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Extending the School Day: The Design, Execution and Steps Towards Sustainability of an After-School Program for Young Girls in Kibera

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Extending the School Day

The design, execution and steps towards sustainability of an after-school program for young girls in Kibera



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Kenya: Development, Health and Society

Fall 2009

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Abstract:

This project examined the process behind creating and modifying an after school enrichment program suitable for young girls enrolled in the Kibera School for Girls. Additionally, the project extensively researched ways to sustain the program and its foundation in the community beyond the independent study period. The program worked to extend the education of the girls in the Kibera School beyond the school day's hours by providing the girls with supplemental activities that coincided with the school's mission and vision. The girls also further developed their English language skills with the integration of American songs and games in the program, imparting upon the girls at an early age tools needed to continue their education. By keeping the girls in school for longer hours, they not only resided at a safe place that enhanced their education, but were at less of a risk from the everyday dangers that threaten their safety in their home community of Kibera. Above all, by using women living in Kibera to carry on the program, the community itself makes strides towards educational reform and providing its youth with a brighter future.

Introduction:

In an effort to meet a need of the entire Kenyan population and follow through with one of his major campaign platforms, President Mwai Kibaki introduced Free Primary Education (FPE) to Kenya in January of 2003. In doing so, Kenya also took proactive measures towards, “Achieving Universal Primary Education,” the second Millennium Development Goal that guarantees that by 2015, “children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.”¹ The government received instant gratification upon implementation of FPE, with a reported increase of 1.3 million children enrolled in primary schools in its first year, from 5.9 to 7.2 million children. The largest provincial increase in school enrollment occurred in Nairobi, with a 48.1% increase in enrollment the first year alone.² With these encouraging statistics, Kenyans entered 2004 with high aspirations for educational reform and anxiously awaited the positive changes associated with universal education. Education Minister Hon. George Saitoti endorsed FPE and even predicted its involvement in eliminating poverty, “We will not be content until every child of primary school age is enrolled...By educating the children we are investing in the future of this country. In the long term, educating children is one way to eradicate poverty.”³ However, in the last seven years, the public’s educational concerns have shifted from a quantitative lens to a qualitative lens, primarily focused on quality of education.

Undoubtedly, FPE has amplified the sheer number of children enrolled in the Kenyan school system; however, a general concern surfaced as to whether or not corresponding measures were taken by the government to ensure the quality of education could remain constant despite the extraordinary influx of students. The government did increase the national education budget nine-fold with the implementation of FPE, but the education system was still grossly unprepared. Adequate increases in teachers and facilities were not made, resulting in overcrowded school and very high teacher to student ratios.⁴

¹ World Health Organization, “Health and the Millennium Development Goals,” http://www.who.int/mdg/publications/mdg_report/en/.

² J. Lauglo, “Basic Education in Areas Targeted for EFA: ASAL Districts and Urban Informal Settlements in Kenya,” *AFTHI*. Washington DC: World Bank.

³ UNICEF, “Press Release: Release: UNICEF hands over first consignment of supplies to support free education in Kenya,” http://www.unicef.org/media/media_7351.html

⁴ Tessa Bold *et al*, “Determinants of Educational Achievement in Kenya since the Introduction of FPE,” in *Kenya: Policies for Prosperity*, ed. Adam, Collier, and Ndung’u (UK Department for International Development), 2.

A report released in 2008 revealed that the average student to teacher ratio for the five government schools serving Kibera slum was 60:1, with 151 teachers responsible for 9126 students. On the other hand, the private/informal schools in Kibera reported an average student to teacher ratio of 21:1.⁵ The irony in this data lies in the fact that the government targets the nation's poorest inhabitants with its FPE initiatives, ensuring they have access to education. However, there appears to be no benefit for a slum dweller to leave their informal schools for government schools with substantially larger class sizes and hidden school fees. As a result, many Kibera parents choose to leave their children in the private, informal schools. These informal schools lack adequate school supplies, including books, and a proper structure and curriculum. Consequently, students fail to pass the national examinations which results in a premature end to their education.⁶ One Kibera parent justifies keeping his child in a private school, rather than a government school, "In the government school they say it is free education and the teachers find it so easy, because they know there is no one going to check up what they are doing. If you want your child to do well [in a government school] you have got to have your own tuition teacher so that your child performs well."⁷ In other words, just because a child is sitting in a government classroom, does not mean that the government is actually taking responsibility for children's education.

From my understanding of FPE and its implementation, two main problems arise regarding education in the Kibera community. The first problem is parents are choosing to keep their children in poor quality, poorly run, informal private schools because they provide children with smaller class sizes. The second problem is that those children who do attend government schools are finding themselves in overwhelmingly large classes and the quality of their education suffers as a result. Therefore, it is obvious that Kibera is in need of educational reform. Just attending school is not enough, as it is apparent that the education the children receive in these schools is inadequate. While I am unable to change government policy, forcing them to hire more teachers and provide more supplies,

⁵ James Tooley, Pauline Dixon and James Stanfield, "Impact of Free Primary Education in Kenya: A Case Study of Private Schools in Kibera," *Educational Management Administration & Leadership* 36 (2008): 449-469.

⁶ Madahana Mable. The Kibera School for Girls. Personal Interview. November 25th, 2009.

⁷ James Tooley, Pauline Dixon and James Stanfield, "Impact of Free Primary Education in Kenya: A Case Study of Private Schools in Kibera," *Educational Management Administration & Leadership* 36 (2008): 449-469.

I do have the ability to educate the children of Kibera through supplemental community-based enrichment programs.

From attending various Shining Hope for Community (SHOFCO) meetings in Kibera, a grass-roots organization started and run by members of the Kibera community, I learned about various ongoing community programs including theater, creative writing and peer education. These programs not only provide the Kibera youth with a safe place to keep busy and not think about outside issues, but they also supply them the hope they need to live brighter futures. At the first meeting I attended, I was moved by the words of one boy, as he expressed what SHOFCO meant to him. The boy spoke about how SHOFCO and its affiliated programs kept him busy after school, off the streets and away from drugs, alcohol and unprotected sex, all issues that threaten the safety and future of the youth in Kibera every day.

The idea to implement a community run after school program in Kibera emerged as a solution to the two major concerns already addressed: the inadequate education many Kibera children receive in schools and the conspicuous need for structured activities for the youth to keep them away from the dangers that plague their community every day.

In the United States, many communities have established After School Programs (ASPs) with the aim to keep youth out of trouble and engaged in educationally fortifying activities. ASPs are proven to benefit children by providing them with a safe environment which reduces crime and increases learning as well as continues their education beyond the classroom.⁸ Kenya, too, has some after school enrichment programs; however, these programs are offered at a hefty price. For instance, the internationally renowned after-school service Kumon, that develops children's math and English skills, is available in Kilimani, Nairobi at the price of 2840 Ksh/month.⁹ This hefty price includes 4 sessions, but does not include the 1200 Ksh enrollment fee. Therefore, financially limited families are left at a severe disadvantage and without access to afterschool enrichment programs. For instance,

⁸ An-Me Chung, compiler, *After-School Programs: Keeping Children Safe and Smart* (Washington, DC: U.S. Department of Education, 2000), 2-3.

⁹ Jevichi Maswan. Phone Interview. December 1, 2009.

many families that inhabit Kibera live below the poverty line, defined by less than 1 USD a day, or 2250 Ksh a month.¹⁰

Information on the structure and goals of existing community run ASP in Kenya is not readily available; therefore, the information provided about the benefits and effectiveness of after school programs stems from research conducted in the United States.

After school, many children return home to houses without parent supervision because the parents are working, negligent, or do not have the time to watch their children. As a result, the period of time after school and before dusk provides children with autonomy. During this time, children are able to make decisions that can result in crime, sacrificing their safety and subjecting themselves to victimization in the community. Additionally, many children return home to families that do not enforce completion of homework or encourage children to continue their education outside the classroom, whether it is because the household lacks the tools like books, or parents do not create a welcoming study environment for their children. As children grow older, the peak time to engage in juvenile crime is reportedly the after school hours, as the unsupervised time allows kids to get involved in petty crime, drugs and alcohol.¹¹

As a response to these concerns, many communities have created ASPs that address these issues by providing youth with a safe place to interact with peers and adults, while simultaneously supplementing school learning. It is important to note that children are not the only population in the community that benefit from these programs; studies have shown that families that enroll their children in ASPs develop a greater interest in the child's education, resulting in a greater emphasis placed on education inside the home.¹² Oftentimes, ASPs solicit community volunteers in order to maintain the program; this fosters a greater sense of community and unites the population in protecting youth and promoting education. Every ASP is different; successful ASPs cater to the needs of school-aged youth in a given environment. However, many benefits of after school programs remain universal.

ASPs aim to create a safe environment that reduces crime, enhances education, develops positive social interactions between peers and adults and strengthens schools, families and

¹⁰ Design for Africa, "Kibera Slum," www.designforafrica.com/DFA_project%20report.doc.

¹¹ An-Me Chung, compiler, *After-School Programs: Keeping Children Safe and Smart* (Washington, DC: U.S. Department of Education, 2000), 1-3.

¹² *Ibid.*

communities. Statistics in the U.S. have shown that children are at much greater risk of being victimized sexually or physically between 2pm and 6pm, roughly the hours after school. Additionally, the US Department of Education reports that children between 6-10 years of age that have a relationship with a mentor are 46% less likely to start using drugs and 27% less likely to start consuming alcohol.¹³ Thus, ASPs provide youth with both community mentors and a space after school that protects them from outside dangers.

Educationally, ASPs considerably enhance children's achievement levels. ASPs not only introduce children to longer hours of constructive learning, but also increase children's interest in school by giving them more self-confidence in their studies. The time spent in ASPs reduces the number of hours children watch TV, and instead provides them with educationally stimulating alternatives. Academic confidence and an increased interest in learning are linked later to reduced drop-out rates. After school programs also improve children's behavior in class and cooperation with authority figures. Many activities in ASPs aim to develop team building skills among children and teach them to work together effectively and cooperatively.¹⁴

Effective ASPs establish strong goals that cater to community needs and are highly organized and maintained. They keep strong records of attendance, follow a curriculum and operate within a budget. Successful programs require an appropriate and committed staff. These staff members should include people who have experience with children, education and most importantly the community itself. ASPs should integrate family involvement as much as possible and cater to cultural norms and interests. Additionally, the times of the program should coincide with family schedules. The program should be focused on child enrichment with respect to personal growth, educational growth and environmental growth.¹⁵ Children will benefit most educationally if the ASP collaborates with school curriculums and reinforces what children are currently learning during the school day. Most

¹³ An-Me Chung, compiler, *After-School Programs: Keeping Children Safe and Smart* (Washington, DC: U.S. Department of Education, 2000), 5-6.

¹⁴ Joseph A. Durlak and Roger P. Weissberg, *The impact of after-school programs that promote personal and social skills* (Chicago, IL: Collaborative for Academic, Social, and Emotional Learning, 2007), 27-29.

¹⁵ *Ibid.*

importantly, ASPs need to be flexible and constantly adapting to community needs in order for children to maximally benefit.¹⁶

While relatively unheard of in Kenyan society, free, locally run and maintained ASPs adopted from the US philosophy can benefit not only school aged children, but their families, schools and surrounding community. As previously discussed, Kibera, the largest slum settlement in Nairobi, can undeniably profit from after school enrichment programs, especially considering the poor education the children currently receive and the need for programs to keep teens out of trouble.

This study contains three distinct objectives: designing a program that coincides with a school's vision and a community's values, executing and adjusting the program accordingly, and laying the groundwork for sustaining the program in the community beyond the independent study period. If all of these objectives are realized, the result should be a self-sustaining after school program in Kibera that unites members of the community towards furthering the education and future of its youth.

¹⁶ An-Me Chung, compiler, *After-School Programs: Keeping Children Safe and Smart* (Washington, DC: U.S. Department of Education, 2000), 9-12.

Setting:

The history of Kibera, debatably Africa's largest slum and the largest informal settlement in Kenya, extends back to the British Colonial Government in the 1920s. As a reward for their good work fighting for the British and the Allies in World War One, the Nubians, an ethnic group from Sudan, were awarded land on the hillside of Nairobi to live; this land is currently known as Kibera. Despite being allotted the land, the Nubians never received the titles to the land; thus, the land never became legitimized and its inhabitants never received any legal rights.¹⁷ Over the years other Kenyan tribes moved to the area, increasing the slum population to roughly 600,000 people in only approximately 225 hectares. With its single-roomed tin shanties averaging 9.4 square meters in size and accommodating at least five people, it is no wonder the name Kibera stems from the Nubian word "kibra," meaning jungle.¹⁸

Although the government provides Kibera's residents with little to no services, non-governmental organizations work to improve the resident's inadequate water supply, health facilities, sanitation and schools. One step the government has taken towards improving slum life, however, is extending the FPE to Kibera residents. Children in Kibera have access to anywhere between 5 and 12 governmental primary schools, all walking distance from the slum. However, it is reported that these schools can only accommodate 20,000 of the 100,000 primary school-aged children who reside in the slum, and those who do attend these governmental schools share one teacher with over 50 other students.¹⁹

As an alternative to the overcrowded government schools with hidden fees, there were a reported 78 private school institutions found within the informal settlement of Kibera providing unregulated education to over 12,000 children in 2008. Of these 76 private schools only 2 reported that they did not charge any tuition fees, both of which are run by religious organizations.²⁰ However, in 2009 another private school, The Kibera School for Girls, opened its doors within the informal settlement. The school is located in Gatwekera, a Kibera village bordering Olympic estate.

¹⁷ Andrew Harding, "Escaping Kibera," *BBC News World Edition*, October 15, 2002, Africa Section, Online Edition. <http://news.bbc.co.uk/2/hi/africa/2297279.stm>

¹⁸ Rasna Warah, "Nairobi, Kenya: Life in Kibera," *World Watch* 20 (2007): 1-2.

¹⁹ *Ibid.*

²⁰ James Tooley, Pauline Dixon and James Stanfield, "Impact of Free Primary Education in Kenya: A Case Study of Private Schools in Kibera," *Educational Management Administration & Leadership* 36 (2008): 449-469.

The school opened its doors on the 21st of August, 2009 to 45 girls residing in Kibera, ranging in age from four years to seven years. The Kibera School for Girls is the first school in Kibera that is completely free of school charges, including tuition, books, uniform, and feeding program, and exclusively for girls. The school was designed to accommodate 15 girls per class year, and serve girls from pre-kindergarten to class 6. The girls enrolled in the school were chosen through a competitive application process in order to select girls with the most academic potential and in dire financial situations. Most importantly, the school is staffed with women teachers living in Kibera, who serve as reliable female role models for the girls in the school²¹.

The inception of the school fulfilled a lifelong dream of Kennedy Odede, one of the school's founders and also founder of the grass-roots organization Shining Hope for Community (SHOFCO). Odede always envisioned starting a school dedicated to providing extraordinary education to young girls in Kibera. He teamed up with recent Wesleyan University graduate Jessica Posner, who previously studied and worked with SHOFCO in Kenya, to create a school that made strides towards educational reform in Kenya²².

The Kibera School for Girls aims to improve education by implementing a curriculum inspired by Montessori and Integrated Day philosophy and focusing on children's individuality. The school's long term goal is to, "[strive] to empower the young women of Kibera to imagine and then enact their own solutions to some of the world's most pressing problems by providing a superior education. The Kibera School for Girls creates life-long learners who take with them the skills to change their own lives and feel a responsibility to give back to others."²³ The school pledges to bring this vision about through the school's curriculum, passionate and empowered teachers and enforcement of the principles of creativity, free education, non-discrimination and parental commitment to child excellence.²⁴

My program took place within the school's confines, in the Denis Silver Family Memorial library. George Okewa, the school's head administrator, facilitated the enrollment of my program with 30 girls that comprise the school's two mixed kindergarten and class one classes. The teachers I consulted and worked with to design, execute and sustain the program, along with George Okewa, are

²¹ Shining Hope for Community, "About The Kibera School for Girls," <http://www.hopetoshine.org/kiberaschool/school>

²² *Ibid.*

²³ Kennedy Odede and Jessica Posner, *The Kibera School for Girls: Curricular Guide*, 2009.

²⁴ *Ibid.*

all Kibera residents and work at The Kibera School for Girls. Additionally, all of the interviews I conducted took place on school premises. Thus, the vast majority of my field research took place in the six classroom school in Gatwekera.

Methodology:

The idea for creating an after school program for girls stemmed from an apparent need for educational enrichment in the Kibera community and my personal interest in working with young girls. As previously indicated, a central aspect of my project was the design and modification of an after school program to the target girl population.

In order to design a program and its subsequent activities, I first identified the program's target demographic. Through my involvement with SHOFCO and a few personal connections through the SIT community, I established a partnership with the Kibera School for Girls. The school's two integrated kindergarten and class one classes became my study population. The study population consisted of thirty girls whose ages range from five years to seven years in age. In order to advertise the program to parents, I sent flyers home with the girls in both English and Kiswahili (Appendix C). I sought parental permission to enroll their children in the program by sending a letter home about the program with the children from the school's principal (Appendix D).

After indentifying the study population, I worked to create a program structure that would accommodate both the curriculum and vision of the school while still introducing values and ideas outlined by American after school programs. Additionally, I wanted to incorporate my personal experiences working with young girls in developing their self confidence and team building skills into the program's core values.

In order to continue the girls formal schooling in the program, I met extensively with the three teachers at the school, sat in and observed classes, perused the school's curricular guide and e-mailed continually with the school's founders. To coincide with the US Department of Education's skeletal outline of ASPs, I made sure that the program accommodated specific community needs and was highly organized. I paid special attention to attendance, curriculum budgets and employed a reliable staff.

Lastly, I made sure I researched age-appropriate activities that would allow the participation of all thirty girls and that implicitly worked on sharing and team building.

After much deliberation, it was determined that the program would run after school from 3:30 to 5:00pm every day, (Monday – Friday). The program started on Wednesday, the 4th of November and will continue to run until the 18th of December, when the Kibera School for Girls closes the term for winter break. The future plan for the program is its resumption on the 4th of January, 2010, with the start of the new school term.

The program focuses on 5 main areas, with the expectation one day each week would be devoted exclusively to one of the areas. They are:

1. Math Skills – building on current school concepts, reinforcing previous taught concepts and pushing girls beyond their current frame of knowledge
2. Games – focusing on teamwork and teambuilding, listening skills and sharing
3. Songs and Dance – focusing on confidence building, honing individual talent and acting as a stress relief
4. Reading and Storytelling – with a special emphasis on telling stories and reading in English as well as Kiswahili
5. Arts and Crafts – to develop the girls' individuality through art and reveal their personal aspirations

Additionally, it was determined that the girls would receive a snack at the end of the program every day, as a reward for their hard work. Funding for the program in the short term, primarily for snacks and arts and crafts supplies, was provided through the independent study budget. Private funds from the United States were researched and obtained for the continuation of the program in the New Year, and for years to come.

The first week and a half of my program focused on constructing lessons plans and editing and revising these lessons based on their success and failure with the students. The second and third weeks of the program concentrated on recruiting women in the Kibera community to become involved with the program, with the hope of leaving the program with them after my departure. This recruitment included attending SHOFCO meetings, advertising in the community via school administrators, and

frantically e-mailing Jess and Kennedy in America for contacts that had access to dependable and reliable women. After a group of women was identified, I met with and interviewed prospective candidates, assessed their ability to work with the girls in a practical setting, and trained the women in the various program activities and values. These weeks were also spent simultaneously testing new games, songs and projects and building upon previously introduced activities. By the last week of my project, the program was almost completely transferred over to six reliable Kibera women with limited oversight by school administrators. With the help of two responsible volunteer school administrators, Matt Podolin and Kate O'Reilley-Jones, the program's funds are being reliably managed.

For daily reports on the program, please see Appendix A. To see a list of the various songs, dances, art projects, stories and math lessons, refer to the Activity Guide, Appendix B.

Analysis:

Objective 1: Basic Design

Program Location, Population and Time:

I quickly discovered that in order to find a safe and accessible program location, one also has to simultaneously consider the program's target population. The first step I took in creating an after school program was securing a program site. However, once I identified the Kibera School for Girls as my program location, I had to take into consideration the school's population. If the school was going to be used for an after school program, it seemed only fair to offer the program's services to the girls in the school. This caused an issue because I initially intended my program to target girls older than most of those in the school; however, the program couldn't be offered to only some of the girls and not all of the girls.²⁵ Therefore, I had to reconsider my program population in order to use my desired program site.

As a result of this reconsideration, I realized large benefits in using the girls in the Kibera School as my program population. Since the girls already attend school at the program site, they prove to be a much more dependable population because the program only requires them to physically stay after school. Additionally, a major concern of mine was finding a safe location site, one that posed no

²⁵ Jessica Posner. E-mail interview with Author. October 22, 2009.

danger for girls to commute to, and using the girls in the school also successfully addressed this concern. Using the school's population also addresses the issue of sustainability because as long as the school is open, there are girls available to attend an after school program.

Use of the Kibera School provided a more definite and reliable start time for the after school program. If the girls did not attend the same school, they would arrive at the school at different times, depending on their school's location and end time. Consequently, it would be difficult to decide on a start time that satisfied the entire population. However, using the girls at the school guaranteed a start time of roughly 3:30 pm, when the school let out for the day. A definitive start time also proved itself useful with respect to sustainability, because I could start to search for women who were available during these set hours.

The last benefit of using girls from the Kibera School is its homogenous school population. This enabled the program to cater exclusively to one school curriculum, allowing the program to directly base its syllabus on the school's core values and reinforce the academic concepts taught in the school. Thus, the Kibera School girls proved to be the ideal population for the program because it secured the program's location, time and curricular foundation.

Curricular Collaboration and Concept Reinforcement:

The program promised to undertake elements of the school's curriculum. From extensive study of the school's curricular guide, I chose to integrate four of the school's core beliefs into the program's syllabus. They are as follows:

- Children should be actively engaged in their own learning. The adults who work with children should see themselves as facilitators more than supervisors.
- Children develop at different rates and in different patterns.
- The arts can be highly motivating. Important links can be made between the arts and academic achievement. Using the arts can assist students in understanding and applying skills to standardized exams. Focus and concentration can be developed through an appreciation and application of different learning styles, such as linguistic, visual or kinesthetic thinking.

Studies of student learning experiences in drama, music, dance and multi-arts activities show

student growth in self-confidence, self-control, self-identity, conflict resolution, collaboration, empathy and social tolerance.

- The basic components of the daily classroom routine are large group (circle) activities, small group workshops, and independent work. Large and small group times are for introducing new materials or skills, drama, movement and music, games, presentations, general meetings, and announcements. Although there is a daily schedule, it can be fluid.²⁶

I incorporated these values in the program as followed:

- Employed a program staff that does not simply assign activities, but dynamically involves themselves in the activities.
- Selected games that accommodate children at different developmental levels.
- Emphasized the arts by devoting one day of the program to music and dance and one to fine arts.
- Planned games that require a big circle, so that all thirty girls were included and every girl could observe the game from an equal angle.

To see examples of these activities, see Appendix B.

In order for the program to reinforce concepts taught in school, I observed classes and met with the school's teachers. In class, I noticed that the children learned a lot of material by repeating the teacher's instructions. When the teachers taught the girls songs, they would sing one line of the song, pause, and let the girls repeat the line back to them before continuing on with the next line. This same style of teaching was observed when reading to the girls, both in Kiswahili and English. For their math lessons, the teachers used a lot of flash cards, another form of repetition. Thus, I realized that I needed to research songs that were easily repeated and stories that used simple enough language that could be repeated back to me.

I took a particular interest in how the teachers taught math to the young girls. In addition to the aforementioned flashcards, the teachers used a lot games in their lessons that applied math concepts such as Math Bingo, and the "Mingle" game. When I asked teacher Naomi in which areas of math the girls needed the most concept reinforcement, she replied, "Taking away, multiplication, continuing

²⁶ Kennedy Odede and Jessica Posner, *The Kibera School for Girls: Curricular Guide*, 2009.

patterns and sequences, geometric shape identification.”²⁷ Thus, I designed math lessons that incorporated these concepts.

Cultural Fusion:

A major effort was made to include both American and Kenyan culturally influenced activities in the program’s syllabus. Because the idea for the program was adopted from American philosophy, designed by an American, and the school’s founders wanted an emphasis placed on English, it would have been easy to leave out traditional Kenyan song, dance and games from the program. However, it is especially important to incorporate local traditions into the after school programs when considering the program’s future. It is unrealistic to think that Kenyans are going to make effort to continue a program that incorporates none of their culture or ideas. Additionally, the purpose of creating an after school program in Kibera was not to solely introduce American activities and theory with the hope that its American ideals would themselves better a community. The purpose was to fuse together American after school philosophy and activities with traditional Kenyan ideas with the dream that a combination of the two would produce a harmonized program that would continue on its own.

Objective 2: Necessary Adjustments and Realizations

As previously stated in the methodology, the program syllabus outlined five main subject areas: Math, Games, Songs and Dance, Reading and Storytelling, and Arts and Crafts. Although the program’s syllabus was extensively researched before its implementation, many issues arose during the application of these activities that required reevaluation and subsequent alterations. Only some of these issues are analyzed below. The rest are discussed in my program’s Daily Log, Appendix A.

There were a multitude of issues that surfaced during the math lessons, some of which had to do with the math lessons specifically, and others that were more general issues. For instance, many of the math activities required the girls to split up into small groups. I made the mistake of allowing the girls to form their own groups the first lesson. Pandemonium resulted. Girls were physically fighting with other girls to create these groups, feelings were hurt and the school’s core values were violated.

²⁷ Naomi Njari. The Kibera School for Girls. Personal Interview. November 25th, 2009.

As a result, the girls lost the privilege to make their own groups. I either made the groups myself, or made the girls count off so the groups were fair and no one was hurt in the process.

From all of the math activities, it was evident that the girls are excellent counters, in both Kiswahili and English. They consistently counted from one to one-hundred without any problem; however, I found a clear disconnect between saying a number, and recognizing that same number on paper. This discovery occurred when I gave the girls a stack of numbers, 1 to 50, and asked them to pick out all of the odd numbers for me. The girls were able to pick out and order 1, 3, 5, 7, 9, and so on until they reached the mid-twenties. When the girls reached around 27, not only were they unable to continue the pattern, but they had difficulty locating number 29 even after I told them that was the number that followed sequentially. In fact, if I told them they were looking for number 31, they would hand me five numbers before finding 31, most of which had neither a 3 nor a 1 in them. Thus, I determined that while the girls have mastered linear counting, they lack the connection between saying the number, and picking the number out. To rectify this issue, I devoted a day of the program to saying and writing the numbers together.

Another observation I made from math lessons is they require a greater number of staff members in order for the girls to fully benefit from the activities. For instance, one day I had planned a math lesson and found myself alone with the girls for the day, without any helpers. I split the girls up into groups to work together on the assigned task and walked around to each group to offer my assistance. However, the lesson required a lot more facilitation than I was able to give each of the groups. Once I got one group started and answered their questions, they were able to complete the activity, but groups were waiting for 5 to 10 minutes for me to help answer their questions. It wasn't that the concepts were too difficult, because when I reintroduced the same exact lesson a week later with five helpers to facilitate the activity, the girls were engaged for over forty minutes, and exemplified mastery of the intended knowledge by the end of the lesson.

Songs, Dances and Games did not call for many amendments. As long as I made certain that the songs included age-appropriate, pronounceable vocabulary, the girls caught on to the lyrics very quickly. If the girls had difficulty with certain words, we would stop singing, pronounce the word a few times, and then continue on singing. There were a few times that I introduced songs that were

above their comprehension level, but I learned not to use those songs again, and spent more time researching age appropriate songs. I also paid special attention to picking out songs that I was able to make into “call and response” songs. The girls love to repeat everything I said; therefore, songs that solicited “responses” to my “calls” quickly became their favorites. There were very few games that needed modifications. I found that if they did not catch on to the game right away, they just needed more practice with the game. After a few rounds, or playing the game multiple days, they became proficient.

While arts and crafts projects did not require a lot of revisions, they did reveal an interesting disconnect between the girls ability to write their names and recognizing the letters used to spell the same. The first arts and crafts activity I did with the children required them to collage their name out of a pile of cut up letters. The project divulged that only about five or six of the girls were able to pick out the letters in their name and then use these letters to write out their complete name. However, the problem was not that the girls did not know the alphabet. If I asked the girls to add an "e" or an "s" to their name they were able to locate the letter for me. I left the program that day thinking the girls did not know how to write their names, even though the teachers told me they did. It was not until the second week's arts and crafts activities that I realized that the girls did know how to write their names. None of the girls had a problem writing their name on a strip of the paper chain we were constructing. It then became clear to me that the girls were never asked to think about the composition of their name, only memorize how to write it out, undoubtedly through repetition. From that day on, I asked the girls to spell out their names for me when I wanted them to write their names, to enforce letter recognition.

Reading and storytelling also did not require many structural adjustments; however, they required bilingual staff members. You cannot teach the girls English vocabulary, let alone how to read in English, unless you can supply the girls with the corresponding words and sentences in Kiswahili. The lessons proved to be very successful when they were conducted by bilingual speakers. On these days I was not able to facilitate the lessons; however, I realized the importance of recruiting women who are comfortable reading and writing in both languages.

The largest modification made in the program's structure was in the snack provided to the children. The program's original syllabus included allocating one biscuit to each child at the end of the

program as a positive reinforcement for their hard work. The snack was not an integral part of the program's mission, merely a small gesture for the girls. I never expected the snack become such a substantial part of the program. After spending hours in the school, I learned that the children rarely received fruit at home. Further research found that the girls received fruit in their houses anywhere from once a month to once every two to three months.²⁸ According to said research, money is only spent on fruit for the elderly, not for the children²⁹. Astonished by this statistic, I drastically remodeled the program's budget to include a half an orange or banana every day. Also, providing the girls with necessary vitamin through this fruit became a central aspect of the program.

Objective 3: Program Sustainability

While efforts towards sustainability were incorporated in the program's original design and considered when making adjustments to said program, the last two weeks of the project period were devoted to ensuring its future in the Kibera community. These efforts can be divided into three sub-categories: recruitment, activity guide, and budget construction.

The recruiting process proved to be the most difficult sustainability effort. In order for the program to continually run smoothly, I needed to identify at least three women who fulfilled the following criteria:

- Dependable
- Punctual
- Proficient in English and Kiswahili
- Experience working with children
- Willing to work for no monetary compensation

The program needed at least three women because the program needs two women to run on any given day; the program does not effectively run with one woman trying to manage thirty girls. Finding women who were proficient in English and Kiswahili and experienced with children was not hard. However, I had an extremely difficult time finding women who showed up every day to the program.

²⁸ George Okewa. The Kibera School for Girls. Personal Interview. November 9th, 2009.

²⁹ Julia Alubala. The Kibera School for Girls. Personal Interview. November 25th, 2009.

Many women committed to helping out with the program on certain days, but failed to show up and effectively communicate why they were not at the program. Oftentimes, when women did show up for the program, they arrived after the program's 3:30 start time. The most difficult aspect of the recruitment process, though, was finding women ready to volunteer their time free of charge. Many women assumed that since a "mzungu" or "white lady" started the program, there was money available to pay them for their services. However, in order to make the program sustainable, money could not be allocated for the workers. Additionally, a core value of the program was to find women who wanted to give back and brighten the future of young girls in their community. Though the recruiting process proved to take much longer than anticipated, I ended up finding six women who fulfilled the above requirements.

In order to ensure the songs, games and projects I introduced to the girls remain an integral part of the program, I compiled a list of everything I taught the girls and created an activity guide that will be left with the program's leaders. The activity guide includes:

- Basic program structure and information
- A program syllabus
- The program's core requirement
- A list of song and their lyrics
- A list of games and their instructions
- A list of suggested arts and crafts projects
- A list of math concepts covered and application activities
- A list of the suggested reading and the girl's favorite stories

To view this activity guide, see Appendix B.

In order to continue to supply the girls with a piece of fruit every day and provide necessary materials for arts and crafts projects, a budget was designed and funding for said budget located. After pricing different food vendors and arts and crafts stores, it was determined that the program could feasibly run on 700 Ksh/week. The food would account for 450 Ksh of the budget, while the other 250 would be allocated for arts and crafts. Through contacts in the United States and various networking

tactics, a private donor was secured for the program's budget for all of 2010. For the meantime, the program's funds are being managed by school administrators.

Conclusion:

First and foremost, the thirty girls who took part in the program never ceased to amaze me with their enthusiasm and eagerness to continue their education beyond the school hours each and every day. I found the girls to be extremely astute; I was thoroughly impressed by how quickly the girls took in new material, especially songs and stories not in their native language. I have no doubt that each and every one of these young women has the ability to live a bright future and complete a full education.

It is from my experiences working with them and their school that I am able to actualize the importance of community based and run programs in Kibera. Programs like the one described in this study not only provide the youth with positive role models, but a safe place to take refuge in the after school hours. Many households in the Kibera community do not accommodate for children to continue their education during after school hours. One reason is because time after school is devoted to household chores. Another reason is that many houses lack electricity books and supplies which are essential for learning; however, after school programs can account for these household absences. As the girls in the school grow older, keeping them engaged with after school program activities reduces their risk of getting involved with drugs, alcohol and unprotected sex. An additional hope is that by extending the school day through after school programs at an early age, children in Kibera will develop an increased interest in learning, empowering them to continue their education beyond that of prior generations.

From my research and experiences, I created a universal outline of elements to consider when designing a successful, community-run after school program. These elements include, but are not limited to:

- A safe, accessible location within the community
- A reliable target population
- Program times that do not conflict with school or community schedules
- Collaboration with school curriculums

- Reinforcement of concepts learned in school
- Cultural education and inclusion of cultural values
- An organized program syllabus
- A realistic budget
- A dependable staff who have experience with children and the community
- Adaptability to and consideration for community needs

However, it is important to note that devising a successful after school program does not only entail including the guidelines above and no other thoughts or considerations. I discovered multiple times during the planning process that in order to satisfy one element, you simultaneously have to consider another element. Additionally, just because the program has an intended, researched syllabus does not mean that the program is flawless. During the program's execution, many aspects of the syllabus may have to be altered based on the children's reaction and interaction with the planned activities. Lastly, in order to achieve the ultimate goal of creating a continual after school program in the community, plans for sustainability had to be integrated starting from the program's inception and continued throughout the project, not just a formality at the end of the project.

Recommendations:

Ideas for Expansion:

While future after school programs in Kibera could use this model as their foundation, there are many factors to be considered that can improve and expand upon what has already been done. Given more time, program leaders could work more extensively with school teachers and administrators to make sure every activity contained more conventional educational elements, like math, science, geography, etc. Many of the activities in this program were designed keeping in mind the "play" core value of the Kibera School for Girls, and not traditional educational concepts and values. Thus, the activity guide does not include as many helpful activities when considering more conventional subjects. The described after school program also targeted a group of very young girls, so many community issues were not addressed in the program's syllabus. For programs designed for older youth, it would be beneficial to research and include older age appropriate issues like sex and drug education.

Study Limitations:

It is important to note that the study discussed is a product of a lot of good fortune and connections. If it were not for the SIT network facilitating the partnership between my program ideas and The Kibera School for Girls and SHOFCO, it would have been nearly impossible for me to execute my project in the given timeframe. Additionally, the study benefited from partnering with a school with an easily accessible curriculum and staff members and administrators who wanted to be actively involved in the design of the program. The study population is also a skewed representation of young girls in Kibera; The Kibera School for Girls selects girls in the community with the most academic potential and an obvious eagerness to learn. Therefore, the girls used in the study were predisposed to the importance of excellent education. Many of the essential elements that an after school program should contain, such as a safe location for kids and a reliable program population, came as a package deal with the Kibera School for girls. In designing a different program, I believe it will be much more difficult to accommodate so many of the essential elements in one program. However, choosing the Kibera School for Girls came with its own limitations. The school's Montessori philosophy limited some of the materials necessary for an after school program, such as desks and more organized classrooms. Because the school is only a few months old, some of its facilities are not completely constructed. The lack of blackboards in the school limited the amount of formal math and reading instruction the girls could receive.

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Appendix A: Daily Reports

Day 0 (Pre-Program Preparation): 3 November, 2009

Today, at the Kibera School for Girls, I met with George and Joanne to discuss last minute aspects of the program and to verify that Joanne's letter addressing the program was distributed to the girls while I was in Tanzania. Upon arrival, Joanne informed me that the letter was indeed sent home, however some of the parents were confused because there was a discrepancy between the first flyer distributed and the letter from the Headmistress. The first flyer advertised the program running only from Monday – Thursday; however the letter from the headmistress informed parents that the program would be running every day after school – including Fridays. After clarifying with Joanne and the teachers that the program would run every day, I met with Liz to discuss tomorrow's program outline.

I decided that the focus of the first day of the program would be Arts and Crafts. The specific project would be making creative name collages. The "name tags" will be constructed using cut up letters from a plethora of Newspapers and Magazines. Each girl will select the letters used to spell their names and then paste them on to colored paper. After pasting, the girls will be given crayons to decorate the name signs with a personal touch.

I spoke with George about the best places to find supplies for the project and he suggested wholesale stationery suppliers, many of which reside on River Road, very close to City Center. However, due to time and accessibility, I purchased the necessary supplies at Naukumat. The supplies included: paper, glue, crayons and a supplies bag. I also invested in biscuits for the girls as an after school treat. I am still debating with myself whether or not the biscuits are going to be a "first day treat" or if they are going to be a daily aspect of the program. My concern is that providing the girls with a snack can get pricey, which will not help the sustainable component of the program.

Plans for the future: I need to look into a more affordable or healthier snack for the girls in order for it to become an integral part of the program. I will look into buying popcorn cornels, biscuits in bulk or bananas and price them out to see if they can fit in a weekly budget. I also need to start using Liz as an outlet for recruiting other community members to get involved with the program. The earlier I start to recruit women, the better chance the program has of running after I leave. Additionally, the more time they spend with the girls and the program, the more comfortable they will be in leading it every day by themselves.

Day 1: 4 November, 2009

Theme: Arts and Crafts

Plan/Objectives:

- Play through Arts and Crafts
- Get to know one another
- Learn each other's names (via the created name tags)
- See how the girls manage spelling their names on their own
- See how well the girls share and care for the materials

The Kibera School for Girls' After School Program successfully launched today. Of the thirty girls in the two integrated kindergarten/standard 1 classes, twenty-nine attended the program. The girl who did not attend was absent from school today.

Today's activities consisted of an arts and crafts project. I decided that we should decorate name tags/signs so that I could try and get to know the girls' names and they could practice writing theirs, as directed by the teachers. I had spoke with them earlier in the week and they told me that with the exception of two or three students that invert a few letters in their names, the majority of the girls could correctly write their first and last names.

I brought cut up poster board for the girls (different colors) and before the program I cut out hundreds of letters from newspapers and magazines so that the girls could collage their names on the poster board and then color with crayons around their names to decorate.

Liz was incredibly helpful, especially with the Kiswahili language barrier that I discovered between me and the girls. We set up three stations: a table where we sat with the pile of letters, a

pasting station, and tables for girls to decorate their signs with crayons. The girls managed to remain engaged in the arts and crafts project for over an hour.

Only about 5 or 6 of the girls were able to pick out the letters and spell their names by themselves completely. I think the girls were confused by the cut up letters. It was evident that they were never asked to piece together the letters of their name before; perhaps they only have memorized how to spell their names. On the other hand, if I asked the rest of the girls to add an "e" or an "s" to their name they were able to locate the letter for me, displaying their comprehension of the letters of the alphabet. We let the girls do the pasting unsupervised. As a result, many ended up inverting letters or pasting letters upside-down, which we helped to correct them afterwards.

The whole coloring and collage process took an hour (until about 4:30pm) and then after the project I lined the girls up on the stage in the library in chairs and took pictures with them and their collages. I then gave each of the girls a cookie and we sang, "If you're happy and you know it clap your hands," and by that time it was 5:00pm, the ending time of the program!

The only downside of today was that most of the crayons were destroyed, but they can definitely be used for arts and crafts next week and maybe now they'll learn to be a little more careful with the supplies once they see that they will not be getting new crayons each week.

My current plans for sustainability are to use Liz and SHOFCO meetings to get members of the community involved with the program, with the hope that they will continue the program after I leave. There is a SHOFCO meeting on Sunday I plan on attending, but I am going to ask Ken and Jess for other ideas/places to recruit women in the Kibera community. I also want to look into a way to display the girls' artwork in the school that will last, and be affordable. My current ideas are corkboards or a mock "clothes line" where I would hang their artwork from clothes pins on a line instead of clothing.

Day 2: 5 November, 2009

Theme: Games

Objectives:

- Games that challenge girls intellectually and can accommodate 30 girls at once
- Incorporate English
- Have fun!

Plan:

1. **Hopscotch** - on the floors of the hallway (3-5 grids should be able to be drawn). Tell the girls that they need to call out the numbers in English that they are throwing the stone onto - will give them practice with English.
2. **Duck Duck Goose** – a classic American game that I'm not sure the kids know. It can easily incorporate all 30 girls and will keep them entertained for a long time. Can work on making a circle, and listening skills
3. **Simon Says** – I'm not sure how this one will turn out. It will definitely expose them to a lot of English and parts of the body; however, I'm not sure how well they'll be able to comprehend what I'm saying because of the language barrier. The game will also test their listening skills because they have to hear the "Simon Says" clause before they performing the action.

Due to inclement weather, we were not able to play hopscotch this afternoon. It was raining so hard that the hallway of the school completely flooded. George is still working on plans for a gutter to stop water leakage. Since the hopscotch grids were going to be constructed in the hallways, I decided to introduce the game some other time.

Instead, we played "Teacher Says" which is the aforementioned game "Simon Says," only I changed the name of the game slightly. I chose to call the game "Teacher Says" because I thought the girls would be confused as to who Simon was. I also thought that by calling the game "Teacher Says," it would reinforce the principle that the teacher is in charge and that the girls are supposed to follow the teachers instructions at all times.

From playing "Teacher Says" I can conclude that the girls are very astute. By the fourth round of the game, more than half of the girls were only doing the actions if "teacher says" and were helping point out girls that completed the action without the necessary clause. I know that with repetition the girls will soon perfect the game, they caught on that quickly.

Also introduced today was the game “duck duck goose,” which could not have been a bigger success. The girls loved it – and played for over 40 minutes – they didn’t want to stop and move on to a new game. Once teacher Madahana explained the rules in Kiswahili to the girls, they caught on immediately. The program ended with an introduction to the song, “Lion Hunt,” which is a popular child repeat song in America. The girls really enjoyed the songs and I suspect it is because the song incorporates a lot of hand motions that coincide with the lyrics.

I decided to bring biscuits again – and made the final decision to give the girls a snack everyday – and am going to start buying the biscuits in bulk because it is far cheaper. Additionally, I came to the idea that instead of giving one child a biscuit a day, that same snack money could be used to buy the girls a piece of fruit every day. I doubt that they’re getting much fruit in their homes, but I will inquire further with Kennedy, George and the teachers. The fruit also is a lot more expensive, but perhaps I could be giving them half an orange, or maybe only give them oranges a couple times a week.

Today was particularly difficult because Liz was not able to come due to the rain. She could not leave the house with baby Jess in this weather. Thus, I was stuck handling thirty girls by myself and without a translator. This brought up two very good points to consider with regard to the sustainability of the program. The first is that there should never be less than two people running the program, handling thirty girls alone is a difficult task. Secondly, whoever takes over needs to be proficient in both Kiswahili and English. Luckily, many Kibera residents are comfortable speaking both languages interchangeably. Additionally, I saw that Liz has other commitments that will pull her away from the program in the future; although it would be ideal to leave her in charge, she has not proven to be reliable enough. I also want to start thinking about designing a weekly budget for the program for after I leave. As for right now, I see my goal of 500 KSH a week as feasible.

Day 3: 6 November 2009

Theme: Music and Dance

Objectives:

- Increase the girls’ English vocabulary through songs written in English
- Let girls develop their individuality through music and dance

Plan:

- Lion Hunt
- Musical paddy-wack – using Sammy as a music source
- Musical Chairs – using Sammy as a music source

When I arrived at the school today the teachers approached me with an issue with the program that had come up. The teachers were concerned that the parents were not aware that the program was running today (Friday) due to the aforementioned flyer discrepancy. I informed them that the second form advertized the program every day after school, and this was all the information the teachers needed to rectify the problem. I also learned when I got to school that the teachers used the games I taught the girls yesterday (‘duck duck goose’ and ‘teacher says’) today in school! I believe that and the more practice the girls have, the better they’ll be at the games and they’ll learn better English! I’m going to research more games that can be used in the classroom to supplement the program.

Today, as per request of the girls, we sang “Lion Hunt” multiple times. The repetition helped the girls become more familiar and comfortable with the more difficult English words like, “flowers” and “poisonous” and “mushrooms,” which they struggle to pronounce.

Another activity today was a game of musical paddy-wack. Sammy played the guitar for the girls and we all sat in a circle and passed a ‘clap’ around to each other and when he stopped playing (paused), the person whose hand was slapped became out. When the girl became out, she moved into the center. The last girl remaining was the winner. The girls became really excited when paddy-wack got down to only three or four girls and the stood around and cheered.

We tried to play hopscotch today, however the chalk faded very very quickly on the floors so the girls were not entertained for long. I’m not sure if we’ll be able to play this game again because I cannot think of another way of getting the chalk to stick on the floors better. Instead, we ended playing

‘duck duck goose’ again, which was back by popular demand. The girls would have played longer – but we ran out of time.

Day 4: 9 November 2009

Theme: Songs

Plan:

- I think of 5-10 songs to sing with the girls
- Liz thinks of 5-10 songs to sing with the girls
- We meet, discuss and share the songs to one another before the program starts, around 3-o-clock and decide which ones we want to sing
- Meet after the program and discuss what went well and what didn’t go well – let Liz dictate the conversation so I can see what she’s thinking – trying to see if she could be the potential leader I leave in charge of the program

My Songs:

1. Princess Pat
2. There was a Great Big Moose
3. Lion Hunt
4. Head, Shoulders, Knees and toes
5. Hokey Pokey
6. Row Your Boat
7. One, Two, Tie my shoe
8. B-I-N-G-O

Today had the potential to be a disaster. Liz did not show up at 3pm, which we had discussed yesterday at the SHOFCO meeting, nor did she respond to my calls or my texts. This posed numerous problems. First and foremost, the plan for the program today integrated 5-10 songs for Liz to teach the songs. Secondly, I cannot leave the program over to an unreliable person, and time and time again Liz is proving to be less reliable, especially because she did not communicate with me in the slightest. Lastly, I was left again alone to handle 30 girls under the age of 7 and left without a helper who can speak both English and Kiswahili with the girls. It is clear that I’m going to have to look elsewhere to find reliable girls to take over the program. However, no other girls attended the SHOFCO meeting yesterday, and I’m not sure how to access other women. I’ll have to contact Jess and Kennedy and see what they recommend.

However, the program went on, and I learned a lot about the girls and their singing and English abilities. The girls absolutely love the song, “Lion Hunt.” I was extremely impressed by how quickly they are learning the lyrics to the song after only a few short days. Some of the girls are now able to sing not only the response lyrics, but the call lyrics as well. I predict that in a few days, they won’t even need me to lead the song. I introduced the song “Princess Pat” to the girls and they also loved it because it involved a lot of hand motions. The girls clearly have sung “Head, Shoulders, Knees and Toes” before, however it seems that it must have been a different rendition because they were doing the “eyes and ears and mouth and nose” in a different order than I was proposing. I will talk to the teachers so that I can learn their version of the song.

There were also a handful of songs that were not as successful. I thought the girls would really like the song, “There was a Great Big Moose” because the lyrics are very funny. However, after reflecting on the song’s lyrics, a lot of the words are out of the girls’ English comprehension zone. Additionally, a lot of the words are long as well as the lines of the song, which made it more difficult for the girls to successfully repeat lines back to me. If the song is broken down and the words are identified for the girls, they may enjoy the song more. But I will keep in mind that this song should not be reintroduced for a while.

Lastly, I introduced them to the game “The Wonder Ball.” It involved us all sitting in a circle and singing the song, “the wonder ball goes round and round...” and when the end of the song came, whoever had the ball in their hand was out. It is very similar in principle to the paddy-wack game that we played last week. I modified the song into a repeat song so the girls could learn the lyrics. The

appeared to like the game, but they did not love it as I had hoped. Maybe after they learn the lyrics the game will be more of a success. The girls left after being given their daily biscuit.

It was clear from today that repeat songs that involve body motions are the most popular types of songs to sing with the girls. Additionally, songs with long line lengths are challenging for the girls to repeat, especially in English. Lastly, I need to teach songs that incorporate appropriate English vocabulary for five to seven year old girls.

Day 5: 11/10/09

Theme: Arts and Crafts

Objectives:

- Decorate the library with paper chains made by the girls!
- Speak with George about buying oranges in bulk
- Speak with teachers and George about finding reliable women

Plan:

- Each child will get 8-10 strips of paper to decorate and color on each side
- Will bring chains to me, Gilia and Liz and we will glue them together and construct the actual chains
- Each girl should write their name on at least one strip of paper to practice writing their names
- End with a song of the girls' choice

Today we successfully decorated the rafters of the library with paper chains that were designed and garnished by the girls. We began the program with sitting the girls at the picnic tables and benches in the library and gave them each ten pieces of paper chain to color and the leftover crayon pieces from last week's art project. The girls were instructed in Kiswahili by Liz to color both sides of the paper and to write their name on at least one of the strips. When they finished coloring a strip, they were to bring the paper to the stage where Gilia and I were going to glue the chain together.

Initially, the girls were bringing up strips that were solidly decorated with one color; that is, there were no designs, or shapes, etc. I had Liz clarify that the girls were allowed and encouraged to draw hearts and shapes, use lots of color and draw whatever they desired on these strips. I then went to one of the tables and showed the girls how to draw stars and hearts and other fun patterns. Immediately thereafter, the girls began to submit paper strips that were much more intricate and contained shapes, houses, self portraits and patterns. The strips began to reveal a lot about the girls' personalities and artistic abilities. Some girls were drawing objects like cups and houses and labeling them with English words which I found very impressive. One seven-year-old, Winnie, wrote "my friend" and drew a picture of two girls together. All of the girls were able to submit strips with their names written on them, confirming what I previously suspected in last week's arts and crafts project: the girls were confused by the cut up letters, not with how to spell their names. Towards the end, I started to receive strips with my name written on it, and I didn't even instruct the girls on how to spell my name! (Although a fair number of the girls spelled Becca, "Beca" with one "c" which is understandable...) Some of the girls clearly had artistic potential and developed art skills, and I'm excited to see how they shine on future projects.

Today's activities yielded 4 paper chains and decorated 4 of the 5 main rafters. The paper chaining kept the girls occupied the entire duration of the program, and would not leave until I agreed to sing "Lion Hunt" with them. We gave the girls biscuits on the way out. The place looked so much better after the paper chains! It finally looks like a school decorated with a child's touch. Not to mention, the girls are incredibly gifted, even Gilia was awed by the girl's honed talents at such a young age. I left today feeling so happy and lucky to be able to work with such amazing young girls with overwhelming potential.

Today's efforts towards sustainability consisted of the following:

- I talked with George about getting the girls oranges
 - He told me that you can get 15 oranges for 75 KSH, which would give each girl a half an orange a day.

- That would mean that weekly, oranges (or bananas of comparable size) will cost the program roughly 400 KSH a week.
- This would require me to expand the weekly budget, but according to George the girls only get fruit about once a month in the house, exploiting the importance of providing the girls with fruit at the program.
- Liz had to take baby Jess to the hospital yesterday and her phone was off – she was very apologetic but again, very busy and unable to commit
- Also, today with the paper chaining she was much more like one of the kids, spending most of her time coloring, and not taking too much of an initiative to help or be a leader – I don't think she would be the right person to lead the program after I leave
- Sammy brought up a great point today - what will we do when the school expands?
 - Keep the same age group, so there would be new girls in the program every year? Because the games and projects are targeted for their age group
 - But I assume the older girls are at a higher risk after school, so maybe they will benefit more from the after school program
 - Definitely cannot accommodate more than 30 girls in the program – no space and would require much more manpower
 - Need to address the issue with Jess and Kennedy
- I'm growing skeptical that I will find a person (Kibera resident) willing to take charge of the situation and who hold the same passion that I do for the program
- I'm wondering if I'm going to have to offer a very small weekly stipend (100-200 KSH) to attract qualified, committed people – but that will get expensive – I would really rather not resort to that
- Talked to George today and asked him to look for some girls about my age that are reliable and can take over the program after I leave – he said he'd look and we can hopefully get them to come to Sunday's SHOFCO meeting, but I'll remind him as the week goes on
- Want to start on the oranges ASAP

Day 6: 11 November, 2009

Theme: Reading and Games

Plan:

- Let the girls do some independent reading
- Read to the girls *Madeline* by
- Story time – tell the girls a story and let them tell me a story – try to encourage girls to tell stories in English in addition to Kiswahili
- Sing two favorite songs

I started the program today by making the girls sit in a circle on the mats on the floor of the library and sitting in front of them and reading aloud to them Ludwig Bemelmans' *Madeline*, a picture book popular among young American girls. I chose the book because of its large pictures with one line of text at the bottom that the girls could easily repeat back to me. We made me reading to them into a call and response experience; I read a line from the story, and they then repeated the line back to me. I noticed that this is how teacher Madahana reads to her children in the library, so I decided to adopt the same tactic. Liz then read Eileen Browne's, *Handa's Hen* to the girls, a popular bilingual book that tells the story in both English and Kiswahili. Liz was really good with getting the kids to repeat the lines of the book in English and emphasized the correct enunciation of each word. Additionally, she asked the girls comprehension questions as they went along to keep them engaged.

We then switched to singing songs. The girls requested I sing with them Lion Hunt and Princess Pat, and Emily sang with the girls "Row Row Row Your Boat," and "BINGO. Liz and Emily then sang "Oringo" with the girls, a song in Kiswahili that all the girls seemed to know. As they called out each of the girls' names the girls knelt down, and then as a group they stood up and pranced around in a circle. I couldn't understand the lyrics of the song, but I hope to learn them in time. Liz and Emily then lead the girls in another song in Kiswahili called "La La La" in which they called a girl into the middle of the circle and she danced and moved her hips until they threw a fake rock or object at the girl

and she left the circle and another moved in. I really liked this song because it gave each of the girls a chance to show off their individuality.

We ended with sitting in a circle and asking the girls to tell us stories. We first asked for volunteers to tell stories in English, much to the dismay of the girls. Two girls – Winne and Velma – both of which are seven-year-olds stood in the middle of the circle and told short stories in English. The girls remained very quiet during the stories, showing respect for their peers. Winnie and Velma, both girls who are normally loud and vibrant, barely whispered the English stories, revealing that the girls need to work on their confidence in English. We then gave the other girls a turn to tell short stories in Kiswahili, giving each girl a couple minutes to shine. By this time, the program was over and the girls left with a biscuit in hand.

Comments/Concerns:

- Liz and Emily were absolutely amazing with the girls today – they kept them engaged and took initiative which was nice. I still don't think I can leave them in charge, but I'd feel comfortable with them running a day or two of the program a week
- The girls love to read on their own, and read aloud in Swahili, but not as much in English. They are great story tellers and I want to let them do that more – and focus on encouraging them to express themselves (and their stories) in English!
- I want to continue to do a reading day once a week – the girls did get a little restless at times and asked to use the bathroom a lot – but they definitely need the practice. Hopefully if/when I get more girls to help out we can split into smaller groups and focus more individually on reading skills. I think the girls will benefit from smaller groups.
- The dancing was great – I could really see the girls personalities and they love to sing and dance – they will love tomorrow where we'll be doing lots of singing and dancing
- The biscuits/snacks are of a major concern. The teachers/people in the school have clearly been eating them, because I've run out of 320 in 3 days, which is not ok. I think I'm going to switch to oranges tomorrow, however the staff needs to know that they can't eat the girls' cookies – had to send Sammy out to get some at the last minute today in order to have enough for the girls. The cookies were supposed to last 5 days, not 3.

Day 7: 12 November, 2009

Theme: Music and Dance

Plan:

- Teach the girls the “Macarena” by Los del Rio and the “Cha Cha Slide”
- Liz and Emily will lead the girls in traditional Kenyan dance (with a drum)
- I want to sing with the girls “Lion Hunt” and “Princess Pat”
- Liz and Emily are going to lead the girls in singing “La La La” and “Oringo”
- Introduce the girls to Freeze Dance and Musical Chairs

We had a surprise visitor today at our after school program. Nicholas, a member and leader of the community organization SHOFCO, came by the school and helped us with traditional Kenyan dance. Nicholas played the drum while Emily and Liz organized the girls into pairs and taught them various types of dance. We were an odd number, so I teamed up with one of the girls and also got to participate in the traditional dance. After a few dances, the girls looked tired so we sat them down in a circle and asked Nicholas, our guest, to lead the girls in a game. He played with the girls a Kenyan game very similar to ‘duck duck goose.’ Nicholas walked around the inside of the circle clearly deliberating which girl he was going to choose, and when he chose a girl he threw a sweater at him and then the girl chased him around the circle! I was so surprised at how similar the two games were, but the girls didn't seem to make a connection before.

After Nicholas' game, I introduced the girl to the American dance known as the ‘macarena,’ its namesake is a song by Los del Rio. I taught them the dance moves methodically and slowly, assigning a number to each arm and body movement so that the girls could count out loud along with their movements. When the girls started to catch on, we added the music. After lots and lots of repetition, I

invited 5 girls up on stage at a time to show off their dance moves. After every girl had gotten a chance to display her dancing abilities, we played freeze tag with the girls – which the girls instantly took to.

Today was the first day that I gave the girls orange slices. Many pairs of little eyes widened with the sight of me carrying oranges instead of biscuits. The girls were thanking me profusely and enthusiastically when I handed out the fruit. When I asked them if they liked oranges, they responded, “YES!” and said that they liked them more than biscuits. Therefore, I will continue with my plan to give the girls fruit daily.

I was really happy with how the program ran today. It was nice to have three helpers, and there was a nice combination between American and Kenyan dance. I felt like I was working with Liz and Emily instead of giving them instructions and everything they brought to the table to teach the girls seemed age appropriate and the girls enjoyed.

Day 8: 13 November 2009

Theme: Reading and Games

Plan:

- Read to the girls
- Have them work together and read to me a story
- Storytelling time
- Duck Duck Goose

When I walked into the library today, the girls immediately ran up to me to show me how they had practiced the ‘Macarena’ dance moves that I had taught them yesterday. I am happy to report that every girl seemed to have made a real improvement since yesterday’s program. So I decided to begin the program by sitting with the girls in a circle and giving each girl a chance to stand in the middle of the circle and show everyone her Macarena dance moves. The girls were very respectful and clapped for one another and did not laugh or jeer at the girl in the center if she didn’t get the dance moves one hundred percent correct. I was very impressed with the girls’ maturity.

After reading to the girls last week, I saw that they could benefit from more reading practice. So today, I decided to first read *Handa’s Hen* to the girls, and then they would each pass around the book and read the story line by line to me. However, it was evident from the beginning that there were only about four girls that knew how to read in Kiswahili. Liz and I worked with the girls to try and sound out the words, but we ended up letting the 4 girls, who knew how to read, read the story to the rest of us. From this experience, I realize I need to talk more with the teachers about the reading abilities of the children and maybe can learn from them effective ways of teaching the girls to read with more confidence.

We ended with a game of ‘Duck Duck Goose,’ and ended the program early (4:30 pm) at the request of the teachers. The request to end the program early stemmed from the fact that the girls would be at school Saturday and Sunday this weekend giving their medical histories to the Australian nurse named Venessa, who came to volunteer this past week. To get the girls energy up before they left, I had them do 5 ‘star-jumps’ which made them laugh and smile. I distributed a half a banana to each girl as she left the building. The bananas also appeared to be a hit!

I was concerned today that only 24 girls out of the 30 showed up to the program, which meant that 6 girls were absent from school today. When I asked where the girls were, the girls all responded, “nyumba.” I was yet again awed with how smart the girls are today when they came back overnight with the moves to the Macarena memorized. I spent the extra half hour at the end of the program speaking with the teachers about what topics they wanted me to focus my math lesson/games on – which is planned for our next program session on Monday. The girls need to work on subtraction, multiplication (just introduced), sequences and series of numbers and shapes, patterns, and grouping by various categories. I think that I will make flash cards over the weekend to work on these concepts with the girls. My goal for next week is to have identified girls interested in taking over the program

Day 9: 16 November 2009

Theme: Math and Math Focused Games

Plan:

- Work with different types of flashcards
 - Number patterns
 - Shape patterns
 - Sorting by color, shape, category
- Math Bingo
- “Mingle Game”
- Sing at the end

Over the weekend I prepared five sets of flashcards for the girls. Two of the sets consisted of the numbers one through fifty. To accompany these two sets of numbers, I had a sheet of paper that listed the beginning of ten different number patterns. They are as follows:

- 1,3,5...
- 2,4,6...
- 1,4,7,10...
- 5,10,15,...
- 3,6,9,12,...
- 4,8,12,16,...
- 2,7,12,17,...
- 1,5,9,13,...
- 2,8,14,20,...
- 1,2,3,5,8,13,21,...

I intended on a group of 5 or so girls working together with the set of flashcards to continue these patterns up until the number 50. The other three sets of flashcards consisted of triangles, squares, diamonds, stars, circles, oranges and apples. Each of the shapes appeared in 5 different colors. I intended to give each group of 5-ish girls a set of the shape flashcards and have them sort them first by shape, then by color, then by shape and color in addition to identifying all the shapes and color in English.

This afternoon, right before going to school, I got a call from Liz telling me she was going to the clinic because she was still not feeling well. I panicked because today's program required more than just one person. I knew it would be too much for me to handle on my own, and I was already going to enlist in Sammy's help in addition to Liz in order for the girls to get the most out of the activities. However, I knew I had to make due.

The first mistake I made today was telling the girls to make their own groups of 6. It started a free-for-all and now I know that next time I will just arbitrarily split them up to avoid all the commotion and make sure no one's feelings are hurt, (I'm not sure if they were today). The girls in the groups that were given the number flashcards really appeared to struggle. Part of the problem was the language barrier, the other problem was that there was a clear disconnect between saying a number and recognizing what that number looked like. If I worked with the girls and we were looking for number 31, they would hand me 5 numbers before finding 31, most of which had neither a 3 nor a 1 in them. The three groups that were sorting by number and color appeared to be relatively self sufficient. However, I could not be there all the time to hear their shape and color identifications. The two groups that worked with the numbers also required a lot of attention from me. I realized that these activities need to be executed on days when I have a lot of help, and hopefully after I recruit a lot of help. The girls will not fully benefit from these activities unless they get more individual group attention.

After the flash cards, we played addition/subtraction themed Bingo – a game that teacher Naomi had given me. I kept the girls in their same groups and distributed one Bingo card to each group. Their cards had 8 numbers (1-10) and one free spot. I then read out loud various simple addition and subtraction problems, and the answer they got to mark on their boards. I have never seen girls so excited to get math problems correct. They were hooting and hollering and cheering and very enthusiastic about the game and about answering the math questions. I should look into more games like Math Bingo, or modify math bingo to incorporate some of the concepts that the teachers want me to practice with the girls.

The program did not go nearly as well today as I had planned. For starters, the girls were really poorly behaved today. They were fighting with one another more than usual and also were not listening to me as well as usual. I reported their bad behavior to the teachers, and I also made a circle at the end of the program with the girls and asked them why they were behaving as they were. I explained to them that if they continued to misbehave, we would not be able to play and since and dance together. The girls appeared to understand me. I gave them their banana snack and sent them on their way.

Day 10: 17 November 2009

Theme: Music and Dance

Plan:

- Macarena
- Freeze Dance
- Musical Chairs
- Limbo

I planned on working on the Macarena with the girls today, and to see if they could do the dance without calling out numbers associated with the arm movements today. Additionally, I wanted to introduce to the girls the game called 'musical chairs.' However, I woke up in the morning with a high fever and stomach ache and couldn't get out of bed. I called Sammy and he came by and picked up my computer and music and lesson plans and money for fruit for the girls. He assured me that he wouldn't mind carrying out the program for me today. I called Liz and she said she would be there to help Sammy out. I am very thankful that I had people to keep the program running for me. It emphasized the need to find multiple women to take the program over for me, not just one.

Day 11: 18 November, 2009

No Program Today.

Plan:

- Prep work for tomorrow's art project
- Gather supplies with George to built a mock clothes line to display the girls art work along the school's hallway

Today the library is being used from 2-5 for a health talk for the parents given by Nairobi Women's Hospital. Because there was no other space for the program to be carried out in, the teachers and I decided not to have the program run today. They instead gave the girls some extra tasks to do in the classrooms as their parents were in the talk. I asked if I could split the girls between the two rooms with games, but the classrooms are extremely narrow and packed with books and supplies that the head teacher, Madahana, insisted that we just carry on with the program tomorrow. Instead, I spent the afternoon at the school prepping for tomorrow's arts and crafts project. Tomorrow's project will be entitled, "All About Me" and will feature a self portrait of each girl juxtaposed with some basic information about the girl. I cut the colorful poster board that I bought from Nakumatt in halves. I then labeled the tops of the paper "All About Me" and wrote the information the girls would be answering in marker on the right side and drew in lines for the girls to draw in their answers. The information displayed on the poster board is as follows:

Name:

Age:

I live in...:

Brothers:

Sisters:

Favorite Subject:

Favorite Food:

Favorite Song:

Favorite Book:

When I grow up, I want to be...:

At the end of the day, all the prep work was completed so that all the girls have to do tomorrow is write their answers to the questions and draw a self portrait. On my way out of school I informed the girls that tomorrow we would be doing arts and crafts and they cheered.

Additionally, I went to Olympic with George to buy the materials necessary to make the clothes line along the hallway of the school, (synthetic, nails, clothes pins), all of which we were able to find at Olympic Hardware.

Day 12: 19 November, 2009

Theme: Arts and Crafts

Plan: Complete the “All About Me” posters!

Today’s program featured an arts and crafts project called “All About Me,” which is previously described. I purposely enlisted in a lot of helpers for the day, including my host sister and Gilia and Sindhya (two other SIT students) in addition to Liz. We split the girls into two groups initially by class. The first group (Madahana’s class) worked on their self portraits on the stage of the library, while the second group (Naomi’s class) were seated at tables and given the questionnaire. One of us supervised the drawing, while the others worked with the girls on answering the questions. We posed the questions to the girls in Kiswahili, and then wrote their answers down on a piece of scrap paper in English, which the girls then copied onto the poster board. It was very nice to have Jelimo (my host sister) and Liz around so that there was less confusion between English and Kiswahili. Without the number of helpers that I had the program definitely would not have run nearly as smoothly – need to note that this project takes numerous people.

The artwork and posters came out phenomenally. Some of the girls are really talented artists and could draw really good self-portraits, not just stick-figure like sketches. It was interesting to see that a lot of the girls wanted to either be pilots, teachers or nurses when they grow up. I was most surprised by the number of future pilots. It was cute that most of the girls’ favorite song was either Lion Hunt or the Princess Pat. There were a few issues still with copying the information onto the posters. Some girls were not copying the information onto the correct line, or they inverted letters in words, etc. Two girls were absent today, so I plan on early next week pulling them out of class for a few minutes to complete their poster so that everyone can have one hanging in the school.

Outside of the program, major progress was made today with regard to sustainability and the future of the program. I received a phone call this morning from Kennedy in the States and he put me in contact with a man named Victor, who he said works with a number of reliable women in Kibera. He had spoke to Victor already, but gave me Victor’s number and said that I should arrange to meet him. I immediately called Victor, and he agreed to meet me at the school before the program.

I met with Victor before the program with Sammy. I found out that Victor is a SHOFCO member whose passion is working with women, especially in literacy programs. Victor had never before been to the Kibera School for Girls, so I explained to him the mission of the school, gave him a tour and finally spoke to him about my program. I told him I was looking for reliable women who could commit 2 hours a day (3-5pm) on school days who were interested in bettering young girls’ education in Kibera. I wanted the women to be form 4 leavers and Kibera residents, that way I knew they were proficient in Kiswahili and English and also community members. Victor appeared confident that he knew women like the ones I was looking for. I invited him back to school tomorrow and also to the SHOFCO meeting on Sunday, and he said he would return tomorrow with a few women for me.

Day 13: 20 November, 2009

Theme: Music and Dance

Plan:

- Macarena
- Musical Chairs
- Freeze Dance

The program was pretty straight forward today and I did not introduce any new dances to the girls. I just wanted to practice the dances and games that they had learned before. Additionally, I had not taught the girls how to play musical chairs, Sammy had, so I wanted to see how the girls did with the game.

The girls never fail to impress me. They showed much improvement with the Macarena; did not need to count with the moves and many of the girls were able to sing some of the lyrics to the song. After the Macarena, Liz helped me set the up chairs in a circle so the girls could play musical chairs. They were very excited to be playing the game, and were very animated during the game. During the game, I did spot some pushing and shoving, so Liz and I gave the girls a lecture about sharing and not getting too intense during games. The most important thing is that everyone has fun and that their safety is not compromised. The program was over following musical chairs because it started late today. This is due to Victor's visit to the school.

At 3pm today, Victor showed up to school, as he said he would, with eight potential women for me. I was completely overwhelmed because I had not anticipated such a large number of women. I sat down with them and explained who I was, what my program consists, and the type of woman I'm looking for to carry out my program. I stated that I wanted two leaders, in addition to a few other woman workers. When I asked the women if they had any questions for me, they had a few, most of which had to do with monetary compensation. I explained to the women that I was a student with no money to offer and the purpose of the program for them is to want to give back to their community and brighten the future of the female youth in their community. Some seemed disappointed, others still seemed enthused. I invited all the women to the SHOFCO meeting on Sunday with the hope that if they learned about SHOFCO and its volunteer initiatives, they could see the large benefit in volunteering at my program. Additionally, I invited them back on Monday for an informal interview with me so I could get a sense of who these women were.

Day 14: 23 November 2009

Theme: Interviews

Plan: I am interviewing women today to take over the program and part of the interview process is a practical interview. I plan on each woman conducting the program for 10 minutes with songs, activities and games that they know.

Before the program today, I conducted brief interviews of each of the potential women with teachers Madahana and Naomi. We asked them the basic questions like: Why do you want to work here? What can you bring to the program? What other commitments do you have? Have you ever worked with children before, etc. Each woman also had the opportunity to ask any questions to us that they wanted to about the program and the school.

I was very impressed with some of the interviewees. Almost all of them had worked extensively with girls before in some sort of capacity and seemed very enthused to be working with young girls again. All of the women expressed the importance of the girls having positive role models and want to help these girls grow up with good values and a better, brighter future. None of the women expressed any concern with not being compensated monetarily for their efforts.

The practical interviews also went very well. Most of the women had the girls do some sort of counting exercise. A lot of alphabet songs were sung, including songs that included how to sound out letters and gave examples of words that began with that letter. One of the women drew a hopscotch grid for the girls, and some sang songs like "orongo" or played games like "nyama nyama nyama." After the practical interviews, we played math Bingo with the potential program leaders and the girls and sung Lion Hunt and Princess Pat.

According to two of the women, another woman would be coming tomorrow, she couldn't make it today because she was called to take care of her sick aunt. I'm not exactly sure yet who I want to lead the program, and I don't want to make that decision for a while. I want all the women to come and work together and then figure out who is reliable and a natural leader. I saw lots of potential with the women, I just need to sit down and figure out where exactly I want it to go.

George, Matt and I also hung up all of the “All About Me” posters today after the program ended. George happily nailed together the clothes line along the wall in the school and Matt helped me hang all of the artwork. The school looks fabulous.

Day 15: 24 November, 2009

Theme: Math Games

Plan:

- Revisit number and pattern flash cards with all the new women workers
- Math Bingo
- Game

Today I planned to introduce games to the new teachers/women that involved math concepts that they can use with the girls after I leave. I decided to go back and revisit the math games that involved the home-made flashcards on Day 9, the 16th of November. The girls did not get a lot out of these activities last time because they needed smaller groups with individual attention. Because there are going to be at least 5 women at the program today, I think the girls will benefit fully from these flash cards.

Five women showed up today, (no Emily or Nancy), but those who did show up were great and extremely helpful and enthusiastic. We split the girls up into 5 groups of 5 or 6 girls, (there were 28 in total today), and each woman got their own group to manage. I explained to each woman the purpose of the flashcards (as I explained before on Day 9), and what I thought they could do with the girls and the flashcards. It was very interesting to see each of their different teaching styles and how they addressed the math concepts and getting to know each girl’s personality and learning style. I stayed and observed for 5-10 minutes, then left the women to work with the girls.

I checked up on the women and the girls every 10 to 15 minutes, but everything seemed to be running very smoothly. When I checked in around 4:20, the women asked if they could switch from math activities to games because the girls had mastered all the concepts they had taught them. After they played games with the girls, I brought in the snack, and we let the girls go for the day. I feel comfortable now leaving those cards with the women so that they can use them again next week or the week after.

I still need to figure out how I’m going to leave the money for snacks and arts and crafts projects with the school. While I’d love for the women to be completely self sufficient and do it on their own, I don’t trust them yet. I think I’m going to leave the money with Matt and Kate and see if they’ll do the daily shopping and arts and crafts project shopping once a week for me.

Day 16: 25 November, 2009

Theme: Reading

Plan:

- Meet with the women at 3pm to discuss Thursday (I won’t be there)
- Story telling
- Reading with the children
- Improve reading skills

The women did not show up for the 3pm planning meeting today. They showed up around 3:25, right in time for the program to start on time. I told the women that today’s program would focus on reading and group storytelling. I had already asked the girls to each grab a book and read to themselves for a little bit. I told the women to let them read by themselves for the next ten minutes while they strategized how they wanted to run today.

When I came and checked up on the women, they had the girls in a circle and were exchanging stories. Liz informed me that they had read two stories to the girls as well. After reading time the women led the girls in a bunch of songs and dance that we instructed and sung in Kiswahili. I noticed today that Nancy, who has not been consistently showing up to the program, did not seem as enthused or interested in the children. If her behavior continues like this the rest of the week, I’m going to have to ask her to leave the program. She is not contributing as much as the rest of the women and is

bringing down the program's vibe. Emily also did not show up today; however, when Emily does show up, she is extremely helpful and enthusiastic.

After giving the girls a snack, Liz informed me that she could not be at the program tomorrow because she has to pick her kid sister up from city center. Two of the other women informed me that they would not be at the program on Friday because of the Islamic holiday. The women also informed me that tomorrow they'd be teaching the girls traditional Kenyan dance.

Day 17: 26 November, 2009

Theme: Games

Plan: See how the women manage the program by themselves. They were instructed to play games with the girls

Today is Thanksgiving; therefore I did not go to school today. I spoke with the women yesterday about running the program today by themselves. They seemed excited and able. I left snacks with teacher Madahana and asked her to keep an eye on the program. She said she would and would inform me on how the program went on Friday.

Day 18: 27 November, 2009

Theme: Games and Songs

The board meeting that started at 2:30 pm today held in the library ran late; therefore, the program started late. All of the women showed up on time, and I had them go into the classroom and work with the girls for a little on math before the library opened up for the girls. The meeting ended at 4pm, so the program only ran for an hour today. We began the program playing 'Duck Duck Goose' and singing Lion Hunt and Princess Pat.

Lastly, I taught the other women how to play "Teacher Says." I first played a few round with the girls, and Liz did as well. We then passed it off to the other women so that they could take a turn instructing the girls. Florence and Agneta both did very good jobs. After teacher says, it was time to give the girls oranges and end the program.

The report from yesterday from teacher Madahana is that the program went very well and smoothly. She had no worries or complaints. This made me very happy because I think that the program will run smoothly without me next week and the weeks to come. The women didn't have any concerns when I asked them how the program went well yesterday and the girls responded that they had a great time!

Day 19: 30 November, 2009

Plan: Handover the program

Today I laid down the framework of handing over the program. It was as follows:

1. I left Matt and Kate the money for the girls to have fruit for the next three weeks (14 days of the program because I already got the oranges for today).
2. I sat down with the women and told them that my last day is Friday. I explained to them that I would be at the program on Thursday and Friday, but not again after that.
3. I described to them the structure of the program, explaining that 1 day a week must be reading, 1 day math, 1 day arts and crafts, 1 day music and song, and 1 day games and dance.
4. I told them that until school closes on the 18th of December, (3 weeks from today), we will have 3 art projects and I will bring one Thursday or Friday. By the end of the week I told them to tell me what they wanted to do for the other two projects, and I'd gather the supplies for them before I leave on Friday.

I also asked the women if they had any concerns with me leaving. They said that they had everything under control and that they were going to miss me, but not to worry. I have decided that I'm going to leave Dama, Liz and Florence in charge, and make sure they have Matt and Kate's phone numbers, etc

before I leave. I also told the women I would be leaving an activity guide with them that explained the philosophy of the program and its bare-bones structure in addition to the songs and games that I taught the girls. As I was leaving today the girls were learning and singing traditional music and dance from all of the women. They were engaged with smiles on their faces. I have a good feeling that I've left the program in good hands.

ACTIVITY GUIDE

The Kibera School for Girls After School Program

December, 2009

Program Guidelines:

Basic Information:

Participants: The two mixed classes (kindergarten and class 1) at the Kibera School for Girls

Location: The Kibera School for Girls

When: After school Monday – Friday

Time: 3:30pm – 5:00pm

Dates: The program began on November 4th, 2009 and will continue to run until the December 18th, 2009 when the school closes for the term. The program will resume January 4th, 2010 when the school begins its new term.

Staff in Charge: Florence, Dama and Liz

Syllabus:

Five Focus Areas:

1. Math Skills – building on current school concepts, reinforcing previous taught concepts and pushing girls beyond their current frame of knowledge
2. Games – focusing on teamwork and teambuilding, listening skills and sharing
3. Songs and Dance – focusing on confidence building, honing individual talent and acting as a stress relief
4. Reading and Storytelling – with a special emphasis on telling stories and reading in English as well Kiswahili
5. Arts and Crafts – to develop the girls' individuality through art and reveal their personal aspirations

*Each of these areas should be the focus of the program one day a week.

Snack: Fruit will be provided by school administrators for the girls every day. Program staff is required to cut the fruit in half and distribute one piece of fruit to each of the girls.

Program Requirements:

- Children should leave smiling – the most important thing is that the children are enjoying themselves
- At least two program staff members should be present on any given day
- Staff should be actively facilitating program activities, not just sitting around and watching
- Girls should be positively reinforced
- At least one song should be sung a day
- Children should be instructed in English as much as possible
- Children should be encouraged to express thoughts, stories, etc in English

For example songs, games and dances, art projects, math lessons and stories, see the subsequent pages of the activity guide.

Math Activities:

Group Counting – Have the girls count out loud from 1 until a certain number. This should be used as a warm up activity.

Drill Flashcards - Ask the teachers for the flash cards they use with the girls in class. There are flashcards that work with addition, subtraction, multiplication and division

Number and Pattern Flash Cards –There are two different types of flashcards. There are two sets of flashcards that contain the numbers 1-50. There are three sets of flashcards that consist of triangles, squares, diamonds, stars, circles, oranges and apples. Each of the shapes appeared in 5 different colors. Split the girls up into five groups. Allocate one set of flashcards to each group.

Ideas for number flashcards: Have the girls order the numbers 1-50. Have the girls continue the following patterns until the number 50.

- 1,3,5...
- 2,4,6...
- 1,4,7,10...
- 5,10,15,...
- 3,6,9,12,...
- 4,8,12,16,...
- 2,7,12,17,...
- 1,5,9,13,...
- 2,8,14,20,...
- 1,2,3,5,8,13,21,...

Ideas for the shape flashcards:

- Sort the cards by shape
- Sort the cards by color
- Sort the cards by shape AND color
- Identify and write the names of all the shapes and color in English

Math Bingo – As the teacher to give you the Math Bingo game. Split the girls into 6 groups of approximately 5 girls. Distribute one bingo card and nine “apple covers” to each group. Pose each addition or subtraction problem to a specific group, and alternate groups. Make sure the girls raise their hands to answer the math problems – do not let them call the answers out. Give the girls time to think about the math problem before you let them answer. Play until a winner is reached.

Mingle Game – Ask teacher Madahana to show you how to play this game. Have all the girls stand in the library, and you sing, “Mingle Mingle Mingle Mingle. Mingle Mingle Mingle Mingle.” As you sing this, the girls should be walking around, dancing, etc. Then, tell the girls to make a group of “5” or any number possible considering the number of girls present. The girls who do not fit into these groups are then out. Continue singing and asking the girls to make different group sizes. To make the game more difficult: Ask the girls to make groups of “5 take away 2” or groups of “8 add 3,” etc.

Reading Activities:

Suggested Out-Loud Reading:

These are some of the girls' favorite books to read, and to be read to.

- *Madeline* by Ludwig Bemelman
- *Handa's Hen* by Eileen Browne
- *Kuku mdogo mwekundu na mbegu ya ngano – The Little Red Hen and the Grains of Wheat* by Henriette Barkow
- *The Cat and the Hat* by Dr. Seuss

When reading to the girls:

- Have them sit on the floor and you sit on a chair in front of them
- Make sure they can see the picture in the book while you are reading to them
- Pause after lines and let them repeat the lines back to you
- Repeat with the girls words that they are having difficulty pronouncing
- Periodically ask the girls simple plot-based questions to make sure they are listening and to test their reading comprehension skills

Storytelling:

The girls love to tell stories and be told stories. This is a great way to end a reading lesson, as it gives each of the girls a chance to talk and build confidence

- Sit the girls in a large circle on the ground
- Ask for volunteer storytellers – ask for stories in English first
- Pick a girl and have her come into the center and have her tell her story
- After attempting stories in English, encourage the girls to tell stories in Kiswahili
- Make sure the other girls remain quiet and respectful
- Clap after each story is told
- Give everyone a chance who wants to tell a story
- End with telling the girls one of your stories!

Independent Reading:

It is important to give the girls time to read on their own. During this time the girls can struggle through sounding out various words and make links between pictures and words, helping their reading development.

- Give the girls 10-15 of independent reading time
- Make sure every girl has her own book
- Don't let the girls switch books every 2 minutes, otherwise they are clearly just looking at pictures and not attempting to read
- Offer to assist the girls with words
- Ask simple questions about the stories in the books

SONGS:

Lion Hunt:

(Repeat after every line)

CHORUS:

Goin' on a lion hunt.
Gonna catch a big one.
I'm not scared.
Tall Trees,
Green Grass,
And look at the pretty flowers,
Can't stop to pick them,
Got to keep moving.

Do you see what I see?

Trees!
Can't go over it.
Can't go under it.
Can't go around it.
Gotta go up it. [Make gestures climbing up and down.]

CHORUS

Do you see what I see?

Grass!
Can't go over it.
Can't go under it.
Can't go around it.
Gotta go through it. Grass [move hands together and apart]

CHORUS

Do you see what I see?

Mud!
Can't go over it.
Can't go under it.
Can't go around it.
Gotta go through it. [Make sloshing sounds and move hands as if slogging]

CHROUS

Do you see what I see?

Monkeys.
Can't go over it.
Can't go under it.
Can't go around it.
Got to play with them. [Make monkey sounds and move arms in monkey manner]

CHROUS

Do you see what I see?

A Cave!

Can't go over it.

Can't go under it.

Can't go around it.

Gotta go in it. [act like you are feeling your way in a dark cave]

(In a whisper)

Goin' on a lion hunt.

Gonna catch a big one.

I'm not scared.

No trees,

Brown Grass,

And look at the pretty mushroom,

Can't stop to pick them,

They're probably poisonous anyways.

Do you see what I see?

A LION!!!

AHHHHH!

Run out of the cave!

Through the monkeys!

Through the mud!

Through the grass!

Up the tree!

Into my bed!

I'm never going on a lion hunt again!

The Princess Pat:

(repeat after every line)

The Princess Pat

Lived in a tree

She sailed across

The seven seas

She sailed across

The Channel Two

And she took with her

A rig of bamboo

A rig of bamboo

Now what is that?

It's something made

By the Princess Pat

It's red and gold

And purple too

That's why it's called

A rig of bamboo

Now Captain Jack

Had a mighty fine crew

He sailed across

The Channel Two
But his ship did sink
And yours will too
If you don't take
A rig of bamboo

A rig of bamboo
Now what is that?
It's something made
By the Princess Pat
It's red and gold
And purple too
That's why it's called
A rig of bamboo

Hokey Pokey:

You put your right foot in
You put your right foot out
You put your right foot in
And you shake it all about.

You do the Hokey Pokey
And you turn yourself around
That's what it's all about!

You put your left foot in
You put your left foot out
You put your left foot in
And you shake it all about.
You do the Hokey Pokey
And you turn yourself around
That's what it's all about!

Continue pattern above, but substitute in...

Right Arm
Left Arm
Right Elbow
Left Elbow
Head
Whole Self

Finish with...
AND THAT'S WHAT IT'S ALL ABOUT!

Head, Shoulders Knees and Toes:

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
and eyes and ears and mouth and nose,
Head, shoulders, knees and toes, knees and toes

Neck, elbows, hips and feet, hips and feet

and thighs and rears and lips and teeth,
Neck, elbows, lips and teeth, lips and teeth.

There Was a Great Big Moose:

(Repeat after every line)

There was a great big moose!
He liked to drink a lot of juice.
There was a great big moose!
He liked to drink a lot of juice.
Singin' oh way oh
Way oh way oh way oh way oh
Way oh way oh
Way oh way oh way oh way oh

The moose's name was Fred.
He liked to drink his juice in bed.
The moose's name was Fred.
He liked to drink his juice in bed.
Singin' oh way oh
Way oh way oh way oh way oh
Way oh way oh
Way oh way oh way oh way oh

He drank his juice with care,
but he spilled some in his hair.
He drank his juice with care,
but he spilled some in his hair.
Singin' oh way oh
Way oh way oh way oh way oh
Way oh way oh
Way oh way oh way oh way oh

Now he's a sticky moose
Because he's all covered in juice!
Singin' oh way oh
Way oh way oh way oh way oh
Way oh way oh
Way oh way oh way oh way oh

Row Your Boat:

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

BINGO:

There was a farmer who had a dog,
And Bingo was his name-o.

B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
And Bingo was his name-o.

There was a farmer who had a dog,
And Bingo was his name-o.
(clap)-I-N-G-O
(clap)-I-N-G-O
(clap)-I-N-G-O
And Bingo was his name-o.

There was a farmer who had a dog,
And Bingo was his name-o.
(clap)-(clap)-N-G-O
(clap)-(clap)-N-G-O
(clap)-(clap)-N-G-O
And Bingo was his name-o.

There was a farmer who had a dog,
And Bingo was his name-o.
(clap)-(clap)-(clap)-G-O
(clap)-(clap)-(clap)-G-O
(clap)-(clap)-(clap)-G-O
And Bingo was his name-o.

There was a farmer who had a dog,
And Bingo was his name-o.
(clap)-(clap)-(clap)-(clap)-O
(clap)-(clap)-(clap)-(clap)-O
(clap)-(clap)-(clap)-(clap)-O
And Bingo was his name-o.

There was a farmer who had a dog,
And Bingo was his name-o.
(clap)-(clap)-(clap)-(clap)-(clap)
(clap)-(clap)-(clap)-(clap)-(clap)
(clap)-(clap)-(clap)-(clap)-(clap)
And Bingo was his name-o.

Baa Baa Black Sheep:

Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full.

One for the master,
One for the dame,
And one for the little boy
Who lives down the lane.

Baa, baa, black sheep,
Have you any wool?

Yes sir, yes sir,
Three bags full.

Oringo:
(song is sung in a big circle with everyone holding hands)

Solo: Oringo
All: Mbayaya
Solo: Oringo
All: Mbayaya
Solo: Baba _____ (girl's name) piga magoti tukuone sura yako pinglipingli oringo
(Call names one by one and kneel when your name is called – repeats until everyone's name is called and everyone is kneeling)
Solo: Simama (everyone stands up)
All: Wote
Solo: Simama (everyone stands up)
All: Wote
All: Changilingili changilingili... (said as everyone goes around in a circle)

LALALA:
Solo: Lalala
All: La
Solo: Lalala
All: La
Solo: Nawewe _____ (girls's name)... [Call the names of all the girls one by one, when they hear their name they enter the middle of the circle]

Solo: Uingie ndani
All: La
Solo: Nakikombe chako
All: La
Solo: Ukawa sugu
All: Sugu
Solo: Ucheze show
All: Show
(girl dances)
All: Ogota maganda peleka Uganda zimepand bei sukuma

Games and Dances:

Duck Duck Goose - To start, the girls sit in a large circle facing each other. Choose one girl to be "it" first – do this randomly. The person who is "it" walks around the outside of the circle and taps the top of the other girls' heads labeling them either a "duck" or a "goose". When someone is called a "goose" they get up and try to chase "it" around the outside of the circle. The goal is to tap that person before they are able sit down in the "goose's" spot. If the goose is not able to do this, they become "it" for the next round and play continues. If they do tap the "it" person, the person tagged has to sit in the center of the circle. Then the goose becomes it for the next round. The person in the middle can't leave until another person is tagged and they are replaced.

Teacher Says – Line the girls up across from you, a few meters away. Tell the girls that they should follow everything you do, but only if you first say the words "Teacher Says." Tell the girls that they will become out if they follow an order that does not begin with "Teacher Says" or if they fail to do whatever "Teacher Says." Begin with something like... "Teacher says hands on your head," and look to make sure the girls have put their hands on their head. Continue with orders like "Teacher says turn around" or "Teacher says dance." Then, give an order that does not begin with "Teacher says" like "Hands on your hips." The girls who put their hands on their hips are now out, and must sit down. The game is played until only one girl remains – she is the winner. In order to make the game more difficult, give the orders faster.

Hopscotch – Use chalk to draw a hopscotch pattern on the ground. It should have eight spaces and be numbered 1-8. Each player has a marker such as a stone, bottlecap, etc. The first player stands behind the starting line to toss her marker in square 1. Hop over square 1 to square 2 and then continue hopping to square 8, turn around, and hop back again. Pause in square 2 to pick up the marker, hop in square 1, and out. Then continue by tossing the marker in square 2, and so on and so forth. All hopping is done on one foot unless the hopscotch grid is designed so that two squares are side-by-side. Then two feet can be placed down with one in each square. Girls always hop over any square where a marker has been placed.

A girl becomes out if she...

- Marker misses intended square
- Girl steps on one of the grid's line
- Looses balance and puts a second foot or hand down
- Girl steps into square where a marker is
- Girl puts two feet down in any given box

Wonderball – All of the girls sit in a circle and pass around a ball while they sing the song "The Wonder Ball," the lyrics are as follows:

The Wonder Ball

Goes round and round

You must not let

It touch the ground

For if you do

I'm telling you

Out

Goes

Y-O-U

Whoever is holding the ball at the end of the song is out and must leave the circle until everyone is out and a new game begins. Girls may not throw the ball away or at another girl to escape becoming "out."

London Bridges – Choose two girls to make an arch. Have them face each other and hold hands. Have them lift their held hands up above their heads, making an arch. Put the other girls in a line at the entrance to the archway. Begin singing the song, "London Bridge."

The song "London Bridge" is as follows:

*London Bridge is falling down
Falling down, falling down,
London Bridge is falling down,
My fair lady.*

Have the other girls walk/dance under the archway, creating a circle of girls that continually pass under the arch. On the last word of the rhyme, have the two girls making the archway drop their hands down and try to capture a girl walking underneath – if a girl is captured she is then “out.” Continue singing the song until all the girls are captured – except one – she is the winner.

Nyama Nyama Nyama – a traditional Kenyan game. Have the girls make a large circle. One of the teachers will call out “Nyama Nyama Nyama” while jumping, and the girls will respond by jumping and saying “Nyama.” This is called out twice. The teacher then calls out different animals/meats in Kiswahili while jumping. The girls jump and call out “nyama” in response. Every once and a while, the teacher will call out something non-edible. If any of the girls jump after this animal/object is called, they are out. The game continues until only one girl remains – she is the winner.

Limbo – Need a long stick, pole, meter stick, etc. Have two program staff members hold the limbo stick to start over a meter from the ground. Have the girls make a single-file line in front of the stick. Every girl in line must then go under the stick by walking forward and bending backward under the stick. If one of the girl touches the stick with their stomach, falls backward, or is unable to bend under the stick, they are out. Once everyone has had a turn going under the limbo stick at the set height, start again by lowering the stick about 10 centimeters. Continue lowering the stick each round until there is only one girl that can make it under the stick – she is the winner.

The following games require music (drum, guitar, a radio, computer, CD, etc):

Musical Chairs – Have each of the girls grab a chair and make a circle with these chairs. Have all of the girls stand in the middle of the chairs. Start the music and tell the girls to dance! As they are dancing, remove one of the chairs so that there is one less chair than the number of girls playing. Make sure that the girls are not hovering, guarding or sitting in the chairs – they are to be dancing. Stop the music – the girls should know that when the music stops they are to sit in a chair. The one girl who does not have a chair to sit in is out. Have the girls stand up and continue dancing when the music starts. Continue above steps until only one girl remains – she is the winner.

Freeze Dance – Play music for the girls, whether it be from a drum, a guitar, CD, computer, etc. Have the girls stand in the middle of the library and encourage them to dance however they’d like. You can lead different dances in the front of the girls and have them copy you, if you’d like. Have the girls continue dancing until the music stops. When the music stops, the girls should instantly freeze. Any girl that moves when the music stops is out. Continue playing until only one girl remains – she is the winner.

Arts and Crafts:

Name Collage:

Necessary Supplies:

- Crayons
- Construction paper
- Scissors
- Old magazines and newspaper
- Glue

Before the program starts, program staff members should look through old newspapers and magazines and cut out hundreds of colorful letters, which should then be sorted by letter and placed on a special “letter table.” When the program begins, girls should be seated at tables where they are given a piece of construction paper and crayons to decorate the paper. Girls should be called up in twos to the front letter table where program staff members help the girls pick out the letters that make up their names. After picking out the letters, the girls can then paste them with glue in the designated gluing area. While the girls wait to be called up to select letters, they can decorate the paper the letters will be pasted on.

Paper Chains:

Necessary Supplies:

- Glue
- Scissors
- White paper
- Crayons

Before the program starts, the program staff should cut standard white copy paper into 5-cm thick strips. Girls should be sat at tables and distributed crayons. Each girl should receive around 10 strips to color. Girls should be told to color both sides of the strips of paper and required to write their name on a couple of the strips. The girls should be encouraged to draw whatever they’d like and to use patterns, striped, hearts, etc. When the girls are finished decorating a strip, it should be brought to a program staff member, who is assembling the chain as the girls are coloring. The chain is assembled by gluing the strips together in the form of a chain.

“All About Me” Posters:

Necessary supplies:

- Colored poster board
- Crayons
- Plain white paper
- Black marker
- Scrap paper

Every girl will make a poster entitled “All About me.” The poster will include a self portrait of each girl juxtaposed with some basic information about the girl. The posters should be pre-made and cut, with lines for the girls to answer the questions. Sample questions include the following:

Name:

Age:

I live in...:

Brothers:

Sisters:

Favorite Subject:

Favorite Food:

Favorite Song:

Favorite Book:

When I grow up, I want to be...:

While some girls are filling out the information, the other girls should be using crayons to draw their self portraits. Program staff should help the girls fill out their information. They should pose the questions to the girls in Kiswahili, and then write their answers down on a piece of scrap paper in English, which the girls can then copy onto their posters.