



AFRICA CENTRE

AFRICA ALSO SMILES

A CROSS-CURRICULAR EDUCATIONAL
RESOURCE ABOUT THE AFRICAN CONTINENT

POST-PRIMARY TEACHER'S RESOURCE

 **Irish Aid**
Department of Foreign Affairs
An Roinn Gnóthaí Eachtracha

TROCAIRE
Working for a Just World

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AFRICA CENTRE IS A SIGNATORY TO THE DÓCHAS CODE OF CONDUCT ON IMAGES AND MESSAGES

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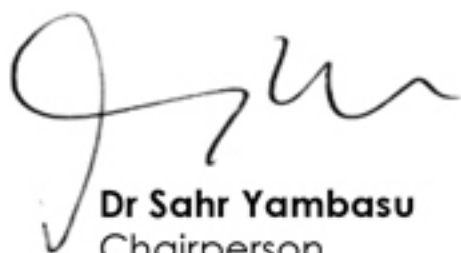
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Dr Sahr Yambasu
Chairperson
Africa Centre

Disclaimer

The views expressed in this educational pack are those of the Africa Centre (author) and do not in any form represent the views of Irish Aid Development Education Unit.

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INTRODUCTION

The Africa Centre has a vision of an Ireland that enables and is transformed by positive relationships with African countries, an Ireland where Africans are at home and participate fully in the community, a Irish society that is just and inclusive, that through its diversity and interdependence leads to a sense of belonging, stability and creativity for all.

It is in line with this vision that the Africa Centre seeks to facilitate young Irish people's understanding of the African continent and African peoples. It has unfortunately become a misguided norm to describe Africa solely in terms of her problems, which is why the Africa Centre, through the 'Africa also Smiles' campaign and post-primary resource, is endeavouring to highlight the continent's successes and strengths. This is not a defensive strategy or denial of reality, but rather is an attempt to provide a balanced platform for those who are truly interested in the African continent and its development.

Curriculum Links

The resource provides a series of activities, with background information and worksheets, to support teachers who wish to improve their student's knowledge of the African continent and African peoples. The resource is for use with junior cycle and/or transition year students.

The resource compliments a range of junior cycle curriculum areas including Civic, Social and Political Education (CSPE), History, Geography, English and Religious Education.

In terms of the junior cycle framework, operational from 2014 onwards, this resource offers specific support to the achievement of ten of the twenty-four statements of learning. These are:

03	creates, appreciates and critically interprets texts (including written, oral, visual and other texts)
07	improves their observation, inquiry, and critical-thinking skills
08	develops an understanding of the natural world
09	values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
10	learns how to think and act sustainably
11	understands the distribution of social, economic, and environmental phenomena
12	values local and national heritage and recognises the relevance of the past to current national and international issues and events
19	uses ICT effectively and ethically in learning and in life
21	appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which they live
22	develops moral, ethical and responsible decision making and a sense of personal

The 'Africa Also Smiles' resource can also be used as the basis for a Transition Unit in the Local and Global Citizenship area of study.



Note on Literacy Strategies

The 'Africa Also Smiles' resource encourages and supports literacy skills. Literacy strategies such as KWL charts, Complete the Sentence, Word Searches, Fill in the Missing Word(s), Writing Frames etc are employed throughout. Where appropriate, literacy notes are included in the instructions for teachers.



Information and Communications Technology (ICT)

The effective use of ICT is recognised as an important learning outcome in the documentation regarding the new junior cycle framework and within the Transition Year Programme. For this reason the use of ICT, or more specifically the use of the internet as an additional research tool, is referenced in six out of the fifteen activities in this resource (section one – activity 3; section two – activities 2 & 3; section four – activity 2; and, section five – activities 2 & 3). However, in the majority of these cases internet access is optional and it is possible to facilitate the activity without it.



Using the 'Africa Also Smiles' Resource

You can use the entire resource, from start to finish, as a cohesive module of work, or dip in and out of the resource as desired. The 'Africa Also Smiles' resource is divided into five sections, each with a number of activities together with supporting teacher resource sheets and student worksheets. Most of the activities end with a class discussion, which also acts as a debriefing strategy. Some of the activities have optional extension/homework tasks.

Section One: Let's Discover Africa

This section provides some introductory information about the African continent before focusing on the countries in the West Africa Region.

Section Two: Enjoying Africa

This section focuses on the enjoyable sights and activities that are available to someone planning a trip to the African continent.

Section Three: African Inspirations

This section provides investigates the lives and works of inspiring African people.

Section Four: Out of Africa

This section introduces a range of African exports and facilitates students to begin to consider the implications of consuming these exports.

Section Five: Africa Also Smiles

The final section encourages students to think about the ways that the African continent and peoples are depicted in the media and by a range of non-governmental organisations (NGOs).

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ACTIVITY 1 K-W-L CHART

AIM: _____

To facilitate students to document their current knowledge about the African continent and to reflect on new information

TIME: _____

20 minutes (plus 5 minutes at the conclusion of each section in the resource)

MATERIALS: _____

Blackboard/chalk or Flipchart Sheet & Markers

STEPS: _____

Copy the **K-W-L Chart**(below) onto the board or flipchart sheet.

Under the 'K' column ask students to list all the information they currently know about the African continent and African people. If necessary provide the class with one or two prompts.

Encourage students to engage in a whole class discussion by asking them the following prompt questions:

1. What are the main sources of information about Africa?
2. Do you think that we have access to full and accurate information about the African continent?

In the 'W' column ask students to list the things that they would like to know about the African continent and African people. If necessary provide the class with one or two prompts.

K-W-L Chart _____

<p style="text-align: center;">K</p> <p style="text-align: center;">WHAT I KNOW</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">WHAT I WANT TO KNOW</p>	<p style="text-align: center;">L</p> <p style="text-align: center;">WHAT I LEARNED</p>

NOTE: The 'L' column should be completed at the end of each of the five sections in this resource.

ACTIVITY 2 HOW WELL DO YOU KNOW AFRICA?

AIM: _____

To introduce students to basic geographical and cultural facts about Africa

TIME: _____

35 minutes (1 class period)

MATERIALS: _____

One copy of the Quiz Question Sheet (**page 10 & 11**) for each group of 4-6 students

Quiz Answers (**page 12**) for the teacher

Map of the world (preferably a Peter's Projection)

STEPS: _____

Divide the class into small groups of 4-6 students.

Distribute one copy of the Quiz Questions to each group.

Give a few minutes for students to decide on a group name and tell them to write their group name at the top of the Quiz Question Sheet in the space provided.

Read through the questions, answering any procedural queries students may have.

Collect the completed Quiz Question Sheets and redistribute them for marking.

Tell students to allocate one mark for each correct answer.

Read the Quiz Answers (**page 12**), giving additional background information as appropriate.

Ask for the results from each group.

Encourage students to engage in a whole class discussion by asking them the following prompt questions:

1. Which questions were easiest to answer and which were the hardest?

2. Was there any information about the African continent that particularly surprised you?
3. What are the main sources of information we have about the African continent and African people?

ACTIVITY 2

HOW WELL DO YOU KNOW AFRICA? QUIZ QUESTIONS

GROUP NAME: _____

1. Didier Drogba plays for Chelsea but comes from which African country? **(circle the correct answer)**

- A. Ghana
- B. Morocco
- C. Ivory Coast
- D. South Africa

2. You often hear the saying 'from here to Timbuktu'. What African country is Timbuktu in? **(circle the correct answer)**

- A. Mali
- B. Kenya
- C. South Africa
- D. Morocco

3. Charlize Theron is a famous Hollywood actress. What African country does she come from? **(circle the correct answer)**

- A. Chad
- B. Somalia
- C. Algeria
- D. South Africa

4. Africa is a _____. **(complete the sentence)**

- A. Continent
- B. Country
- C. Region
- D. City

5. Africa is the _____ continent in the world. **(fill in the blank)**

- A. Smallest
- B. Second largest
- C. Largest

6. According to the African Union there are _____ countries in Africa. **(fill in the blank)**

- A. 0
- B. 47
- C. 55
- D. 70

7. What is the population of the African continent? **(circle the correct answer)**

- A. Approximately 1 billion people
- B. Approximately 4 billion people
- C. Approximately 500 million people
- D. Approximately 4 million people

8. Roughly how many languages are spoken throughout the continent of Africa? **(circle the correct answer)**

- A. 1-4
- B. 200-300
- C. 1,500 – 2,000
- D. 10,000 - 15,000

ACTIVITY 2

HOW WELL DO YOU KNOW AFRICA? QUIZ QUESTIONS

9. The largest country in Africa is Algeria. Look at a world map and guess how many times Algeria is bigger than Ireland. **(circle the correct answer)**
- A. 5 times
 - B. 100 times
 - C. 50 times
 - D. 35 times
10. The Sahara desert, located in North Africa, is the largest desert in the world. It is said to be the same size as Europe. How many African countries is the desert spread across? **(circle the correct answer)**
- A. 6 countries
 - B. 10 countries
 - C. 55 countries
 - D. 1 country
11. Kilimanjaro is the _____ **(complete the sentence)**
- A. highest mountain in the world
 - B. largest desert in Africa
 - C. highest mountain in Africa
 - D. largest freshwater lake in Africa
12. What is the name of Africa's longest river? **(circle the correct answer)**
- A. The Shannon
 - B. The Nile
 - C. The Zambezi
 - D. The Thames
13. What cat is the fastest animal in Africa? **(circle the correct answer)**
- A. Cheetah
 - B. Leopard
 - C. Lion
 - D. Tiger
14. What animal is the emblem of the South African Rugby team? **(circle the correct answer)**
- A. Gorilla
 - B. Lion
 - C. Springbok
 - D. Deer
15. Nelson Mandela was the leader of which African country? **(complete the sentence)**
- A. Ghana
 - B. France
 - C. Cape Town
 - D. South Africa

ACTIVITY 2 HOW WELL DO YOU KNOW AFRICA?

QUIZ ANSWERS

1. **(C)** Didier Drogba was born in 1978 in the Ivory Coast.
See: <http://www.didierdrogba.com/en/biographie/enfance.asp>
2. **(A)** Timbuktu is a town located in West African country of Mali.
3. **(D)** Charlize Theron was born in South Africa.
4. **(A)** Africa is a Continent.
5. **(B)** Africa is the second largest continent in the world. Out of the seven continents in the world Asia is the largest, while Australia/Oceania is the smallest. Europe is the second smallest.
See: <http://www.worldatlas.com/geoquiz/thelist.htm>
For the true size of Africa see: <http://www.informationisbeautiful.net/2010/the-true-size-of-africa/>
6. **(C)** According to the African Union there are 55 countries in Africa. The African Union is a continental organisation which enables cooperation between member states. 53 of the 55 African countries are currently members of the African Union. On 9 July 2011 South Sudan became the 193rd nation in the world and hopes to become the 54th member of the African Union. Morocco is not a member. See: http://www.au.int/en/member_states
7. **(A)** With 1 billion people Africa is the second most populous continent in the world. Asia has the largest population with approximately 4 billion people. Europe has a population of almost 750,000 million.
See: <http://www.worldatlas.com/geoquiz/thelist.htm>
8. **(C)** An estimated 1,500-2,000 languages are spoken throughout the African continent.
See: http://www.nationsonline.org/oneworld/african_languages.htm
9. **(D)** Algeria, with 2,400,000sq kms, is 35 times larger than Ireland, which has 70,273sq kms.
See: <https://www.cia.gov/library/publications/the-world-factbook/geos/ag.html>
10. **(B)** The Sahara desert spreads across 10 countries: Egypt, North Sudan, Libya, Chad, Niger, Algeria, Tunisia, Mali, Mauritania and Morocco. Only three countries in the world are bigger than the Sahara desert – China, Russia and Canada.
See: <http://www.africatravelguide.com/articles/sahara-desert-facts.html>
11. **(C)** Kilimanjaro lies on the border between Tanzania and Kenya and is the highest mountain in Africa and the second tallest mountain in the world, behind Mount Everest (Nepal/Tibet).
12. **(B)** The Nile is the longest river in Africa. The Nile flows through the following countries: Kenya, Eritrea, Congo, Burundi, Uganda, Tanzania, Rwanda, Egypt, Sudan and Ethiopia.
See: <http://www.sciencekids.co.nz/sciencefacts/earth/nileriver.html>
13. **(C)** The Cheetah is the fastest animal on the African continent. They can run at speeds of almost 100km/hr.
14. **(C)** The Springbok is the emblem of the South African Rugby team.
15. **(D)** Nelson Mandela is the former President of South Africa. Mandela was born on 18 July 1918 and later became an activist against the apartheid regime (a legally sanctioned system of racial segregation which existed in South Africa 1948-1990) and leader of the armed wing of the African National Congress (ANC). He was convicted of sabotage and conspiracy to overthrow the government. In 1964 he was jailed for twenty-seven years. When he was freed in February 1990 and the following May became the first President to be elected in completely democratic elections.
See: <http://nelsonmandelafacts.com/>

ACTIVITY 3 REGIONAL FOCUS

AIM: _____

To introduce students to the range of diversity in the West African Region.

TIME: _____

105 minutes (3 class periods)

MATERIALS: _____

Internet access

West African Region - Teacher Resource Sheet (**page 14**)

West African Region - Student Worksheets (**page 15-18**)

West African Region – Student Map (**inserted in the back pocket**)

Information relative to each of the remaining 4 regions of Africa can be downloaded from Africa Centre website: www.africacentre.ie.

STEPS: _____

Introduce the class to the West African Region using the West African Region -Teacher Resource Sheet (**page 14**).

Divide the class into small groups of 4-6 students.

There are 4 separate West African Region - Student Worksheets (**page 15-18**), each with facts about 4 countries in the region. Distribute one of the Student Information Sheets to each group of students.

Instruct students to read the information about their 4 countries and use the internet to uncover one additional, relevant fact for each country (this could also be completed as a homework activity). These facts should be recorded in the space provided on their Student Information Sheet.

Distribute one copy of the blank West African Region – Student Map (**inserted in the back pocket**) to each group. Instruct them to identify their 4 countries on this map.

Invite students to devise a slogan for their region, something that might be used to encourage tourism to the area.

They should also turn their map into a tourism poster.

Facilitate each group to present their completed West Africa Region tourist poster to the rest of the class.

Conclude with a short whole class discussion based on the following statement: 'Countries in the West Africa Region have nothing in common with Ireland'.

(Optional) Literacy Note:

Before beginning **Section Two** spend 5 minutes revisiting the class KWL chart (**Section One – Activity 1, page 08**).

ACTIVITY 3 REGIONAL FOCUS (THE WEST AFRICAN REGION)

TEACHER RESOURCE SHEET

Western Africa includes sixteen countries (listed below):

Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, Gambia, Ghana, Guinea, Guinea Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone and Togo.

The region encompasses an area of approximately 5 million square km (3 times smaller than Russia).

History:

Portuguese traders began establishing settlements along the coast in 1445, followed by the French and English. The African slave trade began not long after and over the following centuries weakened the region's economy and population. The expanding trans-Atlantic slave trade produced significant populations of West Africans living in the 'New World'. Today descendants of slaves shipped from West Africa make up large and important segments of the populations of Brazil, the Caribbean, Latin America, and the United States.

In the early nineteenth century the French and British continued to colonise Africa. Britain controlled The Gambia, Sierra Leone, Ghana, and Nigeria throughout the colonial era, while France West Africa was made up of Senegal, Guinea, Mali, Burkina Faso, Benin, Côte d'Ivoire and Niger. Portugal founded the colony of Guinea-Bissau, while Germany claimed Togoland, but was forced to divide it between France and Britain following First World War. Only Liberia retained its independence, at the price of major territorial concessions. Following World War II nationalist movements arose across West Africa. In 1957 Ghana became the first sub-Saharan colony to achieve independence, followed a year later by the French colonies. By 1974 all of West Africa's nations were entirely independent.

Religion:

Islam, mixed with traditional beliefs in some places, is the predominant historical religion of West Africa. More recently Christianity has become the predominant religion in the central and southern parts of Nigeria, and the coastal regions stretching from southern Ghana to coastal parts of Sierra Leone.

Pastimes:

Soccer is a pastime enjoyed by many in the region. The national teams of some West African nations, especially Nigeria, Ghana and Côte d'Ivoire, regularly qualify for the World Cup.

ACTIVITY 3 REGIONAL FOCUS (THE WEST AFRICAN REGION)

STUDENT WORKSHEET (A)

BENIN	BURKINA FASO
<ol style="list-style-type: none"> 1. The largest city in Benin, Cotonou, means "mouth of the river of death" for the role the town played in the exportation of slaves. 2. The national language of Benin is French. 3. The flag of Benin is Green for hope, Yellow for preservation of the country's wealth and Red for courage of their ancestors. 	<ol style="list-style-type: none"> 1. Burkino Faso means "the land of upright people". 2. Cotton, animal products and gold are Burkina Faso's main exports. 3. Burkino Faso hosts the Pan-African film festival. This is the largest film festival in Africa showing over 100 films about the cultural diversity of the African continent and its people.
NEW FACT:	NEW FACT:

CÔTE D'IVOIRE	CAPE VERDE
<ol style="list-style-type: none"> 1. Although previously referred to as the Ivory Coast, the country has requested that it be called "Côte d'Ivoire" (the equivalent in French). 2. Côte d'Ivoire produces 40% of the world's cocoa crop for chocolate. 3. The Côte d'Ivoire's flag is Orange, White and Green, the reverse of the Irish flag. 	<ol style="list-style-type: none"> 1. A Manchester United player, Luís Carlos Almeida da Cunha, commonly known as Nani, was born in Cape Verde. 2. Large hotels have been built across the country in an effort to boost tourism. The largest hotel in West Africa, with 1,000 rooms, is on the island of Sal. 3. The Cape Verde diet is based on fish and staple foods like corn and rice. A popular dish is called Cachupa. Tis a slow cooked stew of corn, beans, and fish or meat (sausage, beef, goat or chicken).
NEW FACT:	NEW FACT:

ACTIVITY 3 REGIONAL FOCUS (THE WEST AFRICAN REGION)

STUDENT WORKSHEET (B)

GAMBIA		GHANA	
1.	Gambia is the smallest country on mainland Africa. It is 7 times smaller than Ireland and has a population of approx 1.8 million.	1.	The word "Ghana" means "Warrior King".
2.	The country's national motto is "Progress, Peace and Prosperity".	2.	Michael Essien, who plays for Chelsea, comes from Ghana.
3.	With over 560 known species of birds Gambia is a favourite place for bird watchers.	3.	At 8,502 km ² (approximately the size of Cork city) Lake Volta in eastern Ghana, is one of the biggest man-made lakes in the world.
NEW FACT:		NEW FACT:	

GUINEA		GUINEA BISSAU	
1.	60% of Guinea is covered by forest and woodland.	1.	The official language of Guinea Bissau is Portuguese.
2.	The official language of Guinea is French.	2.	The country is one of the world's biggest producers of cashew nuts.
3.	The Guinean flag is Red, Yellow and Green. These were the colours of African independence movements. Red represents the sacrifices necessary in the struggle for freedom, Yellow represents the sun and the golden riches of the earth, and Green represents vegetation.	3.	In the Bolama archipelago region of Guinea Bissau an old social system has survived where religious affairs are controlled by a female priesthood and women choose their husbands and the men have no choice but to marry them.
NEW FACT:		NEW FACT:	

ACTIVITY 3 REGIONAL FOCUS (THE WEST AFRICAN REGION)

STUDENT WORKSHEET (C)

LIBERIA	MALI
<ol style="list-style-type: none"> 1. Liberia means "land of the free" so named when it was founded in 1820 by freed slaves from the United States. 2. The Liberian flag is based on the American flag. The eleven stripes stand for the eleven signatories of the Liberian Declaration of Independence. The five points on the white star signify that Liberia is the first independent African republic. The colours Red, White, and Blue signify value, purity and fidelity. 3. Liberia is famous for its textile arts and quilting. 	<ol style="list-style-type: none"> 1. Following the opening of new mines in 2001, Mali became Africa's third largest gold producer. 2. Education is free in Mali and primary schooling is compulsory until the age of 12. 3. Timbuktu, a city in the northern region of Mali, is famous as Africa's oldest known centre for scholarship and literature. Ancient manuscripts dating as far back as the 14th century have been discovered in Timbuktu.
NEW FACT:	NEW FACT:

MAURITANIA	NIGER
<ol style="list-style-type: none"> 1. Mauritania is one of Africa's newest oil producers following the discovery of oil in 2001. 2. Approximately three quarters of Mauritania is composed of the Sahara Desert. 3. At twice the size of France, Mauritania is one of the largest countries in Africa, although vast areas of the country are uninhabitable. 	<ol style="list-style-type: none"> 1. With average temperatures of between 30°C to 40°C Niger is nicknamed the 'Frying Pan of the World'. 2. The Tree of Ténéré in northeast Niger was the most isolated tree on Earth, with no other tree within a 400km radius. It was accidentally knocked by a truck in 1973. The spot where it stood is now marked by a steel sculpture. 3. According to United Nations statistics Niger has the highest fertility rate in the world with 7.2 births per woman.
NEW FACT:	NEW FACT:

ACTIVITY 3 REGIONAL FOCUS (THE WEST AFRICAN REGION)

STUDENT WORKSHEET (D)

NIGERIA	SENEGAL
<ol style="list-style-type: none"> 1. In 2006 Nigeria became the first African country in to pay off its international debts. 2. With a population of more than 140 million people Nigeria is the most populous African country and the eighth most populous in the world. 3. English is the main language but in total there are over three hundred languages spoken in Nigeria. 	<ol style="list-style-type: none"> 1. Senegal is famous for the Dakar Rally, a car race which starts in Paris and finishes in Dakar, the capital city of Senegal. 2. Senegal is well known for its musical culture, with the likes of Youssou N'Dour and the R&B artist Akon achieving international recognition. 3. Senegal has a tropical climate with two seasons: the rainy and the dry seasons.
NEW FACT: 	NEW FACT:

SIERRA LEONE	TOGO
<ol style="list-style-type: none"> 1. The landmass of Sierra Leone is 71,740 sq. kms, which is about the same size as Ireland. 2. The 2006 film "Blood Diamond" takes place in Sierra Leone, and shows the connections between the country's bloody civil war and the diamond mining industry. 3. The capital city of Sierra Leone is Freetown. It was given this name when it was founded by freed American slaves in 1792. 	<ol style="list-style-type: none"> 1. From the 16th to the 18th centuries Togo was a major slave trading centre and the area became known as 'the Slave Coast'. 2. The name 'Togo' is derived from 'to', which means 'water', and 'go', which means 'edge' or 'shore'. 3. Cotton, coffee and cocoa are Togo's biggest exports.
NEW FACT: 	NEW FACT:

ACTIVITY 1 AFRICAN TRAVEL MYTHS

AIM: _____

To challenge popular myths about travel in Africa

TIME: _____

35 minutes (1 class period)

MATERIALS: _____

One red and one green post-it for each student

African Travel Myths - Teacher Resource Sheet (**page 20**)

STEPS: _____

Give one red and one green post-it to each student.

Explain to the class that you are going to read out a series of statements and they must decide whether these statements are 'True' or 'False'. If they think a statement is 'True' they hold up the green post-it. If they think a statement is 'False' they hold up the red post-it. Students will be asked to articulate their reasons for thinking each statement is 'True' or 'False'. Everyone is free to change their minds and hold up a different post-it in response to evidence from fellow students. Count the numbers of 'True' and 'False' post-its for each statement and keep a tally on the board.

Read each of the following statements aloud, allowing time for students to consider their response:

1. It snows in some African countries.
2. Internet access is not readily available in African countries.
3. Tourism is an important source of revenue for Africans.
4. The African continent is full of famine and drought.
5. If I went to an African country I would get malaria.

Ask the class to reflect on some of the issues raised. What statements were the majority agreed upon? What divided the class? Did they change their minds at any stage?

What evidence or information helped them to change their minds?

Read aloud the information presented on the African Travel Myths - Teacher Resource Sheet (**page 20**). Compare and discuss the tally of student responses with the information on the Resource Sheet.

ACTIVITY 1 AFRICAN TRAVEL MYTHS

TEACHER RESOURCE SHEET

TRUE

It does snow in some African countries. In fact there are a few small ski resorts in Atlas Mountains in Morocco. South Africans can regularly build snowmen during the winter months (June - August), especially those living in the inland regions of the Eastern and Northern Cape provinces. And the coldest country in Africa? The tiny kingdom of Lesotho has a few pistes and the skiing is pretty good in the Maluti Mountains, where the ski season runs from June – September every year.

See: <http://goafrica.about.com/od/africatravellips/a/Does-It-Snow-In-Africa.htm>

FALSE

You can access the internet all over the African continent. Nigeria alone has 44 million internet users.

See: <http://www.internetworldstats.com/stats1.htm>

TRUE

Revenue from tourism is especially important for African countries trying to escape poverty. According to the United Nations World Tourism Organization (UNWTO) over 49 million people visited the African continent in 2010.

See: <http://mkt.unwto.org/sites/all/files/docpdf/unwtohighlights11enlr.pdf>

FALSE

It is important to remember that there are 55 countries in the African continent. Currently there are food shortages in 8 of the 55 countries (Eritrea, Djibouti, Ethiopia, South Sudan, Uganda, Kenya, Somalia and Tanzania) therefore famine and drought is not representative of the entire continent. The main cause of drought and famine is climate change.

See: <http://www.un.org/ecosocdev/geninfo/afrec/newrels/horn-of-africa-famine.html>

FALSE

Malaria is an infectious blood disease caused by the bite of infected mosquitoes. Malaria symptoms, which often appear about 9 to 14 days after the infectious mosquito bite, include fever, headache, vomiting and other flu-like symptoms. If drugs are not available or the parasites are resistant to them, the infection can lead to coma, life-threatening anaemia, and even death. However, once you take the proper prevention tablets and sleep with a mosquito net you will avoid malaria.

See: <http://www.who.int/topics/malaria/en/>

ACTIVITY **2** WISH YOU WERE HERE!

AIM: _____

To introduce students to popular African holiday destinations and tourist activities

TIME: _____

35 minutes (1 class period)

MATERIALS: _____

Internet access (optional)

Wish you were here postcards (**page 22 & 23**)

Map of Africa (optional)

STEPS: _____

Divide the class into small groups of 4-6 students.

Distribute one 'Wish you were here postcard' (**page 22 & 23**) to each group.

Explain to the class that they should imagine that they wrote their postcard, telling family/friends the story of their holiday.

Instruct each group to discuss and design an illustration for the front of their postcard, one which depicts their African experiences. If students have access to the internet they can search for images of the various locations and activities mentioned on their postcard.

Once the postcards are completed facilitate each group to present their work to the rest of the class.

Conclude with a short whole class discussion using the following prompt questions:

- Which of the holidays seems most appealing and why?
- Which seems least appealing and why?
- Are you surprised by the variety of holidays available?
- What, if any, outstanding concerns would you have about going on an African holiday?

EXTENSION/HOMEWORK TASK: _____

Distribute a copy of the Map of Africa to each student.

Instruct the class to take note of the various locations mentioned on their group's postcard. They should track their holiday on the map, illustrating the journey detailed on the postcard.

ACTIVITY 2 WISH YOU WERE HERE

POSTCARDS

POSTCARD No 1

Hi Mum and Dad,

Greetings from Uganda! I am having a great time here enjoying my East African Extravaganza! I flew into Kenyatta Airport in Nairobi (Kenya) and went straight to climb Mount Kenya. It took me six days but it is the second highest African mountain! My legs were so sore after climbing the mountain I went Mombasa to relax on the beach. After a good rest I decided to go south to Tanzania check out the Ngorongoro Crater. This is a huge unflooded volcano that collapsed three million years ago. I camped there for the night and went on a Safari the next day. Saw lots of animals: zebras, gazelles, wildebeests, rhinoceros, lions, leopards, elephants and buffalos. It was brilliant! Got on a bus and went to Dar es Salaam (the capital city of Tanzania). I spent two days just taking in the bright lights of the city, relaxing and enjoying the fabulous food in my hotel, looking out over the Indian Ocean. Jealous Yet!? It was then time to move to Lake Victoria, the world's second largest freshwater lake. I took a boat trip there before going to Rwanda to check out the mountain gorillas. I couldn't believe how big they were and I was really close to them. So I'm in Jinja (Uganda) now and going white water rafting tomorrow. It's meant to be one of the best places in the world to do this so I'm looking forward to it. Must go and get some rest. Sending some sunshine back to Ireland!

Rebecca

POSTCARD No 2

Hey Sis,

Greetings from South Africa! Can't believe my holiday is almost over. Having such a great time. I started my trip in Cape Town. It's a massive city with the famous Table Top Mountain right in the middle of it. And if that's not strange enough there are gorgeous beaches around the city as well. I went onto Namibia and straight to the Namib Desert for some sand boarding on the sand dunes. It was brilliant! I then moved onto Botswana and went to Chobe National Park. This park is famous for its elephants so I did the elephant back trekking safari. There were loads of other animals there like zebras, wildebeests and warthogs. My next destination wasn't far away – Livingstone, the capital city of Zambia. This is the best base for seeing the Victoria Falls, the largest waterfall in the world. There was so much to do there - bungi jumping, white water rafting and kayaking etc. I chose to go abseiling and gorge swinging (where you are attached to a cable and a harness and run off the cliff). It was so much fun! After all that excitement I went to Zimbabwe's capital city, Harare, and relaxed and just took in the city's buildings, parks and the streets lined with flowering trees. Next stop was Mozambique where I went to Cape Maclear and chilled out on the white beaches and did some snorkelling. Back here in Cape Town now and getting ready to make my way back to Ireland.

See you soon – **Una**

ACTIVITY 2 WISH YOU WERE HERE

POSTCARDS



POSTCARD No 3

Hi Shane,

Greetings from Cairo, Egypt! I am having a great time here exploring North Africa. I flew into Casablanca Mohamed Airport (Morocco). I only stayed one night in Casablanca but I did visit Hassan II Mosque, the largest mosque in the world. It was amazing - it took 6,000 Moroccan artisans five years to build, with its beautiful mosaics, stone and marble floors. Next I went to Marrakech and just enjoyed the hustle and bustle of the busy city and had the most delicious dinner in the Djemma el Fna (a huge square in the city with lots of jugglers and music entertaining passersby). Onwards to Algeria, the largest country in Africa! I arrived into the capital city of Algiers - 'la blanche' (the white one) as the French call it. It's a big, bustling, whitewashed city with the Mediterranean out front, hills and rich farmland behind. A few days later I got a 2 hour flight to Tamanghasset (still in Algeria) to go camel trekking for 3 days in the Sahara Desert. It was brilliant sleeping under the stars and enjoying the scenery of the sand dunes during the day. However, it was so hot I really learned to appreciate water! At the end of the trek I was really looking forward to go to Tunisia to take it easy for a while. I went to Hammamet and chilled out on the beach. From there I made way to Tunis and bargained my way through the market for my presents. Now I am in Cairo (Egypt). The first place I visited here was the famous Giza Pyramids. I was so excited to see one of the seven wonders of the world. It took more than twenty thousand workers a total of more than eighty years to complete the pyramid complex, and they are an amazing testament to the history and culture of Egypt. The next day I went on a cruise down the Nile - why not, it is the longest river in the world! I still have a few days left so I am going Dahab and going snorkelling in the Red Sea - exciting eh?!?

Later - **Ciara**, xxx



POSTCARD No 4

Hey Cormac,

Greetings from Niger!!! Having a great time here travelling through West Africa and brushing up on my French along the way. I flew into Dakar, the capital of Senegal, and after a good night sleep I went to Goree Island (two miles from Dakar). Millions of African prisoners were kept here before being shipped to America as slaves. I visited the slave house with its infamous "door of no return". The next day I took a short trip outside Dakar to see the Pink Lake. The water was all pink - it was so cool, even the shells were pink! Dakar itself is a great city with music on every street corner. On my last night I had a drumming lesson. It was so much fun!!! After all this activity I decided to take it easy for two days on the white sandy beaches in Guinea. I got a taxi from there to my third country - Mali. First stop was the huge Djenné Mosque which is made out of mud!!! From there I moved to Mopti, a port town in Mali, and organised my trip to Timbuktu. Can't believe I was there! Timbuktu was actually the capital centre for Islam for a long time and still has three big mosques. From there I took a trip down the Niger River and I am now in Niger trekking through the Ténéré Desert on a camel. From here I am thinking of going through Nigeria and onto Burkina Faso and then to Ghana to see some of the National Parks. It's all go!

See you soon - **Michael**

ACTIVITY 3 AFRICAN PUZZLES

AIM: _____

To deepen student knowledge about popular African holiday destinations and tourist activities

TIME: _____

35 minutes (1 class period)

MATERIALS: _____

African Puzzles – Student Worksheets: Word Search (**page 25**), Fill In The Missing Word(s) (**page 26**) and Matching Activity (**page 27 & 28**)

African Puzzles – Teacher Answer Sheet (**page 29 & 30**)

STEPS: _____

Divide the class into small groups of 4-6 students.

Explain that each group is going to complete an activity related to popular African holiday destinations and/or tourist activities.

Distribute one African Puzzle – Student Sheet (**page 25-28**) to each group.

Once they have completed their activity ask for the answers from each group, checking replies against the African Puzzles – Teacher Answer Sheet (**page 29 & 30**).

Encourage students to engage in a whole class discussion by asking them the following prompt questions:

1. Was there any information that particularly surprised you?
2. What, if anything, would you like to find out more about?

LITERACY NOTE: _____

The puzzle activities have been developed with mixed ability groups in mind. For this reason an initial prompt is provided in each puzzle.

Word searches are a useful aid to learning. They can reinforce keywords in a fun way and are a very practical method of helping with spelling.

Filling in the missing word(s) can be used to reinforce the keywords and key concepts.

The Matching activity demands that students read with the aim of completing a task. This can focus students into a closer reading of the text.

(Optional) Literacy Note:

Before beginning **Section Three** spend 5 minutes revisiting the class KWL chart (**Section One – Activity 1, page 08**).

ACTIVITY 3 AFRICAN PUZZLES

STUDENT WORKSHEET (A)

WORD SEARCH

Below is a Word Search Table with different types of tourist activities which are available in African countries. The first tourist activity – GORILLA WATCHING – is given in **bold** and circled in the Word Search Table. Find the remaining 9 activities.

1. Gerilla Watchhing
2. Mountain Climbing
3. Rock Climbing
4. Sandboarding
5. Scuba Diving
6. Skiing
7. Skydiving
8. Surfing
9. Trekking
10. Water Rafting

Word Search Table

(TIP: words can be vertical, horizontal, backwards or forwards facing)

S	S	S	O	P	J	H	C	A	K	J	A	T	T	X	B
R	O	C	K	C	L	I	M	B	I	N	G	T	F	F	S
T	I	U	G	N	I	D	R	A	O	B	D	N	A	S	E
S	W	J	R	A	Q	J	O	Z	Q	R	M	O	J	N	Q
G	N	I	H	C	T	A	W	A	L	L	I	R	O	G	M
G	K	T	P	K	G	P	K	U	Y	H	R	F	E	X	Y
G	N	I	B	M	I	L	C	N	I	A	T	N	U	O	M
N	R	F	H	L	Z	Z	K	K	A	V	M	H	Z	Y	Z
I	J	Z	L	L	L	M	Z	M	X	J	Y	W	Q	J	H
F	W	L	W	C	A	S	K	I	I	N	G	U	Z	R	F
R	F	P	I	W	K	U	I	H	Z	G	R	R	I	R	K
U	S	D	G	N	I	V	I	D	Y	K	S	M	Y	F	M
S	G	S	C	U	B	A	D	I	V	I	N	G	L	F	E
Y	V	D	A	J	E	U	U	O	L	J	U	S	L	W	C
P	P	V	W	A	T	E	R	R	A	F	T	I	N	G	N
T	T	R	E	K	K	I	N	G	X	D	S	J	A	M	M

ACTIVITY 3 AFRICAN PUZZLES

STUDENT WORKSHEET (B)

FILL IN THE MISSING WORD(S)

Use the word(s) given below to complete the following sentences. The first sentence has been completed. Find the remaining 9 activities. You may need the internet to help you the correct answers.

1. ~~Gerilla Watching~~
2. Mountain Climbing
3. Rock Climbing
4. Sandboarding
5. Scuba Diving
6. Skiing
7. Skydiving
8. Surfing
9. Trekking
10. Water Rafting

1. Rwanda and Uganda are the best countries for **GORILLA WATCHING**.
2. If you enjoy _____ why not try Kilimanjaro, the highest mountain in Africa and the tallest freestanding mountain in the world.
3. With impressive waves Jeffery's Bay, in South Africa, is a popular place for _____.
4. Kaga Pamari, Kaga Tondo and Wangel Debridu are 3 sandstone mountain peaks, ranging in height between 800ft and 2400ft. They are called the "hand of fatma" and rise from the desert floor in the middle of the African Sahel. When _____ on the "hand of fatma" you have breathtaking views of the surrounding desert.
5. _____ is an excellent way to experience the sand dunes of the Namib Desert.
6. When _____ in Mozambique you can swim with the giant whale sharks that frequent the coastal waters.
7. _____ - yes you can do this in Lesotho and Morocco!
8. The Simien Mountains are a vast mountain range in Ethiopia. _____ here is fantastic, not only because of the scenery but also because you get a chance to see some unique wildlife like the Gelada baboon and Walia Ibex (a type of goat found in Ethiopia).
9. White _____ on the Nile River is fantastic and up to grade five rapids can be experienced in Uganda.
10. If you don't want to try _____ over the Victoria Falls in Zimbabwe you can always take a trip in a helicopter instead.

ACTIVITY 3 AFRICAN PUZZLES

STUDENT WORKSHEET (C)

MATCHING ACTIVITY

Match the descriptions of the 8 festival titles with the festival descriptions. You may need the internet to help you find the correct answers..

1

Each year cutting-edge films from across the globe are screened at this island festival. Every year there is a specific theme - in 2012, it is "When Global Images Meet". The final night is an awards night where the winning films are recognised and celebrated.

2

This three-day festival is held every year in Northern Mali. The festival started in 2001 as a celebration of local songs, dances, poems, camel rides and games. Today the festival welcomes artists from across the African continent, Europe and the rest of the world.

3

This festival is an annual off-road endurance car race. The terrain the competitors travel along is very tough and the cars are true off-road vehicles rather than the modified on-road vehicles used in normal rallies.

4

This festival is held at the end of September. It is one of the most celebrated and famous Muslim festivals in the world. Festival-goers wear colorful clothing, dance and eat together. People come to this festival from different villages around Imilchil to find a husband or a wife.

ACTIVITY 3 AFRICAN PUZZLES

STUDENT WORKSHEET (C)

5

This festival takes place in the 'warm heart of Africa', on the palm fringed shores of Lake Malawi; the continent's third largest lake. International and African artists gather for a musical, social and cultural exchange.

6

This festival begins on the Eve of Tikat with dramatic processions. The following morning Christ's baptism by John the Baptist in the Jordan River is commemorated. The 3rd and final day is devoted to the Feast of St. Michael the archangel, one of Ethiopia's most popular saints.

7

This festival is the largest African film festival, held every two years in Burkina Faso. The festival mainly focuses on the African film and filmmakers. It offers industry professionals the chance to establish working relationships, exchange ideas and promote their work.

8

This annual festival is celebrated in the cities of Nigeria at the end of the Muslim festivals Eid al-Fitr and Eid al-Adha. The festival begins with prayers, followed by a parade of the Emir and his entourage on horses, accompanied by music players. It ends at the Emir's palace.

A: DAKAR RALLY FESTIVAL SENEGAL

B: LAKE OF STARS FESTIVAL MALAWI

C: FESTIVAL IN THE DESSERT MALI

D: FESTIVAL OF THE BRIDES MOROCCO

E: FESTIVAL OF OUAGADOUGOU

F: ZANZIBAR FILM FESTIVAL TANZANIA

G: DURBAR FESTIVAL NIGERIA

H: FESTIVAL OF TIMKAT ETHIOPIA

ACTIVITY 3 AFRICAN PUZZLES

TEACHER ANSWER SHEET

Word Search Table

S	S	S	O	P	J	H	C	A	K	J	A	T	T	X	B
R	O	C	K	C	L	I	M	B	I	N	G	T	F	F	S
T	I	U	G	N	I	D	R	A	O	B	D	N	A	S	E
S	W	J	R	A	Q	J	O	Z	Q	R	M	O	J	N	Q
G	N	I	H	C	T	A	W	A	L	L	I	R	O	G	M
G	K	T	P	K	G	P	K	U	Y	H	R	F	E	X	Y
G	N	I	B	M	I	L	C	N	I	A	T	N	U	O	M
N	R	F	H	L	Z	Z	K	K	A	V	M	H	Z	Y	Z
I	J	Z	L	L	L	M	Z	M	X	J	Y	W	Q	J	H
F	W	L	W	C	A	S	K	I	I	N	G	U	Z	R	F
R	F	P	I	W	K	U	I	H	Z	G	R	R	I	R	K
U	S	D	G	N	I	V	I	D	Y	K	S	M	Y	F	M
S	G	S	C	U	B	A	D	I	V	I	N	G	L	F	E
Y	V	D	A	J	E	U	U	O	L	J	U	S	L	W	C
P	P	V	W	A	T	E	R	R	A	F	T	I	N	G	N
T	T	R	E	K	K	I	N	G	X	D	S	J	A	M	M

Fill in the Missing Word(s)

- Rwanda and Uganda are the best countries for **GORILLA WATCHING**.
- If you enjoy **MOUNTAIN CLIMBING** why not try Kilimanjaro, the highest African mountain and the tallest free standing mountain in the world.
- With impressive waves Jeffery's Bay, in South Africa, is a popular place for **SURFING**.
- Kaga Pamari, Kaga Tondo and Wangel Debridu are 3 sandstone mountain peaks, ranging in height between 800ft and 2400ft. They are called the "hand of fatma" and rise from the desert floor in the middle of the African Sahel. When **ROCK CLIMBING** on the "hand of fatma" you have breathtaking views of the surrounding desert.
- SANDBOARDING** is an excellent way to experience the sand dunes of the Namib Desert.
- When **SCUBA DIVING** in Mozambique you can swim with the giant whale sharks that frequent the coastal waters.
- SKIING** - yes you can do this in Lesotho and Morocco!
- The Simien Mountains are a vast mountain range in Ethiopia. **TREKKING** here is fantastic, not only because of the scenery but also because you get a chance to see some unique wildlife like the Gelada baboon and Walia Ibex.
- White **WATER RAFTING** on the Nile River is fascinating and up to grade five rapids can be experienced in Uganda. Not for the faint hearted!!
- If you don't want to try **SKYDIVING** over the Victoria Falls in Zimbabwe you can always take a trip in a helicopter instead.

ACTIVITY 3 AFRICAN PUZZLES

TEACHER ANSWER SHEET

Matching Activity

NUMBER 1

F:

ZANZIBAR FILM FESTIVAL
TANZANIA

NUMBER 2

C:

FESTIVAL IN THE DESSERT
MALI

NUMBER 3

A:

DAKAR RALLY FESTIVAL
SENEGAL

NUMBER 4

D:

FESTIVAL OF THE BRIDES
MOROCCO

NUMBER 5

B:

LAKE OF STARS FESTIVAL
MALAWI

NUMBER 6

H:

FESTIVAL OF TIMKAT
ETHIOPIA

NUMBER 7

E:

FESTIVAL OF
OUAGADOUGOU

NUMBER 8

G:

DURBAR FESTIVAL
NIGERIA

ACTIVITY 1 WHO INSPIRES US?**AIM:** _____

To encourage students to think about the characteristics of people who inspire them

TIME: _____

35 minutes (1 class period)

MATERIALS: _____

Flipchart sheets & markers (**optional**)

STEPS: _____

Invite students to think about someone they find inspiring. Their inspirational person can either be someone they know, e.g., a family member or friend or a member of their local community, or someone who is featured in the media, e.g., a celebrity, politician, musician, journalist etc. On their own each student should take a moment to consider what characteristics distinguish this person from others. They should jot down a list of these inspiring characteristics.

Each student then joins with another to form a pair. They should share their inspiring person and their list of inspiring characteristics.

Instruct each pair of students to join with another pair to form a group of four. Explain to the class that each group must negotiate and choose the three most important inspiring characteristics.

Take feedback from each of the groups, recording their chosen three inspiring characteristics on the board/a flipchart sheet.

Encourage students to engage in a whole class discussion by asking them the following prompt questions:

1. Which inspiring characteristic appears most frequently? Why?
2. Where do the people that you find inspiring come from?
3. Can you name any inspiring people who were born or live on the African continent?

ACTIVITY 2 INSPIRING AFRICAN PEOPLE

AIM:

To introduce students to some inspiring African people

TIME:

70 minutes (2 class periods)

MATERIALS:

Inspiring African People cards (**page 33-36**)

List of African-born Nobel Prize Winners (**page 37**) (optional)

Biographical Writing Frame (**page 38**) (optional)

PREPARATION:

Create one set of Inspiring African People cards (**page 33-36**) with six photograph cards and six information cards - for each group of 4-6 students.

Check the text on the information cards and, with your student group in mind, identify the essential keywords. Make a list, keeping it as short as possible.

STEPS:

Pre-teach the key words to the class.

Divide the class into small groups of 4-6 students.

Explain to the class that each group will be given a set of Inspiring African People cards – made up of six photograph cards and six information cards. The information cards contain biographical information about one of the six individuals portrayed in the photograph cards. They must work together to match each photograph to the correct information card. If the students require a prompt you can tell them that there is at least one hint on each information card.

When the students have completed the matching task carry out a quick spot check to see what combinations the students have made. The correct combination is:

Photograph Card A ↔ Information Card 1
 Photograph Card B ↔ Information Card 3
 Photograph Card C ↔ Information Card 2
 Photograph Card D ↔ Information Card 5
 Photograph Card E ↔ Information Card 4
 Photograph Card F ↔ Information Card 6

Once the task has been completed encourage students to engage in a whole class discussion by asking them the following prompt questions:

1. Which of the six Africans were familiar to you and which were new to you?
2. Were you surprised by any of the information you learned?
3. Who do you think is the most inspiring from amongst the six and why?
4. Do these people possess any of the inspiring characteristics you identified in the Who Inspires us activity?
5. There is a quote from each of the six African people given at the end of their information card. Which quote is the best and why?

EXTENSION/HOMEWORK TASK

Tell the class that they are going to develop their own Biographical Gallery of inspiring African people.

Instruct each student to choose one individual from the list of African-born Nobel Prize winners (**page 37**).

Information Note: The Nobel Prize was established in 1901. It honors men and women from all corners of the globe for outstanding achievements in physics, chemistry, medicine, literature and for work towards the ending of conflict and the achievement of peace.

Tell the class to search online for summary biographical detail relating to their chosen individual.

Students should record their biographical findings using the Biographical Writing Frame (**page 38**). They may also like to find and print a photograph of their chosen individual.

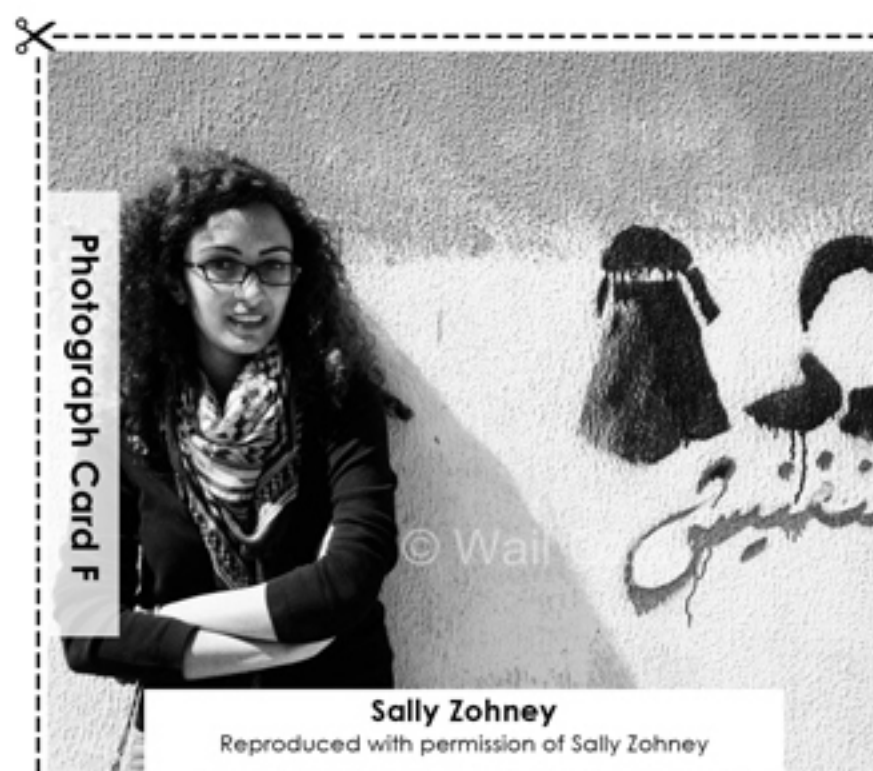
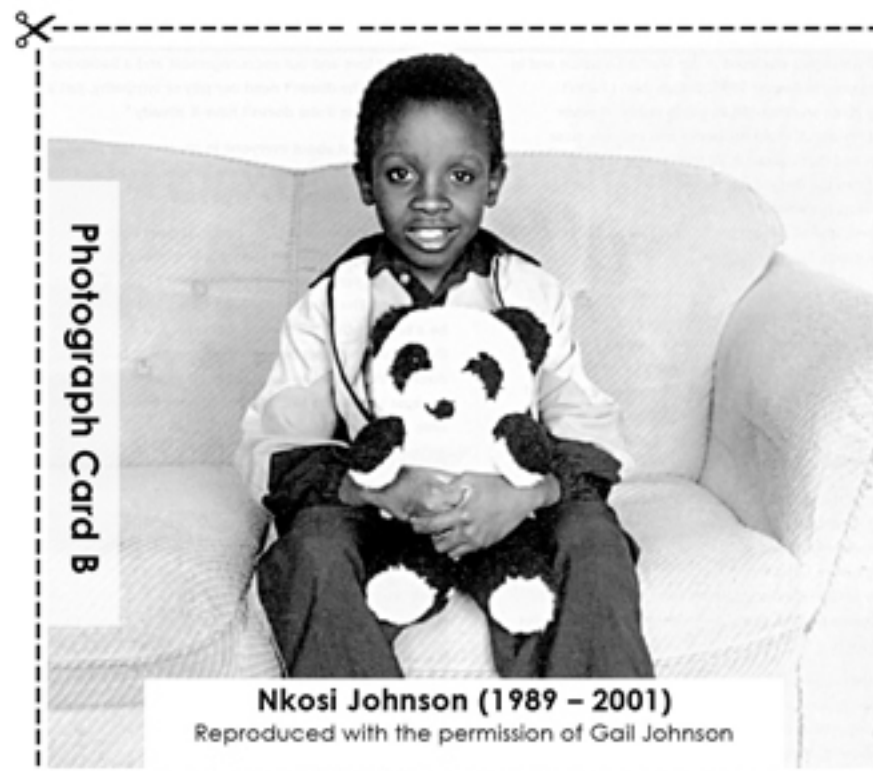
Create a Biographical Gallery of inspiring African people on the classroom wall using the information and photographs collected by students.

(Optional) Literacy Note:

Before beginning Section Four spend 5 minutes revisiting the class KWL chart (Section One – Activity 1, **page 08**).

ACTIVITY 2 INSPIRING AFRICAN PEOPLE

CARDS



ACTIVITY 2 INSPIRING AFRICAN PEOPLE

INFORMATION CARDS



INFORMATION CARD 1

Early Life: I was born into a family of Rwandan farmers in 1954. I had eight brothers and sisters. I finished both primary and secondary school and went on to study Hotel Management at Kenya Utalii College. After graduation I began to manage two hotels in Kigali.

Background: In 1994 approximately one million people, or 10% of the Rwandan population, were killed during a genocide which lasted one hundred days. In early April 1994 a group of militants forced me and my family onto a bus. One of them handed me a gun and told me to shoot the people on the bus. The idea of killing people, even if it would be to save my own life, was unacceptable and so I offered them money if they would take me and the others to one of my hotels. They accepted my offer.

Contribution: Despite death threats, the loss of water and electricity, and living under the constant watch of the police, I remained determined to care for and protect the 1,200-plus people under my watch. When the water supply was cut off I organised for people to access the water in the swimming pool. When the police cut the phone lines, I found the one line that they missed. From that phone I made calls to international agencies for help but they did not come. I had to rely on my own intelligence, craftiness and charm to bribe the police and help the refugees survive. My plan worked. Each of the 1,200 refugees in the hotel survived the 100 day genocide.

Present Day: I currently live in Belgium with my family and have started the Hotel Rwanda Rusesabagina Foundation to provide financial assistance to the women and children affected by the genocides in Rwanda and other African nations. My experience was made into a movie called Hotel Rwanda.

"I've decided never to fight with a gun but with my mouth."



INFORMATION CARD 2

Early Years: I was born in Monrovia, Liberia and attended the College of West Africa and continued with a Master's degree at Harvard. My education and training in banking, economic and financial management provided me a position as Minister of Finance of Liberia in 1979. In 1992 I moved to Washington where I worked and was promoted to the Director of the United Nations Development Programme's Regional Bureau for Africa.

Background: I returned home in 1997 and as head of the Unity Party I ran in the election for President. I was not successful. I once again stood for president in the 2005 General Election. I became the first black female President of Liberia and in the continent of Africa.

Contribution: When I took office in 2006 I had high hopes for Liberia's future - and knew that the future must start with the children. Particular attention needed to be paid to Liberia's population of girls because research had shown that nine out of ten women in Liberia were illiterate. This was partly caused by the fact that the country had for a long time been in the grip of a civil war and conflict disrupts educational opportunities, especially in the case of girls. I was determined to change that.

"During the years of our civil war, they [women] bore the brunt of inhumanity and terror... Yet, it is the women who laboured and advocated for peace throughout our region."

ACTIVITY 2 INSPIRING AFRICAN PEOPLE

INFORMATION CARDS



Early Life: I was born in Johannesburg, South Africa and I was born HIV-positive. My mommy was also infected and could not afford to keep me so she put me into a care centre. Then the care centre had to close down because they didn't have any funds. So my foster mother, Gail Johnson, who was a director of the care centre, took care of me.

INFORMATION CARD 3

Background: In 1997 Mommy Gail went to register me in school and told them I had AIDS. They refused to let me start. The media found out that there was a problem about me going to school and that this was against the law because it was discrimination. Soon I was able to attend school. I am very proud to say that there is now a policy for all HIV-infected children to be allowed to go into schools and not be discriminated against.

Contribution: I am very happy and proud to say that my mommy and I opened a care centre where we look after 10 mommies and 15 children. They mustn't be separated from their children, so [here] they can be together and live longer with the love that they need. I was also the main speaker at the 13th International AIDS Conference where I encouraged people with HIV/AIDS to be open about the disease and to seek equal treatment.

"Care for us and accept us - we are all human beings. We are normal. We have hands. We have feet. We can walk, we can talk, we have needs just like everyone else. Don't be afraid of us. We are all the same!"



Early Life: I was born in Kenya where I was educated by Irish Nuns. I have lived in the United Kingdom and Ireland for the last twenty six years. I am the mother of four children.

INFORMATION CARD 4

Background: We moved to Ireland in 1994. Due to Work Permit restrictions my work prospects were limited. My family were the first black family to move to this area. To help us settle in I volunteered to give an insight into African culture to the primary school where my children attended. My aim since then has been to raise awareness of issues relating to global injustice, inequality and interdependence. In 2005 obtained a Diploma in Development Studies at University College Cork (UCC). Studying at UCC has helped me become more aware of development issues. Because of my upbringing in a developing country, coupled with experiences in the western world, I have the unique advantage of seeing both sides of the issues.

Contribution: With funding from the Department of Foreign Affairs I became the founder of 'Cultural Links,' a development education based organisation. To date I have facilitated workshops for primary and secondary school students, teacher training colleges and several other organisations. I have also been involved in research looking at Equality and Diversity in the school and childcare systems. As a teenager I picked coffee on a large multi-national estate in Kenya so when I came to Ireland I got involved with the Fairtrade network. I contributed an article for the first Fairtrade educational pack that was launched in 1996. In 2005 I was a guest speaker at the annual Fairtrade meeting in Clonakilty – the first Fairtrade town in Ireland.

"I have lived the issues, now I am learning the theory."

ACTIVITY 2 INSPIRING AFRICAN PEOPLE

INFORMATION CARDS

✂

Early Life: I was born in 1918. I was called Rolihlahla by my parents which means 'to pull a branch of a tree', or 'troublemaker'. I was the first of my thirteen brothers and sisters to attend school. While studying for a degree in Law in 1943 I joined the African National Congress (ANC), founded and was elected President of the ANC's Youth League.

Background: In response to the victory of the National Party in the all-white elections of 1948 the ANC advocated the use of boycotts, strikes, civil disobedience and non-cooperation. In the 1950s, I was arrested and imprisoned on a number of occasions. In 1961 I went into hiding to form the ANC's military wing. A year later, as I left the country, I was charged with illegal exit and sentenced to five years in prison with hard labour. In 1964 I was sentenced to life in prison for plotting to overthrow the government.

Contribution: I was released in February 1990, after nearly 27 years of incarceration. I was elected president of the ANC and played a key role in the negotiations that ended the system of apartheid in my country. In 1993 I was a joint winner of the Nobel Peace Prize. In May 1994, at the age of 75, I won the first all-race election in South Africa and became the first elected black president.

INFORMATION CARD 5

"Education is the most powerful weapon which you can use to change the world."

✂

Early Life: I was born into a middle-class family and raised most of my life in the heart of busy Cairo. I went to a French Catholic school and then studied Political Sciences in Cairo University. I lived 2 years in Lebanon while pursuing my masters' degree.

Background: Women's rights have always been a personal passion of mine. Since I was a young girl I did not follow the rules and customs set for what a girl should do or even play with. I had big curly hair and every family member tried to convince me that a decent girl should have her hair straightened. After graduating from university I continued to follow my own rules and decided, against all family advice and threats of never finding a husband to Beirut for my masters degree.

Contribution: In March 2011 with a group of female friends we created a movement "SAWA Egypt" to advocate for women's rights at the political level, working with political parties in the making to push for women's agenda and we learned a lot throughout the year. I also joined a very dynamic pressure group "Baheya ya Masr" working on the full integration of women as citizens in every level. Baheya ya Masr launched a very successful campaign "50% of the constitution" which sort equal representation of women in the constitutional drafting committee in Egypt. We also launched another campaign "Its our constitution and we will write it" insisting on the full integration of all sectors of the Egyptian society in drafting the constitution.

INFORMATION CARD 6

'I am learning a lot as a person every day, fighting and advocating for a cause that I believe in now more than ever: women in Egypt are undoubtedly the backbone of this nation, and no structure can take or jeopardize their rights and needs.'

ACTIVITY 2 INSPIRING AFRICAN PEOPLE

HOMework/EXTENSION TASK

LIST OF AFRICAN-BORN NOBEL PRIZE WINNERS

Year Prize Awarded	Name of Recipient	Country of Birth of Recipient	Category
1951	Max Theiler	South Africa	Physiology/Medicine
1957	Albert Camus	Algeria	Literature
1960	Dr Albert Luthuli	South Africa	Peace
1978	Mohamed Anwar al- Sadat	Egypt	Peace
1979	Allan MacLeod Cormack	South Africa	Physiology/Medicine
1984	Bishop Desmond Tutu	South Africa	Peace
1986	Wole Soyinka	Nigeria	Literature
1988	Naguib Mahfouz	Egypt	Literature
1991	Nadine Gordimer	South Africa	Literature
1993	Dr Nelson Mandela and Frederik De klerk	South Africa	Peace
1997	Claude Cohen-Tannoudji	Algeria	Physics
1999	Ahmed Hassan Zewail	Egypt	Chemistry
2001	Kofi Anan	Ghana	Peace
2002	Sydney Brenner	South Africa	Physiology/Medicine
2003	John Maxwell Coetzee	South Africa	Literature
2004	Wangari Muta Maathai	Kenya	Peace
2006	Mohamed El Baradei	Egypt	Peace
2011	Ellen Johnson Sirleaf and Leymah Gbowee	Liberia	Peace

ACTIVITY 2

INSPIRING AFRICAN PEOPLE

HOMework/EXTENSION TASK

BIOGRAPHICAL WRITING FRAME

Full name		
Dates of birth and death		
Birthplace		
Family		
Childhood		
Education		
Work experience / career		
Achievements (what the person accomplished, how they affected the world around them, and their importance to the modern world)		
Memorable quote		

ACTIVITY **1** GLOBINGO

AIM: _____

To introduce students to a range of African export products and encourage them to think critically about the consumption of these products.

Use the collected worksheets to generate a whole class discussion by choosing a number of statements and asking the students who signed them to elaborate further. Use the Globingo - Teacher Resource Sheet (**page 41-43**) as a guide for discussion.

TIME: _____

35 minutes (1 class period)

MATERIALS: _____

Globingo - Student Worksheet (**page 40**)

Globingo - Teacher Resource Sheet (**page 41-43**)

STEPS: _____

Distribute one copy of the Globingo – Student Worksheet (**page 40**) to each student.

Tell the students to sign their name in the space given at the top of their worksheet and read the nine statements on their sheet.

Tell the students that the aim of the activity is to get a signature in each of the boxes on their worksheet. However, there are a number of rules which must be followed:

- They must find someone who can truthfully sign one of the statements on their worksheet. Then they must find a second person in the room to sign a second statement and so on.
- No one individual can sign more than one statement box on each sheet.
- Students should not sign any of the statements on their own sheet.
- Once they have completed the task they should shout out 'Globingo' and hand their sheet to the teacher.

Check to ensure that the class is clear about what they have to do and begin the activity.

Encourage students to move around the room during the activity.

Allow the activity to continue until at least 3 students shout 'Globingo.' Collect these three worksheets.

ACTIVITY **1** GLOBINGO**STUDENT WORKSHEET**

Your Name: _____

Is wearing a cotton T-shirt.

Name:

Has used their mobile phone today.

Name:

Eats an orange at least once a week.

Name:

Knows what flower represents love and is commonly given as a Valentine's Day gift.

Name:

Has eaten at least one bar of chocolate in the last week.

Name:

Is a tea drinker.

Name:

Can name one African country where coffee is grown.

Name:

Has oil-fired central heating at home.

Name:

Can name one African country where diamonds are mined.

Name:

ACTIVITY 1 GLOBINGO

TEACHER RESOURCE SHEET

Is wearing a cotton T-shirt.

- Where did you buy your T-shirt?
- Where is your T-shirt made (check the label)?
- Is your T-shirt 100% cotton?
- Does your label tell you where the raw materials for your T-shirt came from?

Cotton accounts for 40% of the total world fibre production. The two leading exporters of raw cotton are the United States and African countries, accounting for half of the \$12 billion global market. China is, by far, the world's largest cotton importer.

(see: <http://www.pbs.org/now/shows/310/cotton-trade.html>)

Has used their mobile phone today.

- Did you use your phone to make a call, text, use an app, take a photo etc?
- Where was your mobile phone made?
- What is your phone made from?
- Where do you think the various parts come from?

Coltan, short for Columbite-tantalite, is a black tar-like mineral found mainly in the eastern regions of the Democratic Republic of Congo (DRC). DRC possesses 80% of the world's Coltan. Coltan is a rare, natural superconductor that is resistant to temperature changes and used in hi-tech electronic components like mobiles, video games, satellites, missiles, organ implants and computers.

(see: <http://www.friendsofthecongo.org/resource-center/coltan.html>)

Eats an orange at least once a week.

- How many oranges would you eat every week?
- Where do you buy your oranges?
- Where do they come from?
- Do you know anything about the working conditions of labourers on fruit farms?

In 1984 a group of young Dunnes Stores workers protested against the selling of products from apartheid South Africa (a system of racial discrimination against black South Africans which lasted until 1994). A 21-year-old checkout cashier at Dunnes spearheaded the protest. A customer approached the checkout with two South African oranges but Mary Manning told the customer she could not handle the goods because they were South African. Manning and her colleagues embarked a strike which lasted nearly 3 years. Eventually the Irish government agreed to ban the importing of South African fruit and vegetables until the apartheid regime was overthrown. A Johannesburg street is now named after Mary Manning.

(see: <http://metroireann.com/article/the-dunnes-stores-staff-who-stood.2019>)

ACTIVITY 1 GLOBINGO

TEACHER RESOURCE SHEET

Knows what flower represents love and is commonly given as Valentine's Day gift.

- What is the answer to this question?
- Where do you think that roses are grown?
- What EU country do you think is the biggest importer of flowers?

The Kenyan flower industry dates from the late 1960s but it was not until the 1990s that investment transformed it into a major player in the international market. It is estimated that there are 5,000 flower farms in Kenya but 75% of exports are supplied by 25 large- and medium-scale companies. With an annual growth rate of 20%, the cut flower industry is among the fastest growing sectors of the Kenyan economy and, with revenues of more than \$250m a year, it is Kenya's second largest agricultural foreign exchange earner after tea. Kenya is now the fifth largest flower exporter in the world. Within the EU over 70% of Kenyan flower exports go to the Netherlands (mainly for resale through daily flower auctions). The second biggest importer is the United Kingdom.

(see: http://www.fairtrade.org.uk/producers/flowers/finlay_flowers_oserian_ravine_roses_kenya.aspx)

Has eaten at least one bar of chocolate in the last week.

- How many bars of chocolate do you normally eat per week?
- What is your favourite chocolate bar?
- Can you list any of the ingredients?
- Where do you think these ingredients come from?

Ireland has the highest per capita consumption of chocolate in the world. The average Irish person eats 11.2kg of chocolate per year, more than double the amount of the US consumption rate. Ireland's chocolate market is worth £373.2 million (€544m). The Côte d'Ivoire and Ghana are the two biggest cocoa bean exporting countries in the world. Cadburys, which has a factory located in Coolock in County Dublin, get their cocoa beans from Ghana.

(see: <http://www.confectionerynews.com/Formulation/Ireland-and-Denmark-top-confectionery-consumption-charts>)

Is a tea drinker.

- How many cups of tea would you drink every day?
- What is your preferred brand of tea?
- Do you know where this tea is grown?
- Is it Fairtrade tea?

Kenyan tea has won international acclaim for its taste and aroma. Tea is one of Kenya's top foreign exchange earners. Most of the exported Kenyan tea is mixed with other teas to produce some of the popular blends available in stores today. However, in its purest form, Kenyan tea is gaining recognition because it has been proved to have higher levels of antioxidants (cancer fighting agents). Next to Japan, Ireland is ranked 2nd in the world for tea drinking. More than half of the tea imported into Ireland now comes from African countries.

(see: <http://www.kenya-information-guide.com/kenya-tea.html>)

ACTIVITY 1 GLOBINGO

TEACHER RESOURCE SHEET

Can name one African country where coffee is grown.

- Name one African country which produces coffee.
- What is your favourite brand of coffee?
- Do you know anything about the working conditions of labourers on coffee plantations?

Coffee originally came from Africa and is said to have been named after the kingdom of Kefa in modern day Ethiopia. Three thousand years ago the Oromo warriors chewed coffee before going into battle. Captured Oromos were sold into slavery and with this movement of peoples coffee beans gradually spread towards Yemen and the rest of the Arabic world. By the mid-seventeenth century coffee had arrived in Europe. In 1652 there was one coffeehouse in London and by 1700 there were 2,000. Today coffee is grown in Ethiopia, Kenya, Rwanda, Tanzania, Uganda and Zimbabwe.

(see: Stewart Lee Allen (2000), *The Devil's Cup: Coffee, the driving force in history*, Edinburgh: Canongate)

Has oil-fired central heating at home.

- Can you name any African oil producing countries?
- Aside from using oil to heat our homes what other everyday products which are petroleum based?

Oil, natural gas and coal are used to heat 4 out of 5 Irish homes. Oil was first discovered in the Niger Delta in 1956. Since then production has grown and Nigeria is now the world's 14th largest producer. Commonly used petroleum based products include: car tires, nail polish, fertilizers, hair colouring, deodorant, CDs, plastic bags, toothbrushes, cameras, mobile phones etc.

(see: <http://www.cso.ie/en/media/csoie/census/documents/census2011pdr/ENGLISH%20This%20is%20Ireland%20National%20Press%20Release%20Version%201%20290312.pdf> and http://www.nationmaster.com/graph/ene_oil_pro-energy-oil-production)

Can name one African country where diamonds are mined.

- Name one African country which produces diamonds.
- What are diamonds used for?
- Have you ever heard of the term 'blood' diamond? What does it mean?

An estimated 65% of the world's diamonds are produced in African countries. When measured by value, Botswana is the biggest producer. Approx. 85% of the diamonds mined in Botswana are of industrial grade. As the hardest known naturally occurring material these lower quality diamonds can be used to polish, cut, or wear away any material. They are used in drills and saws, and diamond powder is used as an industrial abrasive. Botswana is a member of the Kimberley Process Certification Scheme (KPCS). Governments participating in the KPCS commit to ensuring that diamonds exported or imported into their countries are not 'blood' or 'conflict' diamonds (i.e. that they are not mined and sold to fund conflicts).

(see: <http://www.diamondfacts.org/facts/index.html>)

ACTIVITY 2 FROM BEAN TO BAR

AIM: _____

To engage students in a critical analysis of the Fairtrade model and the United Nations Global Compact.

TIME: _____

35 minutes (1 class period)

MATERIALS: _____

From Bean to Bar – Teacher Resource Sheet (page 45 & 46)

Choc Choices – Teacher Resource Sheet (page 47)

Internet access (optional)

STEPS: _____

Drawing on the information provided in the From Bean to Bar – Teacher Resource Sheet (page 45 & 46) talk the class through the ten steps involved in the production of a chocolate bar.

Present the class with the two chocolate production scenarios detailed in the Choc Choices – Teacher Resource Sheet (page 47).

Encourage students to engage in a whole class debate by posing the following question:

- Which chocolate bar would you buy, the Cadburys Fairtrade bar or the Omanhene chocolate bar? Why?

At the conclusion of the discussion ask for a show of hands and record what chocolate bar the majority has decided to purchase.

HOMEWORK/EXTENSION TASK: _____

Tell the students that they are going to carry out further research into some of the issues which have been discussed in the From Bean to Bar activity.

Divide the class into 4 groups and allocate each group one of the following research topics:

1. Fairtrade

2. The United Nations Global Compact
3. The Omanhene Cocoa Bean Company
4. Cadburys Fairtrade

Tell each group that they must present the main points of their findings to the rest of the class.

At the conclusion of the presentations repeat the whole class debate about the pros and cons of choosing a Cadburys Fairtrade bar or an Omanhene chocolate bar.

Ask the class for a show of hands to estimate what chocolate bar the majority has decided to purchase and compare the number of hands raised for each choice to the tally recorded at the end of the Bean to Bar activity.

Debrief the class by posing the following question:

- Did any of you change your mind since the last time we carried out this poll? If yes, why?
- How important is it to be an informed consumer?
- Is there anything else you would like to know about the issues that have been raised in this activity?

(Optional) Literacy Note:

Before beginning **Section Five** spend 5 minutes revisiting the class KWL chart (**Section One** – Activity 1, page 08).

ACTIVITY 2 FROM BEAN TO BAR

TEACHER RESOURCE SHEET



Cocoa pods grow on trees. Each cocoa tree can produce anywhere from 60 to 80 pods. Cocoa beans are actually the seeds found inside a cocoa pod. There are roughly 24 cocoa beans in each pod.



Step One

The cocoa beans are harvested and placed in small amounts interleaved with palm fronds on the forest floor to begin a two week long **fermentation** process during which the moisture content of each cocoa bean is slowly reduced and the flavor is thereby concentrated.



Step Two

The beans are then spread on large racks to further dry in the sun. This **drying process**, lasting two weeks or more, causes the white film that protects the bean to come away and the beans take on the lustrous maroon colour that associated with cocoa beans.



Step three

Once the cocoa beans are finished drying, the farmers bring them to buying stations where they are **graded** according to their quality, sold and sent to the factory where the beans are made into finished chocolate.



Step Four

The first major process that occurs at the factory is roasting the cocoa. It is only after **roasting** that the distinctive, chocolate aroma is evident.



Step Five

The cocoa beans are chopped into small pieces called cocoa nibs. This process is known as **kibbling**. While some people eat cocoa nibs these are still a long way from what we would recognize as finished chocolate.

ACTIVITY 2 FROM BEAN TO BAR

TEACHER RESOURCE SHEET

Step Six

The nibs then undergo a **grinding** process whereby heat and pressure are used to extract nearly every drop of liquid from each nib. Two liquids are extracted: cocoa liquor and cocoa butter. Cocoa liquor is not alcoholic but it is called liquor because it flows out in liquid form. It is a deep, dark brown color, extremely aromatic with a rich, bitter taste. It contains over 300 chemical compounds that give chocolate its addictive and euphoria-inducing attributes. Cocoa butter, by contrast, has no flavor or aroma. It is a fat and is responsible for the smoothness of chocolate. Cocoa butter has a very low melting point (it melts at body temperature) and is because of its moisturizing properties is often used in the cosmetic industry.



Step Seven

When all of the cocoa liquor and butter has been extracted from the cocoa nibs a chalky, dry material called cocoa cake remains. This is **pulverized** to make natural cocoa powder which is used in beverages and in baking.



Step Eight

Chocolate is made by **recombining** the various parts of the processed cocoa bean - cocoa liquor and butter, sugar (and milk powder, if the recipe calls for it) are blended together and passed through steel rollers until it becomes a thick paste.

Step Nine

The paste is then put in a heated mixing chamber called a conche where large stainless steel paddles break down the crystal structure of the cocoa liquor and butter and works to combine these two ingredients. After the **conching** process the chocolate is then poured into moulds where it is cooled.

Step Ten

The final process in making a chocolate bar is when the cooled chocolate is passed through a wrapping machine which folds both a foil inner wrapper and a paper exterior wrapper around the bar.

Photographs courtesy of The Omanhene Cocoa Bean Company, Copyright 2011, all rights reserved. Photos cannot be used without permission from the Africa Centre and The Omanhene Cocoa Bean Company.

ACTIVITY 2 FROM BEAN TO BAR

CHOC CHOICES

SCENARIO ONE

Cadbury, which has a factory located in Coolock in County Dublin, get their cocoa beans from Ghana in West Africa. They buy the beans at buying stations (step 3), ship them back to their manufacturing factories in Europe (including the one in Coolock) and process the chocolate into the range of Cadbury products (steps 4-10). In 2008 it was estimated that Cadbury employed over 70, 000 workers.

In 2009 Cadbury launched its new Fairtrade-certified chocolate bars, becoming the first mass market to gain certification from the Fairtrade Foundation. A report in the **Irish Independent** on 22 July 2009 stated:

The move will result in the tripling of sales of cocoa under Fairtrade terms for cocoa farmers in Ghana, both increasing Fairtrade cocoa sales for existing certified farming groups, as well as opening up new opportunities for thousands more farmers to benefit from the Fairtrade system.

SCENARIO TWO

The Omanhene Cocoa Bean Company has been manufacturing chocolate in Ghana since 1994. From bean to bar - all ten steps involved in the production of the Omanhene chocolate bars happens in Ghana.

Although the company did have Fairtrade certification it eventually decided to withdraw from their involvement with the Fairtrade mark. Fairtrade certification agencies require that cocoa beans be produced exclusively from farmer cooperatives and the company reasoned that because Omanhene is a single source chocolate, i.e. it uses only beans bought from small, independent family farmers in Ghana, it was a model that did not suit them. Instead Omanhene is guided by the United Nations Global Compact ensuring that *'workers are shareholders in the factory and enjoy free meals, free healthcare, subsidized housing, free uniforms and free transportation'*. They also operate a strict policy of never engaging in corrupt activities and where possible have introduced environmentally friendly policies.

ACTIVITY 1 STEREOTYPES

AIM: _____

To encourage students to think critically about the existence and manifestations of stereotypes.

TIME: _____

35 minutes (1 class period)

MATERIALS: _____

Flipchart sheets and markers

STEPS: _____

Write the word 'stereotyping' on the board and ask the class to call out associated words or phrases. Record their replies on the board.

Conclude the class brainstorm by quoting the following:

When we try to make sense of the world, we often simplify and generalise things. Stereotypes are based on oversimplified generalisations about a group or a place. When we stereotype people or places, we form an instant opinion which is often based on misinformation or incorrect assumptions or opinions.

Adapted from The Equality Authority/PDST (2011), *Spotlight on Stereotyping: A resource for teachers of Civic, Social and Political Education*.

Divide the class into small groups of 4-6 students.

Distribute flipchart sheets and markers to each group.

Instruct half of the groups to brainstorm a list of stereotypes people in Ireland might have about African people or places. Instruct the other half to brainstorm a list of stereotypes people in African countries might have about Irish people or Ireland. Tell them to record the main points of their discussion on their flipchart sheet.

Facilitate short presentations from each of the groups.

Encourage students to engage in a whole class discussion by posing the following questions:

1. Are these mainly positive or mainly negative stereo types?
2. How do you think these stereotypes arise?
3. Are these stereotypes reflected in the way that Irish and African people are presented in the media? If yes, can you think of any examples?
4. Can stereotypes be portrayed in images (e.g. news paper photographs or in film)? If yes, can you think of any examples?
5. Can stereotypes be portrayed in words (e.g., news paper text or TV/radio commentary or discussions)? If yes, can you think of any examples?

ACTIVITY 2 HEADLINE HYSTERICS

AIM: _____

To encourage students to think critically about the role the media plays in formulating our view of the African continent

TIME: _____

35 minutes (1 class period)

MATERIALS: _____

Headline Hysterics – Teacher Resource Sheet (**page 50**)

Internet access (optional)

STEPS: _____

Encourage students to engage in a whole class discussion about the nature of media by asking them what they think the term 'media' means?

Tell the class that they are going to see some headlines from variety of media sources. Each of these headlines will be missing one word which they must try to fill in.

Copy the headlines given in Headline Hysterics – Teacher Resource Sheet (**page 50**) onto the board, leaving a blank space for the missing words. Note: the missing words are those which are given in bold and underlined on the Resource Sheet.

Once the students have filled in the missing words read out the actual headlines to the class.

Encourage students to engage in a whole class discussion by posing the following questions:

1. Are you surprised by the actual headlines?
2. What impact do you think these headlines have on us as readers?
3. What impact do you think they might have on the people who are being written about?
4. Do you have any comment to make about the sources of these headlines?
5. Freedom of the press is enshrined in Article 19 of the United Nations Declaration of Human Rights. Do you agree with this? Why?
6. Do media have a social responsibility to avoid stereotyping? Why?

EXTENSION/HOMEWORK TASK: _____

Instruct students to locate and read one of the articles referenced in Headline Hysterics – Teacher Resource Sheet (**page 50**).

ACTIVITY **2** HEADLINE HYSTERICS

TEACHER RESOURCE SHEET

Africa is dying again.

(Daily Mirror, 21 May 2002)

All Africa has given is aids to the world.

(Irish Independent, 11 July 2008)

Aid from Ireland saves lives and builds futures.

(Dóchas banner displayed at Liberty Hall in Dublin in September 2010)

Ethiopia and Ghana: Millennium Development Goals success stories.

(Africa the Good News, 17 September 2010)

Kenyan Coffee gets top ranking in the US Market.

(Africa the Good News, 22 October 2010)

The World in 2050: South African, Nigerian economies to grow.

(Africa the Good News, 11 January 2011)

ACTIVITY 3 CODE OF CONDUCT ON IMAGES AND MESSAGES

AIM: _____

To introduce students to the Dóchas Code of Conduct on Images and Messages

TIME: _____

70 minutes (2 class period)

MATERIALS: _____

Code of Conduct on Images and Messages – Student Information Sheet (**page 52**)

Internet access (optional)

(OPTIONAL) PREPARATION:

Collect fundraising/campaigning material from a selection of non-governmental agencies.

STEPS: _____

Asks the students to call out the names of any organisation involved in global development with which they are familiar.

Ask the class to identify where they learn about these bodies/groups and the work of these types of organisations.

Encourage students to engage in a whole class discussion by posing the following questions:

1. Do you think that a list of rules about the images and messages produced by NGOs are necessary? Why?
2. What kinds of things do you think might be included in a list of rules?

Explain that Dóchas is the name of the Irish Association of Non Governmental Organisations (or NGOs). Through a consultative process with all member organisations Dóchas has devised a list of rules or a Code of Conduct on Images and Messages which many Irish NGOs working on global development issues have signed up to. The Dóchas Code was developed because the sector recognised that representation of global development in the media can be challenging. [NOTE: full Code of Conduct on Images and Messages is available on: <http://www.dochas.ie/Code/Default.aspx>]

Divide the class into small groups of 4-6 students.

Distribute one copy of the Code of Conduct on Images and Messages – Student Information Sheet (**page 52**) to each group.

Invite students to read the Code of Conduct.

Encourage students to engage in a whole class discussion by posing the following question:

1. Does this Code apply to you? Why/why not? (Prompts: use of cameras (mobile or otherwise), uploading of photographs and captions on Facebook and other social networking sites etc)

Either distribute copies of fundraising/campaigning materials from a selection of NGOs or instruct students to search for NGO websites online. [Note: a possible starting point is the list of NGOs who are Dóchas members - <http://www.dochas.ie/members/Default.aspx>].

Instruct the class to use the information given in the Code of Conduct on Images and Messages – Student Information Sheet (**page 52**) to audit the images and messages utilised by one NGO (either in hardcopy or online).

Facilitate each group to present their findings to the rest of the class.

Encourage students to engage in a whole class discussion by posing the following questions:

1. In general do you think that NGOs are adhering to the Dóchas Code of Conduct on Images and Messages? If not, why do you think this is the case?
2. What can be done to improve adherence to the Code?

ACTIVITY 3 CODE OF CONDUCT

STUDENT INFORMATION SHEET

Youth Friendly Version of the Dóchas Code of Conduct on Images and Messages

When choosing a photo or message remember:

- To respect people's feelings and rights
- That all people deserve equal rights and respect
- That it is important to have fairness, justice and support between all people all over the world

When choosing a photo or message, we will always try to show what is real and true in each situation we present by:

- Choosing pictures and messages that are fair to all people involved
- Not choosing pictures out of context
- Explaining fully what the picture is about so we all understand better the situations and difficulties in the world
- Make sure that people involved in our photos and messages know what is being used for and are happy to be included
- Making sure to listen carefully to people's stories and telling their stories in the way it was told to us
- Taking people's names and details if they wish and then using them correctly in our report
- Respecting the rights of all people, especially those at risk or in danger

(Source: National Youth Council of Ireland - Framing Our World:
A youthwork resource on the use of images and messages in development) (2010)

ACTIVITY 4 AFRICA ALSO SMILES

AIM: _____

To encourage students to critically evaluate the Africa Also Smiles campaign

TIME: _____

35 minutes (1 class period)

MATERIALS: _____

- Africa Also Smiles poster (**inserted in the back pocket**)
- Africa Also Smiles – Student Worksheet (**page 54**)

STEPS: _____

Display the 'Africa Also Smiles' poster to the class.

Explain that the Africa Centre was founded in 2000 by a group of activists in the African immigrant community in Ireland who wanted to have a voice and promote their active participation in Irish society. The Africa Centre produced the Africa Also Smiles poster in 2006 as a way of confronting the often negative image of the Africa continent and people portrayed in the media and by some NGOs. The poster was also a response to the concerns of members of the African community in Ireland regarding the way these images impact on their day-to-day lives. The Africa Centre hoped that the poster would help to provide a more balanced representation of the African continent and people.

Divide the class into small groups of 4-6 students.

Distribute one copy of the 'Africa Also Smiles' – Student Worksheet (**page 54**) to each group and instruct them to complete it.

Take feedback from each of the groups.

EXTENSION/HOMEWORK TASK: _____

Divide the class into small groups of 4-6 students.

Instruct each group to design their own Africa Also Smiles poster with a new slogan.

Send the completed posters to the Africa Centre. The class group will be issued with a certificate and their

poster will be made available on the Africa Centre's website. Contact details on back cover.

(Optional) Literacy Note:

As a concluding activity spend 5 minutes revisiting the class KWL chart (Section One – Activity 1, **page 08**).

ACTIVITY **4** AFRICA ALSO SMILES

STUDENT WORKSHEET

1. What is your impression of the people on the poster?

2. What, if any, difference is there between the way African people are shown on this poster and the way they are shown in the media generally?

3. What do you think the photograph with the animals is trying to show?

4. Do you see any negative images or messages on the poster? If yes, what are they?

5. Sum up the overall message of the poster in one sentence:

6. Think of one action you or your class can take to promote the overall message of the poster:

USEFUL LINKS

WEBSITE	DESCRIPTION
www.africacentre.ie	Africa Centre, migrant-led organisation which aims to facilitate the meaningful inclusion of African people as equals in all aspects of Irish life.
www.africagoodnews.com	The African continent's good news website, offering a fresh perspective of hope and opportunity.
www.exploringafrica.matrix.msu.edu/	Educational website about the histories and cultures of the African continent.
www.africaworks.org	Focuses on economically empowering vulnerable groups suffering at the hands of poverty.
www.pambazuka.org/en/	One of the largest, most innovative and influential web forums for social justice in Africa. This website represents the voices of the peoples of the African continent and the global South and produces insightful, sharp and thoughtful analyses of relevant issues.
www.irishaid.ie	The official website of the Irish government with detail of Ireland's development assistance programme.
www.trocaire.org	Working with people to bring a positive and lasting change in some of the world's poorest places.



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