



# TEACHERS NOTES - Speak Out On Africa

## ACTIVITY 1 - DIFFERENT PLACE

Children will learn that there are similarities, as well as differences, between communities in other parts of the world and our own.

### LESSON OBJECTIVES

- Begin to develop a sense of empathy and commonality with people in other places.
- Begin to consider the feelings and points of view of others, both in their own community and the wider world.
- Begin to recognise and respect the similarities and differences between people in different places.

### PREPARATION

Photocopy accompanying activity sheet.

Collect books and stories about different places and cultures; choose one for the lesson.

Prepare a large map and make atlases and other reference books available.

This lesson is suitable for use on an interactive whiteboard.

### LESSON

Show children the map or atlas and show them where Africa is in relation to other countries that they know. If you have already used the *Togo: Making Choices* and *Real Life in Ghana* resources, remind the children that they know these countries already.

Ask children to identify on the map different places they have visited, been on holiday to, lived in, or where they have relatives. List these up on the board. Ask them to discuss what they think the similarities and differences are between living in those places and living in their own locality, for example is the weather different? Do they speak another language?

They should be encouraged to talk about their experiences of visiting other places.

Introduce the story you decided on to the class, reading part or the entire story. Introduce places and characters in the book to the children. Hand out the activity sheet and ask children to answer the questions.

Finally, ask the class to discuss the similarities and differences between their own locality and places in the stories. They can then record these on the bottom of their activity sheet.

### PLENARY

Ask children to think of information they needed to find out about the life in the book. What questions would they have liked to answer? List these questions down together and discuss how useful they would be.

CURRICULUM LINKS			
ENGLAND Geography	6a 6b 6e	WALES Geography Enquiry & Skills Places	8 9 2 4 5
NORTHERN IRELAND Geography Introduction to geographical skills The Natural Environment	D H B D	SCOTLAND People and Places The Human Environment	Level C



## TEACHERS NOTES - Speak Out On Africa

### ACTIVITY 2 - AFRICAN DANCE

Children explore movements and shapes from another country.

#### LESSON OBJECTIVES

- To improvise freely on their own and with a partner, translating ideas from a stimulus into movement.
- To create and link dance phrases using a simple dance structure or motif.
- To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.

#### PREPARATION

Prepare for use on an interactive whiteboard the following video: African Dance.  
Find some suitable African music or drumming rhythm with a steady 4 beat rhythm.  
Photocopy accompanying activity sheet.  
This lesson is suitable for use on an interactive whiteboard.

#### LESSON

Explain to the class that they are going to create their own African dance. Explain that dance varies all around Africa; in Ghana, for example, they have a traditional harvest dance called 'NanDon Bawa'. It is used as a celebration tool. If your class has used the *Real Life in Ghana* project then they can use the information they already know in this discussion. The dance is still traditionally grounded in weight with big smooth movements but is high tempo with elevated movements. Explain this to the children; is this what they expected a Ghanaian dance to be like?

Watch the video footage together of the children dancing and discuss particular motifs or stances that they notice. Remind children that African dance should be full of energy and joy. Next teach the class some simple African dance style motifs such as:

**Step stamp** - Step onto the left foot then stamp it. Next repeat this with the right foot then continue travelling forwards. This can be performed moving along in straight lines or circling round an important person or object. The children could also explore travelling in different directions or creating patterns eg. zig zags on the floor.

**Step slap** - Slap the left foot and put it down, then slap the right foot and put it down. Explore performing this in different rhythm patterns eg. 1 2 3. Rest with slaps on the half beat. The children could give a shout on the rest to make the dance more vocal. Alternatively the rhythm could be 1 2 3 Jump. The children could also explore turning in different directions as each set of steps and slaps are performed.

**Bounce step** - Start by standing left foot in front of the right and establish a rocking rhythm stepping back onto the right and rocking the right forward onto the right foot. Start by doing this on the spot then explore ways of turning on the spot by keeping the left foot in place and moving the right foot around in a circle as they bounce forward and back. Next encourage the children to explore ways of moving their arms; they could try flapping their arms like a funky chicken or alternating their arms in an up and down motion.

Continued...



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## ACTIVITY 2 - AFRICAN DANCE

Encourage them to perform their motifs to a count of 4, 8 or 16 to fit in with the music. Hand out the activity sheet and ask children to evaluate their dance and experience. This can be a homework activity.

### PLENARY

Ask children to perform their African dances for the other classes or in an assembly. Record the dance and upload it to the Plan website for viewing online.

CURRICULUM LINKS			
<b>ENGLAND</b>			
P.E. Dance activities	6a 6b, 6c	<b>WALES</b>	
Music	3a 4d 5a 5b	P.E.	
		Dance	1 3 4
		Music	
		Appraising	4
<b>NORTHERN IRELAND</b>		<b>SCOTLAND</b>	
P.E.		Music	
Attitudes	A B	Evaluating and Appreciating	Level B
Understanding	D		
Dance	B D E		
Music			
Listening & Responding	E G		



# TEACHERS NOTES - Speak Out On Africa

## ACTIVITY 3 - A SCHOOL COMMISSION

The class will work together, and individually, to understand the need for a commission, how it works and how to have their opinions heard.

### LESSON OBJECTIVES

- To explore ways of presenting data.
- To understand that children have the right to have their opinions heard.

### PREPARATION

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

### LESSON

Begin by asking children what they do and do not like about their classroom. Look around the room together and discuss points that are raised and note them on the board. In the case of the things that they don't like - how would they want them changed? Ask the class who they would go to if they wanted to have their changes put into action, why would they go to that person? Do they think they will be listened to?

Hand out the activity sheets. Review the list of all the things the children named about the classroom that they would like to make better together. How do they think they should present that information if they were giving it to someone to try to make change happen? Is it best in a diagram or picture format? In a chart? In a letter? Ask children to draw and label on their activity sheets one or two of the points about the classroom they feel strongly about and ask them to say why. Ask children then to display these two points at the bottom in the way they think it is best presented.

Now tell children if one of their points were accepted by the appropriate authorities how would they make sure that it is maintained. Create an action plan together on the board and have all the children and teachers agree to uphold it.

### PLENARY

Explain that the method that they just discussed is the same as a commission. Introduce the Young People's Commission for Africa and explain how it works and that its aim is to have young people's opinions heard. Show the *Speak Out* report and how they presented their 10 points.

CURRICULUM LINKS			
ENGLAND English	1b 1e 2b 2c 2h	WALES English Range Skills	4 6
NORTHERN IRELAND English - Writing	B C	SCOTLAND English Functional Writing	Level B



# TEACHERS NOTES - Speak Out On Africa

## ACTIVITY 4 - HOT SEATING

To explore the ways of discovering information and the best way of presenting that information.

### LESSON OBJECTIVES

- To ask and answer questions.
- To take different roles in groups and use appropriate language.
- To use drama strategies to explore stories and issues.

### PREPARATION

Photocopy accompanying activity sheet.  
 This lesson is suitable for use on an interactive whiteboard.  
 Prepare chosen hot seat interviews for viewing.

### LESSON

Show the class some of the hot seats; suggested ones are Cherie Booth, Richard E Grant and Ifeoma Onyefulu. Discuss the kind of questions that were asked, how open they were. Did they learn anything new from watching the hot seats?

Explain that they are going to do their own hot seating activity carrying out an interview in the style of the interview in the video clip. The children should choose who they are interviewing, it can be a fictional or real person but it should be someone that they are curious to know about. Hand out the activity sheet and ask children to note who they would like to interview on it. They should also use it to plan their questions.

Explain how an interview works with pre-planned questions being asked to make sure that the interviewer finds out exactly the information they need. Ask children to work in pairs with one child taking on the role of the interviewer whilst the other is the interviewee. They should role-play their interviews and then swap places so that both have the experience of interviewing people.

If the children are confident enough allow other members of the class to ask questions to the child in the hot seat.

### PLENARY

Discuss with the class what situations arise where other people may need to speak for them. When would they need to speak for other children? Do they think the children in other countries need more powerful children help them have their voices heard? How would they achieve this?

CURRICULUM LINKS			
<b>ENGLAND</b> English	1c 1d 1e 2a 2b 2e 3a 3e 4b 4c	<b>WALES</b> English Range Skills	5 4 5 6
<b>NORTHERN IRELAND</b> English Talking & Listening Activities Expected Outcomes	C G B C	<b>SCOTLAND</b> English Talking in Groups	Level C



## DIFFERENT PLACES

The story we read was .....

Where is the story set? .....

What would it be like to live there?.....

Comparing my life and the life of ..... from my story.

These things are the same	These things are different

**AFRICAN DANCE**

Write an evaluation of your African Dance

Did you enjoy creating your African dance?

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Why?

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What did you like best about your dance

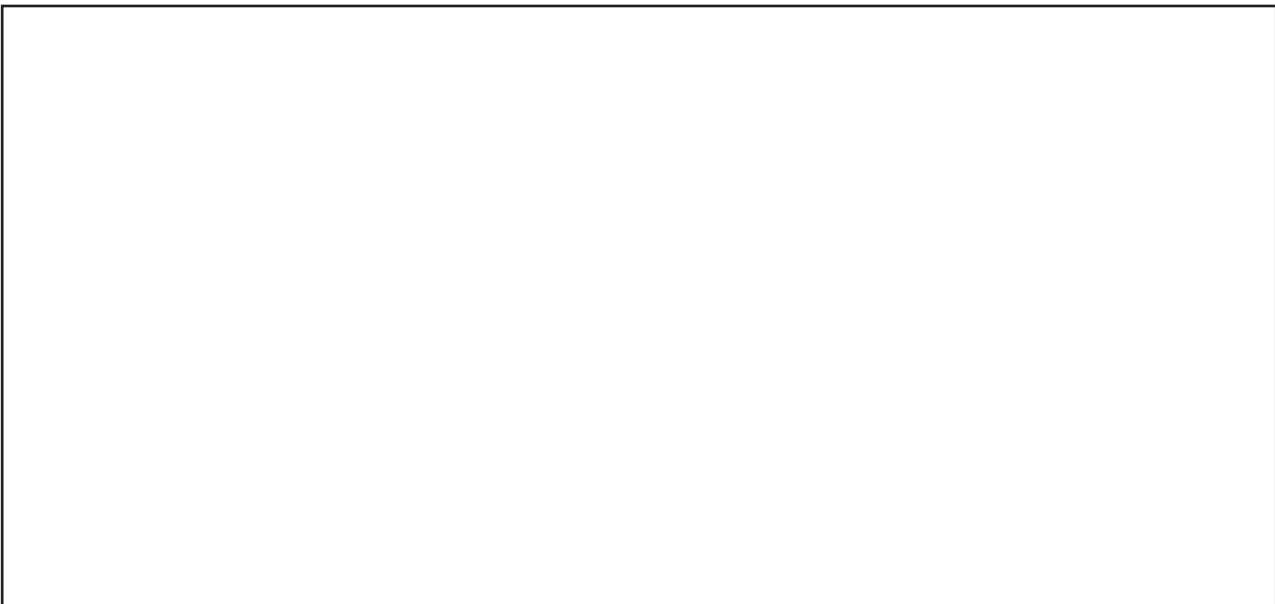
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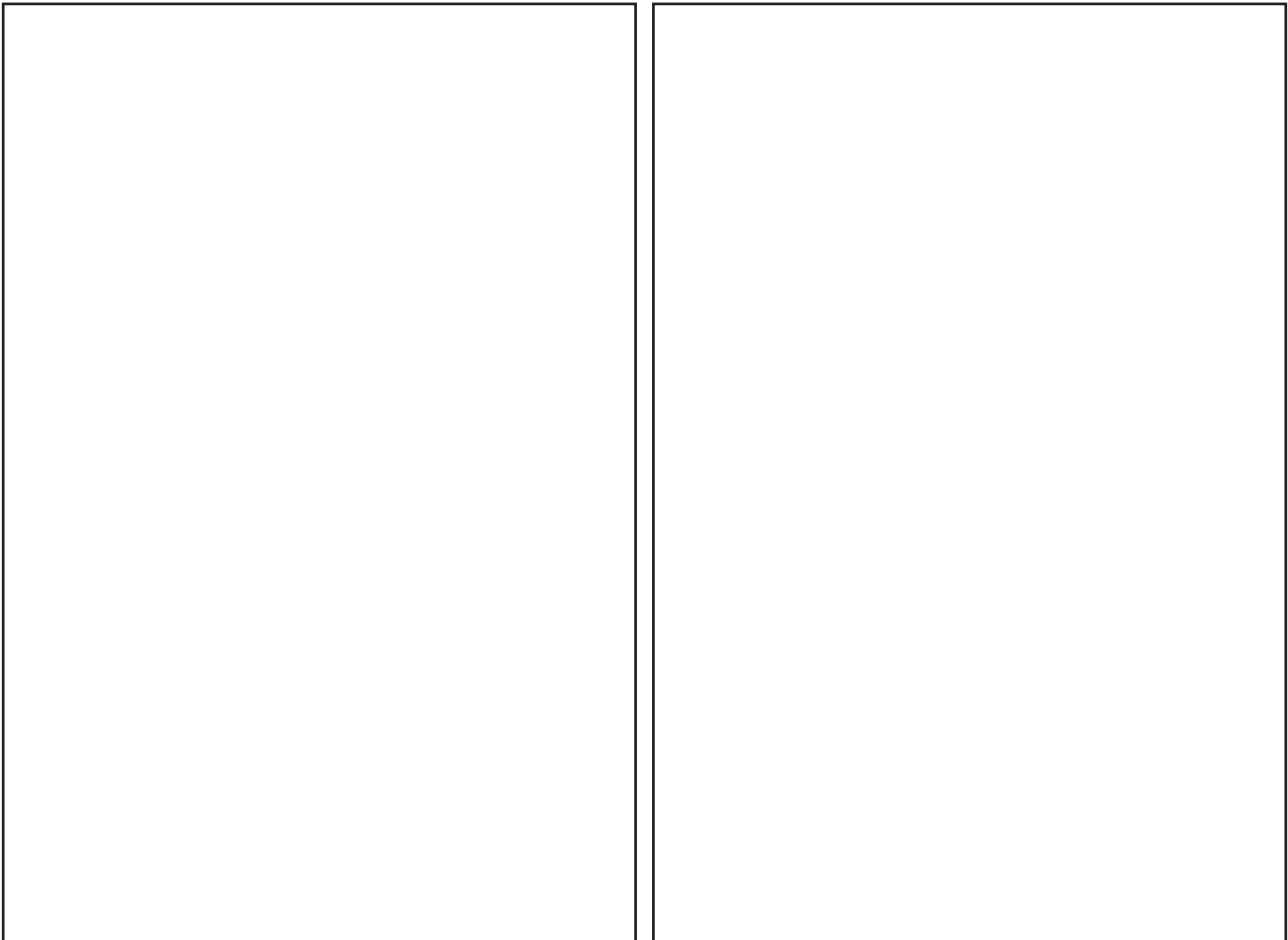
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In the space below draw your favourite motif from your African dance.



## A SCHOOL COMMISSION

Draw the things you feel strongly about changing in your classroom



Explain why these are important to you.

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**HOT SEATING**

I am interviewing .....

My first question will be:

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My second question will be:

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My third question will be:

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My fourth question will be:

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