

Home / Food / School

This is my home. The house is made of bricks with a zinc roof. There is electricity in the house but no water. My father works in the port in Mombasa.

I have Swahili, English, science, agriculture, mathematics, social studies and physical education lessons in school. I like science and playing football.

Gitonga's school timetable
 Arrive in school – 7.30 a.m.
 Lessons – 8 a.m.
 Playtime – 9.30 a.m.
 Lessons – 9.45 a.m.
 Playtime – 11.30 a.m.
 Lessons – 11.45 a.m.
 Lunchtime – 12.45 p.m.
 Time to go home – 1.30 p.m.



This is my home. The house is made of mud and straw with a thatched roof. It is very dark inside the house.

My father works in a tea plantation in Kericho. My mother is cooking ugali for supper.



● **Context:** Homes, food and school in Kenya.

● **Facts:** Traditional Kenyan houses are made of dried mud, with a thatched roof, and have no modern amenities in them. They are found in the countryside and in remote locations, e.g. Kericho. More modern houses and flats are found in big cities such as Nairobi and Mombasa. In terms of food, primitive tribes and farmers eat a lot of goat meat, beef, fish or chicken with natural green plants. The food is often cooked outdoors, using a cooking pot and smaller pots on an open fire. *Ugali* is one of the most common foods in Kenya – a substance made of corn-meal and water, similar to porridge or dough in texture. The El Molo tribe (the smallest tribe in Kenya) fish for food in Lake Turkana nearby – fish such as the Nile perch. The farmers of tribes such as the Kikuyu and the Luhya harvest traditional crops, e.g. sorghum, millet, peas, beans and sweet potatoes. They now harvest more modern foods too, such as coffee, tea, sugar, corn, and all sorts of fruit and vegetables. Kenya is famous for its tea and coffee plantations and exports a lot of these products – this industry is important to the Kenyan economy. The Kenyan government provides free primary school education (6–14 years old), and about 85% of the country's children go to primary school. But the percentage of those in secondary schools (14–18 years old) and in higher education institutions (18–22 years old) is much lower. The main reason for this is poverty, as parents have to pay for secondary/higher education, and many children are too busy helping their families to work the land, look after the cows, cook, carry water, etc.

● **Atlas references in 'Here, There and Everywhere 2':** pp. 2–3, 4–5 and 8–9.

● **Skills:** Being aware of and respecting the needs of others; beginning to challenge stereotypes; asking and answering questions; drawing comparisons and identifying similarities and differences; experimenting and exploring, thinking of what could happen if ..., developing their understanding of planning, designing, modelling, adapting and reflection.

● **Knowledge and understanding of the world:** Places and people – starting to notice the differences between their own area and other parts of Wales and the world. Myself and living things: growing conditions for plants.

● **Personal and social development, well-being and cultural diversity:** Developing a positive self-image and a sense of belonging within different communities, and understanding their own Welsh identity.

● **Creative development:** Art, craft and development: experiencing the traditions and celebrations of different cultures, experiencing music and dancing from Wales and other cultures.

● **Questions to ask:** How is Gitonga's home different to Amondi's home? How are

Gitonga and Amondi's homes different to your home? What work does Amondi's father do? Why does tea grow in Kenya? Do you drink tea or coffee? Have you tried growing plants? Do you like porridge? Would you like to go to school in Kenya? Why? How is Gitonga's school timetable different to your school timetable?

● **Focus tasks/challenges:**

- Design and create models of traditional Kenyan homes.
- Use dried foods such as tea and coffee to create a collage of houses in Kenya.
- Compare the school timetable in Kenya with the school timetable in Wales and role play – going to school in Kenya.
- Write a postcard/e-mail describing a school in Wales and the school timetable.
- Create recipes and cook food like the food in Kenya, e.g. *ugali*.
- Experiment and grow plants or flowers to find out whether they need water to grow.

● **Investigative/extended work:**

- Compare traditional houses in Kenya with Celtic houses in Wales in the past.
- Visit a shop/supermarket and collect fair trade goods.
- Cook a meal using the fair trade goods and discuss the meaning of 'fair trade' (e.g. people in Kenya getting a fair price for the tea and coffee).
- Research the journey of flowers grown in Kenya and exported to other countries.
- Find out about different kinds of tea in Kenya and compare them with Welsh tea.

● **Resources:** atlas, globe, tea, coffee, craft materials, recipes and ingredients for Kenyan food, cooking equipment, digital equipment, fair trade goods.

● **Vocabulary:** house, houses, home, tribe, work, school, education, timetable, subjects, Swahili, social studies, tea plantation, cooking pot, open fire, export, port, fair trade, agriculture.

● **Comparisons with Welsh culture:** Compare food customs and home life; compare going to school in Kenya and in Wales. Learn words in Swahili, e.g. welcome – *karibu*, food – *chakula*, yes – *ndiyo*, no – *hapana*. At playtime, and before lessons start in the morning, they sing a song in Kenyan schools – compare this with Welsh schools. Compare produce from Kenya and from Wales, e.g. tea and coffee.

● **Welsh vocabulary and simple patterns (Welsh development):**

Wyt ti'n hoffi bwyta ...? – Do you like eating ...?; *Wyt ti'n hoffi coginio ...?* – Do you like cooking ...?; *Ydw* – Yes; *Nac ydw* – No; *Faint o'r gloch wyt ti'n mynd i'r ysgol?* – What time do you go to school?; *Dw i'n mynd i'r ysgol am 9 o'r gloch y bore.* – I go to school at 9 o'clock in the morning.