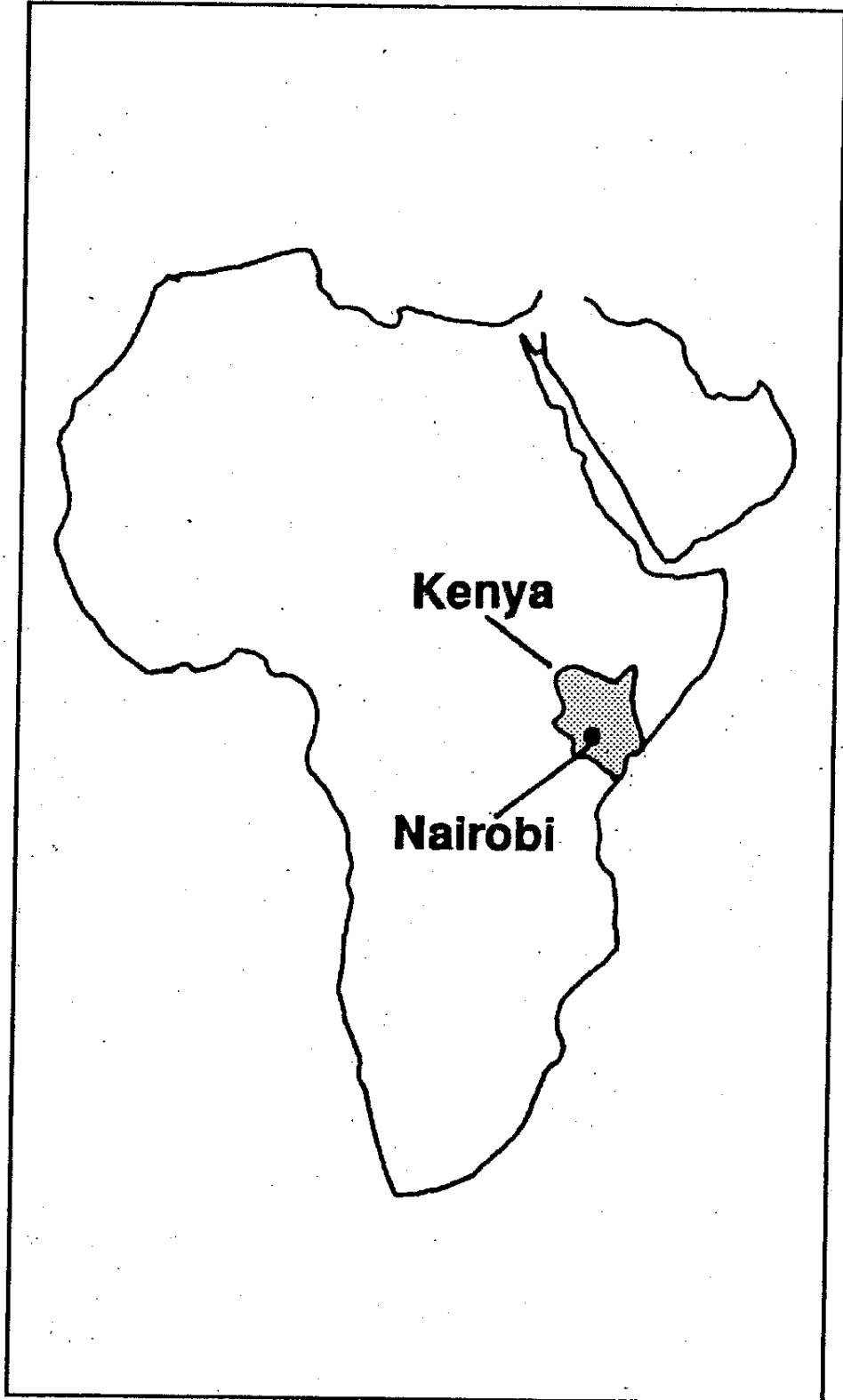


Teacher's Notes



The National Curriculum

This pack has been produced to support primary teachers at Key Stage Two of the geography National Curriculum.

The pack examines life in Nairobi, Kenya's capital city, with particular focus of the slum area of Kariobangi.

ACTIONAID, Britain's fourth largest overseas development charity, has been working with communities in Kariobangi since 1990.

By using *Nairobi, Kenyan City Life* pupils will study 'a **locality in an economically developing country**' as required at Key Stage Two of the geography National Curriculum. The materials in this pack support the following activities from the programme of study for geography:

Programme of study for Key Stage 2 - Levels 2 - 5

Pupils should study a contrasting locality in the UK and a locality in an economically developing country. They should be taught:

- to investigate features of other localities, *for example, through looking at holiday postcards and photographs*, and how these features might affect peoples' lives;
- to describe the features and occupations of the other localities studied and compare them with those of the local area;
- to identify and describe similarities and differences between their local area and other localities;
- how the localities studied have changed as a result of human actions;

- to investigate recent or proposed changes in a locality;
- to investigate the impact of landscape, weather and wealth on the lives of people in a locality in an economically developing country.

Nairobi, Kenyan City Life will also support other areas of the primary curriculum. As teachers are likely to adapt the exercises to their own work, only a brief overview has been given:

English: AT1 Speaking and Listening, AT2 Reading, AT3 Writing.

Technology: AT1 Identifying Needs and Opportunities.

Cross Curricular Themes: Economic and Industrial Understanding, Environmental Education, Health Education and Multicultural Education.

Pupil Activities

The following activities are provided as examples of how the pack can be used. It is recognised that many teachers will want to use the materials in their own way and the following activities serve only as an introduction to the study of a locality.

The activities are:

- 1. Brain Storm - Statistics**
- 2. What is a City?**
- 3. Quality of Life Graphs**
- 4. Living in a Slum**
- 5. Maps of the City**
- 6. Buildings**
- 7. Further Ideas**
- 8. Glossary**

N.B. Prices are given in Kenyan shillings (Ks) throughout this pack. An approximate exchange rate is Ks 50 = £1.00 (Ks1 = 2p). Pupils should be encouraged to work the figures out for themselves.

Activity One

Brain Storm and Counter Exercise

Aim > To find out what pupils already know about Kenya. To present pupils with statistical information about the country.

Introduce this work by explaining that Kenya is a country in Africa. Use atlases, maps and globes to locate Kenya. Divide the class into groups. Ask each group to list the things they would expect to see if they visited Kenya.

Collate all the groups' information on a large sheet of paper. Explain that the work they are going to do will allow the pupils to see if their ideas showed a full picture of Kenya.

(It is a useful exercise to return to this class sheet at the end of this topic. Ask the pupils to complete a second sheet on the basis of the work they will have done and compare the two sets of information.)

A second way of introducing this work is to provide the pupils with some statistical information on Kenya. A small 'taster' is given here, although there are more detailed statistics provided in the **Kenya Information** booklet.

Ask the pupils to guess the answers to the following questions. To illustrate the information the class could be asked to divide up into groups representing the statistics, or groups of pupils could be given 30 counters to share.

After the pupils have had chance to guess at the figures give

them the correct information. This information can then be added onto the class brainstorm sheet.

Imagine there were only 30 people in Kenya and only 30 people in Britain.

- In Britain 28 people would live in towns, and two would live in the countryside.

How many people in Kenya would live in towns and how many people would live in the countryside? (two towns, 28 countryside)

- In Britain one person would work on a farm, five people would work in factories and 24 people would work in shops and offices.

How many people in Kenya would work on farms, in factories or in shops and offices? (24 farms, two factories, three shops and offices)

- In Britain 30 people would be able to read and write.

How many people would be able to read and write in Kenya? (15 people)

- In Britain 30 people would have a clean water supply.

How many people in Kenya would have a clean water supply? (10 people)

- In Britain six people would live in poverty.

How many people in Kenya would live in poverty? (13 people)

Activity Two

What is a City?

Aim > To identify the similarities and differences between a British city and Nairobi, a Kenyan city.

Divide the class into groups of four. Ask each group to think of ten features they would expect to find if they visited their nearest **British** city / large town. Encourage the pupils to also think about 'non tourist' features such as who might live there or the type of buildings.

Collate all the groups ideas onto the board / OHP. Then ask the pupils to sort the ideas into the following categories:

People

Buildings

Transport

Scenery

Next ask the pupils if they think that there would be cities in Kenya?

If they think that there would not be any cities, what reasons could they give to support this idea.

If they think yes, what features from the 'British' list would they expect to see in a Kenyan city? Are there any additional features that pupils would expect to see in a Kenyan city?

Are there any similarities which the pupils identify as being

common to cities in the UK and Kenya? What are the differences?

Next display the photographs from the pack around the room. Tell the pupils that the photographs are all from the Kenyan city of Nairobi.

Give each pupil a label. (For this activity the **Labels for the Photographs** sheets will have to be photocopied and cut up. Do not cut up the originals!)

Ask each pupil in turn to go and examine the photographs and match their label up to the correct photograph.

The correct order for the labels and photographs is:

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| xx | yy | zz | vv | z | y | x | w | v | u |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| t | s | r | q | p | o | n | m | l | k |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| j | i | h | g | f | e | d | c | b | a |

Once the labels have all been matched up correctly with their photograph ask the class if they were surprised by any of the pictures. It is quite common for pupils to find many of the photographs a challenge to their own perceptions of what Kenya should be like.

Emphasise that although the photographs are from Kenya many of the scenes could easily be from Britain.

To develop this theme ask the class to divide the

photographs into the following categories '**Looks like Kenya**' and '**Looks like Britain**'.

Ask the pupils to give evidence to support their choices.
Next divide the class up into four groups.

Tell the class that they are going to investigate two different lifestyles in Nairobi. One will be the prosperous centre of the city and the second will be the poor slum area of Kariobangi, this is the area where ACTIONAID works.

Divide up the photographs with their appropriate labels in the following way.

Group 1. Photographs 1 - 7

Group 2. Photographs 8 - 14

Group 3. Photographs 15 - 22

Group 4. Photographs 23 - 30

Photographs 1 - 14 represent life in the prosperous centre of Nairobi and photographs 15 - 30 represent life in the slum area of Kariobangi.

Working in their groups ask the pupils to use the following questions to find information about their photographs.

Who lives in this area?

What type of buildings are there? What are they used for? What are they made from?

What activities do people do?

Is this area built up or are there open spaces?

What links does this area have with other places?

What forms of transport are used in this area?

What changes are taking place in this area?

What would it be like to live here?

Allow each group to answer as many of these questions as possible. Then ask one member from each group to report back to the rest of the class on the information they have found out. Pupils may want to use the photographs to illustrate their report or show some of the information as a role play.

Once each of the groups has reported back return to the pupils initial impressions of what they would expect to see in a Kenyan city (if they expected to see a city at all!). Which of their ideas were supported by the photographs? What new information can be added to their original ideas.

Next ask the pupils to identify features from the photographs and from their initial work on a British city which fit into the following categories:

Five features which you would only find in a British city.

Five features which you would only find in Nairobi.

Five features which you would find in both.

By categorising the information in this way pupils should be able to identify the common themes which can be found in both cities as well as those features which highlight the differences.

Stress to the class that there is a range of lifestyles which

can be found in Nairobi. Pupils should be encouraged to recognise that, while the photographs of Kariobangi show a very poor area, people still work hard to provide for their families, are organising to overcome their problems and enjoy themselves.

To be poor restricts a person's choices but this does not mean they do not have 'normal' lives including homes families and friends.

It is also important to stress that the whole of Nairobi is not poor. In a similar way to British cities there are areas of both wealth and poverty contained in Nairobi.

Activity Three

Quality of Life Graph

Aim > A graphical method for comparing localities.

Divide the class into pairs and give each pair two copies of the **Quality of Life Graph** sheet.

Explain that these graphs will help them compare different areas. The graphs have two lists of descriptive words which are paired. The pupils are going to have to place a cross on the line between each pair of words to show what they think about an area. This is a subjective exercise so emphasise it is for the pupils to choose for themselves.

For example with the first pair of words 'Interesting' and 'Boring'. If a pupil thinks that the area they are studying is interesting they place a cross near to this side of the graph, conversely if they think it is boring they place a cross near the 'boring' side. The closer a pupil places a cross to the descriptive word the stronger its significance.

Once they have placed seven crosses on the sheet they should join the crosses up with a line.

Most of the words on the left of the graph are positive and those to the right negative (although modern/old may be debatable!). A graph with a line towards the left shows a negative impression of an area, while a line to the right shows a positive impression.

Introduce the pupils to these graphs by asking them, in

pairs, to complete a Quality of Life Graph for the centre of their nearest British city (the area used for What is a City?) Some pupils may say an area is both interesting and boring, so stress that they must focus on the main features.

Then allocate a selection of the photographs from the following two areas to each of the pairs of pupils. Divide the photographs up so that they either represent central Nairobi or Kariobangi.

Central Nairobi. Photographs 1 - 14

Kariobangi. Photographs 15 - 30

Ask each pair to complete a second Quality of Life Graph for their allocated area from Nairobi. Next ask the pupils to compare their two graphs using the following questions.

What are the similarities and differences, and what reasons can be given to explain them?

Can the areas be identified from the graphs alone?

Are there any surprises?

Which area came out best or worse?

Ask the pupils to compare their graphs with groups who have completed this exercise for the second area of Nairobi.

Develop the idea that perceptions of areas will vary and people can hold different opinions of the same scene. Also examine the features which make up the 'look' of an area, what particular features make it positive or negative?

It is likely that the graph for the centre of Nairobi will have

similar features to the graph for the centre of a British city. Draw out the idea that there are similarities which can be found in cities in both Kenya and Britain.

Conversely are there any positive points identified on the graphs for Kariobangi. Does it come out 'better' on any points when compared to the city centres?

The activity could be repeated with pupils designing their own graphs by using a new set of words.

Activity Four

Living in a Slum

Aim > To develop a greater understanding of life in the slums of Kariobangi.

Divide the class up into small groups.

Describe the following situation. Ask the pupils to imagine how these events would affect their lives.

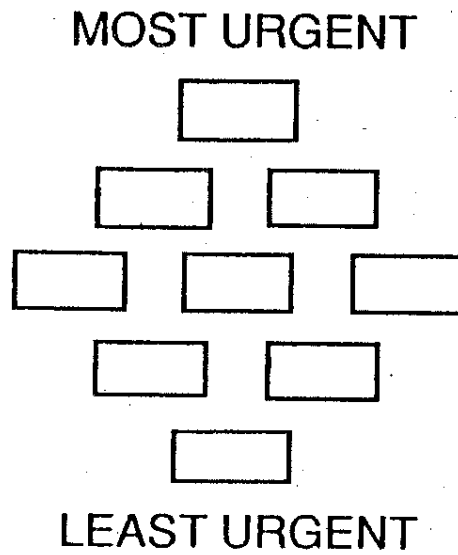
What would happen if:

- There was no electricity.
- There was no running water, and the nearest tap was a 1km walk away.
- There were no sewers.
- There was no rubbish collection.
- There were no pavements and only dirt roads, which turned to mud when it rained.
- There were no social services.
- The only job opportunities were in small workshops or selling goods.
- There were no medical facilities and a visit to the nearest clinic, five kms away, would cost half a days wages.
- Children could only go to school if their parents could afford the school fees.
- The only building materials available were soil bricks, corrugated iron or wood.

Ask the pupils to write down a list of problems they would

encounter if these features occurred in their local area.

From this list ask the pupils to write each of the problems down on a card. Next ask them to prioritise the problems by arranging the cards in a diamond shape, the top card being the most urgent problem and the bottom card being the least urgent problem.



Ask the pupils to suggest how these problems could be overcome. Which of the problems could be solved by people working as individuals or by people working together? Which of the problems would be the easiest or hardest to solve?

The pupils are now going to look at specific people from Kariobangi and see the problems facing them.

The **Kariobangi Characters** sheets should be copied and cut up so that each group of pupils can have a full set of eight cards. (Do **not** cut up the master cards as they can be used again!)

Ask the pupils to share the reading of the information.

Next the pupils should identify and list the main problems facing the people shown on the cards. Alongside this list ask each group to write down the action suggested by the people from Kariobangi for overcoming the problem.

Compare the two lists the pupils have made. What are the similarities and differences between the features the pupils and people from Kariobangi identified?

What actions were suggested?

Having read the cards, and recalling the photograph can pupils describe how some of the different problems are interlinked?

Pupils should also be able to develop the idea that a 'community' contains people who have different aspirations and different experiences during their daily lives. This is true both for people living both in Kariobangi and also in Britain.

The information cards could also be used for further work such as a role play illustrating the lives of people in Kariobangi or a creative writing exercise based on daily activities in this area.

Activity Five

Maps of the City

The two maps in this pack show the city centre of Nairobi and the slum area of Kariobangi.

The class could either use the two maps one after the other or be split into two groups. The first group using the map of Nairobi and the second the Kariobangi map.

It is recommended that the maps are copied so that pupils can work on them in pairs.

To introduce the pupils to map work ask them to identify features on the map using the Key. Colours could be used to highlight the features identified from the key. Also identify the main features of the map i.e. grid lines, compass rose and scale.

On each of the maps there are black squares. These squares represent some of the main features of the two areas. The following activity asks pupils to name each of the features using coordinates. In cases where there is more than one feature in a grid square additional geographical information has been provided.

Ask the pupils to label these features first in pencil and then in ink only when all the squares have been correctly identified.

Features for Nairobi city centre.

- Rich Housing. **1013**
- Bus station. **1512**
- All Saints' Cathedral. **1211**
- Parliament Buildings. **1310**
- Mrs Obara's House. **1010** - south of a road.
- Hurlington shopping centre. **1010** - north of a road.
- Cinema. **1510** - north of Harambee Avenue.
- Railway station. **1510** - at the junction of Moi Avenue and Haile Selassie Avenue.
- New Stanley Hotel. **1411**
- Park View Towers. **1212** - at the junction of Uhuru Highway and University Way.
- Nairobi University. **1212**
- Esso garage. **1213** - west of Uhuru Highway.
- National Museum. **1213** - east of Uhuru Highway.
- Post Office. **1410** - south of Haile Selassie Avenue.
- Kenyatta International Conference Centre. **1410** - the large building on Harambee Avenue.
- Statue of Jomo Kenyatta. **1410** - north of the Kenyatta Conference Centre.
- Law Courts. **1410** - West of the statue of Jomo K Kenyatta.
- Statue of Queen Victoria. **1312** - in the Jeevanjee Gardens.
- City market. **1312** - near to Loita Street.
- Jamia Mosque. **1312**

'Rich housing' has already been marked on the map.

Features for Kariobangi

- Baba Dogo primary school. **3323** - north of Baba Dogo Road.
- Korochocho soil block making group. **3323** - south of Baba Dogo Road.
- Factory. **3222**
- Police post. **3322**
- Ngunyumu primary school. **3422**
- Jua Kali workshop. **3121** - west of the Outer Ring Road.
- Petrol Station. **3121** - at the junction of the Outer Ring Road and Kamunde Road.
- Catholic Church. **3121**
- Toilet block. **3220** - in the scout compound near to the Nairobi River.
- Scout hut. **3220** - in the scout compound.
- ACTIONAID's office. **3220** - south of Kamunde Road.
- Carpentry workshop. **3221**
- Baptist Church. **3321** - next to Kamunde Road.
- Open sewer. **3321**
- Market stall. **3320** - in the market area.
- Korogocho primary school. **3320** - west of the market.
- Kiosk. **3421** - north of Korogocho Road.
- Mosque. **3421** - east of Korogocho Road.
- Womens' group meeting. **3421**

'Baba Dogo Primary' School has already been marked onto the map.

With more able pupils introduce the idea of six figure grid references and ask them to provide the references for the different features.

Additional activities can also be developed using the scale and compass rose such as:

- Plan a tour of the city centre which could be used for a tourist brochure
- Plan a tour of Kariobangi for ACTIONAID development worker who has to meet people from the following projects - Jua Kali, savings, brick making and schools.

The two Kenyan maps should also be compared to large scale maps of the pupils local area. Pupils should investigate the similarities and differences between the different maps eg. the number and pattern of the roads, the different features shown on the maps or how far people have to travel to reach certain services.

Pupils could be given a selection of photographs from either Kariobangi or Nairobi's centre and asked to match them up to their correct location on the maps.

Sketches of some of the photographs have been included in this pack see Activity Six **Buildings**. They could be used for a similar matching activity.

Activity Six

Buildings

The different sketches show different building styles across Nairobi.

The sketches are:

Kariobangi

- **Carpentry Shop - Martin Ondiek**
- **Baba Dogo School - Boys Playing Football**
- **Pius Kilonzo and his Family**
- **Market Stall - Peter Wamburi**
- **Toilet Block Construction**
- **Tailor - Phylis Njambi**
- **Kariobangi - Roof Tops**
- **Kariobangi - Sewer**

Nairobi

- **Hurlington Shopping Centre - Mrs Obara**
- **ESSO Garage**
- **All Saint's Cathedral**
- **Nairobi City Centre**
- **Park View Tower**
- **Rich Housing and Security Guard**
- **Nairobi Bus Station**
- **The Jamia Mosque**

It is recommended that these sketches are **enlarged** on a photocopier upto at **least A4 size**.

Activity Seven

Further Ideas

Fire-less cookers. Ask pupils to design a 'standard test' to examine how insulating cooking pans can save fuel.

Buildings. Ask pupils to record the building materials and construction methods used in Nairobi. How do they compare to the type of buildings found in Britain.

Savings and credit scheme. Ask pupils to design a saving and credit scheme. How much money could they save each week? What would they spend their savings on?

Tourist brochures. Collect some Kenyan tourist brochures. Ask pupils to sort the pictures into the following. Towns, Countryside, Modern, Traditional, Wildlife and Holidays. How do these pictures compare to those of Nairobi? Can pupils suggest reasons for any differences?

Selecting photographs. Ask pupils to select two or three photographs from the pack to illustrate the following:

- An architecture competition.
- A booklet about shops.
- A development charity advert.
- An official report on slums.
- A booklet on Kenyan history.

Ask the pupils to justify their choices.

A School Day. Ask pupils to compare their own school day with the time table from Baba Dogo school.

A Day in the Life of Mrs Obara. Ask pupils to draw a time line illustrating her daily activities.

Glossary

| | |
|-----------------|---------------------------|
| <i>Jambo</i> | Hello |
| <i>Kwaheri</i> | Goodbye |
| <i>Asante</i> | Thank you |
| <i>Baba</i> | Dad |
| <i>Mama</i> | Mum |
| <i>Watoto</i> | Children |
| <i>Dada</i> | Sister |
| <i>Kaka</i> | Brother |
| <i>Jumatatu</i> | Monday |
| <i>Jumanne</i> | Tuesday |
| <i>Jumatano</i> | Wednesday |
| <i>Alhamisi</i> | Thursday |
| <i>Ijumaa</i> | Friday |
| <i>Jumamosi</i> | Saturday |
| <i>Jumapili</i> | Sunday |
| <i>Jiko</i> | Cooker |
| <i>Sufuria</i> | Pan |
| <i>Jua Kali</i> | 'Hot sun', craft workshop |
| <i>Asgari</i> | Security guard |
| <i>Matatu</i> | Mini bus |
| <i>Shamba</i> | Farm |