

# AFRICAN SAFARI PROGRAM PROPOSAL FOR THE ASPIRE PROGRAM\*

## INTRODUCTION:

My name is Elizabeth Kahura the founder of the African Safari program. I would like to take this opportunity to offer my sincere gratitude to the ASPIRE program for allowing African Safari program to participate in the 2010 spring and summer events. The mission of your wonderful program is in line with what I have been doing for the last ten years and that is enriching and improving the lives of our future generation. Through music, performing art, storytelling, literature, and original pictures, the audience actively participated in the feeling of Africa. I am writing this proposal because I would love to continue being a part of the calendar events for the 2010 ASPIRE program and support where I can. My goal is to provide a seven weeks continuous series that broadly educate students about: the true meaning of Africa, her people and their culture, her geographical nature and her relationship to the outside world. Growing up in a traditional African village, I learned everyone has a specific role to fill in order to make the community successful. Applying this knowledge to my performances, I share the importance of cultural values, how they influence our identities, and the interdependence of the individuals within the community. Concepts like character development, self –empowerment and power to dream come to life. As a teacher by profession I believe that my program complements the ASPIRE’S vision and her educational objectives of knowledge enrichment and offering programs that are relevant to the school’s curriculum.

## HOW WILL AFRICAN SAFARI PROGRAM BENEFIT THE ASPIRE PROGRAM?

1. African Safari will provide important information that is curriculum aligned with TEKS. The programs are adjustable to meet the needs of any audience based upon age, education and abilities. African Safari program has successfully provided services to various elementary, middle and high schools.
2. The subjects that African safari will help to enhance include:
  - **Social Studies:** The students will understand how people learn about themselves through families, customs and cultural traditions. They will understand values from an African perspective and how they can incorporate them in their day to day life here in the United States. This will be implemented through storytelling and performing art. By acquiring this information the students will improve their critical-thinking skills. Students will learn about various African cultural celebrations and be able to compare them with the celebrations in Texas, United States and in other nations. Holidays like Kwanzaa, St Patrick’s Day and Cinco de Mayo will be highlighted. By the end of the program all the students will have a better understanding of different

cultures and will be in a position to identify the similarities and differences within and among cultures in various world societies.

- **History:** By introducing the diverse African history, the students understand the influences of individuals and groups from various cultures on various historical and contemporary societies. They become aware of relationship that exists among world cultures. Students will embark on a journey to the continent of Africa by learning about the timeline and historical facts about Africa. They get understand the roots of the African Americans and how far they have come.
- **Geography:** In this area the program will touch on the continents of the world by using maps. This will help the students to understand and visualize the location and characteristics of each continent. The program will highlight how geographical factors have influenced the economic, social and political development of continents.
- **Literature:** Through African storytelling, drama, poetry and art, the program helps to elaborate on different cultural and historical aspects. Students learn how stories from different continents can be similar and also carry the same messages.

## **PROGRAM IMPLEMENTATION**

The program provides a seven weeks continuous series that is composed of workshops, demonstrations and role play. Each series is divided into sections. Each section is expected to run for 45 minutes .This series include:

### **OVERVIEW OF SEVEN WEEK SERIES**

#### **1. WEEK ONE:**

**A DAY IN AFRICA:** The main objective of this program is to show the importance of embracing diversity and how positive life values can be introduced from one culture to another. This program also introduces the differences between rural and urban Africa.

##### **SESSIONS:**

- A. An introduction of Africa as a continent and her geographical nature. This is enhanced by showing and explaining the map of Africa. Original pictures and slides will be used to show a variety of African geographical features including her diverse wildlife community.
- B. An introduction of African cultures and lifestyles. This is brought to life by demonstrating clothing and art from different African countries. Variety of handmade music instrument s helps to elaborate the lifestyles of Africans.
- C. An introduction of the common African Swahili language: Students will learn simple Swahili words and phrases. This is enhanced through music, stories demonstrations and translations.
- D. **Workshops:** At the end of this series students will receive a variety of information to test their acquired knowledge. Information like; filling countries in and African map, translating Swahili words and recognizing African geographical features. Other projects include, creating handmade musical instruments and making masks, jewelry and artifacts

#### **2. WEEK 2:**

**FOLKTALES FROM AFRICA:** The main objective of this program is to show how storytelling can be related from one culture to another and from one continent to another. Different forms of storytelling are portrayed in this series. Positive Lessons will

be learned from each story. Student will participate through performing acts. Use of puppetry and costumes will help to enhance the performances:

**SESSIONS:**

- A. Understanding world cultures through storytelling. Explaining the meaning and characteristics of folktales. Showing how folktales carry similar characters all over the world.
- B. Sharing African trickster stories with an emphasis on characters like Anansi the spider, the clever hare and the wise turtle or tortoise. Introducing trickster story characters from other continents like: North American coyote, raven, javelina and hare, European fox and Japanese badger. Puppetry will be used in telling these stories.
- C. Involving students in storytelling by allowing them to act out characters in different stories and drama. Introducing songs, poetry, and mimes as a form of storytelling.
- D. **WORKSHOPS:** At the end of this series the students will be encouraged to create their own short stories by using animal puppets and materials that will be provided to them. They will also participate in reciting poems and creating short mimes. Students will be reminded to always be creative, imaginative and to think outside the box.

**3. WEEK THREE:**

**THE SOUND OF AFRICA:** The main objective of this series is to encourage creativity through music. The students also learn how music influences the historical and cultural heritage of a community. By introducing the African handmade musical instruments students are inspired to always use their imagination and creativity. They are also able to see the similarities of the instruments that they would normally use here in America or in other continents.

**SESSIONS:**

- A. The students get a chance to learn about different authentic African musical instruments: by name, origin and make. Each student will be allowed to experience the African beat by playing a variety of African instruments and making connections with other cultural instruments.
- B. Introduction of African dances and music. Students learn about the history of African Dance and music and how they play an important role in the lives of tribal events. Different African Songs and dances will be taught to elaborate how different cultures use music to express feelings and emotions and to observe ceremonies. Students will understand that the main difference between African dance and dances from other parts of the world is that African dance is polycentric-where each part of the body moves to different music

rhythms. Student will be provided with music and costumes to enhance their dancing and singing lessons.

- C. Drum Circles and Rhythm will be introduced in this series. Student will play drums and percussion instruments together as a group and also explore individual self expression within a group context. This is a highly interactive and entertaining activity that helps to increase musical aptitude, to build confidence among students and to demonstrate the significance of working as a team.
- D. **WORKSHOPS:** At the end of this series students will stage a dance performance for their peers. They will also create their own handmade music instruments using recyclable materials that will be provided by the African safari program.

#### 4. **WEEK 4:**

**AFRICAN ART:** The main objective of this series is to show how African art plays a major role in the African society. Most ceremonies and activities (such as singing, dancing, storytelling, etc) cannot function without visual art. Students will understand the historical and cultural heritage of each art while identifying the similarities and differences of the art in their communities and around the world. Through this analysis students develop respect for traditions and contributions of diverse cultures.

##### **SESSIONS:**

- A. Students get to see and touch a variety of African Art including: Sculptures, paintings, pictures, masks, handmade music instruments, clothing, and jewelry. A detailed explanation will be provided for each art.
- B. Creative expression: Students will work in groups to create and design African masks. Materials for this project will be provided by the African safari program. The children will examine some African masks on line or from books before they create their designs.
- C. Using the concept of colors: By explaining the meaning of common African colors, students will understand how colors can be used as a means of expression and also for beauty. These colors can be observed in form of clothing, jewelry, flags and geographical features. Students will be provided with materials to design their own jewelry. Students will be encouraged to express their creativity and skill by showing how forms of color patterns portray different concepts.
- D. **WORKSHOP:** At the end of this series students will stage their artwork to the other students and also explain the content of their art (how and why they chose each art.) Students will compare and contrast artworks from a variety of cultural settings and also identify the roles of art in the American society.

## 5. WEEK 5:

**A JUNGLE WALK:** The main objective of this series is to compare the similarities and difference of the flora and fauna from different continents. Concepts like variations, adaptations of species will be highlighted in this segment. Students will learn the importance of conserving the environment and preserving wildlife (especially the endangered species.)

### **SESSIONS:**

- A. Students will observe a short video showing: the geographical nature of Africa, wildlife living in their natural habitats and people relating to their surroundings. By using slides and pictures, students will farther learn how the present way of life has affected our natural flora and fauna.
- B. Students get to understand the similarities and differences of wildlife species living in different continents and how they adapt to their environment. This will be enhanced by using animal puppets to demonstrate their characteristics.
- C. Literature: By using animal folktales, music, and poems students understand the historical background of different species. Students get to be part of the performance act.
- D. **WORKSHOPS; By** the end of this series each student will create and design individual animal masks. They will be encouraged to come up with short stories, poems or phrases to elaborate the character of the animal of their choice.

## 6. WEEK 6:

**KWANZAA:** The main objective of this series is to help students understand ethnic and cultural celebrations of the United States and other nations. The students will compare and contrast cultural holidays celebrated in Texas like St. Patrick's Day, Cinco de Mayo, Kwanzaa, Hanukah, and Christmas.

### **SESSIONS:**

- A. Students will learn that Kwanzaa is one of the winter holidays celebrated in United States. They will understand the meaning and originality of Kwanzaa and why it is an important African –American cultural holiday.
- B. A Kwanzaa display will be presented to elaborate the symbols of the celebration. Each symbol will be labeled in both English and Swahili (a national language spoken in Africa.) Students will be able to identify how historical and cultural heritage influences different ethnic groups.
- C. The seven principles: students will understand these principles reinforce seven basic values of African culture which contribute to building and reinforcing family, community and culture among African American people. Students will participate in lighting seven candles that represent the seven principles of Kwanzaa. They will learn the meaning of the seven principles in both English and Swahili. Students will draw connections on how these principles can be adapted in their day to day life.
- D. **WORKSHOPS:** At the end of this series students will be encouraged to create Kwanzaa symbols using recyclable materials, and also make a woven place mat from construction paper. They will also be provided with coloring Kwanzaa information. Students will also learn Kwanzaa poems, music and dance all in the spirit of celebration.

## 7. **WEEK 7:**

**BLACK HISTORY:** The main objective of this series is to celebrate the importance of African American achievements and contributions in the united Americans and around the world. Students will understand how Africa influenced the history and cultural background of the African Americans.

### **SESSIONS:**

- A. Students will learn about the origin of Black history month, why it was founded and who encouraged this idea. An introduction of the African Americans Time-line will be presented to the students to elaborate how far they have come. For activity: student will be encouraged to make a time-line about their lives.
- B. Contributions of Africa-Americans: students will learn how African Americans have affected the culture and history of United States in innumerable ways both in the past and present. This ways include: music, art, literature, science and government. Through pictures, slides and historical information students will learn about some important African African-American personality. For Activity: Students will be encouraged to make a poster of their favorite character explaining why they think they are important.
- C. The power to dream: Through music and poetry students will learn the importance of empowering and believing in themselves. Each student will be encouraged to model their gifts and talents.

- D. **WORKSHOP:** At the end of this series students will work together as a team to create a “hand print dove unity wreath to symbolize cultural unity. They will also take part in the music and dance that relates to Black history celebrations.
- E. **PARENT SHOW CASE:** At the end of the seven weeks, parents will be invited to be a part of a forty minutes presentation staged by the students. Through music, poetry, drama and art, parents will see what the children have been working on for the past seven weeks.

### **TIME TABLE:**

The time table for these performances will be determined by the ASPIRE program facilitators. It is important to know that the ASPIRE directors have the liberty to choose any section from any series that they would like for me to present in their school location.

### **BUDGET:**

I will provide the following items:

- Drawing , coloring and writing supplies
- Prompts to enhance the performances including: pictures, clothing, musical instruments, artifacts, puppets, masks, and jewelry.
- For audio equipments I will provide: the projector, the screen, the lap- top and the CD player

### **COST:**

Each session (A, B, C, D or E) will run for a forty to forty-five minutes (depending on the age group).

The cost per visit per session is	\$100 dollars
The total cost for all seven weeks series is	\$2900 dollars

### **CONCLUSION:**



I am looking forward to working with the ASPIRE program to provide a variety of enrichment programs that will improve learning skills and enhance areas of learning that relate to the Texas Essential knowledge and skills (TEKS). The series will be educative, entertaining and informative. Students will actively participate in all of the hands on lessons and workshops. The information offered is both original and authentic. At the end of each series, students will be able to incorporate this information into their day-today life.

I appreciate your consideration for this program and I am looking forward to been a part of the ASPIRE calendar events. Let's work together to ensure that the world has a better understanding of the African continent and a more tolerant attitude toward cultural differences

Please feel free to browse my website at [www.safariprogram.com](http://www.safariprogram.com) to gain a better feel for my presentation style and content. Also I can be reached by e-mail or by phone.

Thank you very much

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