

# Kids4Kinship: Kenya

## Scope and Sequence

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### Introduction

The purpose of this curriculum is to give our students a step into the life of their brothers and sisters in Christ in Kenya. Through these studies, we hope to show them the differences, but also the similarities. Most importantly, reflecting on the the biggest similarity: their faith in our Lord Jesus Christ and promise of eternal life!

### Lesson Outlines

#### **Lesson One** - The Country of Kenya

Study Africa's landforms and the climate. See the beauty of God's creation in this country and a sneak peek at Lesson two!

#### **Lesson Two** - Animals of Kenya

See Africa's amazing animals and learn some fun facts about them!

#### **Lesson Three** - Family Life in Kenya

Study the way life for a Kenyan family. See how it compares to us. We should be grateful and thankful for our many blessings and the blessings of others.

#### **Lesson Four** - Activities in Kenya

We all smile in the same language! See just how they smile in Kenya with activities and games! A fun lesson filled with crafts, games, and foods to try!

Each Lesson includes material to be read by the student, Teacher's Notes, a worksheet for the student, and a supplementary slideshow to accompany the lesson. Feel free to make use of some or all of these materials.

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# Kenya - Lesson 1

*Teacher's Notes for Lesson 1 - Level 1*

## OVERVIEW & PURPOSE

Showing the children the basic environment of Africa and its landforms.

## OBJECTIVES

1. Africa is very warm.
2. There are many different landforms in Africa.
3. God has created a beautiful world for all His people in different ways!

## MATERIALS NEEDED

1. Use slideshow to aid in the presentation of the lesson.
  - a. If a projector or computer is not available, please print and use pictures for better understanding.

## DISCUSSION

1. Discuss the differences and similarities between the weather and landscape in Africa to the United States.
2. Pretend you live in Africa, what would it be like? Discuss this with the students.
3. Talk specifically about how beautiful God's creation is. Ask them what some of the beautiful things God has given our country are.

## ACTIVITY

*Worksheet*

Follow instructions on the worksheet. Allow students 10-15 min to complete it. For level one, they

could also take the coloring pages home to finish.

# Kenya - Lesson 1

*Teacher's Notes for Lesson 1 - Level 2*

## OVERVIEW & PURPOSE

Showing the children the basic environment of Africa and its landforms.

## OBJECTIVES

1. Students should be able to explain that Africa is very warm and how the locals adjust to the weather.
2. They have many different landforms in Africa and should be able to identify what they are.
3. God has created a beautiful world for all His people in different ways!

## MATERIALS NEEDED

1. Use slideshow to aid in the presentation of the lesson.
  - a. If a projector or computer is not available, please print and use pictures for better understanding.

## DISCUSSION

1. Discuss the differences and similarities between the weather and landscape in Africa to the United States.
2. Pretend you live in Africa, what would it be like? Discuss this with the students.
3. Talk specifically about how beautiful God's creation is. Ask them what some of the beautiful things God has given our country are.

## ACTIVITY

*Worksheet*

Follow instructions on the worksheet. Allow students 10-15 min to complete it. For level one, they could also take the coloring pages home to finish.

# Kenya - Lesson 1

*Teacher's Notes for Lesson 1 - Level 3*

## OVERVIEW & PURPOSE

Showing the children the basic environment of Africa and its landforms.

## OBJECTIVES

1. Students should be able to explain that Africa's climate and compare it to our own.
2. Students should be able to identify landforms in Africa and have a general idea of where they would be.
3. God has created a beautiful world for all His people in different ways!

## MATERIALS NEEDED

1. Use slideshow to aid in the presentation of the lesson.
  - a. If a projector or computer is not available, please print and use pictures for better understanding.

## DISCUSSION

1. Discuss the differences and similarities between the weather and landscape in Africa to the United States.
2. Discuss how the different areas affect the people and animals that live in that area. Where would the student want to live? Why?
3. Talk specifically about how beautiful God's creation is. Ask them what some of the beautiful things God has given our country are.

## ACTIVITY

### *Worksheet*

Follow instructions on the worksheet. Allow students 10-15 min to complete it. For level one, they could also take the coloring pages home to finish.

# Kenya - Lesson 2

*Teacher's Notes for Lesson 2 - Level 1*

## OVERVIEW & PURPOSE

Sharing and observing the African animals.

## OBJECTIVES

1. Students should be able to identify animals.
2. Students should be able to match or identify at least one special feature of the animal.
3. Glorify God for the wonderful and beautiful creation He has made!

## MATERIALS NEEDED

1. Use slideshow to aid in the presentation of the lesson.
  - a. If a projector or computer is not available, please print and use pictures for better understanding.

## DISCUSSION

1. Discuss the differences and similarities between the African animals and the ones we see in the United States.
2. What animals from the United States are like the African animals?
3. Talk specifically about how beautiful God's creation is. What unique skills has God given these animals?

## ACTIVITY

*Worksheet*

Follow instructions on the worksheet. Allow students 10-15 min to complete it. For level one, they could also take the coloring pages home to finish.

# Kenya - Lesson 2

*Teacher's Notes for Lesson 2 - Level 3*

## OVERVIEW & PURPOSE

Sharing and observing the African animals.

## OBJECTIVES

1. Students should be able to identify animals.
2. Students should be able to match or identify at least one special feature of the animal and what climate they might live in.
3. Glorify God for the wonderful and beautiful creation He has made!

## MATERIALS NEEDED

1. Use slideshow to aid in the presentation of the lesson.
  - a. If a projector or computer is not available, please print and use pictures for better understanding.

## DISCUSSION

1. Discuss the differences and similarities between the African animals and the ones we see in the United States.
2. What animals from the United States are like the African animals?
3. Talk specifically about how beautiful God's creation is. What unique skills has God given these animals?

## ACTIVITY

*Worksheet*

Follow instructions on the worksheet. Allow students 15 min to complete it.



# Kenya - Lesson 2

*Teacher's Notes for Lesson 2 - Level 2*

## OVERVIEW & PURPOSE

Sharing and observing the African animals.

## OBJECTIVES

1. Students should be able to identify animals and write out the name.
2. Students should be able to match or identify one or more special features of the animal.
3. Glorify God for the wonderful and beautiful creation He has made!

## MATERIALS NEEDED

1. Use slideshow to aid in the presentation of the lesson.
  - a. If a projector or computer is not available, please print and use pictures for better understanding.

## DISCUSSION

1. Discuss the differences and similarities between the African animals and the ones we see in the United States.
2. What animals from the United States are like the African animals?
3. Talk specifically about how beautiful God's creation is. What unique skills has God given these animals? How has God given us unique skills?

## ACTIVITY

*Worksheet*

Follow instructions on the worksheet. Allow students 10-15 min to complete it. For level one, they could also take the coloring pages home to finish.

# Kenya - Lesson 3

*Teacher's Notes for Lesson 3 - Level 1*

## OVERVIEW & PURPOSE

Help students put themselves in the shoes of the Kenyan children by looking at their lifestyle.

## OBJECTIVES

1. Students should be able to explain what life like a Kenyan child would be like.
2. Students should be able to compare the culture to our own culture.
3. Students will understand the people are our brothers and sisters in Christ, and we are all children of God.

## MATERIALS NEEDED

1. Use slideshow to aid in the presentation of the lesson.
  - a. If a projector or computer is not available, please print and use pictures for better understanding.
2. Groceries and kitchen items are needed for the recipe in the lesson.
  - a. You may want to try it and then bring it, or just make it ahead of time.

## DISCUSSION

1. Discuss the differences and similarities between family and school like in Africa to the United States.
2. Pretend you live in Africa, what would it be like? Discuss this with the students.
3. Talk specifically about how beautiful God's creation is. Review John 3:16 "For God so loved the WORLD. . ."

## ACTIVITY

### *Worksheet*

Follow instructions on the worksheet. Allow students 10-15 min to complete it. For level one, they could also take the coloring pages home to finish.

### *Food*

Follow instructions to make a recipe Africans would make at home! You might want to do a test run at home first! This could even be a side to a hot lunch day at school!

# Kenya - Lesson 3

*Teacher's Notes for Lesson 3 - Level 3*

## OVERVIEW & PURPOSE

Help students put themselves in the shoes of the Kenyan children by looking at their lifestyle.

## OBJECTIVES

1. Students should be able to explain what life like a Kenyan child would be like. How does that affect them? How might they react to the way we live in our country?
2. Students should be able to compare the culture to our own culture.
3. Students will understand the people are our brothers and sisters in Christ, and we are all children of God.

## MATERIALS NEEDED

1. Use slideshow to aid in the presentation of the lesson.
  - a. If a projector or computer is not available, please print and use pictures for better understanding.
2. Groceries and kitchen items are needed for the recipe in the lesson.
  - a. You may want to try it and then bring it, or just make it ahead of time.

## DISCUSSION

1. Discuss the differences and similarities between family and school like in Africa to the United States.
2. Pretend you live in Africa, what would it be like? Discuss this with the students.
3. Talk specifically about how beautiful God's creation is. Review John 3:16 "For God so loved the WORLD. . ."

## ACTIVITY

### *Worksheet*

Follow instructions on the worksheet. Allow students 10-15 min to complete it.

### *Food*

Follow instructions to make a recipe Africans would make at home! You might want to do a test run at home first! This could even be a side to a hot lunch day at school!

# Kenya - Lesson 3

*Teacher's Notes for Lesson 3 - Level 2*

## OVERVIEW & PURPOSE

Help students put themselves in the shoes of the Kenyan children by looking at their lifestyle.

## OBJECTIVES

1. Students should be able to explain what life like a Kenyan child would be like.
2. Students should be able to compare the culture to our own culture with specific examples.
3. Students will understand the people are our brothers and sisters in Christ, and we are all children of God.

## MATERIALS NEEDED

1. Use slideshow to aid in the presentation of the lesson.
  - a. If a projector or computer is not available, please print and use pictures for better understanding.
2. Groceries and kitchen items are needed for the recipe in the lesson.
  - a. You may want to try it and then bring it, or just make it ahead of time.

## DISCUSSION

1. Discuss the differences and similarities between family and school like in Africa to the United States.
2. Pretend you live in Africa, what would it be like? Discuss this with the students.
3. Talk specifically about how beautiful God's creation is. Review John 3:16 "For God so loved the WORLD. . ."

## ACTIVITY

### *Worksheet*

Follow instructions on the worksheet. Allow students 10-15 min to complete it.

### *Food*

Follow instructions to make a recipe Africans would make at home! You might want to do a test run at home first! This could even be a side to a hot lunch day at school!

# Kenya - Lesson 4

*Teacher's Notes for Lesson 4 - Level 2*

## OVERVIEW & PURPOSE

This lesson is a little more fun and games than the others, choose what your class will do best!

We would recommend a song or two and then the art project so they can sing while they are crafting. You could even read them the book while they are working on their projects, or close with it!

## OBJECTIVE

1. God has created a beautiful world for all His people in different ways!
2. How could we teach a game without using our language?
3. Make a video of your class singing Christmas Hymns or favorite hymns to send to our brothers and sisters in Christ in Kenya (optional).

## ACTIVITY

*Choose a Craft that best works for your class*

Try the songs with your students!

*Talk to missionaries to have one come and speak to your school.*



# Kenya - Lesson 4

*Teacher's Notes for Lesson 4 - Level 3*

## OVERVIEW & PURPOSE

This lesson is a little more fun and games than the others, choose what your class will do best!

We would recommend a song or two and then the art project so they can sing while they are crafting. You could even read them the book while they are working on their projects, or close with it!

## OBJECTIVE

1. God has created a beautiful world for all His people in different ways!

## ACTIVITY

*Choose a Craft that best works for your class*

Try the songs with your students!

*Talk to missionaries to have one come and speak to your school.*

# Kenya - Lesson 4

*Teacher's Notes for Lesson 4 - Level 1*

## OVERVIEW & PURPOSE

This lesson is a little more fun and games than the others, choose what your class will do best!

We would recommend a song or two and then the art project so they can sing while they are crafting. You could even read them the book while they are working on their projects, or close with it!

## OBJECTIVE

1. God has created a beautiful world for all His people in different ways!

## ACTIVITY

*Choose a Craft that best works for your class*

Try the songs with your students!

*Talk to missionaries to have one come and speak to your school.*

## SWAHILI

(called Kiswahili in Kenya)

*Lesson: Kiswahili follows the English alphabet. Most consonants have nearly the same sound as English. The vowels will always only stand for one sound each. There are no combined vowel rules. Usually the accent is on the second-to-last syllable. Many Kenyan children first learn their own tribal language at home. Before they get to school, they will have learned Kiswahili. Most lessons begin in Kiswahili. In elementary school, they will also learn English!*

### Activities:

- ❑ Practice reading and acting out greetings and responses.
- ❑ Pick a Kenyan animal from the list and draw several of them. Label them with the Kiswahili number and word.
- ❑ Draw a cartoon using Kiswahili phrases.

### VOWEL SOUNDS

A – father      E – egg      I – bee      O – door      U – loop

### GREETINGS

Hello (informal) = Sasa

Response (informal) = Poa

Hello (formal) = Hujambo or (jambo)

Response (formal) = Nzuri

Is anyone home? = Hodi?

Welcome / Come in = Karibu

Thank you = Asante

You're welcome = Karibu

Thank you very much = Asante sana

Good night = Lala salama

Praise God! = Bwana asifiwe!

### NUMBERS

1: moja

8: nane

15: kumi na tano

2: mbili

9: tisa

16: kumi na sita

3: tatu

10: kumi

17: kumi na saba

4: nne

11: kumi na moja

18: kumi na nane

5: tano

12: kumi na mbili

19: kumi na tisa

6: sita

13: kumi na tatu

20: ishirini

7: saba

14: kumi na nne

**ANIMALS**

elephant = tembo

giraffe = twiga

lion = simba

zebra = punda milia

baboon = nyani

bird = ndege

crocodile = mamba

hippo = kiboko

monkey = kima

snake = nyoka

fish = samaki

cat = paka

dog = mbwa

horse = farasi

mosquito = mbu

**OTHER WORDS**

water = maji

food = chakula

yes = ndiyo

no = hapana

friend = rafiki

OK = sawa

## WORLD FACTS: KENYA VS. UNITED STATES

*Lesson: "What do you notice? What do you wonder?" Ask students to point out things they notice about the facts about Kenya and United States. Depending on their age, they may notice that the rate of Christianity is higher in Kenya than the US. What could be some reasons why we still send missionaries to Kenya? What does the median age say about life expectancy and diseases? Compare and contrast our independence. What if our current president could say he was the son George Washington? How many Kenyas could fit in the United States? Go to the CIA's World Fact Book to find more information comparing the two countries.*

Fact	Kenya	US
Religion	Christianity 84.8% Islam 9.7% None 2.5% Traditionalists 1.7% Other 1.2% Unspecified .1%	Christianity 69% Unaffiliated 24% Unspecified 3% Judaism 2% Islam 1% Buddhism 1% Hinduism 1% Other 1%
Land area	About 224,000 sq. mi.	About 3,800,000 sq. mi.
Average age	19.1	37.6
Drinkable water	City: 82.3% Rural: 55.1%	City: 99.4% Rural: 98.2%
Official languages	Kiswahili English	English
Literacy	78%	99%
Independence	Dec. 12, 1963 From United Kingdom	July 4, 1776 From Britain (UK)
Unemployment rate	40%	4%
Money	Kenyan shilling (104 Kenyan shillings = 1 US dollar)	US dollar

Kenyan President	Years in Office	Extra Information
Jomo Kenyatta	1964-1979	First elected president after British colonization Kikuyu tribe Elections won: 2
Daniel Arap Moi	1979-2002	Kalenjin tribe Elections won: 6
Mwai Kibaki	2002-2013	Kikuyu tribe Elections won: 2
Uhuru Kenyatta	2013-present	Son of Jomo Kenyatta Kikuyu tribe Elections won: 2

## MATH EXTENSION: THE KENYAN HANDSHAKE

<http://mathymathmath.blogspot.com/2017/08/kenyan-handshake-grades-4-8.html>

*Lesson: At Emmaus Milimani, a church in Kenya, they shake hands a little differently. The pastor is the first to exit the church and stands at the back door outside. The second person exiting shakes the pastor's hand and lines up outside after him. The third person exiting shakes the pastor's hand and the hand of the second person. It continues in this way (while singing a final hymn) until every person has exited the church, shaken hands with every other person, and is standing in a circle outside.*

*What if our church did that? If we had 50 people attending church, how many handshakes would that be? Make a good guess. How could we model this? Chart? Diagram? Graph? Picture? Act it out? Let's start with our class. What patterns do you see? What mathematical rule could you make? What if there were 100 people?*

Person	Handshakes Through Line	Total Handshakes
1	0	0
2	1	1
3	2	3
4	3	6
5	4	10
6	5	15
7	6	21
8	7	28
9	8	36
10	9	45

*Some will notice the pattern that each numbered person shakes hands with one fewer people than their number (#5 shakes 4 people's hands). The 10<sup>th</sup> person will shake hands with the 9 people in front of him/her (for a total of  $9+8+7+6+5+4+3+2+1+0$ ). For advanced students, they will find that the total increase exponentially. 10 people will produce 45 handshakes. 50 people will produce 1225 handshakes. Each numbered person shook hands with one fewer people (If there are 10 people, everyone shakes 9 people's hands, which is  $10 \times 9$ ). Then we divided it by two (because Bob shaking Sue's and Sue shaking Bob's hand only counts for one).  $n(n-1)/2$  is our equation. You can find a deeper explanation here: <https://www.nctm.org/Publications/Teaching-Children-Mathematics/Blog/Reflecting-on-the-Handshake-Problem/>*