

LESSON PLAN

Where in the world?

Subject: Language

Level: Foundation

Developed by: Coed Y Dderwen Primary School

OVERVIEW: Examining Fair Trade through a Zanzibarian lens
Coed Y Dderwen Primary School is linked with Fukuchani Primary School in Zanzibar

Links to:

Skills Framework for 3 - 19 year olds in Wales

Framework for Children's Learning for 3 to 7 year olds in Wales

(Knowledge and understanding of the World)



Lesson 1: Where in the world?– overview

Global issues and outlook

- Our World

Key question:

- Where is Zanzibar?

Skills:

- ICT
- Communication
- Collaboration
- PSE
- Creative

Resources:

- Resource sheet 1: Teacher's notes
- Resource sheet 2: Powerpoint slide notes
- World map
- Interactive White Board (IWB)
- Where in the world- Powerpoint
- Lollypop sticks

Learning objectives:

Learn how to locate Zanzibar on a world map

Learn key vocabulary

- Locate
- Southern hemisphere
- Equator continents
- Zanzibar

Learning outcomes:

- Able to locate places on maps

Lesson 1: Where in the world?– plan

Introduction:

World map displayed on IWB. Pupils use active studio to place an X on the map where they think Zanzibar is.

Pupils given clues about Zanzibar to help them:

- Hot country
- Southern hemisphere
- Near equator
- Near Africa

Activities

Pupils then shown Powerpoint on Where in the world Zanzibar is – Use teachers notes on Powerpoint to help.

Plenary:

Ask key question – How would we get there?

Evaluation:

- Pupil can locate Zanzibar on a world map
- Pupils can recognise the difference between the southern and northern hemispheres

Lesson 2: I'm a detective! – overview

Global issues and outlook

- Our World
- Identity and Culture

Key question:

- What do I want to know?

Skills:

- ICT
- Communication
- Collaboration
- PSE
- Creative

Resources:

- Resource sheet 3: KWHL grids
- Interactive White Board
- Laptops
- Internet access

Learning objectives:

- Learn key vocabulary: KWHL grid, Research, Collate data
- Learn how to decide how to research information about a foreign county, find information about my own country and organise my research

Learning outcomes:

- Produced KWHL grid

Lesson 2: I'm a detective! – plan

Introduction:

Introduce what a KWHL grid is, and how to fill one in

Activity 1

In small groups pupils fill in KWHL grids to help them organise their research

Plenary1

As a class we collate the data on the IWB and pupils decide on which feature of Zanzibar/Wales they will research

Activity 2

- Zanzibar research – In groups pupils researching what they wanted to find out to add to class Powerpoint
- Wales research – In groups, pupils research features of Wales that they wanted to find out about Zanzibar for comparison and add to class Powerpoint
- Pupils access Wikki and Sazani website to research 1 of the areas decided on in last lesson i.e. religion, tourism etc.
- Pupils then upload this work to Google docs to make a class Powerpoint

Plenary 2

The Slides are linked using diagrams, Hyperlinks and action buttons.

Evaluation:

- Pupils can create a list of things they want to know about Zanzibar
- Pupils can select relevant information and add it to a Powerpoint slide
- Pupils can upload this information to the Moodle

Lesson 3: Fair Trade Day: Football and Food– overview

Global issues and outlook

- Choices and Decisions
- Wealth and Poverty

Key question:

- What is Fair Trade?

Skills:

- ICT
- Communication
- Collaboration
- PSE
- Creative

Resources

- Footballs
- Goals
- Bibs
- Flip mino to record discussions

Learning objectives:

- Learn key vocabulary: Fair trade, equality, empathy, fairness

Learning outcomes:

- I can understand what fair trade means
- I can empathise with others

Lesson 3: Fair Trade Day: Football and Food – plan

Introduction:

Pupils taken outside to play “Fair trade football”

Pupils placed on completely unfair teams. i.e.:

- All tallest on 1 team
- 1 goal substantially bigger than the other etc

Pupils to discuss fairness from this stimulus.

Activities :

Discussion on Fair trade linked to game – link to fair trade food

Share of the £1

Pupils will be split into 4 groups

Pupils take the role of a cocoa grower, a chocolate producer, a shopkeeper and the tax collector. £1 is spent on a chocolate bar. They must decide how much of the £1 each of them receives and share the pennies accordingly

Plenary:

Discussion on how pupils felt, etc.

Evaluation:

- Pupils can understand the concept of Fair trade
- Pupils will be able to see things from other people’s points of view
- Opportunities for Speaking and listening/argument/persuasion assessment

Lesson 4: The Fair Trade Teddy Bear's Picnic!– overview

Global issues and outlook

- Choices and Decisions
- Wealth and Poverty

Key question:

- What food do people eat in Zanzibar?

Skills:

- ICT
- Communication
- Collaboration
- PSE
- Creative

Resources:

- Shopping basket of food, fruit, vegetables, spices etc.
- Foods from Zanzibar
- <http://www.fairtradecookbook.org.uk/>

Learning objectives:

Cook using fair trade produce

Learn key vocabulary:

- Senses
- Connection
- Cloves
- Spices
- Exotic fruit

Learning outcomes:

- I can use my senses to link food to a place
- I can taste different foods to find out what they eat in Zanzibar
- I can cook fair trade recipes

Lesson 4: The Fair Trade Teddy Bear's Picnic!– plan

Introduction:

Introduce the different activities

Activities:

In small groups pupils will rotate around 3 activities.

Activity 1 What's the connection?

With eyes shut, pupils identify the contents of the shopping basket through touch, smell and sound. They then guess at what may link all the products together

Activity 2

Pupils to sample different foods and spices from Zanzibar (need permission from parents)

Activity 3

Using fair trade recipe booklet (from website) pupils will make fair trade foods

Plenary/Evaluation:

- Pupils will be able to gather information from a variety of sources to make an accurate Guess on where the foods came from
- Pupils expand their knowledge about what foods come from Zanzibar
- Pupils can follow instructions in order to make fair trade recipe

Lesson 5: Flying food!– overview

Global issues and outlook

- Choices and Decisions
- Climate Change
- Consumption and Waste

Key question:

- Where does my food come from?

Skills:

- ICT
- Communication
- Collaboration
- PSE
- Creative
- Mathematics

Resources:

- Prepared - school dinner food miles sheet
- Internet access for research
- Calculator
- Distance conversion chart

Learning objectives:

- Learn key vocabulary:
- Food miles
- Pollution
- Home country
- Host country
- Supplier
- Consumer
- Transport

Learning outcomes

- I can understand where my food comes from
- I can calculate the distance my food has travelled

Lesson 5: Flying food!– plan

Introduction:

Introduce activity – how to ask questions

Activities:

Pupils pose key question to school kitchen staff.

KEY QUESTION – where does the food we have for dinners come from?

Plenary:

Pupils discuss and calculate the distance these foods have travelled and how they may have got to our plates

Evaluation:

- Pupils will understand the term food miles
- Pupils will find out how far their food has to travel to get to their plates
- Pupils can calculate how far their food has travelled

Lesson 6: Farming in Zanzibar– overview

Global issues and outlook

- Choices and Decisions
- The Natural Environment
- Consumption and Waste
- Identity and Culture

Key question:

- What is farming like in Zanzibar?

Skills:

- ICT
- Communication
- Collaboration
- PSE
- Creative
- Mathematics

Resources:

- Laminated cards
- Large scale Farmers
- Consumers
- Supermarket owners.
- Small scale organic farmers
- Resource sheet 4: Diamond 9

Learning objectives:

Learn key vocabulary:

- Subsistence farmers
- Consumers
- Organic
- Agriculture
- Infrastructure
- Diamond 9
- Pesticides

Learning outcomes:

- I can consider other peoples points of view

Lesson 6: Farming in Zanzibar– plan

Introduction:

Introduce activity

Activities:

Argument and persuasion using diamond 9:

- Pupils split into 3 groups Farmers, consumers and supermarket owners
- Groups are given same diamond 9 statements (cheap seeds, improved infrastructure, Banning use of pesticides etc) and have to decide which ones are the most important to their needs

Plenary:

This information is fed back as part of a class discussion and a final diamond 9 are chosen by majority vote

Evaluation:

- Pupils will be able to consider other peoples point of view
- Pupils will be able to compromise on a final decision based on the needs of others

RESOURCES

Zanzibar and Fairtrade

Subject: Language

Level: Foundation

Developed by: Coed Y Dderwen Primary School

OVERVIEW: All the resources linked to each lesson plan

Resource 1: Teacher's notes

Topic - Zanzibar Year 5/6

Comparing Wales and Zanzibar

Overview

This unit can be used as a starter for the unit or as consolidation during the plenary. The PowerPoint introduces children to key facts about Wales and Zanzibar which they can then compare and contrast. A folder of landscape images for both countries have been provided for follow up work in other subjects to help enrich the topic.

English

- o Ask the question – What is a landscape?
- o Discussion about the landscapes, what do they show?
- o Can they think of any landscapes that they particularly like?
- o Research activities – finding out about any attractions in their local area.

ICT

- o They could present their findings for the above using flipcharts on ActivStudio or through Powerpoint. Using diagrams, hyperlinks and action buttons

Art

- o A view through the window – draw and cut out an open sash window, black paper is best to use. Children draw a landscape and then stick it behind the window. Excellent display work.
- o Observational drawing - cut out a small rectangle or square, place it on a landscape and draw exactly what they see. They could go out around their local area with their frame and again draw what they see.
- o Walk around their locality, they need to find a landscape that they like and draw it, thinking about scale, the location of objects in relation to each other, hatching and shading would be a good skill to develop here.
- o One landscape is demonstrating perspective drawing, this is another skill that could be looked at.
- o Another landscape has a reflection in it, they could sit around a puddle, look in to it and draw what they see.

ICT

- o The children could use a digital camera to take photos of local landscapes or when the school goes on a trip to different areas, this way you can keep a book of landscapes for the children to work with.

There are many wonderful websites of landscapes for both Wales and Zanzibar, the children could use a safe search engine to find them.

Resource 2: Powerpoint slide notes

Topic – Zanzibar Year 5/6 **Introduction – Where in the world?**

Slide 1: Objectives

Slide 2: Title page for the Introduction of the topic Zanzibar

Slide 3-4:

ICT: Use the pen and line tool on the whiteboard to do this, or if you have a network and a suite they could all sit at a computer and do it, (or if you are lucky enough for your whole class to have a laptop like us)

English: Using the KWHL Grids, as a class the children share the knowledge that they already have about Zanzibar.

Slide 5:

Geography: Click on the spinning world to proceed to the next slide which will allow them to find Zanzibar on the map. Before doing this they could use an atlas themselves to try and locate it.

Slides 6 – 9

Geography: The children will now be able to see what part of the world Zanzibar is in as well as the sea. Ask them to show you Zanzibar on the map. If they are struggling, click on the map to allow the screen to be filled.

Slide 10:

Shared reading: Children can read the information about Zanzibar.

Geography: Reading this will give the children some general knowledge about the Island as well as maybe answering some of the questions they wrote on the KWHL grid.

ICT: If you have active studio you could use the spotlight tool to look at one of the information circles at a time.

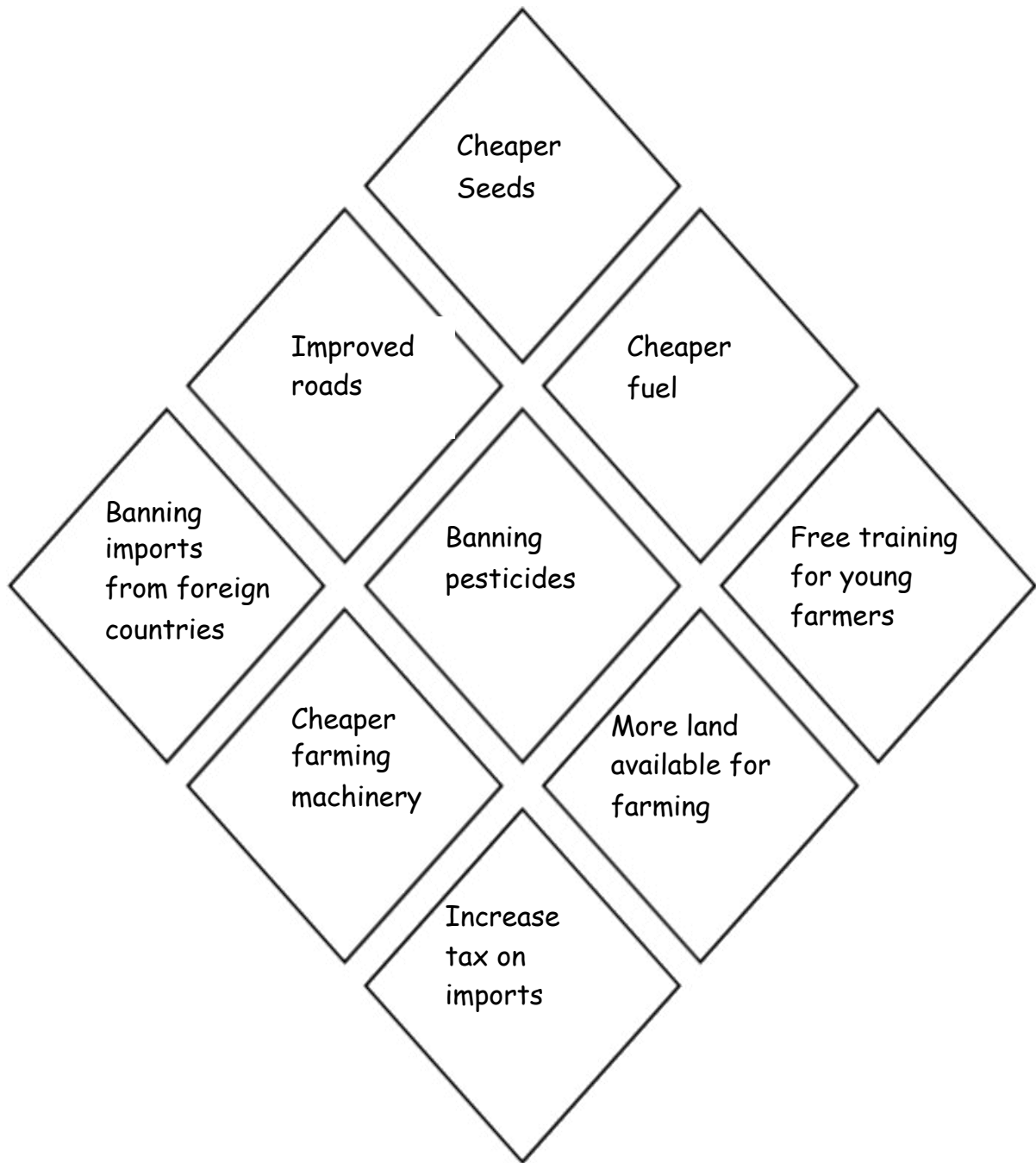
Slide 11:

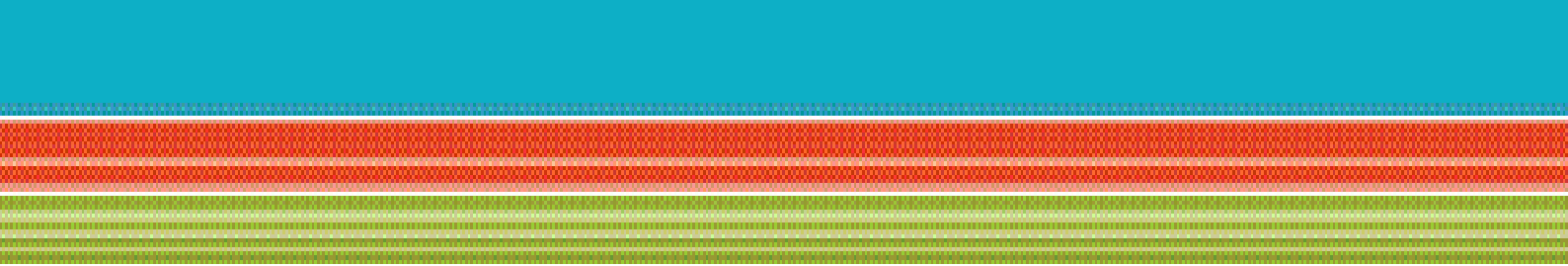
Geography: Using the close up map of the Island will allow you to talk more about its size and shape. Ask the children to write around the map the things that they notice. For example, it only has one main road, the number of airports and so on.

Resource 3 : KWHL grid

What do I know?	What do I want to find out?	How can I find out?	What have I learnt?
<p>Disease called Malaria</p> <p>They have school</p> <p>We know it is in the Indian ocean</p> <p>It is very hot</p> <p>It is a small island</p> <p>They have made footballs out of plastic bags and newspaper</p> <p>It's small compared to Wales</p> <p>There is black, green, yellow and blue in the flag</p> <p>It's in the southern hemisphere</p>	<p>What transport they use.</p> <p>Do they have war?</p> <p>What clothes do they wear</p> <p>Have they got a bank?</p> <p>What games do they play?</p> <p>Do they wear shoes?</p> <p>Do they recycle?</p> <p>What language do they speak?</p> <p>What food do they eat?</p> <p>Do they have homes?</p> <p>Do they grow vegetables?</p> <p>Do they have pens and pencils?</p> <p>Do they have to go outside to go to the toilet?</p> <p>Do they have Christmas?</p> <p>Where do they get their clothes and food from?</p> <p>Do they have a college or university?</p> <p>What jobs do people have?</p> <p>How do they get to school?</p> <p>Is it always hot there?</p> <p>How do they build their homes?</p> <p>Do they have money?</p> <p>Do they like where they live?</p> <p>How much is their money worth compared to ours?</p> <p>Do they have clean water?</p> <p>Do they celebrate their birthdays?</p> <p>What religion are they?</p> <p>Do they have holidays?</p> <p>Does it snow?</p> <p>Do they school holidays?</p>		

Resource 4: Diamond nine





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