

Maji

ABOUT THIS PHOTO PACK

“Maji” pronounced “mah-jee” is the Swahili for “water”. *Maji – a Pack on Water for Early Years* has been produced to introduce young children to the issue of water and in particular its importance to families in Kenya. Like *Watoto, Children from Around the World* (Trocaire, 2001), this resource provides a range of activities to incorporate a global perspective in childcare settings and at Junior Primary level.

This pack is produced in the context of climate change. There is an increasing awareness of the impact of climate change on people’s daily lives. Wet areas are becoming wetter, dry areas drier, leading to more droughts and unpredictable rain patterns. This is having a disastrous effect on the world’s poorest people who are least able to cope and who have done least to cause the problem. Countries such as Kenya are already feeling the effects of climate change as seeds are washed away in heavy rains and plants are wilting due to dry spells.

This resource takes into account the following guidelines regarding Early Childhood Education:

Síolta - the National Quality Framework for Early Childhood Education (Centre for Early Childhood Development and Education, 2006)

The child is an active agent in his/her own development through his/her interactions with the world. (*Síolta*, p. 6)

- Environments: Both the indoor and outdoor environments provide a range of developmentally appropriate, challenging, diverse, creative and enriching experiences for all children (p. 25).
- Interactions: Each child receives appropriate support to enable him/her to interact with other children (p. 40).
- Play: Play opportunities provided for the children encourage them to explore, be creative and to use previous learning to make new meanings (p. 50).
- Organisation: A strong ethos of teamwork is evident in the setting (p. 77).
- Identity and Belonging: The setting promotes positive understanding and regard for the identity and rights of others through the provision of an appropriate



By 2050, it is estimated that:

- * 350-600 million people in Africa will not have access to enough water for their basic needs
- * there will be a decline of 30% in water availability for many countries, including: Angola, Malawi, Zambia and Zimbabwe, much of North Africa and the Middle East, and much of Brazil, Venezuela and Colombia

Trocaire is working with people throughout the world to deal with the effects of climate change.

This work includes:

- * helping people to cope with the existing impacts by providing emergency access to water.
- * helping people to adapt by assisting them to develop new farming methods e.g. terracing, irrigation channels, the planting of a variety of crops.
- * helping communities to develop new ways of providing secure sources of incomes for families
- * campaigning in Ireland for international agreements to prevent further global warming and for richer countries to provide money to help developing countries to adapt to the effects of climate change.

In Kenya, Trocaire is working with communities affected by droughts: *farmers and nomads who are struggling to find and conserve water and deal with the consequences of climate change. These are some of the people featured in this photo pack.*

environment, experiences and interactions within the setting (p. 97).

The World in the Classroom – Development Education in the Primary Curriculum (Primary School Development Education Project, 1999)

- Oral Language: Children should be enabled to ask questions in order to satisfy curiosity about the world (p.19).
- Geography: Children should be enabled to develop an awareness of people living in other areas (p.37).
- Science: Children should be enabled to identify and implement simple strategies for improving and caring for the environment (p.58).

CONTENTS:

- * 12 photos from Kenya with information on reverse
- * 8-page booklet with ideas for exploring the photos
- * an A3 size poster



BACKGROUND INFORMATION ON KENYA



Location: The Republic of Kenya in East Africa.
Nairobi is the capital city and Mombasa is the main port.



Climate: The Equator runs across Kenya.
The climate is varied: tropical along the coast and dry in the interior.



Environment: There are over thirty National Parks and Reserves throughout Kenya.
Kenya's protected areas are home to over one thousand species of birds. Animals found in the reserves are elephants, lions, cheetahs, leopards, giraffes, zebras, crocodiles, rhinoceroses and hippopotamuses.



Housing: Kenya has a variety of architecture ranging from timber-framed homes with mud walls to modern structures in Nairobi and other cities and towns.



Population: The population is estimated at just under 37 million.



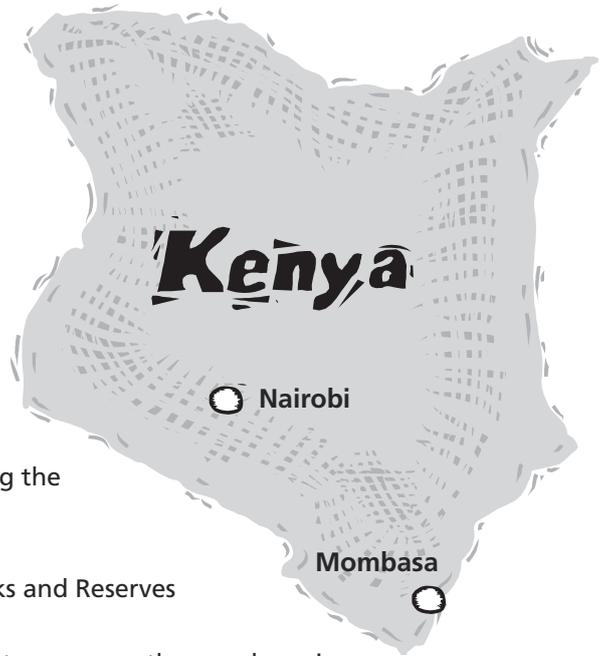
Languages: English and Kiswahili are the official languages.



Religion: Seventy-eight percent of Kenyans are Christians.
Others are Muslims or practise African religious beliefs.



Food: Kenyan cuisine consists of a variety of African and Indian recipes.
Ugali (made from maize), groundnut soup, stews and kebabs are favourite dishes.
Tropical fruits include mangoes, papayas and pineapples. Coffee and tea are grown.



TIPS FOR EXPLORING PHOTOGRAPHS

(Source: *Watoto, Children from Around the World*, Trocaire, 2001 Introduction)

- * Use open-ended questions to encourage full sentences instead of yes/no answers e.g. What is happening in this photo?
- * Encourage the children to look at details in the picture to encourage more observations and descriptions e.g. What is next to the bucket?
- * Explore similarities and differences to encourage the formation of links between children's lives and the lives of those in the photo e.g. What is the girl in the picture eating? What do you like to eat?
- * Explore feelings to develop empathy e.g. How do you think Thomas feels in this photo?
- * Extend this resource by using the photographs in *Watoto, Children from Around the World*, and finding similarities and differences between the children and their environments.



Note: Read the information on the back of each of the photos before undertaking the activities.

GLOBE ACTIVITY:



- ✓ globe or world map, ribbon, two stickers



Explain that the children are going to see photographs from Kenya. Help them to find Kenya on the world map/globe. Stretch a ribbon from Ireland to Kenya. Put a gold star on the two countries to hold the ribbon in place. As the children undertake the activities remind them of this 'connection' between themselves and the people in the photographs.

ACTIVITY: THE MAGIC CARPET



- ✓ a large colourful blanket, magic carpet tickets, passports, inkpad, pieces of card, stamper



Making the passports:

- * Give each child a folded piece of card with their name on it.
- * Stick a photo of the child on the front.
- * Inside include details like the child's age, hair colour etc.
- * Invite the children to draw pictures of things they like on the inside e.g. favourite game.
- * Press child's index finger onto an inkpad and then press onto passport.

Making the magic carpet tickets:

- * Cut out rectangular shaped tickets from card with an outline of the map of Ireland and an outline of the map of Kenya.
- * Distribute these to the children and ask them to draw an arrow between the two places.

The magic carpet ride:

- * Tell the children that they are about to go on a magic carpet ride to Kenya.
- * Ask them to get their tickets and passports ready, fasten their imaginary seat belts.
- * The "pilot" holds the world map as a guide.
- * Allow the children to hold onto the sides of the carpet as it moves up, down, left and right.
- * Ask the children to close their eyes and imagine what is under them as they fly and to say what they "see" e.g. trees, rivers.
- * As the magic carpet "lands in Kenya", stamp their passports with an ink stamper or a sticker.
- * As each photograph is explored, ask the children to board the magic carpet again to fly to a precise destination in Kenya e.g. visiting the Turkana tribe.

HOW WE USE WATER



- ✓ Two large charts, blu-tack, pictures of activities that

need water e.g. bathing, drinking. (*Watoto, Children from Around the World* – see the section on Ever and Melissa from Honduras for a set of cards), pictures of activities that do not need water e.g. sitting, colouring.



- * Talk about when the children use water in their Early Years setting and at home. Invite the children to mime some of these e.g. washing teeth. Distribute various pictures of water and non-water activities to the children and ask them to sort the pictures into their appropriate groups. The children stick the pictures onto the charts under the headings: We need water to... We don't need water to...

LUCY AND THOMPSON



- ✓ Photo 1, pictures of typical pets.

Talk about the photo:

- * Who is in this photo? Lucy is the youngest child in the Leduda family. The dog's name is Thompson. He is the Leduda family's pet dog.
- * Look at Lucy's clothes. What colour are they?
- * What colour is Thompson?
- * Do you think Lucy and Thompson are good friends? Why?
- * Where are Lucy and Thompson?
Lucy is sitting outside the family's house, which is made from grass. She lives in a small village in Kenya.
- * Look at Lucy's eyes. What do you think she is thinking about?
- * What do you think Thompson is thinking about?



ANIMALS: PETS

Talk about pets:

- * Why do you think Lucy likes her pet?
- * Do you have a pet? or Do you know someone who has a pet?
- * What does your pet look like?
- * How do you take care of your pet?
- * Where does your pet sleep?
- * What does your pet eat?
- * As each child mentions a pet, ask him/her to hold up the picture of that animal.


Song: How much is that doggy in the window.



LUCY AND HER MOTHER

You will need:

Photo 2

Talk about the photo:

- * Who is in the photo? Lucy is sitting on her mother, Susan's lap.
- * What are they doing?
- * What is the chair Susan is sitting on made of? Is your chair the same or different?
- * Do you think Lucy looks like her mother? What is the same? Do you look like anyone in your family?
- * Have you ever sat on someone's lap before?
- * Susan loves Lucy very much. How do you know? Who do you like to give a hug to?
- * What is Lucy holding? What do you think she is eating? Her three older brothers have brought brown rice home from school for her to eat. Children who go to school are given food to bring home to their families. The Leduda family do not grow any food in their garden, so they sell charcoal and sand to buy food in the market.
- * Lucy and her brothers like to eat beans. What is your favourite type of food? Soon we will see another photo about other food that is eaten in Kenya.



WORKING ON THE FARM

You will need:

Photo 6,
beans, tomatoes,
cabbages, onions,
snow peas and
maize, tea-towels and plates.

Talk about the photo:

- * What can you see in the photo? Morris is working on his father's farm. He lives in Sweet Waters Village. Why do you think his village has this name?
- * What is Morris doing? Do you have a hose at home? Does it look like this one?
- * Morris and his father plant lots of food on their farm. What are the tall plants growing in this picture? (maize). Maize is made into flour and used to make a kind of porridge, called ugali.
- * Show the children beans, tomatoes, cabbages, onions and snow peas. Have you seen or tasted any of these foods before? Do you like them? Morris and his family eat some of the maize and the beans that are grown on the farm. They sell the rest at the market.
- ➔ **Game:** Put some chopped onions, tomatoes and cabbage on plates. Cover the plates with tea towels. Ask the children to smell the plates and guess what food is there.



PLANTING SEEDS

Growing conditions Living things: Plants

You will need:

The poster accompanying this pack, packet of seeds (mustard or cress), an empty yoghurt carton per child, compost.

Give each child one seed and a carton with compost. Invite them to plant the seed and give it a little water.

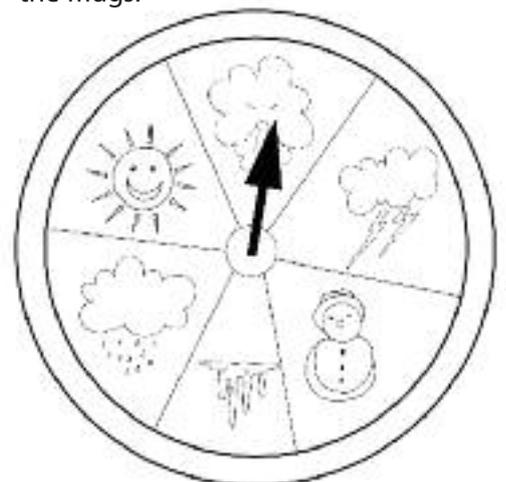
- * Ask the children if they know what a plant grows from (a seed).
- * What do you do with a seed to make it grow? (you plant it in the ground/in a pot with soil)
- * What else do you do to the seed? (you water it)
- * What else does a seed need to grow? (light)
- * Where do we get most of our light? (the sun)



WEATHER

Talk about the weather:

- * What type of weather do we have today? Elicit various weather words i.e. sun, rain, wind, snow, frost, lightning, thunder etc.
- ➔ **Activity:** Make a weather wheel. Ask the children for suitable symbols to illustrate the above weather conditions.
- ➔ **Activity:** Invite each child to bring in an old mug and before it rains, ask them to take them outside and dig a little hole for each one to balance. Leave them for as long as the rain continues. Look at how much rain has fallen into the mugs.



THOMAS



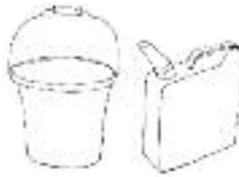
✓ Photo 4



Talk about the photo:

- * This boy's name is Thomas. We have already seen a picture of his sister Lucy and his mother (photo 2). After school, Thomas helps to fetch water from the river for his mother. He says he likes to do this to help his family.
- * The container he is carrying is called a jerry-can. This is very heavy and Thomas must walk a long way.
- * Do you think Thomas is very careful with the water?
- * Did you ever have to carry something very carefully so as not to spill it? (e.g. a glass of water)
- * What do you think Thomas and his family will use the water for?
- * Do you think they will waste any of it?
- * If you could reach into the picture, take Thomas by the hand and bring him home for a little while, what kind of things would you show him?
- * What would you say to him?
- * What would you ask about his country and his family and how he lives?

Talk about the different ways we carry things: schoolbag, shopping basket, football, something heavy/big (carry with a partner).



Try balancing a cushion on different parts of the body e.g. head, arm, leg, foot.

➔ Activity: Assault Course

You will need: space outside, 4 small buckets half-filled with water, cones, clear plastic container.

- * Use the cones to set up an obstacle course.
- * Divide the children into four teams and give each team one of the buckets.
- * Invite each team to complete the obstacle course
- * At the end of the course, check to see which team has the most water by pouring each group's water into the container.

HOUSES IN KENYA



✓ Photo 11

Talk about the photo:

* Who can you see in

this photo? This is Paulina. She lives here with her daughter, Rebecca and son, Ejikon.

- * What else can you see in this photo? (The family's house and a pen for their four goats). Paulina and her children made the house using dry palm leaves, grass and sticks.
- * What is on the "table"? Pots to cook fruit from the palm tree and cups to drink goat's milk



from, a brush made from dry grass that Paulina uses to sweep the house. Paulina keeps them off the sand and out of the goats' reach.

Talk about houses

- * What shape/colour is your home? Name the rooms in your home.
 - * What is your favourite part of your home? Why?
 - * Why do people need a home?
 - * People in some other places live in different types of homes. (show pictures of wigwam, house on stilts, igloo, etc.)
- ➔ **Activity:** Making models of Kenyan houses. You will need: plasticine. straw/dry grass/dry leaves, small rolling pins, glue.
- * Demonstrate how to roll the plasticine into a long sausage shape.
 - * Roll it into a flat rectangular shape and join the ends together to make a circle.
 - * Distribute pieces of straw, leaves or grass and have the children stick these on to the plasticine to make the walls and roof.
 - * Put all the houses together to make a village. Make a little pen and add model/toy goats.



TRAVELLING ON BICYCLES



✓ Photo 8

Talk about riding a bicycle:

- * Do you have a bicycle, tricycle, go-cart or scooter?
- * What colour is it?
- * Can you reach the pedals?
- * Where / When do you ride it?
- * Does your bicycle have a basket? Do you carry anything in it?
- * What do you wear when you ride your bike? (helmet). Why? Should you ever go on the road? (only with a grown-up).



Talk about the photo:

- * Look at this man's bike. Does it look like yours / like one belonging to a bigger person in your family?
- * Point to the handlebars / saddle / wheels / stand / light.
- * Look at the road. What colour is it? Why is it brownish? (Sand and red soil). What colour are the roads to the school and to your house? Why aren't they red? (Because they are tarred).
- * What else is on the bicycle? (Three jerry-cans). This man rides his bike all day. He brings jerry-cans to the river, fills them up with water and brings them back to his village to share with everyone.
- * What do you think the people in the village will use the water for? (To drink, to wash etc).



BEST FRIENDS

You will need:

 Photo 10

Talk about the photo:



- * This photo shows Mary and her friend Regina. They are best friends. They live near each other. They do lots of jobs together like collecting firewood, getting water from the river and milking the goats.
- * Why do you think the girls are smiling? What might they be talking about?
- * Where are they standing? What is around them?
Why are the trees and branches dry?
Do you think it rains here a lot?
What would the girls use the dry branches and twigs for? (firewood)
- * What type of clothes are they wearing? What else are they wearing? (Bracelets, necklaces, earrings).
They have been getting a present of a necklace each year since they were young. Now they have lots!

Talk about friends:

- * Do you have friends? Is one of them a really special friend? What do you like about your friend/s?
- * What do you like to do /play / talk about with your friends?
Do you ever visit their houses like Mary and Regina do?
- * How does your friend make you feel? Do you smile like the girls in the photo when you are with your friend? Why?

HELPING OTHERS

Myself and the Wider World Developing citizenship

Ask the children what 'helping someone' means (e.g. sharing the work) Name ways we can help at home (e.g. tidying up our toys). Is it nice to help other people? Why? (It makes them happy and makes us feel good) What should you say if someone helps you? (Thank you)



➔ **Activity:** Making jewellery

You will need:

 different colours of beads, laces.

* Tell the children that they are going to make a necklace like Mary and Regina's. Instead of laces, Mary and Regina use leaves from the palm tree and twist the beads around them.

- * Develop the children's sense of pattern e.g. tell them to put on a red bead first, then a blue one, then a red one, what comes next?
- * Allow the children to make their own patterns with the beads and give it to a friend as a present.

FAMILIES

You will need:

 Photo 9
If you have the following: photos



from *Watoto, Children from Around the World*, section on Cecelia from Kenya

Talk about the photo:

- * What do you see?
- * This family lives in Kenya. The father's name is Silas Ngera. He has Anita, who is 1 year old, on his lap. The mother's name is Juliate. She has Agnes, who is 3, on her lap. Silas is a farmer. But his plants have died because it did not rain and now the land is not good for growing food.

Ask the children to bring in a photo of their own families. Display these on the wall near the photo of the Ngera family.

Talk about the children's own families:

- * Who lives at home with you?
- * What jobs do they do?
- * What other families do you know?

Recall Cecilia's family from *Watoto, Children from Around the World* and display the photos showing Cecilia from Kenya.

- * Cecilia lives with her mother, father and grandmother in Kenya. Explain that Cecilia lives in the city – the other children they have met in the photos are from the countryside.

Using the photos of Cecilia talk about what she does.

- * Cecilia goes to school.
- * She eats githeri which is made from maize, beans and potatoes.
- * She plays outside her home.
- * She likes looking after the sheep.

Talk about: things which are similar/different in the photos from the city and photos from the countryside. Download other images of Kenyan towns and cities from the Internet.



You will need:

  Photo 12



Talk about the photo:

- * Look at this photo. What can you see?
- * What colours are the goats?
- * Is there much grass growing in this place? Why not?
What does grass need to grow?
Are there any clouds in the sky?
- * Samson and his friend Nangiro look after the goats. Early every morning they leave their home to take the goats to pasture - 'pasture' is ground where grass grows for the goats to eat.
- * Samson carries his wooden stool and a stick.
What do you think he uses the stool for?
(to sit on to rest and to lie on as a pillow)
What do you think he uses the stick for?
(to herd the goats or if a snake comes near him) "To herd" means that he shakes the stick at the goats to get them to go the right way for food.

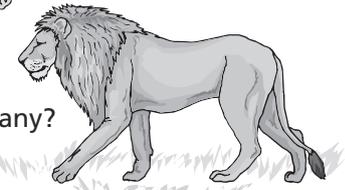
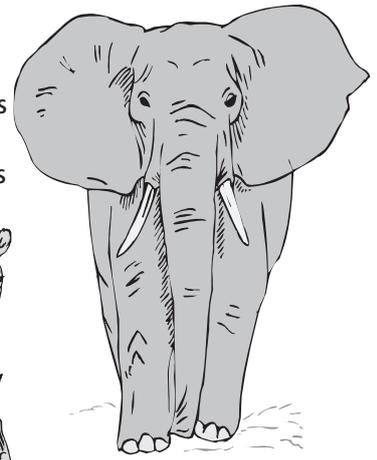
Talk about Animal Footprints

- * Ask the children if they have ever seen animal footprints on the ground.
- * What type of animals do you think made them?
(cat, dog, horse, cow, bird)
- * How do you know what type of animal it was?
(shape and size of footprint)
- * Do you think Samson and his goats leave footprints? Where? (on the sand)



FOOTPRINTS ACTIVITY:

You will need: pictures of animals found Kenya, cut-outs of animal footprints, trays of paint, newspaper, large sheets of paper, pictures/cuddly toys of animals' young.



Talk about animals in Kenya:

- * They have many animals in Kenya. Can you name any?
The Big 5: elephants, lions, giraffes, rhinoceros, leopards. Others: monkeys, zebras, crocodiles, snakes, cheetahs, hippopotamuses. Most of them live in wildlife parks (a big open place with lots of animals living there - much bigger than Dublin Zoo or Fota Wildlife Park!)
- ➔ **Game:** Do not let the children see the picture you are discreetly looking at. Give them clues e.g. I have a long neck, I like to eat leaves from the trees,... What am I?
- * Discuss each animal: What does it look like? What does it eat? Where does it live? Have the children move like each animal and make their noise.

Footprints

- * Lay out large footprints of African animals (elephant's hoof, lion's paw, zebra's hoof etc.) around the classroom.
- * Have the children follow each trail to see where the footprints lead (to find food, get to water).
- * Ask the children to remember a time where they walked somewhere. Did they leave any footprints? (e.g. in the mud, at the seaside).
- * Spread newspapers around the art area. Set up trays of a number of different colours of paint. Have the children remove their socks and footwear.
- * Invite the children to stick their feet in the paint and make footprints on the large sheets of paper.
- * Display the trails of footprints around the classroom leading to the Trócaire photos i.e. indicating the people and places the children have already 'visited'.

