

Africa – a continent of contrasts

Lesson 1: Africa – scale and diversity

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - the physical and human characteristics of real places.</p> <p>Space – knowing where places and landscapes are located and implications for people</p> <p>Scale – appreciating different scales</p> <p>Diversity – Appreciating differences and similarities between people, places, environments and cultures</p>	<p>Scales – examining regional and national differences within a continent</p> <p>Physical geography, - study of the climate and ecosystems of the country</p> <p>Location of places and environments in different part of the world</p> <p>Interactions between people and their environments</p>	<p>a) Africa is one of the seven continents</p> <p>b) Africa is a large continent containing over 50 different countries</p> <p>c) Africa has a huge diversity of human, physical and environmental conditions.</p>	<p>STARTER:</p> <p><i>Suggestion 1</i> – <i>Naming continents</i> – students name and share facts about the seven continents (download available).</p> <p><i>Suggestion 2</i> – <i>Ranking continents</i> – in groups of seven students organise themselves into order according to a number of factors including the size of the continent they have been given (download available).</p> <p>MAIN ACTIVITY:</p> <p>“Africa – a diverse continent” <i>PowerPoint</i> (download available) A flexible set of resources which can be adapted to teach about the diversity of the continent. See Teacher Task Sheet for more details.</p> <p>PLENARY:</p> <p><i>True or false exercise</i> – students use a show of hands or coloured cards to give their answers to a range of questions about the continent of Africa (download available).</p> <p>Or Use the ‘what do you know about Africa?’ interactive quiz</p>	<p>Downloads: Naming continents (Word) Ranking continents (Word) Africa – a diverse continent (PPT) True or false exercise (Word) Teacher Task Sheet</p> <p>Interactives What do you know about Africa?</p> <p>Images: see notes on Flickr</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – ask geographical questions, thinking critically, constructively and creatively, analyse and evaluate evidence, find ways of applying geographical understanding to create new interpretations of places and spaces.</p> <p>Graphicacy and visual literacy – using geographical data</p> <p>Geographical communication – communicate knowledge & understanding using geographical vocabulary</p>	<p><i>Using varied resources, including maps of Africa and images</i></p> <p><i>Explore real and relevant contemporary contexts</i></p> <p><i>Use varied resources</i></p>			<p>The true/false exercise could be used as a short assessment.</p> <p>Notes</p> <p>Africa outline map is provided for general use.</p> <p>Large numbers of good quality photos of Africa in general and Sudan and Ghana in particular, are available from the Flickr website. Do an advanced search and tick the ‘Creative Commons License’ box – this means that you can use the images freely for educational use.</p>

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Lesson 2: Dealing with common misconceptions of Africa

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place – developing 'geographical imaginations' of places.</p> <p>Space – understanding how and why things are changing and the implications for people.</p> <p>Physical and human processes - understanding how changes are as a result of physical & human processes.</p> <p>Diversity – Appreciating differences and similarities between people and cultures</p>	<p>Scales – examining regional and national differences within a continent</p> <p>Physical geography, - study of the climate and ecosystems of the country</p> <p>Location of places and environments in different part of the world</p> <p>Interactions between people and their environments</p>	<p>a) Africa is a continent not a country</p> <p>b) The countries of Africa have a wide range of opportunities, challenges and lifestyles.</p> <p>c) There is no 'one size fits all' stereotype that can be applied to the people of Africa.</p>	<p>STARTER: 'Africa or not?' PowerPoint slideshow (download available).</p> <p>MAIN ACTIVITY: <i>Suggestion 1</i> – Africa word association exercise. Students write down 5 – 10 words they associate with Africa and share their ideas.</p> <p><i>Suggestion 2</i> – Perceptions of Africa exercise – how do we know what life is like in the countries of Africa? (download available).</p> <p><i>Suggestion 3</i> – Europe-based perception exercise, comparing countries across continents.</p> <p><i>Suggestion 4</i> – Wealth and hdi data exercise – looking at facts that reflect life and living standards in countries across Africa (download available).</p> <p>PLENARY: Students imagine that they are travelling across the continent. Get them to say briefly, in words or writing, some of the differences they might see on their journey. They should try to highlight equal amounts of positive and negative things.</p>	<p>Downloads: Africa or not? (PPT) Perceptions of Africa (Word) Wealth and hdi data sheet (Excel) Teacher Task Sheet</p> <p>Images: see notes on Flickr From lesson 1</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – analyse and evaluate evidence, think critically and constructively, presenting findings.</p> <p>Geographical communication – communicate knowledge & understanding using geographical vocabulary</p> <p>Decision making – appreciate how people's values and attitudes differ and may influence social, environmental, economic and political issues and develop their own values and attitudes about such things.</p>	<p>Solve problems and make decisions to develop analytical skills and creative thinking on geographical issues.</p> <p>Examine geographical issues in the news</p>			The plenary activity could easily be developed into a homework exercise which could be used as a small assessment.
				Notes

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Lesson 3: Conflict in Sudan

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Place - the physical and human characteristics of real places.</p> <p>Space – knowing where places and landscapes are located and implications for people</p> <p>Physical and human processes - explain patterns and distributions</p> <p>Diversity – Appreciating differences and similarities between people and cultures</p>	<p>Scales – examining local, regional and national differences within a country</p> <p>Physical geography, - study of the climate and ecosystems of the country</p> <p>Location of places and environments in a different part of the world</p> <p>Human geography – cultural conflict</p>	<p>a) What is Sudan's climate and environment like?</p> <p>b) What has been happening to cause conflict in Sudan?</p> <p>c) Why has the conflict lasted so long?</p> <p>d) What are the impacts of civil war on people?</p>	<p>STARTER: <i>What country am I?</i> quiz (download available). OR <i>KWL grid</i> (know/would like to know/have learnt) (download available).</p> <p>MAIN ACTIVITY: 1. <i>Quick mapping activity.</i> Provide students with the <i>map hand out</i> and ask them to describe the location of Sudan using geographical vocabulary such as equator, borders, north, Red Sea etc. (download available).</p> <p>2. <i>Mystery</i> about Sudan to enable students to gain information on civil war and impacts on people. Questions to assist students to structure thinking. Higher and Foundation version of task. Download and cut up cards for student use.</p> <p>PLENARY: <i>Suggestion 1:</i> 3-2-1 In 1 minute, tell 2 people 3 things you have learnt this lesson</p> <p><i>Suggestion 2:</i> Complete the final column of the KWL grid from the starter activity with knowledge gained from this lesson.</p>	<p>Downloads: What country am I? quiz (PPT) KWL grid (PPT) Map handout (PPT) Sudan mystery (Word) Sudan fact sheet Teacher Task Sheet</p> <p>Images: Landscapes</p> <p>Links: See links at bottom of page for related YouTube videos and articles</p>
				Assessment opportunities
				Responses to mystery; whole-class discussion
				Notes
				If you are unable to make use of YouTube at school, you may be able to download the videos at home. You can go to www.downloadyoutubevideos.com and save the files as .flv or other file types to make them compatible with the school system.
Key processes	Curriculum opportunities			
<p>Geographical enquiry – ask geographical questions, think critically, constructively and creatively, analyse and evaluate evidence, find ways of applying geographical understanding to create new interpretations of places and spaces.</p> <p>Graphicacy and visual literacy – using geographical data</p> <p>Geographical communication – communicate knowledge & understanding using geographical vocabulary</p>	<p>Using varied resources, including map of Sudan, visual media</p> <p>Enquiry encouraged through use of a mystery</p> <p>Examine geographical issues in the news</p>			

<http://www.cbsnews.com/stories/2002/03/01/60ll/main502594.shtml> <http://news.bbc.co.uk/1/hi/world/africa/232803.stm> <http://www.independent.co.uk/news/world/africa/fears-of-new-civil-war-as-sudanese-town-raised-834597.html>

Some video clips about the Lost Boys of Sudan to supplement this lesson: <http://www.youtube.com/watch?v=GIYNlrcfwY#>

<http://www.youtube.com/watch?v=x52x6-F99Cw&feature=related#>

<http://www.youtube.com/watch?v=Jb22wMZugUc&feature=related#>

http://www.youtube.com/watch?v=BGJtpua8d_o&NR=1#

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Lesson 4: Hope for the future

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place – how places are subject to the forces of change.</p> <p>Space – understanding how and why things are changing and the implications for people.</p> <p>Physical and human processes - understanding how changes are as a result of human processes.</p> <p>Diversity – Appreciating differences and similarities between people and cultures</p>	<p>Scales – examining local, regional and national differences within a country</p> <p>Location of places and environments in a different part of the world</p> <p>Human geography – cultural conflict</p>	<p>a) How should Sudan develop?</p> <p>b) How sustainable is Sudan's future?</p>	<p>STARTER: <i>Think, pair, share.</i> Students have 1 minute to think up as many ideas as they can about how Sudan could develop on their own, then 1 minute with a partner to share and think of more and finally share with the class. Ideas can be collected as an idea storm. This can be based on learning from the previous lesson, or ideas they have found out for themselves.</p> <p>MAIN ACTIVITY: <i>Decision making task.</i> Put the potential development projects in order of priority. Select your top one and create an advertising campaign to tell people about the project. Three downloads are available to facilitate this activity: <i>Successful Sudan information cards, task sheet and task table.</i></p> <p>PLENARY: Share ideas and vote on favoured development project. Brief discussion of overall winner, how it will help and where Sudan will go from here.</p>	<p>Downloads: Successful Sudan information cards (Word) Successful Sudan task sheet (Word) Successful Sudan task table (Word) Teacher Task Sheet</p> <p>Links: Education Action have already done some work to improve education in Sudan. Visit the link to their website if you wish to share projects already taking place with your students.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – analyse and evaluate evidence, think critically and constructively, presenting findings.</p> <p>Geographical communication – communicate knowledge & understanding using geographical vocabulary</p> <p>Decision making – appreciate how people's values and attitudes differ and may influence social, environmental, economic and political issues and develop their own values and attitudes about such things.</p>	<p><i>Solve problems and make decisions to develop analytical skills and creative thinking on geographical issues.</i></p> <p><i>Examine geographical issues in the news</i></p>			<p>Justification of development projects. Creativity of projects.</p> <p>Notes</p> <p>The main lesson task could be extended further by having additional research time. There are also ICT possibilities to develop a podcast on the project chosen.</p>

Web links:

Some NGOs have done successful work in Sudan. Look at the “our work” pages for case studies: <http://www.education-action.org/>

Other organisations have tried to help the orphans of Sudan by relocating them to parts of the USA: <http://www.alliancefortheLostBoys.com/>

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Lesson 5: Ghana – an economic success story

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place – <i>how places are subject to the forces of change.</i></p> <p>Space – <i>understanding how and why things are changing and the implications for people.</i></p> <p>Physical and human processes - <i>understanding how changes are as a result of human processes.</i></p> <p>Diversity – <i>Appreciating differences and similarities between people and cultures</i></p>	<p>Scales – <i>examining local, regional and national differences within a country</i></p> <p>Location of places and environments in a <i>different part of the world</i></p> <p>Human geography – <i>cultural conflict</i></p>	<p>a) Ghana is a country in west Africa</p> <p>b) Ghana is an example of a successful African nation. In spite of problems and challenges, it has made progress and improved the lives of the majority of the people in recent years.</p> <p>c) Ghana has a number of successful export products but is also actively seeking to promote new products.</p> <p>d) The high cost of imports, particularly oil is a problem for the balance of trade in Ghana.</p>	<p>STARTER:</p> <p><i>Ghana's export products photos set</i> – What are Ghana's export products and what might they be used for? (download available).</p> <p>MAIN ACTIVITY:</p> <p>Data manipulation and analysis using <i>Ghana exports Data, Ghana exports commodity prices data</i> and <i>Ghana export partners data</i> downloads (see Teacher Task Sheet for more details)</p> <p>Within this lesson there is also the possibility of looking at specific resources such as cocoa and pineapples. This could be linked to work on Fairtrade.</p>	<p>Downloads:</p> <p>Ghana's export products photo set (Word) Ghana exports data (Excel) Ghana exports commodity prices data (Excel) Ghana exports partners data (Excel) Teacher Task Sheet</p> <p>Images: see notes on Flickr From lesson 1</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – <i>analyse and evaluate evidence, think critically and constructively, presenting findings.</i></p> <p>Geographical communication – <i>communicate knowledge & understanding using geographical vocabulary</i></p> <p>Decision making – <i>appreciate how people's values and attitudes differ and may influence social, environmental, economic and political issues and develop their own values and attitudes about such things.</i></p>	<p><i>Solve problems and make decisions to develop analytical skills and creative thinking on geographical issues.</i></p> <p><i>Examine geographical issues in the news</i></p>			<p>The debate about whether Ghana should protect its Forest Reserves or sacrifice the remaining forest and allow economic development could form the basis of an assessment.</p>
			PLENARY:	Notes
			<p>Students debate whether Ghana should exploit the resources recently discovered in its Forest Reserves.</p>	<p>Extra general background information is provided in the Word file 'Ghana – facts sheet'. For a map of Ghana, visit www.unfpa.org/cp/gha/map.pdf</p>

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Lesson 6: Education in Ghana – moving forward

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place – <i>how places are subject to the forces of change.</i></p> <p>Space – <i>understanding how and why things are changing and the implications for people.</i></p> <p>Physical and human processes - <i>understanding how changes are as a result of human processes.</i></p> <p>Diversity – <i>Appreciating differences and similarities between people and cultures</i></p>	<p>Scales – <i>examining local, regional and national differences within a country</i></p> <p>Location of places and environments in a <i>different part of the world</i></p> <p>Human geography – <i>cultural conflict</i></p>	<p>a) Ghana is a country in west Africa</p> <p>b) Ghana is an example of a successful African nation. In spite of problems and challenges, it has made progress and improved the lives of the majority of the people in recent years.</p> <p>c) Education is a key area of development in Ghana and improvements in provision will have a direct impact on people's lives as well as the future of the country.</p>	<p>STARTER:</p> <p><i>Education photo pair</i> – What questions would you like to ask about these photos? (download available)</p> <p>MAIN ACTIVITY:</p> <p><i>My typical school day</i> - A comparison of a typical school day (from getting up to going to bed) for a Ghanaian student and a student from the UK (download available).</p> <p><i>School Feeding Programme</i> - A study of the impacts of the School Feeding Programme in Ghana and the implications of this project for school attendance.</p> <p>PLENARY:</p> <p><i>Primary school attendance</i> – A study of data on Ghana's primary school attendance with reference to the UN's Millennium Development Goal of 'achieving universal primary education' (download available). Students suggest ways in which the 100% target might be achieved.</p>	<p>Downloads:</p> <p>Education photo pair (PPT) Ghana stories – my typical school day (Word) School feeding programme info sheet 1 (Word) School feeding programme info sheet 2 (Word) School feeding programme info sheet 3 (Word) Primary school attendance (Word) Teacher Task Sheet</p> <p>Images: see notes on Flickr From lesson 1</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – <i>analyse and evaluate evidence, think critically and constructively, presenting findings.</i></p> <p>Geographical communication – <i>communicate knowledge & understanding using geographical vocabulary</i></p> <p>Decision making – <i>appreciate how people's values and attitudes differ and may influence social, environmental, economic and political issues and develop their own values and attitudes about such things.</i></p>	<p><i>Solve problems and make decisions to develop analytical skills and creative thinking on geographical issues.</i></p> <p><i>Examine geographical issues in the news</i></p>			Notes
				<p>Extra education information is provided in the Word file 'Ghana Education Reform 2007'.</p>

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Lesson 7: Africa – looking to the future

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place – <i>how places are subject to the forces of change.</i></p> <p>Space – <i>understanding how and why things are changing and the implications for people.</i></p> <p>Physical and human processes - <i>understanding how changes are as a result of human processes.</i></p> <p>Diversity – <i>Appreciating differences and similarities between people and cultures</i></p>	<p>Scales – <i>examining local, regional and national differences within a country</i></p> <p>Location of places and environments in a <i>different part of the world</i></p> <p>Human geography – <i>cultural conflict</i></p>	<p>a) Modern technology brings both advantages and disadvantages to people in developing countries.</p> <p>b) The richer developed countries in Europe and North America often rely on people in the poorer, developing countries to process and dispose of their electronic waste.</p>	<p>STARTER: <i>Discussion</i> – What are the difficulties of bring modern technology to countries in Africa? If electricity is not available, what are the benefits and challenges of using generators or solar power? Students discuss these questions in a small group, then feedback to the rest of the class.</p> <p>MAIN ACTIVITY: <i>Suggestion 1:</i> <i>Kenya – the impact of mobile phone technology</i> (download available). Students imagine they are Masai cattle herders and consider the advantages and disadvantages of owning a mobile phone.</p> <p><i>Suggestion 2:</i> <i>E-waste and computers for schools schemes</i> (download available). Students consider the implications of the disposal of their electronic waste for workers in the poorer countries that dispose of it.</p> <p>PLENARY: Students consider how mobile phones might bring benefits to other groups of people in African countries or debate whether we should rely on poorer developing countries to deal with electronic waste from the richer western countries.</p>	<p>Downloads: Kenya – the impact of mobile phone technology (Word) Kenya – computers for schools scheme (Word)</p> <p>Images: see notes on Flickr From lesson 1</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – <i>analyse and evaluate evidence, think critically and constructively, presenting findings.</i></p> <p>Geographical communication – <i>communicate knowledge & understanding using geographical vocabulary</i></p> <p>Decision making – <i>appreciate how people’s values and attitudes differ and may influence social, environmental, economic and political issues and develop their own values and attitudes about such things.</i></p>	<p><i>Solve problems and make decisions to develop analytical skills and creative thinking on geographical issues.</i></p> <p><i>Examine geographical issues in the news</i></p>			Notes