

ACTIVITY 1 - GHANA MEET THE UK

To locate Ghana and to make comparisons with the UK.

LESSON OBJECTIVES

- Know basic facts about life in Ghana.
- To think about the lives of people living in other places and times, and people with different values and customs.
- Use visual references to understand similarities and differences.

PREPARATION

Photocopy accompanying activity sheet.

Prepare maps, atlas or globe for children.

Print or prepare for use on an interactive whiteboard the following pictures:

- Boy carrying food • Cattle • Builders • Ghana street scene • Ghana street trader
- London Red Bus • School building • UK School building.

This lesson is suitable for interactive whiteboard use.

LESSON

Look at the map of the world as a class. Ask children if they know where the continent of Africa is. Locate and explain that over the next four lessons they will be finding out more about Ghana, a country in Africa. Using atlases, ask children to locate Ghana. Ask what they notice about Ghana. What countries surround it? Does it border the ocean? What are the major cities, rivers and lakes? If you have used the *Togo: Making Choices* resource, ask children to locate and compare Togo to Ghana.

Ask children what their opinions are on life in Ghana. What do they think the country is like? Map out these concepts on the board. Hand out the activity sheets and read through the introduction together. Has anything they just read surprised them?

Explain to the class that they will be looking at a number of photographs from Ghana and from the UK. They will be looking at what is in the pictures to see what similarities and differences there are between the two countries. Show one or two examples from the referenced photographs to the class and ask them to describe what they can see. Look for details regarding people, clothes, buildings, roads, transport, goods and vegetation.

Hand out or display the pictures referenced above in the preparation for the activities. In small groups ask the children to match the captions on the bottom of the activity sheet to the correct picture. Once this is complete ask the class to list the differences and similarities between these pictures.

PLENARY

Review the information the children have found out in this session.

Encourage individuals to come up with a sentence that gives some facts about how and why they think Ghana and the UK are similar or different, for example, "I think Ghana and the UK are similar because they both have English as their main language" or "In Ghana they grow cocoa and coffee but in the UK they mostly grow cereals and potatoes."

CURRICULUM LINKS			
ENGLAND Geography Citizenship	1a, 1b, 2c, 2d 2a, 2b	WALES Geography Citizenship	Skill: 1, 2, 8 Places: 6 Community, Moral
SCOTLAND People and Place	Using Maps: Level A, B The Human Environment: Level A, B	NORTHERN IRELAND Geography EMU/CH	Skills: b, g Cross Curricular

ACTIVITY 2 - PLAYTIME

To look in detail at school life in Ghana and compare it to own experiences of school life.

LESSON OBJECTIVES

Observe and comment on how their school differs to those from other countries.

PREPARATION

Photocopy accompanying activity sheet.

Print or prepare for use on an interactive whiteboard the following video footage:

- Ghana Games 1,
- Ghana Games 2.

This lesson is suitable for interactive whiteboard use.

LESSON

Tell pupils that they are going to be learning all about games played in schools. Ask them to name their favourite games and make a list on the board. How many of these can be played in the playground on their breaks?

Remind children about what they have learnt about Ghana in the previous lessons. Hand out the activity sheet. Watch the first video footage clip as a class. When it is finished ask pupils to call out how many games they recognised that they play. How many games did they see that they did not recognise?

Out of those that they could not recognise ask pupils to try to describe what was going on. Could they work out what the game was? Did it resemble any game that they know how to play? Now play the class the second video footage. Did they work out the new games correctly? Are there any they would like to play? Divide the class into three groups. Give each group a copy of the following game rules; if they need further clarification ask children to re-watch the second video clip:

Ampi

- 1 Divide into two teams, line up facing one another, and begin at one end of the line.
- 2 Everyone claps a rhythm
- 3 The person chosen to start jumps first and then jumps at the person opposite them. When they land they put a leg forward to their partner, if they put out the same leg the starter wins and jumps towards the next person, but if they put out opposite legs then the starter is out and the person on the other team wins and carries on to the next player.
- 4 Continue this until there is only members of one team left.

The Learning Game

- 1 Everyone stands in a circle and claps a rhythm.
- 2 One person stands in the middle and begins by touching parts of the body. and saying what they are while dancing.
- 3 Everyone in the circle has to mimic the person in the middle.
- 4 Everyone in the circle should have a go.

Continued...



TEACHERS NOTES - Real Life in Ghana

ACTIVITY 2 - PLAYTIME Continued

I Want

- 1 Everyone bar one stands in a circle, with that one person in the middle.
- 2 The person in the middle says 'I want, I want...' and then says the name of a person standing in the circle.
- 3 The person that has been called then has to go and dance with the person in the middle of the circle.
- 4 The person that was called then carries on by saying another name.

Ask them to play it and learn it well enough to teach others. Mix the groups up and ask pupils to teach each other the new games.

Hand out the activity sheets and ask pupils to note what they have learnt about one of the Ghana playground games and why they enjoyed it. The class can use the bottom of the sheet to invent their own game. This can be done as a homework task.

PLENARY

Have the class teach the new games they have learnt in an assembly or to another class.

CURRICULUM LINKS			
ENGLAND Geography Citizenship	1a, 2d, 3b 1a, 2b, 2e,	WALES Geography Citizenship	Places: 7 Community, Moral
SCOTLAND People and Place	The Human Environment: Level B, C People and needs in society: Level C	NORTHERN IRELAND Geography EMU/CH	Where people live: a Cross Curricular

ACTIVITY 3 - FAMILY LIFE

To look in detail at the way homes and families are organised in Ghana

LESSON OBJECTIVES

Make comparisons between family life in the UK and in Ghana

PREPARATION

Photocopy accompanying activity sheet.

Print or prepare for use on an interactive whiteboard the following photographs:

- Jacob

Prepare copies of *Family Life*.

This lesson is suitable for interactive whiteboard use.

LESSON

Discuss the concept of family. What does it mean? Ask children to talk about this in pairs and give a definition to the rest of the class.

Read together the introduction to family life, in order to give an insight into the Ghanaian concept of family. Introduce Jacob and show the children the suggested photographs. Discuss their photo and ask children how old they think the children are?

Look at the family tables for Jacob and Ama and discuss what the children see and think about the information on the table. Are any of their households that large? How do they feel about what they have learnt about families in Ghana?

Hand out the activity sheet and tell children they are now going to do a comparison of their own family to that of Ama's and Jacob's. Create a chart based on their household and who lives there and write sentences describing how family life is different or similar.

Draw two columns on the board, with similarities and differences as titles. Take examples from the class based on the comparisons with their own families and write them up on the board. Discuss the findings.

PLENARY

Read out Ama's description of family life (see below for a particularly interesting extract). Ask children to contrast this with life in the UK. Ask pupils to consider other areas where social life differs between the UK and Ghana. Discuss the fact that homelessness is a major problem in the UK and is not in Ghana. Why might this be? What causes high levels in the UK?

"People in Ghana live in extended families where uncles, aunts, grandmothers and grandfathers, and all their children live close by. But my relatives see everybody in the community as being part of their family too."

CURRICULUM LINKS			
ENGLAND		WALES	
Geography	1a, 1c, 2d, 3b, 3f	Geography	Places: 4, 7
Citizenship	1a, 2e, 2h	Citizenship	Community, Moral
SCOTLAND		NORTHERN IRELAND	
People and Place	The Human Environment: Level C	Geography	Where people live: a
	People and needs in society: Level C	EMU/CH	Cross Curricular



TEACHERS NOTES - Real Life in Ghana

ACTIVITY 4 - MY DAY

To compare and contrast every day life in Ghana to that in the UK.

LESSON OBJECTIVES

- To look in detail at the day-to-day life of a young person in Ghana and compare it to their own experiences.

PREPARATION

Photocopy accompanying activity sheet.

Prepare copies of *Jacobs Day*.

This lesson is suitable for interactive whiteboard use.

LESSON

Read together the information on Jacob's average day. Discuss the type of things that they do, the times they have to do them in, and the reasons behind why they might do those things. Talk about similarities and differences compared to their own day. Ask pupils to think about what information they would like to know from Jacob; what is missing from his diary entry? What questions would they ask him? eg Does he like working in this garden? What games does he enjoy playing at school?

Find out if any of the children keep diaries; discuss why people may keep diaries and what they mean to them.

Explain that they will be creating a diary entry based on an average day in their life. They do not have to be based on a specific day, so the details can be made up, but should be things that they would normally do. Remind pupils of the questions they had to ask to understand Jacob's diary better. When writing their entries they should try to be as informative and descriptive as possible. Hand out the activity sheet and explain that the children can use this as a template for their diary entry.

If they have finished, ask pupils to complete the extension task at the bottom, comparing their diary entry to Jacob's. Have the children made appropriate comments about the differences between their life and a child's life in Ghana?

PLENARY

Ask children to present their comparisons between diary entries for submission to the Plan website so that they can be viewed online.

CURRICULUM LINKS			
ENGLAND Geography Citizenship	1a, 1c, 2d, 3b, 3f 1a, 2e, 2h	WALES Geography Citizenship	Places: 4, 7 Community, Moral
SCOTLAND People and Place	The Human Environment: Level B, C People and needs in society: Level C	NORTHERN IRELAND Geography EMU/CH	Where people live: a Cross Curricular

GHANA MEET THE UK

GHANA

Ghana is in the continent of Africa. The capital of Ghana is Accra and the country has a population of over 22 million people. Ghana is bordered by 3 countries, Ivory Coast to the west, Burkina Faso to the North and Togo to the East. To the south is the Atlantic Ocean. The main currency in Ghana is the cedi. The leader of the country and the government is President John Agyekum. Ghana has tropical weather; it is warm and dry in the south-east; hot and humid in the south-west; hot and dry in the north. The main crops grown in Ghana are cocoa, rice, coffee, cassava, peanuts, bananas. Ghana used to be a British colony but became it's own country in 1957. The official language is English.

UK

The United Kingdom (UK) is in the continent of Europe. The capital of the UK is London and the country has a population of over 60 million people. The Atlantic Ocean and the North Sea surround the UK on all sides. The main currency is the pound. The leader of the country is Queen Elizabeth II and the head of the government is Prime Minister Tony Blair. The weather in the UK is temperate, meaning it is not too hot and not too cold. More than half of the days of the year are cloudy. The main crops grown in the UK are cereals, potatoes and vegetables. In the past, the British Empire covered nearly a quarter of the world. The official language is English.

An early morning food vendor walks the urban streets selling snacks.

A coconut seller waits for customers on a busy city corner near the main market.
In contrast, Barclays Bank is in the background.

This area has a shopping complex with banks, travel agents and currency exchanges.
A number of companies can be found throughout the city, including Mobil, Shell and Barclays.

A weaver sits in the shade of a house creating a small textile.

Students enjoy recreational time. Football is a popular pastime amongst boys.

Within Asesewa's health centre are two main wards, one for
women and one for men. Here, a nurse proudly shows the men's ward.

The children are sent to collect water from the local well.
Wells and water pumps are often the only source of safe, clean water in the town.

Cycling to school is an option for some.

A busy street. There are a number of shops visible including Virgin and McDonald's.

A motorway with no congestion. A lorry is travelling in the inside lane.

A man in a suit is standing on a beach in front of a broken structure.

A man and a child standing by a pond. The pond has a wealth of bird life.

This is a one-storey building with trees painted on one wall.
There is a large concrete area that is partially surrounded by trees.

A herd of cows standing in front of a pile of hay.
Behind the cows is a flat field, whilst in front of them there are a number of large black plastic objects.

There is a lot of scaffolding in the background and three workmen working on a hole in the foreground.

People boarding a bus whilst others walk past.

PLAYTIME

My favourite game I learnt from the Ghana school was...

.....

I enjoyed this game because...

.....

.....

The rules of this game are...

.....

.....

.....

.....

MY GAME

How to play

1.....

.....

.....

2.....

.....

.....

3.....

.....

.....

4.....

.....

.....

5.....

.....

.....

MY FAMILY

Use this space to create a table showing the details of who lives in your household

--

How are Jacob and Ama’s homes similar to yours?

.....
.....

What are the main differences between their families and yours?

.....
.....

Imagine you have swapped places with Jacob or Ama. Write three good things about living in this family.

- 1
- 2
- 3

Write three problems you think there could be.

- 1
- 2
- 3

