

Schools for Africa Development Lesson Plans

Provided by Colin Doney

Thorplands Primary School, Northampton

Lesson Notes - Lesson 1

What do we need to live?

What do we need to live?

Ask the children to list the things that they feel are important, or what they need for a good life (individual)

How do things that we want and things that we need differ?

Share the things the children list, and ask them to separate the list into two separate lists, material and immaterial needs.

Give the children cards depicting various images of desirable items, mixed with things that are essential to life (food, clean water, shelter, clothing, medical care etc.)

In small groups, they must get rid of three items. Give the groups a few minutes to do this, then repeat, removing more. Keep repeating until they have only five things left.

Ask each group to read what they have left and discuss similarities or differences.

Ensure that each group has the basic needs represented on their cards. Now remove one need (a different one from each group). Ask the children to discuss how life would change if that necessity was removed, and report their findings back to the rest of the class.

Learning Outcome

There are basic needs for life.

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Lesson Notes - Lesson 2

Understand about HIV/Aids and its impact on children.

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Tell the children what Aids/HIV is. Discuss how it affects people all over the world, no matter what their history, background, culture, etc.

Recognise some of the misconceptions commonly held about Aids/HIV

Discuss the fact that it is fatal unless treated with drugs, that these are not a cure, but a method of delaying its continued development.

Ask the children to draw a mind map showing what they know, have heard or think about Aids/HIV. Discuss these, challenging any misconceptions as necessary. (This may include that some categories of people, such as drug users, carry the Aids virus and this may need challenging throughout the work).

Watch a video such as that provided by Sport Relief showing a case study of a child in Africa living with the effects of Aids/HIV.

Discuss this, and ask if the children have different ideas about the disease after watching the video.

Learning Outcome

HIV/Aids is a disease that affects many people. There are many common misconceptions about it.

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Lesson Notes - Lesson 3

How would Aids affect a village in Africa?

How would Aids affect a village in Africa?

Ask the children to imagine a village where 1 in 8 people are either dead or dying because of Aids.

Put the children in groups and ask them to brainstorm a list of ways this could affect a variety of people in the village, for example:

- The children
- Grandparents
- The village elders/leaders
- The economy
- The church
- The infrastructure of the village
- Police force
- Medical services
- Families unaffected by the disease

After several minutes, ask the children to report back their findings, and open the discussions up so that other groups may offer contributions.

Open this up to a more global perspective. How does the disease affect people here (public, charities, MPs - discuss emotional impact and compassion, giving to charity.)

Learning Outcome

Recognise that HIV/Aids affects more people than those suffering directly.

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Lesson Notes - Lesson 4 What can we do?

What can we do?

Ask the children to think about practical solutions. Discuss charity (Oxfam, Red Cross, Comic/Sport Relief etc. Books are available about the work of charities) and governmental support.

Ask what more could be done by those in positions of power?

Ask the children to think about what they have learnt over the past few sessions, and to think about what they could do that would achieve practical results.

Discuss emotional support and compassion, and how gifts can offer comfort to those in need. Ask how they would feel if they received a gift from someone they didn't know during a time of suffering. (Recording could be done through poetry).

Discuss the Schools for Africa giftboxes with the children and explain what will happen and why. Ask the children to bring in items that could go into the shoe boxes ready for the next session. Or talk about the appeal for funds for food.

Revisit the Mind Maps from Session 2. Using a different colour, add or amend these using the knowledge gained over the previous sessions and discuss.

Learning Outcome

Know that there are both practical and more abstract ways of supporting those suffering. Have some knowledge of the work of some charities and the Department for International Development.

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Lesson Notes - Lesson 5 Where is?

Where is?

Ask the class to use atlases and encyclopaedias. Ask them to find information about Kenya, Tanzania and Zimbabwe. Start with basic info (where they are, capital city, currency etc).

Move on to natural resources, mining, farming, tourism, etc.

Ask the children to look into what things are produced and how much money each country makes a year.

Where does the money go to?

How much support are these countries given and why?

Why do these countries need international aid?

Who gives international aid and why?

In what forms does the aid happen?

Ask the children to research this from the websites, leaflets, etc.

Ask the children to write to charitable organisations (UN World Food Programme, Oxfam, Christian Aid, Cafod, World Vision etc) for information about international aid for use later.

Learning Outcome

To have an understanding of aid to developing countries in Africa.

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Lesson Notes - Lesson 6 What does Unicef do?

What does Unicef do?

Give the group access to the Internet and search for the Unicef website (if this is not possible, download certain pages and give them out to class).

www.unicef.org/whatwedo/index/html

Give the children time to search and take notes from the 'What we do' pages and discuss this work.

Ask the children to work independently or in small groups to create an information poster, a short essay or a presentation for an audience based on the information they find.

Ensure they focus on facts, and not opinions.

Learning Outcome

To have an understanding of the global work of a leading UN agency.

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Lesson Notes - Lesson 7

What other organisations are there helping people in other places?

What other organisations are there helping people in other places?

Use the information collected, and books, and discuss the work of charitable organisations.

What is the history of these organisations (also the history of Unicef)?

Ask a speaker in to talk about the work they do. Why does the organisation do the work that it does, how does it distribute aid and what forms does this take, what is the arrangements and challenges are in the developing countries, how do they ensure the right people get the aid, and not those who don't need it.

Also ask the speaker to discuss, if possible, corruption and how some people fail to get the appropriate aid because of the actions of others.

Learning Outcome

To understand how aid agencies work and the challenges they face.

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Data Table for Lesson 8

Development indicators

| | Egypt | Thailand | Turkey | Afghanistan | Kenya | Tanzania | Zimbabwe | USA | UK |
|----------------------------------|-------|----------|--------|-------------|-------|----------|----------|--------|-------|
| Primary school attendance % | 96 | 94 | 91 | 61 | 76 | 73 | 88 | 92 | 98 |
| Adult literacy | 72 | 94 | 89 | 28 | 74 | 72 | 91 | - | - |
| Life at expectancy at birth | 71 | 70 | 72 | 44 | 53 | 52 | 43 | 78 | 79 |
| Annual number of births (1000's) | 1840 | 932 | 1381 | 1314 | 1479 | 1600 | 373 | 4281 | 722 |
| Total population (1000's) | 75498 | 63884 | 74877 | 27145 | 37538 | 40454 | 13349 | 305826 | 60769 |
| Infant mortality rate (under | 30 | 6 | 21 | 165 | 80 | 73 | 59 | 7 | 5 |
| Infant mortality rate (under | 36 | 7 | 23 | 257 | 121 | 116 | 90 | 8 | 6 |
| Under 5 mortality | 93 | 156 | 104 | 2 | 26 | 29 | 43 | 151 | 160 |

Source – Unicef

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Lesson Notes - Lesson 8

Life is substantially different and harder in some places in the world

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Put the class into small groups and give each group a strip of data from the table, including the names of the country. Do not tell them what the information is, just give the raw data.

Ask them to create a graph showing the information on their data strip and present this to the rest of the class.

Display the completed graphs and ask the children to think about what the data could mean.

After discussions, give each graph a title and talk again about what the graphs actually show.

Why are the infant mortality rates so much higher in some of these countries?

What factors lead to the life expectancy being so much lower in some countries than others?

What are their opinions about the percentages of children in Primary education in each of the countries?

What about the adult literacy rate?

How does this affect the spread of diseases such as Aids?

Discuss the fact that agencies such as Unicef and others are trying to change things.

Discussion: What happens if the Leaders of a country are not good leaders?

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Lesson Notes - Lesson 9 How communities respond

How communities respond

Ask the children to split into groups. Appoint roles: Citizens, Doctors, Police, Politicians, National President and Aid Workers. Also appoint journalists and citizens of aid-giving countries.

Give each of these children a brief and ask them to work through a drama activity, several scenes with various groups interacting:

- What do the citizens need?
- Why aren't they getting it?
- What do those in power feel?
- What do the emergency services feel?
- How can the aid workers help?
- What does the leader feel about this aid coming in?
- What does the rest of the world feel?

Start with "conscience alley" activity, and then use hot seating and interviewing techniques, with the teacher or a child in the role of interviewer/interviewee. Elicit various responses from the children and ask the "journalists" to record them.

Learning Outcome: An understanding of how communities respond.

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**Activity Sheet 1
 For use with Poverty Lesson Plans**

| naturally caused famine | human caused famine | poverty |
|--|---|----------------|
| climate change | war and political unrest | illness |
| People who are very poor can't buy food when their crops fail, and have little or nothing to fall back on. Meat, eggs, fruits and green vegetables are too expensive for poor families. | HIV and AIDS have left many farmers too ill to grow food. This means communities and families have to try to provide for themselves, or rely on food aid from abroad. | |
| Deserts are growing, massive rainfalls cause floods, and temperatures are getting higher. All this means it is harder to grow enough crops for families to survive. | Crops don't grow if there is no rain, so families can't feed themselves. Due to poor harvests over several years, countries have small amounts of grain, but not enough. | |
| The cost of oil going up means people are looking for other ways to power machinery. Crops are being grown for fuel (bio-fuels), rather than for people because it makes the farmers more money. | Wars destroy farms, farmers may be killed, or people may leave war-zones for safer areas. Much less food is produced in times of war. Political troubles may mean people move to new areas, so crops are not planted on time. | |

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Activity Sheet 2

**For use with Poverty Lesson Plans
Basic food items price list in the UK**



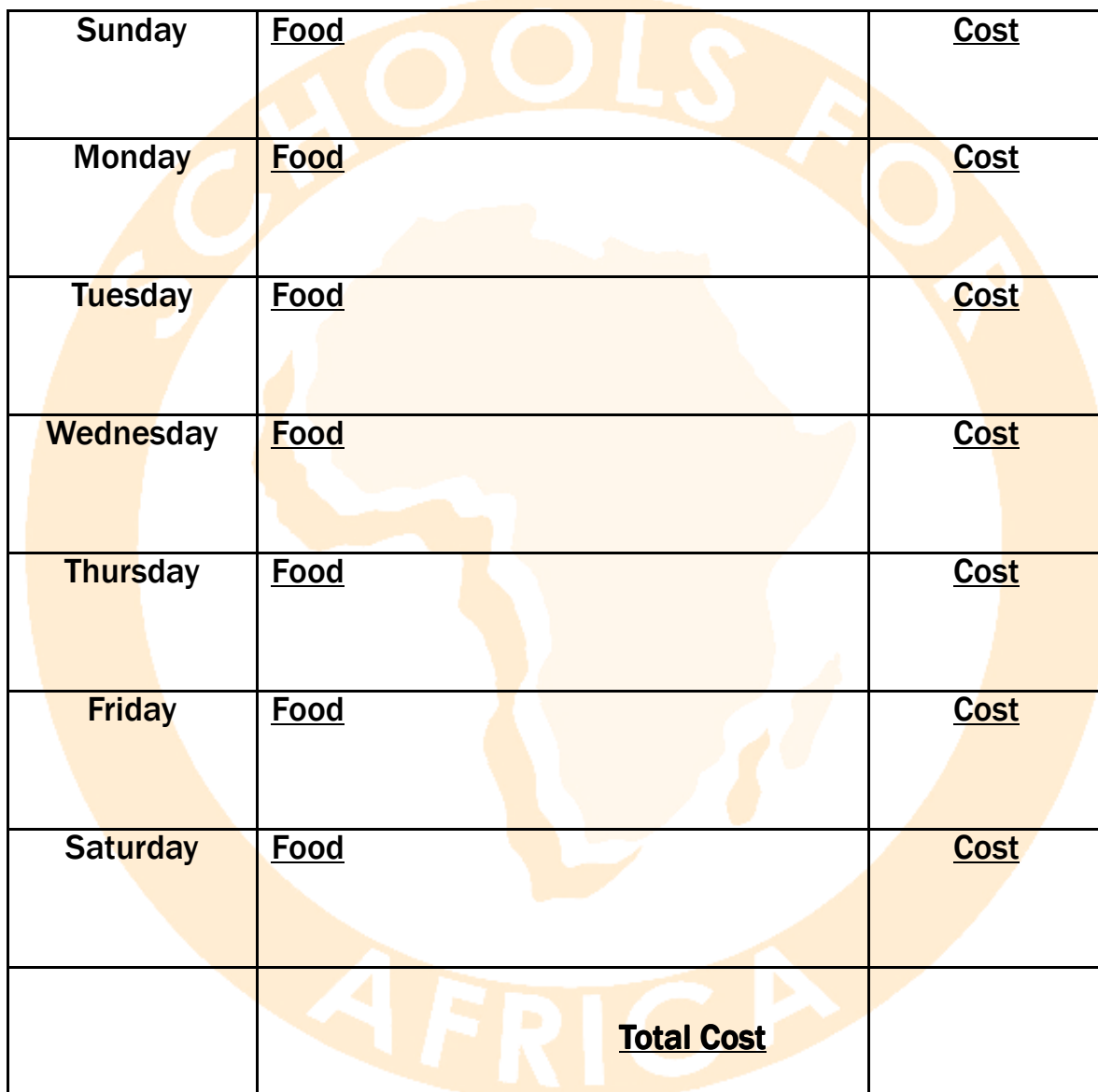
| | |
|----------------------|-------------|
| 1kg rice | 78p |
| 500g pasta | 43p |
| 500g spaghetti | 39p |
| 500g barley | 39p |
| 420g tinned beans | 29p per tin |
| 420g tinned tomatoes | 33p per tin |
| 420g tinned peas | 19p per tin |
| 120g tinned sardines | 42p per tin |
| 185g tinned tuna | 58p per tin |
| 170g tinned ham | 69p per tin |
| 410g evaporated milk | 50p per tin |
| 700g biscuit pack | 72p |
| 10 stock cubes | 69p |
| 500g cornflakes | 46p |
| 440g rice crispies | 72p |
| 500g margarine | 35p |
| 1litre orange squash | 22p |
| 80 tea bags | 28p |

August 2009 prices leading supermarkets

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**Activity Sheet 3
For use with Poverty Lesson Plans**

Weekly meal sheet



| | | |
|------------------|--------------------------|--------------------|
| Sunday | <u>Food</u> | <u>Cost</u> |
| Monday | <u>Food</u> | <u>Cost</u> |
| Tuesday | <u>Food</u> | <u>Cost</u> |
| Wednesday | <u>Food</u> | <u>Cost</u> |
| Thursday | <u>Food</u> | <u>Cost</u> |
| Friday | <u>Food</u> | <u>Cost</u> |
| Saturday | <u>Food</u> | <u>Cost</u> |
| | <u>Total Cost</u> | |

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Information Sheet 1
For use with Poverty Lesson Plans

Many people live on less than £1 a day

Many people live on as little as £1 a day.

They have to cut back on foods like fresh vegetables, which are full of vitamins, minerals and nutrition, and concentrate on basics such rice.

More than 1 billion people have to cope on around 50p a day.

These people may eat just once a day in order to survive.

Some people have to survive on just 25p a day.

They may eat only a few times each week.

It is not unusual for families in poor nations to spend $\frac{3}{4}$ of their money on food. Any price increases affect these families greatly.

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**Information Sheet 2
For use with Poverty Lesson Plans**

Weekly food list for Muranga Children's Home, Kenya

The Kenyan Network of Women with Aids runs a children's home at Muranga, Kenya. Each week its food bill for 40 children is as follows (2008 Kenyan prices):

| Food | Amount | Kenyan Shillings |
|-----------------------------|-----------------|-------------------------|
| Flour - | 1 bale | 2,000 |
| Rice - | ½ bale | 1,500 |
| Meat - | 12 kg | 2,400 |
| Eggs - | 2 trays | 400 |
| Milk - | 10 litres a day | 2,450 |
| Maize meal - | 1 bale | 1,500 |
| Sugar - | 5 kg | 375 |
| Lentils | ¼ bale | 1,125 |
| <u>Fruit and vegetables</u> | | <u>2,000</u> |
| Total | | 13,750 |

Approximately £103 to feed 40 children for a week!

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Session One

What is the global food crisis?

(Duration 30 minutes)

What is the global food crisis?

Discuss with the children the fact that more and more people around the world are finding it difficult to feed themselves and their families. Use the word **famine** and ask the children to research the meaning. Talk about how famine affects the very young, the old and the sick more severely.

Talk to the children about six causes of famine; naturally-caused famine, human-caused famine, poverty, climate change, war and political unrest and illness. Use **Activity Sheet 1** - cut out the cards, and ask the children to match the definition to the problem.

Tell the children that many African nations have more than one of these problems, leading to massive shortages of food. Kenya, Tanzania and Zimbabwe are all affected by natural and man-made disasters, illness, political unrest and poverty.

Ask the children to think about which of these six issues would be easiest to change. Is there an easy answer? Record ideas on a large sheet of paper.

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Session Two - Who is affected?

(duration 60 minutes - 1 session or 2x30 minutes)

Tell the children that poor people globally live on land that is more likely to suffer from natural disasters. $\frac{3}{4}$ of the World's poorest people live outside of cities.

Give the children the following facts to think about and discuss:

- 6 million children (under 5 years old) in Nigeria, 6 million in Ethiopia and 3 million in the Democratic Republic of Congo are underweight.
- In Tanzania 22% of under 5s are underweight, 38% have growth problems and 3% have wasting diseases caused by lack of food. Limited progress is being made to reduce this number.
- In Kenya 29% of under 5s are underweight, 30% have stunted growth and 6% have wasting diseases. Limited progress is being made there to reduce this number.
- In Zimbabwe, 45% children are malnourished. No progress is being made in changing this, and an adult is expected to live until the age of just 37, half that of someone in the UK.

Other African nations have targets set for reducing these problems, but progress is limited, and in some countries the situation is getting worse.

Discuss with the children what they think of these facts. How they would feel if these facts were about children in Britain?

Show the children **Information Sheet 1**. Discuss the facts and ask the children how much a school meal costs. How do the children feel about paying double the amount for 1 meal as billions of people have to live on for a week. Could they do it?

Give the children **Activity Sheet 2**. Tell them to work in groups. They have a budget of £3.50. They must buy food to feed themselves for a week, and plan meals for each day. It may be necessary to buy a few of the items to show the children how much they would get (i.e. 1kg of rice would make several meals, but a tin of sardines may give less). Encourage the children to move away from thinking: "I don't like that" and onto: "This is what I need to survive."

Look at the weekly meal sheets created by the children. How do they differ? Have any of the children had problems feeding themselves on the budget? Could they cope with this diet for a long time?

Show the children **Information Sheet 2**. Look at the list of provisions used at Muranga Children's Home. Discuss how they provide a healthy diet for the children for very little money. Think about where the money comes from, and what would happen if that money stopped. Tell the children that Schools for Africa can provide money to help feed the children.

For extra information on world hunger see the UN World Food Programme website at www.wfp.org.

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Session Two - What can we do to make people know about the problem?

Allow as many sessions as necessary to plan and hold the event)

Ask the children what they think could be done about the problems of hunger and famine. They may take on one of the ideas listed below, or come up with others of their own.

- Make information posters telling others of the plight, raising awareness around the school and local community. These could be copied and placed around the school, or scanned onto computers and put on the school's website.

- Hold an awareness raising assembly. Show the other children in the school what they have found out, including the meals they have made.

- Hold an event to raise money for the "Schools for Africa" appeal. Money sent to the orphanages in Africa could help give children there a better life. For example, have a budget meal day where children create a meal for 50p. Sell the meals for £1, with money going to the appeal.

Ask local industries to support the appeal, ensuring wider coverage.

You can send donations by cheque to Schools for Africa, Barratt House, Kingsthorpe Road, Northampton NN2 6EZ. Or you can donate direct via the website www.justgiving.com/schoolsforafrica. Then you may be able to claim Gift Aid, which means the Government tops up your donation by an extra 20 per cent.

For more information about Schools for Africa, see the charity's website on www.sallykeeble.com/schoolsforafrica.html.

For information about the World Food Programme see www.wfp.org and for the School Food Trust see www.schoolfoodtrust.org.uk.