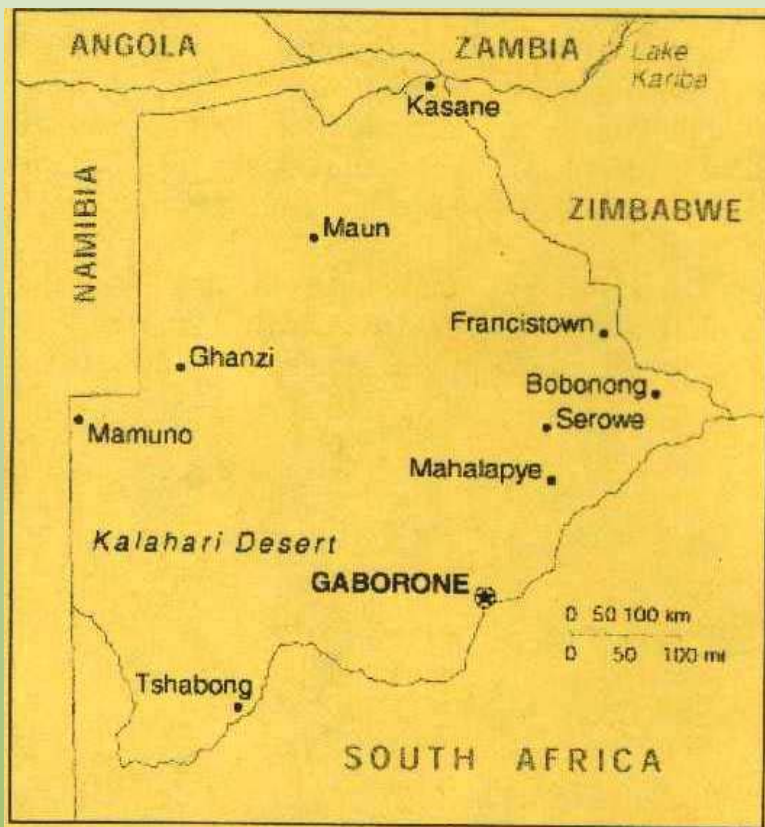


# International Study Guide Series

# BOTSWANA



Montana 4-H Center for Youth Development, Montana State University Extension

## MONTANA 4-H INTERNATIONAL STUDY SERIES

The 4-H program has had an active role in Montana youth and volunteer development for more than 75 years. It is most well-known for its local emphasis, but 4-H does exist in a broader context, from a local to an international level.

The ultimate objective of 4-H international and cross-cultural programming is "peace through understanding." Extension Service efforts help young people achieve this overall goal by encouraging them to:

- realize the significance of global interdependency
- develop positive cross-cultural attitudes and skills that enhance understanding and acceptance of people from other ethnic, social, or economic backgrounds
- appreciate the similarities and differences among all people
- assume global citizenship responsibilities
- develop an understanding of the values and attitudes of Americans

Since the introduction of international 4-H opportunities in 1948, the Montana 4-H program has been committed to the goal of global awareness and increasing cross-cultural understanding. Cultures are becoming more dependent upon one another for goods, services, food, and fiber. Montana's role in the international trade arena is ever-growing. The acquisition of increased knowledge of the markets and the people who influence those markets is crucial to the residents of our state.

The 4-H international programs are coordinated by States 4-H International Education Programs (S4-HIEP) for participating state 4-H Youth Development programs and by a consortium of states interested in the adult IFYE program. Funding is provided on the state level by the Montana 4-H Foundation through an endowment left by Geraldine Fenn and by program fees.

Additional information about youth and adult development and international opportunities through the 4-H program are available by contacting your local County Extension Office or the Montana 4-H Center for Youth Development.



The material for the study guide was originally compiled by Robin Armstrong, 2003 IFYE Representative to Botswana, and updated by Rick Verploegen, 2009 IFYE Representative to Botswana. It has been produced and distributed by Montana State University Extension and the 4-H Center for Youth Development. The publication of this study guide has been made possible by Montana State University Extension and the Montana 4-H Foundation.

## **INTRODUCTION**

The purpose of this study guide is to supplement an international presentation given by an IFYE delegate in a classroom environment. The IFYE (International 4-H Youth Exchange) Program is an in-depth cultural exchange designed for young adults, ages 19-30. These individuals live with host families during a 3-6 month exchange in one of over 10 hosting countries. Presentations focusing on their experiences and aspects of their host country can be fun and enlightening. They can, however, be more educational if combined with study and the activities included in this study guide.

The following material is provided in advance so classes have the opportunity to learn basic facts about the country. By studying in-depth about an area, youth are not overwhelmed with facts, figures, and details in a classroom presentation. Rather, they can examine the country up close and ask thought-provoking questions. Some adaptation of material may be required to best fit the age and education level of the class.

This country study guide contains:

- background information and questions for thought and discussion
- Post- Pre-test
- additional global awareness activities
- evaluation forms (return to the local County Extension Agent)
- country map

## **INSTRUCTIONAL APPLICATION**

This study guide approach has varied application possibilities in the classroom. Instructors may choose to present the material to students themselves or may choose a group-study approach. The class can be divided into groups of four to six students with each group studying one section of the handbook (i.e., geography, nation, people, lifestyles and customs).

Each group reads and researches its section, answering selected questions. Upon completion, groups can be assigned to deliver a cooperative report to the rest of the class.

The post- pre-test is included to measure the level of learning that takes place during the study of the country. Teachers may desire to use the test grade as a portion of the daily grade or simply use it as a guide to what was learned.

As a teacher, you may have other resources and activities to further supplement this study guide. Libraries, travel centers, museums, ethnic restaurants, and international exchange alumni are all sources of information.

# International Study Guide Series

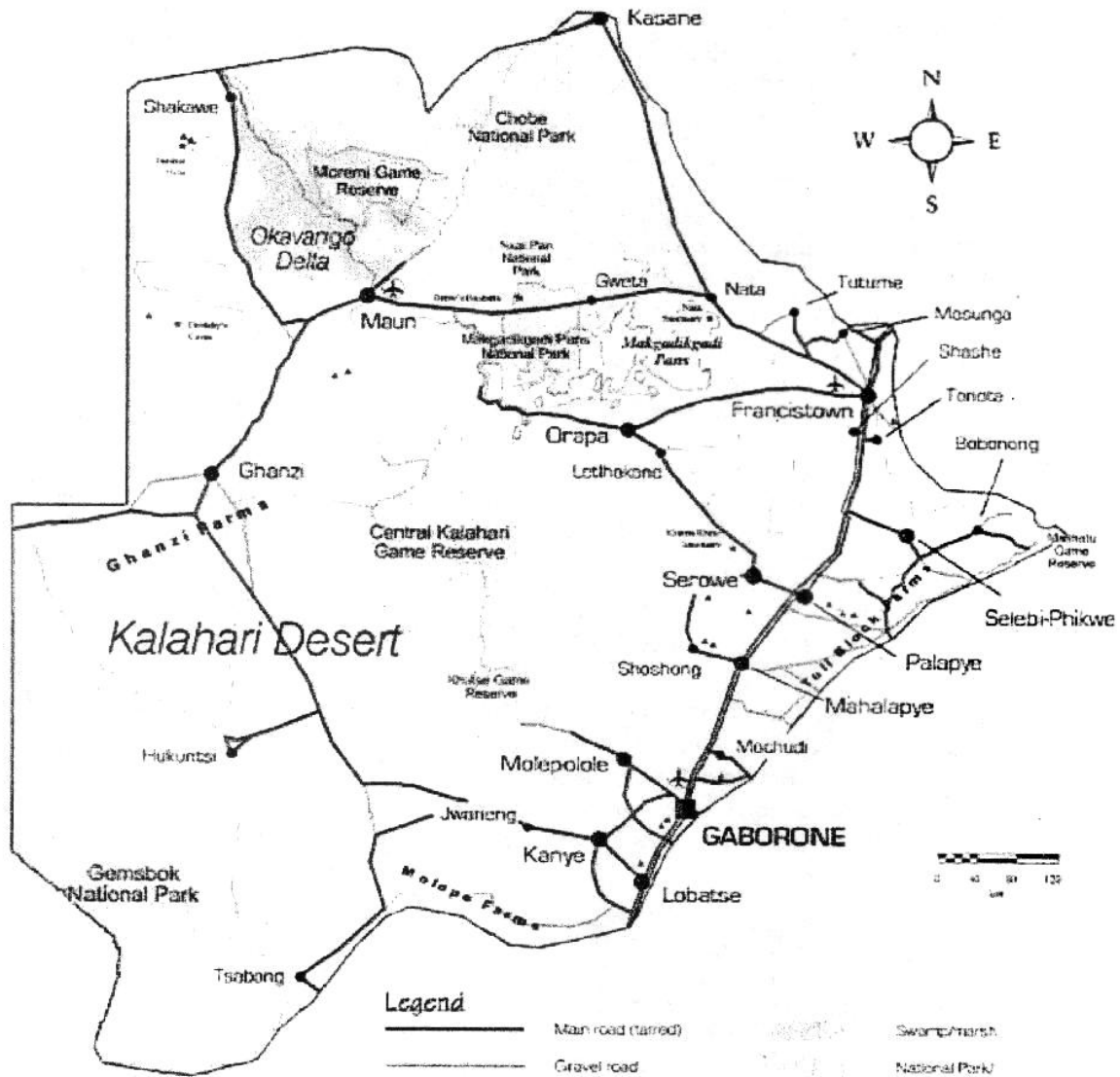
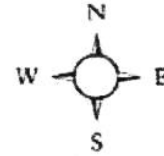
## Evaluation (Post- Pre-test)



	Before using this study guide, I knew....				Now that I have used this study guide, I know....			
	Circle one number for each statement				Circle one number for each statement			
	No	Sometimes	Usually	Yes	No	Sometimes	Usually	Yes
1. Where Botswana is located.	1	2	3	4	1	2	3	4
2. The size of Botswana and how it compares to states in the United States.	1	2	3	4	1	2	3	4
3. The seasons in Botswana.	1	2	3	4	1	2	3	4
4. The President of Botswana.	1	2	3	4	1	2	3	4
5. How Botswana and U.S. governments compare.	1	2	3	4	1	2	3	4
6. The main industry in Botswana.	1	2	3	4	1	2	3	4
7. How Botswana and U.S. schools compare.	1	2	3	4	1	2	3	4
8. About the health of Botswana people.	1	2	3	4	1	2	3	4
9. The population of Botswana.	1	2	3	4	1	2	3	4
10. The language of Botswana.	1	2	3	4	1	2	3	4
11. A typical Botswana greeting.	1	2	3	4	1	2	3	4
12. The religion of Botswana.	1	2	3	4	1	2	3	4
13. How Batswana view Americans.	1	2	3	4	1	2	3	4
14. How Batswana typically dress.	1	2	3	4	1	2	3	4
15. How Botswana and U.S. families compare.	1	2	3	4	1	2	3	4
16. What Batswana typically eat.	1	2	3	4	1	2	3	4
17. The most popular sport in Botswana.	1	2	3	4	1	2	3	4
18. Some of the major holidays in Botswana.	1	2	3	4	1	2	3	4
19. Some of the popular tourist spots in Botswana.	1	2	3	4	1	2	3	4
20. The kinds of animals typically found in Botswana.	1	2	3	4	1	2	3	4
21. How people from other countries live.	1	2	3	4	1	2	3	4
22. About people different from me.	1	2	3	4	1	2	3	4
23. About my country.	1	2	3	4	1	2	3	4



# Republic of Botswana



## Legend

- |  |                    |  |                       |
|--|--------------------|--|-----------------------|
|  | Main road (tarred) |  | Swamp/marsh           |
|  | Gravel road        |  | National Park         |
|  | Track (4x4 only)   |  | Game Reserve          |
|  | Railway line       |  | Capital city          |
|  | Perennial river    |  | Town/large village    |
|  | Hill feature       |  | Village               |
|  | Island             |  | International airport |
|  |                    |  | Place of interest     |

# **GEOGRAPHY**

## **LOCATION**

Botswana is located in southern Africa, directly north of the country of South Africa. It is a landlocked country that borders Zimbabwe, Zambia, Namibia, and of course South Africa.

## **SIZE**

The area of Botswana encompasses 600,370 square kilometers or approximately 216,133 square miles. This is nearly equivalent to the size of the state of Texas, and twice the size of Montana.

## **LAND AND CLIMATE**

Botswana is mostly flat, dry, and hot with only 2.5% of the total area being lakes and rivers. With hot summers and warm winters it is considered a semi-arid climate. In Botswana there are two main types of terrain: desert and savanna. The western portion is the Kalahari Desert and is the least populated. The southeastern area is the most populated and the coolest. The difference between the highest and lowest point is only 976 meters, or 3320 feet.

Botswana is south of the equator, in the southern hemisphere. For this reason, the seasons are the opposite of the United States. Winter, the dry season, is April through September. Summer, the rainy season, is October through March.

### **QUESTIONS TO THINK ABOUT**

1. How do the seasons of Botswana compare with those in The United States?
2. How large is Botswana, and which state does it most compare with in size?
3. What does it mean when a country is landlocked? Name one state that is landlocked?

# **THE NATION**

## **HISTORY**

Prior to European contact, the Batswana -as they call themselves- lived as herders and farmers under tribal rule. In the late 19th century hostility broke out and in 1885 England put “Bechuanaland” under its protection. The northern territory remained under direct administration and now makes up Botswana.

Against pressure from South Africa, in 1909 residents of Bechuanaland Protectorate asked for, and received, British assurance that they would not be included in the Union of South Africa.

In June of 1964, British accepted proposals for a democratic self government in Botswana. The seat of government was moved from Mafikeng, in South Africa, to Gaborone in 1965. The first constitution, also in 1965, led to the first general elections and to independence.

Seretse Khama was elected the first president and served two and a half terms before dying in office in 1980. Ketumile Masire became president and was elected twice following his Vice Presidency. He retired from office in 1998 and Testis Mogae became the third president. In 2008, he retired to be succeeded by former Vice President Seretse Ian Khama, son of the country's first president.

## **GOVERNMENT**

The long, conventional name of Botswana is Republic of Botswana. The government operates with a parliamentary republic government, with three main branches: Executive branch consisting of the President (Seretse Ian Khama), the Vice President (Mompoti Merape) and a cabinet which is appointed by the President; Legislative branch consisting of a House of Chiefs (15) and a National Assembly (44); Judicial branch consisting of a High Court, a Court of Appeals, and Magistrate Courts in each district.

Elections are held every five years and the President is elected by the National Assembly. Like the United States, every adult over 18 can vote in all elections and there is no political pressure throughout the election process. The most recent election occurred on October 16, 2009 and resulted with another victory for the ruling party, the Botswana Democratic Party. Other parties include the Botswana Congressional Party and the National Liberation Front.

Botswana is divided into eight political regions that are similar to our states. Each region is overseen by a Paramount Chief.

## **ECONOMY**

Diamond mining is the mainstay of the Botswana economy. There are three mines, two in the central region, and one in the southern region. The security around the mines is tight but, recently, tours have been allowed with advance reservations. Tourism, subsistence farming, and raising cattle are the other key sectors. Botswana has one of the world's highest growth rates

since it became a country in 1966 as it has been transformed from one of the poorest to a middle income country with an average annual income of almost \$14,000.

On the downside Botswana has to deal with high unemployment rates with official estimates of 23.8%, though unofficially it is believed to be closer to 40%. As such, 30% of the population lives below the poverty line. Shockingly high HIV/AIDS rates, as great as one in four people, also threaten to crash the gains that Botswana has made in the last few years.

The national currency of Botswana is the pula, which translated means rain. Rain is more important to the people than even money so it is aptly named. In 2009 US\$1 equaled P6.8.

## **EDUCATION**

Botswana's public school system is free and compulsory. Primary school consists of Standards 1-7 (grades K-6), junior secondary school (Forms 1-3 or grades 7-9) and senior secondary school (Forms 4-5 or grades 10-11). After secondary school is the option for college or trade school which is not free, nor provided for by the government. Most small villages have schools and in many places boarding schools are offered for the kids that are far from home. Boarding schools are most often junior and senior secondary schools.

## **TRANSPORTATION AND COMMUNICATION**

Public transportation in Botswana is easy to utilize. With taxis or buses traveling to all major cities and to or near almost all small villages, it is not too difficult to get around. Most people do not own cars so public transportation is generally crowded, but those that do have vehicles often pick up hitch-hikers for bus fee. There are nine paved airports as well; however most of the air travel is done by tourists.

Within the cities there are kombi (bus) and taxi services that can take a person anywhere for a relatively inexpensive fare.

Communication in Botswana is improving at an astonishing rate. Cell phone networks are available in almost every village. In villages with electricity the means for a land line phone is also available; however it is very expensive and most people stick with cell phones. Mail, like in America, is run by the government and is timely and inexpensive. Everyone has a post office box or bag and receives mail at the nearest post office. Internet services are scattered but becoming increasingly popular as time goes on.

## **HEALTH**

Health care facilities are improving over much of Botswana. There are large hospitals in most of the large towns and villages and in almost every other village there is at least a clinic staffed with a nurse and assistants. Well stocked pharmacies and chemists are easy to locate in the more populated areas. With the exception of South Africa, Botswana has the best health care in all of Southern Africa. However, clinics and hospitals are crowded and overworked as a result of the HIV/AIDS pandemic.



Approximately 24% of the adult population is infected with HIV/AIDS and they are dying at an alarming rate. In fact there are so many funerals that it has become custom to hold them on weekends so family members and friends don't continually miss work. Another health concern is malaria. In northern Botswana the risk can be high in the rainy season as that is the time of year when mosquitoes, which carry the virus, are most prevalent. Most malaria cases are caught in time and taken care of quickly.

#### QUESTIONS TO THINK ABOUT

1. What is the capital city of Botswana and when did it become the capital?
2. From whom did Botswana gain its independence?
3. Before its independence what was Botswana named?
4. How long must Botswana attend school? How does the school differ from ours in the United States?
5. Name the number one industry.

# THE PEOPLE

## NATIONALITY

While all residents of Botswana are referred to as Batswana (Motswana is singular), around 79% of the residents actually can claim this heritage. Kalanga (11%), Basarwa (3%) and others (7%, white included) make up the rest of the population.

## POPULATION

Around 1.9 million people live in Botswana which is growing at an annual rate of 1.9% each year. Of that 1.9 million, almost 50% are under 20 years of age. Over half of the people live in urban areas in the eastern portion of the country.

## LANGUAGE

English and Setswana are the official languages of Botswana. However, in addition to the official languages, Botswana is home to six or seven tribal languages. The area of Botswana determines which language is the most commonly used; however in addition to their mother tongue, a person will be proficient in Setswana as well, if not English too.

Greetings are a very important part of any conversation. In fact, it is considered rude to by-pass these greetings even in business settings. A typical Setswana greeting starts with “Dumela Mma/Rra.” (Good day Ma’am/Sir) “La Kae?” (How are you?) “Keten” (I’m fine.)

## RELIGION

According to official figures approximately 60% of Batswana are Christians, however only 20% attend church regularly. The remaining 40% hold to local traditional religions and other world wide beliefs as well. Even many of the avid churchgoers tend to have some belief in the old superstitions. In some places, people still blame sorcery as an explanation for bad events in their lives saying they have been bewitched rather than looking for rational explanations.

### QUESTIONS TO THINK ABOUT

1. How many people live in Botswana? How does that compare to the United States? To Montana?
2. What are the official languages in Botswana? Can you say a common greeting in the native tongue of Botswana?
3. Not everyone in Botswana grows up speaking the same language. In what ways might this make life more difficult? Can you think of ways in which it might make it easier?

# **LIFESTYLES**

## **ATTITUDES**

The people of Botswana are friendly, welcoming, and have a wonderful sense of hospitality. They are especially friendly to citizens of the United States. They believe American citizens are wealthy and that they live the life seen on television soap operas, since that is the only time they really hear much about The United States. They are now considered a developed country due to great strides in fitting in with the rest of the western world. Improvements in cell phone systems, the availability of internet service and medical care have pushed them toward a second instead of a third world country status.

## **APPEARANCE AND DRESS**

The weather in Botswana often determines the dress of the local people. However, they are quite acclimated to the climate and dress considerably warmer than a person from a colder climate might think necessary. Women wear dresses and dress suits to work. Even the women that work in the fields and on easier construction jobs will wear a working woman's dress daily. In the office you will most often find typical western dress, suits, jackets and the like. The men dress not too different from a typical guy here in the States with suits or slacks and a dress shirt for formal office work, denim and t-shirts for outside work and everything in between. The children wear school uniforms to school and "play clothes" afterwards and on the weekends. All in all the local people dress up for most occasions. For instance, even when riding the bus for ten hours to another village, a lady will wear a dress and a nice coat, children will wear their "Sunday best" and men will wear slacks.

Traditional dress is important as well, but is usually seen only in ceremonies and at traditional occasions.

## **FAMILY**

Families are a very important part of the traditional Setswana culture, and one family home will house the parents, their children, and any other cousins or family that needs their help. It isn't uncommon to have a family with eleven kids spanning 20 years. Cousin is a term that is used loosely. It can mean the children of your aunt and uncle, or it can also refer to anyone who is remotely related to the family or even a very close family friend.

## **DATING AND MARRIAGE**

Dating is an interesting phenomenon in Botswana. The terms boyfriend or girlfriend are interchangeable with husband or wife. And just because you are married does not mean you will live in the same village because your employment location isn't up to you. The government can send you where they choose and when they choose, particularly the young people right out of college or university. It isn't uncommon for a husband and wife to see each other only one or two weekends each month. It is also quite normal to see single parent households, most often a single mother with at least one child.

The courtship ritual can be very formal with the girl's family, particularly her father, having complete control over the dating regulations and approval of the boy. Or dating can be a more informal practice similar to having a boy or girlfriend in America. Public displays of affection are seldom seen as they are considered inappropriate. Hugging is most often seen, not just with a boy or girlfriend, but with friends of all kinds.

The wedding ceremony is a rather large production. It can last upwards of one week if the families are wealthy enough. However, a weekend wedding usually starts with a party and food at the bride's house, then a trek to the groom's and more food and celebration there. The next morning is a "white wedding" which is like a typical American ceremony held in a church with flowers and a white wedding dress. After that, there is more food, dancing, changing of clothes (to show their wealth) and still more food. It isn't uncommon for the bride and groom's families to butcher ten or more cows to feed to the crowds. The groom is also required to pay the bride's family a dowry of an average of eight cows, a fee that is sometimes too great and deters many couples from getting married.

## **DIET**

Sorghum, millet, and maize (corn) are the main staples that are produced and consumed in Botswana.

A typical day's food consists of three main meals and two teas. A typical daily meal schedule is tea before work early in the morning, breakfast around 10:00 am, lunch at 1:00 pm, afternoon tea after work or school, and a late dinner around 9:00 or 10:00 pm. Tea consists of either a black tea or coffee heavy with cream and sugar and some type of bread or biscuits. Breakfast might consist of a soft sorghum porridge and sugar. Lunch usually consists of beef, chicken, or goat meat, and "soup" (broth and carrots and potatoes) with maize meal and coleslaw or morogo, cooked spinach. Dinner is often leftover from lunch or the same thing made again.

Sweets are the children's favorite snack and include everything from chocolate to choppies, a bubble gum. Coke and Fanta are the main soft drinks, and a variety of local beer and a traditional sorghum beer known as Chibuku or "Shake Shake" are consumed in the evenings and on weekends.

## **BUSINESS**

Working hours in Botswana depend on the season. Since they don't change the clock for daylight saving time, the works hours are an hour later in the winter (April through September) than in the summer months (October through March). In the winter people work from 8:00 am to 4:30 pm (or half-four) and in the summers from 7:00 am to 3:30 pm. School hours are slightly different, starting at 7:30 am with a break from 10:00-10:30 am, and ending at 1:00 pm. If there are after-school activities, they run from 2:00 to 4:30 pm.

Employment is not easy to find in Botswana. After school the youth often find themselves without a job and without a place in the one college in Botswana because the adults also need

jobs and are hired more readily. The government has recently enacted a program that helps fund a youth's time at University in exchange for at least the same amount of time working for the government in one of the numerous fields available.

## RECREATION

By far, the most popular sport in Botswana is soccer, however, they refer to it as football. Football is played by kids as young as three and four up to adults who make up the national team, the Zebras. Other sports include volleyball, and net ball which is similar to basketball without the dribbling (since they play on dirt courts).

Other leisure activities include dancing and television (if the family has electricity),

## HOLIDAYS

Similar to holidays in the United States, shops and business close for the day in order to celebrate.

New Years Day	January 1
Easter (Good Friday, Easter Saturday and Easter Monday)	March/April
Labor Day	May 1
Ascension Day	May/June (40 days after Easter)
Sir Seretse Khama Day	July 1
President's Day	3rd Friday in July
Independence Day	September 30
Christmas Day	December 25
Boxing Day	December 26

In addition to these special dates Botswana has Maitisong Week (a festival of the arts), held in March or April, the annual Traditional Dance Competition in late March, the Industry and Technology Fair in May, and the International Trade Fair every other year in August.

### QUESTIONS TO THINK ABOUT

1. Think of your favorite pastime. How might your ability to participate change if you lived in a country where you didn't have electricity?
2. Many countries around the world have traditional costumes that represent an important cultural aspect. What is the traditional costume of the United States?
3. What affect does daylight savings time (or lack thereof) have on life in Botswana? Would you like to see those changes here at home? Why or why not?
4. How do Batswana feel about or what are their perceptions of Americans?
5. Name the main food source in Botswana? How does that differ from our own? How is it the same?

# PLACES OF INTEREST

## OKAVANGO DELTA

The Okavango Delta, located in Northwestern Botswana is the world's largest inland delta and one of the few areas in the country where there is surface water. This attracts Botswana's incredible wildlife in large numbers where they can be observed living as they have for thousands of years. The common traveler is often stopped by herds of elephants that cross the highway, heedless of traffic. In some areas, giraffe and groups of gazelle and impala can be spotted where the trees part, giving a rare glimpse of undisturbed nature.

Deeper in the delta, away from the ruckus of civilization, lions hunt and leopards prowl, though these animals are difficult to spot except for rare occasions. The water itself is home to numerous species, from small fish to massive hippopotamuses. In many places crocodiles glide ominously along the surface where they search for food, reminding the casual onlooker that this is not a good area for swimming.

Thanks to the immensity of the local wildlife, the Okavango Delta is the prime location of Botswana's tourism industry. Numerous lodges and safaris are available to provide an unforgettable wildlife experience.

## TSODILO HILLS

Located to the west of the Okavango Delta are Botswana's tallest mountains, the Tsodilo Hills. Already remarkable by their jagged, rocky slopes, these hills are made more intriguing by the rock art that the indigenous population, the San, also known as Bushmen, painted thousands of years ago. Many of these paintings have survived the ages and can still be seen as if drawn yesterday.

### QUESTIONS TO THINK ABOUT

1. What sort of animals would you expect to find in the Okavango Delta?
2. Why do you think the San people painted pictures on rocks thousands of years ago?

# ACTIVITIES

## RECIPES

### **Soft Porridge**

This is typically eaten with milk and sugar at breakfast.

Boil water

Make a paste of sorghum flour and cold water. Mix until thick.

Mix the paste with the boiling water and stir vigorously until it's thicker than oatmeal (about 5 minutes)

For sour porridge use sour milk instead of water.

### **Fat Cakes**

This is typically eaten for breakfast or tea, or as a snack throughout the day.

Heat 3-4 inches of cooking oil in pan or deep fat fryer.

Combine the following ingredients to make dough:

2.2 pounds of flour

1 cup sugar

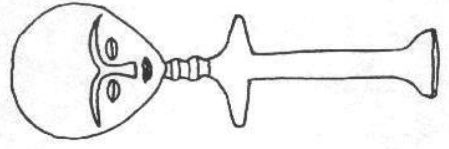
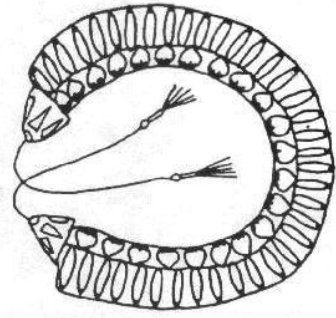
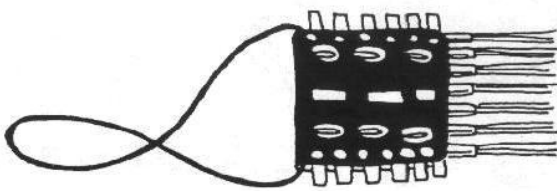
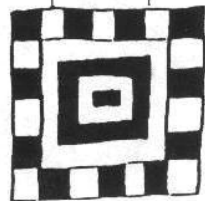
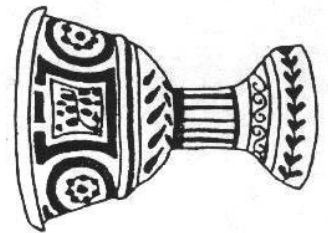
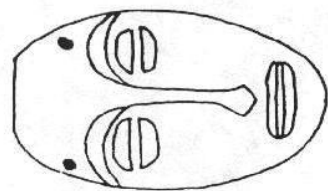
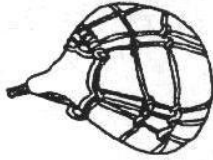
2 tablespoons salt

10 g yeast

1 liter warm water

Make rolls of dough the size of your fist and deep fry them until the outside is brown and crispy.

# A F R I C A





## SONGS & CHANTS

<http://www.track0.com/canteach/elementary/africasong.html>

### **Vusi Drives the Kombi**

Vusi drives the kombi that takes us all to school.  
We open all the windows so the air blows nice and cool.  
He hoots when he fetches us, he hoots when he goes,  
He hoots at the cows that are standing in the road.  
Vusi drives the kombi that we all love to ride.  
If you want to travel with us, there's lots of room inside!

*note: a "kombi" [pronounced like "calm-bee"] is a small passenger van. These vehicles are used as taxis in South Africa. Most school children travel to school on these taxis. Vusi is a common Zulu name. Pronounced /voo-see/, it means "to lift up."*

### **Walking Through Africa**

Walking through Africa, what do I see?  
I can see inyoka looking at me.  
Walking through Africa, what do I see?  
I can see ufudu looking at me.  
Walking through Africa, what do I see?  
I can see indlovu looking at me.  
Walking through Africa, what do I see?  
I can see ikhozi looking at me.

*note: This is a Zulu chant the children "sing" while they stalk about. The translation would probably be closer to "walking through the bush...", but my children love to say Africa. I've translated all the words but the animals. These are as follows:*

*inyoka (een-yoh'-gkah) a snake  
ufudu (oo-foo'-doo) a tortoise, /oo/ as in fool  
indlovu (een-dloh'-voo) an elephant  
ikhozi (ee-koh'zee) an eagle*

### **Impuka nekati**

Impuka nekati ziyawaleqana (repeat)  
Zithi nyawu, nyawu, zithi nyawu, nyawu, nyawu (repeat)

*note: This is an action chant. Children stand in a circle holding hands. One child is ikati (the cat) and another is impuku (the mouse). The cat starts outside the circle, the mouse starts inside. The cat chases the mouse in and out of the circle, weaving around each child. When the chant ends the cat and mouse choose a new cat and mouse. translation: The mouse and the cat are chasing around (repeat) They say, "meow, meow." They say, "meow, meow, meow!" (repeat) The direct translation into English seems a bit silly...we know the mouse doesn't say "meow," but in Zulu the sound of the language is more important than the accuracy of the meaning.*

## GAMES

### **Mbube, Mbube**

Imbube is one of the Zulu words for "lion." "Mbube" is addressing the lion, calling to him. Sort of pronounced like: mboo'-bay. In this game the lion is stalking the impala (a southern African buck).

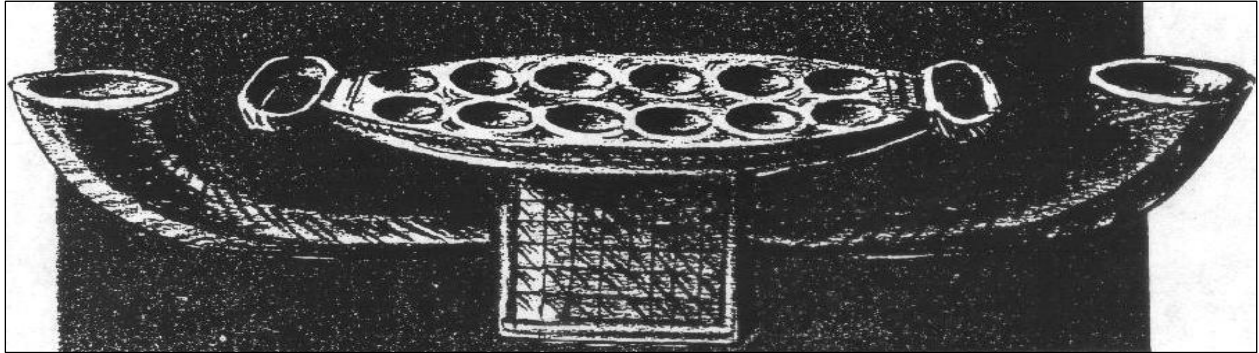
- All players form a circle.
- Two players start the game. One is the lion, one is the impala.
- Blindfold them both and spin them around. (Children used to just close their eyes, but the temptation to peek is so great!)
- Players in the circle start by calling the lion, "mbube, mbube!"
- The closer to the impala the lion gets the faster the chanting becomes. Likewise if the lion is far away the calling decreases, in volume as well as repetition.
- If the lion has not caught the impala within a minute a new lion is chosen. If the lion catches the impala, a new impala is chosen.

### **Mamba**

A mamba is a big indigenous South African snake. There are green mambas and black mambas. Both are poisonous.

- One person is chosen as the mamba.
- An area on the playground is marked off (we usually make it 10x10 meters for 20 children).
- Everyone must stay within the marked off area. The object is to stay away from the mamba.
- At a signal the game begins.
- The snake tries to catch the players. When a player is caught that player joins the snake by placing his/her hands on the snake's shoulders or around the waist.
- Each new "catch" becomes another part of the snake's body, always adding to the snake's tail. (As the snake eats, it becomes bigger and bigger.)
- If a player leaves the designated area the player must sit down on the boundary and misses out the rest of the game.
- Only the "head" of the snake can catch new people. The snake can use its "body" to capture other players, as players may not pass between the snake's body parts.
- Game ends when all, but one of the players have been caught. The last person caught becomes the next mamba!

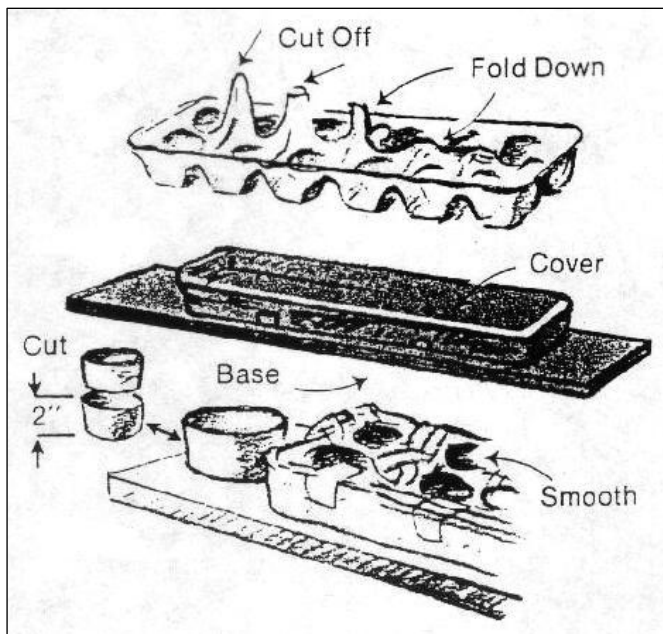
## Mankala (a game)



Mankala is a game believed to have originated in Asia Minor. Through the centuries it has been played all over Africa with many variations. This board is an example from Sierra Leone. In some tribes, only the king could play, and his board was beautifully carved and decorated. Often the whole tribe watched. Most boards were for two players, but some versions were made for many players. When a caravan stopped to rest, people would scoop out twelve holes in the sand and play. Small boys would also make a board this way using shells, smooth rocks, or nuts as playing pieces, or Hasa.

You can make a very simple version of the beautifully carved game board shown above. On the following pages are rules so you can play this game with a friend.

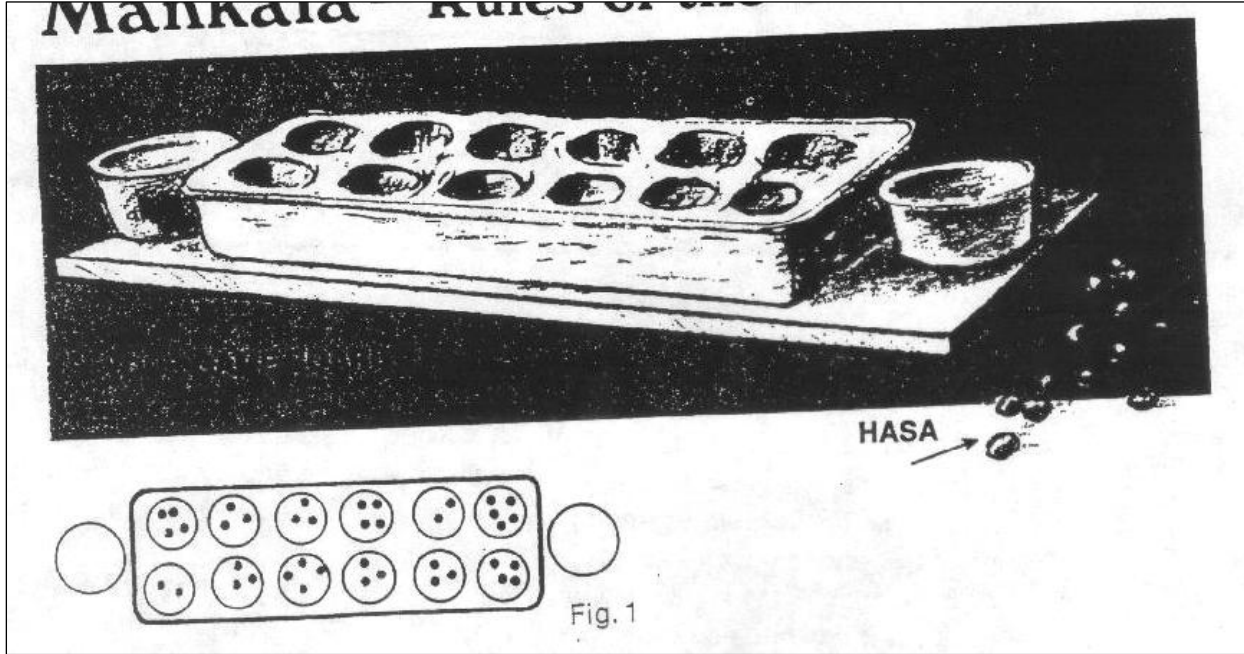
To make your game board, use a 12" molded egg carton (see below). Cut off top (use later for base). Cut off tips of points projecting in the middle between cups. Fold in so middle section is level (Fig. 1).



For base, use a board about 16" long, 3" wide, 1/2" thick. Sand, smooth, and round the corners slightly. Thumb tack and glue the cover of egg carton in the center of the board (Fig. 2).

Cut down two paper cups, making them about 2" high. Tack and glue the cups to the board on either end. Put bottom half (with the egg cups) of carton into the inverted cover on the base and tape together. Use papier-mâché to cover holes of middle section. Add a thin layer of papier-mâché to sides and ends (Fig. 3). Paint when dry.

## Mankala – Rules of the Game



### Rules for a game for two players:

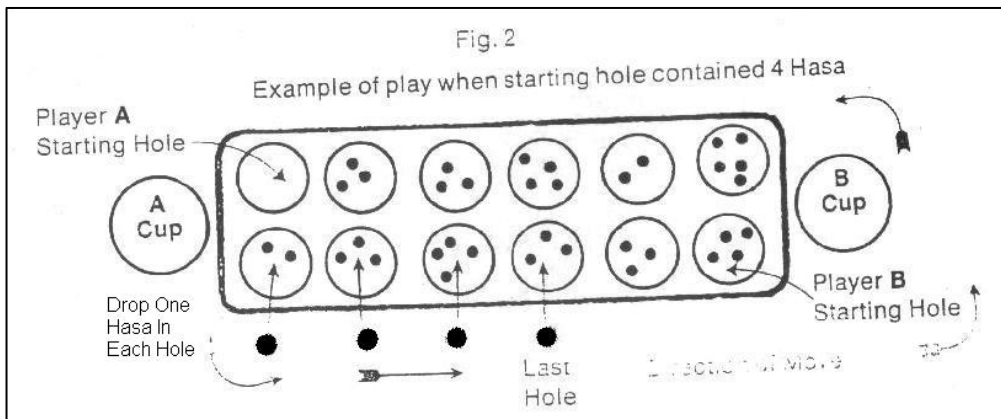
This is a simplified version of one of the ways Mankala was played. You will need about forty placing pieces, or Hasa as they were called in some areas. For your Hasa you can use buttons, beads, or small marbles. They should all be about the same size and shape ( $\frac{1}{4}$ " to  $\frac{1}{2}$ " around).

One player (player B) sets up the board, putting no less than two and no more than five Hasa in each of the twelve holes. Use up all forty Hasa (Fig. 1). The number of

Hasa in each hole can be varied with each game.

All the diagrams are an example of one play. The number of Hasa will vary with each play in each game.

The other player (player A) starts from the hole indicated (Fig. 2). He picks up all the Hasa in this hole and, starting with the next hole to the right, drops one Hasa at a time into each successive hole.

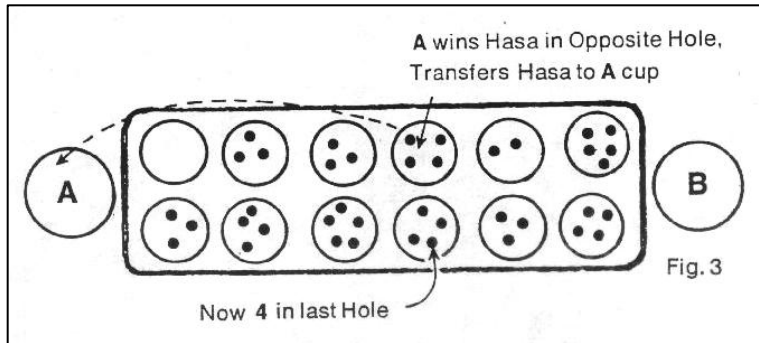


When he drops his last Hasa into a hole, he checks the number of Hasa in this last hole. If it now contains *two* or *four* Hasa, this player takes all the Hasa in the hole on the opposite side of the game board (Fig. 3).

Player A removes the Hasa from the opposite hole, as indicated, and puts them in his cup in front of him. These are the Hasa he has won.

Then player A continues playing around the game board by returning to the last hole into which he originally dropped the last Hasa. He picks up all the Hasa in this hole and continues around the board, dropping one in each hole until he gets to the last hole (Fig. 4). Then he checks again to see how many Hasa are in this last hole. If there are two or

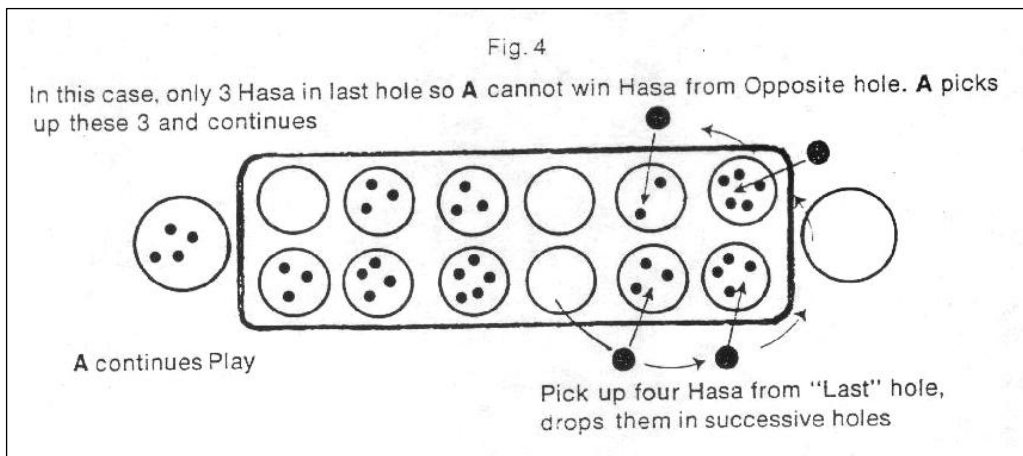
four, again he wins the Hasa in the opposite hole. He continues playing until he drops his last Hasa into an *empty* hole. When this happens, it is the end of his turn. The other player (B) starts from his starting hole and continues around with the same procedure. The Hasa he wins he places in B's cup.



On each turn, begin at the starting hole unless it is empty. In this case, begin at the first hole to the right that does contain Hasa, picking up and dropping

in each hole as before.

When too few Hasa remain to be able to win any more, the game is finished. Each player counts up the Hasa in his cup, and the one with the most wins.





# PAPIER-MACHE CALABASH



*Calabashes are bowls made from gourds that are cut and dried. What makes the calabashes so wonderful are the designs that the Africans paint, scratch, or burn on them. By using inexpensive papier-mache, your calabash will last for years.*

- 1 Turn the plastic bowl over. Follow the instructions on page 152 to completely cover the bowl with papier-mache paste and newspaper strips. Dry overnight.
- 2 Add a second and third layer of papier-mache. Let each layer dry completely.
- 3 Separate the papier-mache bowl from the plastic bowl. Trim the edge neatly.

## ◆ MATERIALS ◆

Papier-mache paste (see page 152 for recipe) in bowl

Newspaper strips

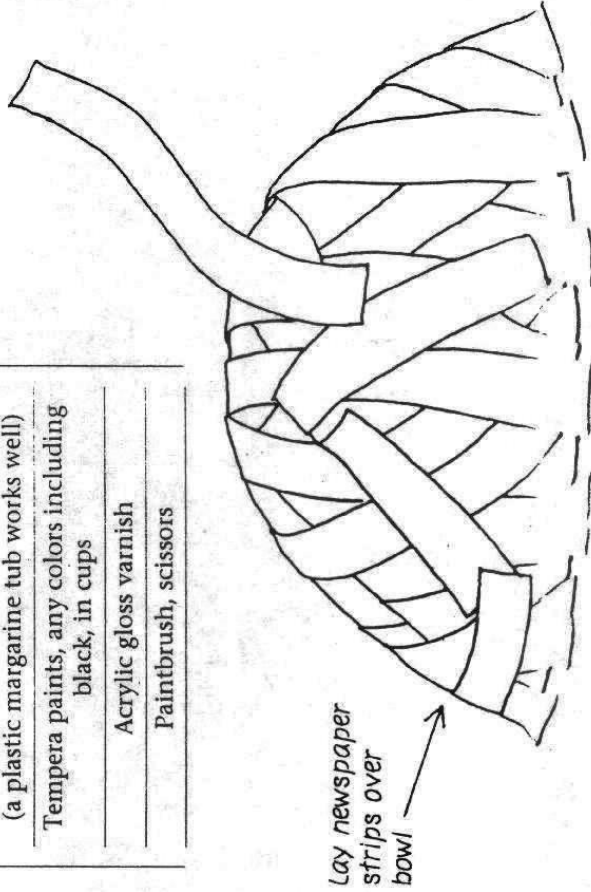
Bowl to use as mold

(a plastic margarine tub works well)

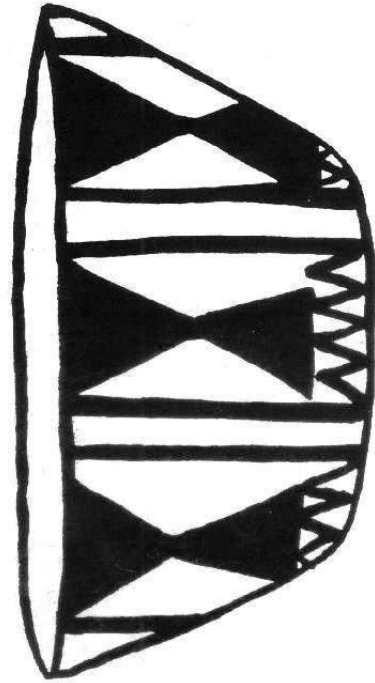
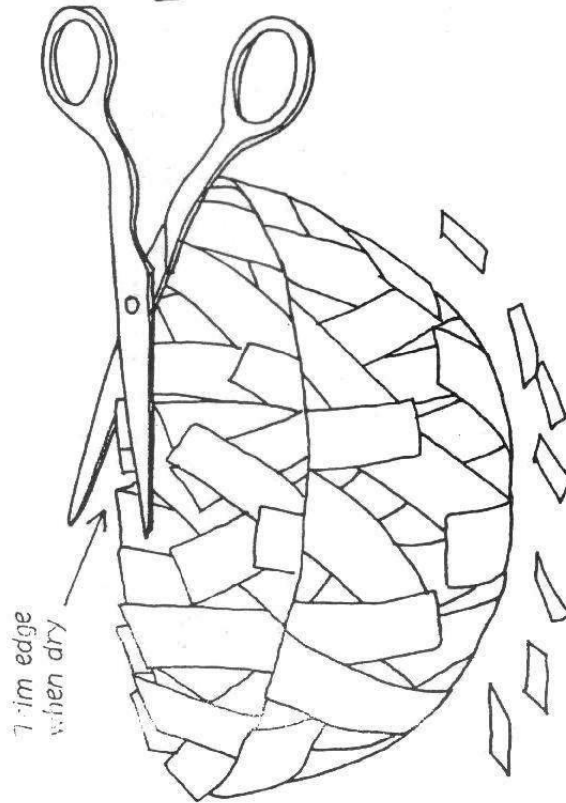
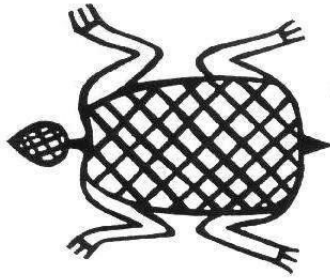
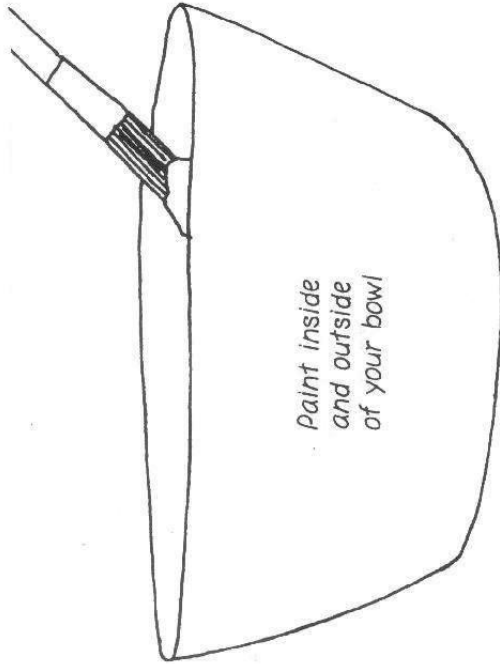
Tempera paints, any colors including black, in cups

Acrylic gloss varnish

Paintbrush, scissors



- 4 Paint the inside and outside of the bowl a solid color with tempera. Let dry. Paint a second coat to cover completely.
- 5 Paint your designs on the bowl, inside and out, with other colors. Use some African calabash designs or create your own.
- 6 Coat with acrylic varnish. Let dry. The varnish dries clear, glossy, and hard, and won't chip.

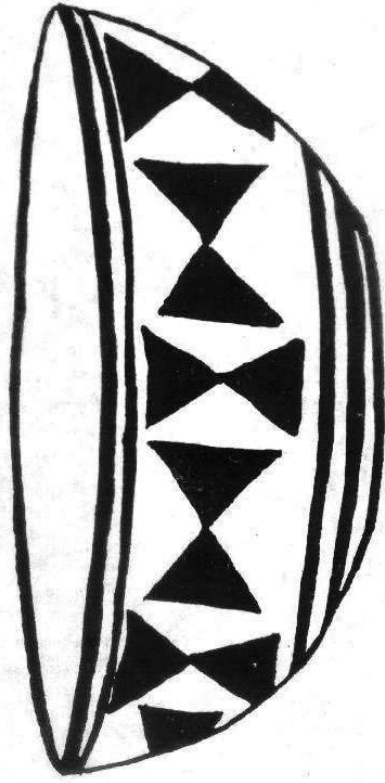


Varnish finished bowl

**Art Works!** □  
 Use your calabash to hold a bouquet of dried flowers, paper clips, or a special collection of your own.

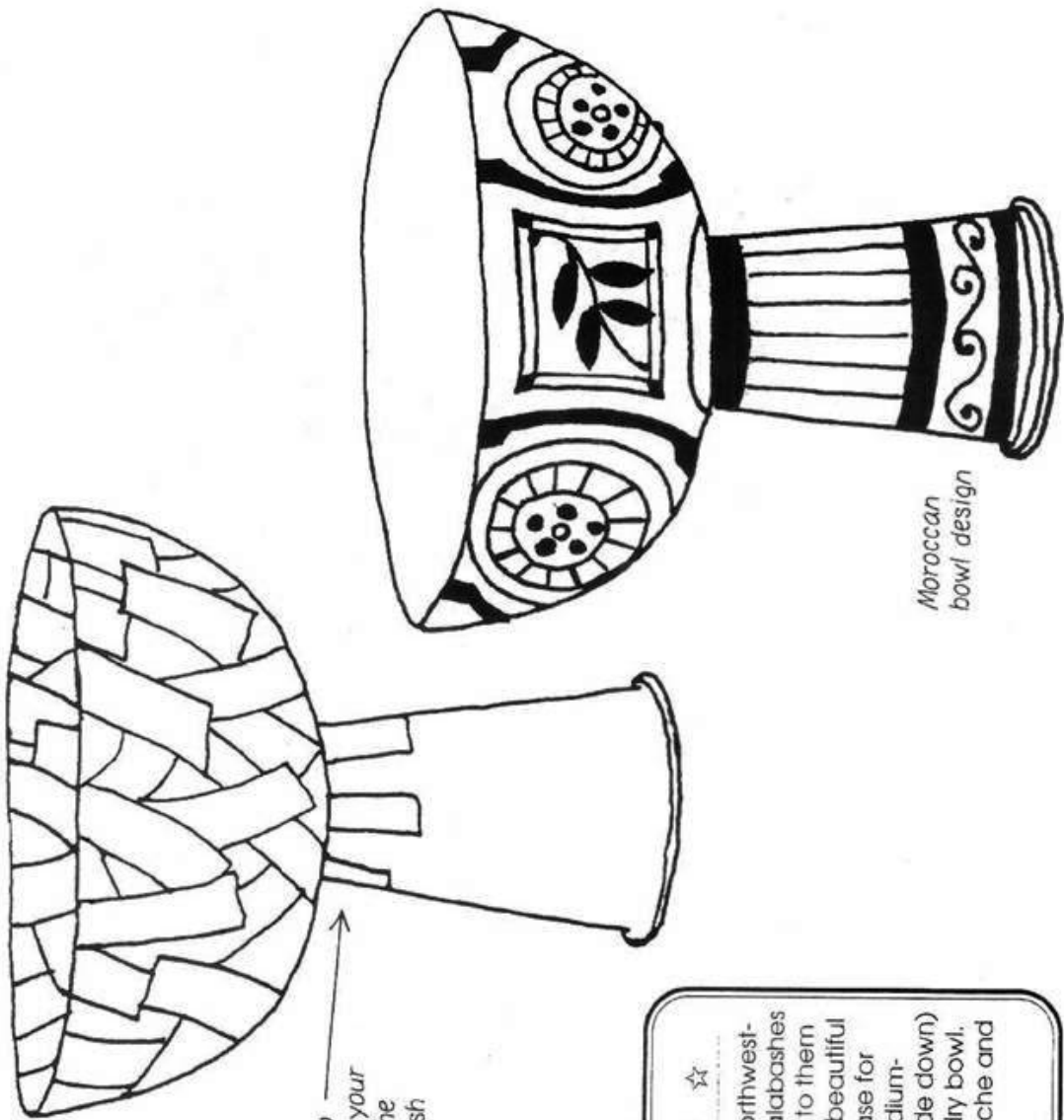


Paint inside of bowl



*These are African calabash designs.  
 Use these or make up your own designs.*





Tape a paper cup  
(upside down) to your  
bowl. Papier-mache  
and paint to finish

Moroccan  
bowl design

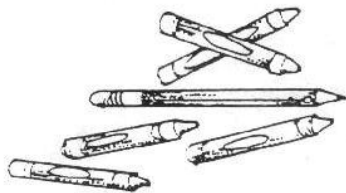
☆ **Art Options!** ☆

In Morocco, on the northwest-  
ern coast of Africa, calabashes  
have bases attached to them  
and are painted with beautiful  
designs. To make a base for  
your bowl, tape a medium-  
sized paper cup (upside down)  
to the bottom of the dry bowl.  
Cover with papier-mache and  
complete as shown.

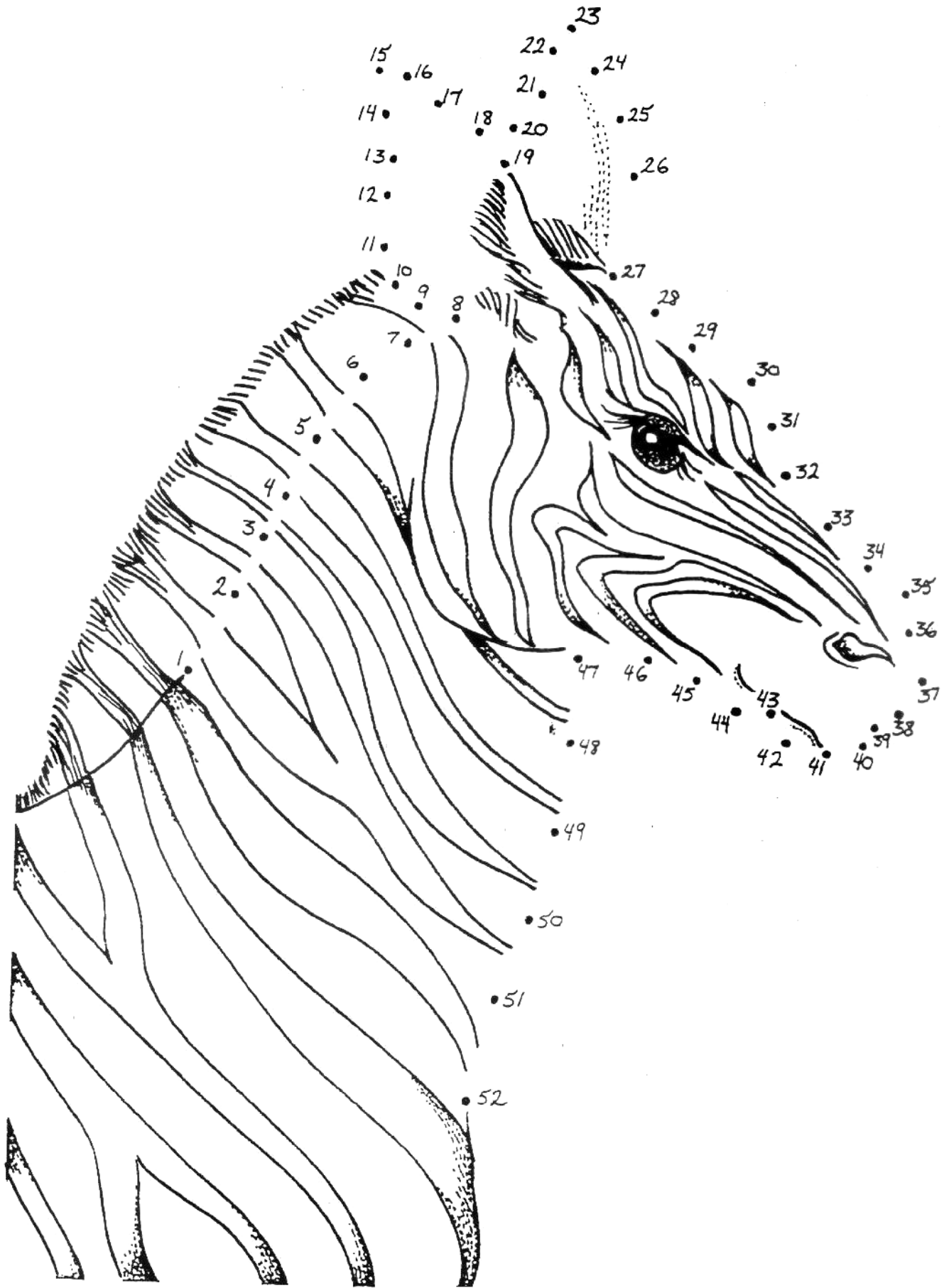
<b>Name:</b>	Zebra
<b>Size:</b>	Up to 58 inches (147cm) at the shoulder
<b>Where it lives:</b>	Africa
<b>What it eats:</b>	Plants

Zebras are native to Africa, and there are several types. They all look like small horses with stripes. Some types of Zebra have very narrow stripes, and some have no stripes at all on the belly. All have short manes.

Zebras can run about 40 miles (64km) per hour. Birds called Oxpeckers sometimes ride on the backs of Zebras, eating off insects and ticks from the Zebra's fur. This gives the Oxpecker food and it keeps the Zebra comfortable.



White, with black stripes



<b>Name:</b>	Hippopotamus
<b>Size:</b>	Up to 15 feet (4.6m) long
<b>Where it lives:</b>	Africa
<b>What it eats:</b>	Plants

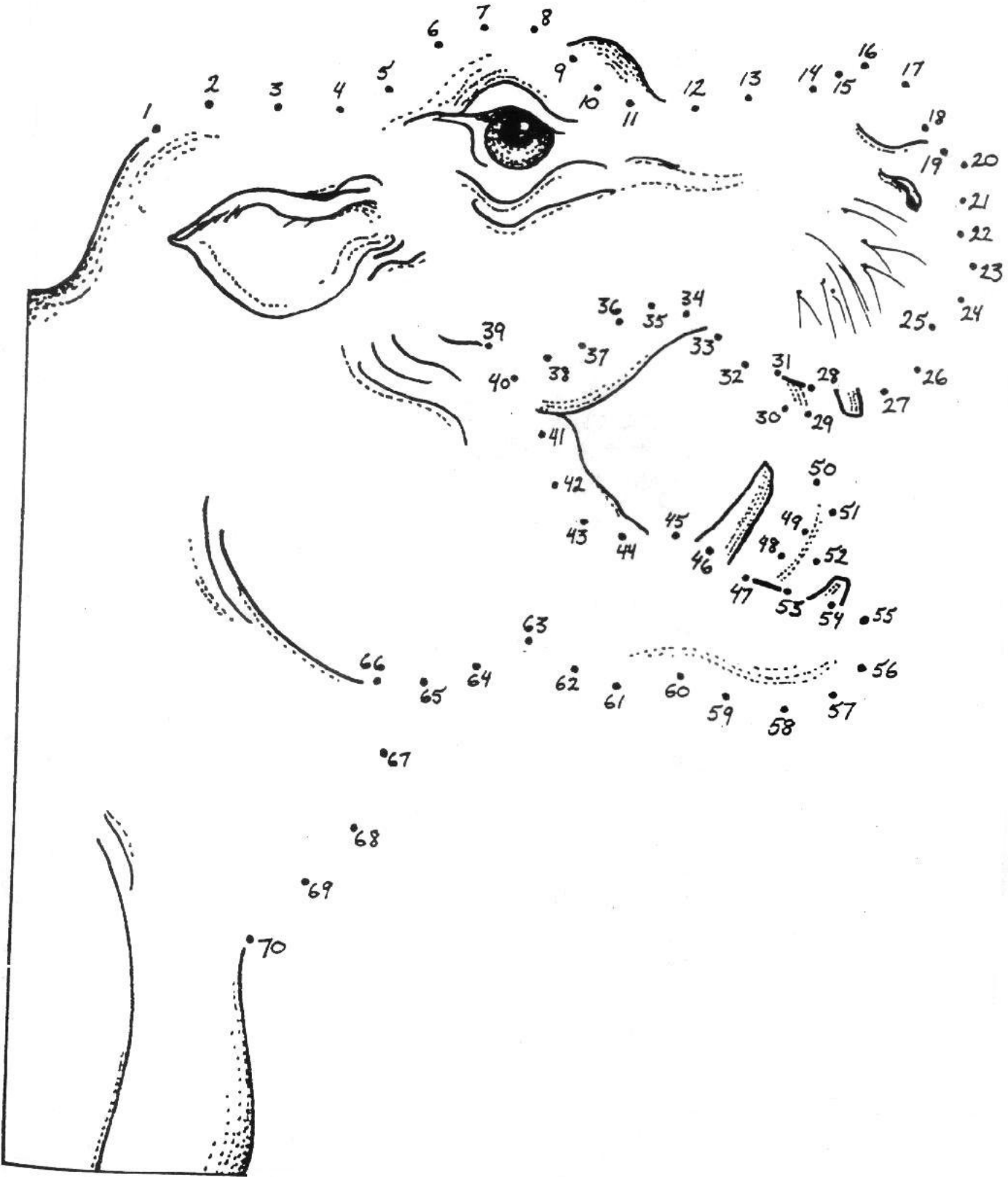
Most people shorten the name Hippopotamus to "Hippo." Hippos have big, wide mouths, tough skin and very little hair!

Male Hippos (the larger ones) may weigh as much as four tons (3629kg). This huge mammal is a vegetarian, eating the roots and stems of underwater plants.

Hippos spend most of their time in rivers and lakes. They can float in the water, or sink down to eat plants. They can remain underwater for nearly 30 minutes. In the wild, they like to feed in groups or herds.



Dark grey-brown

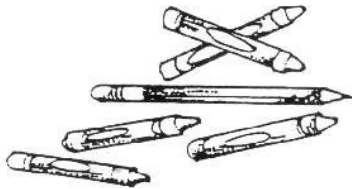


<b>Name:</b>	Giraffe
<b>Size:</b>	Its head is about 19 feet (5.8m) from the ground
<b>Where it lives:</b>	Africa
<b>What it eats:</b>	Plants

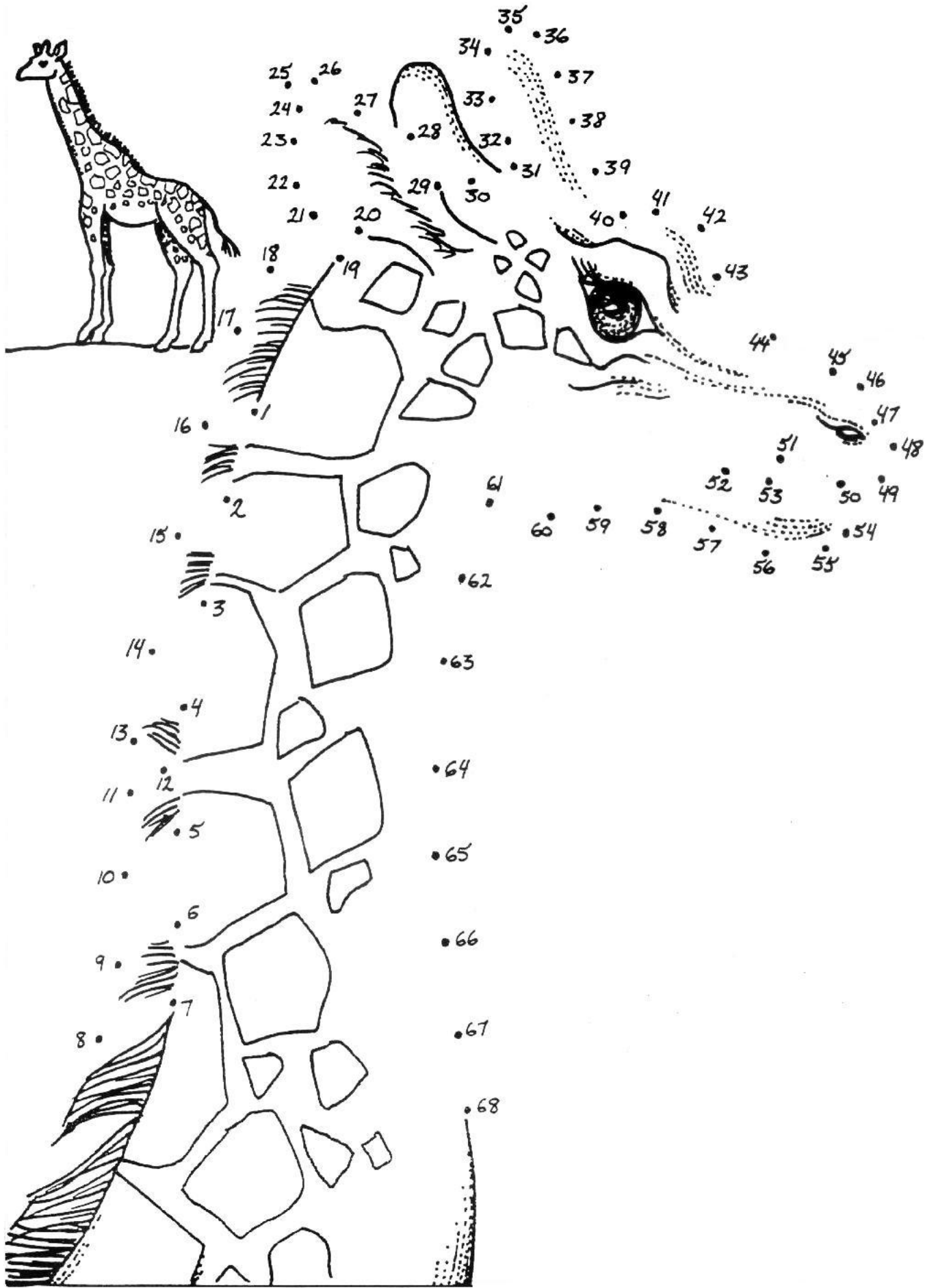
The Giraffe is well known for its graceful, long neck and long, thin legs. It can eat leaves, twigs and flowers from high branches.

At least two species of Giraffe live in Africa. Both have a pattern of dark brown blotches on their bodies. Giraffes have short, stubby horns on their heads and a short mane along the neck.

A running Giraffe can reach a speed of about 30 miles (48km) per hour, which is much slower than a galloping racehorse (that can go as fast as 40 miles/64km per hour).



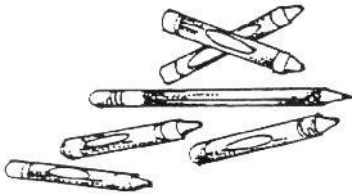
Light tan, or yellowish white background, with dark brown blotches



<b>Name:</b>	African Lion
<b>Size:</b>	About 8 feet (2.4m) long, with a 3-foot (.9m) tail
<b>Where it lives:</b>	Southern and central Africa
<b>What it eats:</b>	Other animals

African Lions are members of the cat family. They run very fast, reaching speeds of about 50 miles (80km) per hour for short distances. Lions hunt and eat wildebeests, impalas and even zebras, among other animals.

The male lion has a mane of long fur around its head and neck. Females don't have a mane and they are smaller than males. A group that lives and hunts together is called a "pride" of lions.



Sandy tan  
The mane of the male is  
dark brown.





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# EVALUATION FORMS

## Montana 4-H Center for Youth Development 2010 IFYE Representative Presentation Evaluation

County/School: \_\_\_\_\_

Grade: \_\_\_\_\_

Number of students: \_\_\_\_\_

Was the curriculum used?      Yes \_\_\_ No \_\_\_

MSU Extension faculty members continually seek to improve the quality of their educational programs. You can assist with this by completing this questionnaire. Thank you in advance for your candid evaluation.

Directions: Circle the number of the following items that indicates how you would rate the program and prepared materials, with 5 being excellent and 1 being poor.

Evaluation of curriculum:

- |                                    |   |   |   |   |   |
|------------------------------------|---|---|---|---|---|
| 1. Was of educational value        | 1 | 2 | 3 | 4 | 5 |
| 2. Content was relevant            | 1 | 2 | 3 | 4 | 5 |
| 3. Packet was easy to use.         | 1 | 2 | 3 | 4 | 5 |
| 4. Is well prepared and organized. | 1 | 2 | 3 | 4 | 5 |

5. How did you use the curriculum with your class?

6. Do you feel the curriculum could be used as an educational resource without an IFYE presentation?  
Yes \_\_\_\_\_ No \_\_\_\_\_ (Comments)

7. Average scores on pre and post-tests, if used: Pretest \_\_\_\_\_ Post test \_\_\_\_\_

8. Suggestions for improvement or implementation (use back):

# IFYE Representative Presentation, 2010

Name of Presenter: \_\_\_\_\_

Country: \_\_\_\_\_

County/School: \_\_\_\_\_

Grade: \_\_\_\_\_

Number of students: \_\_\_\_\_

Your assistance in evaluating the classroom educational presentation is greatly appreciated. Responses will be used for future programs and may be shared with state sponsors.

## PRESENTATION OF MATERIAL:

Please rate the following items, with 5 being excellent and 1 being poor.

Delivery	1	2	3	4	5
Quality of Presentation	1	2	3	4	5
Organization	1	2	3	4	5
Length	1	2	3	4	5
Topics Covered	1	2	3	4	5
Interest Generated	1	2	3	4	5
Enthusiasm Demonstrated	1	2	3	4	5

Other comments:

## EDUCATIONAL VALUE:

Do you feel that one area should have been covered in greater (or less) detail to make this presentation more educational? Any other comments or suggestions:

Return to:  
Your County 4-H Agent or  
Stephanie Davison  
210 Taylor Hall  
Bozeman, MT 59717

### **MONTANA 4-H IS...**

4-H is a division of the Montana State University Extension Service cooperating with the United States Department of Agriculture and your local county government. 4-H members are those youth who participate in Extension-sponsored educational programs that are open to all youth regardless of race, creed, color, sex, handicap or national origin. Rural and farm youth have long enjoyed the benefits of Extension programs. Most people think that to participate in 4-H a youth must live on a farm. However, 4-H has broadened its scope over its long history and rural youth are not our only audience. In fact, 4-H is active in every city and town in Montana, and well over half of all 4-H members live in urban areas.

The mission of Montana 4-H youth programs is to educate youth and adults for living in a global world through experiential programs using the resources of the Land Grant University and the U.S.D.A. Cooperative Extension Service's programming. Staff is mandated to serve all youth in Montana.

4-H is a voluntary, informal educational program designed to meet the needs and interests of all boys and girls in Montana. Its purpose is to help youth develop to their full potential and to develop a positive image of themselves. Thus, 4-H is a human development program and seeks to teach five pro-social skills:

- Fostering positive self-concept
- Learning decision-making and responsibility for choices
- Developing an inquiring mind
- Relating to self and others
- Acquiring a concern for communities – local and global

The emblem of 4-H is well-known: a green four-leaf clover with a white "H" in each leaf. The letters in the emblem stand for Head, Heart, Hands, and Health. As a teacher/leader of this program, you will help your youngsters develop their:

- HEAD:** Learn to think, make decisions, think critically, gain new and valuable insights and knowledge
- HEART:** Concern with the welfare of others, accept the responsibilities of citizenship in local and global communities, determine values and attitudes by which to live, and learn how to work with others
- HANDS:** Learn new skills, perfect skills already known, develop pride in work, and respect for work accomplished
- HEALTH:** Practice healthful living, protect the well-being of self and others, make constructive use of leisure time

This four-fold development is vital to every individual. All four of the "H's" should become important parts of the goals that youth identify as they participate in 4-H sponsored activities and programs.

The program you are about to participate in is a part of Montana 4-H's School Enrichment Program. The purpose of school enrichment programs is to make our educational resources available to youth and adults all across Montana. As a recognized leader in curriculum



development, 4-H is able to provide a variety of programs that can enhance and enrich school programs.

You are invited to consider 4-H School Enrichment programs for part of your curriculum and youth activities. This program is just one example of the many different kinds of programs that are available through your local County Extension Office. We encourage you to contact your local Montana State University County Extension Agent to find out about the other programs 4-H can offer.

Beaverhead	Dillon	683-3785	Silver Bow	Butte	723-0217
Bighorn	Hardin	665-9770	Sheridan	Plentywood	765-3406
Blackfeet Res	Browning	338-2650	Sweet Grass	Big Timber	932-5146
Blaine	Chinook	357-3200	Teton	Choteau	466-2491
Broadwater	Townsend	266-9242	Toole	Shelby	424-8350
Carbon	Joilet	962-3522	Stillwater	Columbus	322-8035
Cascade	Great Falls	454-6980	Wheatland	Harlowton	632-4728
Chouteau	Fort Benton	622-3751	Wibaux	Wibaux	796-2486
Custer	Miles City	874-330	Yellowstone	Billings	256-2828
Daniels	Scobey	487-2861	Valley	Glasgow	228-6241
Dawson	Glendive	377-4277			
Deer Lodge	Anaconda	563-4035			
Fallon-Carter	Baker	778-7110			
Fergus	Lewistown	535-3919			
Flathead	Kalispell	758-5553			
Flathead Res	Pablo	675-2700			
Fort Belknap Res	Harlem	353-2205			
Fort Peck Res	Poplar	768-3025			
Gallatin	Belgrade	388-3213			
Garfield	Jordan	557-2770			
Glacier	Cut Bank	873-2239			
Granite	Philipsburg	859-3304			
Hill	Havre	265-5481			
Judith Basin	Stanford	566-2277			
Lake	Ronan	676-4271			
Lewis and Clark	Helena	447-8346			
Liberty	Chester	759-5625			
Lincoln	Eureka	296-9019			
Madison-Jefferson	Whitehall	287-3282			
McCone	Circle	485-2605			
Meagher	White Sulphur	547-3612			
Mineral	Superior	822-3545			
Missoula	Missoula	258-4200			
Musselshell-Golden	Roundup	323-2704			
Northern Cheyenne	Lame Deer	477-6498			
Park	Livingston	222-4156			
Phillips	Malta	654-2543			
Pondera	Conrad	271-4054			
Powder River	Broadus	436-2424			
Powell	Deer Lodge	846-3680			
Prairie	Terry	635-2121			
Ravalli	Hamilton	375-6611			
Richland	Sidney	433-1206			
Roosevelt	Culbertson	787-5312			
Rosebud-Treasure	Forsyth	346-7320			
Sanders	Thompson Falls	827-6934			