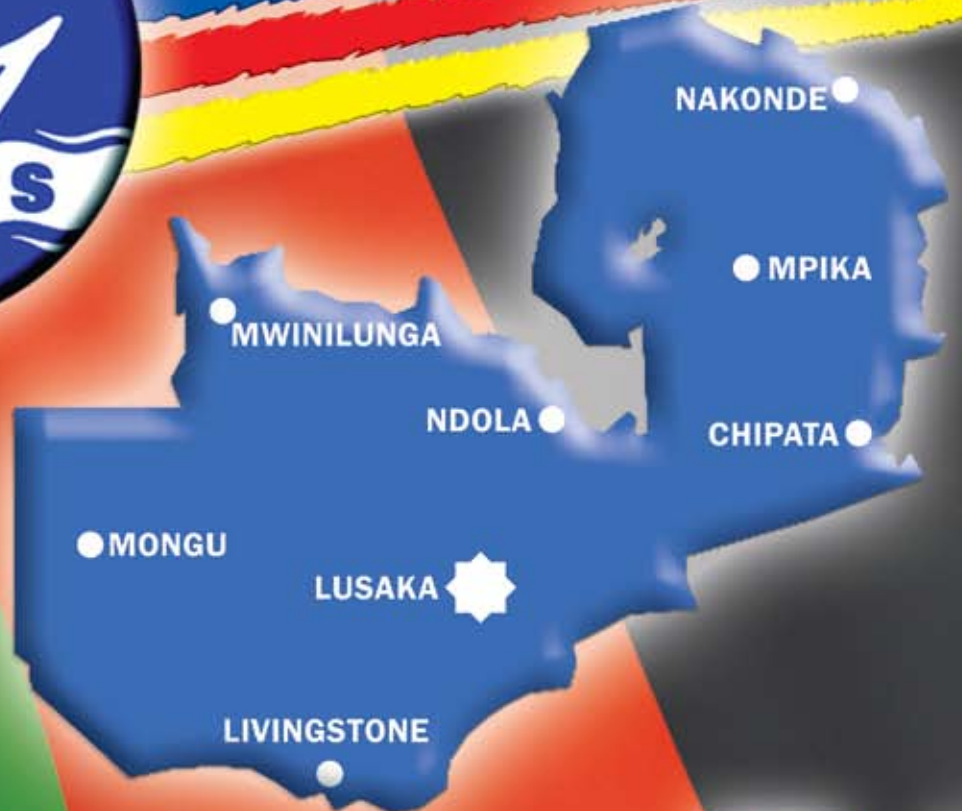




Zambia

Pilots Voyage Material 2012



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Zambia 2012



Aims of this pack - to help Pilots:

- 1** discover something about the history and geography of Zambia
- 2** to learn something of what it is like to be a child in Zambia, with Benson & Joyce
- 3** to explore the culture, food, games and pastimes of children in Zambia
- 4** to look at religion in Zambia in relation to the world church and our own traditions
- 5** share what is learnt with each other, the local church or the local community

How to use the pack

The pack is divided into four sections and it is suggested that a 'pick and mix' approach is used. It is not envisaged that the pack is approached in any particular order but that leaders pick and choose which aspects of the different sections they wish to include in their study of Zambia. This material can be used over a number of Pilots' meetings, on an away day or as part of a residential weekend.

The five sections include information, activities and games. Other games and activities from previous packs or from The Compass can also be used to support this material.

The five sections are as follows:

Introduction - introducing the country and its history get to know Zambia

Zambian People - a polite people

Joyce & Benson's story - experiencing life in Zambia through children's eyes

Showcase Zambia - sharing what has been learnt with a wider audience

One way of approaching the material would be as follows:

Week 1: Think about taking a Voyage like Livingstone did; Introduce Zambia by looking at the country's map and flag and introduce Benson and Joyce and their family. Use the related games and activities.

Week 2: Look at the Zambian language and the National Anthem. Introduce Section 2 - Zambian people and share the first part of Benson and Joyce's diaries. Use the related games and activities.

Week 3: This week look at the currency and a little of the country's history. Share the second part of the diary stories. Use the related games and activities.

Week 4: Complete the work on Zambian history and look at the transport section. Share the last sections of the diaries. Use the related games and activities.

Weeks 5 & 6: Plan the Showcase event. Decide what is to be shown and make what is needed.

Have fun discovering Zambia!



Introduction



This introduction to Zambia begins with remembering a legendary Victorian explorer and missionary, David Livingstone. Dr. Livingstone's main explorations were in central and Southern Africa. He is still held in high regard by many contemporary Zambians, especially for his anti-slavery campaigns, and his legacy lives on in both religious and secular development initiatives.

Following his death in 1873, missionary societies stepped in to take up where he had left off by establishing Christianity in the region and began setting up mission stations to help develop Christianity in the region. The London Missionary Society (LMS) was the first to establish a mission station based at Niamikolo close to Lake Tanganyika in 1885, followed by many others throughout the country.

Other mission stations followed the LMS example and established a presence. During the colonial era, health care and education were delivered by church organisations. Mission schools became the place where the aspiration for independence was established and nurtured. Churches also became advocates for their members and wider communities. As the state sought to control education policy by taking it out of the hands of the churches, so the call for the demise of colonial rule, from a mission educated local population, began.

After Zambian independence from the United Kingdom in 1964, three mission organisations, the Paris Evangelical Mission, the Methodist Church and the Presbyterian Church joined with the LMS to form the United Church of Zambia (UCZ).

Since independence, Christianity has continued to grow in Zambia. Some 75 per cent of the population is Christian. UCZ has over 1 million members. Zambia's first president Kenneth Kaunda was the son of a Malawian missionary and was welcomed by the churches in his early days. However, as his regime became more authoritarian, the churches again became a focus of opposition and were influential in securing the first multi party elections in 1991.

David Livingstone



David Livingstone was an explorer and a missionary with the London Missionary Society. He campaigned against slavery and was an advocate of commercial empire. As an explorer his key interest was in southern and central Africa. He led expeditions on the Zambezi River to find the source of the Nile. His life motto (etched into a monument erected in his honour at Victoria Falls) is: Christianity; Commerce and Civilisation.

Activity:

Ask the Pilots to think of a major expedition such as Livingstone's quest to find the source of the Nile. If they were embarking on such a voyage that would take several months to complete, what would they take on the journey?

Section 1 – Get to know Zambia

The aim of this section is to 'Get to know Zambia', through its geography, its history and its culture.

Geography and general information

Zambia is in central Africa. Three words that describe it quite well are, 'wide', 'high' and 'dry'.

Zambia is wide

It is a very large country, bigger than any in the European Union. It is also much bigger east to west than it is south to north. Some people think its shape is like a large butterfly.

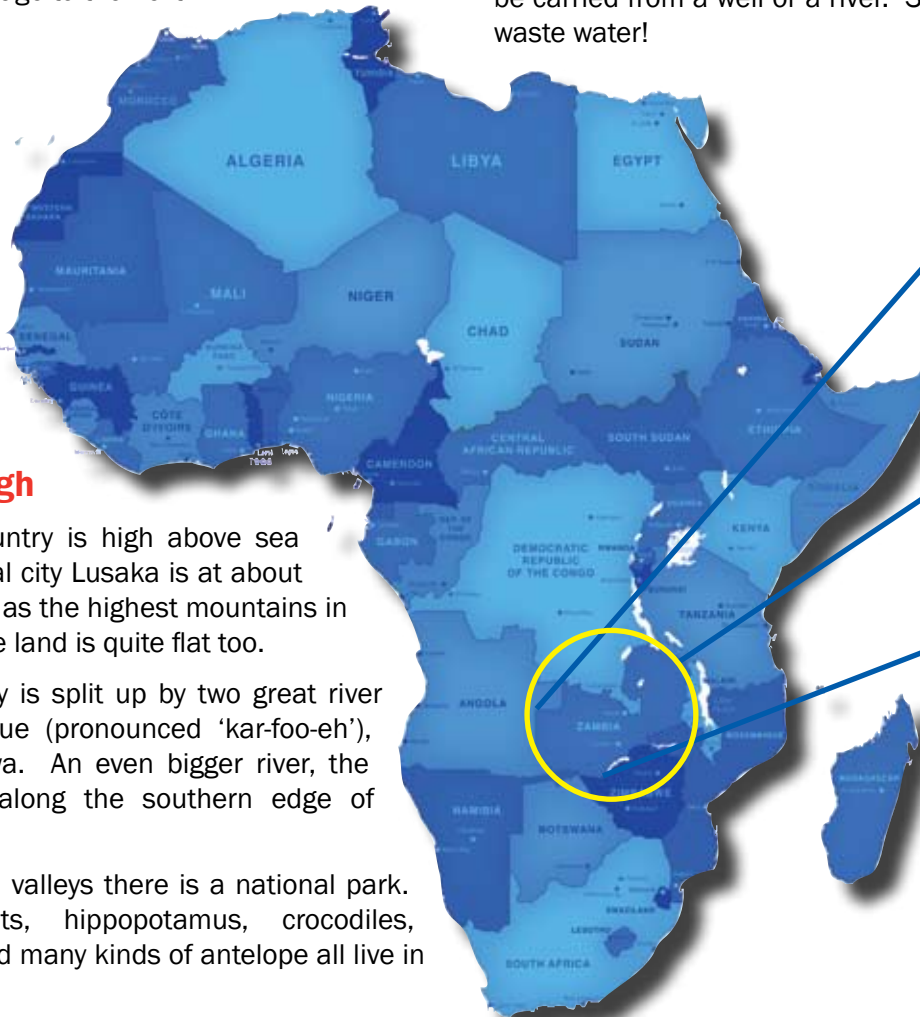
There are around 11 million people living in Zambia, compared with 62 million living in the United Kingdom. As it is a large country the people are thinly spread out and there are large areas of wilderness. It can be a long way from one village to the next

Zambia is dry

That sounds a strange thing to say about a country with these famous rivers and an even more famous waterfall (Victoria Falls). But rain only falls between late November and March. From April to August, it is dry and getting cooler. From September to November it is dry and getting hotter.

During the dry season, most small streams and ponds vanish completely. Birds and animals get thirsty and make for the 'dambos', small dips in the land which stay moist through the year.

People also know that water is precious. In most places every drop for use around the house has to be carried from a well or a river. So Zambians do not waste water!



Zambia is high

Most of the country is high above sea level. The capital city Lusaka is at about the same height as the highest mountains in England. But the land is quite flat too.

The high country is split up by two great river valleys: the Kafue (pronounced 'kar-foo-eh'), and the Luangwa. An even bigger river, the Zambezi, runs along the southern edge of Zambia.

In each of these valleys there is a national park. Lions, elephants, hippopotamus, crocodiles, giraffe, zebra and many kinds of antelope all live in these valleys.



Section 1 – Get to know Zambia

Activities and games

Animal games

Use favourite animal games or adapt other games (using the animals in Zambia), from *The Compass*. See pages: 68; 69; 70; 72; 78; 79; 81 and 103 for ideas.



Water games

Save the water challenge

- Pilots get into two teams, each team member is given a plastic cup
- create an obstacle course for each team that involves going over and under objects
- place a bucket of water at one end of the course and an empty bucket at the other
- Pilots have to take turns taking a cup of water from the full bucket, through the obstacle course to the empty bucket
- the game continues until each member of the team completes the course
- how much water did each team collect?

This game could also be played with a sponge as the water carrier or a plastic picnic plate.

Older Pilots

Work out how much water is needed in the course of a day. Thinking of one glass of water as a unit, how many units does each Pilot use and how many units does their household use in a day? Make a wall poster showing the findings.

Remember to include water for: drinking; cooking; washing people and clothes; toilets; pet's needs; garden etc.

Create an animal matching game:

- using matching pairs of pictures of animals
- place the pictures face down on the floor
- move the pictures around so that they are all mixed up
- Pilots take turns to find a matching pair by turning over two pictures at the same time
- if a pair is not found, the pictures are turned face down again
- when a pair is found, it is removed by the finder
- the game continues until all the pairs are found



Section 1 – Get to know Zambia

The flag of Zambia



The flag of Zambia depicts an eagle in flight over three stripes of red, black and orange, on a green background.

- the red stripe represents the nation's struggle for freedom

- the black stripe represents the people of Zambia, and

- the orange stripe is to represent Zambia's mineral wealth

the green background symbolises the nation's environment and wildlife

Zambia's national bird is the Fish Eagle and this is shown in flight to represent the country's freedom and ability to soar above problems.

Games and Activities

Create a flag

Younger Pilots may enjoy creating their own flag.

Have available an assortment of different coloured paper, some cut into strips, pictures or silhouettes of animals, plain paper and colouring pens or paint.

Ask Pilots to create their flag design in draft to begin with. When they are happy with their draft flag, they can create their masterpiece.



Section 1 – Get to know Zambia

National Anthem

Zambia's National Anthem speaks of its history. Use the internet to find the tune to go with the words if you wish to learn the anthem.

Stand and sing of Zambia proud and free, Land of works and joy in unity, Victors in the struggle for the right, We have won freedom's fight. All one, strong and free.

Africa is our own motherland, fashioned with and blessed by God's good hand. Let us all her people join as one, Brothers under the sun, All one, strong and free.

One land and one nation is our cry, Dignity and peace 'neath the Zambian sky. Like our noble eagle in its flight, Zambia, praise to thee. All one, strong and free.

Praise to God, Bless our great nation, Free men we stand, Under the flag of our land, Zambia praise to thee, All one strong and free.

Zambian currency

The Zambian currency is called the Kwacha. At present, in April 2012, approximately K8,500 = £1. There are no coins in the Zambian currency and the notes come in denominations of K50, K100, K500, K1000, K5000, K10,000, K20,000 and K50,000. The notes are all very colourful and contain pictures of animals and landmarks that can be found throughout Zambia.

Language

There are over 73 different languages spoken in Zambia but the official language is English. Most Zambians learn English in school and speak it fairly well. Bemba is the next most commonly used language.

Some useful words

English	Bemba
Hello	Shani
Goodbye	Shalapo
How are you?	Uli Shani?
I am fine	Ndi Bwino
Thank you	Natotela
very much	sana

Lord's Prayer in Bemba

Mweshifwe wa mumulu
Shina lyenu Licindikwe
Ubufumu bwenu bwise
Ukufwaya kwenu kucitwe panonse nga mumulu
Mutupele Icakulya cesy icelelo
Tulekeleleni imisha Yesu
Agefyo naifwe tulekelela abatulile imisha
Mwitutwala mukweshiwa
Lelo mututule kufyabila
Pantu ubufumu bwenu
Namaka nobucindami fyenu
Umyayaya umyayaya
Amen



Section 2 – Zambian people

Aim: to understand a little about the people who live in Zambia and how they live.



Zambian people

Most Zambians are descended from the Bantu peoples who spread across Africa in the Iron Age. There are also smaller communities of Asian and European descent.

Over 70 different languages are spoken in different parts of the country. The two most common are Bemba and Nyanja. Most Zambians can understand one another quite well, as there are shared or similar words, and many people speak more than one local language.

In 1928, huge deposits of copper were discovered in the area now known as 'The Copperbelt'. Many Zambians left their home villages to work in the mines, although the work was dangerous and poorly paid.

In the 1950's, black Zambians joined together in a movement which aimed first at fairer treatment and later at 'self rule', in other words the right to govern their own country. After a struggle, the country became independent in 1964. It also had a new name 'Zambia' and was led by its first President Kenneth Kaunda.

Making do

Today Zambia is peaceful and fairly well governed. Zambians are proud of their ability to get along well with one another, despite many cultural differences. However, most of Zambia's people are still very poor by European standards. It is estimated that 87 per cent of the people live on less than two US dollars (about £1.30) a day.

Most families can not afford to 'go shopping' as people do in the UK. They grow as much of their own food as possible, and use what money they have very carefully. Sometimes difficult choices have to be made.

Most people in Zambia consider politeness to be of very high importance. They feel being polite is so important that it is worth taking time to do it properly so they have special words of greeting in the form of a small conversation. See activity below.

It is not just greeting people that is important in Zambia. Elderly people are treated with great respect, as are any guests visiting the home.

Children are expected to fetch and carry – and generally be helpful. For example, because most food is eaten with the fingers, everyone is given water to wash their hands before eating. A child or young person would



Section 2 – Zambian people

offer the bowl of water and a towel for hand washing, kneeling in front of the guests first, and then the other adults in the room.

Children are not expected to argue with their parents. It is also very common for Zambian children to be smacked if they are cheeky or have broken a rule.

This is much the same as the way most children used to be treated in our country. A lot of Zambians think their traditional way is better than our modern way of bringing up children. Some, especially young people disagree.



Activities

Grow your own

Most Zambian people grow as much of their own food as they can.

Grow cress or salad leaves in small pots which can be taken home at a later date.

More adventurous Pilots could grow more vegetables in a window or patio box or in a small area of the church garden. Remember to seek the correct permissions to do this.

The bare essentials

If the Pilots were a Zambian family and only had enough money this month to buy three items from the list below, what would they choose?. How would they cope without the other items they need? Creative thinking may be required.

- Soap
- Medicine
- School fees
- Shoes
- Cooking oil
- Bus fare
- Candles



Saying 'hello'

When Zambians meet each other they say these words and have a special handshake. Encourage the Pilots to say the words and practise the handshake.

- A Hello, how are you?
B I am fine thank you. How are you?
A Very well thank you. My name is
B Pleased to meet you. My name is
A You are most welcome (offers hand)
B Thank you very much (takes hand).

(Shake hands once, then loose hands and take one another's wrists for a moment, then loose again and shake hands once more.)

Now you are ready to give a real Zambian welcome to one another!

Pilots may like to create their own welcome conversation and special handshake or greeting wave.



Section 3 – Benson and Joyce’s stories

Aim: to experience life in Zambia through the eyes of children

Introduction

Joyce is 13 years old and she lives in Zambia with her brother, Benson, who is 9 years old and their baby sister. They live in the countryside in a small house with only a few rooms. Joyce shares a bedroom with her brother and sister, as her mum and grandmother share the other one. Their dad lives away most of the time as he works in a copper mine.

Money is scarce for them but not as much as other families living in Zambia. Both Joyce and Benson are fortunate enough to be able to afford to go to school. This is mainly because they work hard helping their mum in the fields and with the chickens they own. There are many other daily chores that Joyce and Benson undertake as their diary entries show.

Part 1 – Sunday

Benson’s diary

I went to church this morning and I loved it as there are so many children there, and we were all dancing in church. The service lasts a few hours but I didn’t stay in church for the whole time. I went out to Sunday school which was outside the church. It was very hot, so I tried to sit in the shade. From where I was sitting, I could see some frogs hopping in the grass and there were grasshoppers and other insects making a lot of noise. After the first service had finished which was in Bemba, my local language, there was an English service. I sometimes stay for this one too but today I didn’t as it was a special day.

After church we went to my Aunty’s house to see her new baby, my new cousin. I have so many cousins that I get confused but it was really nice to see some of them again and to have lovely food. At home, we eat beans and rice but today we had chicken! I love chicken! We keep chickens at home but we mainly sell

them to make money for me to go to school. At 5pm we began walking back to our house. We had to walk fast because it gets dark at 6pm and it is not very safe to walk in the dark.

Joyce’s diary

I love Sundays. Everyone is cheerful because it is such a special day. Also, I don’t get up until after 6 in the morning, which my Mum calls ‘lazing in bed all hours’.

One of my Sunday jobs is to clean the shoes. There is very little polish, so I spread it thinly and then rub hard to make the shoes shine. We all wear shoes on Sundays, but Mum and Benson go barefoot most other times.

We wear special Sunday clothes too. Mum is a member of the women’s fellowship. That means she has a uniform with a red jacket and a white hat.

I am in the young people’s Praise Team. We are aged 13 to 17, and I am the youngest. We perform every week in church and on special occasions. We sing and dance, have two drummers and a team leader. He is quite old – at least 21. We also have a uniform. The girls wear a bright blue blouse and a long brightly patterned skirt or Chitenje. The boys are supposed to



Section 3 – Benson and Joyce’s stories

wear blue jackets, a white shirt and dark trousers. But clothes are expensive, so not everyone can manage this.

We like learning new songs and working out the dance steps. I love the feeling when we are all singing and moving together in God’s praise. Because I am new in the team (and the youngest) I am still getting to know people, which is a little bit scary. Team practice is before church at 9am.

Before church I help mum prepare the food to take to Aunty’s. We put the food in a plastic tub, with a lid to keep out the dust. Mum carries it on her head and I carry my baby sister on my back as we walk to Aunty’s house. It is in a small village about three kilometres away.

It is really nice seeing the new baby and meeting our cousins. But I like spending time with my friends from school even more. Benson eats a lot of chicken, and would have eaten more if he had been allowed. That boy will explode one day if he is not careful.

Activities and games

A Pilots Choir

Form a Pilots choir. Ask someone with musical ability, either from the church, the local school or a parent to work with the Pilots on a singing project with the aim of singing at the showcase or at a church social at some point in the future. Pilots could add a dance to accompany the song they have learnt.



A Chitenje

A Chitenje is a rectangle of fabric (generally 2 x 1 metres) worn by women around the waist or chest. Chintenjes are a cheap, everyday piece of clothing. They are very often patterned with pictures, colours and patterns.

Wearing the Chitenje

The Chitenje is generally wrapped around the waist and tied like sarong. Normal clothing (certainly underwear) is worn under the Chitenje which can be used to cover up slightly shabby clothes with its multi-coloured fabric.

Chitenje’s can be worn around the head, like a towel, and is used for decoration or to cover the hair. It is also useful as a cushion for carrying anything that is carried on the head.

A Chitenje makes a useful sling for a baby and is either constructed so the baby can hang at the front, or over the back, with its legs tucked around the side of its mother.

Most women who are walking any distance will wear a Chitenje to protect their skirt from road dust, or from splashing when it is raining. It is also used as an apron for household chores, because it can be easily washed out and dried.



Section 3 – Benson and Joyce’s stories

Part 2 - Weekday’s

Benson’s diary

I had to get up very early this morning. It was only just getting light, but that is normal for me when it is a school day. I have lots of jobs to do before I walk to school. My mother likes me to collect the eggs from the chickens in the morning and give them some food. She then sends Joyce and me to collect water for the day. This is so annoying as it is such a long walk and the water is really heavy, but it has to be done or else we would have nothing to drink or wash with.

After I have done these chores, I put on my school uniform and walk to school. It takes me about half an hour to walk to school which starts at 8am and finishes at 2pm which is nice. I take a lunch pail to school to eat at lunch time. Today I put rice and tomatoes in it. School is quite exciting at the moment as we are starting to learn English more often and I really enjoy it. Our lessons are all pretty much the same, the teacher says something and we repeat it back to her. This is how we learn. If we don’t repeat it then we don’t remember it. Sometimes in school, we use chalk and boards to write on but this doesn’t happen very often. I guess this is because the chalk costs so much money.

After school, I stayed to play football with some of my friends for a little while before we walked home from school together. Some of my friends are really lucky and live closer to school than me. When I got home, I did my homework, then I helped my mum cook dinner and by that time it was dark. When it gets dark there isn’t really anything I can do as we have no lights. We sometimes light a fire to give us a bit of light but tonight we didn’t, so when it went dark at about 6pm, I went to bed.

Joyce’s diary

On weekdays I am up at 5 o’clock, but it is still a rush to get all our chores done before school. Zambian children and young people are expected to help a lot both at home and school. Is it the same for you in the UK?

In the dry season, I start by sweeping the compound around our home. The red dust has a quite nice, sharp smell and it is a job I usually enjoy.

We have an outside cooking platform at the back of the house. This is where the water is kept in a big drum. I keep dipping a jug in the drum until I’ve filled a large pan on the fire. Some of the water in the pan will be used for washing, and the rest for our breakfast porridge and tea.

Once the fire is lit and the pan is heating up, I go with Benson to collect water so that we can refill the drum. Our village is greatly blessed because we have a good well. It is an easy walk to the well, but hard work coming back!

When we get back to the house, the water is getting warm, so we have a wash and then I look after the baby while our Mum makes breakfast.

Our breakfast porridge is called nsima and it is made from maize-meal. It is our main food (like your bread and potatoes) and the saying is, ‘if you have not had nsima, then you have not eaten’.

As a secondary school student, I am expected to do most of my lessons in English. This is really hard for students who have missed school through illness or lack of money. You only go up a class when you have passed end-of-year exams, so some students in my class are four or five years older than me.

My favourite subject is Science. When I grow up, I’d really like to work in a laboratory studying diseases. There are so many sick people in Zambia and never enough help or treatment. Like most schools in Zambia, we do not have any laboratory equipment at all. We can read about the experiments which are part of our course, but can never do any of them.

The first time we will see such things will be the day of our final Science exam. It is a bit frightening to be tested in something you have never had a chance to practice.



Section 3 – Benson and Joyce’s stories

Activities and games

Nsima (maize meal porridge)

1 cup of ufa (maize flour) for two persons

2-3 cups water to each cup of ufa

Use a wooden spoon to stir the nsima.

Heat the water in a pot until warm. Mix a little ufa into the warm water, stirring well to make sure there are no lumps.

Bring the mixture to the boil, stirring well, adding more ufa to thicken if needed.

Keep stirring until the nsima is smooth and well cooked.

Serve in a dish accompanied by relish, fish, meat, or vegetables.

Activity

Create a meal similar to the one spoken about above. Encourage Pilots to try the meal, do they like it? Would they want to eat the same meal every day?

Chalk pictures

Using black paper and coloured chalks, ask the Pilots to draw a pictorial map of Zambia, including the rivers and Victoria Falls.

‘Your week’ diary

Create a diary using the format of Joyce and Benson’s diary.

Plan the diaries at Pilots and then ask the Pilots to complete the diary over the coming week and bring back to share with the rest of the group the following week.



Section 3 – Benson and Joyce’s stories

Part 3 – Saturday

Benson’s diary

I love Saturdays! I don’t have to get up so early and then I spend some time playing with my friends. Today we were climbing trees and playing football. Our football is breaking so we decided we would make another one using screwed up plastic bags and string. The new ball is brilliant. I wonder how long it will last until we need to make another one?

We also spent some time making shakers and other instruments to use in church tomorrow. I made a big shaker using a huge plastic pot and filling it with tiny stones. For a lid I used a plastic bag and tied it really tightly with string. My friends and I played with our instruments for a long time and we danced under a big tree whilst playing them, to keep cool.

When I went home, I had to do my weekly chores. There are not that many of these and I quite like doing them. I love polishing my shoes because they always look so shiny afterwards. Joyce washes my uniform for me but I look after my shoes. After this, I had dinner which my grandmother had cooked for me then I went to bed. I’m really looking forward to church tomorrow.

Joyce’s diary

Saturday can be hard work because it is our main washing day, but I still enjoy it. My Mum washes a few things at home that need hot water, but anything big needs to be carried down to the river.

There is a shallow pool to stand in and big flat rocks to spread the clothes on afterwards. It is dry season now and the water in the river is low and sometimes quite smelly. But at least the clothes dry easily in the hot sun.

There are three other girls in the village who are the same age as me and we like to do our washing together. I wash Benson’s school uniform and my own and quite a lot of other things. Then we wash ourselves all over.

It probably isn’t very healthy washing in the river, but it is nice seeing the red dust swirl away, feeling the cool water between your toes and being all fresh afterwards.

We then sit on the rocks and talk. We always try to bring something to eat as well, like a bit of sugar cane or even some sweets if we are lucky. This is probably the best moment in my week – just relaxing and chatting with my friends. We tell each other how we are getting on with our Mums and which boys we think

are most annoying, that kind of thing.

In the afternoon, we go to the maize mill, which is about an hour’s walk away. One of my friends needs to buy a sack of maize-meal for her family. It is very heavy and we take turns carrying it back. We often carry things on our heads and because we start when we are little, we are all used to doing it.

After that there is just time to do some homework and then it’s dark, so we have supper, clear it up and go to bed. It’s been a good day.

Activities and games

Musical instruments

Create a selection of musical instruments such as:

Shakers: put small stones or dried peas into plastic pots and seal them

Rattle sticks: thread 4 or 5 buttons on to a strong thread. Make several button threads and attach them to a bamboo stick. The buttons should be able to move enough so that they rattle against the stick.

Small drums: using an empty and cleaned can, tape a drum skin made of grease proof paper to the can, pulling it as taught as possible

Make a ball!

Pilots work in small groups for this activity.

Give each group some string and some plastic carrier bags.

Ask each group to make a ball using only the materials they have been given.

The ball needs to be strong enough to be



Section 4 – Showcase Zambia

Aim: To showcase what has been learnt about Zambia with a wider audience



Plan an evening to showcase the country Zambia.

Plan well in advance and make invitations that can be given to parents and church friends.

Pilots could create large boards showing the geographical and cultural information of the country. Items could include:

A map of Zambia made by the Pilots

The Zambian flag or Zambian flag bunting

A collage of pictures of UK items for sale with both the Kwacha and Sterling prices displayed

To accompany the large boards, display on tables Benson and Joyce's diaries, and any items made during the activity sessions, such as hand-made balls and instruments.

Have food available for people to taste.

At the showcase the Pilots Choir can sing and dance what they have learnt.



Zambia



Pilots Voyage Material 2012

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