


Cultures of Innovation: Intersection of Social Studies and STEAM **in East Africa, Summer of 2023**

Curriculum Units

These lesson plans will contribute to teaching various topics through an African centered approach crafted by the educators participating in the Fulbright Hays Group Projects Abroad in Kenya. Please use the resulting lesson plans as you see best in your classroom or learning environment.

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Curriculum Title

“Nyumbani: A Game about Identity, Control, and Unification”

Lesson Authors

Erica Shadowsong, Carzan Shadowsong

Grades Levels

7 - 12

Focus

Students will learn about tribal identities in African countries and how they play a role in historical and current political events. They will specifically learn about the history of Kenya as a country following its colonization by the United Kingdom, and five of the country’s major tribal identities. They will use this knowledge to further their understanding of current world events.

Subject/ Courses

Social Studies, World History, Economics, Science

National & PA Standards/ Eligible Content

The following list of standards can be related to lessons taught using this curriculum unit and is intended to be used as a general guideline. Teachers may browse the standards and pick the ones most useful to them in emphasizing certain themes and connecting to their existing curricula.

Common Core Standards for Pennsylvania

- Civics and Government

- 5.1. Principles and Documents of Government

- 5.1.9.

- B. Describe historical examples of the importance of the rule of law. • Sources • Purposes • Functions
 - J. Explain how law protects individual rights and the common good.
 - K. Explain why symbols and holidays were created and the ideals they commemorate.

- 5.1.12.

- A. Evaluate the major arguments advanced for the necessity of government.
 - B. Analyze the sources, purposes and functions of law.
 - C. Evaluate the importance of the principles and ideals of civic life.
 - I. Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.
 - J. Analyze how the law promotes the common good and protects individual rights.
 - K. Analyze the roles of symbols and holidays in society.

- 5.2. Rights and Responsibilities of Citizenship

- 5.2.9.

- C. Analyze skills used to resolve conflicts in society and government.
 - E. Explain the importance of the political process to competent and responsible participation in civic life.
 - G. Analyze political and civic participation in government and society.

- 5.2.12.

- B. Evaluate citizens' participation in government and civic life.
- C. Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
- E. Analyze how participation in civic and political life leads to the attainment of individual and public goals.
- F. Evaluate how individual rights may conflict with or support the common good.

○ 5.3. How Government Works

■ 5.3.9.

- E. Explain how citizens participate in choosing their leaders through political parties, campaigns and elections.
- H. Analyze how interest groups provide opportunities for citizens to participate in the political process.
- I. Analyze how and why government raises money to pay for its operation and services.
- K. Identify and explain systems of government. • Autocracy • Democracy • Oligarchy • Republic

■ 5.3.12.

- B. Analyze the responsibilities and powers of the national government.
- H. Evaluate the impact of interest groups on the political process.
- I. Evaluate how and why government raises money to pay for its operations and services.
- K. Evaluate the strengths and weaknesses of various systems of government. • Autocracy • Democracy • Oligarchy • Republic

○ 5.4. How International Relationships Function

■ 5.4.9.

- A. Explain how the United States is affected by policies of nation-states, governmental and non-governmental organizations.
- B. Explain the role of the United States in world affairs.
- C. Explain the effects United States political ideas have had on other nations.
- E. Explain the development and the role of the United Nations and other international organizations, both governmental and non-governmental.

■ 5.4.12.

- A. Analyze the impact of international economic, technological and cultural developments on the government of the United States.

- B. Analyze the United States' interaction with other nations and governmental groups in world events.
- C. Compare how past and present United States' policy interests have changed over time and analyze the impact on future international relationships.
- D. Explain how foreign policy is developed and implemented.
- E. Compare the purposes and functions of international organizations. • Governmental (e.g., NATO, World Court, OAS) • Non-governmental (e.g., International Red Cross, Amnesty International, World Council of Churches)

• Economics

○ 6.1. Economic Systems

■ 6.1.9.

- A. Analyze the similarities and differences in economic systems.
- C. Explain how economic indicators reflect changes in the economy. • Consumer Price Index (CPI) • Gross Domestic Product (GDP) • Unemployment rate

■ 6.1.12.

- A. Evaluate the strengths and weaknesses of traditional, command and market economies.
- C. Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.
- D. Describe historical examples of expansion, recession, and depression internationally.

○ 6.2. Markets and the Functions of Governments

■ 6.2.9.

- A. Explain the flow of goods, services and resources in a mixed economy.
- B. Analyze how the number of consumers and producers affects the level of competition within a market.
- D. Analyze the functions of economic institutions (e.g., corporations, not-for profit institutions).
- E. Explain the laws of supply and demand and how these affect the prices of goods and services.
- F. Analyze how competition among producers and consumers affects price, costs, product quality, service, product design, variety and advertising.
- H. Analyze the economic roles of governments in market economies. • Economic growth and stability • Legal frameworks Other economic goals (e.g., environmental protection, competition)
- I. Explain how the government provides public goods.

- 6.2.12.
 - F. Identify and analyze forces that can change price. • Government actions • Weather conditions • International events
 - H. Evaluate the economic roles of governments. Macroeconomics (e.g., tariffs and quotas, exchange rates, trade balance) Microeconomics (e.g., price controls, monopolies, cartels)
 - I. Evaluate government decisions to provide public goods.
 - J. Evaluate the social, political and economic changes in tax policy using cost/benefit analysis.
- 6.3. Scarcity and Choice
 - 6.3.9.
 - B. Analyze how unlimited wants and limited resources affect decision-making.
 - C. Explain how resources can be used in different ways to produce different goods and services.
 - E. Explain the opportunity cost of a public choice from different perspectives.
 - 6.3.12.
 - A. Analyze actions taken as a result of scarcity issues in the regional, national and international economies.
 - B. Evaluate the economic reasoning behind a choice.
 - C. Evaluate the allocation of resources used to produce goods and services.
 - E. Analyze the opportunity cost of decisions by individuals, businesses, communities and nations.
- 6.4. Economic Interdependence
 - 6.4.9.
 - B. Explain how trade may improve a society's standard of living.
 - C. Explain why governments sometimes restrict or subsidize trade.
 - F. Explain how opportunity cost can be used to determine the product for which a nation has a comparative advantage.
 - 6.4.12.
 - C. Evaluate how a nation might benefit by lowering or removing trade barriers.
 - D. Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns.
 - F. Evaluate how trade is influenced by comparative advantage and opportunity costs.
 - G. Evaluate characteristics and distribution of international economic activities. • Primary – extractive industries (i.e., farming, fishing, forestry, mining) • Secondary – materials processing industries (i.e., manufacturing) • Tertiary – service industries (e.g.,

retailing, wholesaling, finance, real estate, travel and tourism, transportation)

- English Language Arts

- 1.2

- CC.1.2.7.B
 - CC.1.Z.S.B
 - CC.1.Z.9-10.B
 - CC.1.Z.11-12.B

- Environment and Ecology

- 4.2. Renewable and Nonrenewable Resources

- 4.2.7.

- A. Know that raw materials come from natural resources. • Identify resources used to provide humans with energy, food, housing and water. • Explain how plants and animals may be classified as natural resources. • Compare means of growing or acquiring food. • Identify fiber and other raw materials used in clothing and shelter production. • Identify types of minerals and fossil fuels used by humans.
 - C. Explain natural resource distribution. • Distinguish between readily available and less accessible resources. • Identify the locations of different concentrations of fossil fuels and mineral resources. • Analyze the effects of management practices on air, land and water in forestry, agriculture, fisheries, wildlife, mining and food and fiber production that is unique to different climates.

- 4.2.10.

- A. Explain that renewable and nonrenewable resources supply energy and materials. • Identify alternative sources of energy. • Identify and compare fuels used in industrial and agricultural societies. • Compare and contrast the cycles of various natural resources. • Explain food and fiber as renewable resources.
 - B. Evaluate factors affecting availability of natural resources. • Describe natural occurrences that may affect the natural resources. • Analyze technologies that affect the use of our natural resources. • Evaluate the effect of consumer desires on various natural resources.
 - C. Analyze how man-made systems have impacted the management and distribution of natural resources. • Explain the complete cycle of a natural resource, from extraction to disposal, detailing its uses and effects on the environment. • Analyze energy uses and energy conservation in different regions. • Examine conservation practices in different countries. • Analyze the costs and benefits of different manmade systems and how they use renewable and nonrenewable natural resources. • Analyze the

impact of information systems on management and distribution of natural resources.

- 4.2.12.
 - A. Analyze the use of renewable and nonrenewable resources. • Explain the effects on the environment and sustainability through the use of nonrenewable resources. • Evaluate the advantages and disadvantages of reusing our natural resources.
 - B. Analyze factors affecting the availability of renewable and nonrenewable resources. • Evaluate the use of natural resources and offer approaches for using them while diminishing waste. • Compare the economics of different areas based on the availability and accessibility of the natural resources.
 - C. Analyze factors that influence the availability of natural resources. • Compare the use of natural resources in different countries. • Determine how delivery systems influence the availability of resources at the local, regional and national level.
- 4.4. Agriculture and Society
 - 4.4.7.
 - A. Explain society's standard of living in relation to agriculture. • Compare and contrast agricultural changes that have been made to meet society's needs. • Compare and contrast how animals and plants affect agricultural systems. • Compare several technological advancements and their effect(s) on the historical growth of agriculture. • Compare different environmental conditions related to agricultural production, cost and quality of the product.
 - C. Explain agricultural systems' use of natural and human resources. • Analyze the needs of plants and animals as they relate to climate and soil conditions. • Identify the plants and animals that can be raised in the area and explain why. • Identify natural resources necessary for agricultural systems. • Compare the need for crop production to the need for animal production. • Define issues associated with food and fiber production.
 - 4.4.10.
 - A. Describe the importance of agriculture to society.... • Compare and contrast the influence of agriculture on a nation's culture, standard of living and foreign trade. • Identify laws that affect conservation and management of food and fiber production in the local area and analyze their impact. • Compare a contemporary economic issue in agriculture to its historical origin.
 - C. Explain the functions of the components of the food and fiber system. • Compare and analyze growing conditions in the United States to determine which plants and animals are most suitable to each region • Compare the management practices needed for a commodity (i.e., production, processing, research and

development, marketing, distribution and regulations). • Identify a commodity, its origin and its steps of production. • Compare and analyze the cost of a commodity to its production cost. • Identify and describe how food safety issues have impacted production in agriculture.

■ 4.4.12.

- A. Analyze the management practices in the agriculture business.
 - Define the components of an agriculture system that would result in a minimal waste of resources. • Identify the diversity in crop production and analyze the advantages and disadvantages of such diversity. • Research and analyze environmental practices related to agricultural systems. • Analyze the effects of agricultural practices on the economy.
- C. Analyze and research the social, political and economic factors that affect agricultural systems. • Analyze the costs and benefits associated with agriculture practices and how they affect economic and human needs. • Analyze the costs and benefits of agriculture research practices in society. • Research the use of byproducts that are the results of agriculture production (e.g., manure handling, bird feathers).

○ 4.8. Humans and the Environment

■ 4.8.7.

- A. Describe how the development of civilization relates to the environment. • Explain how people use natural resources in their environment. • Locate and identify natural resources in different parts of the world. • Compare and contrast how people use natural resources throughout the world.
- B. Explain how people use natural resources. • Describe how natural resources are used for survival. • Explain how natural resources and technological changes have affected the development of civilizations. • Explain how climate and extreme weather events (e.g., drought, flood) influence people's lives.

■ 4.8.10.

- A. Analyze how society's needs relate to the sustainability of natural resources. • Explain why some societies have been unable to meet their natural resource needs. • Compare and contrast the use of natural resources and the environmental conditions in several countries. • Describe how uses of natural resources impact sustainability.
- B. Analyze the relationship between the use of natural resources and sustaining our society. • Explain the role of natural resources in sustaining society. • Analyze the effects of a natural resource's availability on a community or region.

- D. Explain how the concept of supply and demand affects the environment. • Identify natural resources for which societal demands have been increasing. • Identify specific resources for which human consumption has resulted in scarcity of supply (e.g., buffalo, lobsters). • Describe the relationship between population density and resource use and management.
 - 4.8.12.
 - D. Analyze the international implications of environmental occurrences. • Identify natural occurrences that have international impact (e.g., El Nino, volcano eruptions, earthquakes). • Analyze environmental issues and their international implications.
- Geography
 - 7.1. Basic Geographic Literacy
 - 7.1.9.
 - B. Explain and locate places and regions. • How regions are created to interpret Earth's complexity (i.e., the differences among formal regions, functional regions, perceptual regions) • How characteristics contribute to regional changes (e.g., economic development, accessibility, demographic change) • How culture and experience influence perceptions of places and regions • How structures and alliances impact regions $\frac{3}{4}$ Development (e.g., First vs. Third World, North vs. South) $\frac{3}{4}$ Trade (e.g., NAFTA, the European Union) $\frac{3}{4}$ International treaties (e.g., NATO, OAS) • How regions are connected (e.g., watersheds and river systems, patterns of world trade, cultural ties, migration)
 - 7.3 The Human Characteristics of Places and Regions
 - 7.3.9.
 - 7.3.12.
- History
 - 8.1. Historical Analysis and Skills Development
 - 8.1.9.
 - A. Analyze chronological thinking. • Difference between past, present and future • Sequential order of historical narrative • Data presented in time lines • Continuity and change • Context for events
 - 8.1.12.
 - A. Evaluate chronological thinking. • Sequential order of historical narrative • Continuity and change • Context for events

Nyumbani

*A Game about Identity,
Control, and Unification*

V.1

- **By:** Carzan & Erica Shadowsong

In the summer of 2023, I traveled with a group of fellow educators to Kenya, where we spent a month getting to know the culture and the people.

Thanks to a Fulbright-Hays scholarship program in partnership with the University of Pittsburgh's African Studies department, educators like myself were afforded an opportunity to learn through immersion the kinds of lessons that happen only through experience and intercultural exchange. The resulting game, *Nyumbani*, is the distillation of the learnings I gained from my experience, and which I wanted to bring back to the U.S.

Nyumbani the game was inspired throughout the course of exploring the concept of *harambee*, the importance of tribal identity and language to native Kenyans, and the need for students in America to have more familiarity with and understanding of Africa.

Harambee, a word which means "all pull together," is a principle of unity and cooperation that is a foundational aspect of many African societies. It has other names in other areas, such as *Ubuntu*, but *harambee* is a word unique to Kenya.

The concept of tribal identities, and the tensions between tribal identity and

national identity, was something unfamiliar and to which many Americans in particular may not be able to relate, so this plays a central role in the concept of the game.

Finally, we were inspired by the intense cultural education that Kenyan children receive about their heritage, which by contrast is often lacking in American education systems for those of African descent. We wanted to create a game that helped African American students feel a sense of greater connection and knowledge about their African roots.

Nyumbani means "home" or "my home," which seemed an appropriate name for the common underlying sense of belonging that is important to Kenyans, and which I wished to convey.

In general, it is hoped that *Nyumbani* will provide a greater and more personal sense of understanding of and interest in African countries and cultural studies.

By utilizing game and play dynamics, *Nyumbani* is informed by cutting edge studies in how games make powerful learning tools for students of varying backgrounds, education levels, interests, and learning styles.

The teamwork aspect of *Nyumbani* upon which the game depends helps junior and senior high youth develop critical socializing and cooperation skills, teaching them the value of trust and the opportunities that come with learning from each other's unique contributions.

Africa

Africa is an enormous continent that spans multiple climate environments and is home to thousands of years of migration of indigenous groups, as well as being the birthplace of *homo sapiens*.

African ethnic groups are divided essentially based on a primary *ethno-linguistic* group, as tribal membership and language tend to go together. Each tribal culture has its own language, and often multiple dialects within that language. The primary ethnolinguistic groups in Kenya are the Nilotic, Cushite, and Bantu.

Tribal cultures are descended from these major groups, with some interplay between them over time. When thinking about how to distinguish African cultures, it is important to remember the role of language rather than looking for physical characteristics, although there are *some* common physical characteristics to each ethnolinguistic group.

However, in Africa, language is culture and identity, and is the most accurate way to begin to understand the myriad of identities in African countries like Kenya.

Kenya

As a country, Kenya has a shared history with its neighbors in that its modern borders and delineation are borne from the legacy of European colonialism.

Many groups were displaced as Europeans sought to control the most fertile and resourceful lands, and European governments, like the British, imposed their governing system onto the people they colonized based on their own foreign

concepts of borders and political powers in ways that most benefited them.

When Kenya won its independence from the U.K., it now had a brand new national identity that also had to somehow unite its many tribal groups, whose identities have thousands of years worth of history and are tied to specific homelands. This is a constant tension in countries like Kenya, where the tribal identities are still stronger than the national.

Some other countries in Africa do not share this same particular problem to the same degree; for example, Tanzania has a stronger sense of national identity that takes precedence over individual tribal identities.

This may be because Swahili is the primary language in Tanzania, which is a uniting factor for all Tanzanians, while in Kenya, most Kenyans learn their tribal language first, and then the national languages of English and Swahili through formal education.

Swahili is a pan-African language that developed from the early trade of Bantu people and Arabs on the east African coast. Swahili also refers to a specific cultural group descended from these traders and coastal villages. This cultural history of trade and intercultural mixture is part of Kenya's unique history.

Harambee

When Kenya won its independence, *harambee* began to take on a larger political flavor, as government officials encouraged it as a way for Kenyans to share a common

identity and therefore be incentivized to support the common governing structure.

This has had some success, but it also can cause conflicts with the tribal identities because the resources and aid of the government do not always reach every part of Kenya equally, and it is easy to accuse people in official positions of power of only supporting or favoring their particular tribe and community over others.

The criticism is not simply distrust; there is a genuine risk and concern of inequality among tribal groups because tribal identity is essentially that of family.

There is a deeply-ingrained understanding and belief that everyone who is successful always gives back to their community, and that everything they do is part of the community and represents that community.

The desire to adhere to these expectations can run into conflict with the desire to empower a national government with the will of the people as a whole. Instances and accusations of corruption often lead to high tensions during national elections.

There are some things I learned about Kenya that were important for me to try to convey in this project. The fundamental insight I took away from my travel with the Fulbright-Hays Scholarship program was how deeply embedded the sense of home and family was in the land itself.

In the U.S., it is common for many people to move around a lot, and although some grow up in a neighborhood they might still think of as home, it is just as common

for people to consider “home” to simply be wherever it is they live at the moment.

But when I ask a Kenyan where they consider to be home, it does not matter if they have been living in Nairobi for years for work. They consider their tribal homestead or homeland to be home, and remain connected to that identity their whole lives. They often go back and visit or sometimes eventually return.

I envied this connection to land for Kenyans, and it reminded me of the indigenous peoples in North America, and how they also often describe a sense of personal and familial connection to the land of their peoples’ origin.

This homeland connection, which for many Kenyans is hundreds if not thousands of years old, combined with a shared tribal language that only that tribe speaks, brought home for me the unique and distinct challenges faced by African countries post-colonialism. I felt that I had a more internalized, visceral understanding of why conflicts in Africa seem to outsiders so bewildering.

Few westerners really understand these dynamics of African tribal identities, because they cannot relate and it is completely foreign to them. Thus, news and media, when it constantly depicts war and conflict in African countries, can lead to a prejudiced opinion that Africans are violent and can’t get along because they are somehow backward.

This is a gross misunderstanding of people who are the origin of all human cultures on earth, and there is wisdom to be gained from reorienting oneself to learning about African cultures from a place of

humility and appreciation for their ancient roots.

As a perfect example, I learned that many traditional marriage practices that westerners view negatively are seen in a different light when understood within this context of putting one's community first and having a broad sense of family.

Polygamy was practiced as a practical way to share the responsibilities of raising children and working land among women. A man who had multiple wives did so because he had the wealth to support them, and multiple wives was a way of ensuring more children.

In today's age, the practice of polygamy is often seen as perverse and greedy, reduced to the idea of sexual desire. But in the ancient traditions of these cultures, that was not the spirit behind the practice. It was a practical way to organize life, duties, and members of a larger community and its resources.

Similarly, the idea of a "bride price" in the west is often reduced to a woman being "sold for cattle," suggesting that she is a thing to be owned rather than a person.

In actuality, the bridal "price" was a long term commitment between both families of the bride and groom that ensured mutual investment as a joined community and shared resources.

It was a gesture of respect and a practice that indicated that a person was serious about supporting the wife and the resulting family. It acted also to tie the families together, so that they had a shared identity rather than being seen as separate. In essence, the families themselves were married, not simply the individuals. With

their livelihood and resources now combined, their lives are interdependent and inextricable.

These practices do not mean that there are not serious issues with gender equality or rights in some ways. But they do make more sense within the context of the traditional values of tribal cultures and their traditional lifeways, than they do within a modern context, where often they can be abused or exploited by those who are trying to live in both the past and the present.

It is important and worthwhile to understand these practices in their context, because otherwise, Americans continue to develop an overall negative picture of African societies.

Such a negative understanding is ultimately harmful especially to African descended people in the U.S., as combined with the absence of thorough education and encouragement of pride in African cultural traditions, they leave young people with a sense of being on the outside of historical contributions and advances in the world.

It is important for all Americans to better understand Africa; it is especially important for those of us who have been cut off from our cultural traditions, knowledge, stories, and even names through the legacy of slavery to better understand the cultures our ancestors came from.

Being connected to a cultural history can ground, increase and boost the self esteem and personal identity of African American students. As a person of African descent myself, I can directly attest to this from my own studies through DNA testing and exploration of African Traditional Religions.

Connection also leads to a greater understanding overall of complex world dynamics - and how we may be leaders and collaborators toward a better world as a whole.

Thus, the spirit of *Nyumbani* is to give students a chance to personally experience the challenges and opportunities of balancing tribal identities with national identity, so that they can have greater insight and understanding when exposed to world events.

Like Model U.N., *Nyumbani* gives students the opportunity to carry out the extremely difficult yet necessary task of finding a way for everyone in a society to be able to call it home.

- Erica Shadowsong

Instructions for Play

Number of Players: (2-5 Players or Teams)

Playing Time: 30-60 min (*About 10-20 min per player/team*)

Age: (12+)

Nyumbani is a Coopetition game where each player takes on the role of a Tribe of Kenya and attempts to Unify it by manipulating the Resources and Commodities of Kenya to grow their tribe and control its regions before the foreign powers and investors take control of it away from the tribes.

Best played with five players the game incentivises cooperation with a scoring system that rewards unification and punishes greed.

Will you rest control of Kenya for yourself or work with your rival tribes to unify Kenya, granting a better score? Just remember: The foreign influences can steal victory away from you if you get too greedy, forever taking control of Kenya away from its people...

Objective

The objective of *Nyumbani* is to Unify Kenya, or take control of it for your Tribe, before the foreign influences take control of Kenya for themselves! The highest score wins when the game ends.

A full experience should be a series of at least three full games, collecting the total score of all three games determining the New Leaders of Kenya.

Components Required

All items, tokens, and markers should be distinct and easy to read and understand. Use colors, shapes, and icons to represent the different assets. All assets below are to be created by the teacher or educator running the game.

- Board (Kenya with 15 regions on it 3ftx3ft) x1
- Tribal Tokens for each player (Color or Team): 30 tokens representing 1 Population, 15 tokens representing 5 population, and 10 tokens representing 10 population. For marking control on the board.
- Resource Markers: x50 representing 1 Resource, x25 representing 10 Resources.
- Commodity Markers: x50 representing 1 Commodity, x25 representing 10 Commodities.
- Foreign Aid Tokens: x50 representing 1 Foreign Aid, x25 representing 10 Foreign Aid.
- Region cards (one of each of the 15 Regions with name of region and starting assets)

- Tribal Cards (with tribal descriptions and quick reference rules if desired) x5 One of each tribe
- Action Cards (8), And/Or {Action Spaces on the board}
- A First Player Token x1 (Preferably a large plushy of an animal native to Kenya).
- Instruction booklet x1 (This document)
- Game Box x1 (Big enough to fit the game board and objects.)

Setup:

To set up a game: Each player (or team) chooses a Tribal Card, and takes all their corresponding Tribal Tokens. The Resource, Commodity and Foreign Aid Tokens are separated and set somewhere that they can be accessed by all players.

Then the Region Card deck is shuffled and dealt out to the players. Each player will place one of their Tribal Tokens on each of the Regions they were dealt. They then place the starting assets indicated on their Region Card onto those Regions.

One player will have received the Region that says “First Player Token” on it. That player starts the game with the First Player Token and will go first in the first round.

In a game with 2 or 4 players, the second or fourth player will start with 1 less Region than the other players. The players who start the game with one less Region gain an EXTRA Tribal Token of their tribe that they can place onto any Region they want before the game starts.

Once this is done, the Region cards are shuffled together and set aside. Now the game starts with the player with the First Player Token.

How to Play

In *Nyumbani* each player takes control of a tribe of Kenya. On their turn they will choose an action to take. This repeats until all actions are taken. Each round each action is taken once by placing the player's Tribal Token on that action, and once an action is chosen it becomes unavailable to the other players until the following round.

This repeats until one of the End Game Conditions are met. Once an End Condition is met, the game ends and players count their scores based on how it ended and what they control on the board.

A player “controls” a Region if they have more Tribal Tokens of their tribe than any other player or Foreign Aid Tokens.

A Region is considered Unified if two or more players control an equal amount of Tribal Tokens on that Region and that Region contains fewer Foreign Aid

tokens than any single player's Tribal Tokens, and is not controlled by a single player.

A Region is considered controlled by foreign influences if there are more Foreign Aid Tokens on it then any one player has Tribal Tokens on that Region.

Start of a Round

In turn order going clockwise; starting with the player who has the First Player Token, each player places one of their Tribal Tokens on an Action Space/Card on the board, then performs that action.

Players can only place Tribal Tokens on an Action Space/Card that does not already contain a player's Tribal Token.

Once all Action Spaces/Cards have been taken, the round ends.

End of a Round

At the end of each round players check to see if any End Game Conditions have been met. If so, players proceed to calculating scores to determine the winner. If not, a new round starts with the player who possesses the First Player Token.

Before the new round starts, if a player has fewer Tribal Tokens on the Action Spaces/Cards than any other player, that player gains an extra Tribal Token they can place anywhere on the board. This is to

give a balancing aspect to the players who took fewer actions than the other players. Players then remove all Tribal Tokens from Action Spaces/Cards and return them to their piles.

Before the new round starts, shuffle the Region Deck and draw the top card. That Region gains a Foreign Aid Token, and one of each player's Tribal Tokens is removed from that Region. Then start the new round.

The Action Spaces

These can be made into cards with the full description if you feel your players would benefit from having them; otherwise, they should be made into smaller areas on the board with LITE description, or just the names of the action for the players to select on their turn. This is the core fundamental mechanic of the game and it is important that these actions be easily understood and readable by all players.

-
- **Action Space One: Repay Debt**
Choose a Region you control or in which you are unified with others. Remove all Commodity Tokens in that Region; for each Commodity Token removed this way, you may remove 1 Foreign Aid Token from anywhere on the board.
- **Action Space Two: Migrate**
Choose any Two Regions: Move any number of Tribal Tokens

on those Regions between those Regions. Then Add a Foreign Aid Token to the chosen two Regions.

-
- **Action Space Three: Harvest**
All Regions you control or in which you are Unified with others produce their Resources and Commodities.
- **Action Space Four: U.N. Assistance**
For every Region that contains a Foreign Aid Token, place a Resources Token onto that Region for each Foreign Aid Token there. Then add a Foreign Aid Token to any one space.
- **Action Space Five: Trade & Tax**
Choose a Region. You may move any or all Resources, Commodities, or Foreign Aid Tokens from that Region to any other Regions on the board as you wish.
- **Action Space Six: New Election!**
You are elected president! Take the First Player Token! Add a Foreign Aid Token to any one Region.
- **Action Space Seven: Populate**
Choose a Region you control or in which you are Unified with others. Remove all Resources from that Region, then place that many of your own Tribal Tokens onto that Region.

- **Action Space Eight: Displace**

Choose a Region. Move all Tribal Tokens from the chosen Region to the Regions adjacent to it however you choose. Then add a Foreign Aid Token to the chosen Region.

The Tribes: (colors)

These are the tribes the players choose to represent themselves in the game. Each tribe should be a specific color, and will be the basis for the players' TRIBAL TOKENS. (The suggested colors below are reminiscent of colors found in the Kenya flag or in general aesthetics.)

Kikuyu (Bantu) RED

"A piece of land is not a little thing." - Kikuyu proverb

Location: Mt. Kenya and surrounding counties

Centered around Mt. Kenya, fertile land and developed irrigation practices have allowed the Kikuyu to grow a large variety of cash crops, supplemented by cattle raising.

They also learned iron-working and smelting from the peoples in the area who were assimilated into the tribe upon its arrival.

The Kikuyu are the most numerous tribe in Kenya. Because they were heavily exploited for their land by Europeans, they were also the first to stage large scale uprisings that eventually led to Kenya's independence in the 1960s.

The first prime minister and later, first president of Kenya, Jomo Kenyatta, was Kikuyu, and this tribe became the economic and political elite in the country.

Notable people of Kikuyu descent:

Wangari Maathai - World-renowned environmental activist

Tom Morello - American guitar player and member of the band *Rage Against the Machine*

Kamba (Bantu) BLACK

"A person does not neglect his art but only abandons it for a while." - Kamba proverb

Location: Ukambani, coastal regions, Nairobi

Traditionally caravan traders, particularly with the Arabs; then they settled and became farmers. They are known for their wood carvings and ornaments, medicinal herbs, and hunting prowess of large game, including elephants, before such hunting was outlawed.

Men were traditionally associated with their economic activities, while women worked the land and raised children.

Notable people of Kamba descent:

Irene Koki Mutungi - pilot for Kenya Airways and the first woman in Africa to become certified as a captain of the Boeing 787 "Dreamliner" aircraft

Peter King Nzioki Mwanja - Kenyan actor best known for his roles in the films *The Constant Gardener*, *The Fifth Estate* and *Sense8*.

Kalenjin (Nilotic) GREEN

"A thousand miles starts with a single step."
- Kalenjin proverb

Location: Between east Rift Valley and Lake Victoria

The Kalenjin are primarily farmers, but they are famous for their fast runners. Sometimes called "the running tribe of Kenya," Kalenjin runners have dominated world marathons and Olympic competitions for decades, with Kenyans in general making up a good 40% of world-wide running champions, both men and women.

They are also avid storytellers, and known for their beautiful and complex beadwork. Kalenjin women sell decorated calabash gourds. Their name, which was chosen in the 1940s, means "I tell you."

Notable people of Kalenjin descent:

Daniel arap Moi - second President of Kenya

Lonah Chemtai Salpeter -
Kenyan-born Israeli
Olympic marathon runner

Luo (Nilotic) YELLOW

"A village without elderly is unhappy."
- Luo proverb

Location: Lake Victoria

The fourth largest group in Kenya, the Luo speak a Nilotic language of the Nilo-Saharan language family called Dholuo. Traditionally they are excellent fishermen, and later became equally strong agriculturalists.

They are known somewhat humorously for their strong-willed women, who are primary educators of family members along with managing the household. They are also known for their *oseras*, unique woven fishing baskets, their

musical instruments, and a fly whisk carried by the chief.

In the early years of Kenya's independence from British colonial rule, the Luo shared some political power with the prominent Kikuyu in the new government.

Notable people of Luo descent:

Lupita Nyong'o; Oscar-winning actress who

starred in *12 Years A Slave*

President Barack Obama - Former U.S. president

Luhya (Bantu)

WHITE

"Hurry hurry has no blessings." -
Luhya proverb

Location: Western Kenya and the Rift Valley Province.

The second largest ethnic group in Kenya, the Luhya resulted from the unification of 20 smaller Bantu-speaking groups during British colonial rule. Coming together as one tribe allowed them to enjoy more strength and power together, and as a result, they retained this social status with the Kikuyu upon Kenya's independence.

Traditionally they were farmers, traders, and cattle raisers. During British colonial rule, many were forced to become migrant laborers on plantations. This has led to a large number of Luhya living in or traveling to urban areas for work in the present day.

Notable people of Luhya descent:

Khadambi Asalache - Kenyan poet and author

Judy Wakhungu - Kenya's Ambassador to France

Regions & Starting Assets*

Make one card of each of these Regions, and they should match the Regions on the board.

1. Lokichogio
 - X2 Resource Tokens
 - Production: 2 Resources
2. Lake Turkana
 - X3 Commodity Tokens, X1 Foreign Aid Token
 - Production: 2 Commodities
3. Moyale
 - X1 Resource Token, X1 Commodity Token
 - Production: 1 Resource and 1 Commodity
4. Northeast Province
 - X3 Resource Tokens, X1 Foreign Aid Token
 - Production: 2 Resources
5. Wajir
 - X2 Commodity Tokens
 - Production: 2 Commodities
6. Dadaab
 - X2 Resource Tokens, X2 Commodity Tokens, X1 Foreign Aid Token
 - Production: 1 Resource and 1 Commodity
7. Garissa or Tana River
 - X2 Resource Tokens
 - Production: 2 Resources
8. Lamu Old Town
 - X3 Commodity Tokens, X1 Foreign Aid Token
 - Production: 2 Commodities
9. Sacred Mijikenda Kaya Forests

- X1 Resource Token, X1 Commodity Token
 - Production: 1 Resource and 1 Commodity
10. Mt. Kenya
 - X3 Resource Tokens, X1 Foreign Aid Token
 - Production: 2 Resources
 11. Great Rift Valley
 - X2 Commodity Tokens
 - Production: 2 Commodities
 12. Loima Hills (Murua Ngithigerr)
 - X2 Resource Tokens, x2 Commodity Tokens, X1 Foreign Aid Token
 - Production: 1 Resource and 1 Commodity
 13. Lake Victoria
 - X2 Resource Tokens
 - Production: 2 Resources
 14. Nairobi
 - THE FIRST PLAYER TOKEN
 - Production: 2 Commodities
 15. Mt. Meru
 - X2 Commodity Tokens
 - Production: 1 Resource and 1 Commodity

End of the Game

The game ends if any of the End Game Conditions are met; then each player counts their score based on the End Condition met. The three End Conditions are the Tribal Victory, the Unification Victory, and the dreaded Foreign Takeover.

If a player has ended the game by controlling the required amount of spaces for themselves this is called the Tribal

Victory. If the game ends because a number of players have unified the number of spaces needed this is called the Unification Victory. If the Foreign Influences have ended the game controlling the allotted number of spaces this is called the Foreign Takeover and should be considered a failure state, or loss condition.

If at any time all of a players ' Tribal Tokens are removed from the board all players LOSE the game...

The Number of Spaces needed for control to end the game is based on the number of players is as follows:

#players	Player	Unified
<u>Foreign</u>		
2-3	8	6
7		
4-5	7	5
6		

Scoring: For each player

Points	Type
+1*	Per your controlled spaces
+3*	Per Unified space you are a part of
-5*	For each foreign controlled space+
-100	If foreigners took control of Kenya.
+10	If you controlled Kenya for your Tribe
+10*	If Kenya was Unified; then each player with a Tribal Token on a unified space gains the 10 points for each space they have unified.

Titles Based on a Single game's Score

70+	DEITY!
60-69	Government Official
50-59	Tribal Royalty
40-49	Tribal Chieftain
30-39	Warrior
20-29	Social Elite
10-19	Commoner
1-9	Freemen
0 or less:	Serf

Winning the Game

Once scoring is counted, the player with the highest score wins. A complete experience with the game should be THREE full games combining the scores of all three games into one final score to determine the New Leaders of Kenya.

How to Create this Game for Your Classroom

Game board - The game board can be made by blowing up a map of Kenya and pasting it onto a poster-sized board (22" x 28"). A topographical map is recommended. You can also draw/paint this map yourself or by recruiting someone with artistic ability!

Once the map is attached to the board, the Regions will need to be outlined using markers, tape, or other method of your choice. You will also need to write or attach

as signs the names of the Regions where they belong on the board. Finally, you need to add the Production assets for each Region (see Region Cards).

Tribal Cards - You will need 5 individual cards for each of the tribes listed in the game instructions. You can use large index cards or cut card stock (5"x5") for these cards. Paste or write the corresponding information for each card indicated in the tribe descriptions above. *They should match the colors of their corresponding tokens. The game creator suggests also putting full Action descriptions on the reverse side for quick reference.

Region Cards - You will need 15 individual cards for each of the Regions named on the board. This becomes the Region Deck. These cards do not need to be as big as the Tribal Cards as they will have less information.

They should be sturdy and a size that is easy to shuffle, such as blank playing cards or index cards, or playing-card sized cut card stock (poster thickness). Then write or paste the corresponding information for each Region on its respective card.

Action Cards - Finally, you will need a set of action cards. These cards can also be small. They will need to be visible for everyone throughout gameplay. One way to do this is to leave a space on the gameboard large enough to paste each of them side by side.

Each card should have the corresponding action (which are in shorthand versions; more detailed info on each action is in the instructions for play) on

it in an easy-to-read format. These can also be playing card or index card sized. The game creator suggests using symbols to denote what happens for each action as opposed to words (see example picture below).

Resource, Commodity, and Foreign Aid Tokens -

Three sets of tokens of different colors, shapes, or designs will be needed to represent Resources, Commodities, or Foreign Aid that players will place on the different Regions on the board throughout gameplay. Some good possibilities for these tokens are glass gems that can be found at places like craft stores or dollar stores. Any inexpensive tokens really can be used. But each denomination of 1, 5, and 10 should be distinct (for example, larger tokens for larger denominations).

It is recommended that they be very distinctly different colors and that the colors may be connected to what they are. For example, Resources might be brown or green, because they come from the earth, like crops or mined minerals, Commodities could have textured patterns because these indicate created goods, and Foreign Aid Tokens might be red or another bright color to indicate easily when they are beginning to fill up the board.

An illustration like a sticker for each may also be helpful, but it should be uniform and very obviously different; for example, the Resource tokens might be small colored blocks with a sticker of a cornucopia on each one. It is recommended, however, to keep this iconography simple and using 3 different colors is sufficient.

Tribal Tokens - Each of the 5 tribes represented in the game will have its own corresponding tribal tokens. These can be the same material or object as the other tokens and simply be a different color, but it is recommended that these would instead be people-shaped.

“Meeples,” as they are often called, can be found easily online or in craft stores. These are usually wooden and come in bulk. Each tribe should have its own specific color.

Again, a uniform sticker of a person or symbol on each token could be used, but it is recommended that the iconography is kept simple, and distinct colors for each tribe will be sufficient.

First Player Token - Have a LARGE PLUSHY of an animal native to Kenya for your players to pass around to represent who is going first each round. Make sure it's cute and cuddly! (We used a stuffed giraffe that we bought from a giraffe sanctuary in Kenya.)

Game box - A sturdy cardboard box with a cover can be used to store the game; it should have the name of the game on it, and can be decorated as you like!

Instruction Booklet - This document is the instruction booklet and should not be distributed as material, as it is copyrighted and should enter into public or common use. It is for teacher or educational use only.

Incorporating *Nyumbani* into Lesson Plans

Nyumbani can be easily incorporated as an interactive activity during a unit on Africa, indigenous peoples, world history, or Kenya specifically.

It can also be used in a unit on types of government, or to make connections with international organizations like the U.N. and their work. It can also be used simply for fun, team-building, and downtime!

In a classroom setting, the 5 players that would play each tribe can instead be teams. The instruction booklet contains rules to help balance the game with an asymmetric number of players/teams. The game is designed to be played either by individual players, or by teams.

For best learning and interactive experience, the game will require 45-60 minutes of play. Therefore, playing the game in a classroom should have its own day, and might follow as the culmination of several lessons leading up to it.

Also, because the game includes a scoring system that rewards the individual players/teams as well as the unification victory, it is ideal to have the same players/teams play the game at least 3 times. This helps increase familiarity and comfort with the rules, and gives players/teams a chance to begin to develop intentional strategies.

The game can also accompany or supplement longer group or individual projects that involve deeper studies and perhaps presentations on different tribes. By introducing the students to tribes in Kenya,

they may then choose these or other tribes to explore further in terms of aspects like religion, family units, arts and crafts, leadership, medicine and music.

For example, many of the tribes have a common religious practice of ancestor veneration. They also often have a monotheistic belief system that may or may not include additional supernatural or superhuman characters as part of the theology.

Each tribe has its own unique origin story, and many of the tribes have legendary culture heroes, as well as mythological stories and creatures. A study across origin myths of these tribes will reveal an interesting similarity, in which each tribe sees itself as the first or original humans, and their place of origin as the origin of all humanity.

Tournament Style

You can play the game as a tournament by pitting multiple classrooms against each other for overall scores! This may be especially fun if a whole grade is doing a common unit or doing lessons specifically on Africa.

Game Creator Contact Info

We would love to hear about your experiences using this game! Please feel free to reach out to us for comments or questions at 2Shadowsongs@gmail.com

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Appendix A: Images

Image 1: Sample Game Board with Regions (Numbers only; Region titles and Regional Commodities/Resources should be added!) Map from Creative Commons Media

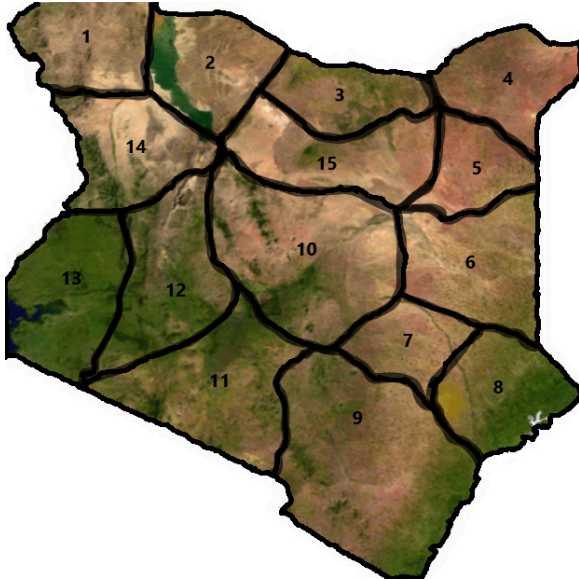


Image 2: Sample Action Spaces (Authors' photo)



Image 3: Testing Prototype Board w/Action Spaces (Authors' Photos)

