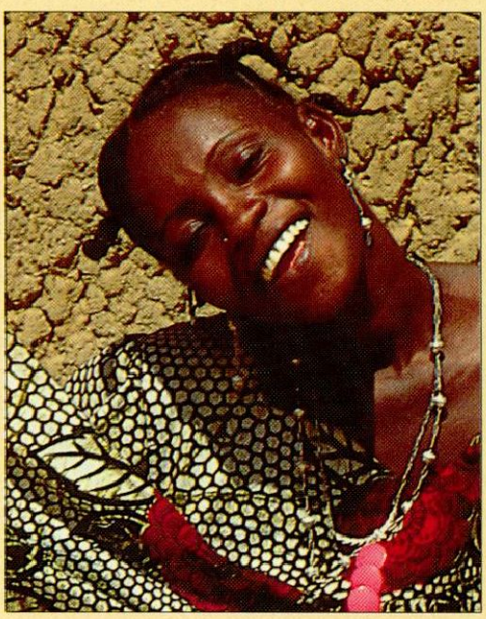
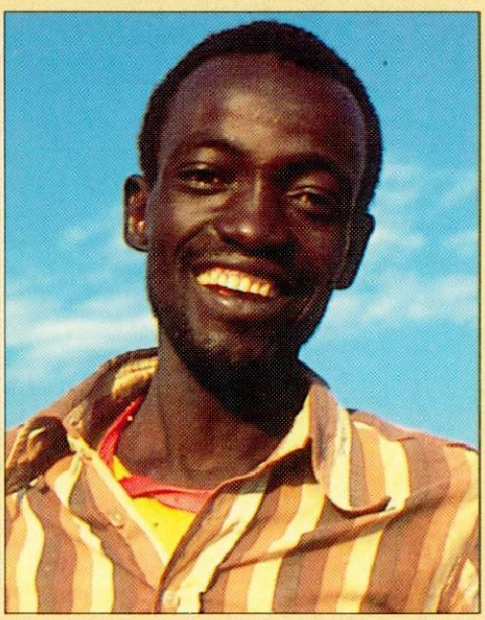
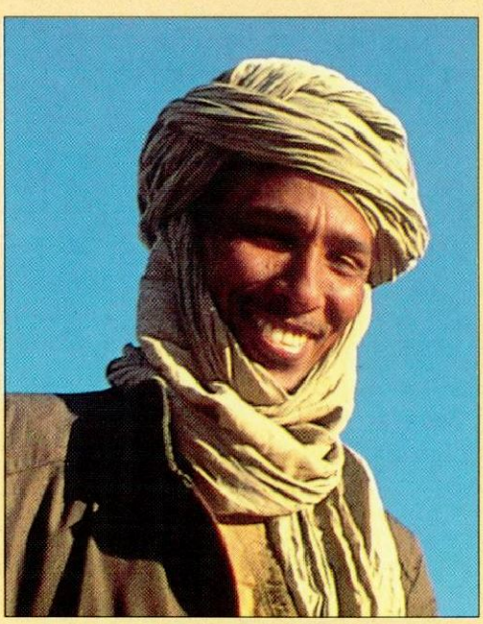
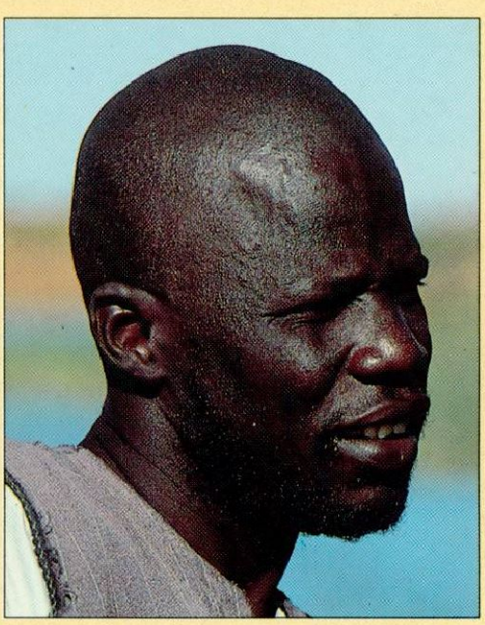
Where camels are better than cars

a locality study in Mali, West Africa for Key Stage 2









Book 2

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We are happy for any part of these materials to be photocopied for use in your own classroom. Those wishing to photocopy for other purposes should seek permission from the Development Education Centre. The materials in Book 2 are designed to be photocopied for use by individuals or in groups.

Where camels are better than cars

a locality study in Mali, West Africa for Key Stage 2

Book 2

This book offers photocopiable stimulus material for children. It is organised in three sections to reflect different aspects of life in and around Douentza. Each section contains a series of pupils' pages which focus on the lives of Fatime, Moktar, Amadou and El Malhud. The teachers' pages which precede them offer suggestions for their use.

Our daily lives looks at the geographical context of the locality by using maps. Through letters, the four people introduce themselves, their families and a typical day.

Our work and our environment offers an insight into their work - farming, fishing, domestic work, trading and herding. It explores some of the environmental constraints under which people live and their well planned responses.

Journeys and the market brings the four people together. Their lives meet in Douentza market where they buy from and sell to each other. The market illustrates how Douentza is linked to other parts of the world through trade.

The materials are designed to encourage flexible use. You might work through them in the order suggested. Another approach is to begin with the market and use this to introduce the four people and the activities which lead them to it.

Where camels are better than cars also includes:

- Book 1 which offers an introduction to Douentza and the lives of the people living there. It explores some of the issues involved in teaching about this multicultural locality;
- 24 colour photographs taken in and around Douentza;
- a poster plan of Douentza market.

Acknowledgements: see inside back cover of Book 1

Published by Development Education Centre [Birmingham] in partnership with Save the Children

© **Development Education Centre**
Save the Children, 1992

ISBN 0 948838 25 6

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Our daily lives

This section introduces the four main people whose families we focus on: Amadou, Moktar, Fatime and El Malhud. It looks at the place where they live; Douentza, a small town in Mali, West Africa.

We would like children to:

- develop a sense of people and a sense of place;
- appreciate the diversity of lifestyles, and the interactions of the different cultural groups;
- understand that some activities are universal;
- develop a respect for the people who have given us this information.

Starting points

There are as many ways of using these materials, as there are teachers. These are some of the ways we used to get started:

Interdependence
Because places in Africa can seem distant, it can be useful to start by thinking about how we are linked to each other, e.g. by identifying where our clothes and food come from.

A mental map of the desert
One of a pair draws the first thing that comes into their head when they hear the word 'desert'. Next, they show the picture to a partner without any explanation. The partner can ask questions for clarification and the child drawing may want to add to their picture to make it clearer. Finally, they talk about the images. Do all the class have the same image?

What is a country?
Some of the teachers began this work by exploring the notion of 'What is a country?'. Cut out six shapes on a large sheet of paper, each shape represents a country and should connect as countries do on a map. Each group of children is given one shape [without the information on how they fit together] and asked to design their own country - drawing on mountains, cities, rivers, railway links etc. When the shapes are brought together issues automatically arise about the way countries are interdependent. The idea is explored extensively in *Theme work*.

"I divided the class into four groups - one for each character, then I gave them all the photos showing that person and their family and asked them to find out as much as they could. I was amazed that they found out so much"
A teacher involved in the project

Views
Show the children the photographs of views of Mali, [e.g. 4, 7,18] and ask them to imagine where the photos were taken. This offers an introduction to challenging some of the children's images of Africa. A year 6 class thought they were taken in Antarctica, Greece and Australia.

Spot the similarities
One way of introducing the four people and their locality is by giving groups a selection of the photographs and asking them to make a list under the heading:

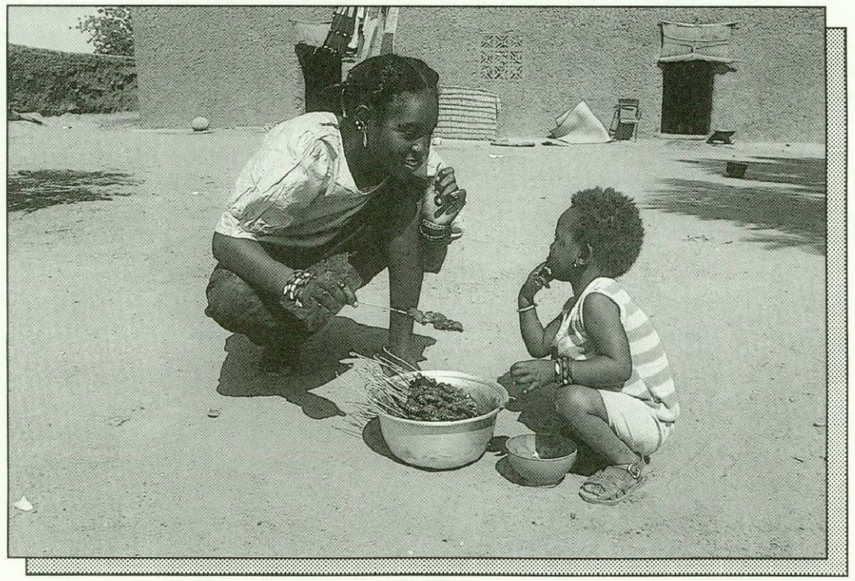
'I can see these things which we use and do in our daily lives.'

This focuses on the similarities between us rather than differences and is an excellent way to build a positive interest and excitement. Each child can then choose which photo they found most interesting and write their reasons. Finally, they could complete the sentence: 'From the photos it looks as though living in Mali is like this:....'

Maps
The maps on pages 4 and 5 can be used alongside a world map or atlas to introduce the location of Mali and Douentza.

> The photograph activities on page 16 of Book 1 can also be used to introduce this work.

teaching ideas



Fatime and her daughter, Nana tasting the kebabs she has just cooked to sell

The activities below use pages 6-17 to introduce the people and their daily lives. It will be important to emphasise from the start that the four people each come from a different cultural group. These groups have different work roles and traditions.

Four lives *[page 7]*
This sheet can be used to introduce the four main people and as a reference point throughout the locality study.

Letter writing *[pages 8,10,12,14]*
These letters have been constructed as a learning tool to allow the four people to introduce themselves and their families. Children respond well to writing a reply to the letters. Alternatively they could design and write a postcard which illustrates something of importance in their own area. Groups can use the photos to find out as much as they can about the people who wrote the letters.

A day in the life of... *[pages 9,11,12,15]*
Given that people's lives change with the seasons, the days of the week etc. we have constructed a fairly typical day for each person. Children can fill in their own day against the times of one of the people and look at the similarities and differences between them. They may want to group the different activities of the day in to their own categories.

Plans of compounds *[pages 16-17]*
The plans of the compounds can be used in many different ways, for instance by linking them to the photos and asking children to draw what it might look like. They are useful sources for work on maps and plans, and children can make their own keys. You could ask them to add to the plan to indicate their levels of understanding, e.g. draw the best place for Fatime's washing line.

Guess who?
If children have worked in more depth on one person, it will be useful to draw this together by sharing the information. Playing a *Guess who?* game will help build up an image of all the people.

Images of Africa *[page 6]*
We suggest that you use this sheet either at the beginning of this work or as it develops if there is a need to challenge children's images of starving people. See page 22 in Book 1 for further discussion of the role attitudes play in learning.

N.B. All four cultures are Moslem. The Tuareg are monogamous, whereas the Sonrai, Bozo and Dogon are polygamous.

Reference pages in Book 1

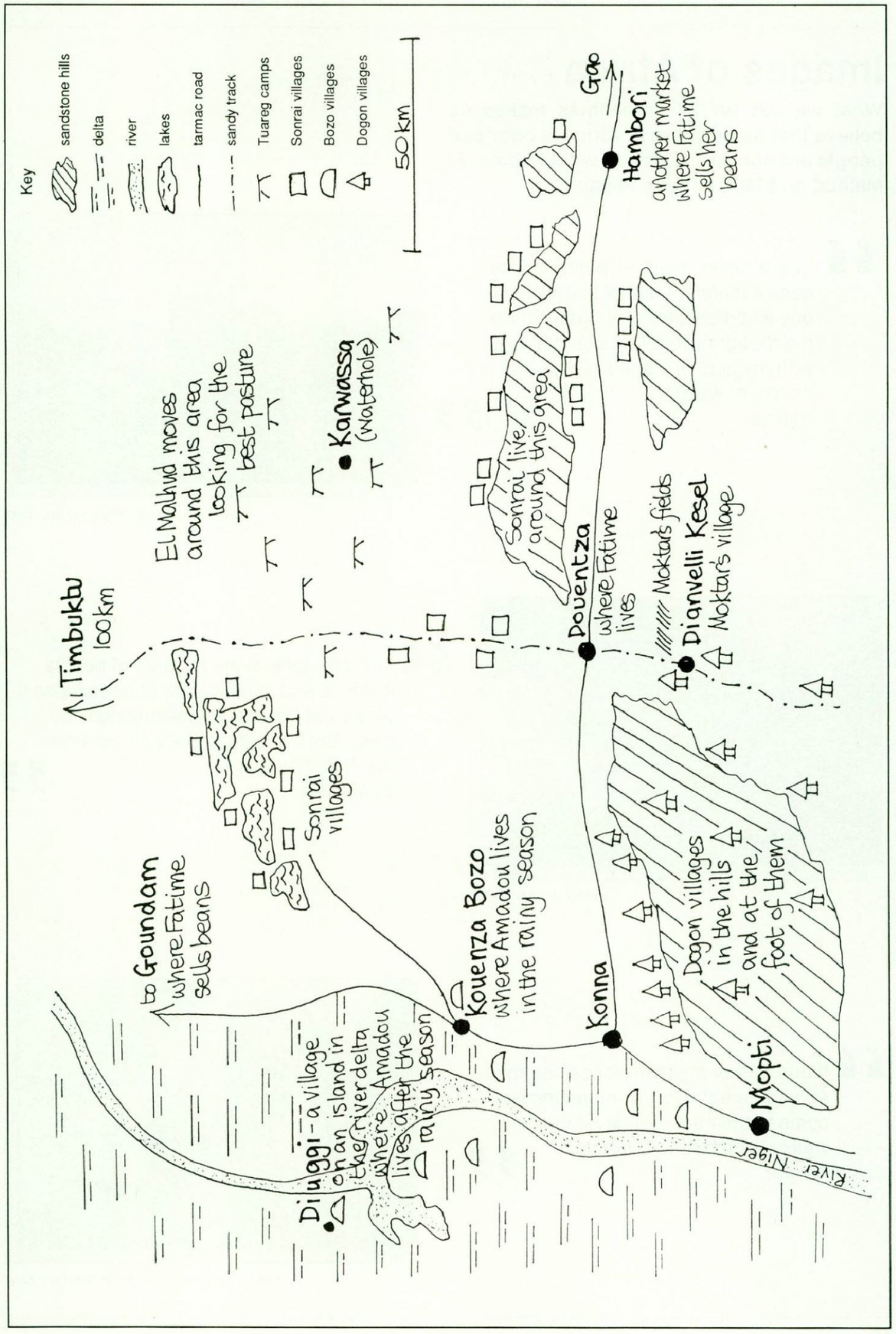
page 5	A multicultural locality
pages 6-9	Four cultures
page 12	Douentza
page 13	A changing locality?

"When they had to write a postcard to Fatime, my children found it difficult as they immediately believed they were much better off than her and so were nervous about what to write."
A teacher involved in the project



Mali is a country in West Africa. It is full of different places: some are sandy, others are green; some are mountainous, others are flat; some are crowded, whilst others are completely empty. Many different people live in these places: farmers, fishermen, cattle herders, nomads, market sellers, people from the towns and people from the villages.

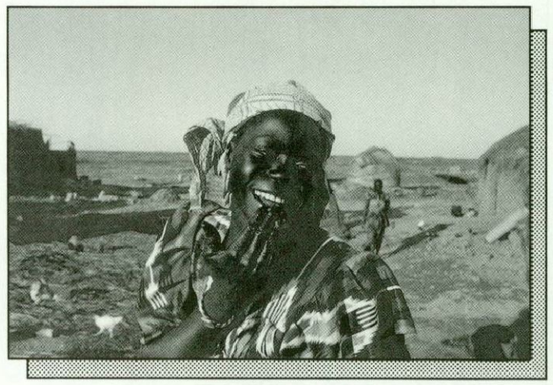




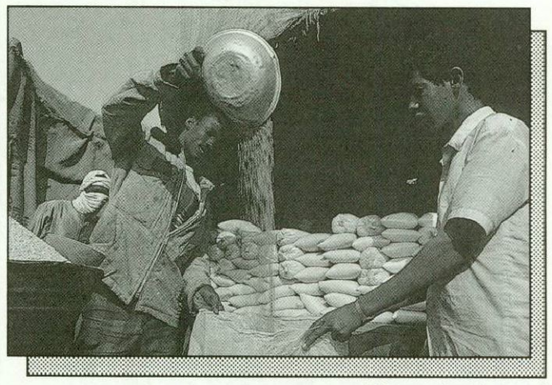
Images of Africa

What we see on TV sometimes makes us believe that everywhere in Africa is poor and people are hungry. Listen to what Fatime, El Malhud and Moktar have to say:

"I have never heard of famine - what does it mean? I do not know of anyone who has died of hunger. During the drought years I was sent to live with my aunt in a small village and put on lots of weight!"
Fatime



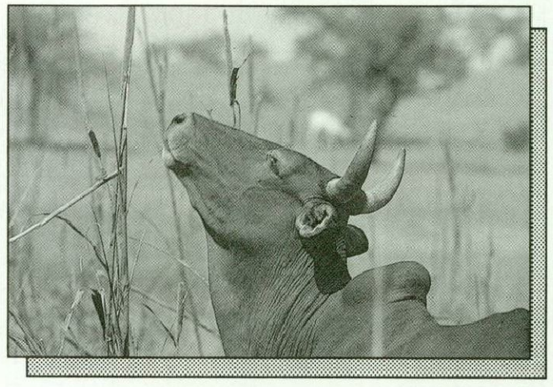
A Bozo woman enjoying her food



Plenty of grain here!

"You may look at the pictures of people in Africa and think we are poor because we do not have all the belongings you own. But it is our culture and our tradition that make us rich."
El Malhud

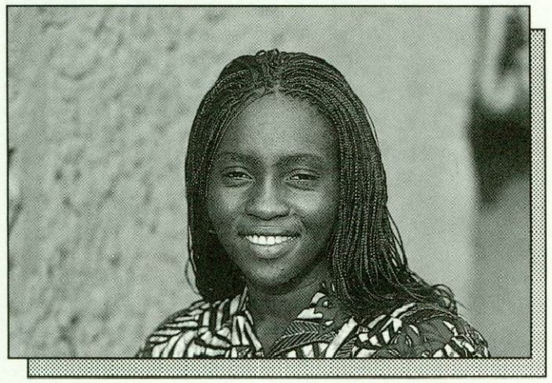
"If one part of my family does not have enough to eat, the rest of the family come to their aid. Whoever is doing well helps those who are not."
Moktar



A cow feasting millet stalks in Moktar's field

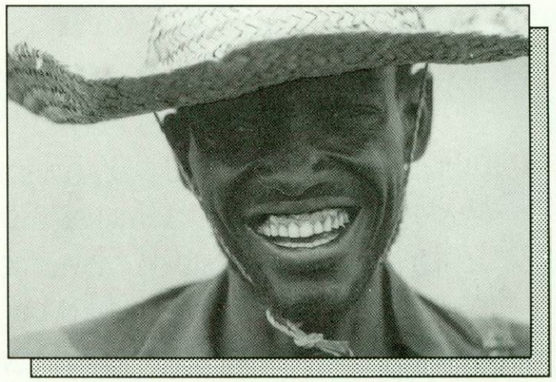
Four lives

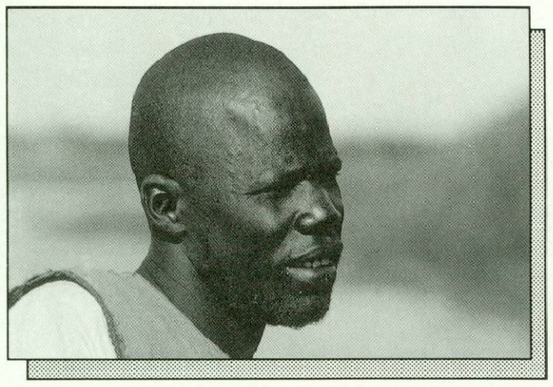
You are going to find out about four people who live in Mali. They all live in and around the town of Douentza.



My name is **Fatime** and I sell beans in the market. I am from the Sonrai group. I live with my family in a town called Douentza. The market here is one of the busiest and I sell there every day. There is always plenty to do in Douentza!

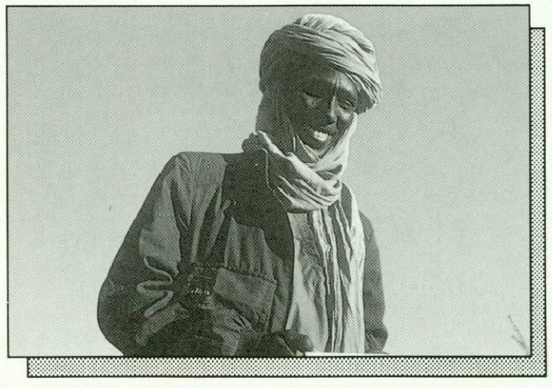
My name is **Moktar** and I am a farmer and I am one of the Dogon people. I live in a small village near Douentza. We grow millet, vegetables, peanuts and many other crops in our fields, but only if there is enough rain.

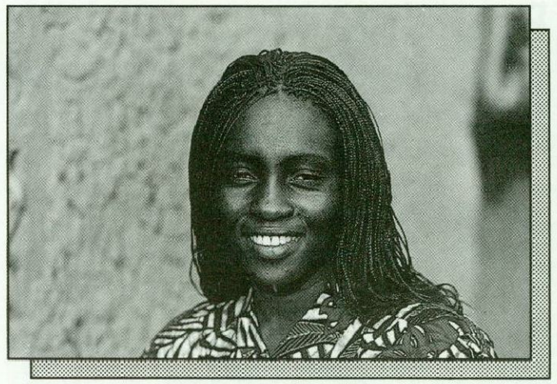




My name is **Amadou** and I am a fisherman. I am a member of the Bozo group. I live right beside the River Niger, and fish with my brother from a long wooden boat. We eat fish at every meal with rice that grows beside the river. You have to learn how to swim if you live here!

My name is **El Malhud** and I am a Tuareg nomad. I live a long way from any towns or villages, in a tent. My family has many animals but there is not much for them to eat or drink around here! Every few months we move our camp to find somewhere with water and pasture for the animals.





Douentza
Mali
West Africa

Dear friends,

Hello, my name is Fatime and I live in a town called Douentza. Do you like this picture of me? As you can see I like dressing up and have lots of brightly coloured clothes, some with embroidery. At the moment I like having long hair, so my friend plaits in artificial strands which we buy in the market.

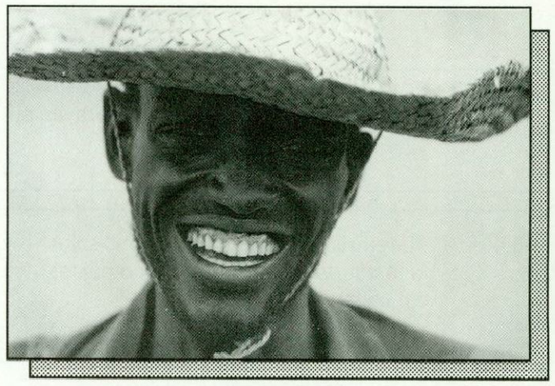
I live with my father and his three wives, and some of my brothers (there are two of them) and sisters (and nine of them!). My daughter Nana is one and she lives with us. We have two donkeys, five goats and many hens – so it's a good thing our home is large! I sell beans in Douentza market but when I'm not working I spend most of my time on our shady verandah laughing with my friends.

In the evenings there's sometimes a disco, or we watch a video. There's no electricity here, so we get power from a car battery. The market place is always crowded and that's where most of us meet up. My boyfriend Adama likes playing football and today his team is top of the league in Douentza (out of five other teams). I like listening to music on his cassette player.

I'd like to marry and have plenty of children – but I don't want to stay at home all the time. I'd like to go to Paris where my Aunt lives – or to Nigeria to buy colourful bowls to sell back here. Write and tell me about yourself.

Best wishes, Fatime.

Fatime's Day		My Day
5.00	I'm woken by my father for family prayer, but often I go back to sleep again!	5.00
8.00	The sun is getting hot. I get up and splash my face with water to cool off. For breakfast, we eat millet porridge, called 'toh'.	8.00
9.00	I pull up enough water from the well to take to the wash area to wash. Next I decide what to wear. I share my clothes with my sisters and they are piled up on the bed in my mother's room.	9.00
10.00	I tip some of the beans from the sack on the verandah into a large bowl to take to market. At market I settle myself in the shade of my stall so I'm ready to sell.	10.00
12.30	I go home for lunch. It's too hot to stay out in the market. I help my sister make meat kebabs to sell in the market.	12.30
3.00	After a rest and a wash I feel refreshed. I decide not to go back to the market today. My friend Miriam comes to plait my hair into a new style.	3.00
4.30	My brother and his friends join us. My boyfriend, Adama, has a cassette player so we listen to music. Then the men go to football practice.	4.30
6.00	Supper - rice with fish sauce. We take it in turns to cook - it's my sister's turn today. When we have finished eating it's dark.	6.00
8.00	Adama wants to see the video tonight.	8.00
10.00	It's colder now, so I lay out my mattress and curl up with a blanket.	10.00



Dianvelli
Mali
West Africa

Dear friends,

I'm Moktar and I live in a village called Dianvelli, just outside Douentza, in Mali. I'm from the Dogon people and we're all farmers. I grow millet, vegetables, peanuts and many other crops.

I live with my wife Rakiatu, our four children (aged 7, 5, 3 and 4 months) and other people in my family. My mother looks after all the children and they sleep with her at night. My father teaches the boys from the Koran. Our oldest, Sidi, is at school, but he often tries to stay at home to play football or make catapults to shoot at birds. Rakiatu is always very busy collecting wood and water, pounding millet, cooking, washing and growing vegetables.

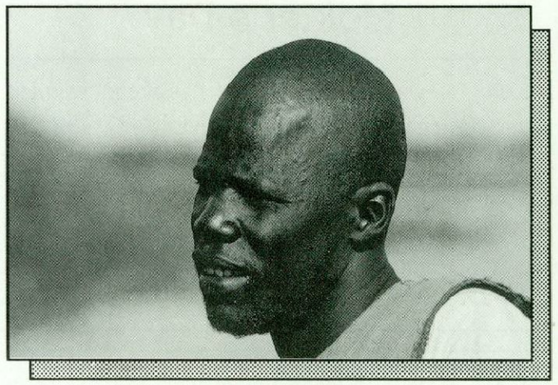
Dogon villages like Dianvelli look different from any others because we build square, mud granaries with round, pointed, thatched roofs. They are raised on three flat stones to prevent mice climbing up to eat the food inside. We have no market, school or shops in our village so the children have to walk about 5kms to school in a nearby village.

Everyone respects the old people in our village. They have lived the longest and have had more experience and so they can make better decisions. They are looked after well because we know we will be old one day too. The village chief is always the oldest man.

Write and tell me about your family and where you live.

Best wishes,
Moktar.

Moktar's Day		My Day
5.00	I wake to pray. Rakiatu has already warmed some water on the fire for me to wash with.	5.00
6.00	Breakfast of 'toh' [millet porridge]. The children walk to school. After breakfast I meet Hamma, my cousin, with the goats and take them to the well for a drink.	6.00
7.30	Hamma takes the animals out to graze, whilst I leave for the fields with my donkey and cart. I take a goatskin filled with water, and a handful of peanuts in case I get hungry.	7.30
8.00	I start harvesting the millet. There is plenty of work to be done, but sadly the locusts have eaten most of the crop.	8.00
12.00	The sun is very hot, so I rest under a shady tree and drink water.	12.00
2.00	After a rest I continue cropping the millet. I have to bundle together all the millet stalks and store them high up in a tree until I take them back to the village. That keeps them out of reach of any passing animals!	2.00
5.00	The sun will soon be going down, so I pile up the millet on the cart and head home. Then I carry the millet onto my roof to store it for a few days. Then we tie it into neat bundles and put it in the granary.	5.00
6.30	After praying, I eat a big meal of 'toh' with a delicious baobab and tomato sauce. We eat separately from the women - mealtimes are a good chance to chat with the other men and find out what they've been up to.	6.30
8.00	We say our final prayers of the day, sometimes at the village mosque.	8.00
10.00	We all sit round a fire in my courtyard chatting and laughing, while the women are next door with my mother. This is the best time of day! Then it is time for bed.	10.00



Diuggi, Mali
West Africa

Dear friends,

Hello - my name is Amadou. I am one of the Bozo people, we're all fishermen. I live in Mali in a village called Diuggi on the banks of the great river Niger.

All my family live nearby. I have two wives, who often argue, and two children. My mother is getting old now and she helps to look after the babies. We don't send our children to school, because we can teach them everything they need to know about fishing.

We don't stay in Diuggi all the year round because it is in the inland delta which floods in the rainy season. We have to go back to the mainland to our other village – Kouenza Bozo. We pack up all our belongings into our boat - even the animals! The chickens travel in cages so they don't panic. We have to balance the beds carefully so they don't rock the boat. It's very hard work punting when the boat is so full! We stay in Kouenza Bozo until the rain stops. Each year when we leave, I block up the doorways of our two houses so no-one else moves in.

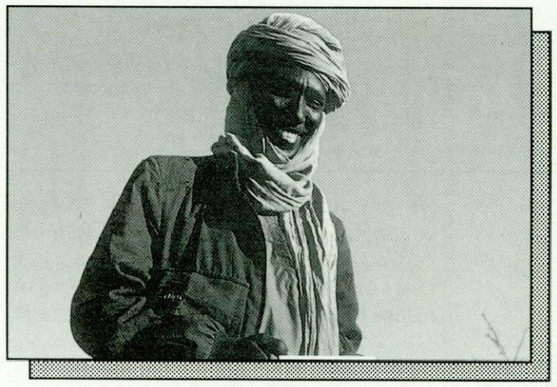
We Bozo rely on the river for everything - water for drinking, washing and cooking, and fish to eat. We have to be good swimmers and sometimes we have swimming races. Sometimes I wish I had a motor for my boat, but it's hard to get diesel and spare parts round here - so I'll stick to my boat!

Best wishes

Amadou

P.S. Write and tell me about yourself

Amadou's day		My day
5.00	I get up and wash and pray.	5.00
6.00	It's very cold before the sun rises, so I stay wrapped in a warm blanket. My wife has cooked pancakes for breakfast. My nephew helps me find the boat and punt downstream to look for the fishing nets I left out overnight.	6.00
8.00	Slowly we pull in the nets to see if we have caught any fish. They are over 40 metres long so it takes a long time.	8.00
9.00	The sun has already risen and it is getting hot now. The traders from Mopti arrive in their motorised boats to buy our fish. They pay by weight, so the more I catch the better.	9.00
10.00	Time to go home for a bowl of rice and fried fish. I have finished fishing for the morning. I untangle the nets and mend any that have broken. I also thread up a long rod with dangling hooks - it's another good way of catching fish.	10.00
1.00	Lunch is rice and fish in a tomato sauce. Then it's time to rest.	1.00
4.00	I decide to go fishing with some of the other men. We build a barrage across a stream as it meets the river and trap any fish swimming down.	4.00
6.00	I take my nets out and lay them across the river for the night. Choosing the best place is not easy. There is very little wind tonight which means there should be plenty of fish.	6.00
7.00	After prayers and supper, a group of us sit round the fire and tell stories. Our friends the herders have just arrived with their cows, so we have plenty to catch up on and they give us milk to drink.	7.00
11.00	It's late and time for bed. I have to be up early in the morning.	11.00



Mali
West Africa

Dear friends,

Greetings! My name is El Malhud and I am a Tuareg nomad. Here's a photo of me. We Tuareg have paler skins than our African neighbours – people call us the veiled warriors of the Sahara because we cover our faces and heads in public.

I travel with my family and herds to the north of Douentza, looking for new pasture and water for our animals. We live in tents made from cattle hides and brightly painted tent poles. We move camp every month or so because there isn't enough pasture in any one place. We're used to moving on.

Most of my family live in the camp – my wife Aisha, our son Mohammed Ali (he's two) and our daughter Fatimata (she's four). I have decided not to send them away to school because I'm afraid that they will learn the ways of the city and lose respect for our nomadic ways.

The Bella people live with us and do our cooking, milking and so on. Hundreds of years ago they were captured as slaves but now they are free to leave us. Some choose to stay and in return for their work, we make sure they are well clothed and fed.

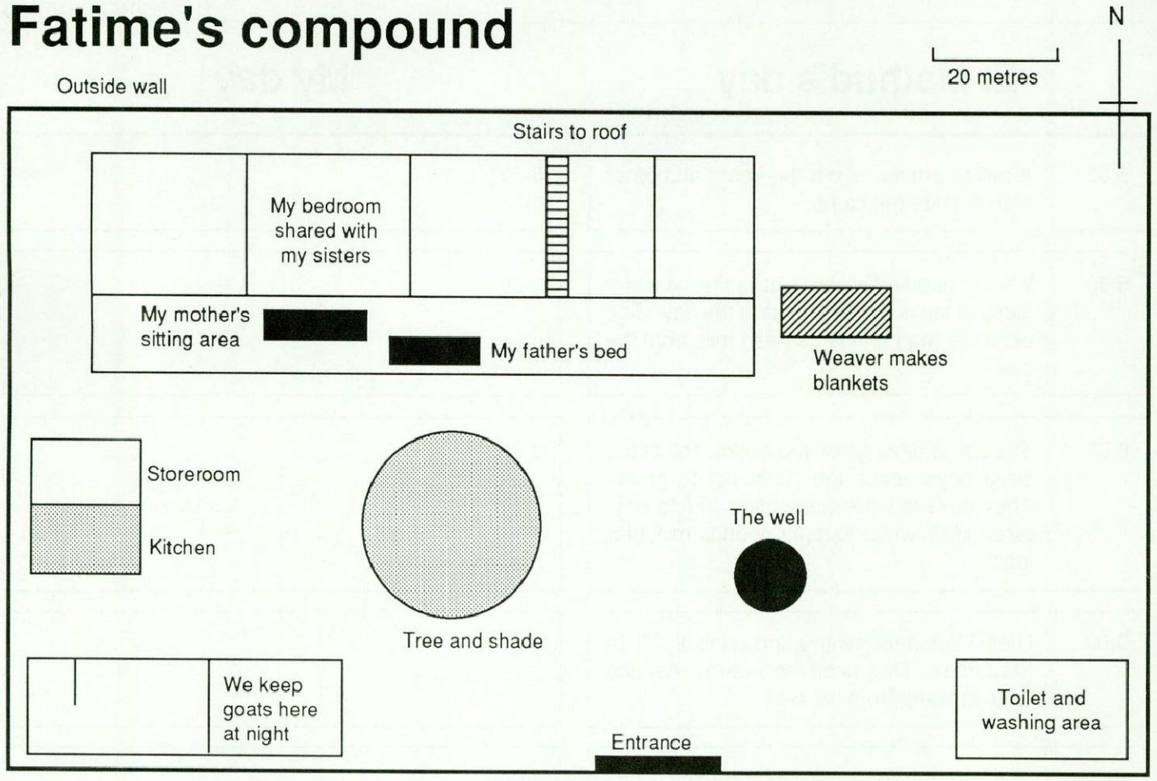
I can't understand why people live in buildings hemmed in by walls and a ceiling. We have plenty of space here. Write and tell me about your life.

With best wishes,

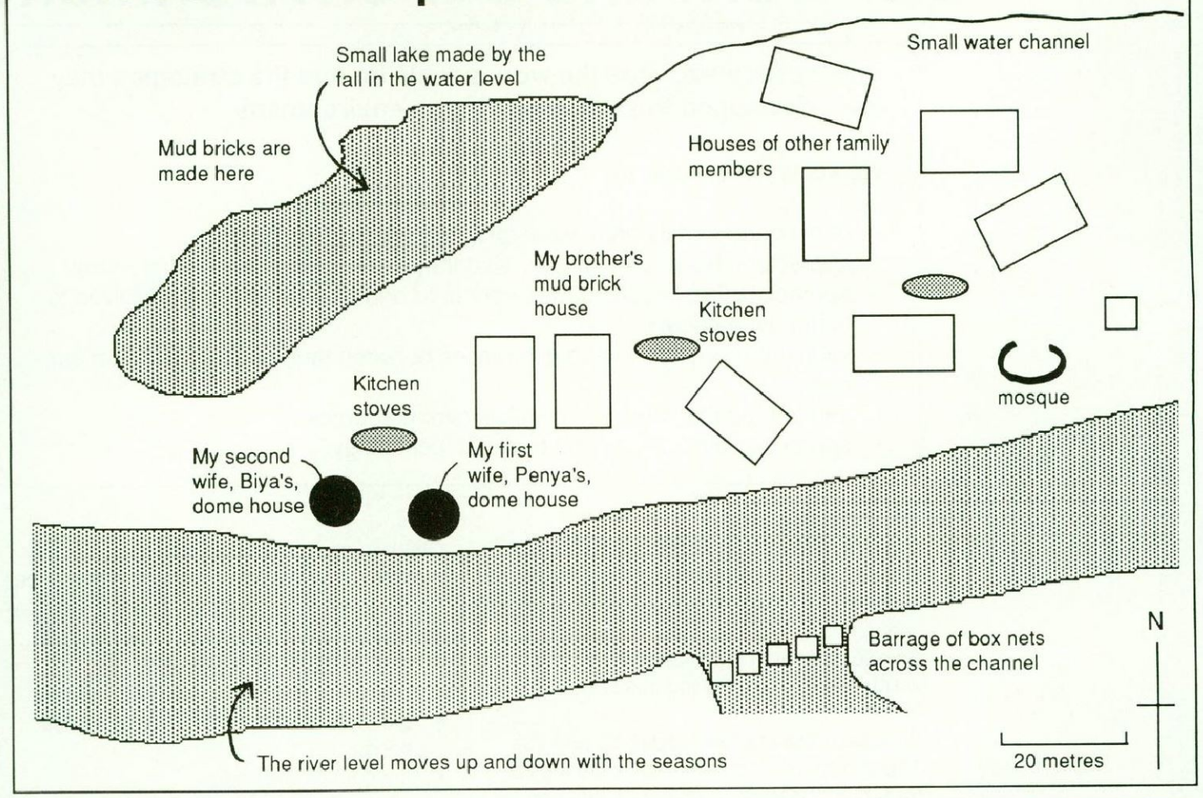
El Malhud

	El Malhud's day	My day
5.00	A call to prayer. I join the imam and other men outside the camp.	5.00
5.30	We are huddled round a large fire. A warm glass of tea is the best start to the day. The old Bella man brings us fresh milk from the cows.	5.30
8.00	The sun is getting hot and Abdul, one of the Bella boys, leads the cattle out to graze. They have to walk many miles to find pasture. Meanwhile Ashaba pounds millet for lunch.	8.00
9.00	I help Mohammed with a large slab of salt for the camels. They need it for energy. Ashaba fetches water from the well.	9.00
11.00	The women are in their tent, chatting and plaiting each other's hair. They never wear their hair loose, and always cover their heads with cloth when coming out of the tent.	11.00
12.00	Ashaba has returned from the well and she and her mother have made 'toh' for lunch.	12.00
12.30	A visitor comes to the camp on a camel. We kill a goat to provide meat for his meal, as a sign of our hospitality. Our visitor tells us news about the other camps and markets.	12.30
4.00	After the meal and a long rest, we talk again. I decide to go back to Douentza market, with our visitor. We prepare our camels, and I pack my bag. It will be a 7 hour ride.	4.00
6.30	As the sun goes down we stop to pray. From now on we can find our way with the help of the stars.	6.30
11.00	Finally we arrive in Douentza. I think of our camp where they will be huddled round the fire talking under the open skies. I stay in the house of an urban Tuareg family, sleeping indoors.	10.00

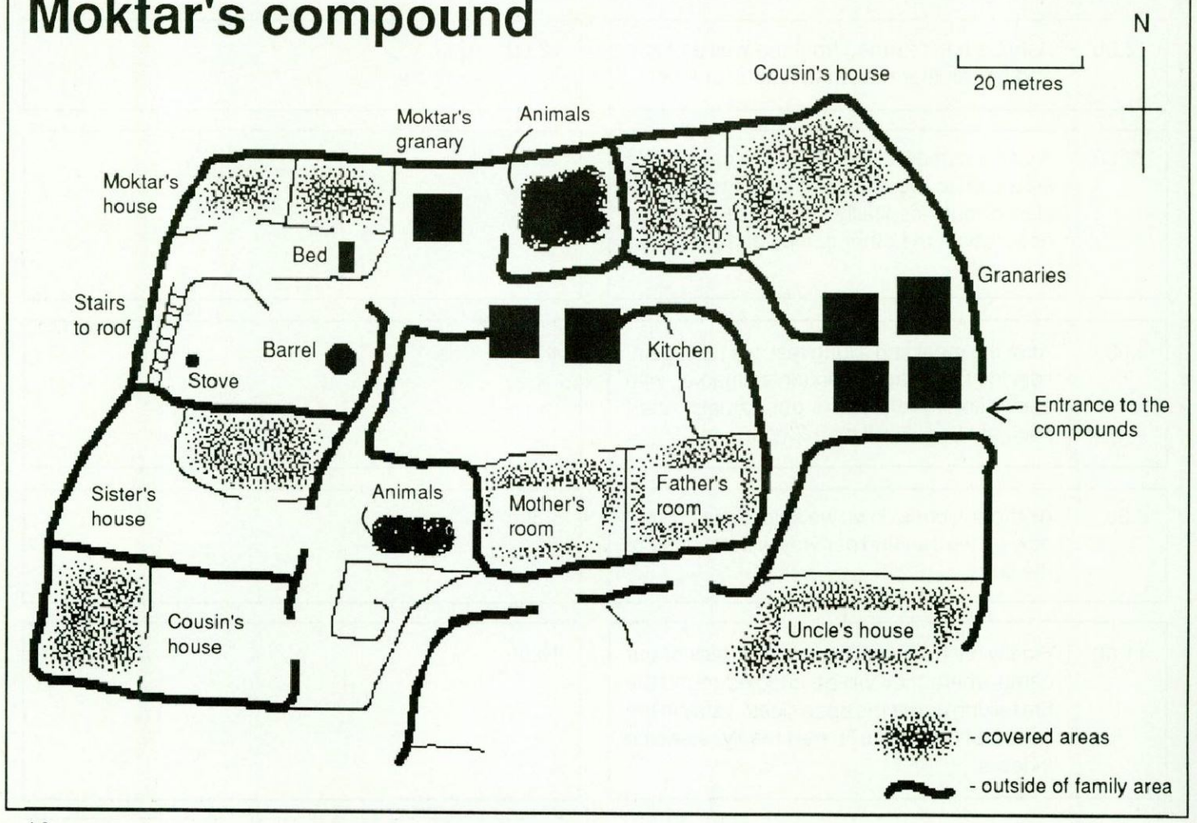
Fatime's compound



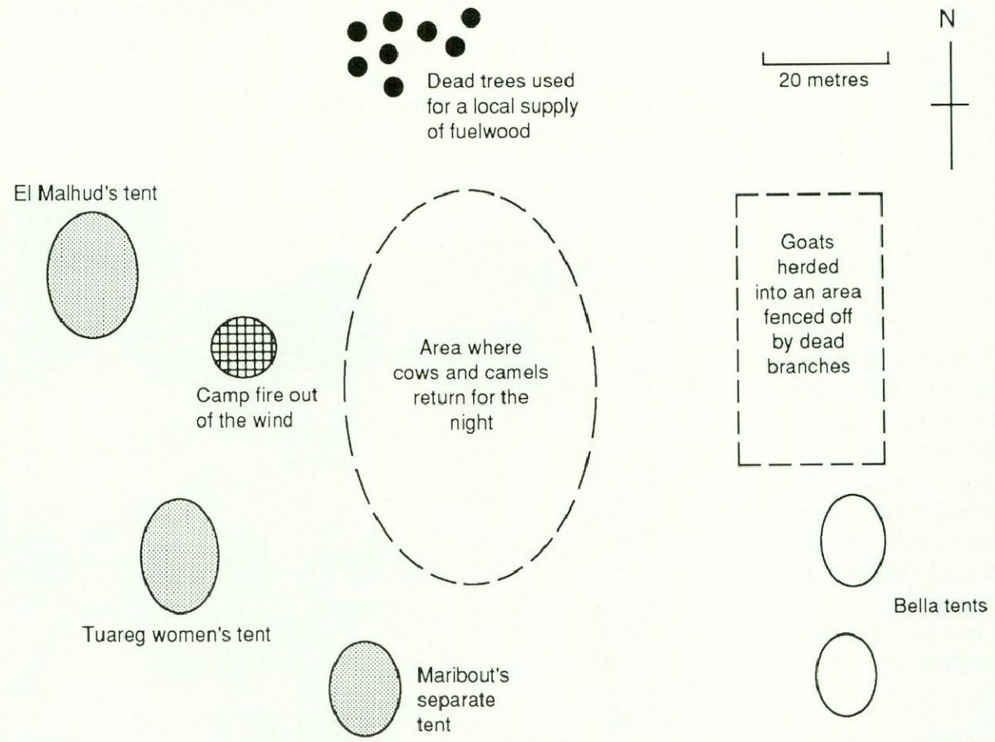
Amadou's compound



Moktar's compound



El Malhud's compound



Our work and our environment

This section explores the work people do and the strategies they have developed to survive in a harsh environment.

We would like children to:

- understand that different work roles are related to cultures;
- appreciate that people rely on what they grow, or their trade for survival;
- appreciate that people in Mali work hard and have adapted themselves to their environment;
- look at the similarities and differences between their environment and our own;
- understand that there are conflicts over resources;
- appreciate other styles and forms of technology.

The jobs themselves
Many of the children who trialled the pack identified with the work of different roles and investigated them further. There is plenty of scope for this, for example, comparing Amadou's fishing techniques with those which children use fishing in a canal.

Fatime in the market *[pages 22 and 23]*
The information about Fatime's work as a trader can be used to introduce children to thinking about how to set themselves up trading in Douentza market. They could try the questions on page 23 first with the information about Fatime herself.

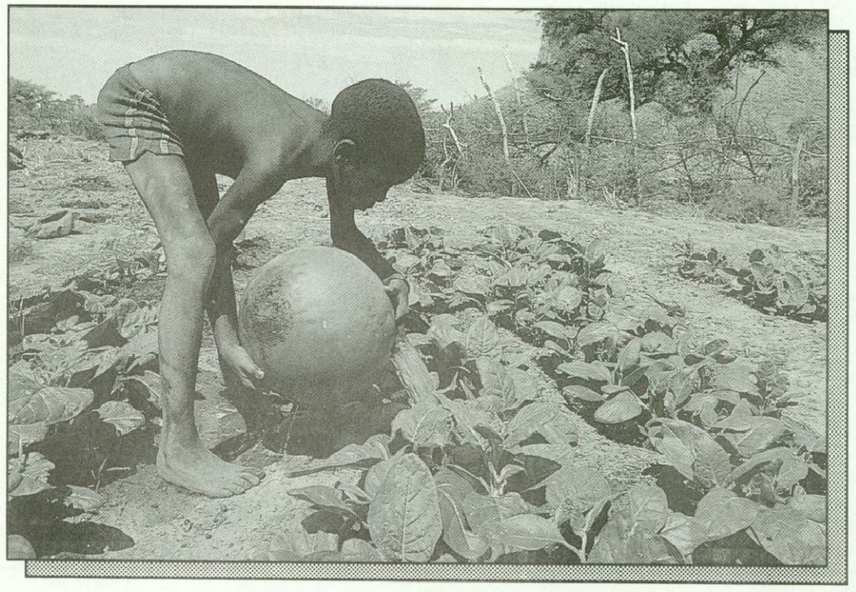
Photocopy page 23 for each group to work out how they would set up a stall. The market prices [page 44] and the market plan [page 43] may also be useful. They can fill in their choices in the picture diagram.

Children could then role play their own market scene, haggling using the real prices from page 44. As children develop their own simulated market, introduce issues which affect real traders in Douentza:

- the government imposes price regulations;
- the cost of fuel rises;
- a poor harvest means a food shortage so prices rise;

Some traders in Douentza respond to this by setting up a co-operative between stall holders selling similar wares. This enables them to buy in bulk and share the cost of transport. If one does badly the others can support them.

"Two boys in my class had the idea of visiting a local travel agent to find out more about Mali. They came into school on Monday with a print out of air fares, rainfall, temperatures and so on."
A teacher involved in the project



Watering the vegetable garden in Rakiatu's father's village [Fumbori]

teaching ideas

Moktar's and Rakiatu's farming year
[page 24]
This diagram shows Moktar and his wife Rakiatu's main farming activities during the year. Moktar does most of the farming while Rakiatu grows vegetables, helps at harvest and is responsible for the domestic work [page 25]. On page 24, some of the terms themselves, or what they mean may be unclear. Groups could place a photocopy of the sheet in the centre of a larger sheet of paper and write their own questions about the content. This will allow them to share knowledge with each other and also highlight where they need further information, e.g. about the different seasonal patterns in Douentza. The photographs may be a useful source here, as are other parts of the materials.

Rakiatu's work *[page 25]*
Photocopy this page for groups and ask them to work out what Rakiatu does:

- every day
- every few days
- once a week
- every now and then
- every harvest

They could plan out an average day for her and draw her routes for the day on the plan of her living area. Older children might work out how far she walks in an average day.

Moktar's work *[page 26]*
Moktar has developed a range of survival strategies if the rains fail, or the crop is eaten. This sheet illustrates his strategies and can be used to challenge the misconception that African farmers are unable to survive in adverse conditions:

- what would Moktar's family do if there is a swarm of locusts or the rains fail?
- what would be the worst combination of events and weather conditions for Moktar? What would he do then?
- using an atlas, find out where Moktar travels to find work. What kinds of distances might he travel? How might he get there? How long would it take? What work might he find?

Growing millet
Try growing millet in the spring, for an autumn harvest. Using finch seed from a pet shop [sometimes it contains other seeds as well as millet], each child can grow about 12 seeds in a small pot. Use this to link with Moktar's' planting patterns. Why can he grow his seeds outdoors, while we plant them indoors?

The solar pump *[page 27]*
The diagram shows how the solar pump in Rakiatu's father's village eases the watering of vegetables. Children could investigate how solar panels work - using solar pieces [see page 79 in *Why on earth?*]. Ask groups to list the advantages and disadvantages of having a solar pump in the village. What are the implications of the donation of the pump by an aid agency?

Amadou's fishing techniques *[page 28]*
Amadou uses a wide range of different strategies for catching fish. Using the sheet groups can identify which photographs illustrate the methods of fishing. Which factors might make Amadou select one method rather than another?

What happens to Amadou's fish? *[page 29]*
When Amadou has caught his fish, it usually ends up in one of three places:

- some of the fish is sold to the traders from Mopti who sell it in the fish market. Restaurant owners buy it to cook for their customers.
- Amadou's wives clean the fish and smoke it over a large barbecue to preserve it. It's then sold in Douentza market.
- Amadou and his family eat some of the fish.

Photocopy the sheet for each child. In the large box on the left, they can draw Amadou catching fish, [using one method from page 28]. The two sets of boxes and corresponding five sentences each illustrate one journey for Amadou's fish. Ask the children to work on each journey, putting the sentences in the correct order, filling them in on the sheet and drawing their own illustrations. With younger children, you may need to do one together first.

"I planned to look at Mali for a two week block using these materials, but the children were so interested that we've carried on for the whole term"
A teacher involved in the project

Biya's work *[page 30]*
Biya is married to Amadou. As a Bozo woman she is an expert at cleaning, smoking and preserving fish. This page gives some information about her work and is a stimulus for thinking about the importance of preserving food, or for the market role play.

Biya's journey to market *[page 31]*
Amadou's and Biya's environment changes drastically with the seasons. After the rainy season the river is high and full of fish and travelling by boat is easier. In contrast, towards the end of the dry season, the water level is very low and boats have to find the deeper channels down which to manoeuvre. This activity illustrates the differences between wet and dry seasons and how it affects Biya's journey to market to sell fish.

A new place to camp *[page 32]*
In introducing the activity children will first need to understand about what it means to be a nomadic people. Groups can then plot a possible route for El Malhud using photocopies of the sheet. The map on page 5 of this book offers a fuller context.

Finding water *[page 33]*
This illustrates the predicament of overgrazing and drought for the Tuareg. As the waterhole is over used, the danger of disease increases. As an introduction, children will need to understand that water evaporates in the heat and that seeds will not grow if new shoots are trampled on. It is also important that children recognise the different pattern of seasons and how this affects people, see Book 1, page 12.

Ask groups to identify what El Malhud's animals need to survive, if necessary referring to the photographs. Give groups a photocopy of the sheet to work out what happens if:

- too many herds use the water holes?
- all the best grass is eaten?
- El Malhud and his family only have dirty water to drink?
- the camp is far from the water hole?
- the water hole completely dries up?

Aisha and Ashaba *[pages 34-35]*
These pages introduce the daily lives of two women who live side by side in the Tuareg camp. Aisha is married to El Malhud and Ashaba is a Bella woman. After doing the sorting statements activity on page 35 you might discuss:

- which ones were difficult to sort and why?
- who looks after the children?
- how far the jobs of the women and the men are similar or different?

"When the children began to see for the first time that our way of doing things isn't necessarily the only or the best way, then I realised they were involved in this work at a real level."
A teacher involved in the project



Bozo women collecting dry straw to make a fire for smoking fish

Some solutions to...

Deforestation

- *Forest management* - removing branches without destroying the tree. One aid agency tried putting villages in charge of their nearest forest and encouraging them to see it as a key resource, containing many products. They encourage the village to set up a committee to manage the forest.
- *Fuel economy stoves* - these are a simple design and have been introduced in some villages by an aid agency [see photo no 10]. Fatime uses these stoves at home.
- *Planting new trees* - one agency tried setting up nurseries and selling useful trees. Villagers were encouraged to plant them and water them every day. The products, such as fruit or palm leaves [to make mats] were an important resource. Unfortunately the effort of watering the tree daily was not deemed a priority by most villagers.

Desertification

- *Building channels* from a well leading to water troughs further away. This prevents too much trampling and overgrazing in the immediate vicinity of the well.
- *Putting protective walls* around young saplings to prevent them being eaten by hungry goats.

"At first the children found it difficult to understand that people in Mali have technology at all. After designing and making they soon realised the sophistication of what at first looks simple."
A teacher involved in the project

Desertification *[page 36]* and **Deforestation** *[page 37]*
These two sets of role cards illustrate some of the conflicts of interest between the cultures. The two roles in each situation are designed to stimulate debate about different perspectives. The children could work out their own solutions to the issues and compare them with these real solutions [above] in practice around Douentza.

This work lends itself to some exploration of the reasons for and effects of soil erosion and desertification. Around Douentza, many trees are dead because the water table has dropped below the reach of their roots. Further ideas can be found in *Why on earth?*

Water
Ask the children to find out about how water is used and collected by looking at the daily lives of the people, their work and the photographs. Talk about:

- whether we use water in the same ways;
- other ways we use water;
- where our water and their water comes from.

The information about water could generate detailed exploration about a number of areas of physical geography, e.g. the water table, how wells fill up, evaporation from the water hole.

Investigating technology
Select the photos which show different forms of technology in use and ask the children to describe what they can see, with these prompts:

- carefully draw what you can see happening in the photo;
- describe how it works and what it is made from;
- do we have anything in this country made from similar materials? Describe it;
- do you think people in Mali consider the environment when using this piece of technology?

Reference pages in Book 1
pages 6-9 Four cultures
page 12 Douentza



Fatime selling a bowl of beans at Douentza market

Fatime - trading in the market

I sell food, usually beans, in Douentza market. I buy beans at a cheaper price by travelling to where they are grown. I haggle for a good price with the farmer so that both of us are happy with the sale. I often sell my uncle's beans but that means a long journey by lorry and taxi to reach him. Then I have to carry the beans home again.

I make a profit by selling them for more than I paid for them. This money goes towards buying more food to sell and leaves some to give to my mother. She pays for our food and any clothes or other things we need.

Each morning I carry a large ceramic bowl full of beans to market, balanced on my head. I have built a stall with leafy branches to keep it shady in the heat of the day. I sit in a long row of Dogon girls selling vegetables they have grown themselves. The girl next to me is far better at selling because she yells out her prices. She gives me a headache and we often argue!

I am the only person selling beans in Douentza, so I don't have any competition, but beans are not very popular. I measure them out using a small plastic bowl. I charge about 50CFA per bowl [about 10p], but some days I only sell 3 bowls. I haggle to try and get the best price.

For a change, some days I sell meat kebabs which I make with my sister. I walk around the market with them on my head waiting for any one who is hungry. That means I can see my friends and have a look at what else is on sale. Kebabs are very popular and are usually sold in an hour! It takes us two hours to make 30, so I wonder whether it's worth all the effort!

I spend all my profit on food for the family and if there is enough left, on going to a video. I ask my mother for money when I need to buy more goods to sell. I do not usually enjoy my time in the market. I would rather sit and chat to my friends or listen to music.

Market Game: Setting up a stall

Imagine you are a trader in Douentza market like Fatime. Decide what you are going to sell and how by answering the questions below and filling in the picture.

1. What are you going to sell?
- things people always need e.g. millet, tomatoes, fish, beans, oranges, chillies
- luxuries e.g. cassette tape, hurricane lamp
- a service e.g. making clothes, repairing shoes

2. What will you need money for?
- equipment
- rent

3. Where do you get the money from?
- a loan from the bank
- selling an animal
- your family

4. Where's the best place to put the stall? [use the poster]:
- are some parts more popular?
- do you put yourself next to stalls selling the same produce, or far away from them?

5. What transport do you need to get your goods to market, [if any]?

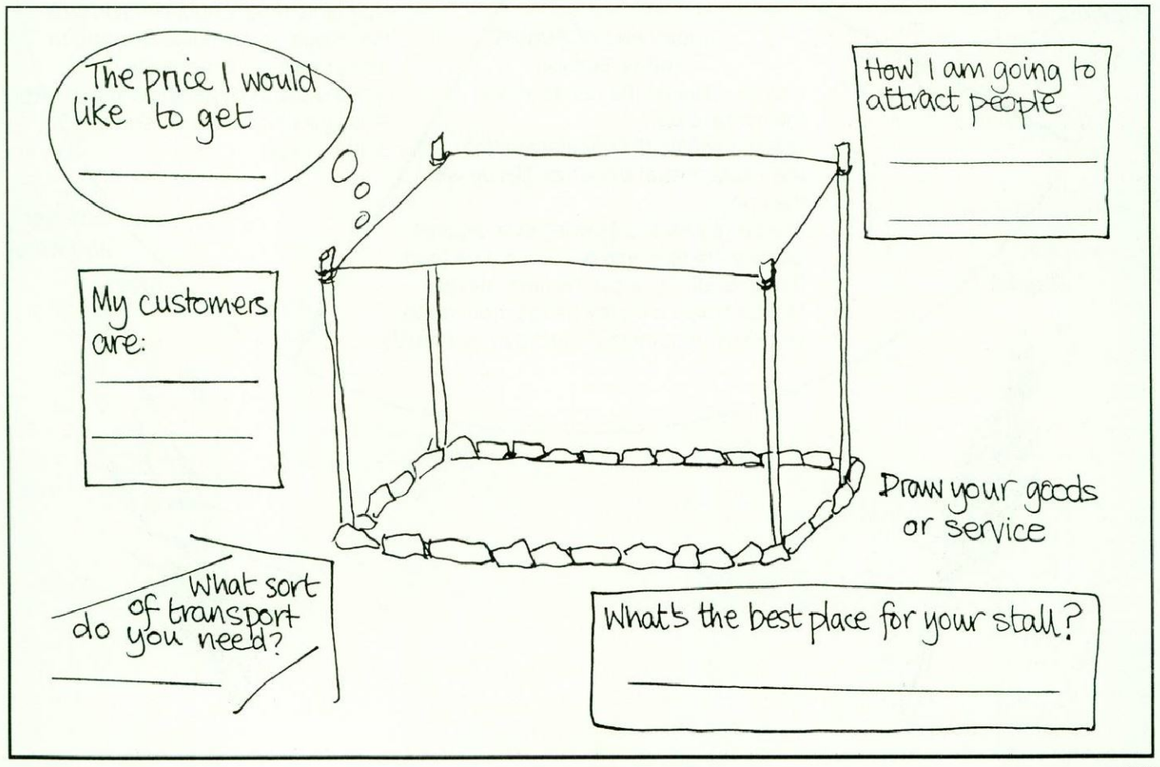
6. What price will you try and get?
- would you haggle or just stick to a fixed price?
- what price would you quote first?

7. How do you attract customers?
- having a well presented stall
- selling at a cheap price
- shouting out what you have
- advertising on posters or the radio [but it's expensive]

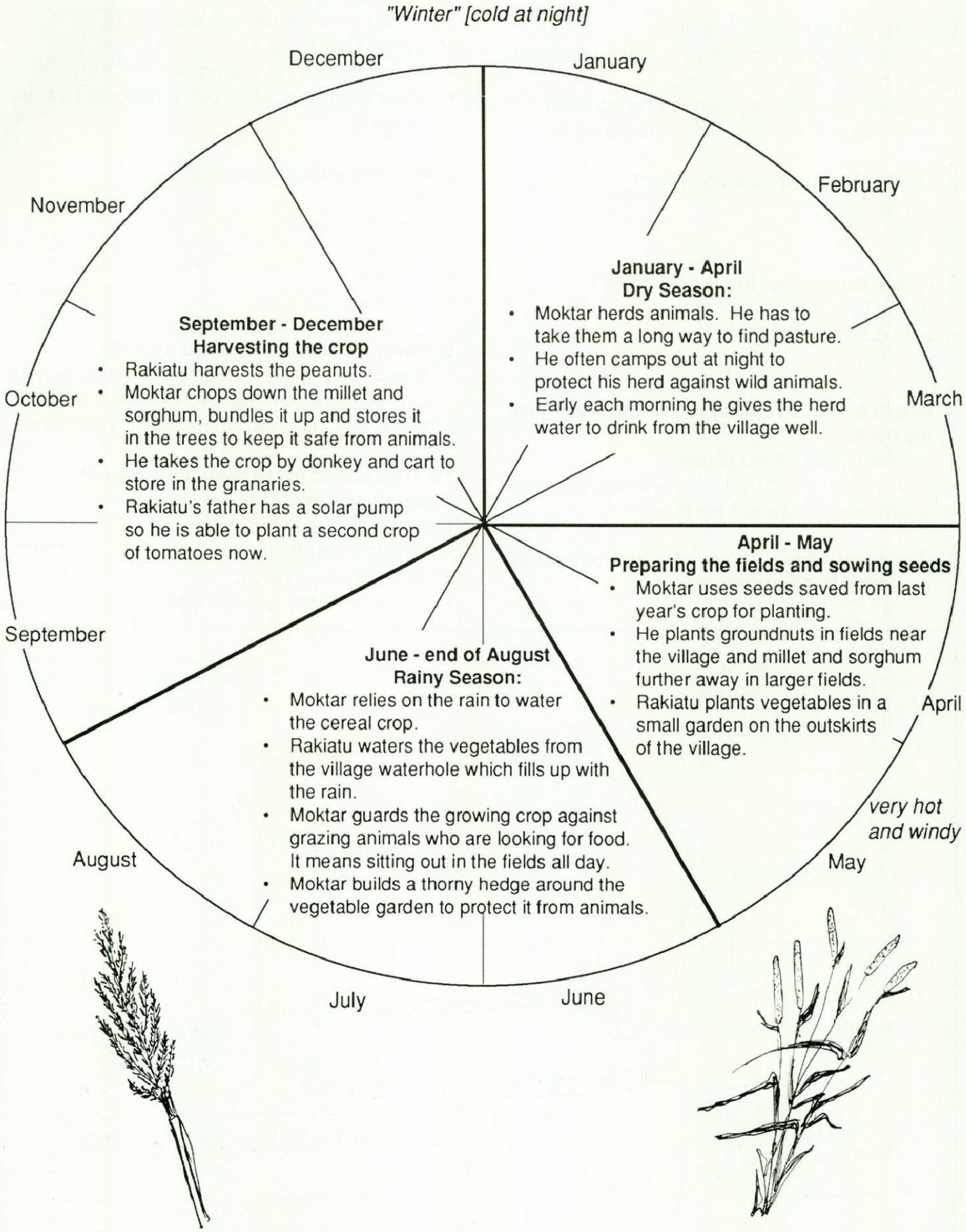
8. Who are your customers?
- Bozo
- Dogon
- Sonrai
- Tuareg
- tourists

9. How much money do you make?
You can work out your profit by multiplying the number of goods sold by the price. Then take away your initial buying price and your costs.

10. How would you spend your profit?
- buying new goods to sell
- making the stall look better
- buying a vehicle for transport
- hiring an extra helper
- personal needs e.g. food, clothes



Moktar's and Rakiatu's farming year



Rakiatu's work

All through the year I ...

collect wood
We are not allowed to chop down wood from live trees, so each week I walk a long way looking for fallen branches. I carry them back to the village and chop them into smaller pieces to build fires for cooking.

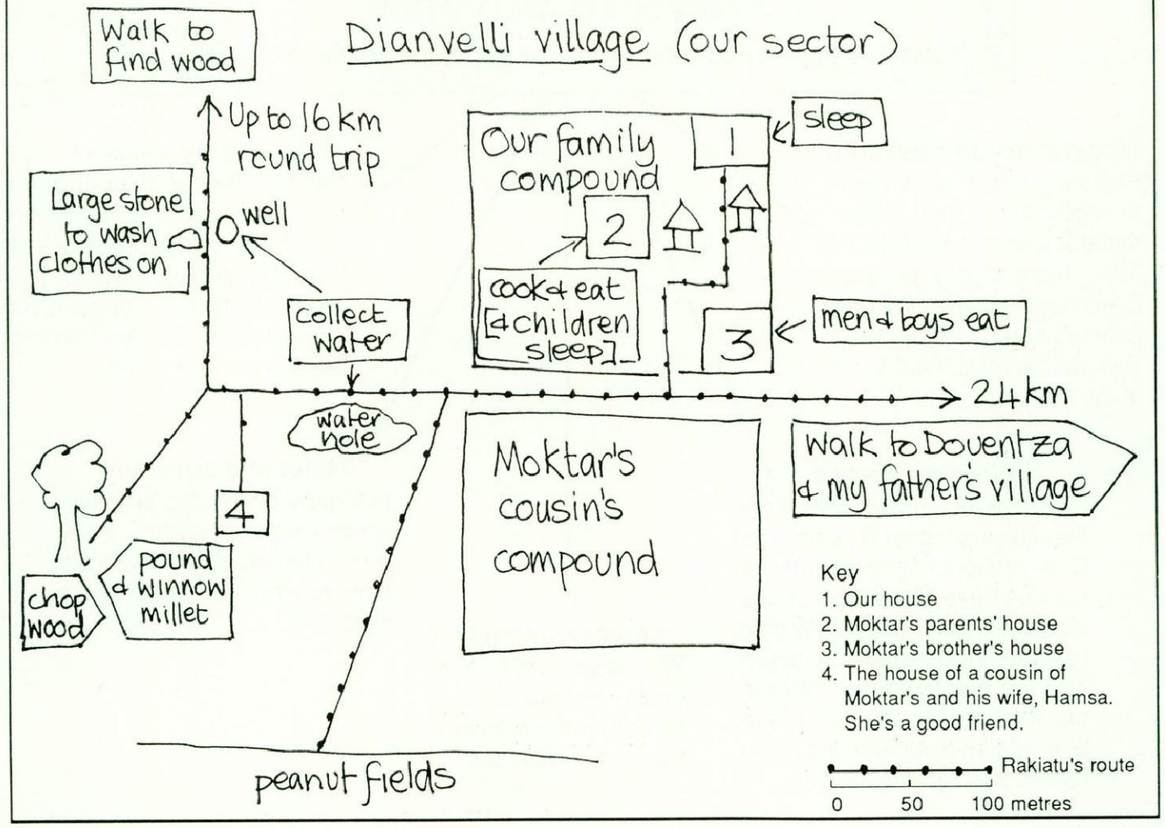
collect water
In the dry season I fetch water from our village well. I have to do this every day. It is hard work pulling up the bag full of water. In the wet season there are plenty of waterholes in the village and it is easier to get water. I carry the water back home in a bowl balanced carefully on my head and fill our pottery water containers.

wash clothes
Washing clothes is best done beside the well, every few days. There is a large stone on which I can pummel the clothes with soap to get out the dirt. We make our own soap, and clothes dry quickly in the sun.

prepare food
Each morning I fetch enough millet to feed the family from our granary and take it out to a shady tree. With the other women I grind it into powder with a wooden mortar and pestle and sift it in the wind to remove any pieces of dirt. Usually we share this work so I only have to do it every few days. Then we cook toh.

grow, pick and sell vegetables
I grow and harvest our vegetable crop and sell it in Douentza at the Sunday market. At harvest time, I help Moktar to bundle the millet and sorghum into the granaries. If there's plenty I sell some of it in Douentza.

make clothes
When I have time I make cloth, spun from goat's hair. It is quite coarse, but softens once it has been washed. Powdered dye is sold in the market, and most of my skirts are coloured in different shades of blue - my favourite colour!



Moktar - farming

Threats

I am a farmer. I grow millet, sorghum, peanuts and vegetables. Over the years, the Dogon have worked out many ways to feed our families each year. Our biggest problems are:

Rains

My work totally depends on the rains. If they are late, or poor the crops will die. The rains usually come between June and September. Between September and May there is no rain and the land gets drier and drier. The Sahara winds blow from March to May causing sandstorms.

Locusts

Locusts are insects which eat our crops. They can breed rapidly and travel in huge swarms. The last two harvests have been ruined by locusts who ate everything. They laid eggs ready to hatch next year. The government sent planes to spray insecticide over the fields to kill them but this also poisoned the crops and we were told not to eat them.

Straying animals

The herders cause problems when they let their animals graze near our fields. The goats eat the crop and the cows trample it. At harvest time my brothers and I take turns to guard the fields at night. Sometimes I capture stray goats and demand a fine from the herder before I hand them back. That stops them from returning!

Ways to survive

We have developed many ways of surviving these problems:

Vegetables and peanuts

Rakiatu's family grow plenty of vegetables in their village - tomatoes, onions and lettuces. They need plenty of water every day to survive. We grow peanuts here in Dianvelli and Rakiatu harvests them to sell in the market.

Family support

Rakiatu's father often gives her extra tomatoes to sell in the market. If ever one part of the family is hungry, the rest will help. If our area suffers from drought, our relations in the south of Mali bring us food or send money.

Working abroad

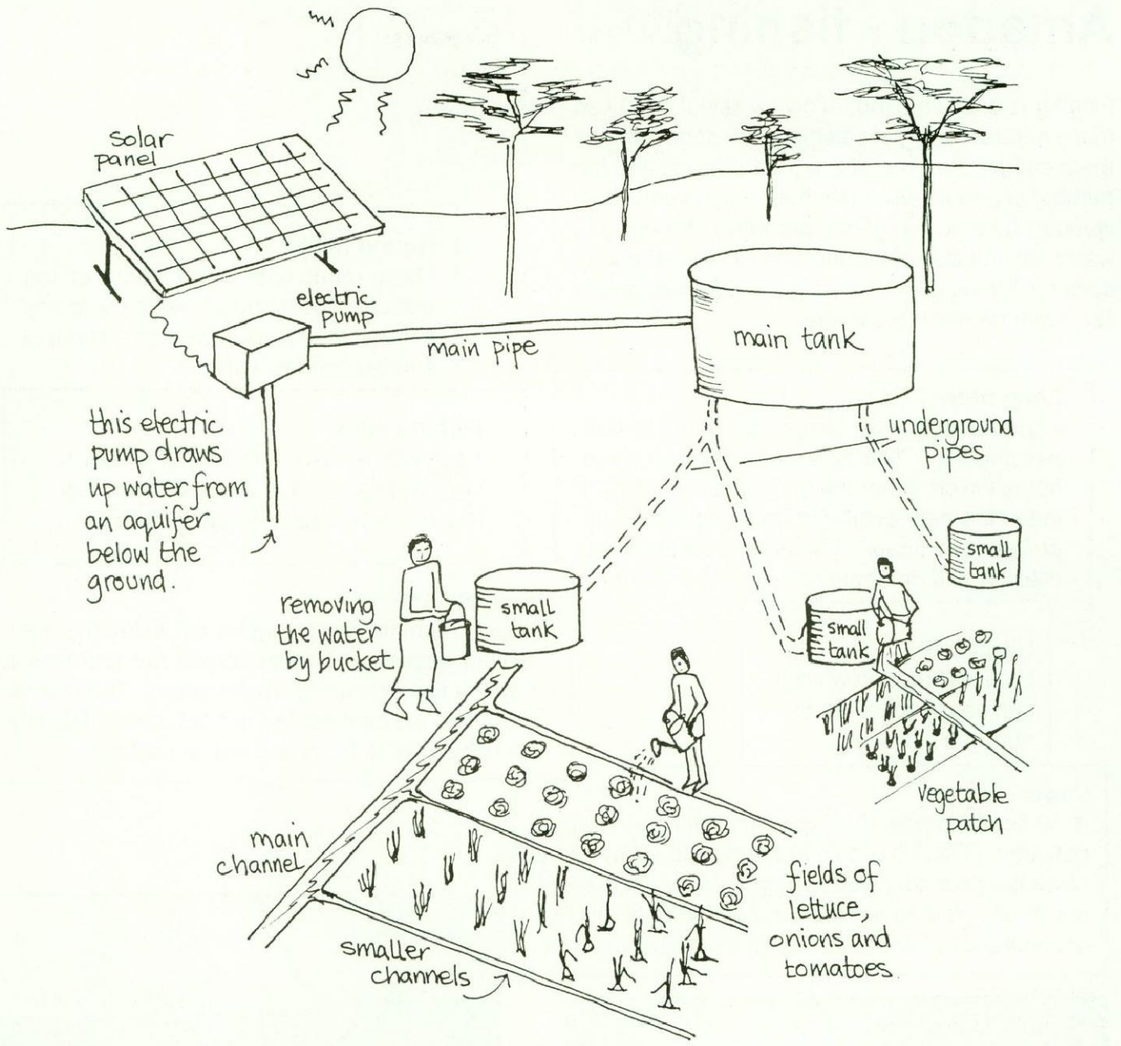
Some years I travel away from the village to find work. Often I go to the neighbouring country of Burkina Faso where I join others digging for gold. If I find any gold I am paid in cash and I can return with the money to buy millet in the market. In other years I have been to Libya, Algeria and to the Ivory Coast looking for work.

Keeping animals

We keep cattle and goats which we can sell for cash in the market if we are short of food.

Millet and sorghum

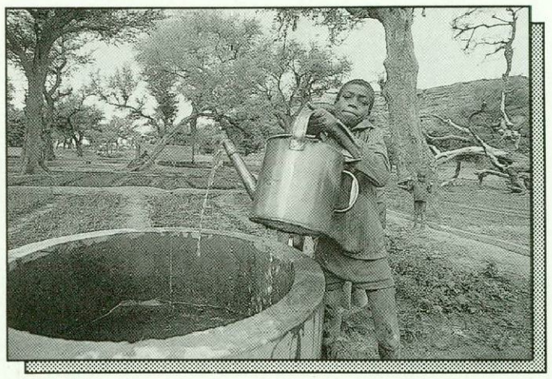
We grow millet and sorghum which we eat everyday. They rely on the rains to grow so we have to plant the seeds at the right time.



A solar pump in Rakiatu's family's village

My family's village have been given a solar-driven pump by an aid agency to provide water for their vegetable garden. The pump works by the light from the sun which the solar panels convert into electricity. The pump draws up water from 5 metres below the ground and pumps it into a large tank.

Underground pipes lead from the main tank to smaller tanks around the garden. My father collects water from the small tanks in a bucket and tips it into a large channel that winds around the vegetable plots. This way he can water the vegetables when they need it. The solar panels ensure a constant supply of water. They pump more water into the main tank on sunny days than cloudy ones.



Fetching water from the tank to water the vegetables

Amadou - fishing

Fishing is a full time job. It's very skilful and I use many different ways of catching fish, depending on the weather, the time of day, the season and the number of people around to help. I fish from a long wooden boat which glides smoothly through the water without disturbing the fish. The best conditions for fishing are a calm moonlit night when the fish swim nearer the surface.

Round nets
I have round nets which I throw off the end of the boat and pull tight to trap any fish inside. I can often catch a shoal of smaller fish this way.

Long nets
I spread long nets across the river to trap passing fish. The nets have different sized holes which affect the size of fish I catch. I leave the nets overnight, marking them with polystyrene floats. The next morning, I pull them in and untangle fish caught in the net.

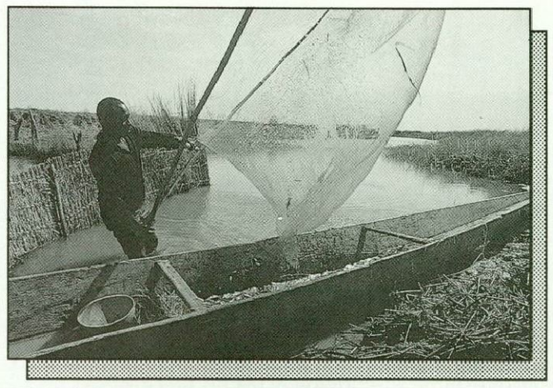
Fishing lines
I sometimes use a fishing line with a hook but I also have a long line with up to a hundred hooks hanging from it.

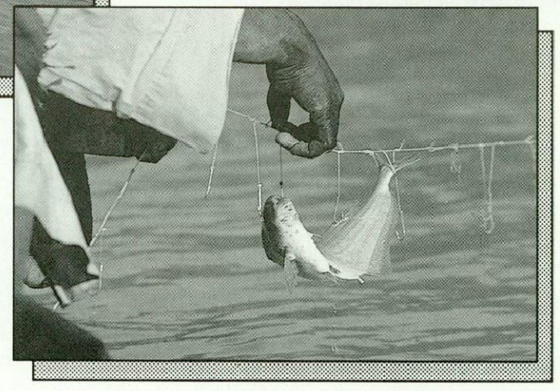
Harpoon
I have a harpoon which I can use to spear the fish near the surface.

Baskets and nets
Where a small stream enters the main channel, I spread baskets and nets across the entrance to trap the fish swimming downstream. The fish can swim into the baskets but not out again. Usually I end up catching frogs and crabs instead!

V nets
A V net is made of two poles with net draped between. There's a hole in the middle of the net. I block the river so all the fish are pushed on to the V net, then I lift it up and hold it over the boat. It's like a funnel and all fish fall through the hole into my boat.







Journey 1

- sold in the market at Douentza
- cooked over a wood fire and eaten with rice and a sauce made from tomatoes
- taken home by Amadou
- smoked by Amadou's wives
- bought by a local person like Fatime's mother

Journey 2

- bought by a river trader with a cool box on his boat
- cooked by a chef
- bought by a restaurant owner
- sold in the fish market at Mopti
- eaten by an office worker or tourist

What happens to Amadou's fish?

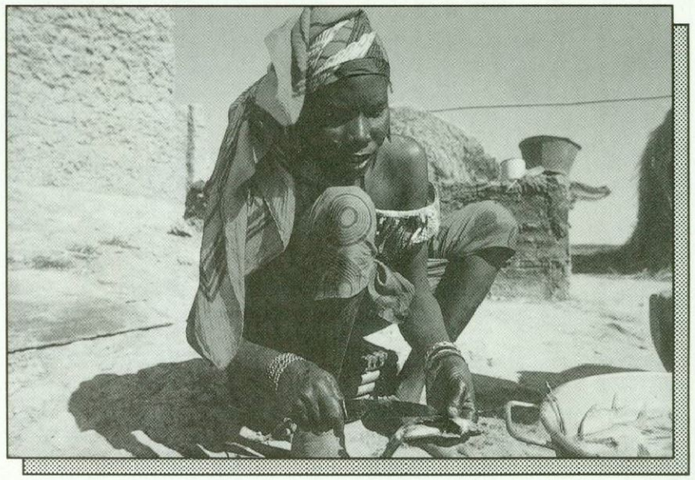
1 2 3 4 5

Amadou catching fish

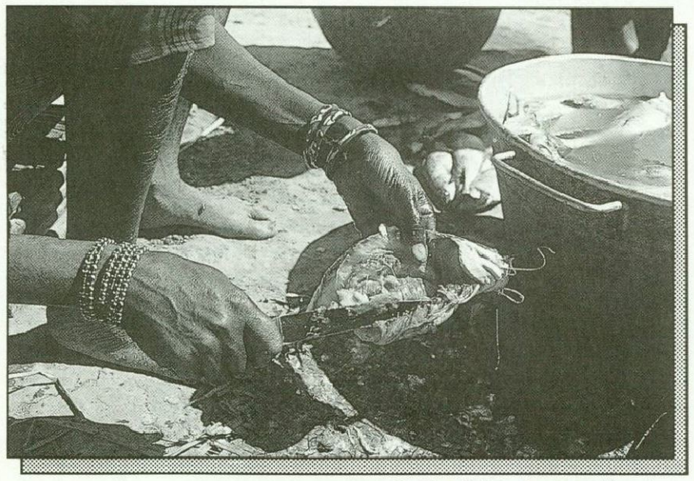
Put the sentences in the right order on the flow chart and draw the pictures.

Biya - preparing fish

One of my jobs is to smoke the fish Amadou catches to sell at the market. Fish will not last long in the hot sun unless it is preserved or frozen. Smoked fish can keep for many months, but fresh fish goes bad in only a few hours in the hot sun. The Bozo have always smoked fish and we like the taste.



Biya preparng fish



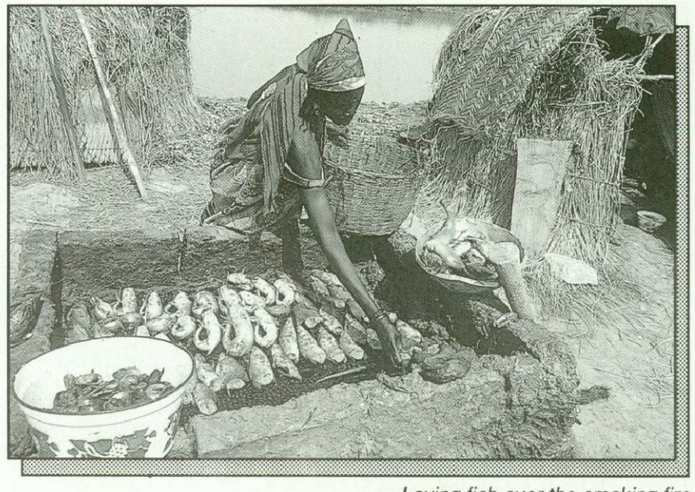
Gutting fish before smoking them

Preserving the fish
When Amadou brings his fish home, I sit on the riverbank with a bucket of water and wash them, scraping off the hard scales with a knife. I lay the smaller fish out on large cloths in the sun to dry.

The larger fish are smoked over barbeques. We build a small wall around the fire, made from mud which hardens in the sun. We lay an iron grid across the wall for the fish to lie on. The fires are kept alight all day and the fish cook slowly in the smoke and heat - sometimes for a couple of days. Their skin turns black and crispy whilst the meat inside remains soft.

Selling fish
We have to travel to market to sell our fish. That means finding a boat and someone to punt us - usually one of the boys if we pay them a little cash. It can take up to a day to get there.

In the market I spread out a straw mat and display the smaller fish in piles of five costing 50 CFA. I can sell larger fish for 25 CFA each. With the money I earn I buy food items like tomatoes. I take the rest home to spend on firewood or fishing equipment.



Laying fish over the smoking fire

Biya's journey to market

Our village is on a small island in the middle of the Niger inland delta. The markets are all on the mainland and we have to travel there by boat. The type of journey changes a great deal depending on the time of year.

Some of these statements refer to the journey Biya makes in the dry season; others refer to the journey after the rainy season. At the foot of the page you can see two photos showing the river in the two different seasons. Draw a line from each statement to the correct photo.

the river grasses are long and green and often block our view completely

our journey is longer because we have to find deep enough water for the boat

the bare river banks tower above us, they have dried hard in the sun, so that few plants can grow

the journey is much shorter and easier

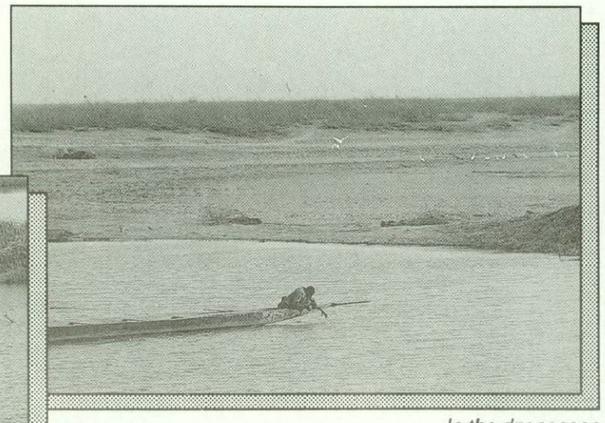
the river shrinks until there is only water in the main channels

we can take short cuts to market, crossing on the flooded areas

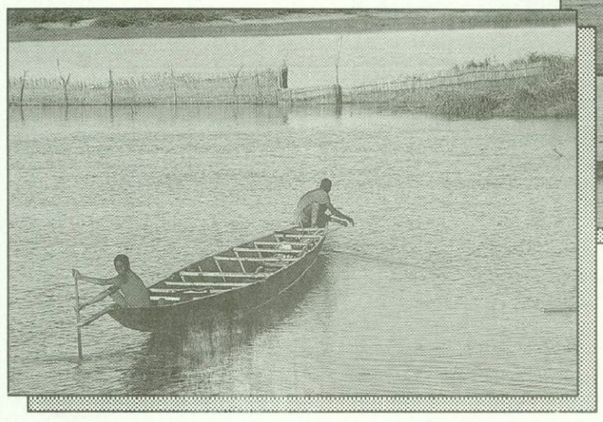
we pass rice fields with farmers wading knee deep in mud

we sometimes meet herders who are crossing the river with their goats at its shallowest points

the river often overflows its banks



In the dry season



After the rains

El Malhud - A new place to camp

The Tuareg are nomadic people. We move around to find the best place for our herds of cattle and goats. Once the pasture and water in one place is exhausted, we move onto somewhere else. We always look for the best combination of resources. We stay near Karwassa in the rainy season and as it gets dry we most west towards the river.

Plan a route for El Malhud to get from Karwassa to the river Niger using the sketch map. Remember:

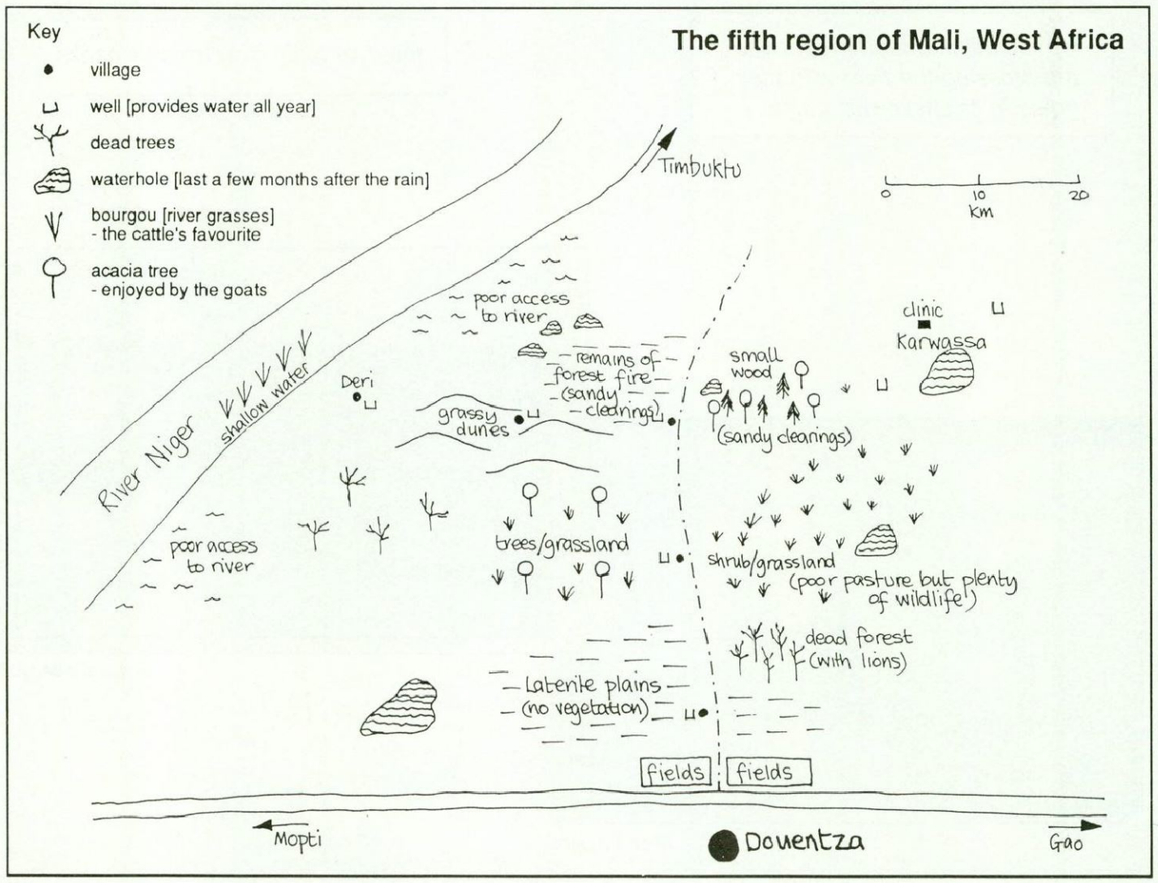
- he cannot travel more than 10 km a day [because the animals walk slowly]
- each place he camps must have:

1. water nearby e.g. from a water hole soon after the rainy season, the river or from a well. He cannot camp too near water because of all the other animals which come to drink;
2. good pasture nearby;
3. trees to give shade and a suitable ground surface for pitching the tents;
4. firewood from dead trees. The law bans people from chopping branches off live trees.

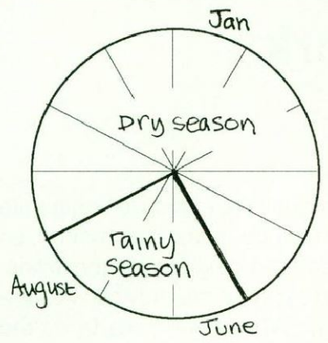
But

- he cannot be too close to a village or market because of his herds;
- he cannot use village wells for watering the animals.

Can you plan a route for him and mark each campsite. Choose your own symbols and add them to the key.



Finding water



In the rainy season the water holes around Douentza fill up

What do you think happens to the water holes when the rain stops and it gets hot again?
Can you find out?

The herds come to drink the water from the holes and eat the grass around them

this leaves

mud and cow dung

dirty water

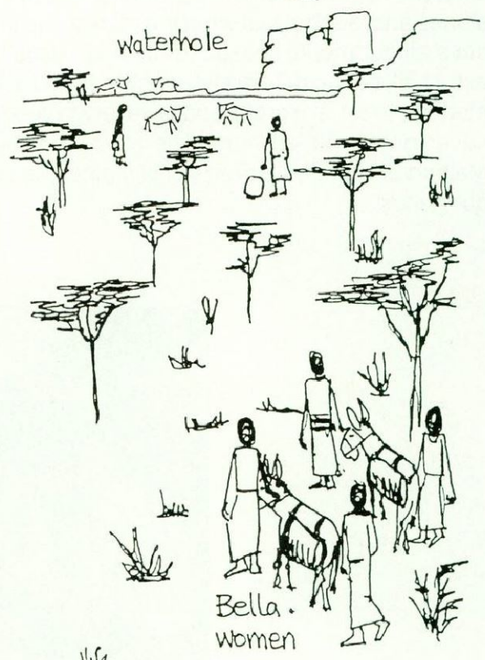
there is a danger of disease such as cholera

all the best grass eaten and the new shoots trampled down

we don't camp near the water hole because there is no grass for the herds

the Bella have to walk a long way to fetch water

Clean water is very precious to us





Aisha and Ashaba - women's work

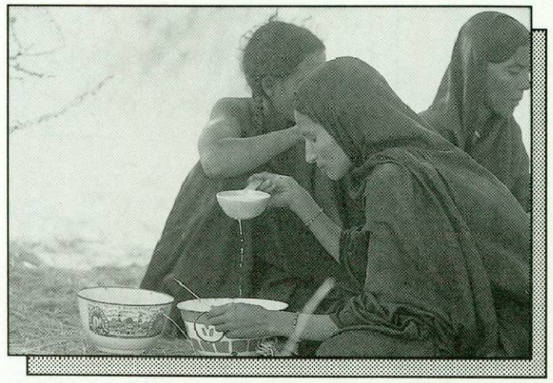
The Bella were captured as slaves by the Tuareg when they first arrived in West Africa. They kept them in their camps to do all their hard work, like moving camp, feeding the animals and preparing meals. Slavery was made illegal but many Bella chose to stay in the Tuareg camps.

Aisha - Tuareg

I spend most of my time with the other women in the camp. We have our own tent and like to plait each other's hair. Sometime we put make-up on - eye liner and red dye to protect our face from the sun. We like our pale complexion because it makes us different from our Malian neighbours. We often tell stories and laugh about what the men get up to. We have all our meals cooked for us and I usually get extra milk because I am still breastfeeding Mohammed Ali. We make crafts and jewellery to wear. We never go to market ourselves but sometimes El Malhud or one of the men will invite people to buy our goods.

Times are changing

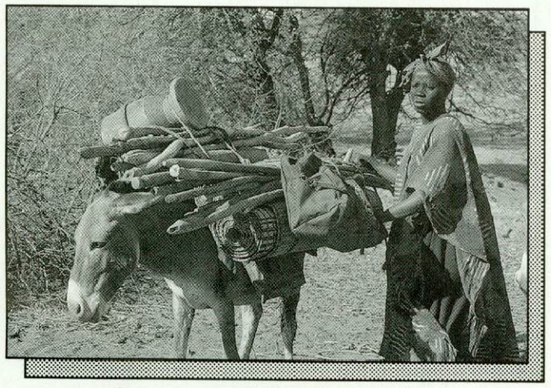
Some of the Bella have left the camps to begin a life of their own. They have no animals or money, so often become refugees camping outside the towns. Others have chosen to stay where they can be sure of food and clothing. With fewer Bella to do the work, the Tuareg have had to help out. Today you often see Tuareg men herding their animals, and Tuareg women sweeping the camp.



Tuareg women



Mani weaving a mat, watched by the Bella girls and Fatimata



Bella woman loading up a donkey

Ashaba - Bella

I am kept very busy all day. I have to fetch water and fuelwood, prepare the meals, keep the tents tidy and make up the beds each night. When I have time I make butter by shaking milk in a goatskin for many hours and leaving it to curdle. It tastes good as a sauce on rice, and El Malhud likes to give it to visitors. When I am not working I usually play with the children, or sit in the women's tent. Mani, El Malhud's niece, is my best friend and we often go off to visit neighbouring camps together.

Read the statements here and sort them into those said by Aisha and those by Ashaba.

I spend most of my time helping the other Tuareg women by tidying their tents and making their beds.

I am usually busy looking after our children. I rock the baby gently to stop him crying, although Mohammed Ali, his older brother likes to sneak up and make him cry!

One day I would like to marry and have children. If we were able to buy some animals we could live in our own camp but that depends on who I marry.

My husband does the shopping at market and brings back heavy sacks of millet or rice by camel. I never go to the market myself.

Every few days I go to the well on a donkey. It's often a chance to meet up with the girls from other camps and hear their news.

I never used to do any work in the camp, but now that so many Bella have left there is more to do, especially when we move camp. It's exhausting work, so I don't like having to move too often!

I have to pound the millet and cook the toh on a large open fire.

I spend many hours in my tent with the other women, plaiting and decorating our long hair, with vaseline to keep it in place.

Sometimes I make crafts to be sold in the market. I like making leather cushions from old goatskins. I colour them with bright yellows and reds, using dyes from the market and stuff them with grasses.

My best friend is Mani, we dress in bright cloth and wear nail varnish. That really upsets the older women!

Desertification

Conflict between the farmer and nomad

Role card 1.
The herder

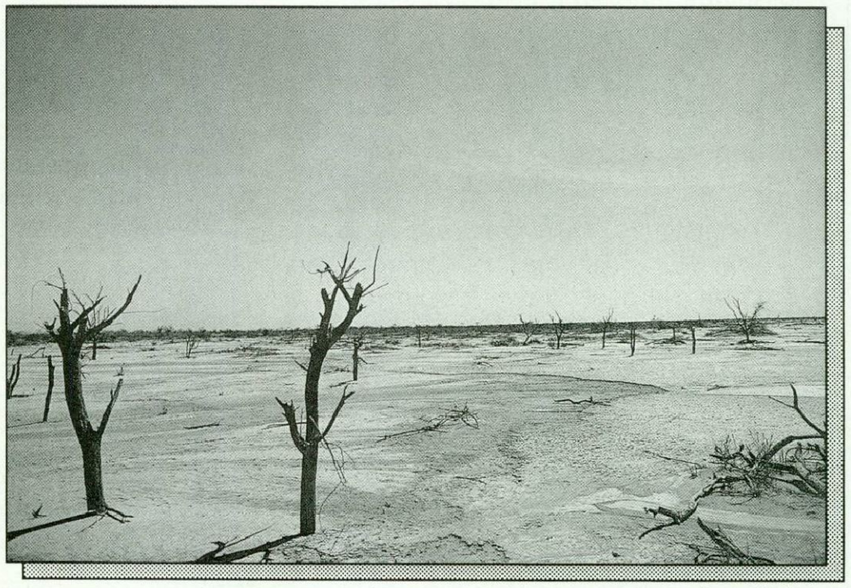
"Our nomadic way of life is perfectly suited to the environment here. There is always the danger of drought, so the land needs time to recover once it has been used by people and animals. We allow our animals to graze, but then move on to allow new grass to grow once more. We do not return for many months. In this way we do not over use the land.

The farmers, on the other hand, clear the land for their fields. They cut down the trees so that there is no competition for their plants, and then plough up the earth. They plant their seeds just before the rains and harvest the crop about five months later. In the dry season their fields are bare and the winds blow away most of the top soil. The ground becomes hardened by the sun so that when the rain returns it washes straight over it, taking away even more soil. In the end, the soil is too poor to grow crops, and the original grass has disappeared completely."

Role card 2.
The farmer

"The nomads lead their animals to every bit of green pasture, encouraging them to eat what is there. Their hoofs trample on and kill young shoots, and they eat the bark and leaves of trees. This stops the trees growing properly The animals hooves pack the ground hard when it is wet so that it dries as a solid crust during the dry season.

New plants cannot get their roots into the hard earth and so there is little new growth of grass or other plants. The nomads return again and again to the same spots. They go to the areas where there is water, usually a well or waterhole. In the end, there is a ring of bare land around every waterhole. This grows wider and wider each year. In some areas these rings have met and we are left with a wide stretch of sandy desert."



Desertified area

Deforestation

Conflict between the woodcutter and Government official

Role card 1.
The Government official

"We have a major problem here in Mali: there are too many people cutting down too many trees. They take away the main branches and leave the tree to die. They are not interested in preserving the trees for future generations - they only want to find wood for today's cooking. Many people cook on open fires, which wastes fuelwood because so much heat is lost into the atmosphere. Small stoves are better because they direct the flame onto the cooking pot so the food cooks more quickly. That means less wood is needed for cooking.

In order to protect the forests we have introduced a new law. Only people with a permit can cut wood, and even they must respect the trees and leave the important branches. These people must pay for their permit, and then they can sell the wood in the markets. Everyone else can only collect wood that has fallen to the ground or from trees that are already dead."

Role card 2.
The woodcutter

"It has become very difficult to find wood for our cooking. I have to walk many miles each week and am only allowed to bring back wood that is lying on the ground or cut from dead trees. Most of this is only small and does not last long. We cannot afford to buy wood in the market so I have to make do with what I can find.

Before this new law, we could cut down the branches of trees that are nearer the village. Each branch was large and would last many days. People who tell us not to use so much wood do not understand the importance of fire. We have to cook in order to eat and we have to eat in order to live. At night and during the cold season we light fires at night to keep us warm."



Rakiatu cutting wood from a dead tree

Journeys and the market

This section draws the four cultures together by looking at their journeys and the common ground of Douentza market. Each is dependant on the others for buying and selling food.

We would like children to:

- appreciate the diversity of lifestyles in a small town;
- appreciate that different cultures interact with and are dependant on each other;
- understand that travelling, buying and selling are universal experiences;
- see how the lives of people in Douentza are linked with other parts of the world.

Four journeys *[pages 40-41]*
The four people travel for many reasons. Some journeys are made regularly, others are occasional. Moktar and Rakiatu for instance go to the market in Douentza each week, but some years Moktar will travel much further afield to find work, for instance in Burkina Faso. These are examples of four journeys made by Fatime, Moktar, Amadou and El Malhud.

Groups can plot the journeys on the map from page 5 of this book. For each journey they could identify:

- the purpose of the journey;
- whether it is a regular or unusual journey;
- whether the person travels alone or with others;
- what s/he takes;
- how long it lasts;
- the method of transport used.

"I asked the children what they would expect to see in Douentza market. There were some interesting answers, e.g. slaves. They couldn't believe that people use taxis, buses and bikes like they do."
A teacher involved in the project

As each journey is different, children could draw or write about what kind of environments the travellers would pass through.

The poster
We suggest that you display the market poster map throughout the study for children to refer to. It also helps to reinforce the notion that the four people meet in the market. Various activities can be developed with the poster, using photocopies of the plan on page 43 for the children to work on themselves.

Prediction
Before looking closely at the poster ask children to predict what they think they would find being sold in the market in the centre of Douentza. Compare their ideas with the plan:

- what surprised them?
- can they think of any product or items which the people use which they would not be able to buy in Douentza?
- can they identify where everyday items are sold?
- would Fatime, Moktar etc. use different parts of the market?
- when might they meet in the market place? What might they talk about?

Questioning the market plan *[page 43]*
In order to encourage the children to look closely at the plan of the market, they might try a questioning activity, such as questioning a photo [see Book 1 page 16]. Place the plan in the centre of a large sheet of paper and ask questions about it.

Market prices *[pages 44]*
Maths work can be developed around the cost of items in the market. This can be extended by role playing haggling over the prices.

- which prices might be affected by the time of year and which might be most stable?
- why are some items much more expensive than others?

The activity on pages 22-23 of this book shows Fatime's considerations in setting up a market stall.

teaching ideas

Where does it come from?
[pages 43 and 45]
This activity helps children to see how many of the things sold in Douentza market they recognise. It helps to develop the idea of interdependence. Photocopy a plan for each group. Give the children the names of the products [without country of origin] listed on page 45 and ask them to group them into:

- those from the local area;
- those from other parts of the world.

The categories can be more specific according to the age, ability and experience of the class. Groups can then use copies of page 45, which illustrates where goods originate, with the key shown here, and colour code their plan according to the country of origin.

International links *[page 45]*
Plotting the origins of the items on a world map helps to illustrate the international links. Can the children work out how these goods get to Douentza? This offers an opportunity to talk about why there are these links. Do we get anything from Mali?

Young people's voices *[pages 46-47]*
These are some of the views and aspirations of students in Douentza secondary school. They offer some interesting and often surprising insights into common experiences. Before showing the children the quotations ask them to imagine what young people in Douentza might be interested in or say about their lives. Groups can then read through photocopies of these pages and identify what fulfils their expectations and what surprises them.

- how do they react to the voices?
- how similar or different are their lives?
- who might they most identify with?
- what differences might these young people find if they came to learn in your school?

Some of the information will need further explanation or work. It is worth noting that some of the young people come from cultural groups other than the four explored in **Where camels are better than cars**. Some also come from quite a distance away from Douentza.

A key for the market plan

These products come from:

- ☐ the local area
- ☐ other African countries
- ☐ the USA
- ☐ the UK
- ☐ France
- ☐ China
- ☐ Holland
- ☐ Taiwan
- ☐ others

The currency used in Mali is CFA, pronounced like the names of the letters.

Food - a sign of our interdependence
[page 49]
This photocopiable sheet illustrates some everyday and special daily menus eaten by the four families. Give groups a sheet and ask them to fill in where each person gets each item of food from and who provides it, e.g. the millet will come from Moktar and the Dogon. This can be used to highlight how dependent the cultures are on each other for their daily needs.

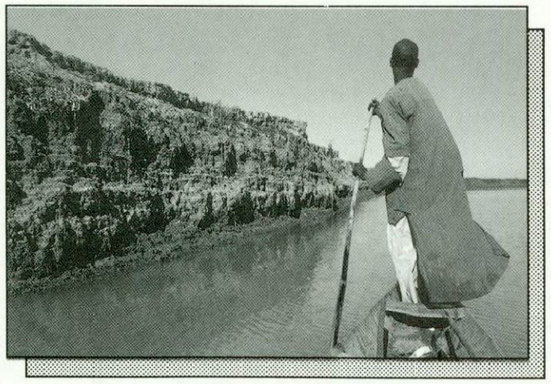
"The children enjoyed finding out about real live people, rather than fictitious ones."
A teacher involved in the project

Reference pages in Book 1

page 4	A physical map of the Douentza region
page 5	A multicultural locality
pages 6-9	Four cultures
page 12	Douentza
page 13	A changing locality?

Four journeys

Amadou goes to Mopti to sell fish



Every few months I go to Mopti by boat, usually to buy fishing equipment. I can also sell any fresh fish or smoked fish. The money helps to buy rope to mend the nets, or polystyrene from tape recorder packaging to make floats. Sometimes I buy fuelwood too because there are no trees near where we live. The journey takes all day without an engine.

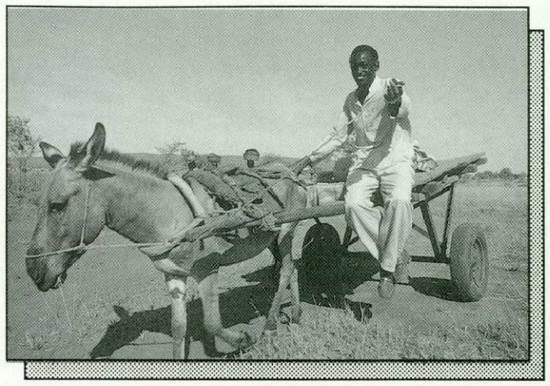
It is hard work punting and I have to keep changing my route as the river level falls. Most of the short cuts become too shallow as the dry season progresses, and I have to keep to the main river channels.

As I near Mopti there are more traders in their motor boats. They can travel out to our village and back again in only a few hours! I would love to have an engine, but they are very expensive. Even if I was given one, the fuel would cost too much, and I could never buy spare parts if it broke down. We have managed all this time with our long wooden pole and a paddle, and our strong arm muscles help us to punt fast!

Moktar and Rakiatu go to Douentza

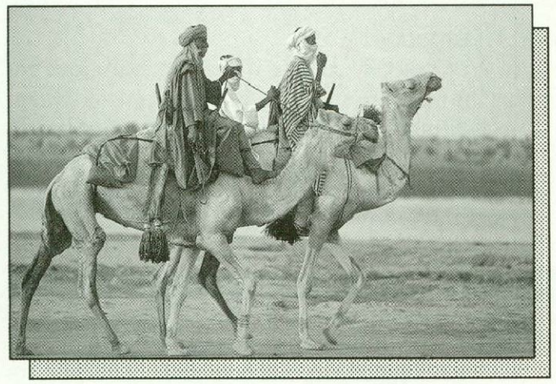
Some Sundays I go to market in Douentza to sell millet. Our village is about 9 kilometres from Douentza and it takes about four hours by donkey and cart. I roll the millet into neat bundles and load them onto the cart. It's a long walk so if I get tired, I climb onto the cart too. The women walk separately, so I often travel alone but I meet plenty of people on the way!

I don't sell my millet at harvest time when it is cheap, I store some in the granary and wait until the prices begin to rise. Then I take the millet to market to sell to the grain store and this way I make more money. In Douentza, I tie the donkey to a tree, unload the millet and tip the cart on its side to stop it rolling away.



Rakiatu also goes to market and she walks with the other women. She sets out her peanuts, tomatoes and onions in the vegetable section of the market where the other Dogon women sit. With the money she earns she buys food, especially those that make a tasty sauce for millet.

El Malhud goes to Douentza to sell a goat



I travel by camel to the Sunday Douentza market. I usually go once every two weeks. It takes a whole day so I usually set off on Saturday and stay overnight with a friend. I send my Bella herder ahead with the goats that I hope to sell. I like to dress up in my finest robe which I keep clean despite the dust and the heat. I always carry a long sword, in a leather holder strapped to my arm, and a rifle for security.

I travel with my cousin, and at midday when the sun gets too hot we rest under a tree. I have brought all we need - a blanket, a teapot, three glasses, tea leaves, sugar, and a splint for making fire. There is water in the goatskin so I can make tea. I keep all this in a large sack with an ornate lock and key made by a Tuareg blacksmith.

When we get to Douentza I tie a rope around the front feet of my camel so it cannot wander far! At other markets I leave my camel in the 'camel park'. Foreigners ask me if I have problems finding it amongst a crowd of others. I just laugh and say - "just as you know which car is yours, we always know our own camel. I certainly think camels travel better than cars in our country".

Fatime goes to Goundam to buy beans

Every couple of months I need to travel to buy vegetables to sell. My mother's family are farmers living near the Niger delta. I can buy beans more cheaply from them but it's a very long journey. I leave home early on Monday morning to find a place on the millet lorry which is going back to Mopti. Now it is empty, the driver earns money by carrying passengers. My ticket costs 150 CFA to sit in the back. I take enough food with me for the journey. It is very crowded because everyone brings all their luggage and products to sell in Mopti. Even when we are on the road we often stop to let on more people!

We arrive in Mopti at lunch time, so I stay with my sister who lives there. The next morning I leave early to get a boat heading north on the river. The ticket costs 200 CFA. It is a long wooden boat with many passengers. We all bring our food and water for the journey because it lasts all day.



I get out at a small village and wait for the pickup truck which acts as a taxi. That takes me and the other travellers to Goundam where my family live. The return journey is more difficult because I have to carry a large heavy sack of vegetables. I always give one of the local boys a few CFA to carry it for me!

Douentza market

Douentza market is open every day from first light to dusk, but Sunday is the big market of the week. People travel in by foot, donkey and cart, camel or lorry to buy and sell.

The busiest times are early morning and evening when it's cooler. The quietest time is midday when the hot sun makes everyone rest. At night people attach hurricane lamps to their stalls, or walk around with torches.



A Dogon woman selling her goods

Places in the market

Barbecue
You can buy cooked meat from barbecues in the market. You choose your meat and watch as it is cooked. It tastes delicious with salt and chilli powder sprinkled over. Many people visiting the market eat here as a take-away.

Restaurant
The restaurant serves food all through the day. The fridge in the corner works on kerosene as there is no electricity in Douentza. You can drink cool Coca cola, Fanta, Sprite and Vimto as well as the Malian bottled orangeade and lemonade.

Prayer circle
Near the old Somiex factory is a circle of stones that is the prayer circle. If you are in the market at prayer time you can go and pray.

Main products

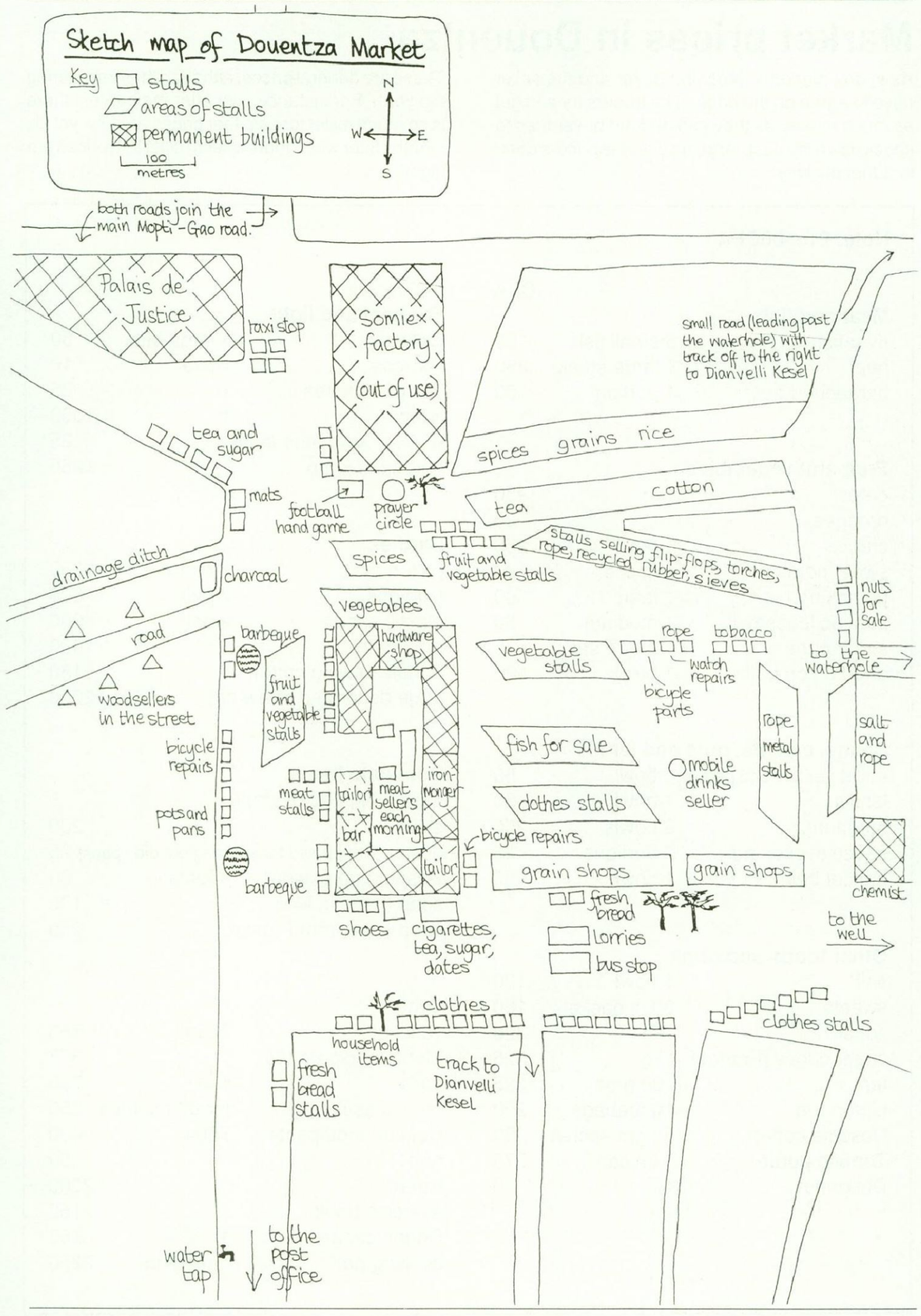
Vegetables and fruit
Many traders sit on the ground with vegetables or fruit laid out over plastic or cloth matting. They make small piles of oranges, tomatoes or onions and clean their vegetables to create a shine. Fatime's aunt sells peanut butter. She piles up round balls of peanut butter to make a large pyramid, which costs 40 CFA.

Rope
Traditionally people have made rope by winding small strips of cow's leather together. This is very strong. Today some traders are selling nylon rope which they have made from the nylon fibre of food aid bags. It is not as strong, but is cheaper.

Rubber shoes
Traders sell flip flops made in Taiwan for 600 CFA. Other traders recycle old rubber tyres to make flip flops for only 100 CFA. Since most people walk about with no shoes on, these rubber sandals are a cheaper form of shoe.

Salt
Salt is brought to Douentza by camels and donkeys from 200 miles north of Timbuktu. It is sold in big slabs and traders cut it up using saws. You then have to grind the salt yourself. If it travelled in granules, then the salt would leak from the bags.

Meat
You have to get to market early to buy meat. The animals are killed at the slaughterhouse after first prayers. The traders buy the meat and sell it in smaller amounts. By 10.00 am most of the good meat is gone - it will already be in people's cooking pots! It has to be sold quickly or it will turn bad. Meat is expensive and usually eaten by wealthier families or at special family meals.



Market prices in Douentza

As in any market in Mali, the buyer and the seller have to agree on the price. The traders try and get as much money as they can and the buyer tries to knock down the cost. Arguing over the price is done in a friendly way!

These are general prices, although they vary during the year. For instance, just after the harvest there is so much millet for sale that prices are low, yet six months later when there is less millet left, prices are higher.

Note: £1=500CFA

		CFA
Meat and fish		
river fish	5 small fish	50
beef	1 large steak	250
barbecued beef	1 portion	100
Fruit and vegetables		
dates	1kg	250
oranges	1	25
chillies	1 bowl	250
sweet potatoes	3 in pile	100
pumpkin	1 large	500
manioc [cassava]	1 medium	50
sugar cane	1 metre stick	5
dried onion balls	1 bowl	100
Beans, cereals, nuts and lentils		
millet [for toh for 5 people]	1 bowl	50
lentils	1 bowl	50
sorghum	6 bowls	250
sauce thickening	2 portions	25
haricot beans	1 bowl	50
Other foods and drink		
salt	1 bowl	100
sweets	30 in packet	160
sugar	1kg	320
sugar cubes [France]	1kg	325
tea	100 gms	325
Lipton tea	10 teabags	200
Nescafe coffee	50 gm sachet	350
Tomato puree	1 tin can	375
Doughnut	1	10

For heat and light		
fuelwood	4 large bits	50
charcoal	1 pile	10
box of matches	1	25
torch	1	1000
wick for kerosene lamp		25
hurricane lamp		1250
Clothes		
cotton cloth	1 metre	1250
flip-flops	a pair	600
plastic shoes	a pair	900
prayer hat	1	1000
bundle sewing cotton	1	150
large decorated straw hat		2000
Domestic items		
a washing ring of string		5
sieve	1	200
oyster shell [used for scraping out dirty pans]		25
washing up powder	45gms	60
soap made in Mali	1	100
soap cube from France		250
Others		
vaseline	225g	750
Marlboro cigarettes		375
nails	1kg	750
tape cassette	for 60 minutes	250
Colgate toothpaste	75ml	400
biro	1	50
Koran	1	2000
exercise book	1	150
Dogon canary	1	150
cooking pot	1 medium	2250

From other parts of the world

You can buy many other items in the market from further away:

sugar cubes are boxed in Marseilles, France

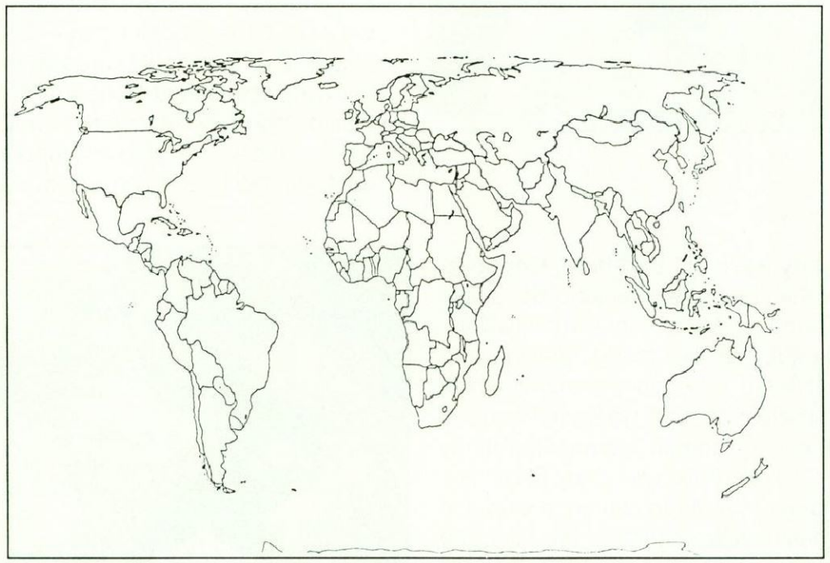
Marlboro cigarettes from the USA

Craven cigarettes come from London

corn beef is from Denmark, given as food aid

plastic water jerrycans come from the USA

the waxed cotton cloth that Fatime likes to buy comes from Holland



dates come from Algeria

tea is from China

plastic beads from Taiwan

Colgate toothpaste comes from the USA

colourful bowls made in Nigeria

the blue enamel teapot that each family uses is made in China

pasta from Italy is given as food aid

Peugeot bicycles from France

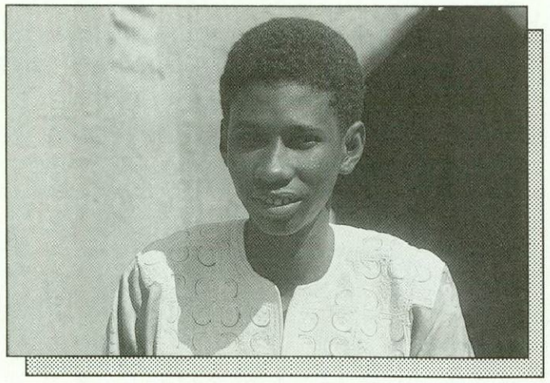
soap is made in France

torches and hurricane lamps are made in China

Young people's voices

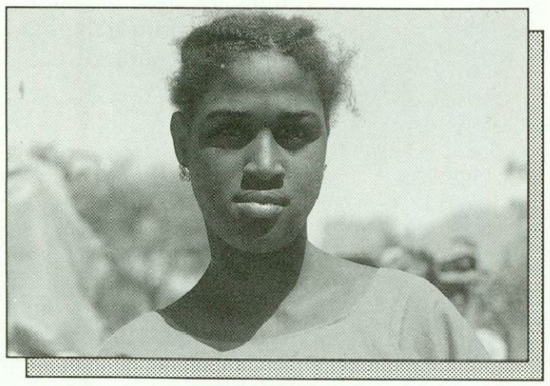
These are some of the voices of 7th year students at Douentza Secondary School. There are Sonrai, Tuareg and Dogon pupils in the class as well as some from other cultures and other places. Very few Bozo go to school. At school they learn French and English as well as other subjects.

By law every child should go to primary school, but secondary school is optional. Some parents prefer to keep their children at home to help in the fields or earn money.



Amadou is a boy aged 16, Peuhl Grigot, Moslem
The Grigots in our country are the professional musicians and singers who entertain people, often at weddings and other special occasions. They tell stories of the history of Africa. My father is a historian. I would like to be a great historian too one day - because everyone wants to be what his father is don't they? My mother is a singer. Each afternoon I read my history book to learn about the great stories of African history. I also do my music practice. I would like to have a penfriend who shared my support for Michael Jackson, the famous American musician.

Justin is a boy aged 15, Bambara, Christian
My father is the chief of our region. He is now working in Bamako. My mother is a housewife. My favourite subjects are maths, physics and chemistry. At home I look after the animals in our compound. I give them salt, water and grasses to eat. I like to play football and handball in my spare time. Of all the holidays I enjoy Christmas and Easter most. We go to church to sing and pray. At Christmas we dance to the flute, the guitar and the drums. When I leave school I want to be the Minister of Defence for Mali.



Homssatou is a girl aged 14, Peuhl, Moslem
We live in Douentza. My father is dead. My mother is an excellent cook! In my leisure time I like to practice cooking so that one day I will be like her. I like watching videos, going to see plays, especially during the big Douentza competition. I'd like to visit France because I've heard so much about it.



Miriam is a girl aged 14, Arab, Moslem
We live in Mauritania but I have come to Douentza to study. My father is a trader between Mali and Mauritania. My mother teachers Moslem children and I too would like to become a teacher, either in Arabic or French. As soon as I get home I find my Koran books and read them with my imam who is called Mohammed. He is a friend of my father's. In the holidays I go home to see my parents in Mauritania. During Ramadam and Tabasci we celebrate and dance to the drums. I like the music of my own culture. I prefer it to your western style pop music.

Amba is a girl aged 14, Dogon, Moslem
We live in Bandiagara which is where many Dogon live. I have come to Douentza in order to study at school. My father is dead now and my mother is a market trader at Bandiagara. In the holidays I go back to help my mother in the fields. When I leave school I would like to be a midwife. I love the music of the Malian singer Salif Keita, and watching Rambo videos. My favourite festival is the one of the Dogon masks. This is when people make up special masks to wear and we all watch and sing and dance. We prepare plenty of meals and people bring rice, fish and meat.





Yacouba is a boy aged 14, Dogon, Moslem
We live in the Bandiagara region, my father is a villager and he farms his fields. My mother is a market trader. I like Independence Day because there is always plenty for children to do. We play games and have football matches. There are all sorts of competitions held too. When I leave school I would like to be the Malian ambassador in Gabon.

Food - a sign of our interdependence

Look at these menus and try and work out where each of the people get their food from. Remember that they will grow or catch some of it themselves and other food will be bought in the market. Write which culture has produced it [for example the millet will have come from Moktar and the Dogon]. Some are done for you.

Amadou

Breakfast

- pancakes made from millet flour or ground rice _____
- bowl of milk *from the Peuhl when they are in the delta with their cattle*

Lunch and supper

- rice *from working in the paddy fields*
- fish _____
- tomatoes _____
- chillies _____

Fatime

Breakfast

- toh [made from millet] _____
- water _____

Snacks

- peanuts _____
- grilled meat *from the barbecue in the market*
- sweets _____
- doughnuts _____

Lunch

- toh _____
- fish _____
- tomatoes and onions _____
- fruit e.g. guava _____

Supper

- toh _____
- goat meat *from the Tuareg*
- peanut sauce _____

El Malhud

Breakfast

- tea *from China*
- bowl of milk _____

Snacks

- tea _____
- dates *from Algeria*

Lunch with a visitor

- goat meat _____
- rice _____
- soured milk [similar to yoghurt] _____

Supper [and all usual meals]

- toh [made from millet] _____
- milk poured over the toh _____

Moktar

Breakfast

- toh [made from millet] _____
- soured milk with sugar _____

Lunch in the fields

- peanuts _____
- water _____

Supper

- toh _____
- onions and tomatoes and ground baobab leaves as a sauce _____

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Printed by Genprint Ltd., Dublin, on Chlorine Free Environmentally Friendly Paper

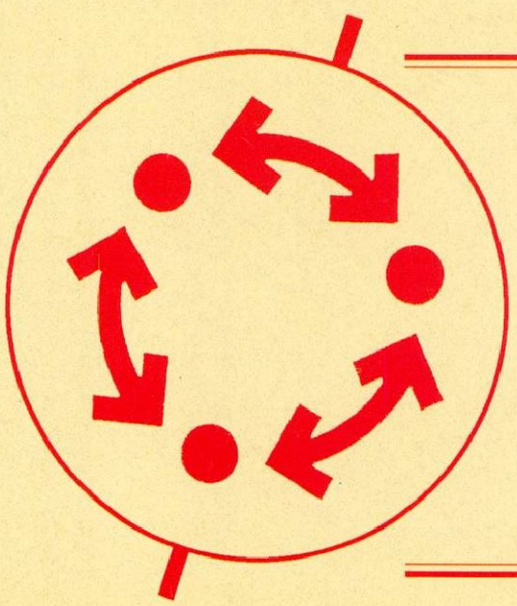
Where camels are better than cars:

- *responds* to the need for material about real people who live in other parts of the world. It is a valuable resource for teaching about *'an economically developing locality'* in geography at Key Stage 2.

- *offers* a unique insight into the lives of Fatime, Moktar, Amadou and El Malhud who live in and around the town of Douentza in Mali, West Africa. It shares their ways of life, their aspirations and views of the world.

- *includes:*

  - Book 1 which offers background to life in Douentza. It explores some of the issues involved in teaching about this place with children
  - Book 2 which offers teaching strategies and a wealth of photocopiable stimulus sheets for children
  - 24 colour photographs taken in and around Douentza
  - a poster plan of Douentza market



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