

ACTIVITY 1 - WELCOME TO GHANA

Introduce the country of Ghana and the concept of 'sustainable development' in countries to the students.

LESSON OBJECTIVES

- To know facts about Ghana, and how it compares with the UK way of life.
- To think about the lives of people living in other places and times, and people with different values and customs.

PREPARATION

Photocopy accompanying activity sheet.
 Prepare World maps or atlases.
 Print copies of the country fact file for Ghana.
 Prepare the Human Development Index for the UK and Ghana.
 Recommended additional information - www.cia.gov - Ghana.
 This lesson is suitable for interactive whiteboard use.

LESSON

Hand out the maps and atlases to the class and look up and discuss Ghana. Hand out copies of the country fact file and read through this as a class or by each student individually. Discuss and note any interesting points that arise. Discuss what the class already know about Ghana and any preconceptions they may have. Hand out the activity sheets and discuss the Ghana fact file and any issues it raised. Ask students to note the ideas that come from discussing this subject on their activity sheet.

Hand out or display the Human Development Index for the UK and Ghana. Compare the difference between the two countries - begin by having a look at the criteria the HDI use to measure development. Consider what the terms 'developing country' and 'developed country' mean.

Introduce Plan and its work worldwide, but specifically in Ghana. Write the following statement on the board: 'Plan is a development agency'. Discuss how the class interpret this title. What does 'development' mean to them? How could it be understood in different ways?

Hand out activity sheets, ask students to consider the phrase 'sustainable development' on their activity sheet. What do they take it to mean? Ask students to read the examples of sustainable and unsustainable developments that are noted on their activity sheets. Note next to these which they think are sustainable and which they believe to be unsustainable and why. Discuss why sustainability is important? Can they think of any examples of sustainable development from their school or community?

PLENARY

Students can write their own definition of 'sustainable development' and these can be displayed in the school and submitted to the Plan website to be viewed online.

CURRICULUM LINKS	
ENGLAND Citizenship 1f, 1g, 2, 2c, 3a	WALES PSE Community, Moral
SCOTLAND PSE Social awareness and development	NORTHERN IRELAND Social and Environmental Studies Principles

ACTIVITY 2 - CHANGES

In this lesson students look at how change globally and locally are related.

LESSON OBJECTIVES

- To use information to understand the lives of people living in other places, who may have different customs and values.

PREPARATION

Photocopy accompanying activity sheet.

Prepare copies of your local councils Agenda 21.

This lesson is suitable for interactive whiteboard use.

LESSON

Look at various methods for bringing about change at an administrative, local and national level.

Discuss the complexities and timing of introducing change under the following headings:

HOME, COMMUNITY and COUNTRY. And compare the differences in situation.

Introduce agenda 21 and local agenda 21 to the class and what it stands for. Ask students to research

what it is? What are its aims? Does your local council have one? Ask students to note their findings.

Come together collectively as a class and compare students' findings.

Ask students to think about why global issues are being addressed through local actions? Do they think it is a good idea? Remind students of their previous lesson in sustainability; does this fit into Agenda 21?

Ask students to look at their local agenda 21; did any of them know about this before the lesson?

What are their thoughts on their local agenda 21? Has it impacted any of their lives? Hand out the

activity sheets; explain that students should create their own mini local agenda 21 for their school

using the template provided. Also discuss how they might go about implementing it. Copies can

also be sent to the Plan website to be viewed online.

PLENARY

Ask a local counsellor to attend the school to discuss with the class their local agenda 21.

The students should use this opportunity to put forward any thoughts they may have.

CURRICULUM LINKS	
ENGLAND Citizenship 1a, 1c, 1j, 2a, 2c	WALES PSE Aspects: Community, Moral
SCOTLAND PSE Social awareness and development	NORTHERN IRELAND Social and Environmental Studies Principles

ACTIVITY 3 - MY SOCIETY

Students will use the materials and research provided to understand the changes in Ghanaian society.

LESSON OBJECTIVES

- To understand families and cultures different to their own.
- To be able to look objectively at the effects of way of life.

PREPARATION

Photocopy accompanying activity sheet.

Prepare copies of the 'my society' document.

This lesson is suitable for interactive whiteboard use.

LESSON

Hand out copies of the *My Society* document to the class. Ask students to work in pairs or small groups. They are to discuss the impact of the changes highlighted in this document; where did these changes come from? Is it due to local pressures, government initiatives, or even wider environmental issues? Use the selected photographs to aid the discussions.

Ask the groups or pairs to pick one area of change that *My Society* covered that they would like to research in more detail. How has this particular change impacted daily lives - individually and as a community? Remind students to cover both positive and negative aspects. Remind students that they are reading just one person's account and decide what additional information they need to research to support their case. Encourage students to gather a range of information, such as statistics, case studies, photographs etc, from a range of sources that would work together to support their position.

Hand out the activity sheet. Tell students they are to use this to plan a poster that visually represents the change they have studied and how it has impacted daily life in Ghana. Encourage students to remember that change does not happen in isolation and supporting parties should be recognised.

PLENARY

Students should present their poster to the class and display it around the school. Discuss as a class the elements each poster is representing.

CURRICULUM LINKS	
ENGLAND Citizenship 1a, 1f, 2a, 2b, 3a	WALES PSE Aspects: Community, Moral
SCOTLAND PSE Social awareness and development	NORTHERN IRELAND Social and Environmental Studies Principles

ACTIVITY 4 - MAKING YOUR POINT

In this lesson the students will assess an issue in Ghana via a researched and informed debate.

LESSON OBJECTIVES

- To be able to construct a clear argument from factual knowledge.
- To draw upon and listen to other opinions.

PREPARATION

Photocopy accompanying activity sheet.
This lesson is suitable for interactive whiteboard use.

LESSON

Remind students of the information they have covered in the previous lessons regarding Agenda 21; the positive and negative impact of change on society and so on.

Using the information they gathered for their posters, the groups should compile a case to put forward for discussion, including statistics and other such evidence for their opinions. Each case should be presented and then a short class debate should take place discussing each presentation.

Hand out the activity sheets and ask students to use these to note their feelings and observations during the discussion.

Ask students to think about how the local community, development agencies such as Plan, governments and the international community are or could be involved in supporting positive development or preventing further negative change. Also remind students of sustainability and how important it is for change to have the desired effect.

After the presentations and debates the class should vote for one case to be taken forward and presented to the developers of the Plan website. This case should then be added to as a class, resulting in a fully informed case, presented well and sent to the Plan website to be viewed online.

CURRICULUM LINKS	
ENGLAND Citizenship 1a, 1f, 1g, 1j, 2a, 2b, 3a	WALES PSE Aspects: Community, Moral
SCOTLAND PSE Social awareness and development	NORTHERN IRELAND Social and Environmental Studies Principles



TITLE: WELCOME TO GHANA

YOUR DEFINITION OF 'SUSTAINABLE DEVELOPMENT':

Clearing forest to herd livestock.
Circle which you think it is:

Sustainable Unsustainable

Why?

Extracting finite resources and natural minerals
Circle which you think it is:

Sustainable Unsustainable

Why?

Rotational planting and crop diversification as a
means of sustainable farming.
Circle which you think it is:

Sustainable Unsustainable

Why?

Develop tourist industry through big game
shooting tours
Circle which you think it is:

Sustainable Unsustainable

Why?

Developing an eco-tourism industry that invests
in conservation and protects local ecosystem
and farming livelihoods.
Circle which you think it is:

Sustainable Unsustainable

Why?

Give your own example in this space and explain
why you think it is Sustainable or Unsustainable.



CHANGES

1) Issue:

Proposed action:

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2) Issue:

Proposed action:

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3) Issue:

Proposed action:

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4) Issue:

Proposed action:

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5) Issue:

Proposed action:

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MY SOCIETY

My Poster will show the following Issue:

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.....
.....

Elements I want to include are:

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.....
.....

Draw a rough sketch below of your initial ideas for your poster



MAKING YOUR POINT

Note points during the debates on each case study

<p>Case 1</p> 	<p>Case 2</p>
<p>Case 3</p> 	<p>Case 4</p>
<p>Case 5</p> 	<p>Case 6</p>

If you need more room for notes, use the back of this sheet!