

In Our Village

Kambi ya Simba Through the Eyes of Its Youth



A PROJECT OF AWET SECONDARY SCHOOL, TANZANIA, EAST AFRICA
AND WHAT KIDS CAN DO, INC. Edited by Barbara Cervone

In Our Village *Curriculum*

**CATHRYN
BERGER
KAYE**
presents

Strategies for Success with Literacy
A Learning Curriculum That Serves

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In Our Village Curriculum

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In Our Village – Kambi ya Simba Through the Eyes of Its Youth

A Project of Awet Secondary School, Tanzania, East Africa and What Kids Can Do

Edited by Barbara Cervone

Developed by Cathryn Berger Kaye, M.A.

For *Strategies for Success with Literacy: A Learning Curriculum that Serves*

All materials in this packet

In Our Village Curriculum

have been developed by

Cathryn Berger Kaye, M.A. as part of

Strategies for Success with Literacy: A Learning Curriculum that Serves

Cathryn Berger Kaye, M.A. 2006

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free curriculum, to order books, and

for additional service learning resources

Thanks always to the Students of Awet Secondary School and

Barbara Cervone, What Kids Can Do. Inc.,

for such an inspiring book!

An Introduction to the Curriculum for In Our Village

This curriculum is an excerpt from *Strategies for Success with Literacy: A Learning Curriculum that Serves*. Implemented in multiple states with over 50,000 students, this comprehensive and engaging approach to developing literacy and social and emotional skills uses service learning as an integral strategy. As students strengthen their academic abilities and examine text chosen for age appropriate relevance, they design and implement service learning experiences.

Strategies for Success with Literacy, designed for grades 5-10, includes specific books: picture books to practice skills; novels to understand plot and character development; and nonfiction to look at stories of real people meeting actual challenges. Students move through four units: Building Skills, Strengthening Relationships, Meeting Challenges, and Growing Community. As part of the Growing Community lessons, students read the nonfiction book, *In Our Village – Kam bi ya Sim ba Through the Eyes of Its Youth*, a Project of Awet Secondary School, Tanzania, East Africa, and What Kids Can Do, Inc., edited by Barbara Cervone. This curriculum is what is used by *Strategies for Success with Literacy* classroom teachers as their students “meet” students of Awet Secondary School and ultimately produce their own *In Our Global Village* book.

As part of the In Our Global Village project, these materials are offered for your use. Keep in mind this is part of a larger curriculum. Also, as written, students usually are sharing *In Our Village* books, one book for three students. Adapt if you have more books in your class.

Of course there are a myriad of ways to study this book at every grade level. For example, as a class you may develop essential questions. Speakers who have been raised in Tanzania or traveled in this country can provide more insights. And the website, www.inourvillage.org, has many ways to integrate continued learning as students watch video and read additional information about the village and the people who live there. Having additional In Our Global Village books also adds learning opportunities as your students increase their global literacy through the eyes and words of youth.

These materials include Teacher Guide pages and Student Guide pages that may be duplicated for your class as part of the In Our Global Village project. For any other use, please email for permission. Your feedback about this curriculum set is much appreciated. Have a wonderful journey with In Our Global Village!



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For more information about *Strategies for Success with Literacy: A Learning Curriculum that Serves*, please visit www.abcdbooks.org or email cbkaye@aol.com.

READING NONFICTION: *IN OUR VILLAGE*

Purpose

- To use literature as a means to understand one’s own and other cultures
- To develop literacy skills, particularly critical thinking and comprehension
- To read with purpose and for understanding
- To build vocabulary and concept development skills
- To incorporate writing conventions
- To develop expressive skills
- To articulate similarities and differences
- To write informative and reflective narratives
- To discuss literature with peers
- To read nonfiction for pleasure

Materials

Student documents:

- Word Discovery: *In Our Village*
- A Visit to Kambi ya Simba: *In Our Village*
- Our Global Village

In Our Village: Kambi ya Simba Through the Eyes of Its Youth, a project of the Awet Secondary School

Time Four one hour sessions

Know the Terms

These terms will be discussed during the course of this lesson:

- scarcity
- entrepreneurial
- agro-pastoralists

Additional terms presented throughout this unit.

Background

The book *In Our Village: Kambi ya Simba Through the Eyes of Its Youth*, a project of the Awet Secondary School, in Tanzania was initiated by Barbara Cervone, founding director of the organization What Kids Can Do. This book developed through ten students being leaders with adult support. Over two weeks they conducted interviews, gathered writings from 350 of their student peers, and took many photographs. This was not a competition. A myriad of voices are represented in this collection of 22 informative and well-written essays that reveal the joys and challenges in the daily lives of students in this east African village.

As you and your students will read in the preface, when Barbara was leaving Kambi ya Simba, students approached her saying, “It astounds us—and we remain unconvinced—that anyone outside our village would care about our stories and our challenges.” The impact of this book and the sentiment expressed in this statement was the impetus for a global outreach project, In Our Global Village. I initiated this project with Barbara Cervone to invite students from every nation to respond to the Awet Secondary School students with books about their “village” framed along the

same idea as *In Our Village*. Information about this project is available at www.inourvillage.com (click the In Our Global Village link). As part of *Strategies for Success with Literacy*, students have the opportunity to participate in this global learning experience. When creating a response book, in whatever form it takes, students reflect on what stories they want to tell about their “village.” They research, gather collective voices, and collaborate to prepare short nonfiction narratives that reflect their parallel experiences.

Global awareness through education offers students the opportunity to:

- Enhance critical thinking by extending beyond what is familiar
- Make abstract concepts concrete by putting real people in what would otherwise be faraway distant places
- Develop a world view necessary to comprehend and meet global challenges
- Appreciate our interdependence

This unit on *In Our Village* features specific chapters, most read aloud, and three that are printed in the Student Guide. Ideally, every chapter not printed in the Student Guide is read aloud, time permitting. These are short chapters; each takes a few minutes to read. This is highly recommended. In every classroom using this book, response to these stories promotes positive response to an unfamiliar culture, develops curiosity about peers, and establishes a desire to learn more.

If time allows for more of *In Our Village*, one option is to list all the chapter titles on the board. Check off the ones read. Ask students which additional chapters they want to hear. Choosing what to read or to hear aloud further engages the reader.

Also of value to the literacy process is integrating technology. As part of this class, or on their own, encourage students to visit www.inourvillage.com. Students will “meet” their Tanzanian counterparts and hear from them directly. Also, students can visit the In Our Global Village link on this Web site to learn how students across the globe are contributing student-made books to the Awet Secondary School about their “villages,” and to see samples of student-made books.

Take note of the photographs, and as much as possible, let students see these. Since “a picture is worth a thousand words,” the photos have helped students replace some of their stereotypes of people in third world countries with more accurate images. For example, on the cover, one boy wears jeans, just like many students in the United States.

Session One

Opening

- Show students the copy of *In Our Village*. Explain that this book was written by students attending school in Kambi ya Simba, Tanzania, East Africa. This book includes 22 short essays that tell about many aspects of their lives. The book also includes a preface, a section about Tanzania with a map and additional facts, and a glossary, since some of the words used are in Swahili. Students also took over 1000 photographs; 43 are in the book. Many more images, including video of the students and their community, can be seen on their Web site.
- If a wall size map is available, ask students to find Tanzania on the continent of Africa. If none is available, have students look at the A Visit to Kambi ya Simba: *In Our Village* map in their Student Guide.

- Read aloud the first two paragraphs of the Preface of *In Our Village*. Discuss by asking:
 - ▶ What stands out as important information?
 - ▶ What are similarities you see between Kambi ya Simba and where we live?
 - ▶ What are notable differences?
- Have students turn to Word Discovery: *In Our Village* to discuss the two words in listed and rewrite in their own words.
 - ▶ scarcity – hard to find
 - ▶ entrepreneurial – business minded, seeking to advance through business and commerce
 An explanation of *entrepreneur* is provided at the bottom of the Word Discovery page to discuss and rewrite in their own words on the chart.

Process

- Inform students that they will come to know this book through hearing chapters read aloud and through three chapters found in their Student Guides.
- Suggest that students close their Student Guide and simply listen as you read Greetings aloud. In reading aloud, the intention here is to encourage listening for pleasure, to become engaged in the story. With this in mind, as the reader, make choices that will engage the students. For example, you might re-read a sentence because something in that sentence seems important to emphasize. You can pause and ask a question, such as, “Is that anything like how we greet or reply to each other?” Or, simply read.
Option: Ask students to remember one Swahili word and meaning from Greetings.
- Continue to the next chapter, Soil Covers Our Feet. Repeat the process of reading aloud to encourage engagement.
Note: The Student Guide remains closed as they listen to reinforce auditory skills.
- Refer students to the document A Visit to Kambi ya Simba: *In Our Village*. Have a student read the quote from the book aloud. Engage in discussion, with questions such as:
 - ▶ What questions come to mind about these students and what you learned in Greetings?
 - ▶ How do we greet by comparison?
 - ▶ What is the importance in how people greet each other?
- Do any students remember the meaning for any of these Swahili words? Refer to the chapter and provide translations.
- Return to the Word Discovery chart and discuss the listing for agro-pastoralists. Have them look at the words to de-code the meaning:
 - ▶ agro – same as agriculture, of the land
 - ▶ pastoralists – while related to “pasture,” this refers to the animals who graze on the land.
 An explanation of *agro-pastoralist* is provided at the bottom of the Word Discovery page to discuss and rewrite in their own words on the chart. This is an important concept since, as stated in the book, “100 percent are agro-pastorlists, living off of and depending upon the land for survival.”
- Students complete the three prompts for Soil Covers Our Feet and can opt to share their thoughts with the class.

Closing

- Discuss what they appreciate about *In Our Village*.
- Ask, What questions would you have for these students who wrote this book? List these on chart paper. They will be referred to and added to and used in a future lesson.

Homework

- Students read the chapter A Bumpy Ride printed in their Student Guides, for information. The steps to follow are:
 - Step 1. Read the chapter one time straight through. Underline unfamiliar words. Add these to your Word Discovery chart and define. Write brief notes on these words in the left margin.
 - Step 2. Re-read the chapter. Circle five important facts. Number them in the right margin.
 - Step 3. Using your five selected facts and in your own words, write a paragraph explaining transportation in Kambi ya Simba.

Session Two

Note: To prepare students for the session two homework assignment, copy the first paragraph of Made By Hand on chart paper. Leave a wide margin on one side. This will be used to demonstrate how to take notes on a page of text.

Opening

- Review student homework. Ask what was easy to do, what was more challenging. Ask for one or two students to read their paragraphs aloud. Model giving constructive feedback—two favorable comments, one suggestion to improve. Explain that specific feedback is most helpful, such as, “This sentence made me want to know more,” or “I liked the use of the word impassable.” Have students read their paragraph in pairs for constructive comments.
- Inform students you will read two more short chapters, Two Meters by Three and The Village Dispensary. They select one to listen to and one to take notes on the next page.
- Read these aloud back to back. To debrief, consider the following.

For process, ask:

 - ▶ What is the difference in the experience of just listening compared to taking notes?
 - ▶ When would it be most advantageous to simply listen?
 - ▶ In what kinds of situations is taking notes most helpful?

For content, for Two Meters By Three ask:

 - ▶ At the bottom of the Word Discovery page is the formula to convert meters to feet. In feet, what is the size of their typical room? Their largest house (three rooms)?
 - ▶ What surprises you the most about the houses and living situation?
 - ▶ What is a practice they do that you admire?

For content, for The Village Dispensary ask:

 - ▶ What does the word *dispensary* mean?
 - ▶ Since this chapter is about health and health care, what information seems most important to remember?
 - ▶ Life expectancy in the Tanzania is 44.5 years; what do you imagine it is in the United States? How would you find out? [Encourage students to investigate and report back]
 - ▶ International efforts are underway to address the growing HIV/AIDS epidemic in Africa; how could you learn about these efforts?
 - ▶ What are ways this class could learn more and addressing this issue? [Note: While this class situation may not offer the opportunity for this kind of project, creating the thought process and helping students see possibilities can guide them toward global service learning at another time. If the possibility exists to develop such a project, *The Complete Guide to Service Learning* has a chapter titled AIDS Education and Awareness with Web site resources,

examples of student service learning projects, and literature suggestions.]

Closing

- Prepare students for homework. Allow fifteen minutes.

Homework

This assignment will be introduced in class and completed as homework. Students will use the chapter Good Friends to read for comprehension, learn to take notes on a page with text, and craft a written response regarding similarities and differences found between what they read and their own lives.

- Explain to students they will be reading a chapter from *In Our Village* called Good Friends printed in the Student Guide. As they read, their task is to make notes on the page as directed. Then they will write a similar chapter as if for their own *In Our Village* book.
- Ask a student to read aloud the first direction on their Good Friends page:
As you read, write on the page. Underline a sentence you like and write a comment in the margin, like “good, short.” Circle a word used well. Write questions, thoughts, or comments that comes to mind in the margin.
Use the chart paper with the Made By Hand paragraph (noted above at the beginning of Session Two). After each sentence, have students come to the chart and make notations, or have them tell you what to note in the margin.
- Ask a student to read aloud the second direction on their Good Friends page:
What is similar or different about your life and what is described? Place a large S by similarities, and a D by differences.
Reread the paragraph, again pausing for student notations or comments.
- Ask if students have questions about this process.
- Have a student read directions at the bottom of the page, by Your Response. Let students know they write the first three paragraphs at home. The assignment will be finished during the next class. Check for understanding. Be sure students have a peer to call for questions.

Session Three

Note: If you have Internet access in class, begin Session Three by visiting the *In Our Village* Web site. Prepare by viewing the Web site beforehand to identify what would be of greatest interest to your students.

Opening

- If Internet access is available in class, show students the *In Our Village* Web site as noted above. They can “meet” some of the students they read about in Good Friends.
- If Internet access is not available, inform students of this option, and encourage them, if they have access to the Internet at home or in a library, to visit this Web site.
- Discuss the process of doing the homework assignment.
- Have students reference the Your Response guidelines; note that to complete their chapter, they need a question and answers, plus a teacher quote.
- Form groups of five students. Allow students the time to both compose their question and ask the other groups members for a response.
- In Good Friends, the teacher describes what “strengthens friendships” in their village. Prepare

to provide a teacher comment of what you think strengthens friendships in the students' "village." Inform students of your remark.

- Students complete their essay for homework.

Process

- Introduce the idea of the Preface giving the story behind the story, much like the Author Interviews. Read this aloud, pausing for summarizing and questions.
- Reference students to the page Our Global Village in the Student Guide. Read aloud the first paragraph and discuss these questions:
 - ▶ How can these students know others do care about their lives?
 - ▶ What would writing a similar book in response communicate to these students in Kambi ya Simba?

Explain to students that finished Our Global Village books can be placed on the In Our Village Web site for other students to read.

Note: When writing a response book, this can be about the school "village" and/or the surrounding community. The finished books can be stapled together. Copies can be displayed at the Service Fair.

- Discuss the idea of writing a response book as a service learning project. Brainstorm with the students the following:
 - ▶ In writing such a book, what would be the opportunities for learning? (collaborative writing, editing, learning about many aspects of our community, combines many subjects)
 - ▶ What is the "service" in doing this project? (we can teach others about our lives, create global connections through understanding)
- Have students review the Table of Contents on their document. They first check the chapters heard or read.
- In groups of five students:
 - ▶ Discuss which additional chapters seem most important to hear or read; mark with an X.
 - ▶ Decide what chapters you would most want to include in a class book.
 - ▶ Each small group selects one chapter.

Note: The class can decide on a way to ensure no duplication of chapters, or agree to have multiple chapters of the same theme that may be condensed into one chapter. This is the method used by the Awet students.

- ▶ Students write a chapter title, and collaborate on writing.

Note: Discuss collaboration methods, for example, they can outline the chapter and agree on who will write each section. They may decide to work in sub-groups. Give your chapter a title. Together, write the chapter and compile your village book.

Closing

- Read aloud the chapter Writing Down Every Word; students can follow along as this is reprinted in their Student Guide. This chapter reflects the Awet students' value of education.
- Ask for any comments after they hear this chapter and questions they would want answered.

Homework

- Students complete their Good Friends essay. These essays can be used in a variety of ways:
 - ▶ All be placed in the In Our Global Village class book
 - ▶ Collapsed into one chapter by a student group, drawing from each of contributed essay

- ▶ If the full Our Global Village project is not adopted by the class, consider creating a book of collected essays called Good Friends as a Global Village contribution.

Session Four

This class hour is designed to be flexible to the needs of the class and can include the following:

- A reading of one or more chapters
- Time for class writing of a parallel chapter
- Visiting the *In Our Village* Web site

Note that ideally there is a copy of *In Our Village* for each small group. If so, they can use these to read a new chapter that is the basis for the chapter they are writing.

Additional time to work on this project can be allocated as homework, additional in-class time, or as students prepare for the Service Fair.

Closing Reflection

- Allow time for students to complete a Four Square Reflection Tool about their study of *In Our Village*.
- Encourage students to verbally share highlights and what they would most like to remember from this experience.

Word Discovery: In Our Village



As you find unfamiliar words while reading *In Our Village*:

1. Note the page number.
2. Copy the phrase – at least 3-4 words where the unfamiliar word is found.
3. Underline the unfamiliar word.
4. Rewrite the phrase in your own words. This may require dictionary use.

Page	Copy Phrase, Underline Word	Rewrite for Understanding
✓	<i>They know <u>scarcity</u>, which can make enough seem like plenty.</i>	
✓	<i>... village life is at once ... <u>entrepreneurial</u> and backward.</i>	
3	<i>We are <u>agro-pastoralists</u>. Soil clings to our skin and covers our feet.</i>	

Facts

An **entrepreneur** is a person who undertakes a business with initiative and risk.

Agro-pastoralists create a livelihood by growing integrated crop and livestock production.

1 meter = 3.28 feet
 1 kilometer = .62 miles
 1 kilogram = 2.2 pounds

Kambi ya Simba means lion's nest in Swahili.

A Visit to Kambi ya Simba: *In Our Village*

Welcome to Tanzania, East Africa, where students live in Kambi ya Simba and attend Awet Secondary School. As you learn about their lives through the words they have written and the photographs they have taken, consider what book you might assemble to tell others about the “village” where you live.

Greetings *In our village and throughout Tanzania, we greet each other from early morning until late at night. . . . For us, greeting and shaking hands is like breathing.*

Swahili Words

shikamoo means _____

marahaba means _____

Habara za nyumbani? means _____

Hawajambo means _____

salama means _____

karibu means _____

asante means _____

Soil Covers Our Feet *The land is our life in Kambu ya Simba. . . . We are agro-pastoralists. . . . The soft panorama of mountains to the north and west make us feel blessed.*

After hearing this chapter read aloud, what is:

1) an image that you can see in your mind. _____

2) something you cannot imagine at all. _____

3) a term or idea that is unfamiliar. _____

Your Choice You will hear two chapters read aloud: *Two Meters by Three* and *The Village Dispensary*. For one, simply listen. For the other, take notes on the next page.

Notes on _____

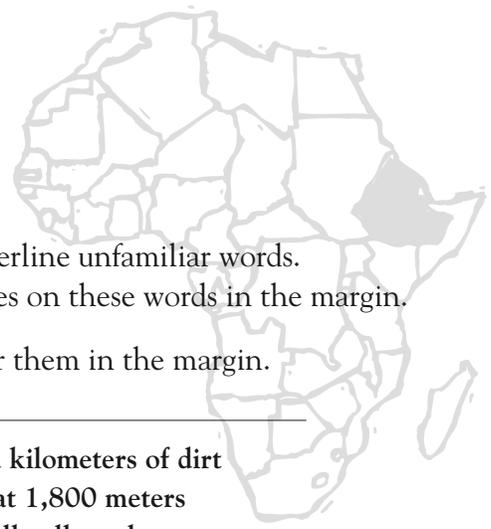
Date _____

Key words

Notes

Summary

Reading for Information: A bumpy ride



Follow this guide to read the chapter, **A bumpy ride**.

Step One. Read the chapter below one time straight through. Underline unfamiliar words. Add these to your *Word Discovery* chart and define. Write brief notes on these words in the margin.

Step Two. Re-read the chapter. Circle five important facts. Number them in the margin.

In our village, our feet carry us everywhere. Kilometers and kilometers of dirt paths criss-cross our land. The north end of our village stands at 1,800 meters (5,906 feet), the south at 1,300 meters (4,265 feet). More small valleys than you can count lie between those two points. Walking means going up one hill and down another. Everything slopes, including our fields. We know our footpaths by heart. At night, especially at the full moon, we find our way by a bend in the path, a silhouette of trees, a maize field.

Bicycles also provide transportation, for those who can afford one. They are a prized possession. There may be as many as 100 bicycles in our village; it is difficult to keep track. You will see few females riding bicycles, but we suspect that will soon change.

Wilfred Maho, a farmer and bicycle owner, says:

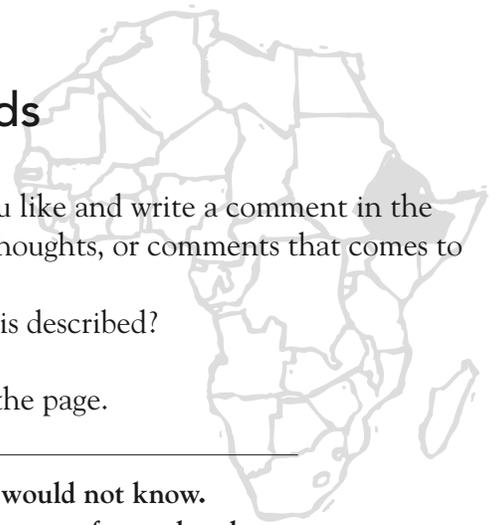
I dreamed of owning a bike for several years. Last year my crops made me lucky and I saved the money I needed. I searched the streets and shops of Karatu for the right bike, not brand new, not old, one as strong as me. The bicycle I found may not be perfect, but it makes me happy. When I can, I give other people a ride. The rider sits crossways on the bar in front of the seat, getting off to walk if we come to a hill. I will tell you this: If you ride a bike in Kambi ya Simba, you must know how to patch a tire.

Transportation out of Kambi ya Simba takes patience. Ruts and stones cover the dirt road that connects our village to Karatu, nineteen kilometers away. A *dala dala* (public bus) makes two trips a day. Passengers of all sizes, vegetables, boxes of supplies, sometimes live chickens—they form a big jumble, one on top of another. The overflow, including humans, joins the luggage on the roof. Most times the trip takes an hour, longer when the bus breaks down.

In 1996, Tanzania had an average of one motor vehicle for every 1,000 inhabitants. The number has increased a lot since then, but it is still low by most counts. Our village of 5,000 has eight vehicles, all of them with four-wheel drive. We have five motorcycles, too. In March and April, the rain makes the dirt road between Kambi ya Simba and Karatu impassable except by foot. Our shoes sink deep into its mud.

Step Three. Using three of your five selected facts and in your own words, write a short paragraph explaining transportation in Kambi ya Simba.

Similarities and Differences: Good friends



First read: As you read, write on the page. Underline a sentence you like and write a comment in the margin, like “good, short.” Circle a well used word. Write questions, thoughts, or comments that comes to mind in the margin.

Second read: What is similar or different about your life and what is described?

Place a large **S** by similarities, and a **D** by differences.

At the end, be sure you have made at least ten notes or markings on the page.

They say Tanzanians are the friendliest people on earth. We would not know. We can tell you this, though: When two people pass each other on our footpaths, they say hello. We greet and shake hands all the time, eager to exchange news. We care about unity. We treat strangers as friends. We show respect and good behavior in the language we use. When someone enters a room or we want their attention, we say *karibu sana* (most welcome) several times. When we need something, we say not only *tafadhali* (please) but also *naomba* (I beg of you).

And we smile.

Since few people leave our village, friendships last a lifetime. We make friends at the places you would expect: church, school, special events, and celebrations. Our nearest neighbor may live a ten-minute walk away, but we call on each other for company and help. Disputes are rare and they never last long. We do not snatch from one another. We share. Only once in ten years has a case of stealing in our village needed to go to the court in Karatu. We do not have a court here.

When you are our age, what makes someone a good friend?

A good friend is someone you can exchange ideas with. -TRIPHONIA

A good friend helps you with your subjects. - HEAVENLIGHT

A friend is someone who values you. - SYLVESTER

Heavenlight is my best friend. She has good behavior. She keeps secrets.

We talk about science studies together, and we laugh, too. -SHANGWE

The walk from one point to another in our village can be long. It strengthens friendships along with muscles, one of our teachers says. We share stories that go on for kilometers.

Your Response. On the next page, write a response to the *Good Friends* chapter following a similar format. Use short and long sentences. Include several words you circled. Interview students for quotes. Use the following paragraph chart as a guide and adapt as needed. Write only paragraphs 1-3 at home. You will complete the last two parts in class: the question and student responses, and the closing paragraph with a teacher comment.

Para 1 - 9 sentences

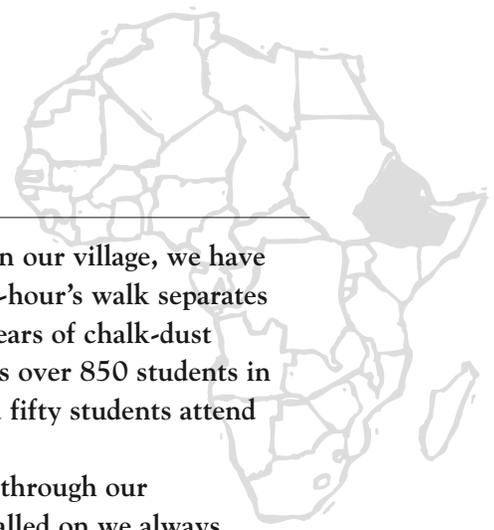
Para 2 - 3 words

Para 3 - 8 sentences

A question with 4 responses

A closing paragraph with 3 sentences

Writing down every word



We are hungry for education here, as much as we can get. In our village, we have a nursery, two primary schools, and a secondary school. A half-hour's walk separates each from the other. The secondary school is new, but thirty years of chalk-dust whiten the primary school blackboards. The primary school has over 850 students in eight grades, and 60 to 75 pupils to a class. Three hundred and fifty students attend secondary, which has four forms and 40 to 50 pupils per class.

We sit at wooden desks lined up in rows. The breeze blows through our classrooms. The walls are bare. We wear uniforms and when called on we always stand, prefacing our remarks with “Sir” and “Madam.” In secondary school, we take ten subjects, and speak only English. Our teachers are young and, we believe, wise.

In Tanzania, only one in ten primary students achieve secondary school. Primary school is free, but secondary carries a tuition. In our village it costs 20,000 shillings (\$20 US dollars) a year, and parents must also donate, per term, 36 kilograms of maize and 13 kilograms of beans for day students, or 95 kilograms of maize and 34 kilograms of beans for hostel dwellers. We advance from form to form depending on how we score on national exams. If you are weak in a subject, help is scarce. One-quarter of our country's population cannot read and write.

Herieli Malle, the headmaster of Awet Secondary School, believes education holds the key to our village's future:

In the past, many did not see the validity of a thorough education. In a village of agro-pastoralists, a primary education seemed plenty. Now we know our children need the most education we can give, including our girls.

Families sacrifice all they can to pay the school fees. We lack textbooks and so much more. Our teachers fill their blackboards with knowledge, and our students write down every word.

Our students care about the affairs of the world. Some topics, they are abstractions. Others, like global warming, affect them directly. They wonder if the drought in our village may become permanent. They wonder why the industrialized world does not do more to control dangerous emissions. The global community, our students want to be contributing members. They are fierce in their studies and in their will to belong.

Comments

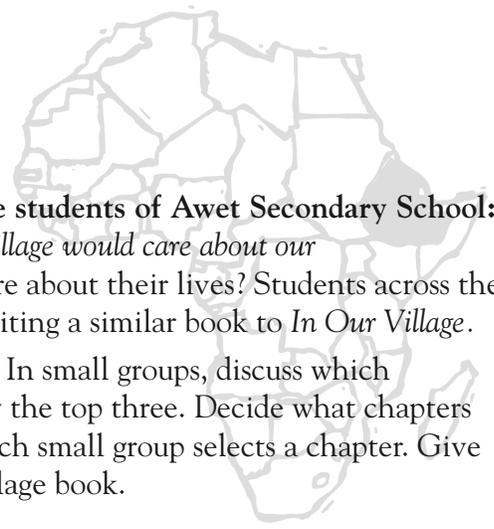
Questions

Our Global Village

In the preface of *In Our Village*, you heard this statement from the students of Awet Secondary School: “It astounds us – and we remain unconvinced – that anyone outside our village would care about our stories and our challenges.” How can these students know others do care about their lives? Students across the globe are responding as part of the Our Global Village project and writing a similar book to *In Our Village*.

Review this Table of Contents. Check the chapters you have heard. In small groups, discuss which additional chapters seem most important to hear or read. Put an **X** by the top three. Decide what chapters you would most want to adapt for your *In Our Global Village* book. Each small group selects a chapter. Give your chapter a title. Together, write the chapter and compile your village book.

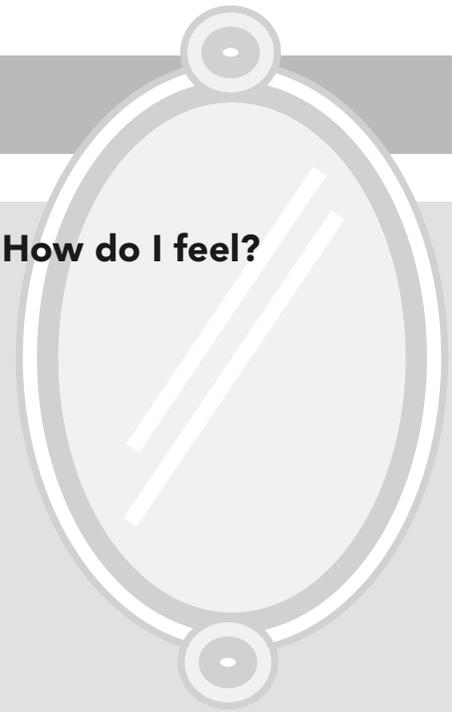
- Preface - *how this book was made*
- Greetings - *saying hello all the time*
- Soil Covers Our Feet - *our land is important*
- Rivers and Rain - *conserving water*
- Wheat, Maize, and Papayas - *what we grow*
- Living with Livestock - *animals for our livelihood*
- Ugali - *porridge twice a day*
- Two Meters by Three - *our homes*
- The Village Dispensary - *health*
- Twenty Customers a Day - *stores*
- Ox-Plows and Tractors - *what we use*
- A Bumpy Ride - *transportation*
- Wireless - *electricity and cell phones*
- Made by Hand - *crafts and sewing*
- Singing and Dancing - *music and movement*
- The More You Win, The More You Play - *sports*
- Good Friends - *relationships*
- Village Government - *decisions and rules*
- Writing Down Every Word - *education*
- God’s Blessings - *diverse religions*
- Children and Sacrifice - *our families*
- They Call Me Yame - *the village elder*
- I Want to Be a Leader - *our dreams*
- More About Tanzania - *information about our country*



Four Square Reflection Tool

What happened?

How do I feel?



Ideas?

Questions?