



PEAS and 'Bridges to Africa'

EDUCATION & POVERTY IN AFRICA

Teacher notes for the Scheme of Work

This scheme can be taught as three hour-long global citizenship/English/Geography lessons or as a number of shorter tutorial periods. For citizenship teachers it ticks off quite a number of syllabus skills, and for English teachers, it tries to draw out creative writing and discussion on the subject of empathy. Teachers can also select various activities from the individual lessons to use in shorter blocks; the scheme of work can be adapted as required.

Education and Poverty in Africa – Scheme Overview			
Lesson	Theme	Learning Objectives	Resources
1	Africa's Challenges	<ul style="list-style-type: none"> - to consider the difference between wants and needs; - to identify some of the challenges that African countries face; - to develop group discussion skills. 	<ul style="list-style-type: none"> - PowerPoint presentation - 'Challenging Image' Worksheet - Wants and Needs cards
2	Young People in Uganda	<ul style="list-style-type: none"> - to consider the differences between lives of students in London and Kampala; - to understand the injustices of a life in poverty; - to develop creative writing skills. 	<ul style="list-style-type: none"> - 'Day in the life' Worksheets - Spider Diagram Worksheet
3	The Work of a Charity	<ul style="list-style-type: none"> - to learn why charities work to expand education in Africa; - to learn about how one charity (PEAS) helps to do this; - to learn to analyse how and why charities appeal to individuals to gain support for their work. 	<ul style="list-style-type: none"> - PEAS 'Bridges' DVD - Film Questions Worksheet - Film Group Discussion Worksheet - Notepaper

Accompanying the scheme of work is an 'extra activities' sheet with a couple of suggestions for additional activities which would be well suited for use in assemblies or as alternatives to some of the learning activities used in the scheme of work.

One of our aims for *Bridges to Africa* is to help make sure the next generation of young people are fully aware of problems relating to extreme poverty in Africa and elsewhere. Teaching this scheme will help play a role in that effort. We estimate that the lessons will require about an hour (in total) to prepare for. Some work will also be required to prepare the resources.

Please note that the third lesson requires use of the *Bridges to Africa* DVD which has been sent directly to participating schools. Copies of the DVD can be requested by contacting PEAS by email (help@bridgestoafrica.org.uk) or by phone (020 7981 0737). There are also separate 'teacher notes' on the film itself which are included as one of the resources for lesson 3 in the scheme of work and which are also available for download from the website.

Supplementary teacher notes on the main activities contained in each lesson of the scheme of work are provided on the following pages.



EDUCATION & POVERTY IN AFRICA - Supplementary Teacher Notes

Lesson 1: Africa's Challenges	
Learning Activity	Notes
Challenging Image Starter	<i>Designed to give context, provide a setting and get students thinking about being in another part of the world.</i> Who? Young children – Kids – (African) What? Rubbish – local dump (very close to houses) When? Recent – 2006 Where? Slum area – Uganda – Africa Why? Poor – scavenging – playing – nowhere to go
Card sort activity – Wants & needs	<i>Pupils work in groups of up to 5. Each group receives a set of the cards.</i> Pupils to spend 2 minutes identifying which cards are 'wants' and which are 'needs'. Then ask pupils to imagine that a new government office is being set up to ensure that young people are provided with all the basic things that they want and need. The cards represent the list of wants and needs that the office has drawn up. Announce to the group that the new commission has found that, for political and economic reasons, it can only provide young people with 8 of the items on the list, rather than all 12. Ask the groups to decide which items they are willing to give up. If time allows / as an extension activity ask pupils to reduce the number of wants and needs by two more (leaving 6). <i>Useful questions for class discussion:</i> Which items on are wants & which are needs? What's the difference? Which items were most commonly eliminated in the first round? Why? Did you have any disagreements over the items to eliminate? Which ones, and why? Do wants and needs differ for different people? Why or why not?
Facts about poverty in Africa	<i>There are 17 fact slides in the presentation illustrating issues surrounding health, education, and general standards of living in Africa, for class discussion.</i> Teachers may want to reduce the number of facts to allow for more in depth discussion of issues in a particular area; there are 15 minutes set aside for this activity – a rate of 1 fact every 50 seconds – so it's important for teachers to keep up the pace. Sources for the facts used are included on the notes pages of the PowerPoint presentation itself.

Lesson 2: Young People in Uganda	
Learning Activity	Notes
Similarities and differences between 'me' and 'Sebufu'	<i>This activity is designed to get students to relate to their peers in Uganda and to begin to consider some of the challenges they face.</i> <i>Example differences to identify:</i> Wake-up time – Food - Time in school – Class size – Language (students not allowed to speak first language in school) – Working after school – Paying to go to school – Washing clothes – No electricity – Bed time?! <i>Example similarities to identify:</i> Meal timings – Going to school - Playing football – School subjects – Extra curricular activities – Language (speaking English)
Identifying the challenges of life for a student in Kampala, Uganda.	<i>Students, through class discussion, should consider the factors that make life difficult for young people in Africa. Useful points for the basis of discussion:</i> Large extended families – many children in a household; Most families living in poverty – many find it difficult to pay for enough food; Difficult for many families to afford to send children to school; Working to make money outside of school – balancing studying with work; Living without electricity; living in slum area with poor sanitation/access to clean water; difficulty in accessing treatment when sick; often can't afford medicines; high rate of HIV/AIDS in sub-Saharan Africa. <i>Also relate discussion points to facts used in the 1st lesson</i>
'Feelings' spider diagram – how does hearing about Sebufu's life make you feel?	<i>This activity is designed to encourage students to sympathise with the lives of young people in Africa. Students should complete their own spider diagram, but may discuss feelings with a partner beforehand. Potential areas for discussion for considering feelings:</i> The benefits of Sebufu going to school; importance of education; Similarity between young people in Uganda and the UK; relative privilege of own life in the UK; high levels of responsibility carried by young people in Uganda; unfairness/injustice; desire to help.

Lesson 3: The Work of a Charity
<i>Teachers should refer to the separate 'PEAS film' teacher notes for support with using the film in the last lesson.</i>