

SAVANNAH

CREATING HOPE THROUGH HUMAN-WILDLIFE SOLUTIONS.
IT TAKES A COMMUNITY...WE ARE ALL IN THIS TOGETHER.

Stage 3: Geography
GE 3-1, 3-2, GE 3-4



Explore the countries of the African region, specifically Northern Kenya, and the connection Australia has with this location across the world. Learn about the diversity of the world's people, including the Indigenous people of Kenya and how they live. Explore and reflect upon similarities, differences and the importance of intercultural understanding.

OUTLINE

AT SCHOOL

Compare and contrast the school environment today to what it was like before 1788. Investigate the Indigenous People on the land that your school was built and compare their way of life to your own. Begin to explore the Kenyan Savannah, it's Indigenous people and compare this to your local environment.

AT THE ZOO

Explore Taronga's Savannah Exhibit and immerse yourself in the lives of the Indigenous Kenyan people. Discover how they live, use the land and interact with the wildlife around them. Find out how your everyday actions can help support the families and wildlife of Kenya. Explore the Australian sections of the zoo, Backyard to Bush and Australian Mammals section. Compare the two sections and identify any differences and similarities.

BACK AT SCHOOL

Create an awareness campaign to educate other students at your school and your local community about the Beads for Wildlife initiative that Taronga Zoo support. Discuss the importance of beading to the Maendeleo community in Northern Kenya and how it is creating hope through human-wildlife solutions.

Taronga Conservation Society Australia would like to thank NSW
Department of Education Geography Advisors for their contribution to this
resource.



AT SCHOOL – BEFORE THE ZOO (TEACHER RESOURCE)

Students will explore their school environment, compare it with the past and deepen their understanding of how the Indigenous People use the land.

HOME AND AWAY



Get to know the land your school is situated on. Find an image of the school before 1788 and have one today.

Have students use the graphic organiser (see attached) to research the school site today and compare it to the site before 1788.

Students can focus on the land and what Flora there was in the past and what there is in the present. They can also focus on the built aspects of the environment and how it has changed.

GETTING TO KNOW KENYA AND THE SAVANNAH

- Have students locate Kenya on a variety of maps and have them work out the distance to Australia
- Find photographs depicting the country (land, Kenyan people, wildlife). Have students discuss what they see, group the photos and write a short story using the photo as a stimulus.
- Have students compare and contrast the physical characteristics of the Savannah to their local environment.
- Compare the weather and climate in Australia to Kenya. See if students can identify any similarities. (current trends: drought)



BEFORE AND AT THE ZOO

Use the attached table and have students to compare their life to that of the Indigenous Australians on which your school is situated. Begin filling it out before you they come to the zoo and have them bring it along, so they can learn more about how the Indigenous people of Kenya live!

AT THE ZOO – TEACHER RESOURCE

Get up close to the Savannah animals on the self-guided tour of the Savannah. Learn all about the Indigenous people of Kenya, how they live and what they do to support their wildlife.

SAVANNAH SELF GUIDED TOUR

(map reference J13)

- Begin your journey at the Gateway to Africa, at the portrait of Ntashawua, next to the Giraffe, Zebra and Ostrich exhibit.
- Follow in the footsteps of Ntashawua as she takes you on a journey of her life and family.
- Finish your journey with a trip to the bead shop and the waterhole (map reference I12).



Photo: Courtney Mahony



SUGGESTED ACTIVITIES

- As students walk around the exhibit, they can fill out the table they partly completed at school to help them learn more about the life of Ntashawua and her family.
- Find the gourd on school life, what can you see and hear? How does Ntashawua's school compare to yours?
- Find the beads gourd, read what the colours represent and record them in your book.
- Listen to the sounds as you walk through the exhibit. What do you hear?
- Find the music gourd and investigate the sounds the instruments makes. Can you connect this with other instruments you know?
- Find all the beadworks on the floor, if you can take pictures or sketch them. Using the colours from the bead gourd, interpret their meaning.

AT THE ZOO – STUDENT RESOURCE

Get up close to the Savannah animals on the self-guided tour of the Savannah. Learn all about the Indigenous people of Kenya, how they live and what they do to support their wildlife.



SELF GUIDED TOUR

(map reference J13)

- Begin your journey at the Gateway to Africa, at the portrait of Ntashawua, next to the Giraffe, Zebra and Ostrich exhibit.
- Follow in the footsteps of Ntashawua as she takes you on a journey of her life and family.
- Finish your journey with a trip to the bead shop and the waterhole (map reference I12).

SELF-GUIDED ACTIVITIES

- 1) As you walk around the exhibit, use the narration at each of the portraits as well as the gourds, to help you fill out the table you partly completed at school to help you learn more about the life of Ntashawua and her family.
- 2) As you walk through the entrance to Savannah, you walk between Baobab Trees that are 6m high. **Record** down how they make you feel?

Write down all the sounds you hear as walk in through the entrance and **record** how they make you feel.

Village life- Stand in the Gourd on Village Life

- 3) Write down what you see, think and wonder:

See	Think	Wonder

School life- Find the Gourd on school life

- 4) Draw what you can see and write down what you hear:

See	Hear

- 5) How does Ntashawua's school compare to yours?

AT THE ZOO – STUDENT RESOURCE

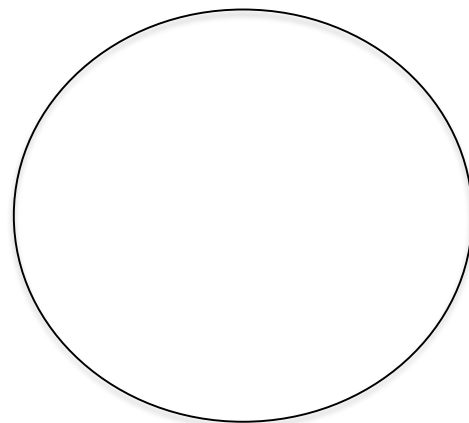
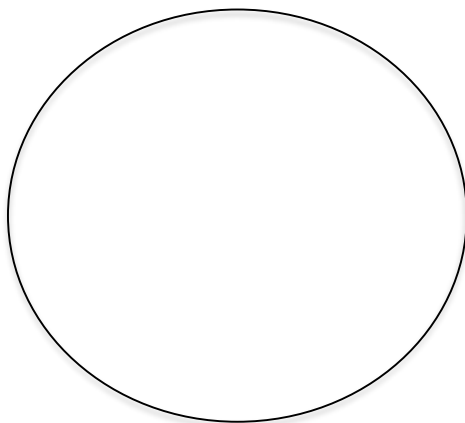
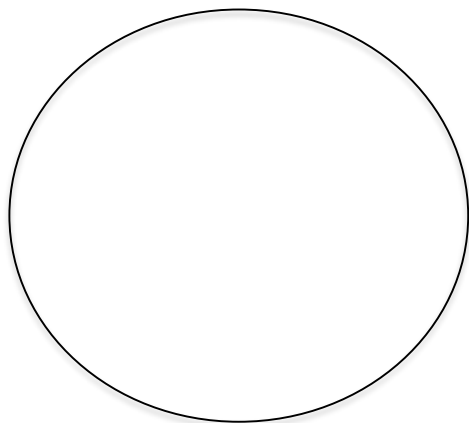


SELF-GUIDED ACTIVITIES CONTINUED

Beads Gourd- Find the Gourd on Beads

6) Read what the colours represent and record them down in this table. Take them back to school with you so that you can create your own story using the colours!

7) Find three of the beadworks on the floor, if you can take pictures or sketch them below. Using the colours from the bead gourd, interpret their meaning.



Music Gourd- Find the gourd on music

8) What is the purpose of music in the Kenyan Village?



9) Investigate the sounds the instruments make. Draw them and connect the sounds with other instruments you know.

BACK AT SCHOOL - AFTER THE ZOO

Discover more about beads for Wildlife-

<https://taronga.org.au/conservation-and-science/act-for-the-wild/beads-for-wildlife>



BE THE CHANGE THEY NEED

Create an awareness campaign or advertisement to inform your school and community about the Beads for Wildlife and their importance to the Kenyan people.

You can choose to create:

- A website (Google site)
- A social media page
- Poster
(free app [poster my wall](#))
- A digital advertisement using iMovie, clips or touchcast studio

or any other way you wish to create your campaign.



YOUR VOICE MATTERS!

Write a letter encouraging the school and wider community to purchase the Beads for Wildlife. Inform them as to why they would be purchasing the beads, what the money goes towards and why it is important for the people and the Wildlife

LET'S CREATE

- Using the meaning of the colours of the beads, from the bead gourd, create:
 - Your own message for wildlife.
 - Your own message for your life.



BACK AT SCHOOL - AFTER THE ZOO



COMPARE AND CONTRAST

Use the graphic organiser attached to compare and contrast the Indigenous People of Kenya with the Indigenous People on the land in which your school is situated.

What are some important things that you notice?



LET'S TALK

- Discuss the effect that generalisations and stereotypes have on places (eg. Savannah isn't just desert and animals)
- What is the importance of beading for the community and the wildlife in Kenya?
- What is the importance of Geoffrey, Ntashawua's father's, job as a ranger? How does it help him community? How does it benefit the wildlife?



TEACHER RESOURCES & INFORMATION

HOME AND AWAY ACTIVITIES

Resources needed:

- Graphic organiser (see *attachment- 1*)
- Images of the school today
- Images of the school before 1788 & Information on the Indigenous People of the land
 - Local council website
 - Local Library
 - School Archives
 - Indigenous Leaders
 - Aboriginal Education Consultative Group (<https://www.aecg.nsw.edu.au/>)
- Map of Kenya
- Map of Africa (students to locate Kenya within Africa)
- Map of the World (students to locate Africa in the world and look at scale & distance to Australia)
- Climate map of Australia & Kenya to compare and contrast
- Images of Kenya (people, land, wildlife)
- Comparison table (See *attachment-3*)

AT THE ZOO

Resources needed:

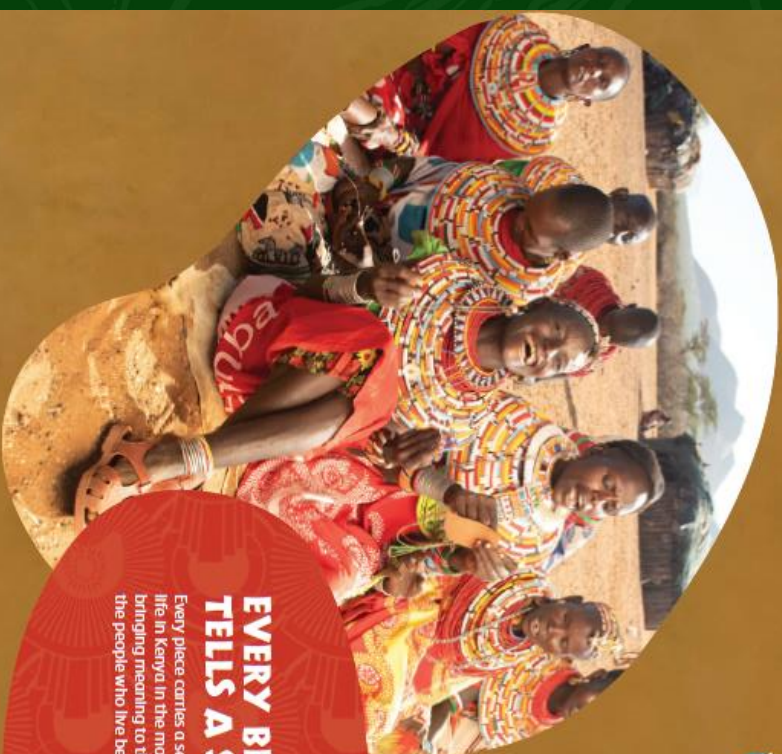
- The student resource sheet
- A book to take notes/sketch or a camera to take images
- Comparison table (See *attachment-3*)
- A [map](#) of the zoo

BACK AT SCHOOL

Resources needed:

- Compare and contrast graphic organiser (see *attachment- 2*)
- Image of the meaning of the beads (see *attachment- 4*)

PATTERNS OF THE PEOPLE



EVERY BEADWORK TELLS A STORY

Every piece carries a secret language of life in Kenya in the most colourful way, bringing meaning to the patterns of the people who live beside wildlife.

BLUE

Blue is the sky which gives water to the land.

GREEN

Green is the land that grows food to survive.

YELLOW

Yellow is the animal skins that clothe the community.

RED

Red is the blood of the livestock that men drink.

BLACK

Black is the people and life's journey.

WHITE

White is the goat's milk that nourishes the community.

ORANGE

Orange is the hospitality offered to guests in Kenya.