

# Challenge #1

## Learn to Speak Swahili

**Goal** To help readers make a connection between their lives in Canada and the lives of children in Tanzania, while also developing literacy skills.

**Introduction** Introduce the unit by asking the students if they know where Tanzania is. Have them guess some information that they will later see in the text: a) What continent is Tanzania in? b) How big is this country compared to Canada? c) What might a school day be like in Tanzania - what might they do in school? d) How do they get to school? e) What are some things that you might expect to be the same as your school? f) What might be different?

**a.** Pull down a map of the continent of Africa and have the students look for Tanzania.

**b.** Now that their interest has been piqued let them read the article in chickaDEE and see if they guessed right. Discuss the article with them.

### Learning Activities for Students

**a.** Give each student a card with a Swahili word on it. Select animal names or names of other things that would interest the children. Divide the class into two teams. One team member at a time either makes a sound or performs an action to try and show the opposite team what the word means. (English is on the back of the card.) Each team alternates playing the charade type of game. The kids then stick the names on a board and each of them ensures that they remember the name on their card. The teacher then offers the kids the opportunity of trying to remember as many of the words as possible. (For word lists: <http://www.gicom.com/hassan/swahili.html>)

**b.** Teach the kids some simple phrases and encourage them to link the phrase to one of the names learned from the website to make a type of sentence, e.g., “Kwaheri simba!” (“Goodbye lion!”)

**c.** Using simple phrases of greeting, teach the children to develop an improvisation in which they meet and greet Ester. They use the very simple Swahili phrases. They work in pairs – one person is Ester, the other is themselves. They can have Ester use English phrases of greeting to respond. Then the pairs can switch roles.

**d.** The kids can make drawings to represent either just the name or of the phrase. (Use 9” X 12” paper so that the drawings can be mounted.)