7. Ploughing on part of the *shamba*. The men and their team of oxen are hired by Kariuki. Ox ploughing is relatively new in Kenya, and is ideal for the small-scale farming typical of most rural highland areas. Tractors are prohibitively expensive, and even if they were owned cooperatively, it would be uneconomic to use them in such small fields. However, many poorer people cannot even afford to hire the ox plough and have to dig all of their land by hand. Much of the land is too steeply sloping to be ploughed, and has to be dug by hand. Wambui usually hires local women to help with digging the *shamba*. The picture shows the weeds and remains of the last crop, which are ploughed back in and help to retain fertility in the soil. On the left of the picture is a banana plant, while the round headed tree is a mango. The other trees form one of the boundaries of the *shamba*.
8. Wambui and the children are sowing maize seeds in the ploughed land. The children go ahead, sowing the seeds in small groups. Wambui follows behind, sprinkling fertiliser around the seeds and then covering them with soil using her foot. They start this work very early in the morning, before the sun has risen, which is why they are all wearing woollen clothes since it is cold early in the morning at this altitude. Again, the large number of trees in and around the *shamba* can be seen on the photograph.

9. Wambui is winnowing maize. The grains have to be stripped from the cobs by hand. To the right is a pile of old cobs, from which the grains have been removed. These are dried and used for fuel. Front left are the grains from these cobs. Wambui fills the metal bowl with the grains, then pours them slowly from a height into the sack. As the grains fall, the wind blows away the dust and chaff, leaving clean grain. In the background is the store where the maize is kept. Some of it is boiled with beans and vegetables to make the traditional food called 'irio'. The majority is taken to the 'posho' mill in the village, where it is ground into flour. This is boiled with water usually to make 'ugali'. This is difficult to describe, being intermediate in texture between a dough and bread. It is eaten as a main starch staple, usually with a boiled vegetable or meat dish. Maize flour is also used to make a thin porridge called 'uji', which is often eaten for breakfast.

10. Children on their way home from Lower Baricho Primary School. They are wearing their school uniform of orange blouse and blue pinafore dress for the girls, with blue shirt and khaki trousers for the boys. Some of them also have blue pullovers. The boy front left in the orange shirt is at the nursery school. None of them wear shoes or even sandals to school. They are carrying bags with their homework, plastic containers of water to drink, and their lunch boxes. Children always walk to school with their friends, and parents never take their children to school. They are perfectly safe, since the road is very quiet and child abduction and molestation is totally unknown. There are also large numbers of children, so that all have relatives or friends to walk with. The road here is typical of the area, made of red 'murrum' earth, good in the dry weather but can become impassable after heavy rain.

11. Inside one of the classrooms at Lower Baricho Primary School. Compared to a school in this country, facilities are limited and classes very large. Most of the work is, of necessity, of the 'talk and chalk' style, with a lot of rote learning. There is no glass in the windows, only wooden shutters that can be closed in heavy rain. Unfortunately, this leaves the classroom in virtual darkness! Primary education is free, but parents have to provide most of even the essential items of equipment, as well as buying uniforms. Only a small percentage of these children will eventually go on to secondary school, partly because the final examination is extremely competitive, and partly because many parents cannot afford the fees.

12. Children digging on the school *shamba*. As well as a long school day (8.15 - 4), and having homework, children also have to help with work in and around the school. They clean the school and its grounds, both early in the morning (7 - 7.30) and after lessons. In the season, they also have to cultivate the school *shamba*. Crops are grown here and are sold to raise money for the school funds. They are using the universal digging implement in Kenya, which is called a 'jembe'. Although it is mainly girls who are shown in this picture, both boys and girls are expected to help with work around the school. When these girls finish this work, they will probably walk a mile or two home, then help with housework until supper time, followed by washing up and an hour or so of homework before going to bed.

13. Baricho market. There are a number of small shops in Baricho, but most foods are bought and sold in the market. These women have brought small quantities of surplus fruit and vegetables from their *shambas*. For many people, this is one of the few ways in which they can raise a small amount of money for necessities. There are also some larger stalls which are run on a more professional basis. Note that the women here are sitting in the shade of a tree, Africans having more sense than to sit in the sun except where absolutely unavoidable. The two baskets near the front of the picture are typical, as are the clothes which the women are wearing. The two women sitting centrally in the picture both have babies. The woman in the green dress is holding hers, while the woman with the blue top is carrying her baby on her back, and it can just be seen peeping from behind her. The wooden huts in the background are called 'kiosks' and sell small items such as sweets, cigarettes, matches and soap, but many of them are apparently not in use.
14. Tailors in Baricho village. In Kenya, ready made clothes are relatively uncommon. Instead, people buy their cloth from a shop or market and take it to a local tailor, where they are measured and choose the style they want. The tailors will make up the garment within a few days. School uniforms are made in the same way. The great majority of tailors have usually been men, but more and more women are becoming tailors. Most of them have been trained at local trade schools or 'village polytechnics'. The machine the woman is using here is a Singer, as most are, a brand name familiar to children here. But note that it is a treadle machine, electricity being either unavailable, unreliable or too expensive in most parts of Kenya.
15. A bicycle repair shop in Kagio. All over Kenya, people can be found who can make or mend almost anything. The general term for someone like this, a small scale craftsman, is a '*fundi*', hence you take your bicycle for repair to the bicycle *fundi*. Many of these small scale enterprises are outdoors under makeshift shelters like this. The bicycle is extremely important in rural Kenya, where very few people have cars. They are used as much for carrying loads as for carrying people, and the combination of heavy loading and rough roads means that only extremely strong and heavyweight bikes are popular. Some of the machines visible here have double crossbars for extra strength. Most bicycles in Kenya today are imported from China. Next door to the bike repair shop is a small 'cafe', where no doubt those waiting for their bicycles often have a cup of tea. Note the Coca Cola signs and also the painting of a person next to the door. Most rural Kenyan shops, and almost all cafes, will have paintings like this on their walls.
16. Kariuki's clinic in Baricho. It is called the '*Afya Bora*' clinic, which means 'good health' in Swahili. There is a government clinic in the village, but drugs are often in short supply and so people go to clinics like Kariuki's where they can obtain the medicines they need, although they have to pay. Retirement from government service in Kenya is compulsory at age 55, and so when Kariuki had to retire from his work as a Health Education Officer in 1986, not surprisingly he decided to continue to use his training and the skills he had developed to maintain an income for his family, pensions being very small. In Kenya generally, the number of doctors is very small compared to the population, and most non-critical ailments are treated by nurses and medical auxiliaries. The woman seated to the right in the picture is the patient, while the one seated in the armchair is Kariuki's receptionist.

Some ways of using photographs.

1. What do photos tell us?

Children write down what they can deduce about the place, the people and their lives from what they can see. e.g There is no electric light in the house (Is this true of all the houses?)

The family eats tea outside the house (Do they always?)

2. Differences and similarities

Find similarities with your children's own lives. e.g family eats meals together, children go to school, do homework and help with washing up.

Differences are more obvious. Can your children think of reasons why, e.g climate

3. Who does what?

List jobs being done in photos by men, women, boys, girls. But remember, the photos may not be representative. Compare with this country.

4. Connecting pictures.

Pictures in pairs. How many connections can the children find between them? This could be used with pictures from the same place or different places e.g UK and Kenya

5. Describing photos.

One child describes what is on the picture, and the other tries to draw it (unseen) from the description.

6. Questioning photos.

Picture is mounted on a sheet of paper, and questions which arise from the picture are written around it. Can the questions be answered from the picture? Or from other material supplied? Are there questions that can never be answered?

7. Writing captions for photos.

Pictures are mounted as above, and a caption written below. This could be done at the beginning of a topic and at the end, to see how much children's ideas and understanding have changed.

8. Adjectives.

Children are given a list of adjectives and they have to choose those which apply to each picture, or to the people in it e.g happy, sad, hard-working, young, old, tired, etc.

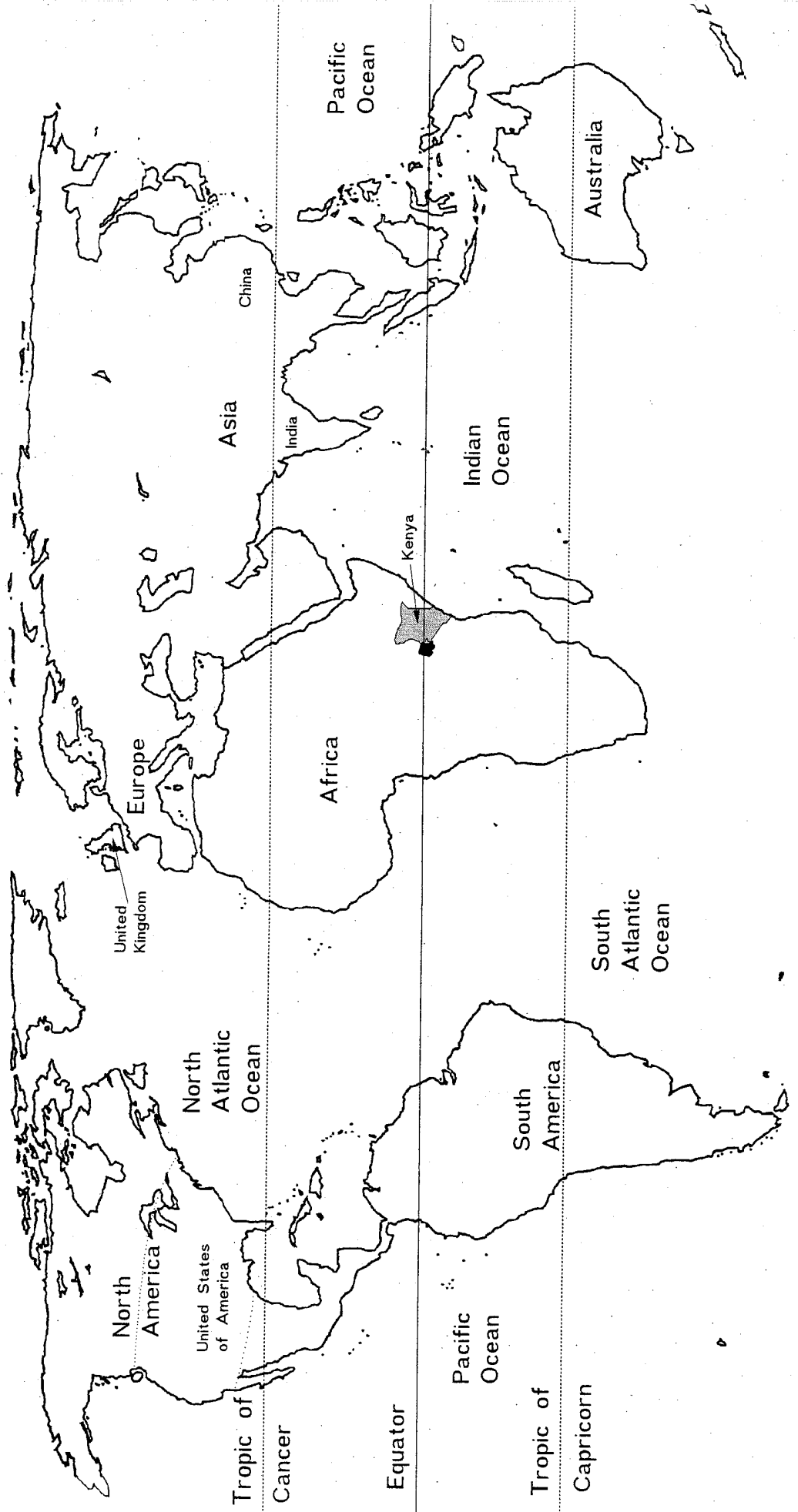
9. Selection

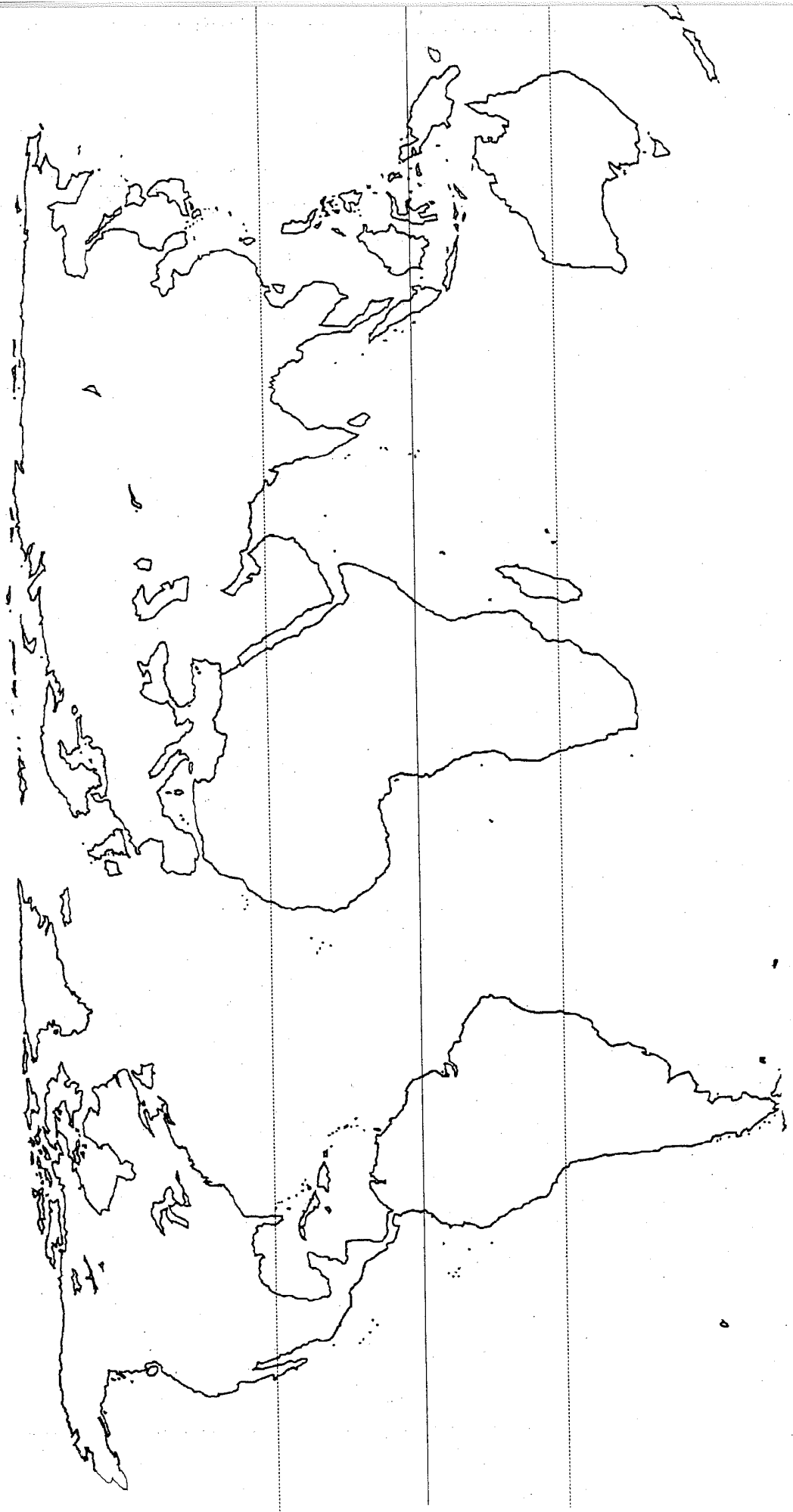
Out of a set of photos, children choose e.g three pictures each. The criteria for selection could be pictures which they like best, which surprise them or which annoy them. They can then compare their choices with a partner and discuss them.

10. Attention

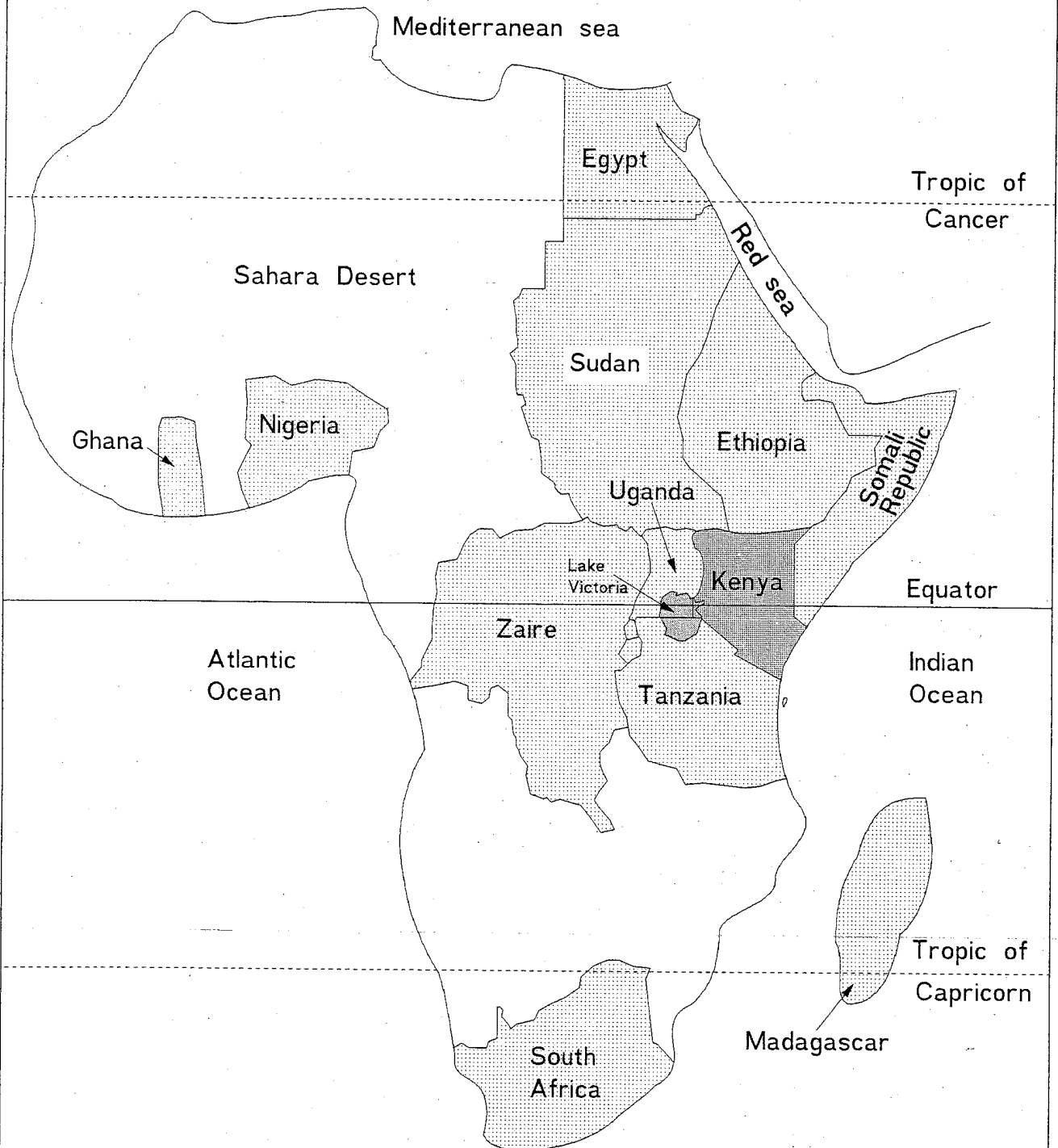
Working in pairs or small groups, children study a photograph for about a minute. They then turn it over and brainstorm everything they can remember about it. Turn the photograph back over and see what they have forgotten. Was there anything important?

Where in the world is Kenya?



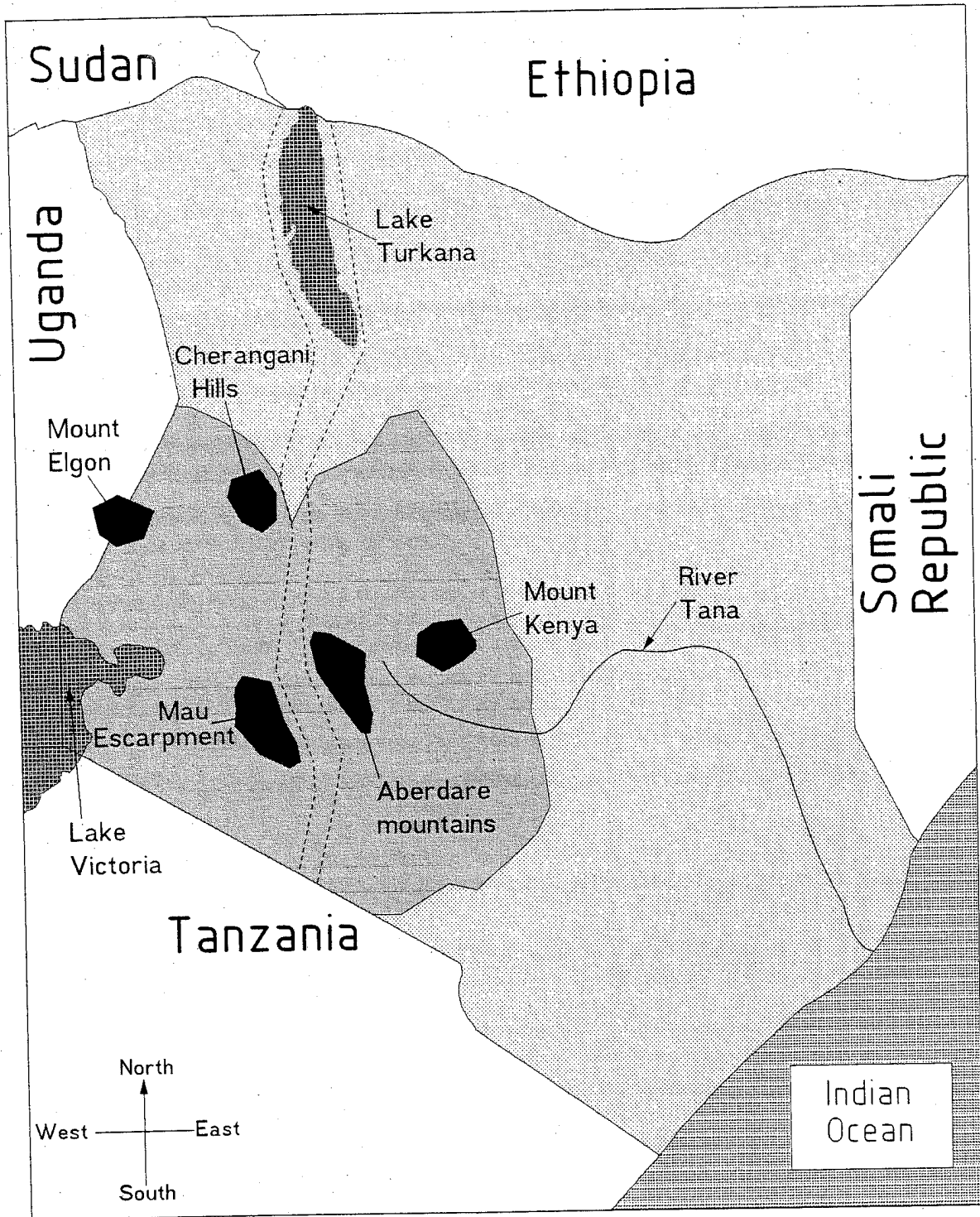


Africa



This map shows the continent of Africa. It shows the position of Kenya, and the other countries which are Kenya's neighbours. A few other countries are also shown. This map does not show all the African countries. There are many others, which you can find in an atlas.

Main features of Kenya



----- The Great Rift Valley



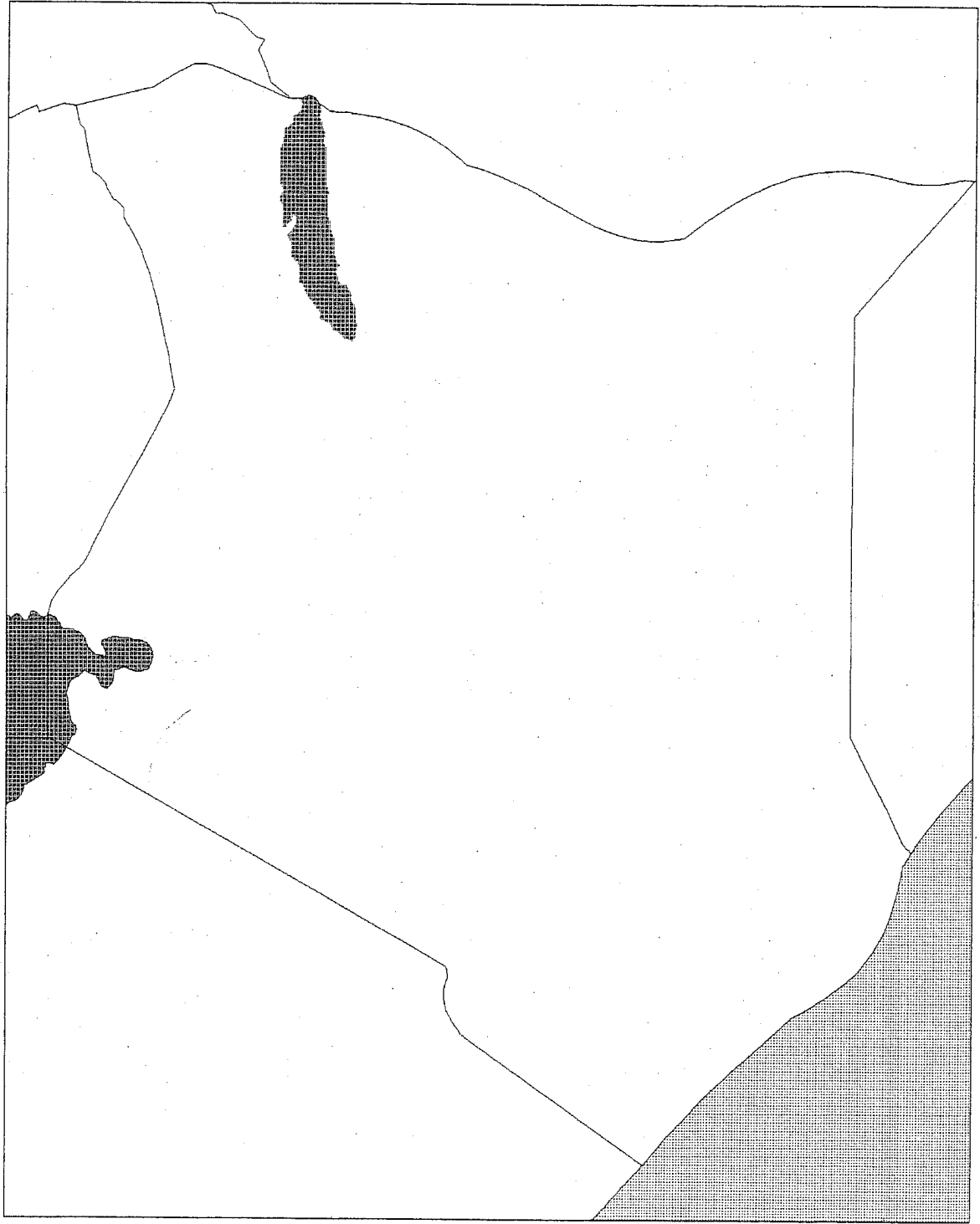
Most of this land is less than 1000 metres above sea level



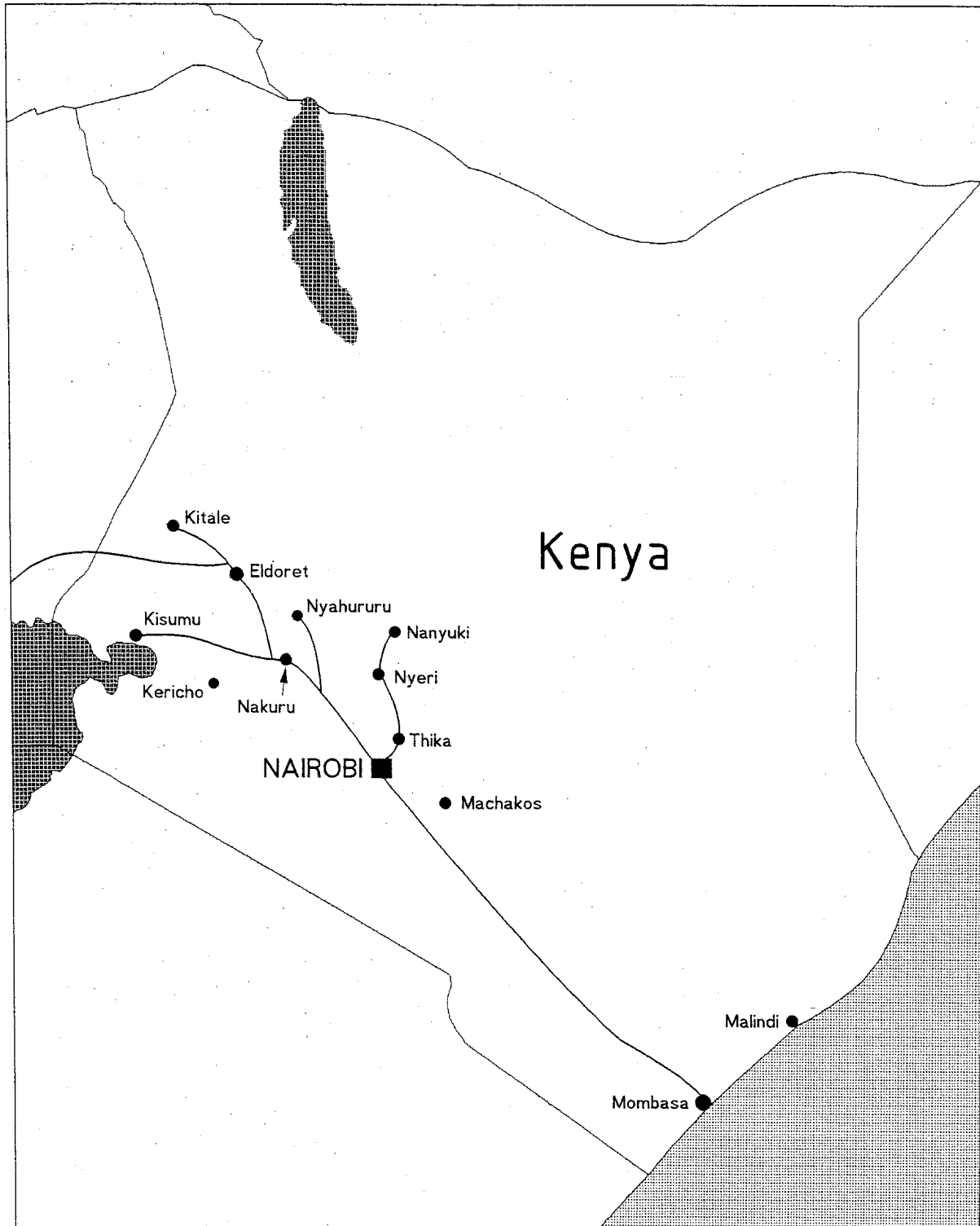
Most of this land is more than 1000 metres above sea level



This is high land, more than 2500 metres above sea level

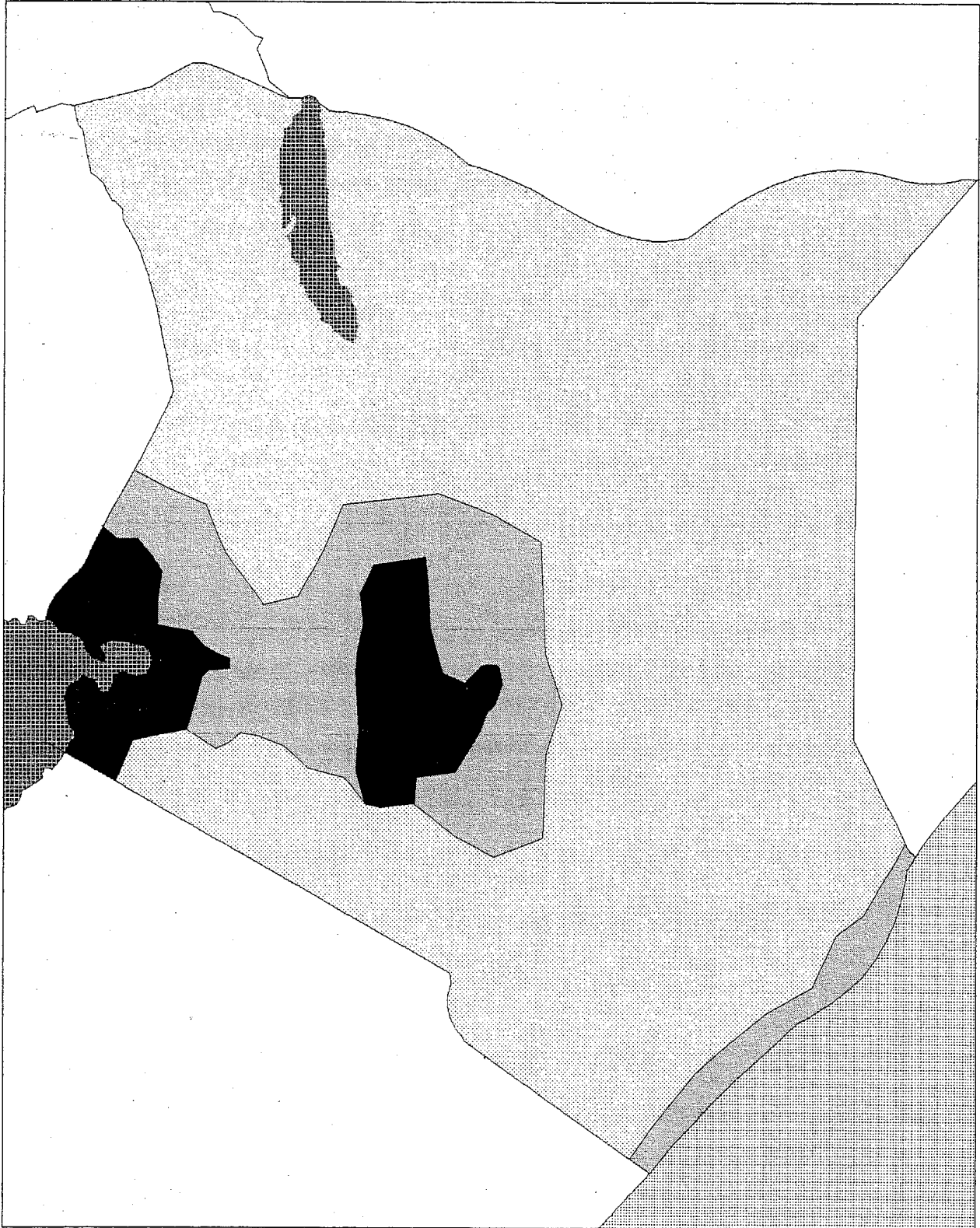


The main towns of Kenya



— These lines show the railways of Kenya

Where do most of the people in Kenya live?



Not many people live in these parts of Kenya

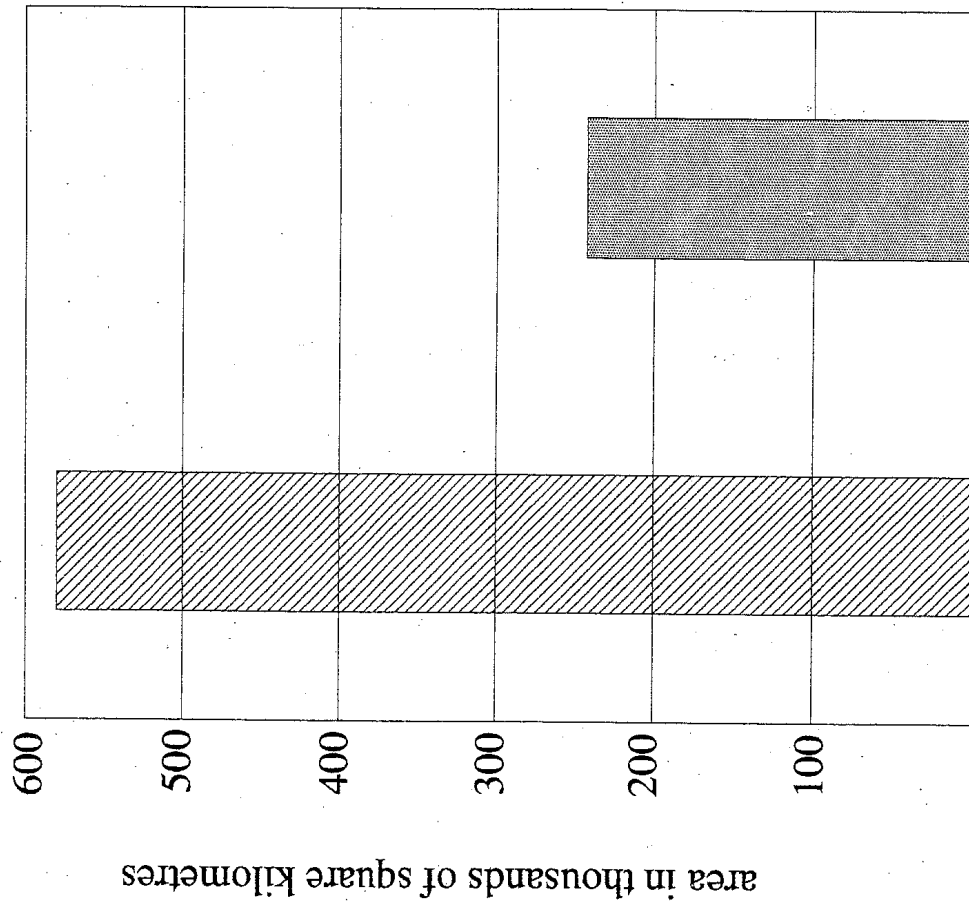
Quite a lot of people live in these parts of Kenya

These are the parts of Kenya where most people live

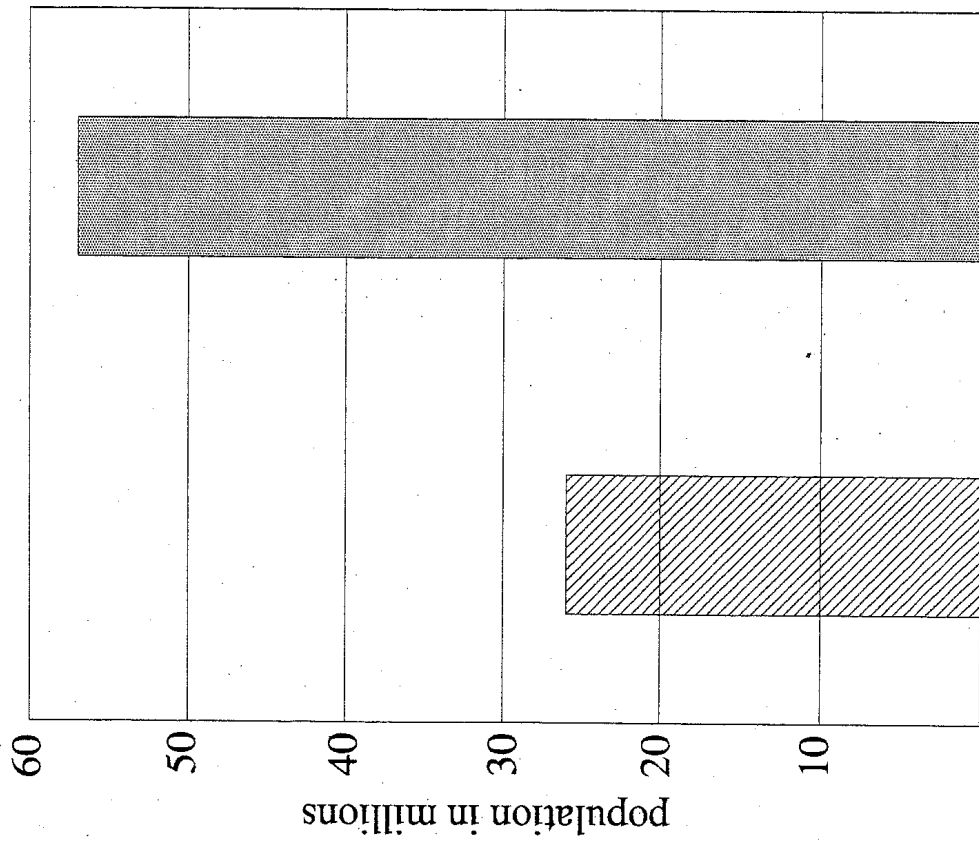
How big is Kenya and how many people live there?

These charts show the size and population of Kenya compared to the United Kingdom

Area of the countries



Population in 1990



Kenya

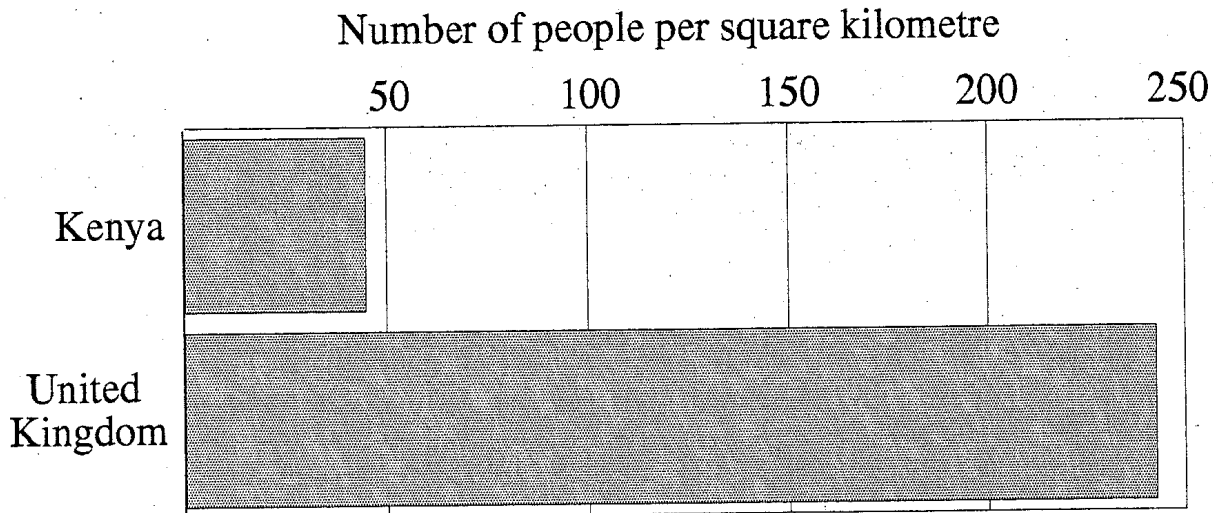
United Kingdom

Kenya

United Kingdom

How crowded is Kenya?

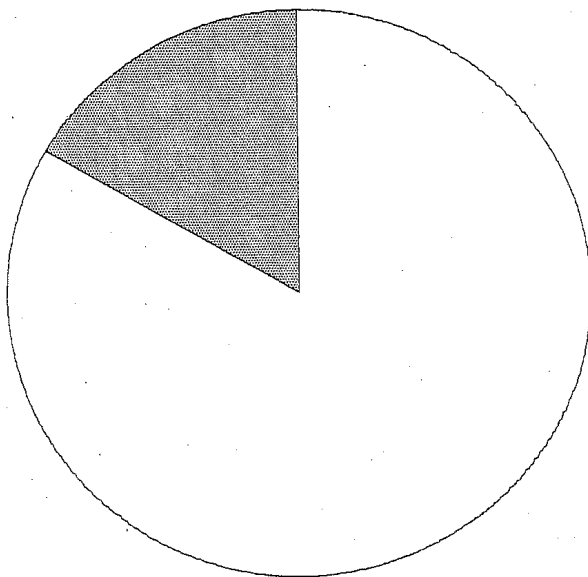
This chart shows how many people live in each square kilometre in Kenya and the United Kingdom.



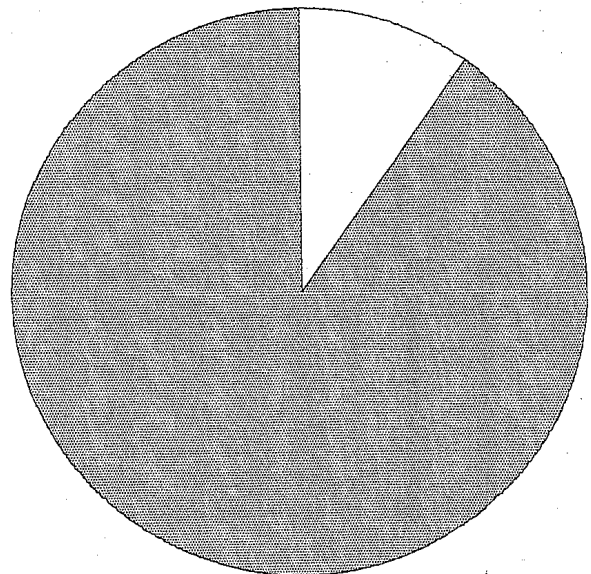
Where do people in Kenya live?

This chart shows the percentage of people living in the countryside and in towns and cities in Kenya and the United Kingdom.

Kenya



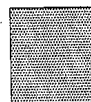
United Kingdom



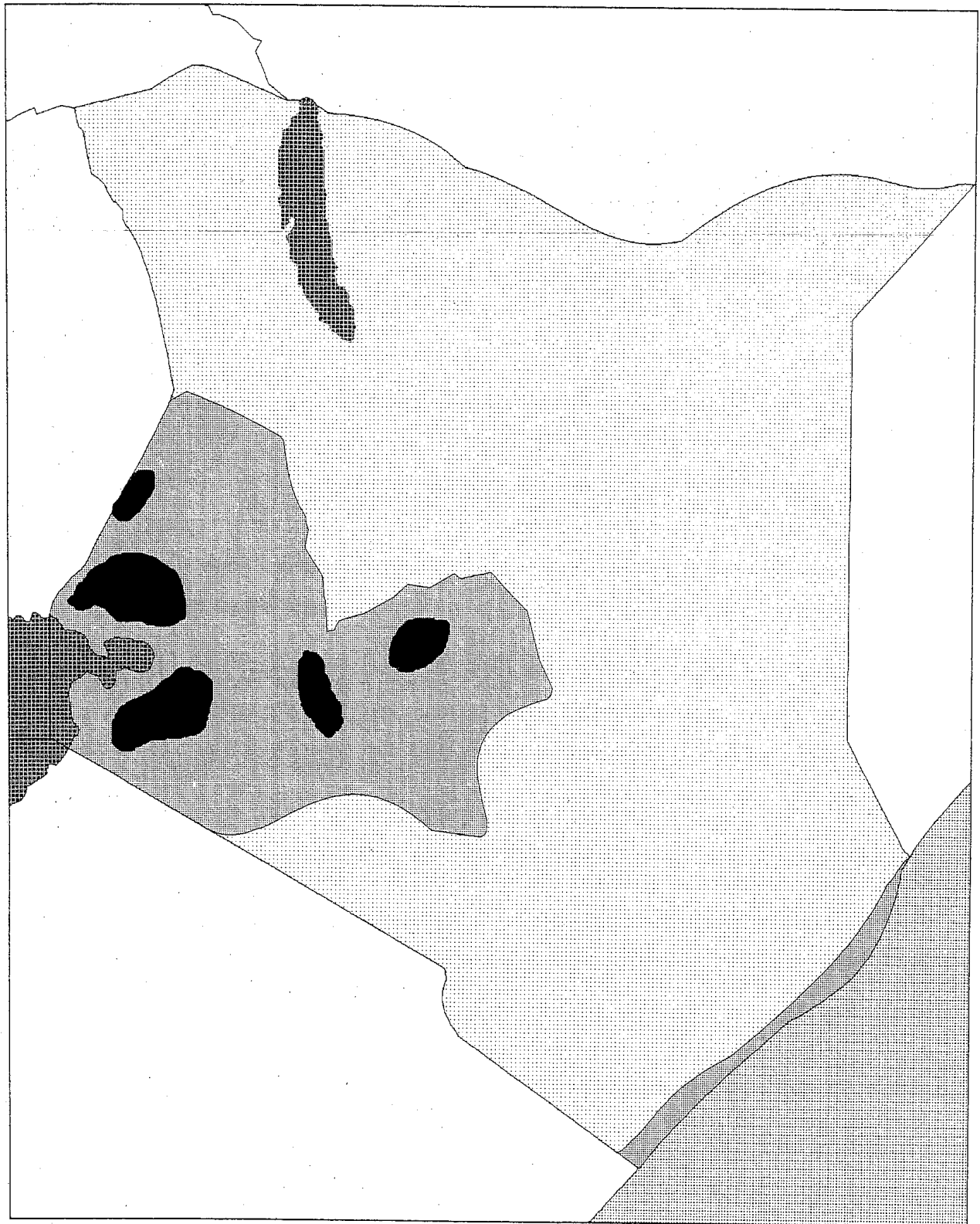
People living in the countryside





People living in towns and cities




Where does it rain most in Kenya?



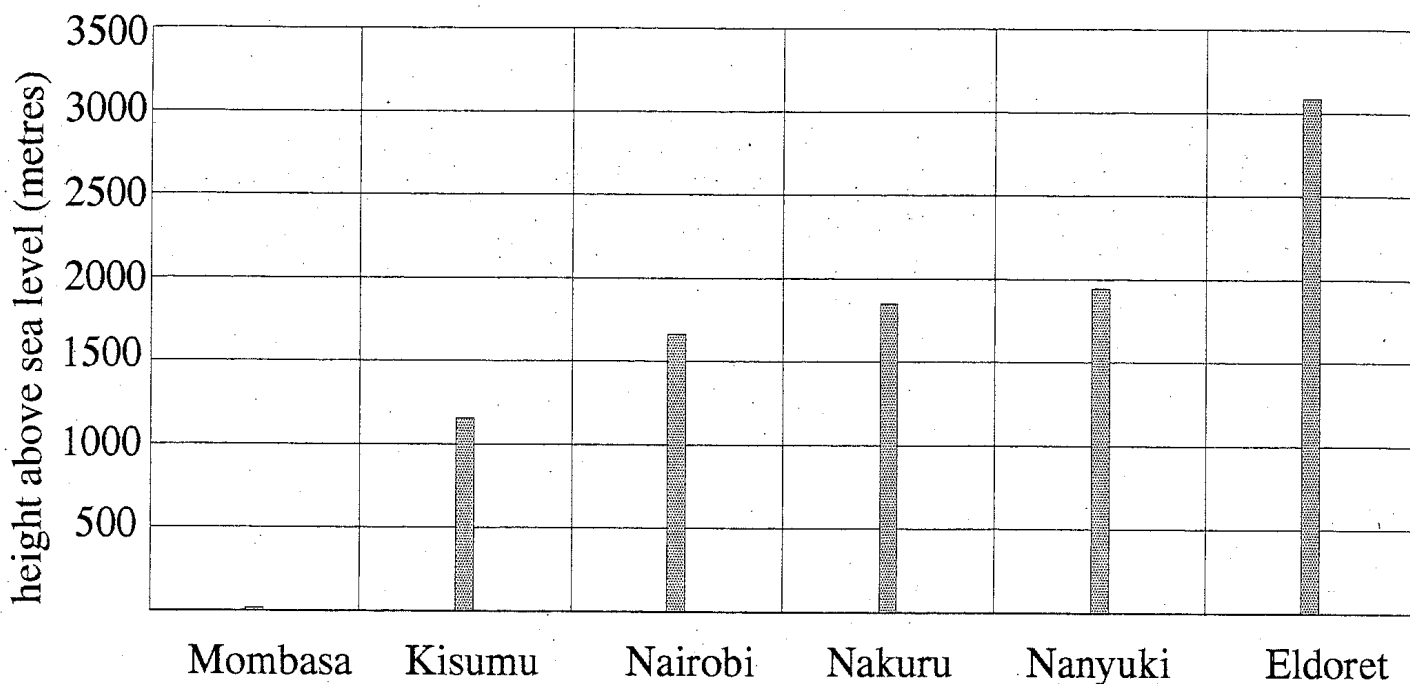
 These parts have the most rain

 These parts have enough rain to grow many different crops

 These parts are very dry and crops cannot be grown easily.

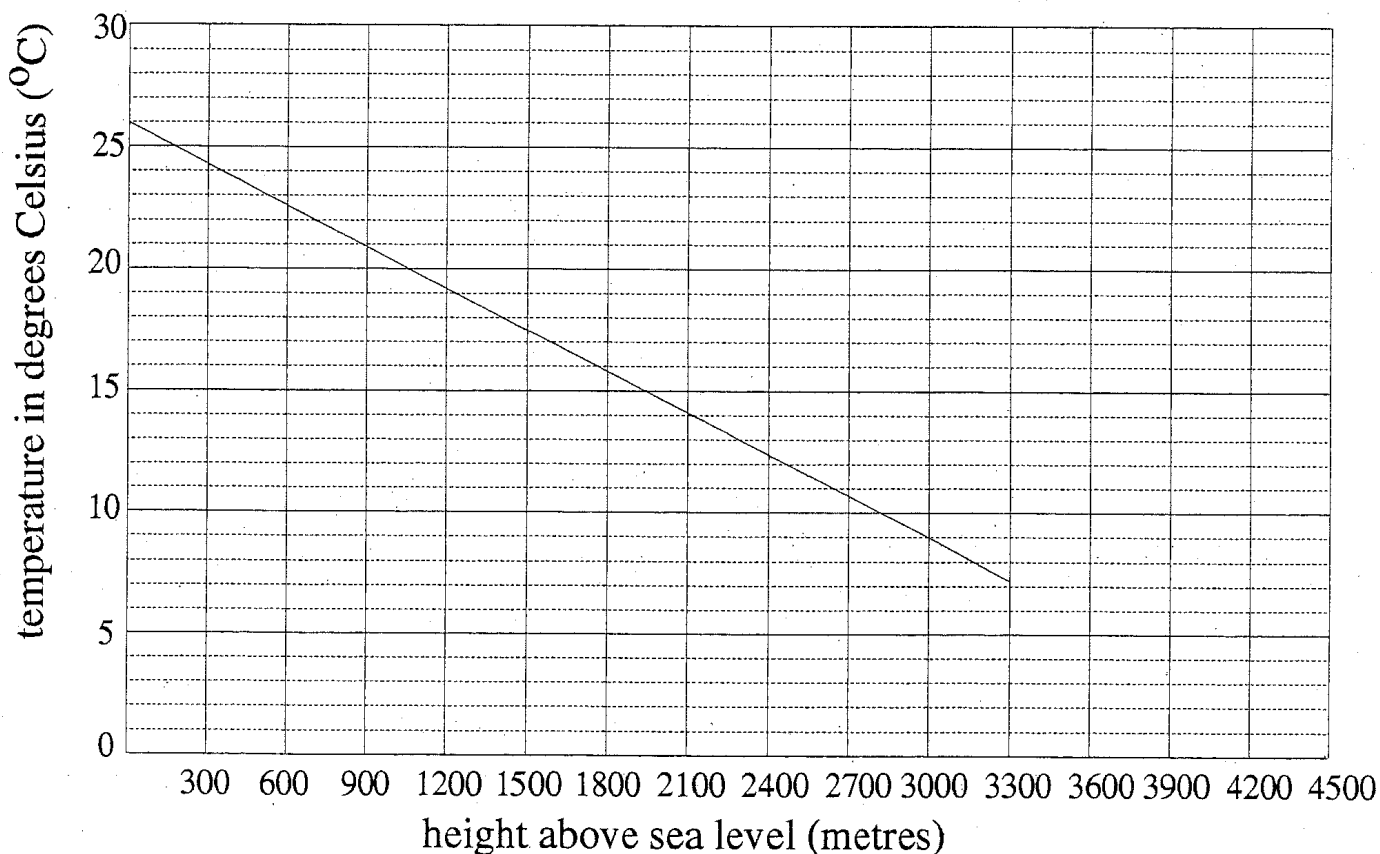
How high are most of the towns in Kenya?

This chart shows how high above sea level are the 6 biggest towns in Kenya. The highest mountain in Britain is Ben Nevis, 1350 metres above sea level.

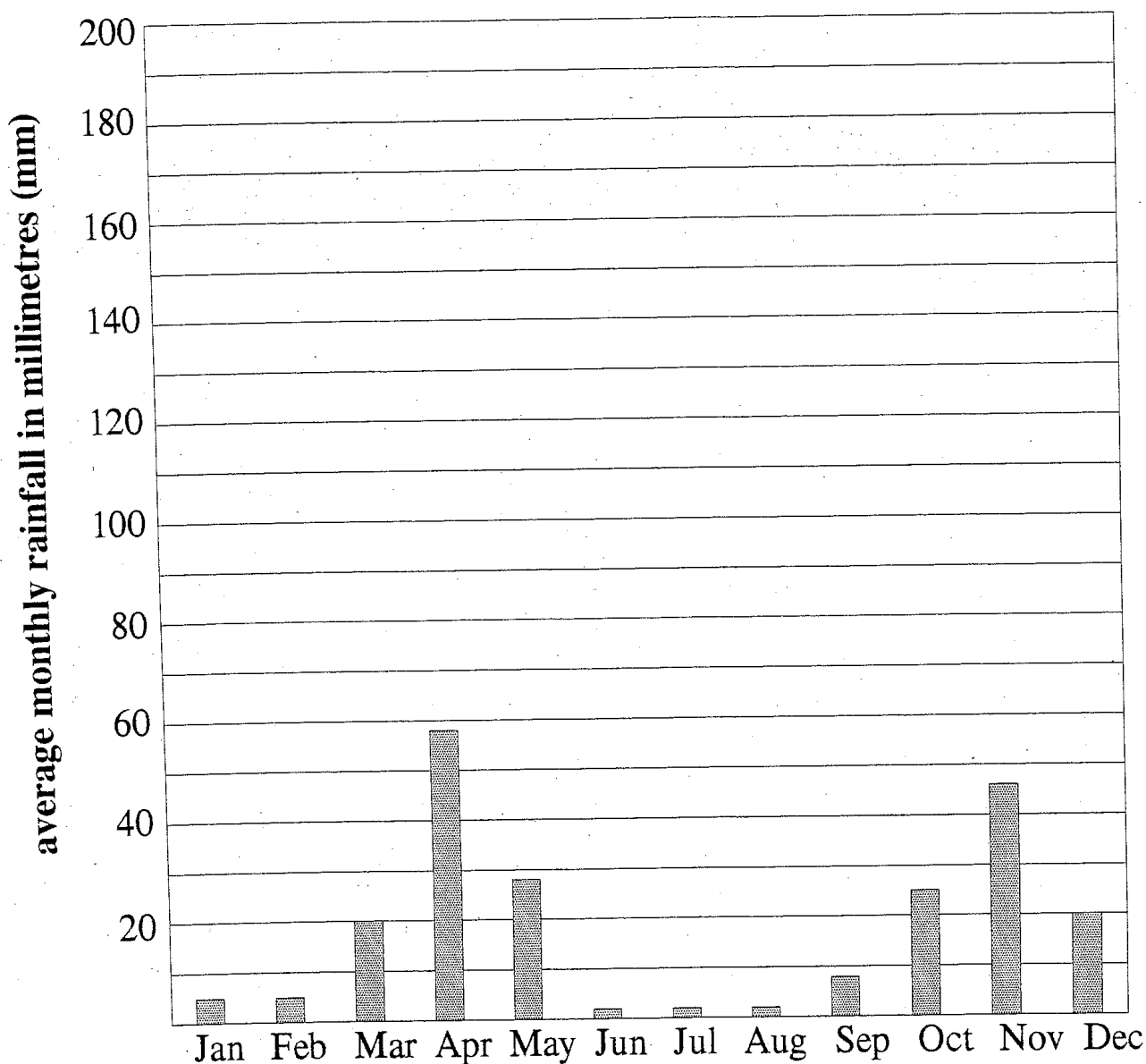


How much cooler does it get as we go higher?

This chart shows the temperature at different heights if it is 26°C at sea level. 26°C is the average temperature at Mombasa, which is almost at sea level.



Rainfall in Wajir, Kenya

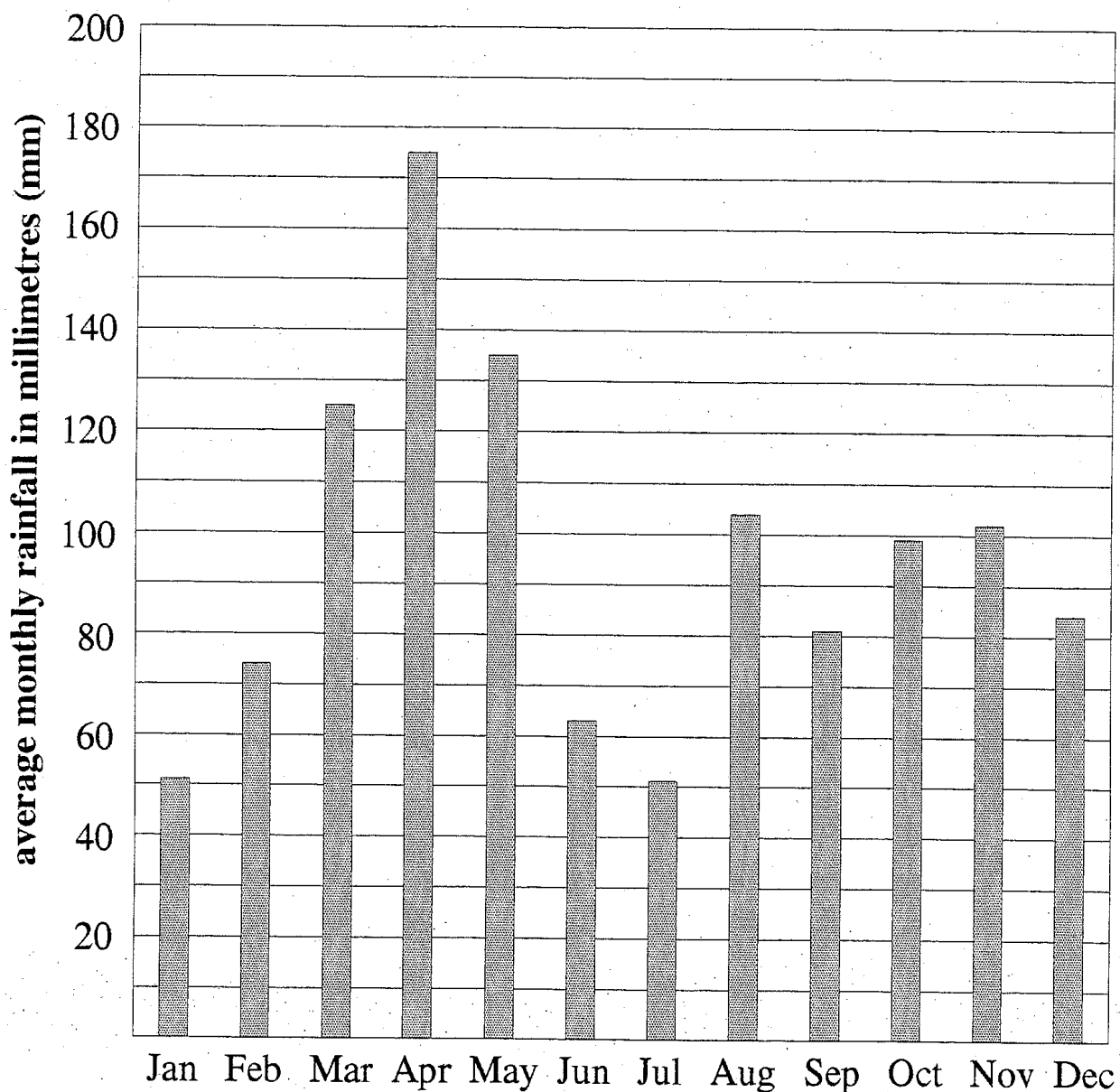


Rainfall (millimetres) in _____ (Town) _____ (Country)

Jan ____ Feb ____ Mar ____ Apr ____ May ____ Jun ____

Jul ____ Aug ____ Sep ____ Oct ____ Nov ____ Dec ____

Rainfall in Kisumu, Kenya

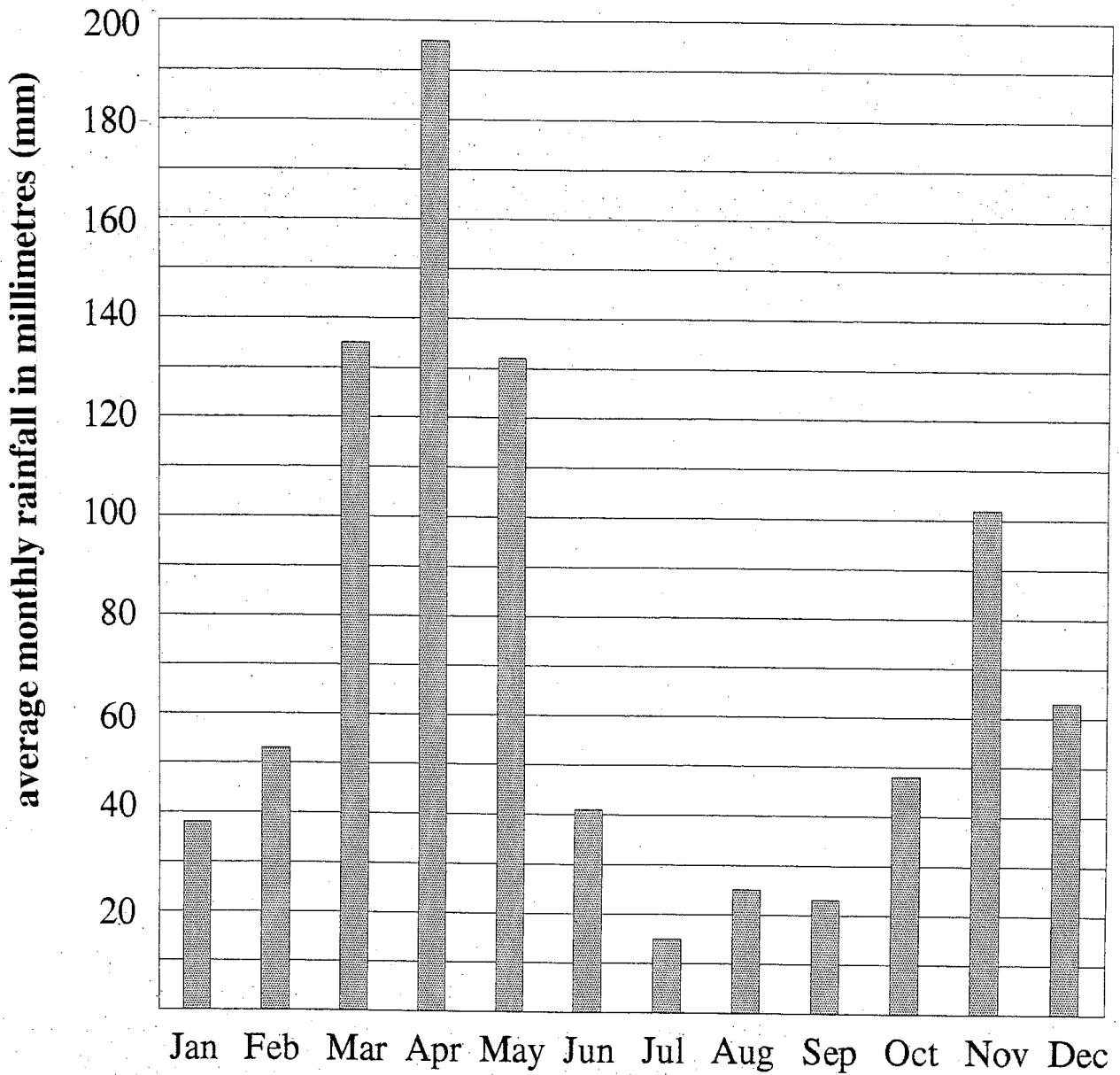


Rainfall (millimetres) in _____ (Town) _____ (Country)

Jan _____ Feb _____ Mar _____ Apr _____ May _____ Jun _____

Jul _____ Aug _____ Sep _____ Oct _____ Nov _____ Dec _____

Rainfall in Nairobi, Kenya

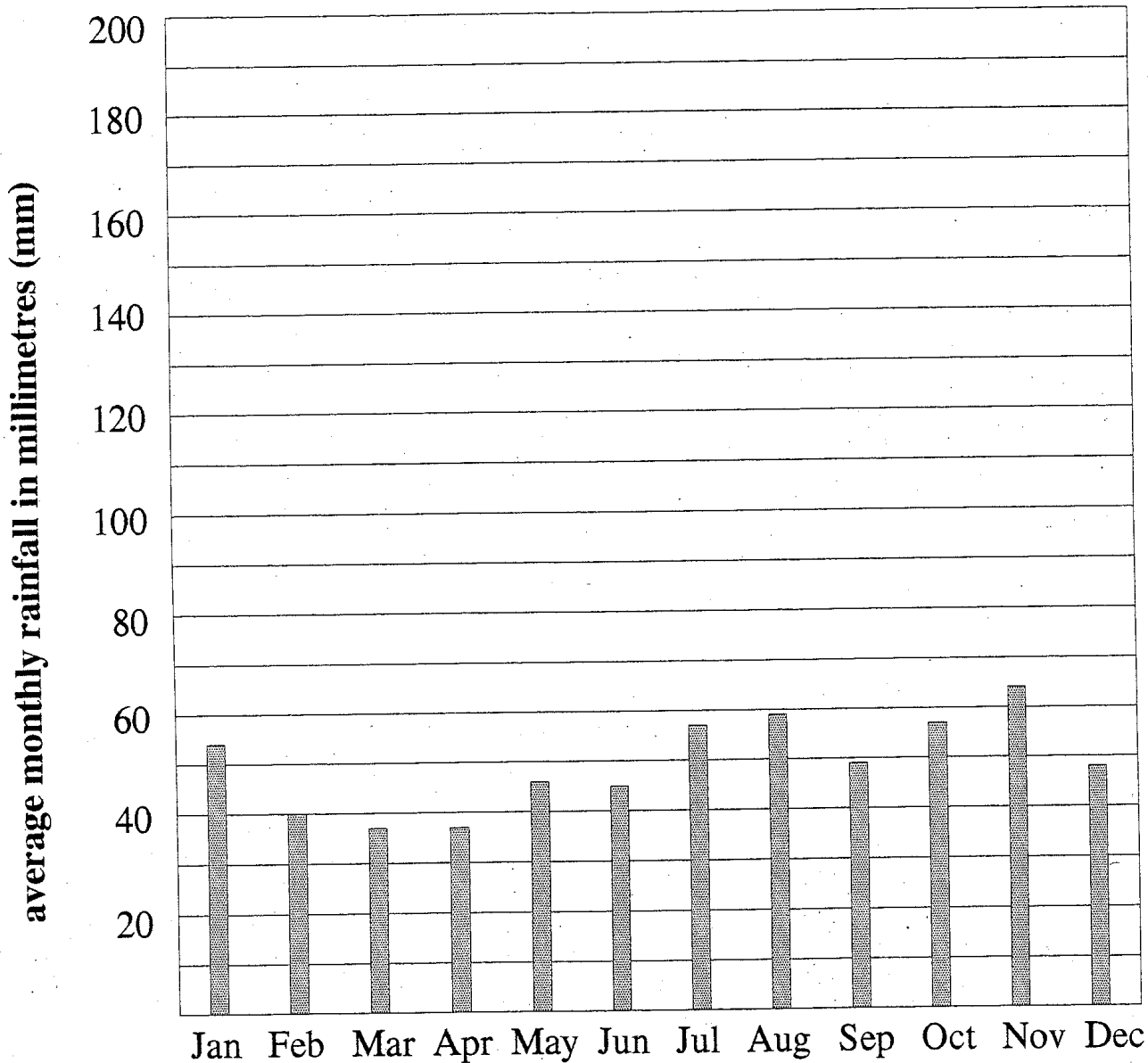


Rainfall (millimetres) in _____ (Town) _____ (Country)

Jan _____ Feb _____ Mar _____ Apr _____ May _____ Jun _____

Jul _____ Aug _____ Sep _____ Oct _____ Nov _____ Dec _____

Rainfall in London, England

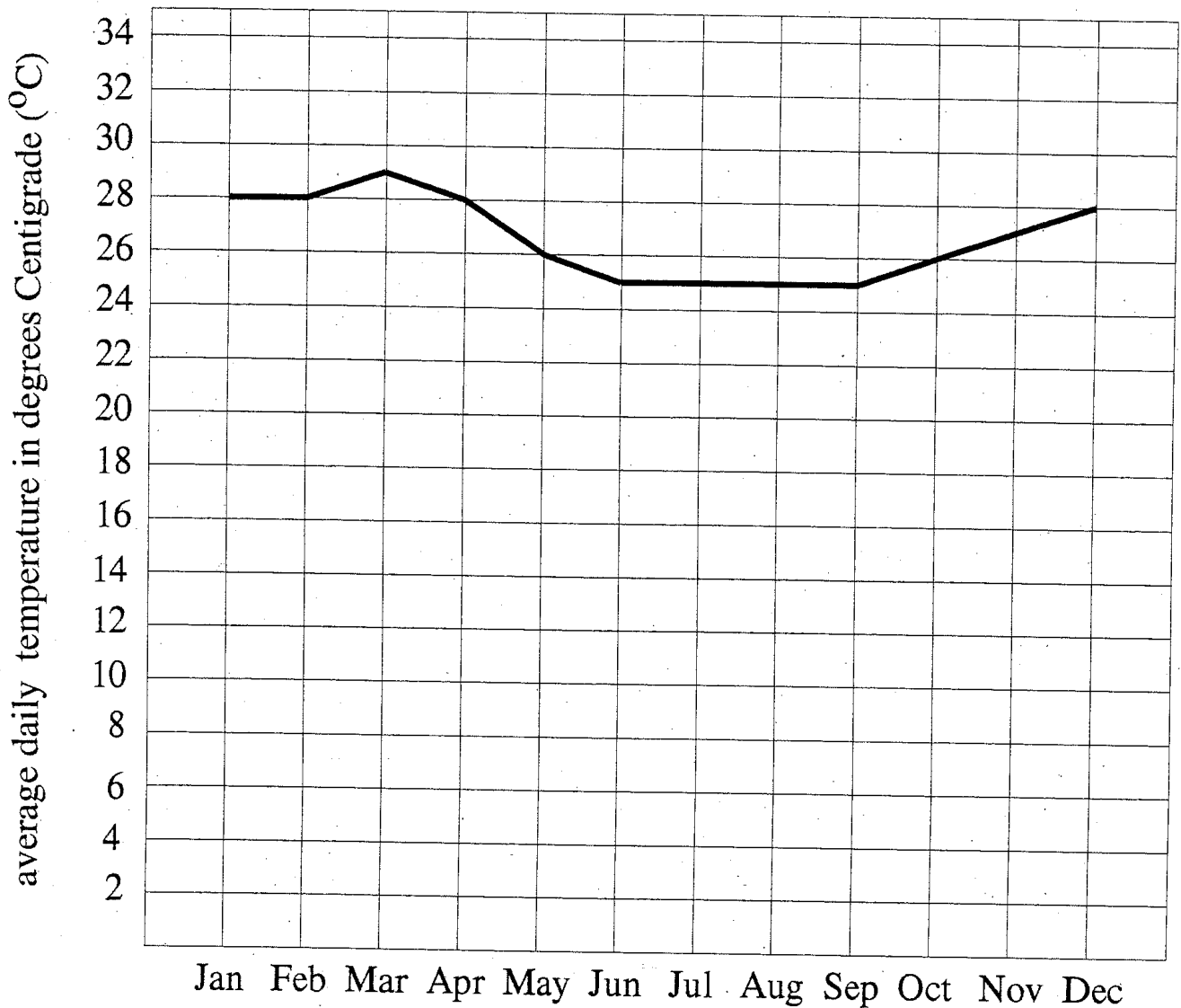


Rainfall (millimetres) in _____ (Town) _____ (Country)

Jan _____ Feb _____ Mar _____ Apr _____ May _____ Jun _____

Jul _____ Aug _____ Sep _____ Oct _____ Nov _____ Dec _____

Average daily temperature in Mombasa, Kenya



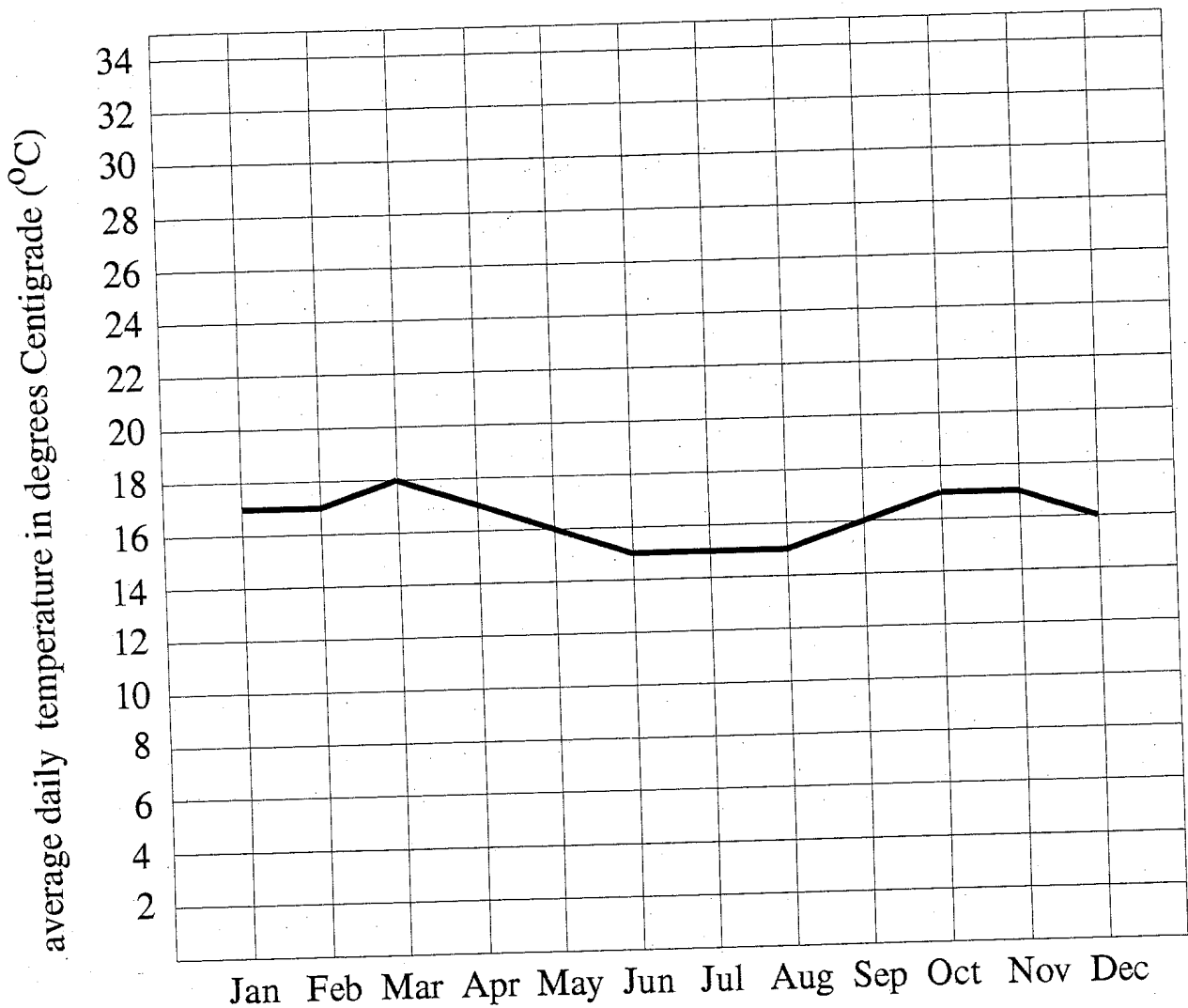
The graph above shows the average daily temperature for Mombasa, on the coast of Kenya. Remember, this is only an average. Some days are warmer than this, and some are cooler.

Average daily temperature for _____ (town) _____ (country)

Jan _____ Feb _____ Mar _____ Apr _____ May _____ Jun _____

Jul _____ Aug _____ Sep _____ Oct _____ Nov _____ Dec _____

Average daily temperature in Eldoret, Kenya



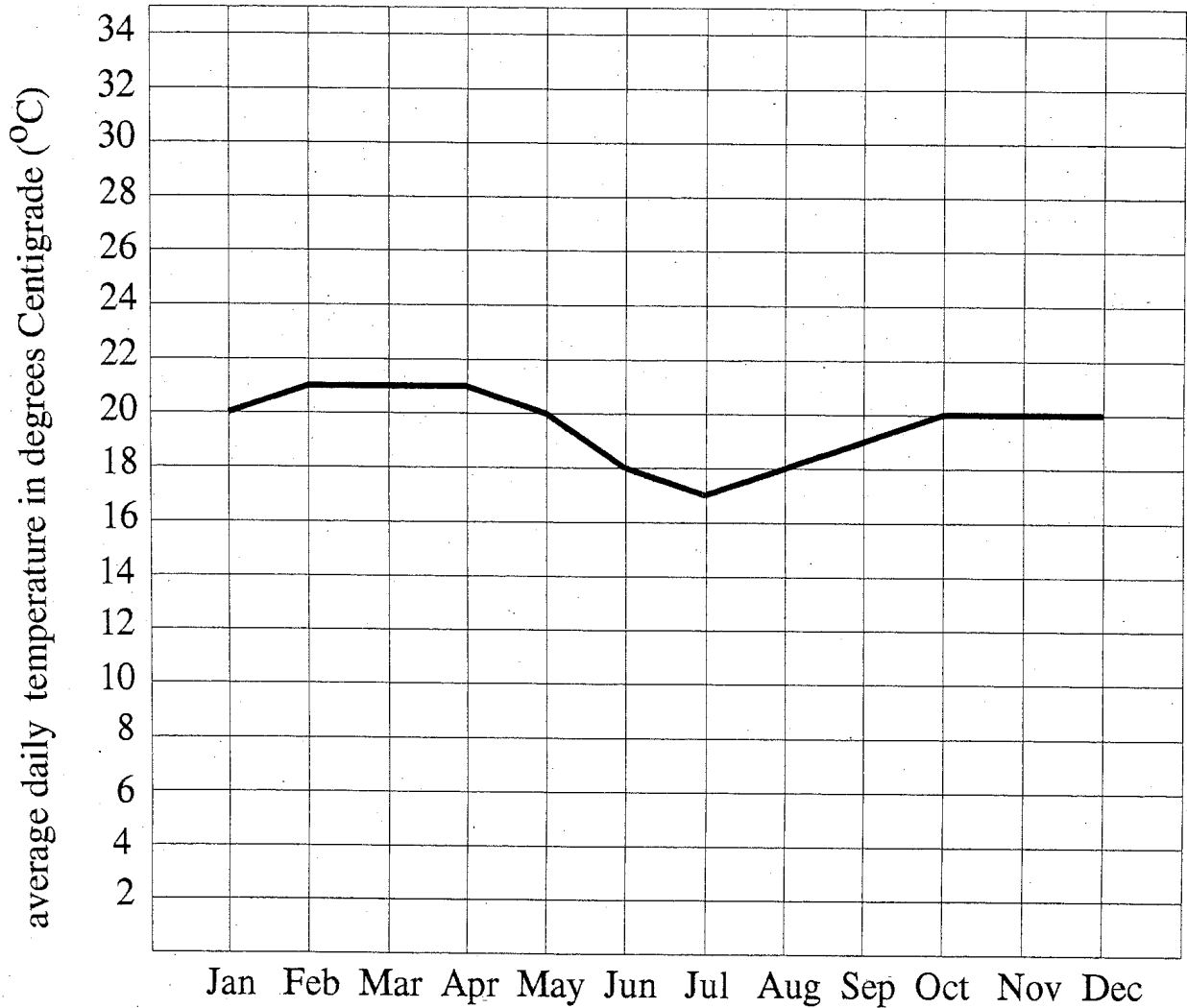
The graph above shows the average temperature for Eldoret, a town in the highlands of Kenya. Remember, this is only an average. Some days are warmer than this, and some are cooler.

Average daily temperature for _____ (town) _____ (country)

Jan _____ Feb _____ Mar _____ Apr _____ May _____ Jun _____

Jul _____ Aug _____ Sep _____ Oct _____ Nov _____ Dec _____

Average daily temperature in Nairobi, Kenya



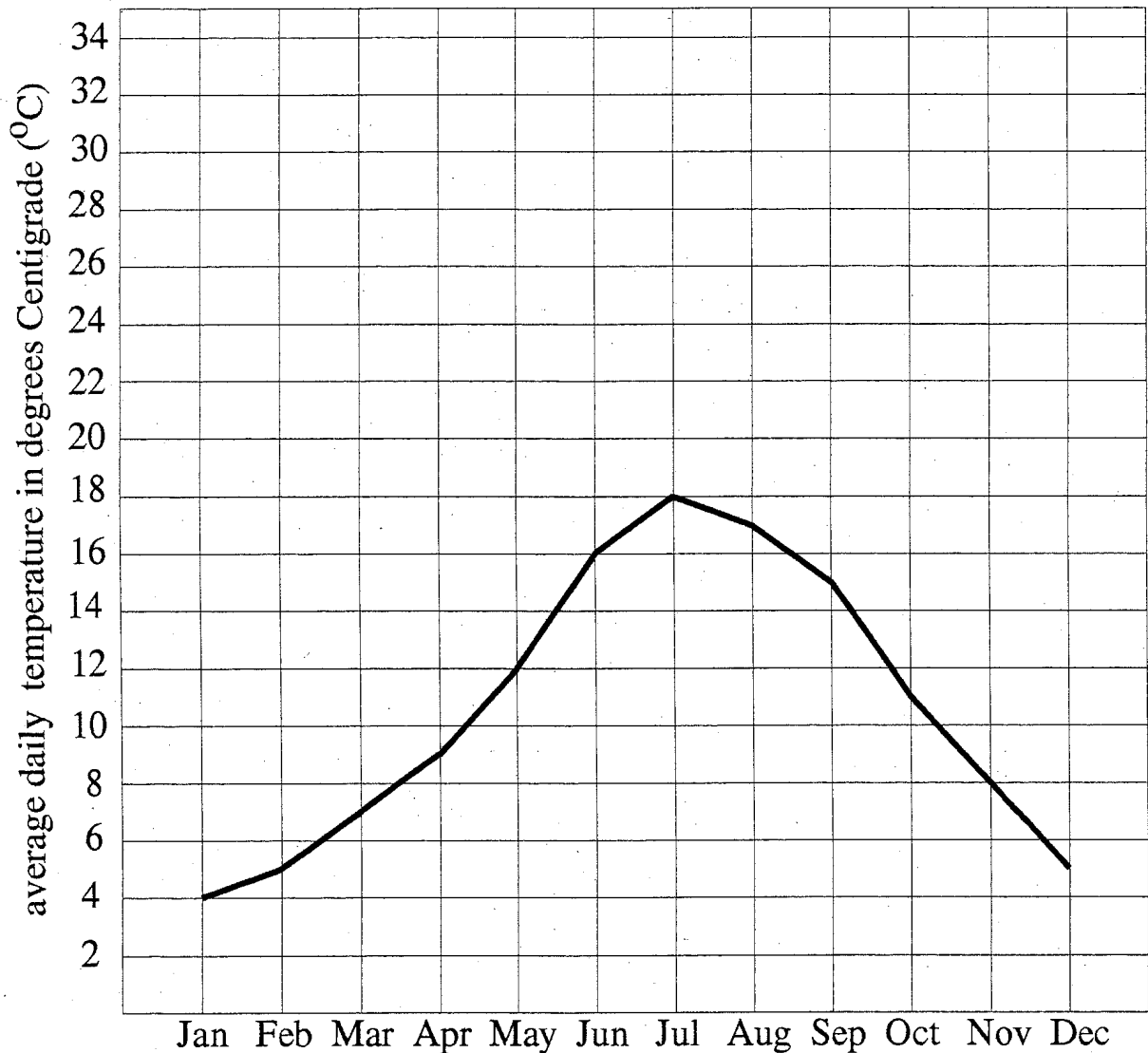
The graph above shows the average daily temperature for Nairobi, the capital of Kenya. Remember, this is only an average. Some days are warmer than this, and some are cooler.

Average daily temperature for _____ (town) _____ (country)

Jan _____ Feb _____ Mar _____ Apr _____ May _____ Jun _____

Jul _____ Aug _____ Sep _____ Oct _____ Nov _____ Dec _____

Average daily temperature in London, England



The graph above shows the average daily temperature for London. Remember, this is only an average. Some days are warmer than this, and some are cooler.

Average daily temperature for _____ (town) _____ (country)

Jan _____ Feb _____ Mar _____ Apr _____ May _____ Jun _____

Jul _____ Aug _____ Sep _____ Oct _____ Nov _____ Dec _____

World climate data

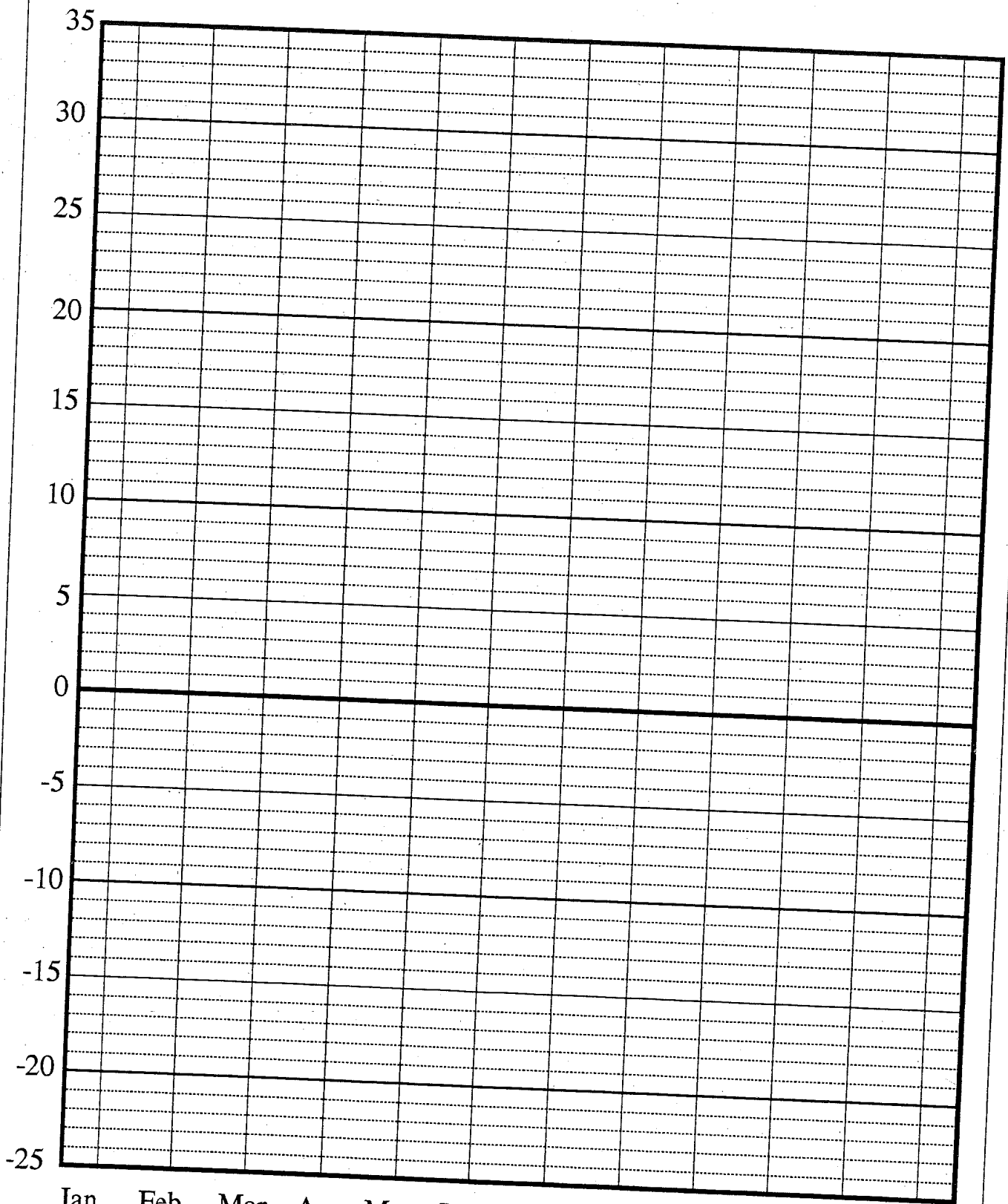
Average daily temperature (°C)

Town	Country	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Bangkok	Thailand	26	28	29	30	29	29	28	28	28	28	26	25
Santiago	Chile	21	20	18	15	12	9	9	10	12	15	17	19
Perth	Australia	23	23	22	19	16	14	13	13	15	16	19	22
Cape Town	South Africa	21	21	20	17	14	13	12	13	14	16	18	19
Lima	Peru	23	24	24	22	19	17	17	16	17	18	19	21
Alice Springs	Australia	29	28	25	20	15	12	12	14	18	23	26	28
Bombay	India	24	24	26	28	30	29	27	27	27	28	27	26
Kinshasa	Zaire	27	28	29	28	28	26	26	25	26	26	28	28
Manaus	Brazil	28	28	28	27	28	28	28	28	29	29	29	28
Anchorage	Alaska	-11	-8	-5	2	7	12	14	13	9	2	-5	-11
Mawson	Antarctica	0	-5	-10	-14	-15	-16	-18	-18	-19	-13	-5	-1
Lusaka	Zambia	21	22	21	21	19	16	16	18	22	24	23	22
Rome	Italy	8	9	11	14	18	22	25	25	22	17	13	10
London	England	4	5	7	9	12	16	18	17	15	11	8	5

World climate data

Mean monthly rainfall (millimetres)

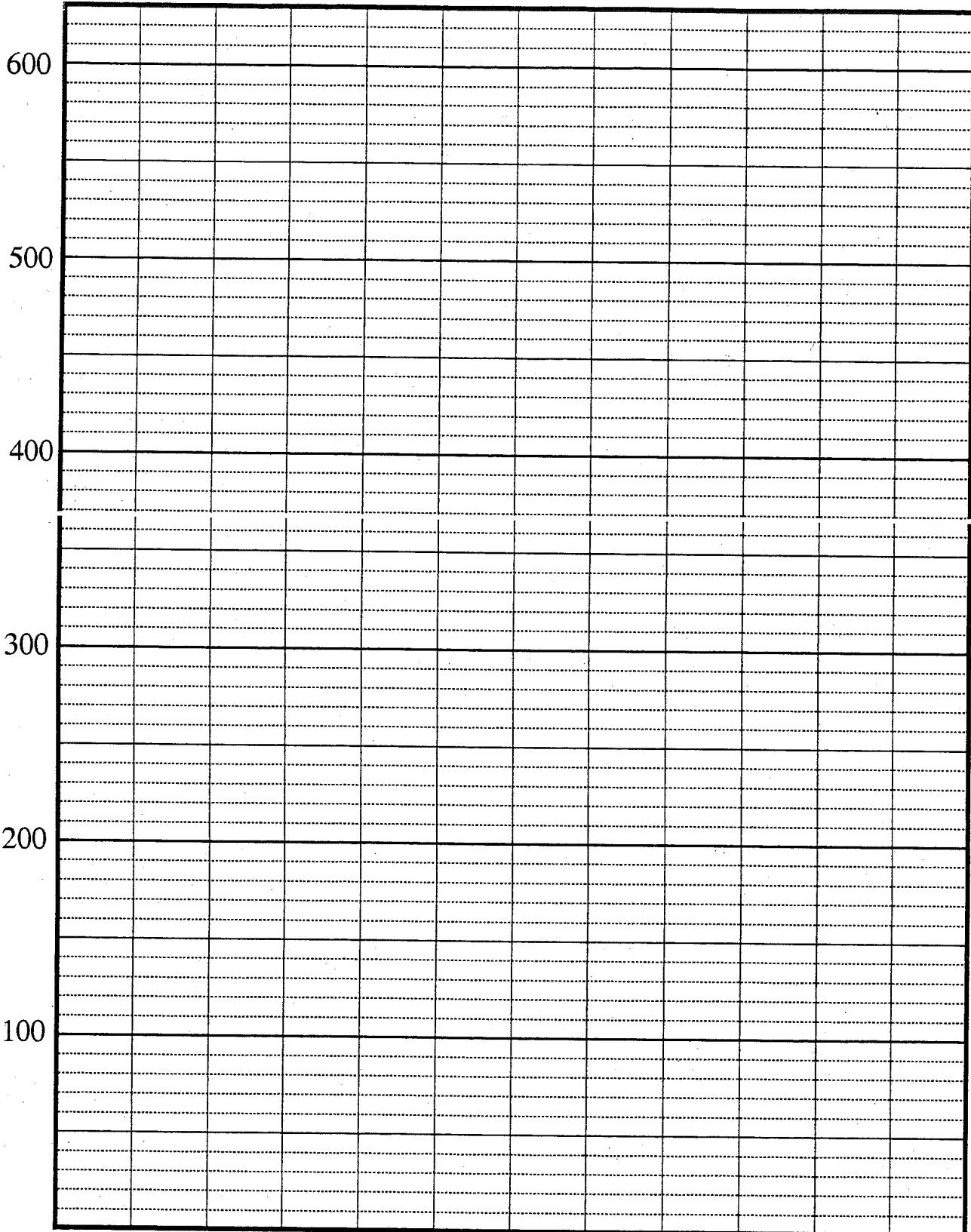
Town	Country	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Bangkok	Thailand	8	20	36	58	198	160	160	175	305	206	66	5
Santiago	Chile	3	3	5	13	64	84	76	56	31	15	17	19
Perth	Australia	8	10	20	43	130	180	170	150	86	56	20	13
Cape Town	South Africa	15	8	18	48	79	84	89	66	43	31	18	10
Lima	Peru	3	2	1	2	5	5	5	8	8	8	8	2
Alice Springs	Australia	43	33	28	10	15	13	8	8	8	18	31	38
Bombay	India	3	2	2	2	18	485	617	340	264	64	13	3
Kinshasa	Zaire	135	145	196	194	158	8	3	3	31	119	221	142
Manaus	Brazil	249	231	262	221	170	84	58	38	46	107	142	203
Anchorage	Alaska	20	18	15	10	13	18	41	66	66	56	25	23
Mawson	Antarctica	11	30	20	10	44	180	4	40	3	20	0	0
Lusaka	Zambia	231	191	142	18	3	2	2	0	2	10	91	150
Rome	Italy	71	62	57	51	46	37	15	21	63	100	129	93
London	England	54	40	37	37	46	45	57	59	49	57	64	48



Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

Average monthly temperature in degrees Celsius ($^{\circ}\text{C}$) for

_____ (town) _____ (country)

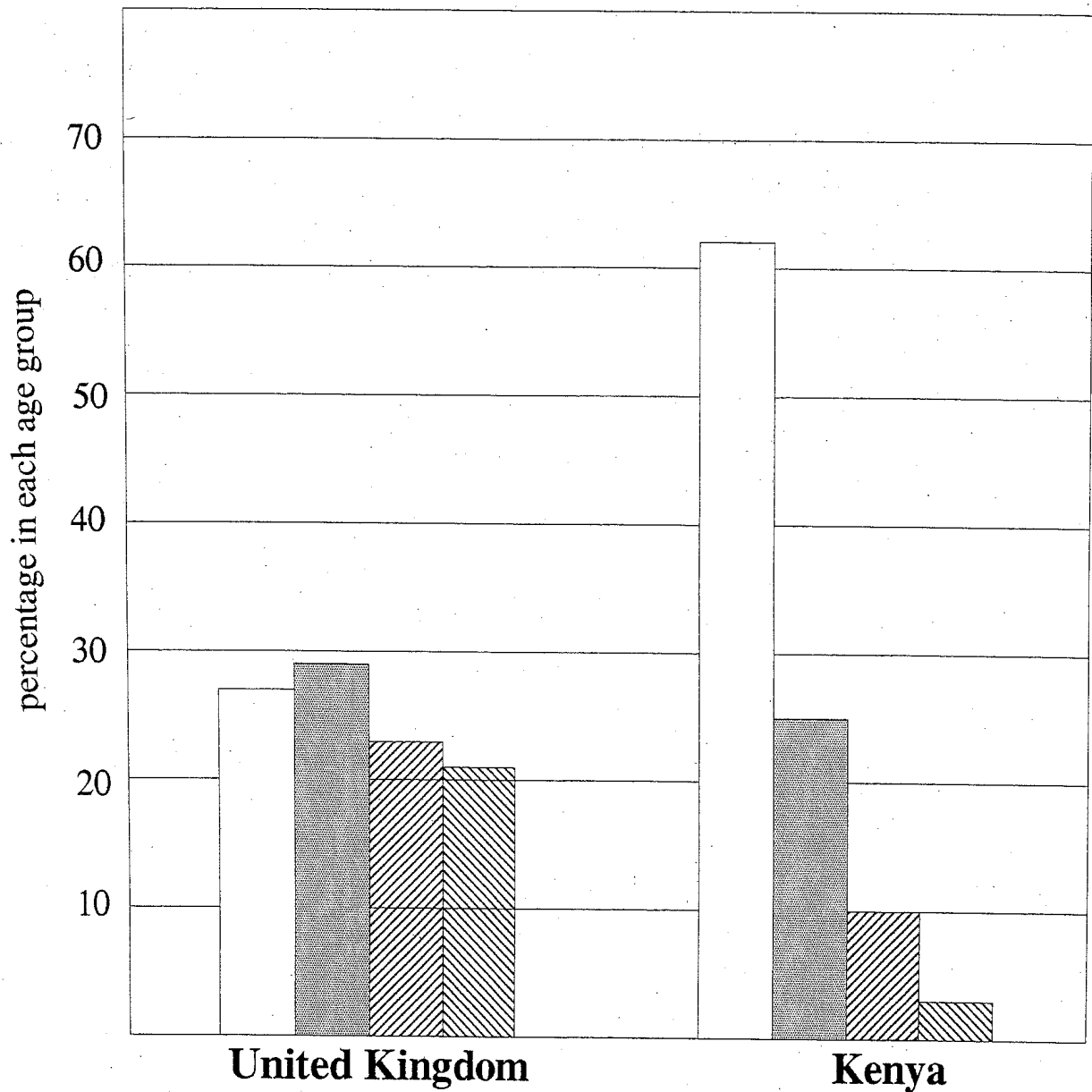


Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

Average monthly rainfall in millimetres for

_____ (town) _____ (country)





How old are most Kenyans?



This chart shows the percentage of people of different ages in Kenya and in this country. You can see that they are quite different.

Which country has the most young people (less than 20 years old)?

Which country has the most older people (60 or more years old)?

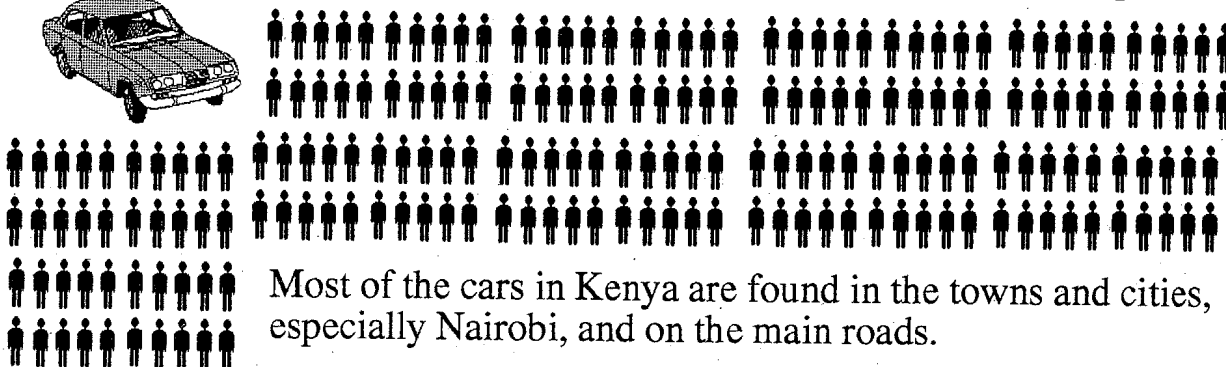
-  Under 20 years old
-  20 to 39 years old
-  40 to 59 years old
-  Over 60 years old

Are there many cars in Kenya?

There is one car in the United Kingdom for every 3 people:



There is one car in Kenya for every 200 people



Most of the cars in Kenya are found in the towns and cities, especially Nairobi, and on the main roads.

There will be more cars in Kenya in future. There are now three factories in the country which are building cars, mainly using kits brought from other countries. There is also a tyre factory which produces 500,000 tyres every year!

Are there many TVs and radios in Kenya?

In the United Kingdom there are two radios for every television.



In Kenya there are 15 radios for every television

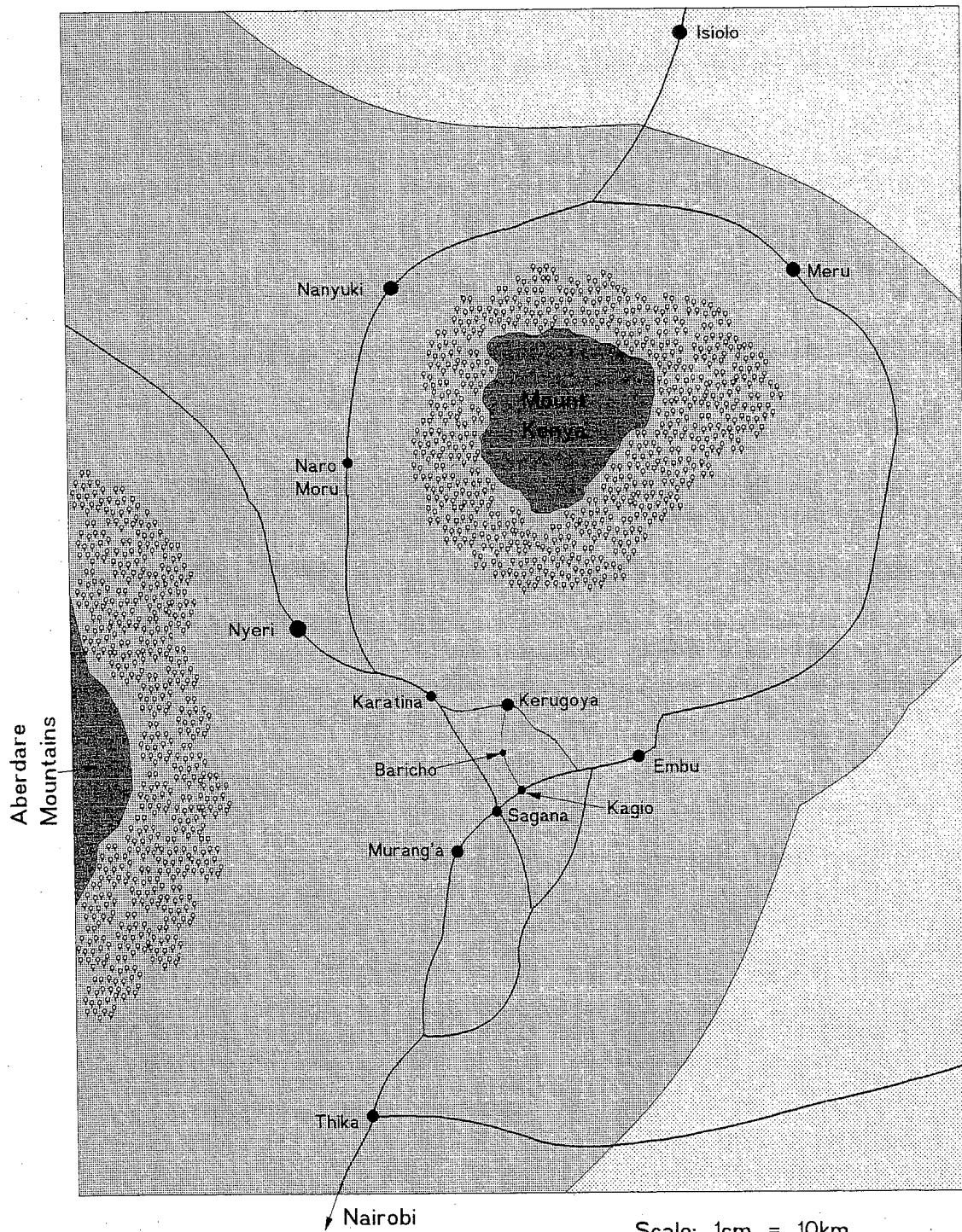


Televisions are still not very common in Kenya. Most of them are owned by people in the towns. They are expensive, and most people do not have electricity in their homes.

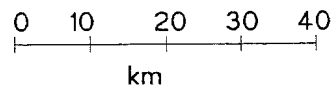
Radios are very popular, because they can work from batteries. There are several Kenyan radio stations. They broadcast in Swahili and English mainly. There are also programmes in most of the languages of Kenya, such as Kikuyu, Luo, Maasai and Luhya.


Some of the TV programmes are made in Kenya, but some are bought from other countries, especially the USA and Britain.


Map of Kenya around Baricho





Scale: 1cm = 10km



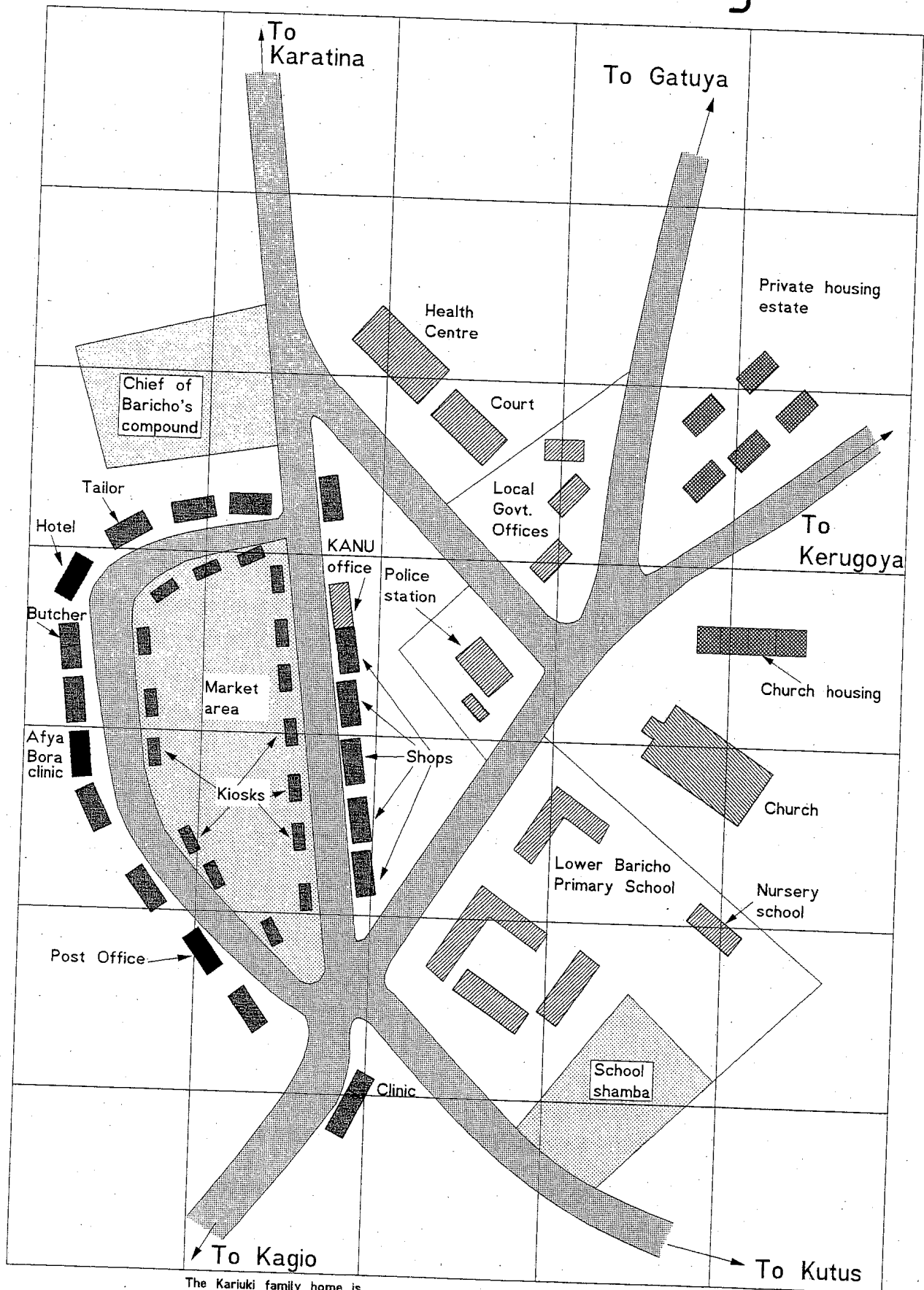
 This area is higher, cooler and rainier. Many people live in this part.

 These are the high mountains. It is too cold and wet for people to live here.

 This area is lower, hotter and drier. Not very many people live here.

 These are the mountain forests. People are not allowed to cut them down. There are many wild animals in the forests












Map of Baricho village



The Kariuki family home is about 1 km from Baricho along this road.

Map of the Kariuki family shamba

River Rwamuthambi

-  Bananas
-  Beans
-  Maize
-  Coffee bushes
-  Sweet potatoes
-  Tomatoes
-  Fruit trees
-  Other trees
-  Felled trees
-  Rough grass
-  Napier grass (for the cow)

Bananas and beans

Steep slope planted with maize and beans

Land ploughed and planted with maize and beans

Waterfall

Boundary of the Kariuki family shamba

Irrigation canal

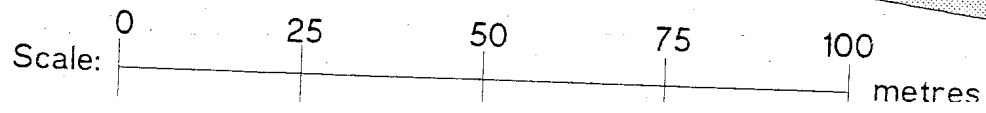
Bananas

Kariuki family compound

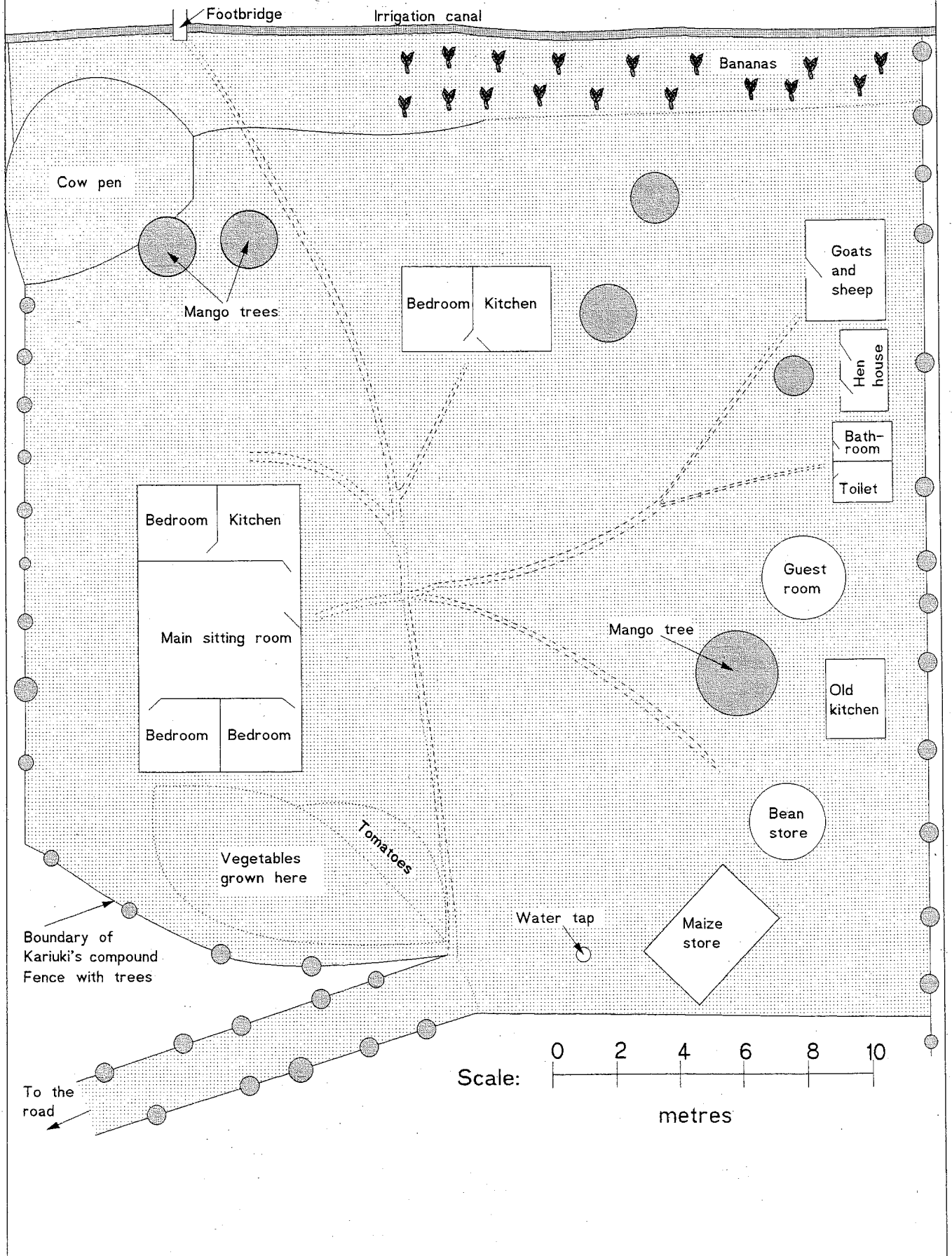
Material was taken from this land to build the road. Now it is being used for rough grazing.

Fruit trees and bananas

Road



Map of the Kariuki family compound



Daily timetable of the Kariuki family

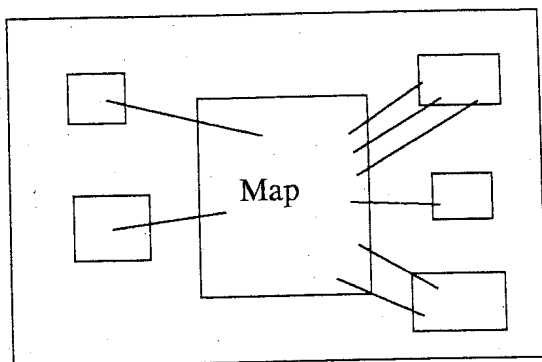
Time	Wambui	Kariuki	Grandchildren
5.45 am	Get up Light lamp and jiko Make tea and uji		Get up, wash and dress
6.15 am			
6.30 am	Eat breakfast of tea and uji.		Eat breakfast of tea and uji.
7.00 am	Milk cow	Get up	Start off walking to school
7.30 am	Let goat and sheep out of pen and tether them	Eat breakfast	Arrive at school and help with work.
8.00 am	Organise the day's jobs for the shamba workers	Start out to the village to open the clinic	Prepare for the day's lessons.
	Work in the shamba ↓	Work in the clinic ↓	Lessons start. Lessons till 10.20 Break till 11.00 Lessons till 12.45 ↓
12 noon	Lunch break		Lunch break
2.00 pm	Work in the shamba ↓		Lessons ↓
4.00 pm			Lessons end Clean school or work on school shamba
5.00 pm	Workers go home		Walk home
5.30 pm	Prepare and cook food for supper	Come home	Wash uniforms Lock up goats and sheep for the night
7.00 pm	← All eat supper →		
7.30 pm			
8.00 pm	Do sewing and mending.	Deal with any emergency patients who come to the house.	Wash up
8.30 pm	Discuss <i>shamba</i> work with Kariuki.	Visit neighbours.	Do homework
9.00 pm	Listen to radio.	Listen to radio	Go to bed
9.30 pm			
10.00 pm	Go to bed	Go to bed	

Instruction sheet *Kariuki Family Home*

For this activity you need:
 the **map of the Kariuki family compound**
 a large sheet of plain paper
 the photosheet of the **Kariuki family compound**
 a **photocopy** of the photosheet of the **Kariuki family compound**
 the chart labelled '**The buildings in the Kariuki family compound**'
 the sheet labelled '**A typical British house**'

Like most people in Africa, the Kariuki family live in a home which is quite different from most British homes. The home consists of several buildings. These buildings, together with the space between them, make up the family **compound**. The whole compound is equivalent to our house.

1) Take the map of the Kariuki compound and stick it in the middle of your large sheet of paper. Now take the copy of the photosheet and cut out the 5 boxes with photos in. Each member of your group should have one photo. Look at the map and find where each of the buildings are. Arrange the pictures on the sheet around the map so that you can draw lines from each picture to its position on the map. Try to make sure that the lines do not cross. When you have found the best positions, stick the pictures onto the sheet and draw the lines. Your sheet should look something like this:



2) There are 8 buildings on the Kariuki family compound, excluding the old

kitchen. They are the main house, the white building, the bathroom and toilet, the sheep and goat house, the hen house, the guest house, the maize store and the bean store. Take a piece of paper, and divide it into columns like this:

Building	No. of rooms	Roof of	Shape

3) Write down the 8 buildings in the left hand column. Using the photos and the map, fill in the other columns for each building. Some buildings have metal roofs, and some have grass thatch. Some are round and some are rectangular.

4) Look at the tree diagram labelled '**The buildings in the Kariuki family compound**'. Using the information you have just put onto your chart and the photos, you should be able to fill in all the boxes and put the names of the other buildings wherever there is a dotted line. Discuss everything in the group before you write anything down.

5) When you have finished, test your tree to see if it works. Take turns to choose the buildings and ask questions. Make sure that all of the buildings 'come out' correctly.

6) Now take the page labelled '**A typical British house**'. Read what it says. Then cut the plans up, so that all the rooms are separate. Take a blank sheet of paper and arrange the rooms in the way they might be arranged in a Kenyan home. Glue them onto the paper.

7) Which parts of the British home would not be found in the Kenyan home? What other buildings might a Kenyan home have?

When you have done this, tell your teacher that you have finished.

Instruction sheet *Farming on the Kariuki family shamba*

Make sure you have the following:
 a copy of the sheet labelled 'The farming year in Baricho'
 the chart labelled 'Rainfall in Nairobi, Kenya'.
 the map of the Kariuki family *shamba*
 the photosheets 'Growing crops on the *shamba*' and 'Domestic animals'
 the chart showing the number of domestic animals in Kenya and the UK.

1) To begin, you need the rainfall in Nairobi chart and the farming year chart.
 The rainfall in Baricho is similar to that in Nairobi. Look at the chart and see which months have the most rain. One person in the group should then look at January's figures and see how much rain falls in that month.

2) Now look at your other sheet. In the 'rainfall' column write:

'dry' if there is less than 50 mm of rain in the month

'wet' if there is more than 50 mm but less than 100mm in the month

'very wet' for months which have more than 100 mm of rain

Now repeat this for the other 11 months, taking it in turns to find the rainfall for each month from the chart.

3) When you have finished, choose someone to read through the passage 'Weather and farming in Baricho.'

4) Now fill in the rest of the 'Farming year in Baricho' chart. For each month, fill in the work to be done on the *shamba*.

5) Now look at the section about what crops the Kariuki family grow. Choose one person to read it to the rest of the group.

6) There are several different types of crop. For example, some of them are **fruits**. Write down the different types. at the top of a piece of paper and draw columns like this:

Fruit	Vegetables	xxxx?	xxxx?	xxxx?

Decide how many groups there are before you draw the columns. Then write down each of the crops in the correct column.

7) Now look at the chart and the photosheet on domestic animals. There are 4 main common farm animals. Three of them are on the chart, but the fourth is not. What is it?

8) Now look at the questions under the heading 'Farm animals in Kenya and the United Kingdom'. See if you can answer them.

9) When you have answered them, write down a list of the animals which you have talked about. There should be a total of six. Now make a chart like this:

Animal	Kenya	United Kingdom	Used for

Write down the names of the six animals in the left hand column, then under each country write down how common it is in that country, e.g 'very common', 'uncommon' etc. Finally fill in the uses of each animal in the right hand column.

When you have done this, tell your teacher that you have finished.

Instruction sheet *Farming in Kenya*

For this activity, make sure you have:
a set of cards about crops in Kenya
a sheet headed '**Kenyan food crops**'.
two photocards, '**Farming around Baricho**'
and '**Coffee**'.

1) Take the cards and divide them among the group. Then, take it in turns to read one of your cards to the rest of the group. After each card has been read, someone should fill in the '**Kenyan food crops**' chart. You should know whether or not it is grown by the Kariuki family from your earlier work. If you can't remember, go back to your earlier work and check. If you still can't find the answer, ask your teacher for a copy of the sheet with '**What the Kariuki family grow on their shamba**'. Remember, the Kariuki family live in Baricho, and so if the card says 'not grown in Baricho' this also means that it is not grown by the Kariuki family.

2) Some crops are grown in Kenya and then sold to other countries, such as the United Kingdom. Crops like these, which are grown in one country and sold to other countries, are called **cash crops**. Look at your list of Kenyan food crops. Write down all of the ones which are grown as cash crops. You will have to check with the cards to find out. Each member of the group should look at some of the cards to check. Some crops, such as mangoes, are both cash crops and food crops in Kenya, since most are eaten in Kenya but some are sold to other countries.

3) You should find nine of the crops on the list are sometimes or always grown as cash crops. Why do we buy these crops from Kenya? Why do we not grow them on our own farms?

4) Now look at the photosheet labelled '**Farming around Baricho**'. Take it in turns to read one of the pieces of writing.

5) There are two ways in which people use their farms to earn some money. What are they? What do people produce to sell to this country? What do they produce to sell locally, around Baricho?

6) Now look at the photosheet on '**Coffee**'. Take it in turns to read the paragraphs on this sheet.

7) One person should read the following statements to the rest of the group:

People in Baricho can earn money by growing coffee.

The price that people are paid for coffee sometimes falls very low.

People are not allowed to dig up coffee bushes, even if they are not making a profit from growing coffee.

The Kenyan government gets money from selling coffee abroad, which it uses for schools, hospitals and other things.

Most of the money which we pay for coffee does not go to the farmers who grow it, but to shops and companies in this country.

Some Kenyans have no land to grow food, while land is used to grow coffee.

8) Now take a piece of paper, and divide it into two columns and label them:

Why people in Kenya grow coffee	Problems about growing coffee
---------------------------------	-------------------------------

Write down each of the 6 statements above in the column you think is correct.

When you have done this, tell your teacher that you have finished.

Instruction sheet *Food and cooking*

For this activity you need:

the photosheet labelled '**Food preparation and cooking**'

a set of 24 cards about food and cooking in Baricho

1) Divide the cards equally among the group (if there are 4 of you, each should have 6 cards).

Take it in turns to read one of your cards to the rest of the group.

Carry on until you have read all of the cards.

2) Everyone should then look through their cards to find things which we don't have in this country. Take these cards out and put them in the middle of the group. Divide a piece of paper into two columns, with the heading 'Baricho' for one column and 'United Kingdom' for the other. Write down the titles of all of the cards which you have taken out in the 'Baricho column'.

3) Some of the things which you have just written down have an equivalent in this country. Look at the cards and see if you can find the equivalents, e.g if a *jiko* is a Kenyan stove, what is the UK equivalent. Write them down in the other column.

4) Now look back at the rest of the cards. Find out the ones which are different types of **fuel** used for cooking. Some of them are used a lot in Baricho, but not much in this country. Write them down in the Baricho column, and put the others in the UK column.

5) Now take the cards you still have left. Put them into the middle of the group and then divide them equally among yourselves again.

For each card you have, you need a piece of paper. At the top of the paper, write the title of the card. Then divide the paper into two columns, headed 'Baricho' and 'United Kingdom' again. In the Baricho column, copy the writing from the card. Then in the United Kingdom column, write what you know about the subject in this country. Say in what ways things are different here from in Baricho. For example, for 'Margarine' you could mention different types, how it is packaged and where people keep it. Carry on until you have finished all the cards.

6) When everyone has finished, put all of the paper with your writing on into the middle of the group. Read what everyone else has written and see if you all agree. If not, you can add or change things if everyone thinks it is necessary. You could stick all of your papers onto a large sheet and head it 'Food and cooking in Baricho and our country'.

7) Now find the photosheet labelled 'Food preparation and cooking'. Take it in turns to read one of the pieces of writing to the rest of the group.

8) When you have finished collect up all the cards that you have been using again. Then look at the photosheet again. See how many of the card titles are also mentioned on the photosheet. You should find at least 10.

When you have done this, tell your teacher that you have finished.

Instruction sheet *Children and schools*

Make sure you have:

The sheet with the charts **How many teachers are there in Kenyan schools?** and **How many children go to school in Kenya?**

A sheet with **The children's day** at the top
Two photosheets **Lower Baricho Primary School** and **Children in Baricho**.

A set of cards

1) Look at the sheet with the charts on. Find out how many children and teachers there are in your school, and work out how many children per teacher. Why are there more than 17 children in most classes? Do you think that there are more than 43 children in most Kenyan classes? From the chart showing how many children go to school, what is the main difference between this country and Kenya? What is the cause of this difference?

2) From the sheet labelled 'The children's day', work out how much time the Kariuki children spend in different activities e.g in lessons, playing, working at home, working for the school etc. Then work out how much time you spend in different activities on an average school day. Put your results in a table like this:

Activity	Children in Baricho	Myself
Sleeping	8 hrs 45 mins	9 hrs

Continue the table. The total time for each column should add up to 24 hrs.

3) What are the main differences between the way you and children in Baricho spend their day? Is there one thing which you spend a lot of time doing?

Which list is longest? Why do you think this is so?

4) Now look at the school subjects. Make 3 lists of subjects under the headings: 1) Taught in both schools 2) Taught in Baricho, but not in our school 3) Taught in our school, but not in Baricho.

5) Now find the set of cards for this activity. Take a piece of paper and divide it into 4 parts and label them like this:

True in Baricho and in our school	True in our school but not in Baricho
True in Baricho but not in our school	Not true in our school or in Baricho

6) Each member of the group should pick up one of the cards. You have to decide in which of the four parts of the sheet it should go. To find out, you can look at any of the charts, sheets or photos which you have. When you have decided, keep the card and take another. Continue until all the cards have been used.

7) Now, take it in turns to read out one of your cards and tell the rest of the group where it should go. You must be able to show the group where you found the answer e.g say 'I know that children in Baricho always wear school uniform because all the photos show them in their uniform.' If anyone disagrees, you can all look to try to find out the correct answer.

When you have done this, tell your teacher that you have finished.

Instruction sheet *Water and washing*

For this activity you need:

- a set of 5 cards about **Water in Baricho**
- the photosheet '**Water and washing**'.
- a sheet labelled **Ways of getting water in Baricho**

1) One member of the group should read the following passage:

'Water is one of the most important things in the world. Everybody needs it for drinking, cooking, washing ourselves and our clothes and for washing up. Crops need water to grow, and animals need water to drink. In our country, it is usually easy to get water. We just have to turn on a tap and there is plenty of water whenever we need it. To get this water to us is a very complicated and expensive business. There are huge reservoirs, pumping stations, treatment plants and many thousands of miles of underground pipes.

In most of Kenya, people do not have running tapwater. The country is not rich, and because most of the people live spread out over the countryside, it would be very expensive to provide tapwater for everyone.'

2) Now you need the 5 cards about water in Baricho. Each member of the group should take it in turns to read their card. If there is a card left, someone should read it.

3) Each of these ways of getting water has both advantages and disadvantages. Take a piece of paper, and divide it into 3 columns and 6 rows like this:

Method	Advantages	Disadvantages

Complete the table, writing the five different methods in the left hand column, and their advantages and disadvantages in the other columns.

4) Now take the passage labelled 'How water is used in homes'. One member of the group should read the part titled 'In the United Kingdom' while the others listen, then another member of the group should read 'In Baricho'.

5) Now the other members of the group should read the passages about how water is used **outside** the home.

6) Discuss in your group what are the main differences between the ways in which water is used in this country and in Baricho.

7) Now cut the sheet **Ways of getting water in Baricho** into its 4 parts. Each person should have one part and try to fill in the spaces marked using the information on the card.

If you cannot work out the answers, see if the rest of the group can help. If not, then ask your teacher for help.

8) When you have finished, discuss these methods of getting water.

Which is the hardest work?

Which is the most reliable?

Do you think it would be possible to use as much water as we do every day if you lived in Baricho and had to get your own water?

When you have discussed this, tell your teacher that you have finished.

Instruction sheet *Shops and markets*

For this activity you need:
the photosheet labelled 'Markets'
the photosheet labelled 'Village shops'
a set of cards
a copy of the map of Baricho village

1) First look at the photosheet on the village shops. Take it in turns to read a paragraph to the others in your group. If your paragraph refers to a photograph, then the whole group should look at the photograph. When you have finished, do the same thing with the photosheet on markets.

2) Now take a piece of paper and divide it into two columns. Label one column 'Village shops' and the other column 'Markets'. Each person should then read again the paragraph that they read earlier. When you find something mentioned which is sold in shops or markets, write it down in the correct column. You should also look at the photographs to see if there is anything else you can see which is being sold. When you have finished you should have two lists, one of things which are sold in shops in Baricho and one of things which can be bought in the market.

3) Now you need the set of cards. These should be arranged in a pile face down, with number 1 on the top, number 2 next and so on until number 16.

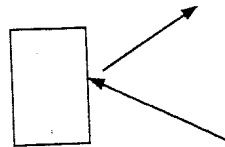
The first member of your group should pick up the first card and read it to the group. At the end of the writing on each card there is a question or some instructions telling you what to do. Your group should try to answer the question or follow the instructions. **Do not look at the next card** until you have done this. You will usually need to look at

the map of Baricho village to help you decide on your answers.

When you look at the next card, it will tell you the answer and will explain the reasons. Make sure you understand before you carry on with the activity. Continue until all the cards have been used.

4) When you have finished, you should have seen how a woman could spend a day in Baricho village and the route she might follow.

Take your map of the village, and use a coloured pen to show the route she takes. You may need to look at the cards again to remind you of where she had to go. Draw arrows showing where she goes in and out of a building, like this:



By the side of each building or place, write down why she went there, e.g. what she bought.

5) The cards give a description of the way in which many people have to do their shopping and other things in Kenya. What do you think are the main differences between shopping in Kenya and in this country? Discuss it among your group.

When you have done this, tell your teacher that you have finished.

Instruction sheet *Goods and services in Baricho*

Make sure you have:

a copy of the 'Map of Baricho village'

a copy of the 'Map of Kenya around Baricho'

a set of cards on 'Goods and services in Baricho'

the photosheets 'Baricho village' and 'Health care'.

1) Place the set of cards in the middle of the group. Take it in turns to read a card out loud to the rest of the group. After each card has been read, look at the maps to find out exactly where you would have to go to find the service mentioned. Some are shown on the map of Baricho village, others on the map of Kenya around Baricho. Each person should keep the cards that they have read.

2) When you have finished, take a piece of paper and divide it into columns like this:

Service	Kariuki family	Our school
---------	----------------	------------

3) Read this list to the rest of the group:

- catch a bus to the capital city
- have clothes made
- fill a car with petrol
- buy fresh fruit and vegetables
- go to secondary school
- get help from the police
- go to church
- have a baby weighed and vaccinated
- post a letter
- eat a meal out and have a cup of tea
- buy a packet of sugar
- be treated by a doctor
- visit the local education office
- have a bicycle repaired
- buy a packet of cornflakes

4) Now read the statements above one by one. After each statement, someone should write it down on your charts in the column labelled 'services'. For each statement, everyone should look at their cards to see if they can

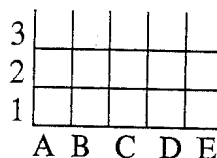
find out where the Kariuki family have to go to find each of these things, and the distance they have to travel. Remember, they live one km from Baricho village on the road to Kagio. You should also look at the photosheets which can sometimes help you to find the correct answer. Write the place and the distance in the middle column of the table.

4) Now fill in the third column, writing down where **you** have to go from your school to find these same things, and the distance you have to travel. If you have not already found the answers out, you may need to ask your teacher for help.

5) Count how many of the things above the Kariuki family can do in Baricho village. How many can you do without going more than a kilometre from your school?

6) Take your copy of the map of Baricho village. Write the things which you can do there around the outside of the map and then draw arrows to show where in the village you would have to go for each thing.

7) Take the map of Baricho village again. You will see it is divided into a grid of squares. Label the squares from A to E along the bottom from left to right, and label them along the left hand side from 1 to 7 from bottom to top.



8) Now, the bottom left square is square A1, the one above it is A2, etc. Find the number of the square where each of the following is, and write it down:

hotel, post office, court, tailor, Afya Bora clinic, butcher, police station.

When you have done this, tell your teacher that you have finished.

Instruction sheet **Travel and transport**

Make sure you have:

The sheets labelled '**Your journey from home to Baricho**', '**Timetable of your journey to Baricho**', and the photosheet '**Travel and Transport**'.

1) One member of the group should read the information on the first box on the sheet '**Your journey from home to Baricho**' while the others listen.

2) If you and your teacher have found out how to get to Heathrow airport, then you can now fill in the section at the bottom of the 'Timetable' sheet where it says 'Distance from your home to Heathrow'. If not, you will have to leave this part empty.

3) You should now take it in turns to read the information in the rest of the boxes to the rest of the group.

4) Your aim in this exercise is to fill in all the empty boxes on the 'Timetable' sheet. There are two important things to note:

- distances in Kenya are measured in kilometres, but in this country we use miles. You should fill in both the miles and kilometres columns, and the mph and kph sections in the speed column. 8 kilometres is equal to 5 miles. So to change kilometres to miles, multiply the number of miles by 8, then divide the answer by 5. For example, to change 60 miles to kilometres:
 $60 \times 8 = 480$ $480 \div 5 = 96$
so 60 miles = 96 kilometres

- our time is different from Kenyan time. Our normal time is BST which means 'British Standard Time'. Kenyan time is 'KT' and is 3 hours ahead of BST. So if the time is 6 am BST, then it is 9 am KT. When you fill in the times, you should always put BST or KT.

Read through the boxes again and fill in the

rest of the timetable sheet.

If you have difficulty with any part, then ask your teacher for help.

5) When you have finished, fill in the spaces on the bottom part of the 'Timetable' sheet.

6) Now look at the 'Timetable' sheet, and see if you can answer these questions between you.

Write down your answers.

Which is the slowest part of the journey?

Why is that the slowest part?

How many hours were spent waiting?

Why is Kenyan time different from our time?

How many different types of vehicle were used in your journey?

What was your average speed in kph?

What was your average speed in mph?

7) Now you need the photosheet 'Travel and transport'. Each person in the group should read the caption to one of the pictures and show the picture to the rest of the group.

Take a piece of paper and divide it into 3 columns, with these headings:

Method of transport	Kenya	United Kingdom
---------------------	-------	----------------

8) Now look at this list:

walking	bicycle	bus
matatu	taxi	train
aeroplane	private car	ox cart
horse	boat	motorbike

Write down these 12 means of transport in the left hand column. Then in the Kenya and United Kingdom columns, write down how much you think these means of transport are used, e.g a lot, not much, not at all. When you have done this, tell your teacher you have finished.

Instruction sheet *Harambee!*

For this activity you need:

a set of cards about Harambee schools

a set of cards about women in Kenya

the photosheet on **Women's groups**

Harambee (pronounced Ha-ram-bay) is a Swahili word which means 'pull together'. It is used in Kenya whenever a group of people get together in a group to work to improve their own lives.

1) Get the set of cards on Harambee schools and place them in a pile in the correct order, with number one on top. Now take it in turns to take the top card and read it to the rest of the group.

2) These cards all tell you about ways in which people in Baricho use *Harambee* to help provide their children with a better education.. Make a list of all the things which you can find out which have to be bought by parents. Do your parents have to buy any of these things? Are there any other things for which your parents usually give money to the school. What about school trips, for example?

3) In this country, parents often raise money to help schools. They usually buy special things, such as computers, which the school might not otherwise be able to afford. See if you can remember, or find out, what things your parents have raised money for in the last year, and what they did to raise the money. Some popular ways in this country are school fetes and car boot or jumble sales. These are a lot like *Harambee* days in Kenya. Has your school held any days like this recently?

4) Now take the set of cards about women in Kenya. Put them in the middle of the group. It does not matter what order they are in. Now take it in turns to pick up one of the cards and read what it says to the rest of the

group. When each card has been read, discuss among yourselves whether you think it is **true** or **false** in **this country**. As you decide, put the cards into two sets, true in this country and false in this country. Continue until you have used all the cards.

5) Now look at the cards again. Take only the cards which you think are **true** in this country. Take it in turns to read them and now decide whether they are **true** or **false** in **Kenya** and divide them into two groups again.

6) Now take the cards which are **false** in this country and again divide them up into two groups, according to whether they are **true** or **false** in **Kenya**.

7) When you have finished, you should have 4 sets of cards:

true in this country and **true** in Kenya
true in this country and **false** in Kenya
false in this country and **true** in Kenya
false in this country and **false** in Kenya

Make 4 labels to put with the 4 sets of cards so that you remember which set is which.

8) Now ask your teacher for the answers to what is true and false in Kenya. Check that you have all the answers correct.

9) Now look at the cards in each group. In what ways are the lives of women the same in Kenya and in the United Kingdom, and in what ways are they different?

10) Take the photosheet on women's groups. Take it in turns to read a paragraph. Look at the photographs. What are the two main things which the groups do?

11) Discuss why you think it is women who are most interested in doing these two things.

When you have done this, tell your teachers that you have finished.

Instruction sheet **Traditional Kenya**

For this activity you need a photocopy of the photosheet labelled '**Traditional Kenya**'.

1) The photo shows Kariuki with some traditional Kenyan things which he keeps in his home. They are things which have been passed down to him from his parents and grandparents. In the past, all homes in Baricho would have had things like these which would have been in daily use.

On the photograph, find each of the things which are labelled on the sheet. Draw a line from the label to the actual item on the photograph.

2) You will already have seen some of the things on this sheet when you were doing some of the other activities. Write down all of those which you have already seen. What were they used for? Ask your teacher if you can look at the colour photographs. How many of these things can you find on the photos?

3) Most families in this country keep some things which belonged to their parents and grandparents, even if they are no longer useful. Discuss whether your families have any old things which you know about which have been left from the past.

When you have done this, tell your teacher that you have finished.

Instruction sheet **Kiswahili words**

For this activity you need the set of cards of Kiswahili words.

1) Kiswahili is a language which was originally spoken by people on the Kenyan coast, who are called the Swahili people. It is now used widely throughout Kenya and all children have to learn Kiswahili in school.

Many people just call the language 'Swahili'. This is wrong. The people are called Swahili, and their language is called Kiswahili.

To pronounce the language correctly, it helps if you remember:

'a' is always pronounced as in 'cat', not as in 'say'

'i' is always pronounced like 'ee' as in 'feet'

So 'Kiswahili' is pronounced:

'Kee-swa-hee-lee'

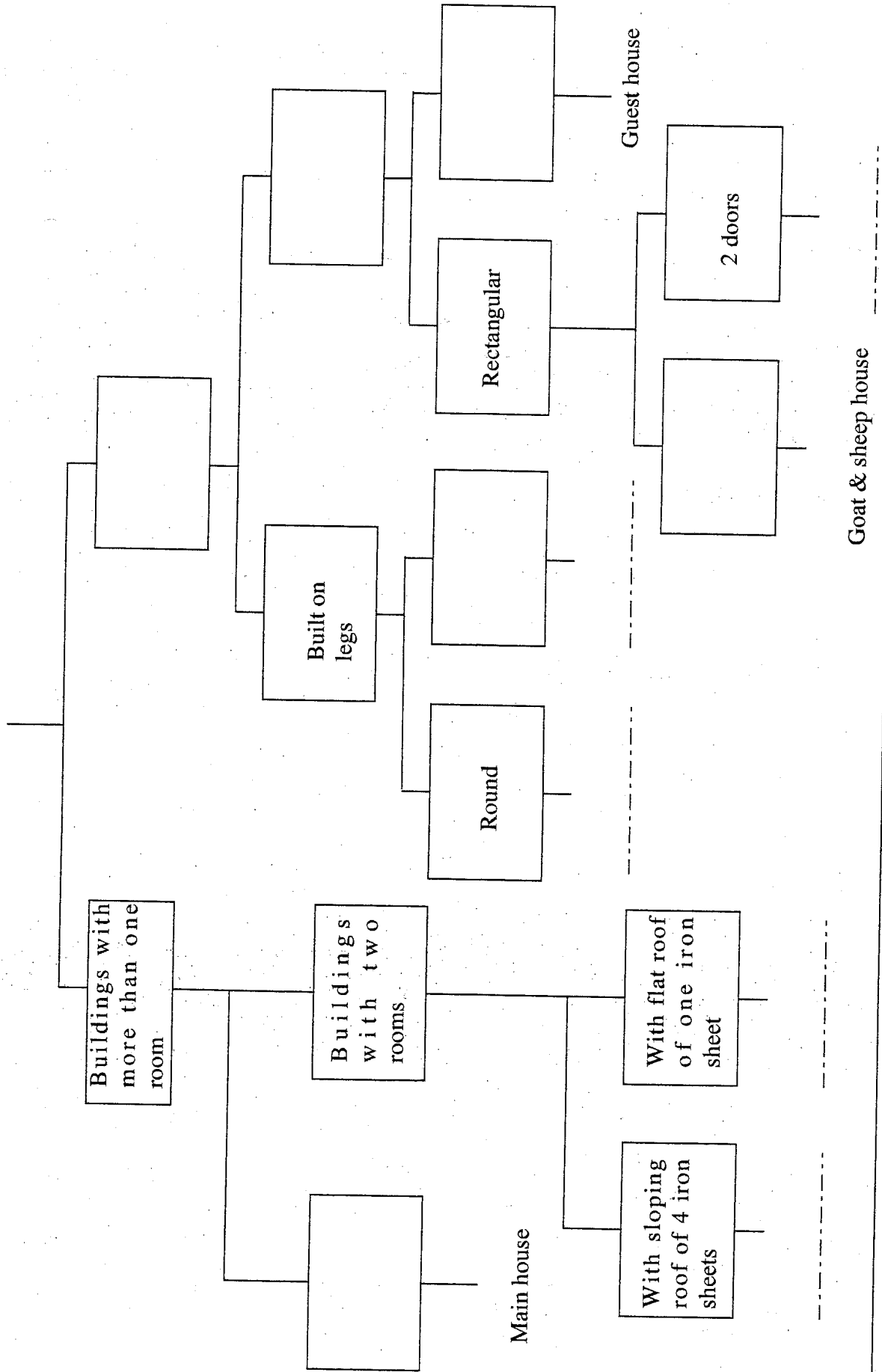
2) Place all the cards in the middle of the group. Take it in turns to read one of the cards to the rest of the group. First read the word, then turn the card over and read the meaning of the word. Carry on until you have read all the cards.

3) Now put all the cards into the middle of the group again. Take it in turns to test one of your friends. Either A) read out the word, and see if they can tell you what it means or, B) read out what it means and see if they can tell you the word.

Carry on until you all know all of the words.

When you know them all, tell your teacher that you have finished.

The buildings in the Kariuki family compound



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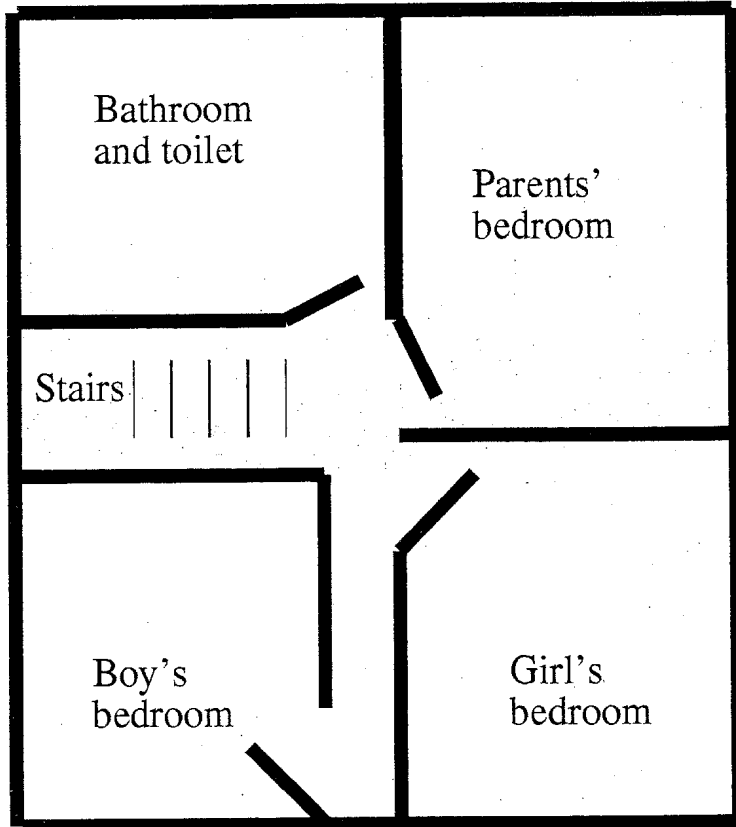
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3) Now put all the cards into the middle of the group again. Take it in turns to test one of your friends. Either A) read out the word, and see if they can tell you what it means or, B) read out what it means and see if they can tell you the word.

Carry on until you all know all of the words.

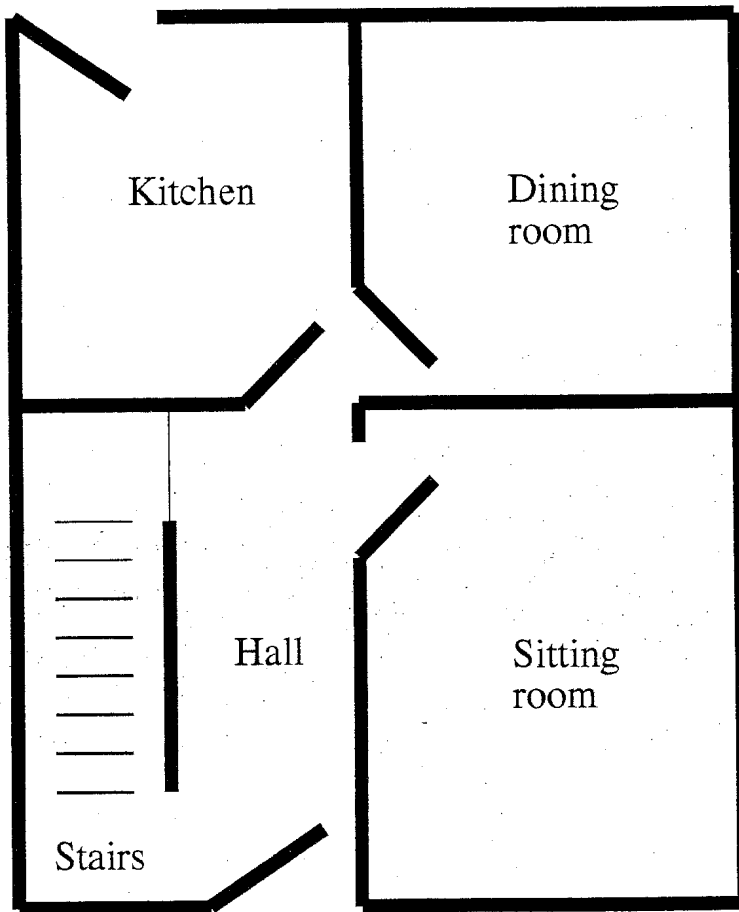
When you know them all, tell your teacher that you have finished.

A typical British house



These plans show an ordinary British house. Of course, all our homes are different, but many people live in houses like this one, with two floors and three bedrooms. In this family, there are two parents and two children, a boy and a girl.

The upper plan shows the upstairs, and the lower plan shows the downstairs.



Of course, this home is not complete. As well as the house itself, there is a garden which belongs to the family. In the garden there is a shed. At the side of the house, there is a garage. It is quite an old house, built before most people had cars, and so the garage had to be built later.

Not shown on the plan is a cupboard beneath the stairs. In the kitchen, there is a freezer.

Weather and farming in Baricho

In Baricho, the farming year starts at the beginning of March, when the land has to be dug and ploughed. This has to be finished by the middle of the month, so that the maize and beans can be sown before the rains start. In April the other crops, such as vegetables, are sown and planted.

In May, the crops are all growing very well, but so are the weeds! The main job in May is weeding, while tomatoes are also planted now. By June, the first beans are ready and people begin to harvest them. The main time for harvesting beans is July, and in this month some maize is also harvested to eat boiled as 'corn on the cob'. Most

of the maize is left to dry and is harvested in August, while the maize harvest is finished in September.

Towards the end of September, the land is ploughed or dug again ready for the second crop of the year. The maize, beans and vegetables are sown in October and they have to be weeded in November.

In December, the first beans are harvested. The main bean harvest is in January and vegetables are also eaten then. The dry maize is harvested in February. By the end of February, it is time to start to plough and dig the land again, ready to sow another crop.'

What the Kariuki family grow on their shamba

The Kariuki family grow many different crops on their *shamba* but some crops are more important than others.

The crops which take up most of the *shamba* are **maize** and **beans**. The family grow a lot of these crops because they eat them almost every day. Foods like this, which people eat most of the time, are called **staple** foods. Staple foods are usually cheap and contain a lot of **starch**. In this country, the staple foods for most people are **bread** and **potatoes**, but for some of us **rice** is the main food.

The Kariuki family grow a lot of **bananas**, but most of them are special bananas which are cooked when they are green, not eaten as fruit. They are used like potatoes. In some parts of Africa people eat cooked bananas as their staple food.

The family also grow four types of **root** crop, **potatoes**, **sweet potatoes**, **cassava** and **cocoyam**. Cocoyam grows in wet places, and the Kenyans call it arrowroot.

The **vegetables** which they grow are **onions**, **spinach**, **cabbages**, **carrots**, **peppers** and a type of **pea** which is different from the ones we grow. They also grow a green vegetable called **kale** which they call *sukuma wiki*. Like most people in Baricho they like to grow a lot of **tomatoes**.

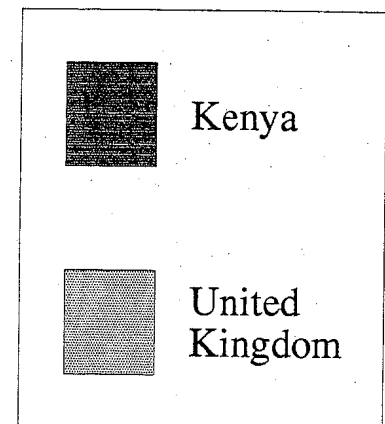
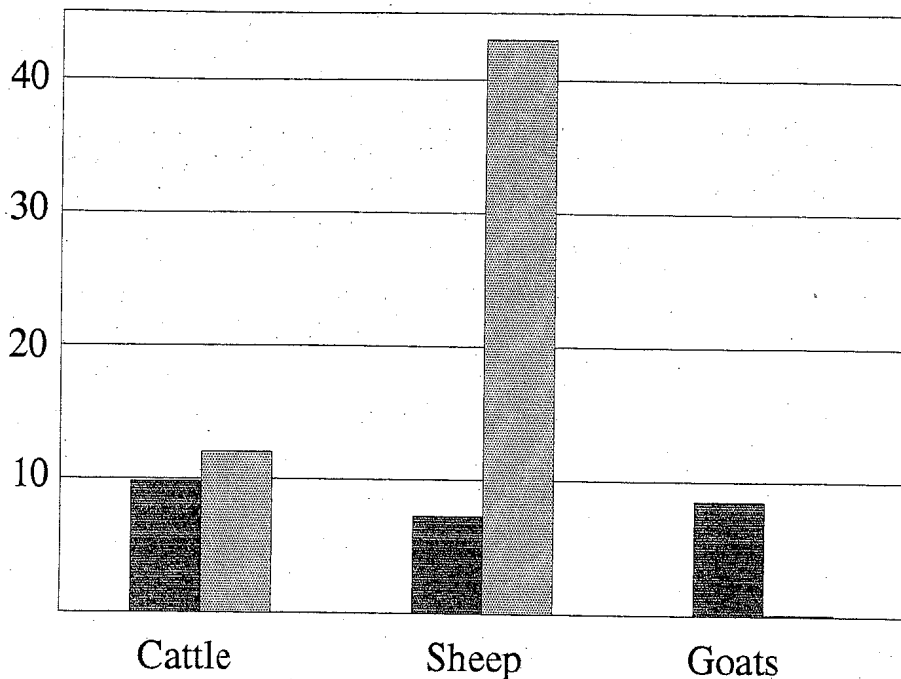
There are quite a lot of **fruit** trees on the *shamba*. There are **bananas** for eating as fruit, as well as the cooking bananas. They have several large **mango** trees which provide shade as well as fruit. There are also **orange** and **lemon** trees, as well as **guava**, **pawpaw** and **avocado** trees. **Passion fruit** do not grow on trees, but on climbing plants. Another crop which isn't fruit or vegetable is the sweet **sugar cane** which people like to chew.

If the Kariuki family have any extra food more than they need, then they will sell it in the market. But there is one crop which is grown to sell. That is **coffee** and they have quite a lot of coffee bushes.

The farming year in Baricho

	Rainfall	Work to be done on the <i>shamba</i>
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

How many farm animals are there in Kenya and in this country?



The figures are millions of animals

This chart shows the number of farm animals in this country and in Kenya. The number of goats here is so small that it can hardly be seen on the chart.

Farm animals in Kenya & the United Kingdom

Which meat animal is common in this country, but not in Kenya? It is not shown on the graph.

What other farm animal do the Kariuki family keep, but which is not shown on the chart?

What animal is often found in fields and on farms in this country, but does not provide us with food? Do you think it is very common in Kenya?

Which animal is very common in Kenya, but very uncommon in this country?

Which animal is quite common in both countries?

Which animal is quite common in Kenya and very common in this country?

Kenyan food crops

Crop	Type (e.g fruit, grain, vegetable)	Grown by Kariuki family?	Grown in this country?	Have you ever eaten (or drunk) it?
Maize				
Cocoyam				
Cooking banana				
Tomato				
Beans				
Guava				
Onions				
Coffee				
Mango				
Rice				
Wheat				
Coconut				
Sweet banana				
Green French beans				
Cashew nuts				
Sweet potato				
Millet				
Apples				
Kale				
Tea				
European potato				
Mango				
Oranges & lemons				
Groundnuts				
Pineapple				
Cassava				

Kale

This is a type of green vegetable in the cabbage family. In Kenya it is called *sukuma wiki*. It used to be grown a lot in this country, but nowadays not many people eat it. Here, it is usually grown by farmers to feed to cows in the winter.

Green French beans

These are grown in Kenya but they are not eaten there! They are collected by a van and rushed to Nairobi airport, where they are put on a plane and flown to Britain. We can buy them in our supermarkets. They are usually sold here in winter, when it is too cold for us to grow our own. In summer, it is cheaper to grow them here.

Coffee

This is grown in Kenya and sold to the rest of the world. It can only be grown in the highlands, above 4000 feet. It is grown in Baricho. Kenya coffee is one of the best types of coffee in the world. Kenyans are digging up a lot of their coffee bushes because they do not get paid enough for the coffee.

Tea

Tea is also grown in Kenya for sale to other countries. Tea has to be grown in the highlands, even higher than coffee. The main company dealing with tea in Kenya is Brooke Bond. Tea is not grown in Baricho, because it is too low.

Rice

Rice can only be grown in specially prepared areas where the fields can be flooded. Near to Baricho there is a very large area used for growing rice, called the Mwea Rice Scheme. Kenyans eat rice with their dinner, not as rice pudding! In some parts of Africa, rice is the main food, but not in Kenya.

Pineapple

Pineapples are mainly grown on very large farms called plantations. You can buy fresh pineapple in Kenya, but most of them are put into tins and sold to other countries such as Britain. They are not grown in Baricho.

Mango

Mangoes are probably the commonest fruit in Kenya. They are found in most of the country, but will not grow higher than 5000 feet. Mangoes are cheap to buy in Kenya, but they are expensive in this country because they have to be brought here from hot countries.

Cassava

Cassava is a root crop. It is grown in most parts of Africa. Some cassava is grown in Baricho, but more is grown in the dry parts of Kenya. It is a good crop in places where there is not much rain. Usually, the root is sliced and then fried. It is not a very good food and is mainly grown only in places where other crops do not do well.

Maize

Maize is the most important crop in the Baricho area. It takes up more land than any other crop. It is used in three ways. Some of it is boiled with beans and vegetables to make a food called *irio*. Most of it is ground at the mill to make a coarse flour called maize meal. Some of the maize meal is cooked with a little water to make a thick paste called *ugali* which is eaten with stew. Maize meal is also used to make a thin porridge called *uji*, which the Kariuki family have for breakfast.

Beans

Beans are the second most important crop in the Baricho area and are usually planted together with the maize. Beans are usually eaten boiled with maize, or boiled with maize and vegetables to make *irio*. They are usually reddish in colour, similar to red kidney beans which you can buy in this country. Beans are always dried, and the people of Baricho never eat fresh green beans.

Sweet bananas

There are many different types of banana in Baricho. Some of them are just like the ones we have here, but others are smaller and much sweeter. Bunches of bananas are picked when they are green and kept in the store. As the bananas ripen, they are picked and eaten. One bunch of bananas can have 200 fruits on it, and it can last several weeks because not all the bananas ripen at the same time.

Cooking bananas

These are much larger than the bananas we usually have and are used when they are green. They are cooked as a vegetable. They do not taste like the bananas we eat, but are more like potatoes. You can buy them in some shops in this country, where they are usually called plantains.

Sweet potatoes

These are not very much like our potatoes. They are usually long and thin in shape. The skin is red. They can be boiled or roasted. Inside, they are floury and very sweet.

European potatoes

These are exactly the same as our potatoes. In Kenya, they are called European or Irish potatoes so that they are not confused with sweet potatoes. They can only be grown in the highland areas where it is quite cool.

Onions

These are the same as our onions, though Kenyans eat more red onions than we do. They are grown everywhere in Kenya, and people use them a lot in cooking.

Tomatoes

These are more or less the same as our tomatoes, but are often much bigger. In Kenya, they are grown outside but in this country they are usually grown in greenhouses. To grow good tomatoes, they need to be watered.

Sugar cane

In Baricho, people grow small amounts of sugar cane which they eat themselves. In some other parts of the country, a lot more sugar cane is grown and taken to factories to make sugar which is eaten in Kenya.

Oranges & lemons

These are grown in Baricho and in most parts of Kenya. We cannot grow them in our country because it is too cold, so we buy them from hotter countries, but not from Kenya. The oranges and lemons grown in Kenya are mainly eaten by the people there.

Apples

We grow a lot of them in this country, but they will not grow in most of Kenya because it is too hot. In Kenya, they only grow on the high land, above 7000 feet, where it is quite cool. They cannot be grown in Baricho, because it is too hot.

Cocoyam

This is a type of root vegetable which will only grow in very wet places. It is usually planted by the sides of rivers and streams. It is grown in Baricho, and the Kariuki family grow it by the side of the irrigation canal on their shamba.

Guava

This is a tropical fruit that is grown in most parts of Kenya. The Kariuki family grow it. Some guavas are grown on large farms in Kenya and tinned to sell in this country. You can buy fresh guava here, but they are expensive because they have to be brought from hotter countries.

Coconuts

These are grown in Kenya, but only near the coast. They cannot be grown in Baricho. They are used in Kenya and are not sold to other countries.

Cashew nuts

These are only grown in the hot parts of Kenya, and they are nearly all grown near the coast. Some of them are collected and sold to other countries, such as Britain.

Groundnuts

These are what we call peanuts, but most other countries call them groundnuts because they grow under the ground! They are grown in many parts of Kenya but not in the higher areas, such as Baricho, where it is too cool. Most of them are used in Kenya.

Wheat

We grow a lot of this grain in Britain, because it likes cool conditions. In Kenya, the amount of wheat grown is increasing. It is grown in the highlands, above 5000 feet. It is mainly grown in areas where there are large farms that use tractors and other machines and so it is not grown near Baricho. Wheat is mainly used for making bread.

Millet

This grain grows quite well even in the hot dry areas of Kenya. It is difficult to prepare and most people do not like it very much. It is grown only in those places where other crops will not grow well.

Food and cooking in Baricho cards

Chapati

A food something like a pancake which originally came from India but is now popular in Kenya.

Charcoal

Made from wood, this is a popular fuel for cooking in Kenya. It is more expensive than firewood.

Firewood

This is the most common and cheapest fuel in Baricho. It is used for cooking and also for heating water for washing, washing up and for baths.

Ugali

A kind of thick paste made from maize flour. It is eaten with meat or vegetable stews and is one of the most important foods in Baricho.

Uji

A type of porridge made from maize meal, water and sugar. It is probably the most common breakfast meal in Baricho.

Irio

This is the traditional food in Baricho. It is made of maize, beans, potatoes and green vegetables boiled together. It is sometimes called 'National Food'.

Gas

There is no mains gas in Baricho, only bottled gas, like Calor gas. It is much more expensive than firewood or charcoal, and not many people use it.

Jiko

A *jiko* is a small metal stove which is often made of recycled metal. It uses charcoal for fuel and is the most common type of cooker in Kenya.

Bread

Sliced bread, wrapped in plastic, can be found in shops in Baricho. It is exactly the same as the sliced bread which we have in this country.

Sufuria

This is an aluminium pot, just like a saucepan without a handle. Most people in Kenya use *sufurias* for cooking.

Posho mill

Maize has to be ground into flour to make *ugali* and *uji*. People take their maize to the mill, called the *posho* mill, for grinding.

School lunch

Most children take lunch to school. It is usually some food left over from the previous evening's supper.

Food and cooking in Baricho cards (2)

Tea

The most popular drink in Baricho. Nearly all people in Kenya like to drink their tea with lots of sugar. Most people like to drink tea several times a day.

Breakfast

Many people in Baricho do not have breakfast. Those who do, usually have *uji* and a cup of tea.

Supper

This is the main meal of the day for most people. It is usually eaten at about 7 pm, and often consists of *irio* or a stew, together with *ugali*.

Stores

People in Baricho have to keep food from their *shamba* for a long time, so they usually have big stores. They do not have freezers, and not many have fridges.

Snacks

A popular snack in Kenya is a *mandazi* which is like a small doughnut. Other snacks are fried cassava, sweet potato and fruits such as bananas and mangoes.

Cooking

All home cooking in Kenya is usually done by women. Men often work as cooks in cafes and hotels and in the homes of rich people.

Electricity

Very few houses in Baricho district have electricity, and none have enough electric power for cooking. This means that nobody uses electric cookers.

Ovens

People in Baricho do not have ovens in their homes, so they do not bake or roast their food. It is always boiled or fried.

Margarine

There is only one type of margarine in Kenya, which is called Blue Band. It is sold in tins, not in plastic boxes, because people do not have fridges.

Frozen foods

There are no frozen foods in Baricho. Neither the people nor the shopkeepers have freezers for keeping frozen foods.

Soft drinks

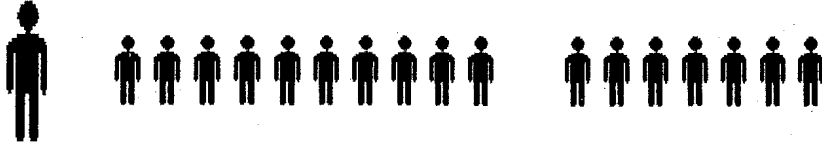
Almost all shops in Baricho sell soft drinks, such as Coca Cola and Sprite. They are sold in glass bottles which are returned to the shops.

Milk

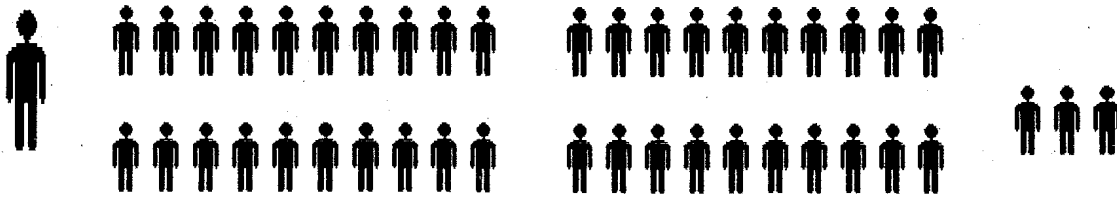
Many families have a cow for milk in the home. You can also buy packeted milk in the shops, including UHT milk which keeps for a long time.

How many teachers are there in Kenyan schools?

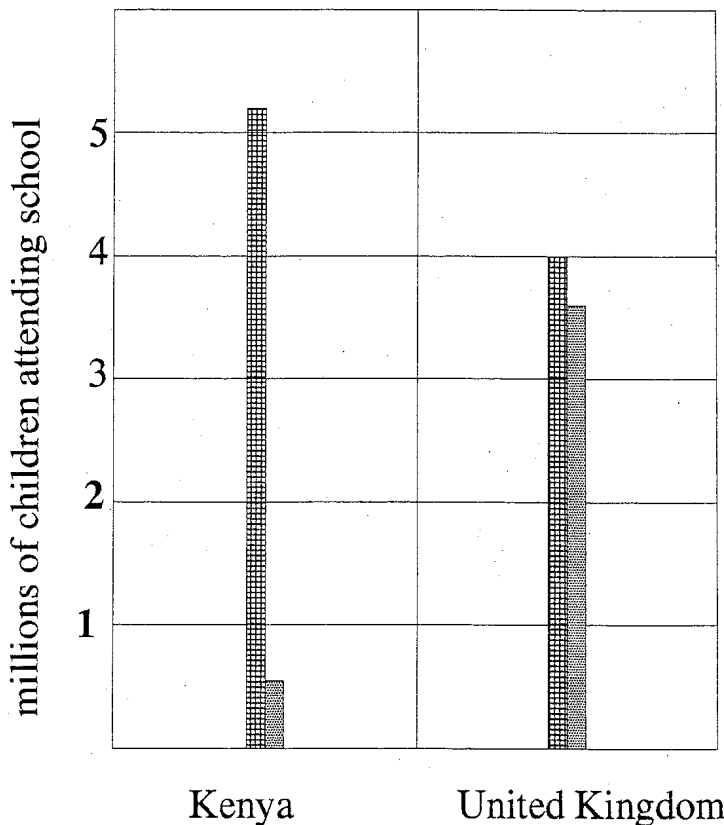
In England and Wales there are 17 children to every teacher.





In Kenya, there are 43 children to every teacher



How many children go to school in Kenya?



 Primary
 Secondary

This chart shows the number of children who go to Primary and Secondary schools in Kenya and the United Kingdom. In Kenya, children usually go to Primary school for 8 years. At the end of Primary school, they have an exam, and only the children who do best can go to Secondary school.

The children's day

5.45 am	Get up, wash and dress	2.00 pm	Lessons start
6.15 am	Eat breakfast	4.00 pm	Lessons end. Children help clean the school or work on the school <i>shamba</i>
6.30 am	Children start walking to school	5.00 pm	Start walking home
7.00 am	Arrive at school. Help clean the school	5.30 pm	Reach home. Wash uniforms. Lock up goats & sheep Help prepare supper
7.30 am	Prepare for lessons	7.00 pm	Eat supper
7.45 am	Assembly. Sing National anthem	7.30 pm	Wash up
8.00 am	Lessons start	8.00 pm	Do homework every night
10.20 am	Break	8.30 pm	Wash and prepare for bed
11.00 am	Lessons	9.00 pm	Go to bed
12.45 pm	Lunch break. Children bring their own lunch.		
1.00 pm	Play.		

Schools in Kenya

In Kenya, children do not have to go to school, but almost all children do go to Primary school. School is free, but parents have to buy uniforms and things like exercise books and pens. Some parents find it difficult to afford these things.

Children stay at Primary school for 8 years. At the end of that time, they have to take an exam in all of the subjects. Only those who do best can go to Secondary school to continue their education.

Kenyan government Secondary schools are free, but quite a lot of children who cannot get places in these schools go to *Harambee* schools. These are schools started by the local people, and the children have to pay school fees.

School subjects

The subjects which all Primary school children in Kenya have to study are:

English	Maths
Swahili	Science
History	Geography
Religious Education	

Practical subjects e.g Agriculture, Carpentry, Domestic Science Sports and PE

In Baricho, children start learning in their own language, which is Kikuyu. At the same time, they are taught English and Swahili. Swahili is an African language which is spoken by many different people. Kenyans use it to speak to people from other parts of Kenya, and people from Tanzania and Uganda. After 4 years, the children are taught all their lessons in English.

Most children are taken to school every day by their parents.

Most children can speak 3 different languages by the time they are 12.

Children do most of the work to look after the school and keep it clean.

All children have to learn Maths, English, History, Geography and Science.

There is a school assembly every morning.

The children have to sing their national anthem in the assembly.

All children who leave the school will go on to a secondary school.

All children get the chance to use a computer in the school.

Most classes have more than 40 children.

Most children like playing outdoor games such as football and skipping.

Some children have cooked school dinners.

Most children take their lunch to school from home.

Most children usually have homework every night.

When children go home at night, most of them help their parents in the house.

Most children watch television every night.

All children have to take part in sports, unless they are ill.

Children have to wear school uniform when they are at school.

Most children are very proud of their school and want it to look nice.

Sometimes, children and parents raise money to buy things for the school.

It is the law that all children must go to school.

Flowers in the school grounds are looked after by the children.

How water is used in homes

In the United Kingdom

In the UK, the average home uses about 500 litres of water. All this water has been purified and made safe to drink, but most of it is not used for drinking. One place we use a lot of water is in our toilets. Every time we flush the toilet, it uses about 8 litres of water. Baths and showers also use a lot of water, but baths use much more than showers. Automatic washing machines use many litres of water. We also use water for drinking, cooking, washing up, washing ourselves, brushing our teeth and other things, but toilets, baths and showers and washing machines use most water in our houses.

In Baricho

People in Baricho mainly use water in the same ways that we do, for drinking, cooking, washing up, washing themselves and brushing their teeth. Clothes are washed by hand in large bowls, which uses much less water than washing machines do. People also bathe using water in very large bowls, since there is no running water for baths and showers. There are also no flush toilets. Most people use a pit latrine, which is a very deep pit in the ground, covered over with concrete apart from a hole. This is very hygienic and does not use any water. A typical home in Baricho might use 150 litres a day.

How water is used outside the home

In the United Kingdom

In the UK, most water is used by industry and agriculture. Industry uses water for many things, but especially for cooling in factories and power stations. Agriculture uses water mainly for irrigating crops, to make them grow bigger and faster.

We also use water around our homes. For example, many people water their lawns and gardens just to make them look nicer. One hosepipe left on for an hour can use 500 litres of water. That is as much as an average family uses in a whole day!

In Baricho

There is no major industry in Baricho to use water, but the coffee factories use some. Most water is used in agriculture to irrigate crops. People usually irrigate crops which they are growing to sell, such as green beans and tomatoes. They do not usually irrigate main food crops such as maize and beans.

People also have to get water for their animals to drink, such as their cows and sheep.

Water in Baricho

Tap water

This water comes from the river high up in the hills and is treated so that it is safe to drink. The pipeline carrying the water runs along the road. Anyone who wants to use this water has to dig a trench from the road to their home. This is very hard work, and they have to pay people to do it, or get help from their friends. Then they have to pay for a pipe and a tap, and to have them connected to the main pipe. Finally, they have to pay a water charge every year, just like we do in this country. This water is safe and convenient, but expensive and quite often the supply goes off for several days.

Rivers and streams

This is the cheapest source of water because it is free, but the water is not treated and could carry dirt and diseases. It also has to be carried from the stream to the home, and water is very heavy. It is usually carried in specially made metal barrels. Because Baricho is very hilly, with the streams at the bottom of steep valleys, most people have to carry water up very steep slopes.

Many people take their washing to the river, rather than bringing the washing water home.

Rainwater

This is free, but it has to be collected. Only people with corrugated iron roofs can collect rainwater. They need to buy guttering to collect the water and barrels to store it in. Some people are now making storage tanks out of cement. There is not much air pollution in Kenya, so the rainwater is safe to drink. Rainwater cannot be used all the year round, since there is no rain in the dry season and it is not easy to store enough water.

Wells

Underground water is filtered as it passes through the rocks and so it is clean and safe to drink. One way to collect this underground water is to dig a well. The water can then be collected by a bucket on a piece of rope. A well lasts for very many years because there are no parts that can wear out. But digging a well is a very long and hard job, and expensive cement is needed to line the well. If anything falls in the well, it could pollute the water.

Handpumps

Underground water is filtered as it passes through the rocks and so it is clean and safe to drink. One way to collect this underground water is to use a pump. To get a pump on your land, you first have to pay people who have a drilling 'rig' to drill a hole deep into the ground until they find water. Then they have to put a long tube down the hole, and fit a pump to the top. Drilling the hole and fitting the tube and pump are all very expensive. But when the pump has been fitted, the water is free and it is also clean. The pump has moving parts which will eventually wear out and need replacing.

Ways of getting water in Baricho

Pumps

The pump in your compound can pump 8 litres of water every minute, if you move the handle up and down 12 times every minute.

To get 150 litres of water a day, I would have to pump for minutes. This would mean moving the pump handle up and down times.

To get 500 litres of water a day, I would have to pump for minutes. This would mean moving the pump handle up and down times.

Wells

The well in your compound is 15 metres deep. The bucket you use holds 8 litres. A litre of water weighs a kilogramme.

To get 150 litres of water a day I would have to pull the bucket up times. This would involve pulling a total distance of metres. The weight of water I would lift would be kilogrammes.

To get 500 litres of water a day I would have to pull the bucket up times.

Rainwater

You have 3 barrels which collect water off the roof of your house. Each barrel holds 250 litres.

If the barrels were full and I used 150 litres a day, the water would last days.

If the barrels were full and I used 500 litres a day, the water would last days.

The months when I would be most short of water would be:

.....

Rivers and streams

The river is 300 metres from your home, and your home is 30 metres higher than the river. You carry the water in cans which hold 15 litres. A litre of water weighs a kilogramme.

To carry 150 litres of water, I would have to go to the river times. The total distance I would have to walk would be metres. The total distance I would have to climb would be metres. The total weight of water I would carry would be kilogrammes.

Goods and services in Baricho (1)

Shops

There are many small shops in Baricho, but the number of different things you can buy in them is not very great. Most shops sell almost the same things, but there is also a butcher's shop.

Police station

There is a small police station in Baricho. Most Kenyan villages have a police station. The police do not have as many cars as they do in Britain, so they cannot all be in large police stations in the towns.

Hotel

There is a small 'hotel' in Baricho, which has a few rooms where people can stay overnight. The hotel also has a cafe where you can get a meal, a cup of tea or a bottle of beer.

Court

The local court in Baricho is like a magistrates' court in Britain. It can only deal with minor crimes and settle disputes. More serious cases, have to go to the District court in Kerugoya.

Post office

The post office in Baricho is very small. You can post letters there, but post is only delivered and collected twice a week. There is no post to houses in Kenya and so everyone has to collect their mail from the post office.

Churches

There is a CPK (Protestant) church in Baricho and a Roman Catholic church just outside the village. Most people in Baricho are Christians, but there are mosques in most towns for Muslims.

Primary schools

There are two primary schools in Baricho, Lower Baricho is a CPK church school, while the Roman Catholic school is just north of the village. There are also nursery departments in these schools.

Clinic

There is a government health centre and two private clinics in Baricho. One of the main functions of the health centre is to provide a mother and baby clinic to make sure that babies grow up healthy and strong.

Goods and services in Baricho (2)

Bus station

You can catch a *matatu* from Baricho village to Kagio, which is about 10 km from Baricho. Kagio is on the main road and from here you can get a bus which will take you to Nairobi, the capital city of Kenya.

Supermarket

There is no supermarket in Baricho or in the nearby towns. To go to a supermarket, you would have to go all the way to Nairobi, which is about 130 kms by road. There are quite large shops in towns like Kerugoya,

Tailor

There are tailors in Baricho village where you can get clothes sewn. You buy the cloth, then take it to the tailor who measures you and you choose the style you want. Your clothes are made in a few days.

Hospital

The nearest hospital to Baricho is in Kerugoya town which is about 10 kms by a rough road. In the rainy season, vehicles have to go along the good road through Kagio to Kerugoya. This way is much further.

Bicycle repair shop

There is a small bicycle repair workshop in Baricho, where punctures can be mended etc. For more difficult repairs, people usually take their bicycles to Kagio where there is a larger repair shop.

Petrol station

There is no petrol station in Baricho, where very few people have cars. The nearest place to fill up with petrol is Kagio, which is on the main road and so many more vehicles pass through.

Market

The market in Baricho takes place on Mondays and Thursdays. Most people buy their vegetables and fruit at the market, where you can also buy many other types of food, cloth, secondhand clothes, tools and household goods.

District offices

Baricho is in Kirinyaga District. A District is like a County in Britain, and the District offices are like our County or City council offices. Things like the health, education and police services are controlled from the District offices.

A day in Baricho village (1)

1. You need to go to Baricho from your home which is about a mile away, on the road to Karatina. You want to sell some bananas, get some medical treatment for your sick child, post a letter, collect a school uniform which has been made for your daughter, and buy meat, soap, sugar, margarine, tomatoes and onions. What day should you go to Baricho?

5. You need to go to the Health Centre. Your baby is ill, and there is always a long wait for treatment. You arrive there at 9.15 a.m, but have to wait until 11 a.m before your turn comes. The nurse says your baby is not very ill, but prescribes some medicine. Unfortunately they do not have it in the Health Centre. Where do you go next?

2. You must go there on Monday or Thursday. You want to sell bananas and buy tomatoes and onions. You can only do these things at the market. The market only takes place on these two days.

Now write down a list of all the places that you need to go to.

6. The next place to go is the butcher's shop. The meat is fresh every morning, but there are no fridges to keep it fresh, so people like to buy their meat early. Unless you get there soon, all of the best meat will already be sold and you will only be able to get bony meat. You get there just in time for the last nice meat. Where do you go after the butcher's?

3. You should have written down: a village shop, the post office, the tailor, the market, the Health Centre and the butcher.

Look at the map of Baricho, and decide in what order you will visit these places.

Which place will you go to first?

7. Near to the butcher's is Kariuki's clinic, the Afya Bora clinic. The Health Centre did not have the medicine that you needed for your baby, and so you decide to try the clinic. Fortunately, Kariuki has the right medicine. You have to pay for it, but it is not too expensive and you want your baby to get better. Where is your next stop?

4. You have to go to the market first. You are bringing bananas to sell, and they are very heavy. You would not want to carry them around the village while you are doing your shopping. You arrive at 7.30 a.m and find a good place in the market. You are lucky and sell all of your bananas by 9 a.m. Where do you go now?

8. You want to post a letter to your sister who has moved to Nairobi. You are not too far from the post office, so you walk there, buy a stamp and post your letter. Now you can turn round and start to walk back. It is now 12.30.

What is the next place to visit?

A day in Baricho village (2)

9. You need to go to the market before you go home, to buy your onions and tomatoes. You did not buy them before, because they are heavy, and you do not want to carry them around all day. So you walk back through the market and buy a kilo of tomatoes and two kilos of onions.

Where will you go to now?

10. Remember you still have to collect the school uniform for your daughter. It has been sewn by the tailor, so you have to call in at the tailor's shop to collect and pay for it. The tailor is your friend, so you sit and talk with her for a while.

What things have you still got to buy, and where will you go to get them?

11. You still have to get soap, sugar and margarine. These are sold in all of the shops, so you go to the one next door to the tailor's.

Unfortunately, after you get a 1 kilo tin of margarine and four bars of soap, the shopkeeper tells you he has no sugar. It seems there is a shortage of sugar in Baricho? What do you do now?

12. You go to the shop next door. Your family really like sugar with their *uji* (porridge) for breakfast. They will be very disappointed if there is no sugar, so you are determined to find some. Luckily, the next shop has some sugar, so you buy 4 kilos.

What do you do next?

13. At last you have finished everything that you needed to do. You can start to walk home. It is now 2 p.m, the hottest time of the day and you have a kilometre to walk.

Make a list of all the things you are carrying.

14. You should have tomatoes, onions, meat, soap, margarine, sugar, a school uniform, the medicine for the baby and, of course, don't forget that you are carrying your baby. The medicine weighs very little, but the baby weighs 6 kilos, and the margarine, the soap and the uniform weight 1 kilo each.

How much weight are you carrying?

15. The things you are carrying, and their weights in kilos are : baby (6), soap (1) and margarine (1), meat (1), uniform (1), sugar (4), tomatoes (1) and onions (2). That makes a total of 17 kilos. Sometimes when you buy maize flour, you carry a sack weighing 25 kilos.

Do you think you are a man or a woman?

16. I think you found that last question easy to answer!

You reach home at 3 p.m, on a hot and sunny day, 8 hours after you started out.

Now you are home, do you think your day's work is finished? Or has it only just begun?

Your journey from home to Baricho

To travel to Kenya, you must first get to **Heathrow airport**, which is just to the west of London. You have no car, so you have to go by train or coach. There is no station at Heathrow, so you can either go by coach all the way, or you can get a train to a London mainline station, and then get a bus or go on the underground. You and your teacher should find out what is the best way to travel, and the times of the trains and buses. Your plane leaves at 9 pm, but you must get to the airport at least 2 hours earlier to give you time to check in your bags and go through customs.

Your plane takes off on time and you settle back in your seat. It takes 9 hours to fly to Nairobi, even though the plane is travelling at 650kms per hour. You are given some supper, then you decide to sleep for a while. You wake up, as the stewardess announces that you should fasten your seat belts as you are about to land. You look out of the window, and see that it is still dark. Surely you are not there already? No, you had forgotten that you are first landing in **Cairo**, the capital of Egypt. When you land, some people get off and then some others get on. As you take off again, you look at your watch and see that you spent an hour on the ground in Cairo. It is now 3 a.m.

You are tired, and you go to sleep. When you wake up, the sun is shining brightly through the window. You look outside, and far below you can see a beautiful lake, surrounded by steep hills. The pilot announces that you are flying above the Great Rift Valley, over Lake Nakuru. Not long after, the plane begins to descend, and the stewardess tells you to fasten your seat belt. You see the city of Nairobi below you, but you land at the modern Jomo Kenyatta Airport, which is about 15 kilometres from the city centre. When you land, your watch says 6 a.m, but the sun is already high in the sky, and you wonder if your watch is wrong. Then the pilot announces: 'We have landed at Nairobi airport. The temperature outside is 24 degrees, and it is 9 a.m local time'. Of course! You had forgotten that Kenya is 3 hours ahead of Britain, and you have to put your watch 3 hours forward.

It takes you an hour to get through the Kenyan customs, to have your passport stamped, to collect your luggage and to change some British money into Kenyan shillings. When you come out of the airport, you decide to find a taxi. There are plenty of them, and you ask one of the drivers to take you into the city, to the country bus station. As you drive along the main road, you see that you soon leave the countryside behind and come into the large city of Nairobi. The driver drops you at the bus station and you pay him. It has taken 30 minutes to come the 15 kilometres from the airport.

You look around the bus station. Your friend has told you to get a bus to Kagio, and you wonder how you will find the right bus. There is no need to worry! As soon as you start to look, several young men run up to you asking 'Where to?'. When you tell them 'Kagio' they take hold of your bags and carry them to a waiting bus. You climb on, and they bring your bags for you. These young men are paid by the bus drivers to find passengers for them. Another passenger asks you where you are going, and when you tell him he says that the bus is going to Embu, but that Kagio is a stop on the way. You have to wait half an hour from the time you got out of the taxi until the bus starts off.

The bus drives along the tarmac road. It goes quite quickly, but it stops at several towns and villages to pick up and put down passengers. When it stops, people come up to the windows with snacks to sell. You are quite hungry now, and the other passengers help you to buy something to eat. You have *mandazis*, which are like small doughnuts. At last, after two and a half hours on the bus, you come into the village of Kagio. You get down from the bus, which has carried you 120 kms, and say goodbye to the other passengers.

Luckily, your friends are waiting for you. They have been in Kagio all morning. You are very pleased, because you are getting tired after all the travelling. But you still have to get from Kagio to Baricho. There are no buses on the road to Baricho, so you have to go in one of the converted pick-up trucks called a *matatu*. There are several waiting, and your friend quickly finds one that is nearly full. As soon as you get in, the driver sees that his *matatu* is full and starts off. You were only in Kagio for 15 minutes. It is 10 km from Kagio to Baricho, but your friend lives on the Kagio road about 1km from Baricho. The *matatu* stops outside his shamba and you get off. At last you have arrived and can rest. You look at your watch, and try to work out how long it is since you started on your journey to Baricho.

Harambee in Kenyan schools

1.

In Kenya, the government cannot afford to provide school places and equipment for all the children.

There are many children in Kenya, and the country is not very rich.

5.

Everyone gives as much or as little as they can. Poorer people might bring a chicken or some crops from their *shamba*. These are sold by an auction on the *Harambee* day. The money is then given to the school.

2.

Primary school is free, but parents have to buy school uniforms. They also have to buy things like pens and pencils for their children.

In poorer schools, even things like school books have to be bought by parents.

6.

Richer people are expected to give much more than the poorer people. They should either give money, or a very good gift to be sold.

Many things which schools need are provided by the members of the community through *Harambee* days.

3.

Primary schools in Kenya need to have special equipment for subjects such as science, just like schools in this country do.

Special rooms and equipment like this are very expensive and the government cannot afford to provide them for every school in the country.

7. There are not nearly enough secondary school places for all the children in Kenya. To help their children get an education, many communities have built complete secondary schools through *Harambee* efforts. The equipment also has to be bought and the teachers paid with money raised by the parents and other local people.

4.

To raise money for their schools, the parents organise special days called '*Harambee*' days. All of the people in the area are expected to help.

People bring gifts, either of money or of things to sell.

8. Not only schools are helped by *Harambee*. Health centres, churches, water supplies and many other things are provided by the efforts of local people.

However, it is very difficult for the poorer parts of the country to raise enough money in this way to meet most of their needs.

Women in Kenya

1. Women are often responsible for growing all of the food for the family

7. On average, more boys than girls stay on at school and go to university.

2. Most men have paid jobs and their pay helps to buy food and clothing.

8. There are more women than men who are heads of one parent families.

3. Many men have to work far from home and leave their families behind.

9. The majority of land in the country is owned by men.

4. Most men do an equal share of the housework.

10. When a woman is married, she usually goes to live with her husband's family.

5. On average, men are paid higher wages than women.

11. Men usually control the money in a household and how it is spent.

6. Most women work longer hours than men.

12. Most men take an equal share in the work of bringing up children.

1. True. Women are usually responsible for growing food. Men grow cash crops for sale.
 2. False. Most men cannot find paid jobs.
 3. True. Many men go to cities to find work.
 4. False. Men do not usually help with housework.
 5. True.
 6. True. Women work very long hours in the house and on the *shamba*
- Numbers 7 to 11 are all true.
12. False. Bringing up children is women's work.

Kiswahili word cards

A piece of land where people build their home and grow their crops

A vehicle, usually made from a converted van, used to carry people and goods in the country areas of Kenya

An extremely useful tool, like a very large knife, used for many different purposes in Kenya.

The main tool used for digging in Kenya, with a wooden handle and a large flat metal head.

A colourful piece of cloth worn by women and usually wrapped around their waist.

An aluminium cooking pot, like a saucepan but without a handle.

A word that means 'pull together' and is used for projects where people work together to help themselves

A food made from boiled maize flour. It is halfway between a dough and bread in texture.

It means 'good health' and is the name of Kariuki's clinic in Baricho village.

A small stove which uses charcoal for fuel. It is often made by local craftsmen from recycled metal.

Matatu

Shamba

Jembe

Panga

Sufuria

Khanga

Ugali

Harambee

Jiko

Afya Bora

Baricho - a village in Kenya

This pack has been produced by Warwickshire World Studies Centre.

It includes:

- * 16 full colour photographs
- * 16 photosheets, each with black and white pictures and information on a different theme
- * an 84 page book, largely of photocopiable material for children
- * all the information needed for a study of a locality in an economically developing country for Geography at Key Stage 2
- * additional information and activities on mapwork, climate, transport and other topics in Geography
- * much of the material needed for a study of Kenya at Key Stage 3

This is an active learning pack designed to be used by a whole class of children working in small groups.