



TEACHERS NOTES - Speak Out On Africa

ACTIVITY 1 - DIFFERENT PLACE

This class will investigate a different country and learn vital difference and similarities between this country and the UK.

LESSON OBJECTIVES

- That there are similarities, as well as differences, between communities in other parts of the world and our own.
- 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.
 Prepare a large map and make atlases and other reference books available.
 This lesson is suitable for use on an interactive whiteboard.

LESSON

In groups, children should identify on maps different places they have visited, been on holiday to, lived in, or where they have relatives. Ask them to discuss what they think the similarities and differences are between living in those places and living in their own locality. They should be encouraged to talk about their experiences of visiting other places.

Use the stories you have collected to introduce places that contrast with the school's locality. Hand out the activity sheet. Ask children to work in small groups to explore the lives and relationships of the characters in the stories or pictures. Encourage them to devise questions for an enquiry, for example, what is it like in the place where the story is set? How is it the same as or different from where we live? What would it be like to live there? They can then record their questions on the activity sheet and add what they have found out in response to their questions.

Finally, ask children 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 report back their findings to the rest of the class. Encourage children who have researched similar places to compare their findings. Why do their findings differ? Do different resources provide different facts or do the differences occur because of the way they have been interpreted?

CURRICULUM LINKS		
ENGLAND Geogaphy 1e 2a 2b 2d 3a 3b 3c 3f 6b	WALES Geography Enquiry & Skills Place 8 9 1 4 7	
NORTHERN IRELAND Geography Skills Where people live A F A	SCOTLAND People and Places The Human Environment Level D	

ACTIVITY 2 - A SCHOOL COMMISSION

The class will work together and individually to understand the workings of a commission 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.
 Prepare a copy of the *Speak Out* report.

LESSON

Show children a copy of the YPCfA report *Speak Out*. Explain how and why the report was compiled and explain the six phases that were involved in the project. Talk about how the commission relates to the work of a government or school council and how in this instance it gave children a chance to be heard on issues that were very important to them.

Explain that they are going to become their own school commission and use the same steps to think really carefully about their school and how they can celebrate and share news of what is good and improve aspects that could work better.

Show children the activity sheet and use this to plan their ideas for their school commission. It would be a good idea to work through this one phase at a time. Discuss those problems that the class think need addressing, and then allow them an opportunity to discuss possible solutions in pairs and groups. Encourage children to think of questions that need to be answered during each phase and who they would need to ask to get an accurate answer.

Now the children, if one of their points was 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. This activity will develop in different ways depending on what is happening within your school and what your children set out to achieve within their commission.

PLENARY

Discuss situations where children think they need someone else to speak for them; what are those situations and how do they occur? Do children think that some children in other parts of the world need their help in speaking out and being heard? How can they do this?

CURRICULUM LINKS		
ENGLAND English	1a 1d 1e	WALES English Oracy Skills Writing Range Skills 1.4. 4. 2. 4.
NORTHERN IRELAND English Expected outcomes	B C	SCOTLAND English Functional Writing Level C

ACTIVITY 3 - 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.

Choose and prepare the Hot Seat example you would like to use.

LESSON

Remind children what they have learnt about Africa so far. Can they think of anyone famous that has connections with Africa? What would they like to ask them if they could interview them? Hand out a country file you have chosen and read it together. If they wanted to find out more about this country who would they ask? What would they want to ask them? Explain that an effective way of gathering information from a person is to conduct an interview, explain the interview process and how they could use the questions that they just came up with.

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 were they? Did they learn anything new from watching the hot seats?

Explain that children are going to do their own hot seating activity, carrying out an interview in the style of the interview in the video clip. Hand out the activity sheet and explain that they are to use this to note the script of their interview. Ask children to work in pairs with one child taking on the role of the interviewer whilst the other is the interviewee. They can then role play an interview with the interviewer asking questions of the interviewee in the hot seat.

Try to encourage the use of one of the issues raised in Africa as the topic for the interview.

Children should have time to practice their questions and answers.

Ask selected pairs to perform their role play for the rest of the class and discuss what they have found out about the different interviewees.

PLENARY

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

CURRICULUM LINKS		
ENGLAND English 1c 1e 2b 2c 2e 3a 3b 3c 3d 3e 3f Drama 4a 4c 4d	WALES English Oracy Range 5 6 7	
NORTHERN IRELAND Talking & Listening B C D	SCOTLAND English Talking in Groups Level C	

ACTIVITY 4 - AFRICAN DANCE

Children explore movements and shapes from another country and try to imitate and develop them.

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

Photocopy accompanying activity sheet.

This lesson is suitable for use on an interactive whiteboard.

Find some suitable African music or drumming rhythm with a steady 4 - beat rhythm.

[Primrose Education produces some excellent music resources which are highly suitable for this activity]

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 class; is this what they expected a Ghanaian dance to be like?

Next teach the children 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.

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TEACHERS NOTES - Speak Out On Africa

ACTIVITY 4 - AFRICAN DANCE Continued

Encourage children to perform their motifs to a count of 4, 8 or 16 to fit in with the music. In groups they can then explore ways of stringing motifs together to create a sequence of movements which could be repeated throughout their dance. Also they can integrate any movements they know from their culture. Remind children that African dance should be full of energy and joy. They should also try to keep their centre of gravity low they need to let their bottom hang down towards the floor and keep their knees slightly bent.

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 rest of the class. If there is enough time, explore ways of linking the different dances together to create a class performance which could be performed for their parents or another class in the school.

CURRICULUM LINKS		
ENGLAND PE Dance Music	6a 6b 2a 3b	WALES P.E. Dance 1 2 4
NORTHERN IRELAND P.E. KS1 Attitudes Understanding Dance	A B D B C E	SCOTLAND Music Evaluating and Appreciating Level C



DIFFERENT PLACES

The story I started with was

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I chose this because

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I want to find out

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This is what I found out

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Comparing my life and the life of from my story.

These things are the same	These things are different



A SCHOOL COMMISSION

Phase 1	Learning About our School
Phase 2	Swap Information
Phase 3	Spot the Problems
Phase 4	Developing Ideas
Phase 5	Team Up!
Phase 6	Looking to the Future



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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What do you think you could improve about your African dance if you had a chance to do it all again?

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What advice would you give to someone who was going to take part in African dancing for the first time?

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