

# Understanding the Horn of Africa

**Title:** *Youth Module: The Daily Lives of Adolescent Girls in Kilifi, Kenya*

**Objectives:** Through exploring the contemporary quotidian realities for young women in Coastal Kenya, students develop insights and skills for analyzing how complex socio-historical dynamics impact opportunities and challenges.

## Learning Outcomes:

1. Knowledge:
  - a. Learn about the history of Coastal Kenya with an emphasis on gender and intergenerational relationships.
2. Analysis:
  - a. Be able to discuss some of the complex social dynamics young women in Kilifi confront and better understand choices they have.
  - b. Compare situation of adolescent girls in this setting to other situations to consider whether processes or themes are generalizable or specific to the local place and time.
3. Tools:
  - a. Use of bibliographic tools

## Directions:

### Before Class Preparation

1. Read book by, Sarah Forde. 2008. *Playing by Their Rules : Coastal Teenage Girls in Kenya on Life, Love and Football*. Kilifi Kenya: Moving the Goalposts.  
<https://www.createspace.com/3376110>. and <http://www.mtgk.org/?q=playing-by-their-rules>
2. Choose other background reading from the accompanying [bibliography](#) for this lesson.
3. Watch the video, [Mabatini](#).

### In class activities

1. Lecture using the powerpoint available on the [Understanding the Horn](#) website. Modify as needed for your classroom use.
2. Discussion questions – can be enhanced with further out of class research
3. Reflect on one's own or community experiences
4. Identify other life histories of teenage girls.
5. Compare/Contrast similarities/differences?
6. How specific to place/time are the circumstances the girls face?

### Out of Class Assignments

1. Use online library search tools to find books, resources
  - a. See the Bibliographic Search Guide.
  - b. Do subject heading, literature and web searches to find comparable material, such as:
    - Bame Nsamenang. 2002. "Adolescence in sub-Saharan Africa: An Image Constructed from Africa's Triple Inheritance." In *The world's youth : adolescence in eight regions of the globe*, ed. B. Bradford Brown, Reed Larson, and T. S Saraswati, 61–104. New York: Cambridge University Press.
  - c. Do targeted searches on the web to find comparable material, such as
    - Coalition for Adolescent Girls: <http://coalitionforadolescentgirls.org/>



- Girls Discovered: Global Map of Adolescent Girls: <http://www.girlsdiscovered.org/>
  - Population Council <http://www.popcouncil.org/>
  - CODESRIA's online publications, many of which deal with youth, adolescents, sport, gender, etc: <http://www.codesria.org/spip.php?rubrique65&lang=en>
  - International Center for Research on Women: <http://www.icrw.org/what-we-do/adolescents>
2. Write of a review of current research trends on the topic of adolescent girls comparing two different regions, countries. Use the Literature Review Guide as needed.

#### Related material

- Website: Moving the Goalposts - <http://mtgk.org/>
- Video: MTGK. 2009. *Mabinti*. Kilifi, Kenya. <http://youtu.be/S7b4jj8ZBQs>.
- Presentation (PPT): Saavedra, Martha, "The Daily Lives of Adolescent Girls in Kilifi, Kenya" (*created for teacher training; adapt to classroom needs*)
- Bibliography created for this unit (PDF)
- Web site for the workshop, *Absent Voices: Experience of common life in world history*, ORIAS Summer Institute for K-12 teachers, July 25-29, 2011 for which this unit was originally created. <http://orias.berkeley.edu/summer2011/Summer2011Home.htm>

