



purple cake day®



2013 RESOURCE KIT
Country in Focus: Kenya

Kids Helping Kids all Over the World



Join the Global Day of Action
8th March 2013

www.purplecakeday.org



CONTACT DETAILS

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We encourage photocopying of this resource for awareness and fundraising activities for Purple Cake Day. Additional resources including posters, purple recipes, song challenge entry forms, teachers' lesson plans, worksheets and more, can be downloaded freely at purplecakeday.org.

A huge THANK YOU to our sponsors and everyone who contributed ideas, text, photos, creative design and editing to make this fantastic resource.



Thank you to our 2013 Resource Kit Sponsors



2013 Global Education Project Partners





8th March 2013
Global Day of Action



Purple Cake Day®

Dedicated to the children in our lives and in our hearts

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Photo credits and references



Images, drawings and text used in this Resource Kit have been collated from a number of sources including: our global education project partners (HBEF, FSH and COHP), Jennifer Arnold (Director of 'A Small Act' film), Maya Speers (11yr old artist), Skylar McClelland (Purple Cake Day Ambassador), Jane Morrison (Librarian), Emma Moncrieff (M.A.D. show creative advisor), Purple Cake Day Facebook, official Purple Cake Day photographers at Purple Cake Day events, and our sponsors. Special thanks to Lizzie Chongoti and team from HBEF.

We are very grateful for the support of many children, families, teachers and community groups who have been involved in Purple Cake Day celebrations, awareness and fundraising events.

This Resource Kit is available freely online and whilst we encourage photocopying for Purple Cake Day activities we kindly ask that you do not use the images and content for any other non-related activities.



If you have photos you would like to send in to be considered for Purple Cake Day publications email to celebrate@purplecakeday.org or post a CD with your name, contact and event details to Purple Cake Day, P.O. Box 899, Nelson, 7040, NZ.

Thank you to our Purple Cake Day event photographers





8th March 2013
Global Day of Action



Welcome to Purple Cake Day®

Purple Cake Day® is a celebration of children. It is a day of fun, education and action. Purple Cake Day encourages our children to think about their role in the global community, to become aware of children with less educational opportunity and to take action.

About Us

Purple Cake Day fundraising supports children to get the education they need to break the poverty cycle and create a better future for themselves, their families, and their communities.

Purple Cake Day's Global Day of Action is 8th March 2013, but you can celebrate on any day that suits you. People of all ages can get involved and have fun, and there are loads of Purple Cake Day activities that you and your school can lead or take part in.

This year we have three global education partners - the Hilde Back Education Fund (Kenya), First Steps Himalaya (Nepal) and the Children of Haiti Project (Haiti). Purple Cake Day awareness and fundraising will help these organisations build and sustain education centres, renovate and equip classrooms, train teachers and provide scholarships to children whose families cannot afford to pay school costs.

This Resource Kit

This Resource Kit has been developed with the input of educators, to support Purple Cake Day learning experiences. The activities and information can be tailored to meet curriculum objectives across a range of levels in Social Sciences, English, Literacy, Arts & Technology and Community Service. We encourage feedback to develop this Kit, so get in touch with us to share your comments.

The Purple Cake Day 'country in focus' for 2013 is Kenya. This Kit includes basic facts about Kenya: the flag, languages, festivals

and foods, day-in-the-life stories about Kenyan school children, and an inspiring true story (now film) called A Small Act. The film is about the act of an individual which led a poor Kenyan child to a Harvard law education, then onto a job with the United Nations, before establishing a Foundation – Hilde Back Education Fund – providing life-changing education opportunities for hundreds of other Kenyan children.

How to Get Involved

There are loads of resources available through our website purplecakeday.org - sign up for news, download posters, teachers' lesson plans and worksheets, recipes and more. Register for your free event fundraising webpage at purplecakeday.org/register.

Also join us online at:

facebook.com/purplecakeday

twitter.com/purplecakeday

youtube.com/purplecakeday

pcdsongchallenge.wordpress.com

Learn how to be a Purple Cake Day Ambassador, participate in the Thumbs Up campaign, design a children's wearable art costume, enter the Kenya Song Challenge, and so much more!

Our children are the future - so let's celebrate them and turn the world purple on March 8th!





The Purple Cake Day story

'Never Give Up'

On 12 January 2010 a magnitude 7.1 earthquake hit Haiti. An estimated 300,000 people died. In 35 seconds this natural disaster changed the lives of millions, including that of New Zealander Emily Sanson-Rejouis and her family, who were based in Haiti with the United Nations Peacekeeping Mission. Emily lost her husband, Emmanuel (39) and her daughters Kofie-Jade (5) and Zenzie (3). Alyahna, their youngest daughter (1), was rescued after 22 hours under the rubble of their collapsed apartment building.

A few months later, in honour of her family, Emily established the Kenbe La Foundation Charitable Trust to provide educational opportunities for disadvantaged children in Haiti. Kenbe La means 'Never Give Up' in Haitian Creole. The Trust's mandate has since expanded to provide education opportunities to children in poverty and hardship in a number of other countries.

Purple Cake Day® is Emily's initiative to create a global day of celebration, education and action, which raises awareness and funds for children to get the education they need to change their lives. It has been inspired by Kofie's compassion for street children and by Zenzie who wanted not one, but two purple cakes for her 4th birthday. The earthquake struck a week before she turned four.

And Why a Purple Cake?

"When I asked my three-year-old daughter Zenzie what she wanted for her fourth birthday, she said...I want a purple cake....two purple cakes!" ~ Emily

Zenzie's response is a great example of the open-mindedness, creativity and independent spirit of children. They remind us that anything is possible.

Children's aspirations are virtually unlimited. They dream of the things they want in their lives in the future, and of who they wish to become. However, all children do not have the same opportunities, some are born into poverty, others face sickness or war, and others are confronted by natural disasters. Purple Cake Day provides us with a focus to celebrate our children, empower them to learn about the lives of children in other countries, and support them to take action to help children in need.

Funds raised through Purple Cake Day activities make a real difference to children in poverty and hardship.

Encouraging our children to have a spirit of compassion towards others is fundamental. So join us. Unite! Take action and celebrate with children around the world on Purple Cake Day.



Alyahna celebrating Purple Cake Day





Notes for educators/teachers

How to use this Resource Kit as a curriculum resource



Pre-school

Primary

Secondary

Dear Teachers, Educators and Youth Group Leaders, welcome to the 2013 Purple Cake Day Resource Kit.

The Purple Cake Day Resource Kit is designed to be as accessible as possible to as wide a range of potential users as possible. We have deliberately produced a multi-level, versatile resource and you are encouraged to use it as best suits the needs of you and your students.

You may prefer to use the kit as background material to develop your own resources and plans, or you may wish to copy parts for students to access and use themselves. It is our hope that this kit is adaptable and flexible enough to be used by teachers in any school anywhere.

Please take from it freely, and tailor the contents to your own requirements. It may be helpful though to consider the following curriculum connections.

Core Educational Values

The key education values of encouraging innovation, inquiry and curiosity can be stimulated through the inquiry-based learning experiences suggested in the kit (see p34, 39, 41, 47 and 50).

Encouraging students to 'make Purple Cake Day their own' could really develop these same values. Allowing students to explore the issues, consider the lives of other children in different circumstances, to suggest activities to raise awareness of issues and to educate their peers

and community members would further foster the values of community participation, global citizenship, integrity and respect for others.

Self-directed student research, awareness and fundraising projects encourage young people to plan their courses of action, innovate, formulate ideas, as well as to develop their ideas into practical, real outcomes and to communicate effectively with others.

We have been seriously impressed with how young people express their enthusiasm for reaching out to others around the world, and how they demonstrate ingenious, innovative, thoughtful and considered avenues for action.

The work of such passionate and inspiring youngsters has led to the creation of the 'Purple Cake Day Ambassadors' role for this year's campaign (see p12).

Key Competencies and Curriculum Links

While curriculum content varies between countries and we therefore have to keep some of these connections fairly general, there is much scope for curriculum focus through Purple Cake Day activities.

Literacy is critical for many curriculum areas, and we have provided several opportunities for both written and discursive literacy focus. You will probably find many further opportunities as you read the kit. The flag design, Kenya Song Challenge, Kids 4 Kids art activities and wearable





art challenge are all excellent opportunities to focus on art, design and technology. Likewise, we believe there are strong links to many social science / social studies curriculum areas.

Investigating the lives of people in other cultures and different circumstances creates opportunities to develop skills including empathy and understanding, a consideration of the values important to people and societies, and how the contexts of place and environment can impact on people's lives.

Using The Kit

You may want to run one or two lessons focused around Purple Cake Day, or you may want to



take Kenya and Purple Cake Day as a whole topic and build a series of lessons in various subject areas around this theme.

We have produced some photocopiable and adaptable lesson plans and worksheets as examples for you to use with your students. These are available to download at purplecakeday.org/faqs.

You may prefer to direct the learning yourself or, particularly for older students, allow students to take the lead, researching and planning their own activities. We hope the material and ideas in this kit will inspire you and your students to take action.

Kenya is a great 'country in focus', it has a fascinating history and diversity which makes for excellent case studies when learning about other cultures and lifestyles. And, of course, the awareness and funds you help to raise will make an enormous difference to the lives of children and young people in Kenya, Haiti and Nepal.

Good luck, please keep us posted about all your Purple Cake Day activities. We would love to hear from you and welcome your feedback on this Resource kit. Happy teaching and learning!





Global education projects

Giving education opportunities and hope



Purple Cake Day 2011

Purple Cake Day launched in 2011 in New Zealand following the devastating 2010 Haiti earthquake. Purple Cake Day's positively purple message of celebration, education and action inspired kids and adults in over 10 countries to join our first Global Day of Action in March 2011, raising awareness and funds to provide education opportunities to children in need. NZD \$30,000 was raised in just one day!

We wanted to ensure our support reached the children in Haiti who needed it most, so we formed a partnership with a relief organisation operating in-country. The Children of Haiti Project used the funds to provide education, a hot meal and medical care to 87 children from a tent camp in the capital city, Port-au-Prince - children who would otherwise not have any access to education.

Purple Cake Day Children's Emergency Fund was also established in 2011 to respond to a humanitarian crisis affecting children in New Zealand, following the February 2011 Canterbury earthquake. We partnered with Save the Children NZ to support their 'Journey of Hope' programme providing psychological support to children in Christchurch.

Purple Cake Day 2012

Purple Cake Day 2012 took on a new country in focus, Nepal, and three new project partners, First Steps Himalaya, the Hillary Himalayan Foundation and the In Time Trust, to bring education opportunities to children in severe hardship in Nepal.

We set a goal to double our 2011 fundraising total to sustain Haiti education projects, and to provide support to Nepal education projects. Over 250 individuals, schools and community groups in 20 countries joined us for our second Global Day of Action (March 2012) and we raised a fantastic NZD \$80,000 - which exceeded our goal!

This money was used in Haiti to provide ongoing support to the Children of Haiti Project, and for the Henri Christophe School rebuild. In Nepal money was used to establish a library, train teachers, buy education materials, renovate classrooms and provide student scholarships to children whose parents were unable to pay school fees.

Purple Cake Day 2013

Purple Cake Day 2013 has set new targets: a goal of raising NZD \$100,000, the participation of more schools and individuals globally, and a new country in focus - Kenya. We remain committed to key education projects we support already in Haiti and Nepal and are extending support to a new project with the Hilde Back Education Fund, Kenya. We are working in close partnership with these organisations to bring life-changing education opportunities to children in poverty and hardship.

For more information about our project partners and the children we have helped, go to: purplecakeday.org/howehelp





KENYA Hilde Back Education Fund



material support that includes school uniforms, stationery, toiletries, bedding etc, required during the children's stay in school.

HBEF was founded by United Nations human rights specialist Chris Mburu. Chris's life as a disadvantaged Kenyan child from a rural family was drastically changed by an anonymous donation from a woman in Sweden, whose \$15 a month paid for his education. After excelling at school and then going on to graduate with a Harvard Law degree, Chris tracked down the woman who had made it possible - Hilde Back - and started the Fund in her name.

The Hilde Back Education Fund (HBEF) is a Kenyan charitable organisation that assists bright children from poor families to access secondary education, by providing education scholarships and other opportunities. Without education, low-paying jobs are the only option in Kenya, perpetuating the cycle of poverty. For girls, it is an even harsher reality of arranged marriages and having their own children within two to four years of graduating primary school.

HBEF helps children like Chris get the education they need to break the poverty cycle. It brings hope to the children, their families, and their communities that there can be a better future. To date, the fund has supported 350 beneficiaries enrolled in schools across Kenya - all inspired by the small donation of one individual.

HBEF breaks this cycle by giving children the opportunity to stay in school and the chance to attend university to expand their academic accomplishments. They can give back to their families and communities by supporting and leading. They can follow their dreams of one day being neurosurgeons, economists, engineers...

The inspirational HBEF story is told in the award winning, film 'A Small Act', featured on pg 14 of this Resource Kit. Community and school screenings of this film can be organised to raise funds for Purple Cake Day 2013 (see p 14 for details.)

Established in 2001, HBEF's focus is the promotion of education as a fundamental human right. The Fund seeks to give support to needy children with great potential through award of academic scholarships, irrespective of religion, race, ethnicity or gender.



HBEF runs four major programs: sponsorship for secondary school; pupil and teacher support at primary level; leadership training and psychological support for beneficiaries; and

For further information on HBEF visit their website www.hildebackeducationfund.com





NEPAL - First Steps Himalaya



First Steps Himalaya (FSH) works in partnership with disadvantaged communities in rural Himalaya to promote early childhood development and quality education in schools. The organisation's vision is for Nepali children to have access to improved education from early childhood, to school and beyond. This provides children with the opportunity to reach their full potential and has a lasting impact on the entire community.

The majority of schools in rural Nepal are inadequately resourced and are staffed by untrained or poorly trained teachers. Furthermore, as a result of poor early childhood development, the majority of children enter school without adequate preparation. First Steps Himalaya recognised the need to provide accessible early childhood education to improve educational outcomes for children.

Since its first early childhood centre opened in 2009, the number of early childhood centres run by FSH has increased significantly. Hundreds of children in a growing number of communities have already benefited from attending daily pre-school classes. To ensure the continued development of these children, it became essential for FSH to extend its programme beyond pre-school children. In 2012 they began working in primary schools, creating child friendly learning for older children.

After receiving funding from Purple Cake Day in 2012, First Steps Himalaya established four new early childhood centres in the rural

Sindhupalchok district. Each centre caters for up to 30 children from three to five years old. The centres are based at existing government primary schools, where under fives were previously neglected. Classrooms which were previously bare and dirty have been painted and furnished, and are now bright, airy and well equipped for play-based learning. The children enjoy a range of activities including craft with play dough, drawing, painting, construction toys and outdoor play. Ongoing training, supervision and support are provided to early childhood teachers at each centre, as part of FSH's implementation process to ensure quality is maintained. They work closely with school principals to ensure that their methods continue to be implemented.

In 2013, First Steps Himalaya will implement projects for older children in a number of government schools. Four class one projects have already been funded by Purple Cake Day. Each classroom will be re-decorated, furnished and fitted out with educational resources to support child friendly learning. Funding from Purple Cake Day 2013 will enable FSH to extend the number of classes supported, to eventually include secondary school. In time these schools will become centres of excellence, setting an example for other schools to follow. They will also enable the continuity of the love of learning and prevent children from slipping backwards within the existing inadequate education system, ensuring a brighter future for rural Nepali children.



For further information on First Steps Himalaya, visit their website www.firststepshimalaya.org



HAITI - Children of Haiti Project



The Children of Haiti Project (COHP) was founded in response to the devastating January 12, 2010 earthquake, which leveled Haiti. Just three months later in May 2010, the COHP school opened its doors to 50 children ages 4-5 that were living in a Delmas tent city. The camp closest to COHP (just 165 metres east) is host to approximately 15,000 residents who still have no homes. Most of COHP's students live in unsanitary conditions and the only nutrition, health care and sense of stability they receive is through the COHP school. On July 5, 2010, the programme expanded its enrolment to include 36 students, ages 12-13, for a half-day literacy program.

Purple Cake Day fundraising in 2011 and 2012 has enabled COHP to provide education programmes, a healthy canteen year-round, much needed school materials, uniforms, and crucial medical supplies.

COHP's mission is to continue to provide learning opportunities for children in Haiti with limited or no access to formal education. Their goal is to nurture each child's intellectual, ethical, social and physical growth, so that each may become a positive, contributing member of the Haitian community.

COHP provides a full educational program, two hot meals a day, regular healthcare check-ups and vitamins, which are administered to all students on a daily basis. Most of the children

come to school hungry each morning and COHP understands that addressing their nutritional needs is the first step in providing a holistic education for its students.

Funding from Purple Cake Day 2013 will help COHP achieve its immediate goal of sustaining the current program and helping to achieve the longer term goal of expansion so additional children may have the opportunity to attend school. COHP long term goals include:

- Primary Program - Support 50 children in a full academic program to completion of a secondary education. COHP seeks to retain all current students and see them through to their high school graduation. This is a commitment that COHP has made to each child and his or her family.
- Literacy Program - Support continuous cohorts of children to become literate in reading and writing to at least a 12 yr-old level.
- Facilities Improvement - Acquire a new property to improve quality of education, security and allow enrolment of new students. This would provide for much needed basic enhancements: Multi-faceted educational facilities, culinary facilities, proper toilets, green space for recreation and fresh air, library and storage space and increased security for students, staff, visitors and the facility itself.



For further information on COHP visit their website: www.childrenofhaitiproject.org





Become a purple cake day ambassador

Show the world what a difference you can make

Anyone can be a Purple Cake Day® Ambassador! Being an Ambassador means you're passionate about making a difference in the lives of children, in your own community and globally. Become an ambassador and organise awareness and/or fundraising activities in your school, community or workplace and inspire others through your leadership. If you or someone you know goes that extra purple mile, let us know - we'd love to acknowledge this effort. Email your name and details to: celebrate@purplecakeday.org

Skylar McClelland is a child ambassador for Purple Cake Day. She is 10 years old and lives in Wellington, NZ. Skylar goes to Samuel Marsden School and loves netball, hip-hop, singing, playing the clarinet, fishing and going to Guides.

Skylar found out about Purple Cake Day 2012 and asked her teacher if she could make a presentation to her class to encourage them to join the day of celebration, education and action. They said YES! and the purple fever spread. All the classes in their year group got on board and they decorated their school hats, made flags of hope, baked and sold cupcakes and ran other fundraising events. Skylar's initiative and leadership were simply incredible. Now the whole school wants to join the 2013 celebrations!

"I like knowing I have formed a connection with children around the world because our lives have touched each other through Purple Cake Day. This means there are more children around the world who will help each other. We will have friends in other countries and learn more about their cultures and there will be peace because we understand each other and we care. I believe this is the great thing about supporting Purple Cake Day".

~ Skylar



Register for your free event fundraising webpage purplecakeday.org/register and you can share your event with friends and family!





'Thumbs Up' for Purple Cake Day

Help spread the word - and the fun!



Give us a “thumbs up” for Purple Cake Day in March 2013 and help us to help kids all over the world.

How to do it

Take just a little time to purple your thumb - you can use ribbon, facepaint, purple pen, fun fabric, bling or whatever takes your fancy - then show your support for Purple Cake Day by giving us a "Thumbs Up" online at [facebook.com/purplecakeday](https://www.facebook.com/purplecakeday), twitter.com/purplecakeday and [youtube.com/purplecakeday](https://www.youtube.com/purplecakeday)

Your support in 2013 will help raise awareness and funds to provide education scholarships to bright children from poor families in Kenya, to establish quality early childhood education centres and provide educational resources and training to schools in rural Nepal, and to fund schooling, a hot meal and medical care to children from a Haiti tent camp.



FACEBOOK – 'Like' us, make sure your Purple Thumb features in your profile pic, and share it on our page!

TWITTER – Follow us, tweet us a pic of your Thumb and tell your friends to do the same!

YOUTUBE – Follow us, comment on our Purple videos, and you can send us yours!





A Small Act

How one individual can make a difference

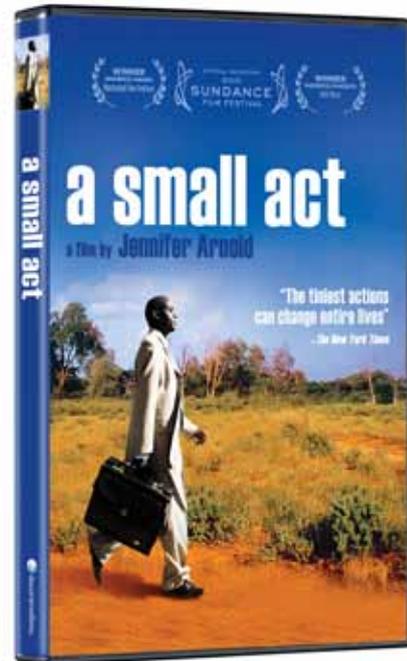
"If you do something good, it can spread in circles, like rings on the water."

- Hilde Back.

'A Small Act' is an award-winning documentary by Jennifer Arnold about the Hilde Back Education Fund in Kenya - the extraordinary story of how it began, and how it provides children with education and hope today.

Purple Cake Day's new partnership in 2013 with the Hilde Back Education Fund will enable more Kenyan children from poor families to get the education they need to change their future.

For information about how to hold a Purple Cake Day licenced fundraising screening of this film at your school or local theatre email to: film@purplecakeday.org. ***Due to the length (1 hr) and content level, this film is recommended only for secondary level students and adults.** Teachers' education resources and worksheets based on the film 'A Small Act' are also available to stimulate critical thinking in students.



"A Small Act is such a powerful film to use in classrooms around the globe. It demonstrates how individuals can make a profound difference in the world."

- Marc Skvirsky, Facing History and Ourselves.

FILM AWARDS

- ★ 2011 Emmy Nomination Best Documentary
- ★ Official Selection 2010 Sundance Film Festival
- ★ Winner 2010 Humanitas Prize for Documentary
- ★ Official Selection Los Angeles Film Festival 2010



Director Jennifer Arnold, Chris Mburu, Hilde Back and Jane Wanjiru Muigai during the Sundance Film Festival





Chris's story



Chris Mburu was a bright child from a poor family living in rural Kenya. His family was unable to afford the fees for education, and Chris could not hope for much more than working the fields like them. Then things changed.

An anonymous donation arrived from a sponsor in Sweden. The donor gave \$15 a month – which was all it took to make it possible for Chris to attend secondary school.

He excelled, was accepted to Harvard University and graduated with a degree in Law. He now works as a human rights specialist for the United Nations, and travels all over the world helping people and communities in need.

Chris never forgot the generosity that made it all possible. He went searching for the woman who paid for his education – and he found Hilde Back.

Hilde, a holocaust survivor who had fled her home as a child for a life in Sweden, never expected to hear from Chris all these years later – much less that he would tell her that he was founding an education fund in her name.

Chris's experience inspired the Hilde Back Education Fund (HBEF), which helps bring education and hope to children in the same situation.

Hilde's Small Act has enabled Chris to make a big difference in the lives of many Kenyans, including Patrick, Ruth, and Caroline, whose stories are followed in the film.

Patrick and Ruth's story



Ruth and Patrick are just two of thousands of children in Kenya who dream of getting an education and breaking the cycle of poverty they were born into.

'A Small Act' follows Patrick and Ruth as they study hard in the hopes of qualifying for a scholarship and being able to continue school.

Patrick is a bright and enthusiastic 13-year-old from a small Kenyan village. He is a top student in his year eight (intermediate) class.

Patrick lives with his Mum and Grandmother. He often has to miss school to work, or to care for his Mum who is sick. This means Patrick sometimes has a challenge keeping up with homework. Patrick believes in education and knows that "Education is the only thing that can change somebody's life".

Ruth is 14 years old and lives with her Mum and Grandmother in the same village. Ruth is also a top student in her class. Ruth's Mum went to secondary school but had to stop because her family could no longer afford it. Like Patrick, Ruth can't always go to school because she often needs to work to bring in money for the family.

Both children do their best to study when they're not working or looking after family members. They often study at night by lamplight as they have no electricity in their houses.

Your support and participation in Purple Cake Day brings children like Patrick and Ruth education and hope to break the poverty cycle.

Watch 'A Small Act' to find out what happens to Patrick and Ruth and other children like them.





Event and fundraising ideas

We're making it fun and easy to fundraise for kids in need

Here are some great fundraising ideas for all ages. You can fundraise using any activity! Make sure you register at purplecakeday.org/register - this will ensure we can keep in touch, and set up your free event fundraising webpage. Once the webpage is active, it's easy to share events with friends and family and collect donations.

If you simply want to hold an event and send in funds, see 'Where to Donate' on page 20.

Use your free event fundraising webpage



The easiest way to fundraise and send in donations is by using your free event fundraising page. At the start of February, we'll send the free event fundraising webpage to everyone who has registered at purplecakeday.org/register.

Find out more about your event fundraising webpage see pages 19 and 20 of this Resource Kit.

Hold a Purple theme day / Mufti Day for a donation



Thousands of children and adults went purple for Purple Cake Day 2012. You can do it too! Have a 'Mufti-Day' (dress casually). It can be as simple as a purple flower accessory or as extravagant as purple tip to toe. Do something different and ask people to bring a donation for the cause.

Bake and sell decorated cakes or hold a raffle



Share some quality time with friends and family, baking and selling or raffling gorgeous purple cakes or cupcakes. Make them as wild and wacky, or tempting and tasty as you like. Get inspired by our delicious Purple Recipes available to download at purplecakeday.org/faqs.





Hold a Purple Cake Day children's wearable art challenge at school



Hold a children's wearable art challenge at your school and ask for a donation on entry. Get inspiration and the 2013 theme from the children's wearable art page in this Resource Kit (p22).

Become a Purple Cake Day Ambassador



If you're passionate about making a difference to children's lives, in your own community and globally, become an ambassador! Open to children and adults, this is an opportunity to lead and inspire. To get ideas visit purplecakeday.org/getinvolved.

Other Ideas (Anything goes!)

Whatever you choose to do, put the fun into fundraising for children in need - every bit counts!



Sponsored sports activities



Create a calendar



Ask for a donation for your birthday



Hold a concert



Dotty donation boxes



Face painting



Hold a purple feast



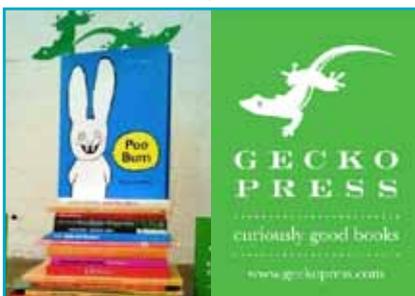
Make and sell felt brooches





Online fundraising

We're making it fun & easy to fundraise for kids in need



1. Register

Don't forget to register on the Purple Cake Day website purplecakeday.org/register

Once registered, we'll send you your free event fundraising webpage and you'll be eligible to win prizes.

Tip: If you entered your details to download this Resource Kit, we have already registered you.

2. Activate your free webpage

At the start of February we'll send you your free Purple Cake Day event fundraising webpage. Share a personal message about what you'll be doing for Purple Cake Day 2013.

Tip: If you don't have a facebook or email account, ask a parent to help.

3. Share your event webpage

Share your fundraising event webpage with family and friends through email and facebook so they can easily make a donation to your page.

Tip: It's your webpage, so get creative: share pictures and make it fun.

4. Be in to win

The 8 best event fundraising webpages will each win \$250 worth of book prize packages from Gecko Press. Prizes will be for the age groups pre-school, primary, intermediate and high school.

Tip: It's OK for parents to register on behalf of kids.

Got Questions? Go to our FAQ at purplecakeday.org/faqs



Your personal webpage

How to use your event fundraising webpage

The screenshot shows a fundraising webpage for Purple Cake Day on 8th March 2013. At the top, it displays a logo, the date, and a progress bar showing \$90 raised and \$110 still needed, with a 'DONATE NOW' button. Below this are social media links for Facebook and Twitter. The main content area features a list of updates from users like Samantha Hall and Tom Hall, including photos of people in purple outfits and a purple cake. On the right side, there are sections for 'My Story', 'My Goal', and 'About Purple Cake Day', each with a corresponding callout box. A photo of a person with purple face paint is also featured with a callout box.

You can see your total donations and the balance of your fundraising goal at a glance

Family & friends can 'Like' your page on Facebook and follow us on Twitter!

You'll be able to share messages with family & friends on your page

You can post photos to share your activities and events

Family & friends can easily DONATE by pressing the button

Post a photo of yourself (you can also use a facebook account to do this)

Write about your fundraising event

Your page will automatically come with information about Purple Cake Day.

Note: If you don't have an email or facebook account or are too young to have one, ask your parents or a family member if they can help you by using theirs, or your teacher could set one up for your class.



Where to donate

Other ways to donate



Thank you for celebrating, learning and fundraising with Purple Cake Day!

Purple Cake Day® is an official charitable event of the Kenbe La Foundation Charitable Trust. NZ Registered Trust number: CC44756.

Funds from Purple Cake Day can be donated using one of the methods below.

Online

Fundraising online, using your personal event fundraising webpage, is the easiest way to support Purple Cake Day. See pages 18 and 19 for more information.

Alternatively you can donate or send in funds via our secure online payment system. All major credit cards and major currencies accepted.

purplecakeday.org/donate

Receipts will be generated automatically through online donations. *(In New Zealand, donations over \$5 may be eligible for a tax rebate.)*

Direct bank deposit (NZ)

BNZ Account Name: Purple Cake Day

BNZ Account No. 02-0704-0088207-000

Reference: 'Your name or organisation name'.

For direct deposits an official receipt will be issued on request. Please email us with your name, amount, reference and date of deposit. Receipts will be in electronic format for emailing.

Post a cheque

Purple Cake Day

PO Box 899

Nelson 7040, New Zealand.

Please include your name, contact and email address. Receipts (email preferred) issued on request.

International wire transfers

For all international bank transfers to New Zealand please contact us and we will send you the information.

Contact: donate@purplecakeday.org

Thank you for your support! Your donation helps give education opportunities and hope to children in need.

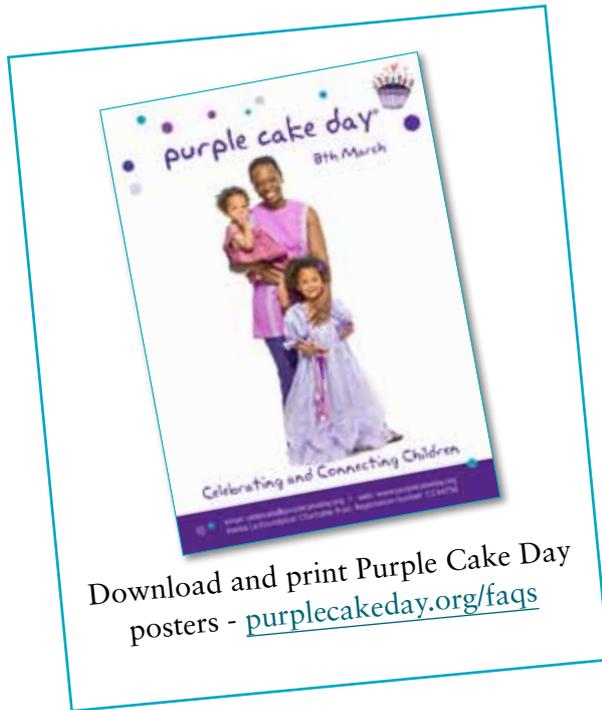




Posters, news and more resources

Where to find more Purple Cake Day resources

This page contains links to further resources and information.



Like Purple Cake Day on Facebook
facebook.com/purplecakeday



Follow Purple Cake Day on Twitter
twitter.com/purplecakeday



Watch Purple Cake Day on YouTube
youtube.com/purplecakeday



Sign up for Purple Cake Day news -
purplecakeday.org/home

Register for your free event fundraising webpage at
purplecakeday.org/register and you can share your event with friends and family!



Purple Cake Day children's wearable art

Supported by WOW® and the World of WearableArt™ & Classic Cars Museum

Purple Cake Day Wearable Art for Schools

We want to encourage students to make their own wearable art creations as part of the Purple Cake Day® celebrations. You could get your school to organise its very own Purple Cake Day wearable art show. Make it a fundraiser and the money will help to establish quality educational services where they are desperately needed. Using the brief below, grab a friend, or get your whole class involved and get creating.

2013 Theme: "Magical Mystery Garden"

What comes to life at the bottom of your garden at midnight?

What fantastical creatures appear from your imagination? Are there fairies, goblins, gnomes or beautiful butterflies and strange insects we've never seen before? You can use any colours, but one must be purple. Using recycled materials, create a weird, wacky, wearable art garment - creature or character.

- Ideas** • Visit your local recycling centre or op shop for interesting materials and objects. You could recycle fake flowers, plants, baskets, umbrellas, plastic containers, bags, plastic flower pots, garden hose, table mats, old garden tools, fake lawn, frost cover material, chicken netting, plastic garden ornaments etc.
- Use natural materials like flax, driftwood, twisted willow, bamboo, bark, dried leaves, twigs, feathers, old birds nests.
 - Make a mask for your character or garment out of paper mache'.
 - Recycle old clothes or material using dye or paint.

What is WOW®?

WOW® stands for 'World of WearableArt', and is the original idea of Nelson sculptor Dame Suzie Moncrieff, to take art off the wall, put it onto the body and then put it on stage. She wanted to create a show combining art, design, music and drama. It's about making art you can wear, and you can create it out of literally anything! In its first year in 1987, Suzie invited designers in her community to make a wearable art costume, and a show was held in William Higgins Gallery, in Wakefield, Nelson. Twenty-five years later WOW® has become an internationally-acclaimed show and has designers from all over the world entering their costumes. This is a great story about someone having an idea, believing in it and not giving up! To learn more about WOW® and to be inspired for ideas go to: worldofwearableart.com





The M.A.D. Show

Making A Difference through Music, Art and Dance

As part of Purple Cake Day awareness and fundraising events in Nelson in 2012, we created the first ever M.A.D. show.

This unique event showcased finalists from 17 local schools in a children's Purple Cake Day wearable art challenge, along with children's song, dance and theatre. WOW® founder, Suzie Moncrieff, and her daughter Emma, judged the children's wearable art challenge.

This spectacular show of children's art and creativity raised several thousand dollars for Purple Cake Day education projects in Nepal and Haiti, and was a great community supported event. The supreme winner had her creation displayed at the World of WearableArt™ and Classic Cars Museum.



"The M.A.D show gives children the opportunity to express themselves in innovative, original and fun ways, in creating wonderful works of wearable art, but most importantly it is also a chance for children to learn about generosity, compassion and an awareness of children less fortunate than themselves.

Instilling these values in children is priceless."

~ Dame Suzie Moncrieff
WOW® Founder
Patron - Purple Cake Day

"Purple Cake Day is so brilliant, because it's not just about kids getting to express our creativity and make things, it's about kids making a real difference. It is so cool that my costume can actually benefit an organization with the means to change lives."

~ Stella Bogdanoff,
Motueka High School

*'Blood of the Jabberwocky' by
Supreme Winner, Stella Bogdanoff*

Watch the Show!!!

A 2 minute video of the M.A.D show 2012 is online at: youtube.com/purplecakeday. We also have a professionally produced DVD of the full 80 minute show for NZD \$20 + postage. Contact us to purchase your copy.

Organize your own fundraising show. If your school or community wants to organize a Purple Cake Day children's wearable art competition and show let us know: MAD@purplecakeday.org. We can provide you with resources you can adapt, including a competition entry form. Organise it as a fundraiser and get parents, aunts, uncles and grandparents supporting it!






KENYA 2013 song challenge

Can you write a song with Swahili in it?

The song writing challenge this year is a great one!

We have been given lines of Swahili by the school charity (Hilde Back Education Fund) we are supporting in Kenya this year. Your challenge is to write a song with the phrase as the theme and include the phrase somewhere in the song.

But first, are you...

High School or Intermediate Age?

YES, then your phrase is: Mtu ni Utu.

Translated it means: To be a person is to be humane.

The Challenge

We want you to hear what you think the word humane means. The Swahili proverb seems to say it is what makes us a human being, when we are humane. What are the things we do that could make us humane? Is it looking out for other people, helping people who need it? Is it when we treat others as we would want them to treat us? When we are a person we are part of the whole of humanity, we're all the same, all equal, no matter our colour or wealth. Is this what makes us humane, realising we are all part of this planet together? We want to hear from you! And we want you to put it in a song.

Recording

Have a go at song-writing. Have a go at performing. Don't get too caught up in the recording. It might be on your cellphone, or it might be in garageband on a computer. What we're really looking for is creativity in the lyrics and the music. Be spontaneous. The message is the most important thing.

Primary Age?

YES? Then read on...

Your words are Swahili for peace, love and unity: Amani, Upendo, Umoja.

The Challenge

We want you to make a song which includes these three words. Tell us in the song what those words mean to you.

How Do You Say the Phrase Again?

We wouldn't leave you to do this all on your own!

Visit pcdsongchallenge.wordpress.com for videos and information about how to get your song ready, and for clips of people who speak Swahili saying the phrases so you can check in anytime to make sure you're pronouncing the words correctly.

Who Can Enter?

There are three age categories:

High School (13-18yrs)

Intermediate (11-12yrs)

Primary (5-10 yrs)





Prizes

We have NZ \$200 up for grabs in each age group category, sponsored by APRA (Australasian Performing Right Association Limited).

The age group sections will be judged by members of the New Zealand music industry. Keep an eye on the website for more info.

Copyright

The song needs to be your own original work. By entering, you are allowing permission for your song and/or video to be used in Purple Cake Day fundraising activities.

When Do You Want The Song?

Entries must be received by 8th March 2013

I'm Ready To Send It In...

Email your song as an MP3 along with the song lyrics and your copy of the entry form. Download the entry form online at:

purplecakeday/faqs

Please supply an English translation of the lyrics if the song is written in a language other than English.

Email to: songchallenge@purplecakeday.org

Winners will be announced on 29th March 2013

Check out our 2012 Song Challenge winners at youtube.com/purplecakeday

PURPLE CAKE DAY SONG

It's Purple Cake Day, let's stand proud and tall
It's Purple Cake Day, big things come from small
It's Purple Cake Day, let's all scream and shout
KIDS HELPING KIDS ALL OVER THE WORLD
That's what it's all about

I can make a difference
Celebrate and create in my own style
Learn about kids who are in need
'cos I'd like to make them smile
I'll go wild, I'll be brave and I'll do it with energy
Never give up - Kenbe La
All you have to do is believe

KIDS HELPING KIDS ALL OVER THE WORLD
That's what it's all about!



© Kath Bee 2010

Download the chords and listen to our original Purple Cake Day song; purplecakeday.org/faqs





Kids 4 kids art

Kenyan art is bright, fun and funky...



Participate in Purple Cake Day activities by celebrating the arts too. Here's three ideas...



1. 'Rafiki Pamoja Milele' - Swahili for Friends Together Forever

Children come from many different countries and cultures; imagine if we came together for a day to celebrate: Draw or paint a picture of this global village celebration and meeting new friends, from Kenya and around the world . You might like to get some library books out and see the different ways children dress around the world.



2. Tinga Tinga (Dot) Art

Tinga Tinga dot painting is a well known style in Kenya where nearly every space on the page is filled using dots. Originally Tinga Tinga art was created using affordable small tins of enamel bicycle paint. Make your own Tinga Tinga painting of African animals or Kenyan village life. Or create a Tinga Tinga dot art CD cover for the Kenya song challenge.



3. Graffiti the Bus

“Matatu” (public transport) graffiti is very popular in Kenya. It is playful art with a lot of humor, exaggerated features and images and lots and lots of colour. The key feature is its tendency to capture global events and localise them through slogans and graffiti. Draw an image of a bus or find one online and create your own public transport graffiti art!

More Kenyan Art ideas

- Kenyan children use sand,stones,bark,clay,shells and seeds to create art. Try your own!
- Make a feather headband or make and decorate a drum - used in traditional Kenyan festivals.
- Maasai beadwork uses skills learnt from a young age in Kenya, to create traditional necklaces, belts and bracelets worn in important Masaai ceremonies. Make your own Maasai beadwork.





Kids 4 kids art

Exhibit and auction your art or create a calendar and raise funds for Purple Cake Day

In Nelson in 2011 we held a Purple Cake Day Kids 4 Kids Art school competition which had more than 100 entries. We made a cool fundraising calendar from the finalists' art, sold it and raised funds for kids in need.



SEND IN YOUR ART!

We'll be selecting some of your art in 2013 to take to the children in the countries we support and some to use in fundraising activities.

Post to: Purple Cake Day, PO Box 899, Nelson 7040, New Zealand.

Or, take a photo and upload it to Facebook at [facebook.com/purplecakeday](https://www.facebook.com/purplecakeday)

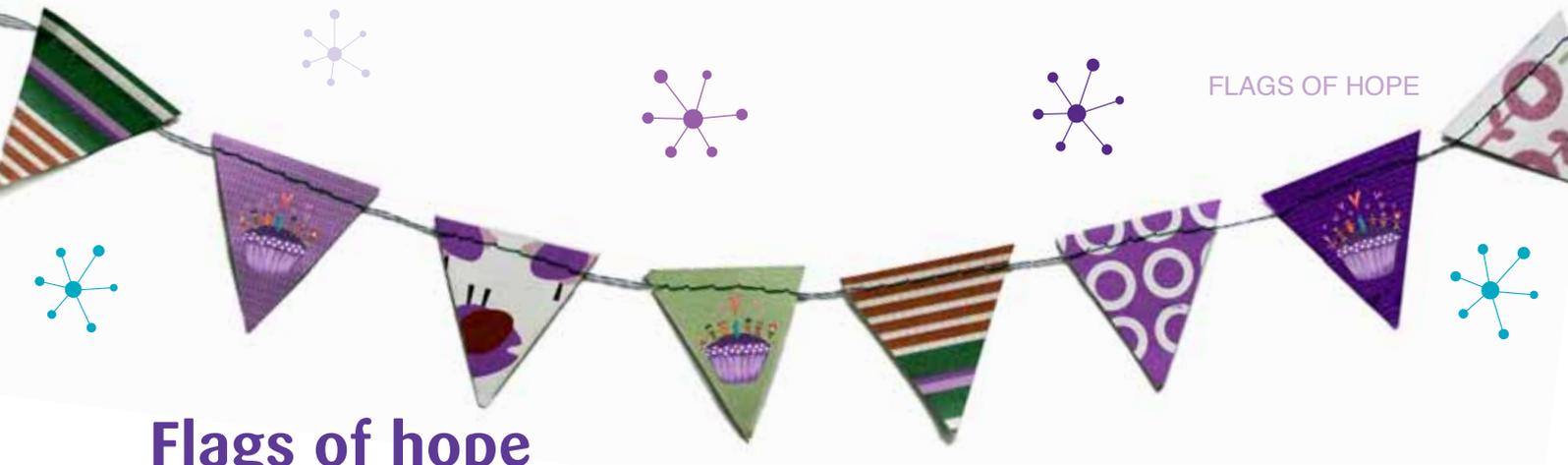
All submissions become the property of Purple Cake Day and may be used in awareness and fundraising activities.



Nepali KIDS 4 KIDS ART exhibited in NZ

In 2012 children in Nepal celebrated Purple Cake Day with a Nepali Kids 4 Kids Art competition, proudly supported by Megabank in Nepal. Winners received money in their own bank account - an incredible opportunity for rural Nepalese kids. Some of the art came to NZ and was exhibited at a local cafe gallery. Art from Nepal to Nelson!





Flags of hope

Connecting with Children around the World

Get creative and allow the wind to spread your messages to the world with these simple but powerful pieces of artwork.

Origins

For thousands of years prayer flags have been used to spread good wishes and messages of compassion to others. It is said that the wind carries the wishes and hopes of those who make them, far out into the world.

Making Your Own Purple Flags of Hope

Join in with children all around the world, flying flags of hope on Purple Cake Day. First of all, think about the messages you want to send. If you could meet another child from across the world right now, what would you wish for her or him? What would you say to them? How would you express your feelings for them and for the life you hope they will go on to discover?

Using the basic shape, make the flag your own creation and give it the 'flavour' you want to send out there. You are unique and the flags you come up with will be too. Add hand or foot prints,

poems, sparkles, drawings, magazine clippings, flowers, ribbons, photos and writing. Go purple but feel free to add as much zing and colour as you like!

String all of your flags together and hang them up. You can hang them inside your classroom, but flags of hope really long to feel the wind blowing through them, carrying your wonderful wishes out to children everywhere. Hang them from trees, fences, gates, goalposts and wherever else you are allowed.

Flags fly on 3 continents

On Purple Cake Day 2012, Flags of Hope made and decorated by children were strung in schools in NZ, Nepal, Hong Kong and the USA, connecting children globally. Help us fly them on five continents for Purple Cake Day 2013. Email us or take a photo of yours and upload them to the Purple Cake Day Facebook page: facebook.com/purplecakeday.



Flags in America

Flags in Hong Kong

Flags in New Zealand



Flags of hope

Made With Fabric

1. Take an A4 piece of paper and fold it in half lengthwise.
2. Cut a straight line from the bottom fold to the top outer corner. This will give you a pattern for a single flag. You can adjust the length and top width for your desired result.
3. Cut your chosen fabric with scissors to match the pattern.
4. We suggest two pieces of fabric for each flag. One side can be patterned and the other side white or plain so you can add your own message of hope, your handprint, your artwork, or whatever you feel reflects the message you would most like to share.
5. Place the wrong sides of the fabric together and topstitch about one centimetre from the edge and down each angled side. If you would rather have invisible stitching, place the right sides of fabric together and sew as above. Then turn the flag right side out and iron.
6. Fold the top edge over two centimetres and stitch 1.5cm from top edge. This will be the casing where the string is strung through to hang the flags.
7. String your flags together and hang them where they will make people smile.



Flags flying on Purple Cake Day 2011 - Nelson Girls College

Made With Paper

1. Follow the instructions for fabric flags but instead cut only one piece of paper for each flag. It's best to use a thicker-weight paper. You can use patterned paper or make your own design.
2. If you have access to a laminator put the finished flags through the laminating machine and then cut the flags, leaving at least a few millimetres of plastic around all the edges.
3. Punch a hole in both ends of the short end of the flag about one to two centimetres in from the outer edge.
4. When you have finished your flags, string a ribbon or string through the holes on the flags and arrange them how you like.
5. You can make these any size: small ones can adorn a cake strung across two skewers, larger ones can hang in a room, on a balcony or attached between two trees.



Flags adorning Nelson Central School on Purple Cake Day 2011





Purple recipes

Purple tastes great!



Have a bake sale for Purple Cake Day!

Quick and Yummy Cupcakes

A great recipe for kids to mix up themselves!
Makes 12 cupcakes.

- 125 gms butter (soften or melt) or 125ml oil
- 1 cup self-raising flour (sift)
- ½ cup sugar
- 2 eggs (beat)
- pinch of salt
- 1 tsp vanilla essence
- ¼ cup milk

Mix all ingredients in a bowl until just combined.
Spoon into paper cupcake cases.
Bake 12 - 15 minutes at 180°C.

Go **wild** with purple icing!

Optional: Stir in ½ cup frozen blueberries before baking.



Purple Icing Ideas

Making purple icing can be a fun challenge. Decorate with sparkly silver balls, rainbow sprinkles, edible flowers, or pipe on stars and squiggles. Let your imagination run **wild**!

Basic Purple Icing

- 1½ cups icing sugar
- 15 gms butter
- 2 drops red food colour and 1 drop blue
- 1-2 Tbs milk (dairy/rice/soy)

Mix sugar, butter and colouring in a small bowl. Dribble in milk to give a firm paste. Sit bowl in boiling water and stir if a creamier texture is required.

Fondant Icing

Buy ready-made white icing (fondant), and add a touch of purple gel colouring which is usually sold at cake decorating and party shops.

The Natural Alternative!

You could also try colouring your icing with a little tamarillo pulp, boysenberry or blueberry pulp, or beetroot juice. Ask your local organics store and see if you can find purple carrot colouring.





Purple Recipes

Thanks to the support of some fantastic chefs and foodies you can download these purple recipes from our website: purplecakeday.org/getinvolved. If you have a purple recipe to share post it on our Facebook or send it to: celebrate@purplecakeday.org and we'll add it to our growing collection.

- Vegan Cupcakes from 'The Icing on the Quake' cookbook.
- Schiacciata con Uva (Squashed bread with purple grapes) - Alexa Johnston, Ladies a Plate author.
- Healthy Purple Beetroot Cake by Anna Wilde of Wilde Health Food
- Purple Gelato Icecream by Phillip van der Waal of Penguino's in Nelson.



Ruth Carr's Purple Jelly

For 500ml. Serves 4

Using blackcurrant juice syrup is an easy way to make a yummy jelly! You can use gelatine leaves or powdered gelatine to make jelly - gelatine leaves are the best but the following recipes give you both options.

Purple Jelly Using Gelatine Leaves

5 gelatine leaves
500ml blackcurrant juice

Method:

Make up 500ml of juice by diluting blackcurrant syrup with water until you think it tastes yum.

Cut the leaves of gelatine into a few pieces with scissors and place in a heatproof bowl. Add a few tablespoons of the blackcurrant juice mixture so that the gelatine is just covered. Let the gelatine soften for 10 minutes while you bring a small pan of water to a simmer. Place the bowl of softened gelatine over the

simmering water and stir from time to time until totally melted. This takes about 10 minutes. Pour the remainder of the jelly mixture over the melted gelatine and stir to combine. Pour through a sieve into a jug and then fill your mould. Refrigerate until set. Eat!

Purple Jelly Using Powdered Gelatine

1 sachet powdered gelatine
125ml hot water
375ml blackcurrant juice

Method:

Pour 125ml of hot water into a jug and add 1 sachet of powdered gelatine. Stir briskly with a fork until dissolved.

Make up 375ml of juice by diluting blackcurrant syrup with water until you think it tastes yum. Add this to the dissolved gelatine mixture. Stir. Pour into a mould. Refrigerate until set. Eat!

Hint: You can make purple jelly sugar-free by diluting unsweetened blackcurrant syrup with water and dissolving xylitol or melted honey into it to taste. The flavour of anything cold is less obvious than something at room temperature, so when making jelly, the liquid you use must be slightly sweeter than you want it to finally taste.





Kenya facts

Fast facts about Kenya and its people

Official name: Republic of Kenya

Capital: Nairobi

Population: Approximately 38.6 million

Area: 580,367 km²

Official languages: Kiswahili and English

Currencies: Kenyan Shillings (KES)

GDP per capita: USD \$850

People living on less than USD \$2 a day: 58%

Location

Kenya is a country in East Africa that lies on the equator. With the Indian Ocean to its south-east, it is bordered by Tanzania to the south, Uganda to the west, South Sudan to the north-west, Ethiopia to the north and Somalia to the north-east.

Climate

Kenya's climate varies from tropical along the coast, to temperate inland, to arid in the north and northeast parts of the country. Kenya receives a great deal of sunshine all the year round, and summer clothes are worn throughout the year. The 'long rains' season occurs from March-June. The 'short rains' season occurs from October-December. The temperature remains high throughout these months of tropical rain. On the high mountains (Mount Kenya and Mount Elgon) the weather can become bitterly cold for most of the year with some snowfall.

Land

Kenya is the world's forty-seventh largest country with a land area of 580,000 km². Mount Kenya is the highest peak in Kenya at 5,199m (17,057 ft) and Kenya is named after the mountain. From the coast on the Indian Ocean, the low plains rise to central highlands. The highlands are bisected by the Great Rift Valley and comprise one of the most successful agricultural production regions in Africa. Kenya has considerable land area

devoted to wildlife habitats, such as Masai Mara and Tsavo national parks.

Religion

The vast majority of Kenyans are Christians (83%), with 47.7% regarding themselves as Protestant and 23.5% as Roman Catholic. Others include Muslims, Hindus, Baha'is and indigenous traditional believers.

Government and Economy

Kenya was a British colony until 1963 when it became an independent Republic. It is ruled by a President who is both the head of state and head of government. Executive power is exercised by the government. Legislative power is vested in both the government and the National Assembly. The Judiciary is independent of the executive and the legislature.

Kenya is the biggest and most advanced economy in east and central Africa. Agriculture is an important sector, employing 75% of the workforce. Kenya's economy has posted tremendous growth in the service sector, boosted by rapid expansion in telecommunication and financial activity over the last decade, and now contributes 62% of GDP. Tourism is the country's principal source of foreign exchange and tourists are attracted mainly to the coastal beaches and the game reserves. Foreign aid accounts for 15% of the development budget and a significant portion of the population is dependent on food aid.

Production

Tea, coffee, sisal, corn, wheat, coconuts, cashew nuts, pyrethrum, cotton, sugarcane, pineapples and horticultural produce.

Food

Ugali with vegetables, sour milk, meat, fish or other stew is generally eaten by most of the population. Other common foods include Mukimo, Githeri,



Chapati and Pilau. Ethnic variations exist and each ethnic group has their own preferred food.

Music

Kenya has a diverse assortment of popular music forms, in addition to multiple types of folk music based on the various ethnic languages. Lyrics are most often in Swahili, English and indigenous languages. Common music includes gospel, hip-hop, reggae, soul and taarab.

Sport

Kenya is active in several sports, among them cricket, rallying, football, rugby and boxing. However, the country is known for its dominance in middle-distance and long-distance athletics. Kenya has consistently produced Olympic and Commonwealth Games champions in various distance events, especially in 800m, 1,500m, 3,000m steeplechase, 5,000m, 10,000m and the marathon.

Brief Political History

1885 - Establishment of a German protectorate over the Sultan of Zanzibar's coastal possessions

1888 - Arrival of the Imperial British East Africa Company

1890 - Germany handed its coastal holdings to Britain

1895-1905 - Building of the Kenya-Uganda



railway that allowed British settlers quick access to the fertile highlands of the region.

1952 - 1959 - State of emergency arising from the Mau Mau rebellion against British rule

1956 - Field Marshal Dedan Kimathi, the Mau Mau leader was captured and killed by the British. This marked the ultimate defeat of the Mau Mau.

1957 - The first direct elections for Africans to the Legislative Council

1963 - Kenya became an independent republic. Kisoi Muniyao hoisted the new flag of an independent Kenya on the highest peak of Mount Kenya

1964 - The Republic of Kenya was proclaimed and Jomo Kenyatta became Kenya's first president

1978 - Jomo Kenyatta died and Daniel Arap Moi became president

1982 - An abortive military coup attempt intended to overthrow President Moi

1978-2002 - Daniel Arap Moi retained the Presidency, under the single party of Kenya African National Union (KANU)

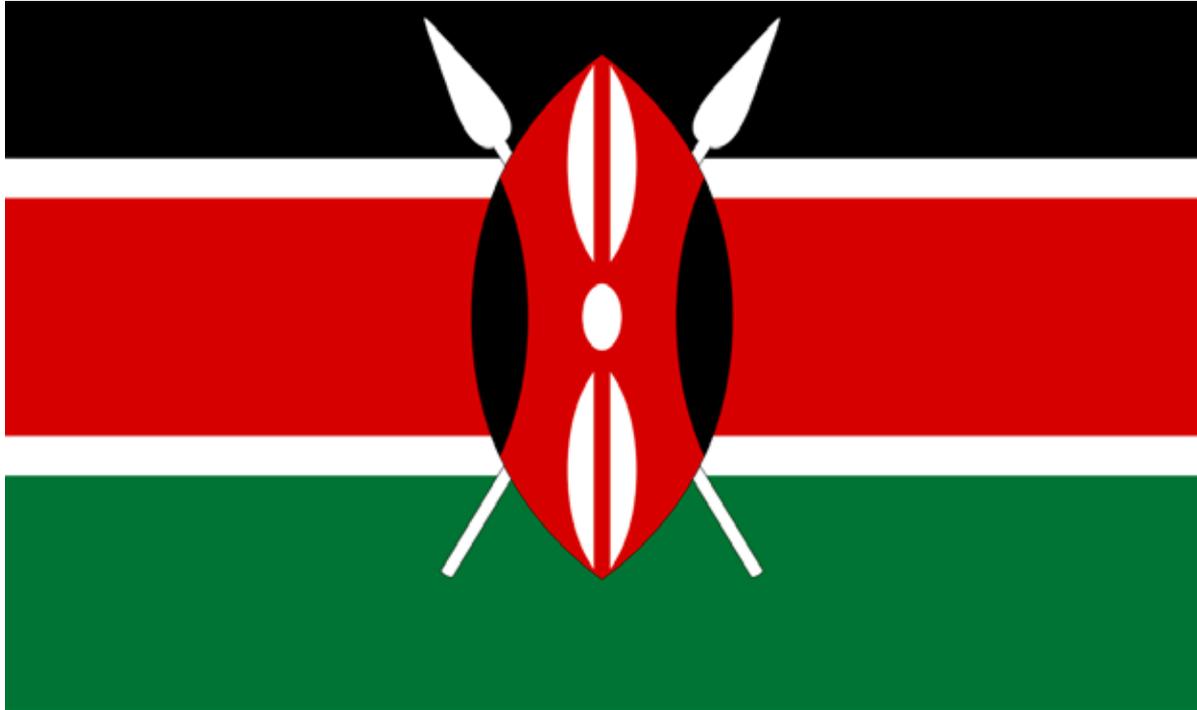
2002 - Mwai Kibaki was elected President under the party of National Rainbow Coalition (NARC). This was an important turning point in Kenya's democratic evolution in that power was transferred peacefully from KANU, which had ruled the country since independence to NARC

2007 - Latest general elections in which President Kibaki under the Party of National Unity (PNU) ran for re-election against the main opposition party, the Orange Democratic Movement (ODM) of Raila Odinga. Elections were flawed leading to protests which escalated into ethnic violence and destruction of property. Almost 1,000 people were killed and nearly 600,000 displaced

2008 - Kibaki and Odinga signed an agreement on the formation of a coalition government in which the former would be President and the latter Prime Minister.



The flag of Kenya



The Kenyan flag consists of three equal-sized horizontal stripes of black, red and green, each holding a symbolic significance for the country. The stripes are separated by two thinner white stripes and a large warrior's shield covered with crossed spears which are superimposed over the flag's centre.

The flag was officially adopted on 12 December 1963 when Kenya became an independent republic. It was based on the flag of KANU, the political party that led Kenya to independence. The original flag had three equal stripes of black, red, and green. These colors symbolize:

- Black - The indigenous Kenyan people.
- Red - The blood that was shed in the fight for independence.
- Green - Kenya's rich agricultural land and natural resources.

The white stripes, the traditional Maasai shield, and the two crossed spears were added to the Kenyan flag after Kenya attained independence. The color white symbolizes peace while the

shield and spears signify that all Kenyans are always ready to defend the independence they fought so hard for.

Learning Experiences - Kenya Flag

- Students could research your own country's flag. What do the colours and designs symbolise?
- Discuss why we have national flags. What are they for and why are they important?
- Students could design a flag for their school or their town or local area, or could create an alternative flag for their country. Then write an explanation of the colours and symbols they have used and why. Children could present their flag to the class and explain their choices.
- Design and create a flag for Purple Cake Day! You could use your own ideas or follow the directions on page 28.

* Free printable worksheets are available from our website to support this and other learning experiences.



Languages in Kenya

How do we say "Hello"?

There are 42 ethnic groups in Kenya that typically speak their mother tongues within their own communities. Some of the major ethnic languages include: Kikuyu, Kihaya, Kiluo Kikalenjin, Kikamba, Kimeru, Kikisii, Kigirima and Luo.

The two official languages, English and Kiswahili (Swahili), are used in varying degrees of fluency for communication. English is widely spoken in school, commerce and government. Most educated Kenyans are able to communicate fluently in Swahili, since it is a compulsory subject in primary and secondary schools, and a distinct academic discipline in many of the public and private universities. People who live out of the cities are less multilingual, with many in rural areas speaking only their native languages.

Other countries that are fast adapting Swahili as their main language include Uganda, Rwanda, Burundi, Congo DRC, Congo Brazzaville and Comoros. Therefore Swahili has become a business language within East and Central Africa. It is spoken by around 120 million people within the East African Region alone.

Count to Ten in Swahili

1 moja	6 sita
2 mbili	7 saba
3 tatu	8 nane
4 nne	9 tisa
5 tano	10 kumi

Animals

Zebra - Punda Milia (stripy donkey!)	
Giraffe - Twiga	Lion - Simba
Dog - Mbwa	Cat - Paka
Bird - Ndege	Fish - Samaki
Chicken - Kuku	Pig - Nguruwe
Goat - Mbuzi	Cow - Ngombe



Learn to Speak Some Swahili!

Jambo!	Hello!
Habari yako?	How are you?
Jina lako nani?	What is your name?
Jina langu ni...	My name is...
Hakuna matata	No problem
Asante sana	Thanks very much
Napenda.. / Tunapenda	I like / we like
Tutaonana	See you later
Kwa heri	Goodbye
Watoto	Children
Mvulana	Boy
Mchichana	Girl
Mama	Mother
Baba	Father
Dada	Sister
Ndugu	Brother
Mtoto	Baby
Nyanya	Grandmother
Babu	Grandfather
Rafiki	Friend
Mwalimu	Teacher
Chakula	Food
Nyumba	House
Shule	School





A child's story

Irene's Day - Same or Different?

Download the powerpoint presentation of this story with more photos, online at purplecakeday.org/faqs

'Jambo! Habari Gani?' Hello! How are you?

I am Irene and I am ten years old. I go to Kibagare Primary School with my friends Mary, Peninah, Tabitha, Ancieterh, Mercy, Naomi and Esther ... Oh we are too MANY to write ALL our names! We all came here from different places to live with Mum and Dad Chege. We are SO lucky they care for us now, because our own families cannot. This story is about our school day. Will it be the same as yours?

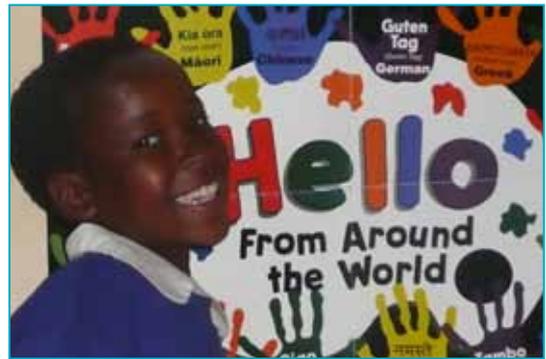
"Watoto, watoto, wake up!" That's Auntie Mary calling us. We call her Mama Anthony because her first born child is named Anthony. Is your mother called after the eldest child in your family?

Waah! It's baridi sana (very cold). It is still dark as we leave our cosy bunk beds and rush to queue at the outside tap to wash. We like to chatter and laugh while we shiver and wash. We hurry to dress in our uniforms and make our beds and help the younger ones prepare too. O where is my bag? And my homework? Is this the same for you?

Over in the boys' rooms (out by the donkey and sheep pens) Uncle Simon is helping the small boys prepare for their day.

The older boys are all busy looking after themselves. Here are our rooms. Can you guess which room is the girls and which is the boys? Do you like our Maasai blankets?

We stand together in the hall waiting for our mugs of uji (porridge). One of us begins to sing and we all join in. We love to sing. Do you? The sun is rising and the older teens have already left for their schools.



Haraka! (Hurry) Our teachers like us to be in our classrooms studying by 7am and our school is far, up a barabara fupi (short cut) on a track high on the escarpment. We love the beautiful views down to the Great Rift Valley. We creep carefully around any punda (donkeys) tethered to graze on the track and call greetings to jirani (neighbours) "Habari ya asabuhi?" (How are you this morning?) They are already working hard in their shambas.

Our school is big enough for all the children here (maybe 600 or so). The classrooms are built of stone with glass windows and strong doors. We have 4 new toilets (called choo - say 'choh', it rhymes with oh) far across the playing field. Families helped fundraise and built them with toilet holes in the concrete floor. In the middle of the classroom block is the staffroom and principal's office. You don't want to get called to the principals office by Mwalimu Njoroge.

The teachers are all busy shaking hands and greeting each other, marking our work, whilst drinking chai.

At 8am we all gather in front of the school for assembly - we sing songs and listen to notices. We like to sing and dance and stamp our feet. Do you? Sometimes our uniforms, hands & hankies are checked. Beware Mr Njoroge if we have no hanky!

Our school has a water tank but no gutters to carry the rain water from the roof to the tank. So when it rains it pours off the roof onto the ground and it gets VERY muddy. It is hard to keep our hands & uniforms clean. Every week we have duties & use branches to sweep the classrooms and ground outside.

Is this the same, or different for you?





We walk smartly back to our rooms to listen and learn and copy the work Mwalimu writes on the blackboard. We recite our learning over and over. Teacher say 'Again. AGAIN. AGAIN!' Teacher asks a question and we all want to be picked to give the correct answer. 'Teecha. Teecha. Teeee-cha!' we cry with our hands stretched up high.

The little ones are working with their maths equipment.

Is this the same for you, or different?

We all try to work hard. We all want to get good results and be top of the class. We want Mum and Dad Chege to be proud of us. We have to pass our exams in order to go up to the next Class. We have an exercise book for each subject. We learn Mathematics, Reading, English, Kiswahili, Religious Studies, Science, History, Geography and Physical Education. Phew- so many subjects to learn! We like it even more when our teacher takes us outside for games. Is this the same for you, or different? We say 'My pencil is my friend. I care for him each day. I keep him sharp. He helps me learn so I can reach my goals.'

When I grow up I want to be a Doctor. Or a lawyer. Or a pilot. What about you?



We are happy when it's break time. Some boys like to play soccer. Some of us like skipping together with a long rope. Some like to take

turns running & skidding on a mud track. The teachers do NOT approve! Some of us like to lay on the ground and gossip with our friends. Or even take a nap in the sun.

At lunchtime some of the village children go home to eat. We wait for Gabriel to bring ours... sometimes we wait and wait. He pushes his bike carrying two buckets of hot githeri, enough for 40 children. It's 1pm and we are hungry. After school we help carry the empty buckets home. The little ones go home at 2pm but most of us work until 4pm.

What is the very first thing you do when you get home? We have to remove our uniforms, hang them neatly for tomorrow and change into old clothes. We have to do duties next. Uncle Simon makes us pick up leaves from the ground, or sweep the paths. The Aunties want us to pick sukuma wiki or cabbages from the shamba and help prepare the vegetables for dinner. We want to play so we hurry to get our duties finished!

Is this the same for you, or different? My favourite time of the day is when the sun is dropping over the horizon, lighting the valley below, and even us, with a golden glow. We come together to watch, then sing songs of thanks whilst we wait for dinner to be ready. It's been a long day and we still have homework to complete. But that's OK. We are happy. We are the lucky ones. Kwaheri! Asante for reading my story.

Look at me now! I'm nearly 12 years old. Here I am with my friend Tabitha.

Did I tell you before I'm the top of my class? Well I AM! We hope you have learned how we try to do well at school.

*Kwaheri rafiki!
Goodbye friend!*





A child's story

A day in the life of Naserian

My name is Naserian and I am a ten year old Maasai girl. I live in Narok County with my mother and elderly father and twelve siblings.

In my family there are four girls and eight boys. I am the eighth born in my family and the youngest girl child. My elder three sisters have all been married off. My father keeps a lot of cattle which he treasures as it is considered a sign of wealth.

I go to a school called Ilturot Orook Primary School. The school is located many miles from my home and I have to walk several kilometers to get to school. My father allowed me to go to school because it is free.

In my culture, girls do not go to school but instead stay at home and help with household chores, and once they attain the age of 14-15 years they are then married off in exchange for cattle and money.

My day starts very early in the morning at 5am so that I can do my homework and chores, and make it to school in good time. My first task is to prepare breakfast for my family and after which I tidy up the homestead before leaving for school. I love going to school because it gives me the opportunity to spend some time with my friends.

After school I have to pass by the well to fetch water that is required back at home. It takes about an hour to get to the well from my school and another one and a half hours to get home.

In the evening I help my mother to prepare dinner and go to bed at around 9. I am usually too tired to study in the evenings and so make some time to do so in the early morning.

We live a nomadic life and occasionally have to



Take action for children like Naserian

move to different areas in search of food and water for our cattle. During these times I do not get to go to school but instead stay home and help my mother with chores such as building our new housing, feeding the animals, fetching water and firewood for cooking. It is the duty of women to build houses. Our house is built of mud, grass, sticks and cow dung.

One of my sister's friends is being married off in a few days and the village is alive with activities. The women are busy crafting beautiful beaded jewellery that will be worn on the wedding day, and practicing songs that will be sang that day. On her wedding day, a Maasai girl wears so much beaded jewellery that it makes it even difficult to walk.

Many girls are usually very sad on their wedding





day because they are getting married to persons that they do not know, having been booked by them at birth.

I do not want to be married off. I would very much like to go to secondary school as well as university, so that I can be an important person someday, and be able to make decisions like who to marry and when to marry.

I would like to join Ole Tipis Girls Secondary School where my cousin studies. She says it is a very good school. My dream is to be a doctor so that I can be able to treat people in my village who have little access to medical care.



Naserian hopes, one day, to become an HBEF beneficiary like Ruth

My dream is to be able to be a doctor so that I can treat people in my village who have little access to medical care - Nasarien

Learning Experience - A Child's Story

Ways you could use these children's stories in the classroom include:

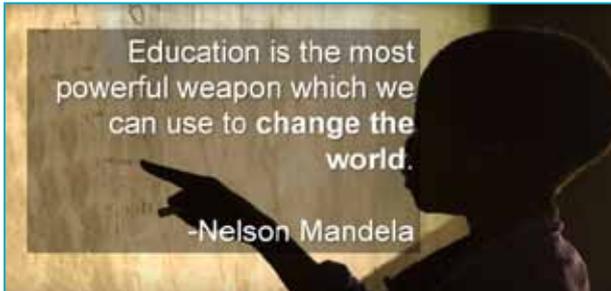
- Create reading comprehension activities based on one or more of the stories as a literacy focus.
 - Have students read a Child's Story in small groups and present the information in it to the rest of the class.
 - Students could choose one of the children and write a diary entry for a typical day in that child's life. They can then write a diary for a typical day in their own life and compare the two.
 - Students could choose one of the children as an imaginary pen friend. Write a letter explaining how their own experiences of school are different from the Kenyan child's.
 - Ask students to imagine that they have to switch places with one of the Kenyan children for a week. What would they miss from their own life? What might they learn from switching places and 'walking in another's shoes' for a few days?
 - Ask students to do some inquiry learning to find out more about the Maasai way of life. How would Naserian's life be different if she was a boy?
- * Free printable worksheets are available from our website to support this and other learning experiences.





A child's story

A day in the life of OUMA



My name is Ouma and I am an 11 year old boy. I live in a village called Kager with my elderly grandmother. We live near Lake Victoria which is the largest lake in Africa.

My mother and father died when I was very young. I am an only child but live with two of my cousins who are also raised by my grandmother. My grandmother runs a small vegetable kiosk in the nearby town.

My grandmother works very hard to provide for me and my cousins and we love her very much. She would like for us to have a bright future and ensures that we wake up very early every day to go to school. My grandmother says that if we work hard we can become very important people in the society just like President Obama of the United States whose grandmother lives in a nearby district.

I go to a school called Koyoo Primary School. There are very many children in my school. I am in class six and there are 40 children in my class. My favorite subject is science.

I cannot wait for the school holiday. My grandmother has promised to take us to visit our aunt who lives in the Mfangano Islands. The trip is about two hours by boat. I have never ridden in a boat before, and I am so excited.

In the evenings, I help my grandmother to raise money by selling groundnuts. Sometimes I get lucky and I am able to sell all the packets



Take action for children like Ouma

of groundnuts. My grandmother then uses the money to buy us food. My favorite meal is ugali (cornmeal mush) and omena (fish) stew.

My best friend's father is a fisherman. The fishermen in our village leave before sunset to go fishing and come back in the morning with their nets full of omena.

My friend would like to be a fisherman like his father, but my dream is to be a pilot. I have always wanted to fly above the lake and to make lots of money so I can build a house for my grandmother in the city and buy her many nice clothes. - Ouma



Ouma hopes, one day, to become an HBEF beneficiary like Patrick





Education system in Kenya



The Kenyan constitution recognises education as a basic human right. The Kenyan Constitution recognizes education as a basic human right. Primary school which starts at the age of 6 years is free in public schools and lasts for 8 years. At the end of primary school, pupils sit the Kenya Certificate of Primary Education (KCPE), which determines those who proceed to secondary school or vocational training. Those who proceed sit a national examination at the end of Form Four (approx age 14) – the Kenya Certificate of Secondary Education (KCSE), which determines those who will go to university, other professional training or employment.

In addition to public schools, there are many

private schools in the country, mainly in urban areas. There are also a number of international schools catering for various overseas educational systems.

Despite the success in increasing primary school enrolment in Kenya, there is a significant drop-off in the transition to secondary school due to high cost of school fees. Though the government of Kenya subsidised secondary education in 2008, secondary school still has fees which are beyond the reach of many parents.



Learning Experience - Education System in Kenya

- Discuss with students the reasons that education is important. How would their lives be different if they were to finish at the end of primary school?
- What are the issues around the KCPE exam? Discuss the impact that the result of this one exam can have on the rest of a person's life.
- Set up an inquiry based research project. Older students could use internet research and the library to find out more about the Kenyan education system. Which subjects are studied? What are the literacy rates? You could focus on finding out about one school; what do the school buildings look like? How many children are in a class? What kind of learning resources do the children use?
- Visit the Hilde Back Education Fund website at hildebackeducationfund.com and find out more about what they do.

* Free printable worksheets are available from our website to support this and other learning experiences.





Street children

Chokora - "to pick or to poke"

Street children are children who cannot rely on their families to provide them what's necessary to live and grow up peacefully. Even though some still maintain a bond with their parents, particularly with their mothers, street children live by their wits in the back streets of huge cities, begging, collecting garbage to be recycled, committing thefts or prostituting themselves.

In order to relieve the pangs of hunger, they often sniff glue, a cheap drug which is particularly harmful, and which in the long term causes permanent damage to the brain and to the respiratory system. The "glue bottle" in the public mind negatively symbolizes what is taken to be, in Kenya and often elsewhere, the defining characteristic of street children, that is, people who are troublemakers and a threat to society.

Kenya is estimated to host more than 300,000 children and youth on the streets who engage in survival tactics that endanger their well being and that of the society. Most of them are abused, neglected, exposed to criminal and gang activities, suffer poor health due to their lifestyles and exposure to harsh environment, drug and substance abuse, and exposure to HIV/AIDS infection.

The street children mostly survive by scavenging for food in waste bins and rubbish dumps. Food scavenging is a behavior street children in Kenya share with other street children around the world. Street children commonly face a constant struggle to get food, a task that is often problematic in an urban environment. Street children do not participate in customary patterns of familial food exchange typical of most Kenyans.



In Kenya, street children are known as chokora, roughly translated from Kiswahili as pokers at dustbins or garbage heaps in search of food and other valuables. Earlier generations of street boys were known as "parking boys," named for their assistance in guarding and parking cars. Chokora as a verb in Kiswahili means "to pick" or "to poke." Accordingly, Kenyans describe street boys as ones who "grab inside" or "pull down," as if from a dustbin or garbage can. Chokora as a noun refers to a "kitchen boy," one who does odd jobs. In either usage, an association with food is suggested.

Despite the new law, designed to enhance child welfare and protect young people from neglect and abuse, a combination of economic and social factors is forcing more and more children to continue pouring into the streets throughout the country. According to the Nairobi-based African Network for the Protection and Prevention against Child Abuse and Neglect (ANPPCAN), up to 3.5 million Kenyan children of school-going age are out of school, and a "good number" of those are on the streets. These children will continue to go onto into the streets as long as they don't have a place to sleep and someone to provide their food.





Festivals

Major Celebrations in Kenya



1st June - Madaraka Day

This commemorates the day that Kenya attained internal self-rule in 1963, preceding full independence from the United Kingdom on 12 December, 1963. The day is celebrated with much vigour every year amongst Kenyans all across the globe. The President addresses the nation and this is then traditionally followed by an entertaining show. All of the uniformed services are a part of this celebration which includes various singers and dancers. Madaraka Day is also an occasion where certain national issues are addressed by the government leaders.

20th October - Mashujaa Day or Heroes Day

Before 2010, the 20th of October was called Kenyatta Day to honour Kenya's first President - Jomo Kenyatta. Following the promulgation of the Constitution of Kenya on August 2010, Kenyatta Day was renamed Mashujaa Day (Heroes Day) to collectively honour all those who contributed toward the struggle for Kenya's independence. The celebrations are attended by thousands of Kenyans as well as leaders. During this day, the President and other dignitaries address the nation. The celebrations during all the public holidays are marked by performances



from various groups such as the Kenya armed forces, scouts, comedians, poets, traditional dancers and school children.

12th December - Jamhuri Day

Also called Independence Day, this marks Kenya's establishment as a republic on 12 December, 1964. It formally marks the date of the country's admission in 1964 into the Commonwealth as a republic and takes its name from the Swahili word Jamhuri ("republic"). There are celebrations include feasts, political speeches, parades and dancing.





'The Big 5'

Kenya is a world attraction for its rich abundance of wildlife, most of which can be found in its national parks and reserves. The most famous Kenyan animals, the lion, leopard, elephant, buffalo and rhinoceros, are known as 'The Big 5'.



Lion

As the largest of Africa's big cats, the lion is highly regarded by humans. Its massive size, majestic walk, power and hunting prowess make it very fascinating to watch. It's no wonder that the lion draws so many people to Kenya. Lions are ferocious hunters, but are not normally dangerous to humans unless they are wounded or cornered. Unlike the other big cats, lions are social animals, living in prides of 20 - 30 members. Each pride may have one to three males. You are guaranteed to see Kenyan lions on a Kenya safari tour to the Maasai Mara National Reserve.



Leopard

Dubbed the "Silent Hunter", the leopard is a very elusive animal with a gorgeous fur.

It is nocturnal, hunting at night and spending its day resting in trees. The leopard lives a solitary life and only pairs up during the mating season. Leopards hunt on the ground but take their "kill" up into the trees, out of the reach of scavengers such as hyenas. Most people fail to draw the distinction between leopards and cheetahs, but they are two very different animals.

- A leopard is stouter while a cheetah is slender
- The leopard has a shorter body length while the cheetah has a longer body length
- The cheetah has black tear marks running down its eyes while a leopard does not
- Although both have golden yellow fur, a leopard has black rings while a cheetah has black spots on its fur.





Elephant

The African Elephant is the world's largest land mammal. Due to its gigantic stature, the elephant has no predators apart from humans who hunt it for its tusks. However, elephant hunting and ivory trade are prohibited in Kenya.

Elephants have a sharp sense of smell and are highly intelligent. They are reputed to be the only animals that recognize one another, even after death. Amboseli National Park is home to most elephants and is the best place to see them. The elephants in Tsavo National Park have a distinct reddish-brown color that they obtain from the red volcanic soil in Tsavo. Elephants in other parks are grayish in color.



Buffalo

Famed for its boiling temper, the buffalo is one of the most feared animals. It is not only feared by humans but also by some of the most daring predators in the wild. The mighty lion rarely ever hunts a buffalo. Most lions that try end up

dead or badly injured. Lions and hyenas are only known to hunt solitary aging buffalos that are either too weak to fight or greatly outnumbered. The buffalo resembles the typical cow but has a distinct grayish black color. It also has up-curving horns with bases that meet across the forehead. This gives it a very dangerous look. The male horns are usually thicker and more profound than the female horns.

Buffalo live in herds of several hundred led by one dominant bull. Old, buffalo bulls are the most dangerous. They either live alone or with other bulls. They often lie in wait to ambush people.



Rhinoceros

There are two species of rhinoceros found in Kenya: white and black rhinos. Both are endangered species. The white rhino derives its name from the Dutch word Weid meaning broad. White rhinos have a broad, wide mouth adapted for grazing. They often live in large groups.

The biggest white rhino population in Kenya is found in Lake Nakuru National Park. The black rhino has a pointed upper lip adapted for browsing. It eats dry bush and thorny scrub, especially acacia.

Black rhinos have a sharp sense of smell and hearing but very poor eyesight. They lead a solitary life and are the more dangerous of the two species. Maasai Mara National Reserve has the largest population of black rhinos, along with many other Kenya animals.



Environment

Kenya's environmental challenges

Kenya faces some major environmental challenges. These include:

1. Deterioration of water quality and quantity
2. Deforestation
3. Pollution and inadequate waste management
4. Impacts of Climate change and Global Warming;
5. Widespread poverty, which leads people to desperation and sacrifice of the environment in order to sustain their livelihoods
6. Conflicts on use of natural resources
7. Cultural practices which are unfriendly to the environment
8. Poor governance
9. Inadequate data and research funding
10. Limited national accounting for natural resources

Here is a more indepth look at two key issues - as you can see several of the problems overlap.

Water

The Kenya water crisis is the current struggle that Kenya faces to supply clean water to its population. The human population depends heavily on water resources, not only for drinking but also for crops, agriculture, livestock and fishing. For example, wetland grasses are used to feed and keep livestock.

Human populations throughout Kenya have been affected by a lack of clean drinking water, due in large part to the overuse of land and increases in community settlements.

A specific example of this is in the Mau Forest, in the highlands of Kenya, that is a major watershed for the country. In the Mau Complex individuals have used land for their personal gain, creating homes and farms at the expense of the natural biodiversity. The destruction of trees throughout

the forest has caused massive soil erosion, which pollutes the water.

This phenomenon exists all over the country and with the addition of animal and human waste into already polluted water it has made it difficult to find clean water.

The current water conditions have caused a number of issues including many diseases, and tribal conflicts over the remaining water resources. Additionally, as clean water becomes harder to find, people are forced to walk for many miles each day to find the water needed for their families.

Another huge problem with clean water in Kenya has been an influx of individuals moving to large cities such as Nairobi, which creates large slum areas that have some of the worst living conditions and most polluted water in the whole country.

This interaction between humans and water is currently at a crucial point in Kenya as the nation faces a major shortage in the ability for citizens to receive the water they desperately need. Only significant improvements in land management and environmental policies can help make sure this country has the water it needs to support becoming a developed country.





Deforestation

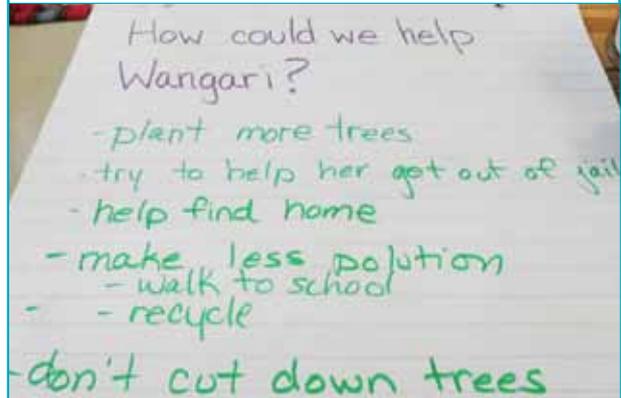
Over-exploitation over the past three decades has reduced the country's timber resources by one-half. At present only 2% of the land remains forested, and an estimated 50 square kilometres of forest are lost each year. This loss of forest aggravates erosion, the silting of dams and flooding, and the loss of biodiversity. Among the endangered forests are Kakamega Forest, Mau Forest and Karura Forest.



In response to ecological disruption, activists have pressed with some success for policies that encourage sustainable resource use. The 2004 Nobel Peace Prize went to the Kenyan environmentalist, Wangari Maathai.



Wangari Maathai organised a grassroots movement in which thousands of people were mobilised, over the years, to plant 30 million trees in Kenya and elsewhere, and to protest forest clearance for luxury development. Maathai linked deforestation with the plight of rural women, who are forced to spend untold hours in search of scarce firewood and water.



Children learn how to help Wangari Maathai protect their environment

Learning Experience - Environment

- Set up a persuasive writing activity based on the environmental issues in Kenya. Students could write a letter to a Kenyan newspaper urging action on the water crisis.
- Design a leaflet to persuade people to take action against deforestation.
- Conduct further research on the environmental issues listed at the beginning of this article. This could be done in small groups. Can you think of any possible solutions to the problems?

* Free printable worksheets are available from our website to support this and other learning experiences.





Cook a Kenyan feast

Kenyans generally have three meals a day - breakfast in the morning (kiamsha kinywa), lunch after noon (chakula cha mchana) and supper in the evening (chakula cha jioni).

Ugali

Ugali is a staple starch component of many tribes in Kenya. It is generally made from maize flour (or ground maize) and water, and looks like a dough-like substance. Ugali is usually served as an accompaniment to meat or vegetable stews, greens or soured milk. To eat Ugali, pull off a small ball of mush with your fingers.

Ingredients (4 to 6 servings)

4 cups water
2 cups white cornmeal, finely ground

Method:

1. Boil the water in a heavy cooking pot. Stir in the cornmeal slowly.
2. Reduce heat to medium-low and continue stirring regularly, smashing any lumps that may form with a cooking stick.
3. As Ugali continues to cook, it gets very thick. You can continue adding flour until it is thicker than mashed potatoes.
4. Leave it cooking for about 10 minutes, but make sure you keep turning it so that it does not get burned.
5. Using the cooking stick, mash it into a dome shape. Tip out your Ugali onto a serving bowl.



Chapati

Chapati is an unleavened (no yeast or baking powder) flat bread. Chapati is normally served with vegetables such as cabbage and stew.

Ingredients (4 servings)

2 cups white flour
½ teaspoon salt
oil
water

Method:

1. Mix dry ingredients well. Add one tablespoon of oil to the flour mixture and mix in with your hands until flour feels a little bit like sand. Add enough water to form an elastic dough.
2. Divide the dough into four equal parts. Roll out one ball into a circle and spread ½ teaspoon oil over it. Roll the circle up, like a jelly roll, and then roll it up again. It should resemble a snail shell.
3. Do the same for the other three balls.
4. Let the dough sit 20 minutes to 8 hours, depending on when you make them.
5. Roll out into circles 10 to 12 inches in diameter.
6. Melt a bit of butter in a frying pan and wait until it is hot to cook the Chapati.
7. Cook rapidly and watch them bubble up.





Njahi Stew

Ingredients

- 1 cup of black beans(njahi)
- 2 tomatoes - sliced
- 1 large onion chopped
- 2 garlic cloves crushed
- 1 capsicum diced
- 2 large carrots diced
- 1 bunch of coriander chopped
- salt to taste
- 10ml cooking oil

Method:

1. Select the black beans in order to remove unwanted particles and then wash them.
2. Boil them till they are well done and remove from heat.
3. In a different cooking pan fry chopped onions in oil until golden brown.
4. Add in the chopped garlic and stir.
5. Add the diced capsicum and chopped coriander, stir and allow to cook for 3 minutes.
6. Then bring in the sliced tomatoes and allow them to cook for 5 minutes.
7. Finally add in the diced carrots, stir well add half a cup of water and allow the food to simmer for 5 minutes while covered.
8. When cooked add in the boiled black beans, plus another cup of water, season with salt and allow the food to simmer for 10 minutes.
9. Garnish with finely chopped coriander.
11. Serve hot with either steamed rice or chapati.

Note: Beef can be added to njahi stew. Njahi can be boiled then mashed with potatoes and greens to make Mukimo. Other types of bean such as pinto beans, kidney beans, and pigeon peas can also be used.



Pilau

Pilau is a specialty for the Swahili people at the Kenyan coast.

Ingredients

- 1kg white rice, long-grained aromatic is best
- ½ kg meat diced - beef, mutton, chicken or goat
- freshly ground garlic
- freshly ground ginger
- 1 large onion - sliced
- 2 large tomatoes - sliced (or use tomato paste)
- cooking oil
- pure ground Pilau masala
- ½ cup coconut milk - optional
- whole potatoes - optional
- dash of pepper and salt - optional
- Other spices - optional

Method:

1. Boil the meat until tender. Sprinkle some salt to taste. Once cooked, drain the remaining broth into a container and put aside.
2. Add the onions. Cook for a couple of minutes.
3. Add freshly ground ginger and garlic then stir. Boil the meat until tender. Sprinkle some salt to taste. Once cooked, drain the remaining broth into a container and put aside.
4. Add the tomatoes or tomato paste. If you like, add the potatoes. Stir.
6. Let it cook for five to 10 minutes. Add two level teaspoons of pure ground Pilau Masala and the dash of pepper. If you are using other spices, add them at this point. Stir.
7. Let the spicy mixture simmer for about three minutes. Then add four to five cups of the meat broth. Top up with hot water or coconut milk if necessary.
8. Wash the rice. After the water or broth has boiled, add the rice. Cook under low heat until all water has dried up or until ready.

Note: Pilau must always be served dry, not wet. Pilau goes well with kachumbari (onions + coriander + tomatoes, sprinkled with lemon). Ripe bananas are great for garnishing.





Declaration Of The Rights Of The Child

Children have Rights too!

On 10 December 1959 the United Nations General Assembly adopted a 'Declaration of the Rights of the Child'. This document was written four years after the UN 'Declaration of Human Rights' to define more clearly what children's rights are. An original version of the document can be found on the United Nations website: un.org/cyberschoolbus/humanrights/resources/child

Learning Experience - Child Rights

The plain language version of the 'Rights Of The Child' is included here. Learning experiences based on this version could include:

- Focus on the distinction between 'rights', 'wants' and 'needs'. You could create a list under each heading.
- Create a 'Diamond Nine' of some of the 'rights', 'wants' and 'needs' you have discussed. Are some more important than others? Why?
- Print a large copy and display it in class. Cut the rights out individually and ask students whether the rights can be prioritised. Would they choose to re-order them?
- Are there any rights missing from the declaration? If your students could add an eleventh right, what would it be?
- Read each right carefully. Focus on unfamiliar words or language. Can students provide an example of what that right might entail? How might a child who has been denied each right be affected? What could be the impact on their lives?
- Which rights might we take for granted? Do you think children in Kenya would take the same rights for granted? Which rights are most important to your students? Which might be important to Kenyan children?

Plain Language Version

1. All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinion, or where they were born or who they were born to.
2. You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.
3. You have a right to a name and to be a member of a country.
4. You have a right to special care and protection and to good food, housing and medical services.
5. You have the right to special care if handicapped in any way.
6. You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.
7. You have the right to free schooling, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.
Your parents have special responsibilities for your education and guidance.
8. You have the right always to be among the first to get help.
9. You have the right to be protected against cruel acts or exploitation, eg. you shall not be obliged to do work which hinders your development either physically or mentally.
You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.
10. You should be taught peace, understanding, tolerance and friendship among all people.





Children's reading list

Some of these books may be available in your local library. If you can't find them then look online. Lesson plans and resources for teachers based on this Resource Kit are available online at: purplecakeday.org/faqs

For You Are A Kenyan Child

Cunnane, KellyAnne Schwartz. 2006
(Age 3+)

Mama Panya's Pancakes

Chamberlin, Mary and Rich
Barefoot Books 2006 - Depicts village life and values especially sharing. (Age 4+)

Masai And I

Kroll, Virginia. Alladin 1997 - An apartment dwelling Western child pictures herself living a Masai lifestyle. Vividly evokes similarities and differences. (Age 4+)

Mama I'll Give You The World

Schotter, Roni, Schwartz and Wade, 2006.
Themes of giving, thinking of others. (Ages 4+)

I Can Make A Difference

Edelman, Marian Wright Amistad. 2005. Poems and stories. (Ages 4+)

Planting The Trees of Kenya

Nivola, Claire A. Frances. Foster Books 2008.
Important book about Wangari Maathai (Nobel Laureate) who believes change comes about one seed at a time. (Age 5+)

Mbobbo Tree

Millard, Glenda. Scholastic Press 2009.
Generates discussion about kindness to strangers, sharing and caring for our precious resources. (Age 5+)

Wangari's Tree Of Peace

Winter, Jeanette Harcourt. 2008. About environmentalist Wangari Maathai. (Age 5+)

Kenya ABC's

Heiman, Sarah, Avila and Arturo.
Explore the people, wildlife and culture of Kenya. (ages 7+)

Tinga Tinga Tales

Puffin 2010. Based on African Folk Tales.
Tinga Tinga is the name of a Tanzanian artist whose style has become popular throughout East Africa. (Ages 3-7 yrs)

One Hen: how one small loan made a big difference

Milway, Katie. Kids Can Press 2008
Micro finance we can understand.
(Ages 8+)

Beatrice's Dream

A story of life in Kibera Slum.
Williams, Karen L, photographs by Wendy Stone. Frances Lincoln Children's Books 2011. Beatrice is 13 years old.
(Age 9 +)

Lala Salama- a Tanzanian Lullaby

McLachlan, Patricia. Candlewick Press 2011.
A vision of African life that is serene and safe.
(For under 9s and sharing with pre schoolers.)

A Life Like Mine

Kindersley, Dorling. UNICEF 2002 Children's rights (Ages 9+)

