

# Global Education

## Activities for the Junior Division



These activities are reprinted from TAG – the Teacher’s Activity Guide developed by CODE to respond to the need for curriculum-based questions and activities in global education. CODE is a charitable organization that promotes literacy and education in Africa and the Caribbean and is ETFO’s partner in our Operation World Teacher shoebox campaign.

These activities were created by Garth Brooks, who, prior to his retirement, taught all grades from kindergarten to grade 8 with the Ottawa-Carleton DSB. The activities were also drawn from previous teacher resource kits published by CODE. They offer a useful complement to classroom activities such as CODE’S Project Love, as well as the CODE/ETFO Operation World Teacher Campaign.

The resources listed here are designed to support students’ research and global education activities. While CODE has attempted to provide resources suitable for most classes and group, it suggests that teachers review the content of each before recommending it to their students. If possible, work with your school librarian to develop and access further resources. You might also consider involving artists from Mariposa in the Schools (ETFO *Voice*, Summer 2002) when considering work on global education.

The complete TAG package is available in both English and French (*Guide d’activités de l’instituteur (GAI) – Questions et activités sur l’éducation planétaire*) by contacting CODE at 321 Chapel Street, Ottawa, ON K1N 7Z2.



[www.codecan.org](http://www.codecan.org)

### Where in the World

- Inform students that they are about to begin the study of a new country. Their first task is to guess which country it is during a quiz called “Where in the World?”
- Each student is given a handout that includes a series of questions beginning with the phrase “Where in the World...? For example, Where in the world is the capital of Lusaka?”

### Identifying Mental Baggage

Prior to beginning a study of a particular country or culture, arrange students into small groups or assign partners and have them answer the following question with as many words or ideas as they can think of. Then help them categorize their responses under topic headings, such as geography, economy, culture, climate etc.

- When I think of (country) I think of...

### Bulletin Board

Design a bulletin board to include maps, flags, pictures, drawings and brochures of the country being studied.

### What Time Is It?

List a few cities around the world (including one in your country and one in the country being studied) and find out what time it is.

[www.dotheresearch.com/travel/worldtimeconverter.html](http://www.dotheresearch.com/travel/worldtimeconverter.html).

### Travelling to...

#### Materials: A map of the world

During this activity, students will be asked to find out how they could get to the country being studied (i.e., mode of transportation, necessary luggage, etc.). They will have to calculate or estimate the duration of the trip using the modes of transportation available. They will have to research and determine what they would need to have with them on such a trip.



CARLA ABRAMS, Ghana 2001

Solicit answers to the following question, noting students' suggestions on the chalkboard:

- If we went to (name of country), how could we get there, starting from where we live?

Follow up with more detailed questions, such as

- Do you think there would be a direct flight?
- Are there other ways to get there?
- Once you had arrived in (name of country), how would you get to a school in a rural area?

Divide the class into groups and ask them to determine the following:

- Now that you know how to get there, what would be the best time of year to go? Why? What would you pack in your suitcase?

Have the groups present their results to the class; then discuss what has been learned and what further questions have arisen. Consider assigning groups to research the new questions.

### Topographical Map

Using papier mâché, create a topographical map of the country being studied and highlight its different climatic regions.

### Grocery Basket

Create a list of items you would put in a shopping basket at your local food store, and another list of grocery items you would buy in the country you are studying. What is different? What is the same? What items in your grocery basket might be considered luxuries in the country you are studying? Would they also be considered luxuries to you?

### How Much Is It Worth?

How much is the currency of the country you are studying worth in Canadian dollars?

[www.domainit.com/currency.html](http://www.domainit.com/currency.html)

### African Market

Hold an African market. Students donate games, toys, books to be sold at the market. Some items can be raffled off. Play music from various regions of Africa.

### A Day in the Life of...

Have students create short skits around the theme "A day in the life of an African school child." (Select a specific country to research.)

### Going to School in...

Have a day at school where the students use only those supplies available to their peers in the country they are studying. Have them break their pencils in half to share, or erase their work at the end of the morning so their paper can be re-used in the afternoon – a common practice in many developing countries.

### Paper Making

Some schools, teachers and students in developing countries have difficulty obtaining paper. Check out these websites and have your class try to make recycled paper:

[www.laceimports.com/michelle/projects/paper\\_instr.html](http://www.laceimports.com/michelle/projects/paper_instr.html)

[www.users.bestweb.net/~bpress/res/art/paper1.html](http://www.users.bestweb.net/~bpress/res/art/paper1.html)

[www.tjunior.thinkquest.org/4054/recyc/pap,mak/](http://www.tjunior.thinkquest.org/4054/recyc/pap,mak/)

[papermaking.1.html?tqskip=1](http://papermaking.1.html?tqskip=1)

[www.beakman.com/paper/paper.html](http://www.beakman.com/paper/paper.html)

Read about an organization in Malawi that makes recycled paper for schools that have difficulty obtaining it: [www.codecan/prg/english/activities/malawi.html](http://www.codecan/prg/english/activities/malawi.html) Click on "Related Stories: Paper Making Education Trust (PAMET): Addressing the Shortage of School Supplies in Malawi."

## African Folktales

Tales, myths and legends of the world portray the cultural diversity of our societies while illustrating our common experiences: fear, loneliness, and the need to belong. Read various folktales from Africa with your class, or assign different folktales to groups. Discuss them. List the common themes. Categorize them under broad headings: tales of trickery, animal tales, explanation tales, morality tales and droll tales.

Explain the concept of “oral tradition” and discuss how most of the folktales would have been passed on by storytellers. Hold a storytelling festival, at which your students can wear traditional dress and share the folktales they have been studying with other classes.

### SUGGESTED RESOURCES:

<http://quattro.me.uiuc.edu/~fog/tales.html>.

Mehta, M. A. *Trip Across the River - A Hausa Folk Tale*. From the series *Our Wonderful World*. Prentice Hall Ginn Canada. 1996.

## Newscast

Once your class has completed questions and activities from the TAG topics (climate, culture, economy, etc.), divide students into “topic” groups and have each put together a segment for a television newscast in the country being studied. On the day of the newscast, have students in clothing currently worn in that country and give their reports on news, weather, entertainment, sports, politics, etc.



WILLIAM KROCKAK, Guyana 1999

## Curriculum Connections

TAG Activities meet many of the expectations outlined in the Ontario curriculum.

### The Arts *Music, Visual Arts, Drama and Dance*

From a variety of places, cultures and historical periods, explore music, song, instruments and visual art forms; interpret and perform dances and dramas; appreciate, communicate, identify, compare and produce artworks; understand, explain and use art to communicate.

### Health and Physical Education *Healthy Living, Fundamental Movement Skills, Active Participation*

Explore weather, climate, clothing and human adaptation; world foods, food groups, a balanced diet, healthy and poor nutrition; participate and share in planning activities with peers; practise respectfulness; use time management and organizational skills; set goals.

### Language *Writing, Reading, Oral and Visual Communication*

Use written language tools, new words, locate and interpret information, organize with titles, use visual and other materials to communicate, use and combine media, obtain information from media works and create new works, listen to stories, poems and non-fiction materials, retell stories and recall information, follow written directions, present ideas orally, participate in group discussions, identify technologies, use research skills, practice different forms of writing, communicate for different purposes to different audiences, present information to peers, listen to others, carry out group projects, explore visual perspectives and their effects, explore the ways media provide information.

### Mathematics *Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, Data Management and Probability*

Read and print numerals and number words, solve number problems, study various measurements, including money denominations, temperature and relative times; explore the use of numbers in the media; record data; use charts, grids and graphs; explore coordinate systems and patterns; conduct surveys; read and interpret data.

**Science and Technology** *Life Systems, Matter and Materials, Energy and Control, Structures and Mechanisms, Earth and Space Systems*

Learn and use terminology for animals, plants, ecology and their environments; explore the relationship between humans and the natural world; learn about soil erosion and the use of rocks and minerals in manufacturing; record observations, findings and measurements; learn about the sun as a source of energy; explore renewable and non-renewable energy; learn how humans adapt shelter and behaviour to climate; predict local weather patterns.

**Social Studies** *Heritage and Citizenship, Canada and World Connections*

Understand that there are many countries in the world and many cultures in a community; identify contributions of cultures to a community; identify cultural origins of family members; explore major early civilizations; explore the relationship of location to climate; describe the interaction between people and environment; locate information from a variety of sources; explore and compare the nature of government systems; learn how rights involve responsibility; study latitude, pictorial symbols, legends, colours, time zones, number and letter grids; explore Canada's involvement with Commonwealth and Francophonie; identify countries Canada has assisted.

**Student/Teacher Assessment and Evaluation**

*Figure A* is a teacher's assessment form for group evaluation. For additional evaluation forms, visit [www.infoplease.com](http://www.infoplease.com). Click on Learning Network, Lesson Planning Centre, Assessment. Another good resource is Schwartz, Susan and Mindy Pollishuke, *Creating the Child-Centred Classroom*. Irwin Publishing. Toronto; Blackline masters.

*Figure B* is a K-W-L chart for students to chart and assess their own progress. Teachers may choose to refer to the K-W-L charts for evaluation purposes.

Thanks to ETE's Project Overseas participants for the photos that accompany this feature.



**Figure A. Teacher's Group Evaluation Form**

**Names of Group Members**

1. \_\_\_\_\_ 4. \_\_\_\_\_  
 2. \_\_\_\_\_ 5. \_\_\_\_\_  
 3. \_\_\_\_\_ 6. \_\_\_\_\_

**Description of Activity**

\_\_\_\_\_  
 \_\_\_\_\_

**On the basis of teacher observation and the completed assignment, give the group 0 or 1 for each of the following:**

- The group agreed on a plan.
- All group members participated.
- The group used its time productively.
- The group respected the opinions of all members.
- The group successfully completed the assignment.
- Give the group from 0 to 5 points based on its Group Self Evaluation forms:

**Total Points:**

**Figure B. Students K-W-L Chart**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

What We Know	What We Want to Find Out	What We Learned

N.B. Create additional rows as necessary.