



## Learning activities 'Africa'

### **Lesson Aim:**

- To challenge common ideas about Africa.

### **NC Learning Objectives:**

#### Citizenship/PSHE

- To identify and respect the differences and similarities between people (4C)
- Take part in discussions (5C)

#### Geography KS1

- Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation, to enhance their locational awareness.

### **Key Vocabulary:**

poverty  
media  
images  
ethnic group

### **Before the lesson:**

Ask children to bring any pictures or information they have about Africa to school to share – you may need to supplement this with some images of your own that you think the children

may be familiar with from charity websites, TV programmes and the news.

### **Discussion:**

In pairs, ask children to look at the images and information and think of words to describe Africa.

Introduce the key vocabulary before showing the PowerPoint slides.

### **Notes on the PowerPoint slides:**

Slide 3 – If you have a Go-Givers subscription, use the world viewer: <http://www.gogivers.org/teachers/nifty-gear/world-viewer-precipitation/>

set to 'political' in Nifty Gear to find Nigeria. Explain that Africa is a continent not a country. Do they know which continent they live in?

*(Keep the world viewer open but minimized so you can return to it later to look for other African countries mentioned on the slides.)*

Slide 4 – ask children to share the words they thought of when discussing the pictures and information in their pairs.

Slide 5 – how do their words compare to the ones on the slide?

Slide 11 – encourage the children to try the different languages. Explain that in each country there is often more than one language spoken eg. in Nigeria not everyone speaks Yoruba. Do they know how to say 'hello' in any other African languages? Can they find the countries mentioned on the world viewer?

Slide 16 – ask the children to discuss Teefa's Teasers in pairs.

## **Teefa's Teasers:**

Encourage children to think about where they get their ideas from: Eg. television programmes about wildlife in Africa; things they see around them, such as posters advertising fundraising events for 'poor people in Africa'; family or friends who might have been to Africa on safari; people they know who have African heritage or who recently came to live in the UK. Make sure children understand that these ideas are not 'wrong' but might be only *part* of the truth. Slides 17 and 18 might help to show how the media sometimes selects images to present a particular, sometimes stereotypical, viewpoint.

Encourage children to think about how they would feel if someone only took pictures of, or wrote stories about, the bad things in their local area or country. How would they feel if outsiders focused on certain things and ignored others that they feel are important, presenting a distorted picture of their country/town/school? Perhaps take some pictures of the less favourable aspects of your own school/town to illustrate this idea!

### **Activity 1:**

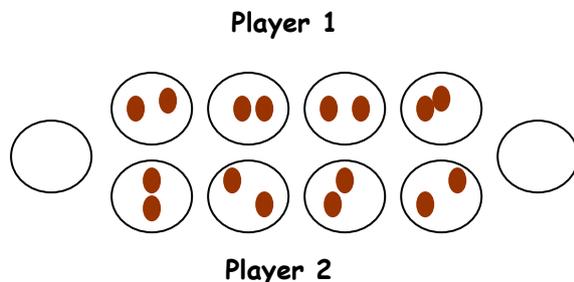
African people were the first people anywhere in the world to use counting to keep track of their things, or maybe to keep track of time. Around 35,000 BC, somebody in South Africa made the earliest known counting stick, or tally stick, and left it in Lebombo Cave. They had cut 29 notches into the stick. It's not known what they were counting. Some people think maybe they were counting the days from one full moon to the next full moon, but it could just as well have been 29 people, or 29 baskets of nuts, or something else.

Oware, the national game of Ghana, is a counting game in the mancala family of games, which for thousands of years have been used as an educational tool to teach children in Africa to think strategically and use their mathematical skills.

### **Oware – game for 2 players**

### Set up

- 4 yoghurt pots (or similar containers) on each side
- 1 yogurt pot which will be the 'home' pot for each player
- 2 seeds or counters in each pot



### Moving

First player chooses a pot on their side.  
He/she picks up all the seeds in the pot.  
He/she then sows the seeds anticlockwise, one in each pot, starting with the pot next to the one that was emptied.  
Take turns to move.

### Capturing

If the last seed to be sown lands in a 1 seed pot on the opposing players side making 2 – scoop these seeds into your 'home' pot. Apply this rule backwards (clockwise) until it fails.

### Finishing

The game ends when one player cannot move or one player capture more than half the seeds.  
The player with the most seeds in their 'home' pot is the winner.

NRICH Maths has a useful animation to show how the game works:-

<http://nrich.maths.org/content/id/2685/MankalaScreens.swf>

### **Activity 2:**

Divide the children into groups of 4 and give each group an African country.

Ask the children to use atlases to: find and draw the flag; find out which languages are spoken; what the capital city is called etc.

### **Other useful resources from BBC Learning Zone:**

Short video clip introducing Kenyan landscape (approx 4 mins)  
<http://www.bbc.co.uk/learningzone/clips/an-introduction-to-kenya/4496.html>

Video clip showing different kinds of houses in Kenya (approx 2 min 40 sec)  
<http://www.bbc.co.uk/learningzone/clips/life-in-kenya-countryside-and-city/4497.html>

Tour of a house in Kenya (approx 2 min 30 sec)  
<http://www.bbc.co.uk/learningzone/clips/comparing-towns-in-kenya-and-britain/5907.html>



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Kind Regards,  
The Go-Givers Team

