

Suggested extension activities

- 1. Write a report** - You work for the Kenyan ministry of agriculture. Reports have arrived about the drastic improvements in the yield of farmers in the Machakos district. You have been sent to learn more and interview the farmers. Write a report about what the farmers have been doing, the successes and problems and whether you think it can be replicated elsewhere.
- 2. Before and after** - Look at the pictures of Manzaa valley taken from the same spot in 1984 and 2002. Describe the differences and give explanations for them.
- 3. Research the Machakos Miracle** - The Materials from the *Geog.2* textbook are based on a piece of research from Drylands Research: http://www.drylandsresearch.org.uk/dr_machakos.html - Students can work through the questions with the aid of the diagrams or use enquiry to find out from the website how the Machakos story overturned the Malthusian scenario for drylands and showed that there can be positive links between population growth and environmental management under certain circumstances.
- 4. Design a poster** - Farmers who are not involved in our work can see how their neighbours progress and often wish to learn more. Produce a poster designed to spread knowledge of ways in which soil erosion can be prevented and illustrate other techniques to improve farming to farmers in the semi-arid savanna. Remember that many farmers in the area can't read English.
- 5. Appropriate technology?** Do you think that the technology Excellent Development use and promote are appropriate to this environment? How does a sand dam compare to a water pump? Think about the water table, maintenance & amounts of water supplied. Use the *appropriate technology worksheet* as a prompt.
- 6. Geographical enquiry** - Use the Development Rose Compass template to map out the case study you have seen. Extension - Find out about another area in Kenya that has different problems. E.g. the rift valley which has very fertile lands and supplies the West with flowers and vegetables...and compare it to the semi-arid areas you have seen.
- 7. How are your lives linked?** Consider the links between the lives of these farmers and your own - Global climate change, trade & exports, international development aid.
- 8. Community** - Think of a community at home that you or your family/ friends are involved in, for example, a sports club, scouts or guides groups or a neighbourhood watch group. What can you achieve working together that you couldn't alone?
- 9. Draw the vicious circle** Draw the poverty trap - (low output → no surplus → no capital → low investment → low level technology) before and the virtuous circle after.
- 10. Case study write-up** In 3 short paragraphs describe the farm system, recent problems, changes and results.
- 11. Dinner or market?** What do you think about Excellent Development's policy to encourage farmers to grow food to eat and sell locally before considering cash crops? Consider price fluctuations, how EU/US subsidies affect the farmers, investment costs and suitability of crops to the environment. State arguments for and against.
- 12. Could this model be replicated elsewhere?** Can you pick out the essential elements that make this model and approach work here - Would there be difficulties in replicating it? Think about physical landscape, culture (Kamba people have a tradition of working in community groups), climate etc. Use the *background document* or Excellent Development website for additional information.
- 13. Trees** - Find out more about medicinal and endangered trees being planted in the 'forests' short film.
- 14. Jumble up** some of the definitions from the glossary and create a **word matching activity**.
- 15. Compare water use** - Do a quick bit of research on the internet to see what average water use is in the UK and calculate what your consumption might be (try BBC water calculator) then compare that to the average consumption for a Kenyan. What changes would you have to make in you life if you only had that amount?
- 16. What does the British government think... about world poverty, debt and aid?** Read the summary of the latest White Paper on international development from the Department for International Development website. (search for DFID) Then make an even shorter summary of your own - 500 words max.
- 17. Compare the impacts of and response to climate change** in an MEDC (the UK) and an LEDC (Kenya). In recent years water use has been restricted in the UK and some areas experienced flooding. Compare the impacts and response of farmers in the UK with what you have seen in the film or investigate further, for example, looking at United Nations World Food Programme articles about the 2005 drought in Kenya.
- 18. Kinaesthetic empathising** - Carry a bucket of water around the school grounds to simulate the daily task of water collection facing communities in semi-arid environments.