

Objectives

1. To give pupils an awareness of children in a different society and culture.
2. To show how poverty and relying on their environment for food, can affect people's lives.
3. To develop reading for information skills.

New Words

Consume, maize, cassava, Kenyan Shillings

Resources

- *Teacher Information 2.0*
- *Handout 2.1- Prisca's Story Part 1*
- *Handout 2.2 - Flow chart*
- *Powerpoint slides*
- *African music CD*
- *Everyday consumables (toothpaste, soap, fuel can, light bulb etc.)*

Starter

Time: 15

- Pupils to think about all of the things they consume (use up, not just eat) during one day.
- Give out everyday consumables - pupils imagine what their everyday lives would be like without this object.

Lesson

Group activity

Time: 15

- **Teacher Information 2.0** – basic needs explanation.
- Give **Prisca's Story Part 1** to pairs of pupils.
- Discuss what Prisca's needs are from the text.
- Pairs choose one of Prisca's needs to focus on.
- The pair now come up with a basic action plan using **flow chart Handout 2.2** of how to help Prisca's family. See **Teacher Information 2.0** for modelling.

Lesson

Presentation

Time: 25

- Pairs briefly say what their action plan is and explain why they chose it.
- Discuss and list ideas, pros and cons.

Plenary

Time: 15

Points to make:

- many different charities and organisations try to help people like Prisca.
- not all Kenyan children are as poor as her, but children face some of the same challenges she has across Kenya.
- the similarities and differences between being in Prisca's family and their own.



Twelve-year-old Prisca and her sister Juliet live in western Kenya in a town called Ugunja. Their grandma, Mary, has looked after them since their parents died of Aids when they were young. Life has been a hard struggle for the family over the years. Mary says that, 'I have lived with no hope and was never able to help my family.'

Prisca had painful rashes on her head and all of the family were malnourished from not being able to eat enough healthy food. Their small plot of land barely grew anything on it and the soil had very little nutrients after years of growing plants. The children had to beg for food from neighbours or pick wild berries to survive, and with food prices getting higher and higher in Kenya, buying food was not an option for them – their daily income was about 20 Kenyan Shillings (14p). Mary really wanted to help her granddaughters, but the cost of medicines and seeing the doctor was also just too high. Juliet often had to stay at home rather than go to school for an education to help earn some money for the family by doing small jobs for neighbours like digging fields and collecting wood.

As they were all hungry most of the time, any work they had to do in the garden was really hard and so they lived on a diet of maize flour and cassava (a root crop). The family would rarely eat fruit and had to rely on neighbours for other vegetables.

Their mud walled house was often collapsing, with parts of the walls falling down and leaks coming through the broken roof. This meant that there wasn't much room for them to sleep safely and so they slept close to each other on old blankets straight on the floor. Life was really tough!

View images of Prisca & her family and find her house on Google Maps:

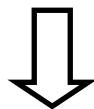
www.sendacow.org.uk/lessonsfromafrica/priscas-story



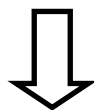
Names:

Handout 2.2

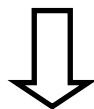
One of Prisca's Needs is



Some ideas of what to do



Our chosen idea



How it will help Prisca's family



Definitions

Consume - to use something up, as in materials or resources (fuel, toothpaste, food, electricity).

Maize - tall cereal crop – corn on the cob’.

Cassava - tropical plant, having edible roots used for making bread or cakes and cassava cereal.

Kenyan Shilling – unit of currency used by Kenyans. £1 is about KSh 140. A can of coke would cost about KSh 40 (28p). This sounds cheap but many rural working people only earn around KSh 100 to 200 (70p to £1.40) a day.

Basic needs

Basic human needs are: food, clothing, shelter and basic medical care.

Secondary needs would include education, employment and personal items e.g. soap.

For the purposes of this lesson all of the above could be classed as basic needs as pupils may offer some ‘wants’ as needs e.g. a TV or car.

Prisca’ s needs are: *food for the family, improved housing, better medical care, schooling for the children, regular employment, clothing, soap etc.*

Example of Modelling:

Basic need	<i>clothing</i>
Some ideas of what to do	<i>send out some clothes, make clothes cheaper in Kenya, provide a sewing machine.</i>
Our chosen idea	<i>provide a hand operated sewing machine that the family can make new clothes with.</i>
How it will help Prisca’ s family	<i>they can make clothes for themselves and then start to make them to sell to others. Providing money for the family for food and schooling.</i>

