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# KENYA

## OUR GLOBAL FRIEND

### Workshop Facilitator's Guide

Designed to facilitate workshops  
and introduce educators to:

**Kenya: Our Global Friend**  
*An integrated Social Studies  
and Language Arts resource  
kit for upper intermediate  
students*

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# Workshop Facilitation Guide

## *Kenya: Our Global Friend*

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This Facilitator's Guide has been developed to help curriculum coordinators and presenters successfully introduce *Kenya: Our Global Friend*, an integrated Social Studies and Language Arts teacher's resource kit, to educators in an effective and time efficient manner. *Kenya: Our Global Friend* is designed to provide experiences to highlight how Canada's identity has been and continues to be shaped by its global participation, particularly through the projects of the Canadian International Development Agency (CIDA) and non-profit, non-governmental organizations such as the African Canadian Continuing Education Society (ACCES).

One of the primary goals of this global educational resource is to help teachers address the **international development issues of poverty, health care, gender equity, education and the environment** with their upper intermediate students. By examining the global issues raised in the resource, students will be expected to develop a new mind and skill set on their way to becoming "global citizens".

Through the study of this unit the students will be expected to:

- meet key Prescribed Learning Outcomes in Social Studies and Language Arts, as well as, important Social Responsibility Standards
- engage in active, responsible citizenship
- compare Canadian way of life with that of another nation
- participate in meaningful collaborative interactive learning experiences

### **Resource Kit History and Goals**

The *Kenya: Our Global Friend* Integrated Resource Kit has been developed with a generous grant from the Canadian International Development Agency (CIDA) and through the hard work of volunteers from ACCES (African Canadian Continuing Education Society). CIDA administers and oversees the majority of Canada's international development funds. ACCES is a non-profit, non-governmental organization or NGO that works "to help young Africans obtain the skills and education needed to benefit themselves and their society." ACCES currently operates 10 primary schools and provides over 330 post-secondary student scholarships in Kenya and provides HIV/AIDS prevention education to thousands in the community. This resource was developed as part of CIDA's global classroom initiative. The global citizenship goals of the resource also reflect CIDA goals, which are based on, the United Nations Millennium Development Goals as outlined at [www.un.org/millenniumgoals/](http://www.un.org/millenniumgoals/).

Before facilitating a workshop to introduce this resource, it would be beneficial to develop an understanding of global issues addressed by CIDA and ACCES by exploring their websites at [www.acdi-cida.gc.ca](http://www.acdi-cida.gc.ca) and [www.accesskenya.ca](http://www.accesskenya.ca). It is also important to preview the teacher resource book, the DVD, *Kenya: A Virtual Safari* and the novel *Breaking Out*. This resource kit was developed to foster active global citizenship and address the international development issues of poverty, health care, gender equity, education and the environment while meeting some key Social Studies and Language Arts Prescribed Learning Outcomes and Social Responsibility Standards.

## Workshop Introduction

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Play Teddy Kalanda's song Karibu, Kenya as participants sign in. The song was first released in 1980. The lyrics both in English and Kiswahili are included on page 23 of the teacher resource book and the music can be found on [www.mwanasimba.online.fr/music/jambo.mp3](http://www.mwanasimba.online.fr/music/jambo.mp3) . Reproduce the Anticipation Guide, the Canada/Kenya Comparison Chart the Global Citizenship Issues Chart found on pages 12 and 13 of the Teacher Resource Book and have some sticky notes available for participants.

Take time for introductions around the room if the number of participants is not too large.

Introduce a few words of Swahili:

**Jambo:** Hello

**Habari gani:** How are you?

**Asante:** Thank You.

Ask if any participants have traveled to Kenya. Explain that you are going to ask them to complete an anticipation guide to activate the background knowledge they may already have. Reassure them that the purpose of the guide is not to determine if they are right or wrong but only to get them thinking about Kenya.



Have participants complete the anticipation guide on their own or in pairs. Circulate to see how they are doing. Debrief by having one of them offer what they decided and then share information about the question posed. Allow others to add what they know – as time permits. Use the Anticipation Guide Debriefing Page included in this facilitator's guide to help clarify responses, remembering that the focus is not on what is correct but on creating interest in Kenya.

Share information with workshop participants regarding the resources history and goals as shared above and from information learned by perusing the CIDA, ACCES and UN Millennium websites noted above.

Distribute the Resource Kits to each participant and introduce them to some of the key features of *Kenya: Our Global Friend* as outlined in this section. Have participants make notes on sticky tabs and place tabs by examples of key features.

## Key Features of *Kenya: Our Global Friend*

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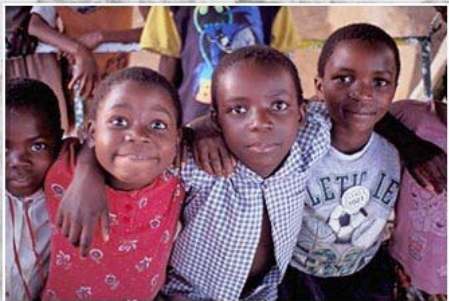
### I. Kenya: A Virtual Safari DVD

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Using the DVD located in the inside cover of the teacher resource book. Teachers can help their students take a virtual safari with over 350 images highlighting the people and land of Kenya. The DVD has been divided into six sections to accompany the various lessons as outlined in the Teacher Resource Book. A focusing question is posed before each section of the DVD. For example, the focusing question for Chapter One is: "What does it mean to be wealthy? What does it mean to be poor?" These questions can be discussed before and after viewing the DVD section in order to help the students, for example, reflect on what being poor means in Canada and what being poor means in Kenya.

A detailed script of the DVD and a map of Kenya noting the safari route are also provided in Appendix A of the Teacher Resource Book.

Show a section of the DVD to workshop participants posing the Focusing Question before and after viewing the DVD.



### II. Teacher Resource Book

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#### A. Check List of Key Social Studies and English Language Arts

**Prescribed Learning Outcomes** **Pages ii-iii**

Teachers can use this checklist for reporting purposes and to create assessment criteria. The prescribed learning outcomes and specific objectives relating to the

PLOs are also provided for each lesson in the right hand margin of the lesson pages under the title: Objectives, Students will be able to.

#### B. Canada/ Kenya Comparison Chart Global Citizenship Issues Chart

**Pages 12-13**

These two charts should be used to focus student attention and emphasize the international development goals explored in the lessons. These charts should be used for individual students to make notes on following each lesson and made into large classroom charts that can be added to during discussion sessions, which are an integral part of the lessons. The charts can be added to during viewing the DVD and while working through the novel study, *Breaking Out* included as part of the resource.

### **C. Global Citizenship Challenges**

**Lessons 2-7**

An important part of each lesson is the Global Citizenship Challenge, which in lessons 2-7 is set off in a box in the Lesson Sequence section of the lesson description. By exploring the challenges, students will learn more about global citizenship, garner important background knowledge and be better prepared to take on the culminating and empowering active citizenship activity in Lesson 9. The web-based nature of the challenges will also provide a positive Internet experience, as each website suggested has been previewed for readability, content and suitability for upper intermediate students. The Global Citizenship Challenge for Lesson 3 included here as an example features two websites to help students examine why rainforests are important and why they are disappearing.

The Mongabay website is designed for youthful learners and has many activities to engage younger learners. The KEEP website features what the Kenyan's themselves are doing to protect their rainforests. The Global Citizenship Challenges included in the lessons have been selected to complement the lesson but also to provide important background knowledge for the unit as a whole. The Challenges may be completed separately or grouped together when access to the Internet is available. They may also be completed as homework projects and then discussed in class. It will be important to complete them before working on the Active Citizenship Projects in Lesson 9.

#### **Global Citizenship Challenge**

Kakamega Forest National Reserve is the only tropical rainforest left in Kenya. Look up [www.kids.mongabay.com](http://www.kids.mongabay.com) and find out:

**- Why rainforests are important      - Why rainforests are disappearing**

Explore KEEP: Kakamega Environmental Education Program. Type KEEP in your search box and open the website hosted by [www.columbia.edu](http://www.columbia.edu). On the left hand side bar select 'Activities' and find out what people in Kakamega, Kenya are doing to save their rainforest.

### **D. Global Citizenship Canadian Passport**

**Page 17**

The Global Citizenship Canadian Passport can be used for students to reflect on each of the nine lessons and as an evaluation tool. The teacher can record a mark for each lesson and add comment on the evaluation or feedback on the student's reflections. Some of the piloting teachers created a stamp to use on each page of the passport to add to the fun.

### **E. Culminating Activity Lesson 9: Active Citizenship Projects**

**Pages 84-89**

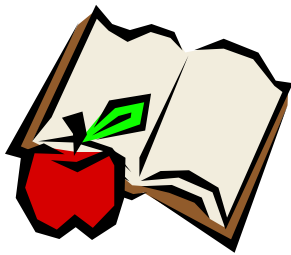
It is highly recommended that teachers engage their students in an active citizenship challenge such as those described in Lesson 9. Many global issues are of great concern to Canada and its citizens. By undertaking one of the projects suggested in Lesson 9 or an alternative citizenship project designed by the teacher, the students will realize that they can make a difference in the

lives of others and that through working together we can even make a difference internationally. Throughout this unit of study students will learn about international development and the dedicated work of CIDA and its many non-profit partners, which have been introduced through the lessons, and Global Citizenship Challenges of this resource. A comprehensive list of NGO's (Non-profit, non-governmental organizations) working in Kenya can be found on page 13 of Appendix B of the Teachers Resource Book.

#### **F. Assessment Section**

**Appendix B pages 2-13**

Suggested assessment strategies and black line masters are included in Appendix B. In addition, assessment strategies can be found for each lesson in the right hand margin of the Lesson Sequence section under the heading: Assessment Suggestions.



### **III. Novel: *Breaking Out* and accompanying Novel Study      Pages 54-74**

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Included in the resource kit is an engaging novel *Breaking Out* by B.C. author, Sandra Harper. Sandra is an experienced educator who has been to Kenya three times as a volunteer with ACCES and continues to be active on its board. Her novel is an inspirational story featuring the life and challenges of Whycliffe, a twelve-year-old boy living on a small farm on the outskirts of Kakamega, Kenya. The students are first introduced to Whycliffe through his letter of invitation on page 11 (Lesson 2). The novel provides a rich context in which to explore the societal issues of poverty, access to education, healthcare, and the environment that Whycliffe faces in his effort to stay in school and help his mother whose health is failing. Piloting teachers have recommended starting the novel in Language Arts sessions during or following Lesson 3 in the resource guide. Lesson 7 of the resource guide contains a complete novel study for *Breaking Out* but there is no need to wait until reaching Lesson 7 before beginning the novel study as part of Language Arts. Background knowledge acquired as part of the Global Citizenship Challenges will enrich the students' understanding and ability to participate in novel discussions and activities.

The novel also includes a glossary of Swahili words and background information on Kenya found on pages 174-179.

## Workshop Activities

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Workshop facilitator's may like to read aloud an excerpt from the novel to participants. Primary (Elementary) school is free in Kenya but students must pay for uniforms and write the school leaving examination at the end of grade 7. If the exam is not written they have no chance of attending high school. One suggestion is to read pages 57 and 58. In this chapter Whycliffe has travelled some distance by matatu or van to the tea plantation where his father works to ask him for money to pay for the examination.

After sharing highlights from the DVD, Teacher's Resource Book and Novel distribute the Canada/Kenya Comparison and the Global Citizenship Charts included with this facilitator's guide and on pages 12 and 13 of the Resource Book, to workshop participants. Have them work in groups discussing and exploring: The Teacher Resource Book, the Novel, *Breaking Out* and their own background knowledge. Have participants make notes on the two charts. Allow approximately, 15 minutes for this activity circulating among participants. Debrief this activity by having participants share how the materials could be used to develop an understanding of Kenya and global issues as time permits.

Distribute workshop feedback evaluation sheets for completion.

On behalf of the Canadian International Development Agency and all the volunteers of the African Canadian Continuing Education Society thank the participants for helping us in our quest to be better global citizens by understanding and working to improve the global issues that impact the world today. We wish every educator involved in teaching *Kenya: Our Global Friend* every success in inspiring their students to become better-informed and active global citizens.



*"This resource is dedicated to the youth of Kakamega, Kenya whose intense desire to attend school is driven by their will to improve the lives of their families."*

# ***Kenya: Our Global Friend*** ***(Sample) Agenda***

***JAMBO!!***

**Welcome (*Habari!*) to Kenya: Our Global Friend**  
Introductions

**Anticipation Guide and Discussion**

**Background of Resource Development**

ACCES (African Canadian Continuing Education Society)

CIDA (Canadian International Development Agency)

**Highlights of the Resource Kit**

I. Virtual Safari DVD

Pose focusing question, view section, and discuss

II. The Teacher Resource Book

PLOs, charts, global citizenship challenges, passport, projects and assessment

III. Novel: *Breaking Out*

Accompanying novel study, Lesson 7 p.54 in Resource book

**Activity and Sharing Session**

Exploring the resource for global citizenship issues

**Feedback to CIDA, [www.acdi-cida.gc.ca](http://www.acdi-cida.gc.ca) and ACCES, [www.acceskenya.ca](http://www.acceskenya.ca)**

***Asante Sana . . .***



**Kenya—Anticipation Guide**

**Purpose:**

- open mental files, access prior knowledge, stimulate curiosity, discussion
- pre-assessment to identify knowledge



<b>BEFORE</b>		<i>Read and consider these statements about Kenya and ACCES . . .</i>	<b>AFTER</b>	
<b>Agree</b> ✓	<b>Disagree</b> ✓		<b>Agree</b> ✓	<b>Disagree</b> ✓
		1. Kenya’s population is larger than Canada’s.		
		2. Kenya has two official languages similar to Canada.		
		3. The climate of Kenya is mostly wet resulting in large rain forests.		
		4. Kenya is rich in mineral resources such as gold and diamonds.		
		5. Coffee, tea and sugar are important crops		
		6. The average salary for many is about \$25 per day.		
		7. There are large school fees for elementary and secondary schools.		
		8. Approximately 80% of the students complete primary school (1-8) and 50% complete secondary school.		
		9. ACCES is an organization sponsored by CIDA (Canadian International Development Agency).		
		10. ACCES provides financial support to feed some of the neediest families in Africa.		

## Feedback Form for *Kenya: Our Global Friend* Workshop

Grade/Position: \_\_\_\_\_

**Purpose:**

- to provide feedback for facilitator(s) and information for CIDA and ACCES

*At the end of this introductory workshop, please complete the following questionnaire based on your impressions of Kenya: Our Global Friend.*

		1	2	3	4	5
		Don't Know ✓	Seldom ✓	Sometimes ✓	Mostly ✓	Always ✓
1	potential to meet a number of PLOs for:					
	▪ English Language Arts					
	▪ Social Studies					
2	▪ potential to meet specific standards in the BC Standards for Social Responsibility					
3	▪ Lessons 1-9 promote the integration of Language Arts ▪ and Social Studies					
4	▪ the content of the lessons should be motivating for my students					
5	▪ the organization and the content of the unit is presented in a manner that will enhance student knowledge of Kenya and international development					
6	▪ the selected culminating activities will be a valuable for developing global citizenship					
7	▪ the resource is structured to minimize teacher preparation and planning time					
	▪ appears to be an effective instructional unit					
8	▪ I plan to use this resource within the next year					
9	▪ I will recommend this resource kit to a colleague					
10	<p><b>Your Comments:</b>            What you noticed that is particularly effective:            Areas where you would suggest change:            Questions you have:</p> <p style="text-align: right;">(Use reverse as required)</p>					

## **Workshop Facilitator's Debriefing Sheet for Anticipation Guide**

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1. Kenya's population is similar to Canada's. Canada 32,800,000 and Kenya 33,830,000.
2. Kenya has one official language: English and one national language: Kiswahili.
3. Kenya has tropical warm wet areas primarily on the coast with diminishing rainforest areas. There are large areas of desert in the interior of the country.
4. Kenya is not mineral rich and has no gold or diamond mines.
5. Coffee, tea and sugar are important cash crops primarily for export. There are many tea plantations.
6. Over 27% of Kenyans live on less than a \$1.00 a day compared to the average daily wage of \$87.00 per day in Canada. According to UNICEF, 27% of children 5-14 years old in Kenya work.
7. Primary or elementary school is free in Kenya although students must pay for uniforms and some exams. Access to school in rural areas is challenging. There are fees for secondary schools. Approximately, 48% of youth attend secondary school.
8. Yes, approximately 85% of children attend elementary school in Kenya and half of youth attend secondary school. Education in Kenya has been relatively a success story compared with other nations in Africa. One of the challenges is access to education for poor and rural children. Many of these children need to work to support their families or need money for room and board, as there are no schools nearby.
9. ACCES (African Continuing Education Society) is an independent non-governmental, non-profit organization, which receives some financial support from CIDA (Canadian International Development Organization) in the form of grants, such as the grant received to produce this educational resource, *Kenya: Our Global Friend*.
10. ACCES provides financial support so that needy students in Kenya can attend school. ACCES currently operates ten primary schools in Kenya, provides scholarships to many secondary students and facilitates HIV/Aids education in the community.





## Canada/Kenya Comparison Chart



Canada	Kenya
The Land/Climate Location	
Plants, Animals, Environmental Issues	
The People Gender Roles	
Education	
Language, Customs, Art and Music	
Employment and Wages	
Health	
Government	
Issues/Challenges	



**“Studying another country helps  
enlarge our view of the world”**

**KENYA**  
OUR GLOBAL FRIEND



## Global Citizenship Issues Chart

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Issue	Problem Description and Improvement Ideas
Education	
Healthcare	
Gender Equity	
Poverty	
Environment	

