



The project is financed by European Union, EuropeAid Program

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## Makutano Junction Project

### Resource 1

# Kenya: The Country Explored

## Introduction:

This set of activities is designed to explore where we get our information about Kenya, and to develop a greater and more varied understanding of Kenya as a country, a home and part of the wider world. It uses Kenyan soap opera Makutano Junction (MJ) to examine and challenge their own perceptions of Kenya, while encouraging students to find out more and equip themselves with tools to discover similarities and differences about places around the world.

It is important to emphasise that there is great diversity within countries, including in Kenya and the UK, and we will never get a full picture of a country from just one source.

Some of these activities can be used as a baseline/ benchmark. If you do this activity towards the beginning of a period of working with MJ, you can find out what students know or think, and then repeat the activity towards the end and see if there has been any change.

## Before you start, think about how you will share what you're doing:

An exciting component to this Makutano Project is sharing activities and opinions with students from schools in Kenya, Bulgaria, Estonia and Poland. Please take every opportunity to record visually what you are doing and share it, by uploading images and films onto the Makutano Junction gallery on the school website, and putting a description of the activity with the links on to the front page of the MJ website [[www.makutanojunction.org/en/](http://www.makutanojunction.org/en/)], section entitled "Examples of Students' Projects".

## Activity 1: What do you know about Kenya?

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**This activity** is good for getting students moving around. It can also be done standing still if necessary. Students express their understanding, knowledge or opinion by agreeing or disagreeing with a number of statements, and get a chance to discuss perceptions and reality.

It will help develop the following key skills: reflection and fostering curiosity about Kenya.

### You will need

- A minimum of 10 minutes
- Agree/ Disagree signs
- A series of questions or statements, some examples of which are below

### **What you might do**

You could start with throwing a balloon globe to children in the class and whoever catches it names three African countries before passing it on quickly to another student in the class. This acts as a warm up activity and gets children thinking of Africa.

Then put **Agree** at one end of the room, and **Disagree** at the other. Or yes/ true and no/false if that is easier. If you have no space, or moving around the room is not appropriate, designate standing up to mean yes/ agree, and sitting down to mean disagree/ no.

The teacher reads out a statement, and students think for a moment and then move to the Agree or Disagree position. The teacher asks a few students why they agree or disagree. Move on quickly to another question. Take some photos to record the number of children agreeing and disagreeing which can be used as baseline/benchmarking information, and also to upload on the Makutano Junction gallery on your school website and on the project site.

Discuss the answers, and confirm the correct answers where there is a right answer.

You can either use statements that are factually correct or incorrect, or introduce questions where there is no right or wrong. If using the opinion questions, you can allow degrees of agreement – students standing somewhere along the line from agree to disagree.

To get the hang of the activity, start with some very simple questions that they will all know or have an opinion on, moving on to questions that need a bit more thought.

#### ***Fact statements:***

Our school is in ..... (town/village)

Kenya is a country

Kenya is in Europe

Kenya is in Africa

Bulgaria is in Africa

Kenya is a desert

Kenya has mountains as well as plains

Kenya has tigers

Kenya grows tea and coffee

Kenya is bigger than England

Kenya is on the Indian ocean

Kenya is on the Atlantic

...

#### ***Opinion statements***

I enjoy coming to school

Kenyan is a poor country  
Kenya is a beautiful country  
I would like to visit Kenya  
In Kenya, a lot of money goes into conserving the wild animals  
Poaching of elephants is endangering the species  
...

## **Activity 2: If I went to Kenya I would see...**

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**This activity** involves children drawing and writing on a blank map of Kenya anything they know or think about Kenya. It is really good as a baseline snapshot of what children's knowledge and perceptions are about Kenya. They might well change over the course of exposure to Makutano Junction and it would be interesting to undertake the same exercise after watching some clips/episodes.

It will help develop the following key skills: Global awareness, critical thinking, creative thinking, speaking and listening, reflection, research, asking the right questions.

### **You will need**

- 15 minutes or so
- A large outline map of Kenya for each group, or individual small maps - find one here <http://geography.about.com/library/blank/blxkenya.htm>
- pens/crayons/ collage materials

### **What you might do**

Start with a big (Flip-chart sized) or small A4 outline of Kenya depending on whether you are doing this individually or in small groups.

Students draw or write anything they know or think about Kenya; anything they might see if they went to Kenya; anything that comes from Kenya. Use these statements as a prompt.

Again, use this as a baseline and keep for future comparison.

Talk about the different things students have drawn or written – you could put these on a big whole-class map. Ask students *how* they know those things – list the sources (e.g. the TV – which programmes; holidays; internet; watching the news.....) . Ask if these sources are reliable? Who wrote/ produced them?