

## The Greenbelt Movement in Kenya

TEACHER: *What is happening in this picture?*

STUDENTS: *Someone is planting.*

*This child is planting a tree. Do you know what a young tree is called?*

*A seedling, baby tree, etc.*

*Seedling is the name for a young tree. This child received her seedling from a tree nursery in Kenya, and is planting it with her school. In fact, she is helping to plant over 500 seedlings around her school building! Many of the trees where she lives have been cut down. She learned from her teachers that the people, land and animals need more trees to be planted, so she is excited about putting this little seedling into the ground. Raise your hand if you have ever planted a seedling.*

*(Give kids a chance to raise their hands.)*

*This little girl also learned in school about a very important woman in Kenya, named Wangari Maathai. Wangari also loved planting trees in Kenya, and all over East Africa. She planted so many trees in her lifetime, that her nickname was "Tree Mother."*

*Wangari was born and raised in Kenya, and from an early age noticed how important the trees around her home were to the health of the people, animals and land. She went away to school, and when she returned to her home as an adult, she saw that many of the trees had been cut down. The land was deforested, the soil was dry and cracked, and the people had to walk for miles to collect firewood and fruits that were once plentiful. Wangari decided that something needed to change, or Kenya would truly suffer. What do you think Wangari did?*

*She planted trees.*

*Wangari started by planting seven small trees. Then she taught other women how to plant trees. She helped to create tree nurseries, a place for baby trees (or seedlings) to grow.*

*Some people tried to stop Wangari, but she kept on planting. Her goal was to create a "greenbelt" of trees across Kenya. Over her lifetime, Wangari helped to plant many trees. Can you guess how many trees she helped to plant?*

*100 - 1,000 – 1,000,000 – etc.*

*With the help of people from all around Kenya, Wangari planted over 40 million trees! The organization she started is called, The Greenbelt Movement. Although Wangari*

died in 2011, people continue to plant trees in Kenya today. Wangari helped to teach people all over the world that trees are to be valued and respected. Even though the Green Belt Movement has had much success, deforestation is still a big problem across all of East Africa. Forests are disappearing faster than they can be replanted. Wangari started the movement, but it is up to future generations to continue and expand her work. Wangari once said, "When we plant trees, we plant the seeds of peace and hope." How do trees help to bring peace and hope to the world?

Trees are beautiful and make people happy; people don't have to fight over who gets to have a tree by their home if there are many; etc.

Every time someone plants a seedling in the ground, they are hoping that one day that tree will grow big and strong and bring beauty and resources to the world. We don't plant trees for today; we plant trees for tomorrow. The trees we put into the ground today are like a gift we are giving to someone in the future. How does it make you feel when someone gives you a gift?

Happy, excited, etc.

By planting a tree, you can give a gift to the people, animals, and land of the future. At the same time, you also help to bring greater peace and happiness to the planet. The best part about planting a tree when you are young is that you get to enjoy it your whole life. It's like giving a gift to yourself in the future!

If Wangari planted 40 million trees, surely you can plant one!

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## **Kindergarten Standards:**

### **NYS Common Core Kindergarten Social Studies Standards**

- K.8.a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.
- K.9.a Children, families, and communities of today can be compared with those in the past.
- K.10.b An historic figure is a person whose actions made a significant long-term impact on a community, culture, or nation

### **Kindergarten ELA Power NYSCCLS (ICSD Power Standards in Bold)**

#### *Reading Standards for Informational Text: Kindergarten*

- **Integration and Knowledge of Ideas**  
**7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).**

#### *Speaking and Listening Standards: Kindergarten*

- **Comprehension and Collaboration**  
**1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**
  - b. Continue a conversation through multiple exchanges.**
  - c. Seek to understand and communicate with individuals from different cultural backgrounds.**

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
  3. **Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**
- **Presentation of Knowledge and Ideas**
    6. **Speak audibly and express thoughts, feelings, and ideas clearly.**

*Language Standards: Kindergarten*

- **Vocabulary Acquisition and Use**
  6. **Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

**Next Generation Science Standards for Kindergarten**

*K-ESS2 Earth's Systems*

- ESS2.E: Biogeology
  1. Plants and animals can change their environment. (K-ESS2-2)
- ESS3.C: Human Impacts on Earth Systems
  1. Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to K-ESS2-2)

*K-ESS3 Earth and Human Activity*

- ESS3.A: Natural Resources
  1. Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)
- ETS1.A: Defining and Delimiting an Engineering Problem
  1. Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary to K-ESS3-2)