

<p style="text-align: center;"><b>Name of the unit</b> <b>Pieces of the culture of some developing countries in this One World of ours</b></p>
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- **Target group**

School-children from the 1<sup>st</sup> through the 10<sup>th</sup> grade

- **Aims**

To raise solidarity with people living in developing countries through knowledge of and respect for their basic culture

Africa is home to innumerable different tribes and groups with different cultures and histories. The oldest existing art from Africa are 6,000-year old carvings found in Niger, while the Great Pyramid of Giza in Egypt was the world's tallest architectural accomplishment for 4,000 years until the creation of the Eiffel Tower. African culture has a rich and distinctive tradition of dance, music and visual arts, including jewellery, brass and leather art works, woodcarvings, sculpture, paintings, pottery, ceremonial and religious headgear and dress. Masks and costumes are very often used in communal, ceremonial contexts, where they are "danced." African culture is oral culture and the traditions are passed on from generation to generation by folklore and myths through dances and songs.

Latin American culture is the outcome of various influences from other cultures including Pre-Columbian, European, African and North America. Although Spain isn't a part of Latin America, Spanish music (and Portuguese music) and Latin American music have strongly cross-fertilized each other, but Latin music has also absorbed influences from English and American music, and particularly, African music. Traditional dances in Latin America are very important to the people of the region and they have continued to embrace this heritage of theirs for many years. The dancing can be colourful and vivid, or formally playful. Pre-Columbian cultures of Latin-America were primarily oral, though the Aztecs and Mayans, for instance, produced elaborate codices. Oral accounts of mythological and religious beliefs were also sometimes recorded after the arrival of European colonizers, as was the case with the Popol Vuh. Moreover, a tradition of oral narrative survives to this day, for instance among the Quechua-speaking population of Peru and the Quiché of Guatemala.

- **Educational Objectives**

To encourage the habit of paying attention and to stimulate the curiosity and respect for people from other countries and their cultures

- **Cognitive Objectives**

To better understand the people of different nationalities by obtaining knowledge about their culture. To understand links between our "own" culture and "other" cultures.

- **Methodology**

Researches, courses and experiences

- **Activities Description**

A 3-sided approach:

1. Researches Each pupil on her own or in groups studies an issue of their interest and in relevance to the overall subject. The pupil chooses the sources and methods, advised and guided by the teacher
2. Courses The teacher gives a lecture / presentation of an issue of common interest for all the pupils, with relevance to the overall subject. The teacher chooses the sources and the form of the course
3. Experiences Field-trips, excursions, visits in the class by guest speakers, craft practising, experiments, special events. The teacher sets the agenda.

### **Art**

#### **Paint / draw motives from African / Asian / South American myths and tales**

##### **To do**

- a) Listen to an (African) myth / tale, look at photos and drawings. Be inspired.
- b) Draw something (from Africa) related to the myth / the tale / the photo
- c) Write an accompanying text to your painting.

##### **Go further**

Make an exhibition in your classroom / at the school.

#### **Decorate pieces of clothes (dresses, skirts, shirts, tablecloths, curtains) with patterns / motives (from Africa)**

##### **To do**

- a) Study (African) patterns from different types of clothes or arts-works. Be inspired.
- b) Choose your object and decorate it.
- c) Write an explanation (the reason for your choice / the story of the motive) on a card and attach it to your object.

##### **Go further**

Make an exhibition in your classroom / at the school.

#### **Make pottery, shapes and sizes and decorations inspired by traditional African / Asian / South American pottery**

##### **To do**

- a) Study (African) pottery / photos of pottery. Be inspired.
- b) Choose which object you want to make. (In case somebody makes big jars / bowls of the type that African women carry on their heads you can practice this)
- c) Write a "Customer information" to your pottery: from where does it origin, what is it made of, what can it be used for.

##### **Go further**

Make an exhibition in your classroom / at the school.

## **Build a miniature African village with people and animals and everything**

### **To do**

- a) Watch photos / film showing (African) villages, people, animals and nature. Discuss with your classmates and teacher what is in the photos / film and why things look as they do. Be inspired.
- b) Form groups of 3-5 children and build a village.
- c) Write a "Tourist Guide" to the village and display it together with your village.

### **Go further**

A demand for this task can for example be to enable more villages to be linked so they together form a bigger landscape. Some groups could focus on human activities, others on wildlife. A village at the seaside would give more opportunities.

## **Cave paintings**

### **To do**

- a) Study photos of African cave paintings. Learn the story behind the motives / the situation that inspired the artist. Be inspired.
- b) Choose "your story" and paint it.
- c) Write an explanation (the reason for your choice / the story of the painting) on a card and display it near your painting.

### **Go further**

Make an exhibition in your classroom / at the school.

## **Masks**

### **To do**

- a) Study photos of African masks. Learn about the function of the masks / the purpose that guided the craftsman. Be inspired.
- b) Choose "your mission" and make a mask to support it.
- c) Write an explanation (the reason for your choice / the story of the painting) on a card and display it near your mask.

### **Go further**

Make an exhibition in your classroom / at the school.

## **Music**

### **To do**

- a) Listen to African/Asian/Latin-American rhythms and try to imitate them. You can also sing like they do—one is singing in the front and others follow.
- b) Homework: create a rhythm fragment, use clapping, knocking, tapping, snapping your fingers etc. In the next lesson put all the fragments together and see (hear) what comes out.
- c) Ask someone to come to lesson and show drums—jembes, bongos etc., and try to play them

## **Literature**

### **Travel stories**

#### **To do**

- a) Find 1-10 travel stories from different countries (your own and some developing countries too)
- b) Read one of them
- c) Discuss the stories with your classmates who read different stories.
- d) Compare the descriptions of the landscapes in different books. Compare the African landscape with the traditional landscape of your country. Discuss how life conditions of the native people differ from our traditional lifestyle and from our modern lifestyle.
- e) Make a role-play where half of the class present native Africans and other half are explorers (a la Livingstone). How do they see each other?

## **Literature**

### **Poetry**

#### **To do**

- a) Compare the poetry of Lorca with a poet of your own country.
- b) Discuss the rhythm, rhyme, use of words, language use etc.
- c) Do the same with any of these representatives of Struggle Poetry: Oswald Mtshali, Mzwakhe Mbuli, Mafika Gwala, James Matthews, Sipho Sepamla, Njabulo Ndebele, Mongane Wally Serote. As they wrote mainly in English, you can study their poetry also in English lessons.
- d) Discuss what are the poets fighting for and against?

## **Theatre/Cinema**

#### **To do**

- a) See the movie "Gods must be crazy".
- b) Make a role-play where everyone is native African.
- c) Compare how many things those people have. How many things do you have? Discussion about ownership: collective or individual.

## **Physical education**

#### **To do**

- a) Ask someone to come and show Capoeira
- b) Try it too.
- c) Let the guest introduce the history of Capoeira. Or find information about capoeira in advance and create a press conference where the students are journalists from certain newspapers or magazines and the guest is the expert you can ask questions from.

**Tip for teacher:** Let the students who cannot participate in lessons (due to illness or missing clothes etc) write a research on capoeira / interview athletes of different origin in their country.

- **Materials**

Clay, cotton cloth (plain or of bright colours), textile paint, wood, body paint, music sheets and instruments (e.g. drums), CDs with Latin American/African music, DVD of Gods Must Be Crazy, different food products.

- **To know more**

Wikipedia

United Nations Millennium Development Goals:

<http://www.un.org/millenniumgoals/>

<http://allafrica.com/>

<http://www.homestead.com/wysinger/ironage.html>

<http://www.homestead.com/wysinger/ironage.html>

Maps:

[http://commons.wikimedia.org/wiki/Atlas\\_of\\_Africa#Maps\\_of\\_international\\_organizations](http://commons.wikimedia.org/wiki/Atlas_of_Africa#Maps_of_international_organizations)

<http://www.lib.utexas.edu/maps/africa/>

Why poor countries are poor?

<http://www.wider.unu.edu/conference/conference-2003-3/conference-2003-3-papers/Cohen-Soto-1808.pdf>

<http://www.reason.com/news/show/33258.html>

<http://www.slate.com/id/2171898>

European Union and European Commission materials

Dean Foster – The Global Etiquette Guide to Africa and Middle East

Frank Willett – African Art

George A. Borden Ph.D. et al – Kiss, Bow, or Shake Hand. How to Do Business in Sixty Countries

Jared Diamond – Guns, Germs and Steel. The Fates of Human Societies

Tim Harford various books

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

Arts:

Frank Willett – African Art

Food:

<http://africafood.tripod.com/>

[http://www.africa.upenn.edu/Cookbook/about\\_cb\\_wh.html](http://www.africa.upenn.edu/Cookbook/about_cb_wh.html)

Literature:

All the authors mentioned above, bibliographies etc

Muinasjutte tervest maailmast / [saksa keelest tõlkinud Vladimir Beekman]

Muinasjutte mitmelt maalt / jutud kirja pannud Heather Amery

Legende tervest maailmast / [kirjanduslikult töödeldud Wolf Harranth

Piltidega müüdiraamat : lood ja legendid kogu maailmast / jutustanud Neil Philip

- **Timetable**

The timetable depends on the national curriculum and subject curricula

## **Name of the unit**

Pieces of the educational situation in some developing countries in this  
One World of ours

- **Target group**

School-children from the 5<sup>th</sup> through the 12<sup>th</sup> grade

- **Aims**

To inspire students to appreciate their own possibilities, and stand for those of others, through presenting connections between education, human rights, economical and political system etc.

Education [encompasses teaching](#) and [learning](#) specific [skills](#), and also something less tangible but more profound: the imparting of [knowledge](#), positive [judgment](#) and well-developed [wisdom](#). Education has as one of its fundamental aspects the passing on of [culture](#) from generation to generation. Although the growth of culture as well as economy of a country has a lot to do with education, people in developing countries are sometimes unaware of the importance of education. There is economic pressure from those parents who prioritize their children's making money in the short term over any long-term benefits of education. However, recent studies on child labor and poverty have suggested that when poor families reach a certain economic threshold where families are able to provide for their basic needs, parents return their children to school. One of the most common indicators of the level of basic education is literacy. This has to do with our understanding of the beginning of formal education as learning to read and write. Nevertheless, this is the common understanding of obtaining education in the developed world. When considering developing countries one should pay in mind the different tradition of many regions now consisting of developing countries. It is, in fact, mainly based on oral exchange and preservation of information instead of written as more often found in the developed countries. By the United Nations definition – not having the ability to read and write a simple sentence in any language, 20% of the world population was illiterate in 1998. Using a definition of: "age 15 and over can read and write", the U.S. [CIA World Factbook](#) estimated in 2007 that the overall world literacy rate was 82%.

- **Educational Objectives**

To raise awareness on the importance of education – for all the children all over the world – as one of the United Nations Millennium Development Goals.

- **Cognitive Objectives**

To better understand the reasons for many differences between people from very different educational backgrounds and through understanding appreciate others instead of fear.

- **Methodology**

Researches, courses and experiences

- **Activities Description**

A 3-sided approach:

1. Researches Each pupil on her own or in groups studies an issue of their interest and in relevance to the overall subject. The pupil chooses the sources and methods, advised and guided by the teacher

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3. Experiences Field-trips, excursions, visits in the class by guest speakers, craft practising, experiments, special events. The teacher sets the agenda.

## **Mathematics**

Have students draw up tables about literacy, economic state, availability of education etc.

Use the statistics found in this kit or in other sources to make text assignments based on the theme of a lesson: percentage, adding, subtracting etc.

## **Text assignments and tables**

**Example 1:** The population of Mozambique is 20 905 585. 55.3% of the population is over 15 years old. 47.8% of them are literate. How many literate people live in Mozambique? (Answer: 5 526 057) How high is the percentage of literacy in the whole population? 26.4%

**Example 2:** The population of Mozambique is 20 905 585. There are 138 000 Internet users. How high is the internet users' percentage in Mozambique? Ans: 0.66%.

Compare with Estonia. Population – 1 315 912. Internet users – 690,000. Percentage 52.44%

Other assignments can be about young people in school; the percentage of youth in the population (make a demographic pyramid); literacy rates (make tables about 1 country from each continent and compare); number of children in your country all together compared to the number of children in some developing country (tables, malnutrition rates, percentages).

See for more on our webpage [www.solidarityschool.eu](http://www.solidarityschool.eu)

## **Media Studies**

Divide the class into 8 groups, 2 to 4 persons in each. Divide the UN Millenium Development Goals between the groups so each has one to study in depth.

Let them find articles from national newspapers about MDGs. Agree upon the time of publishing. To ease the search, students can use the online versions of the newspapers.

Discuss in the MDGs in the next lesson. Use the following questions to guide the discussion:

- How many MDG articles you could find from the written media?
- How many did you find about your particular MDG?
- Are MDGs important and acknowledged in your country?
- Have there been steps made by your government to help reach the goals in developing countries?
- Why is it important to reach those goals?
- What can happen when the goals are not reached by 2015?
- What can be the reasons why reaching the MDGs is so difficult in some areas?



Discuss how everyone around the world can help the UN and the world in reaching the goals.

## **Alternative:**

Find articles about Millennium Development Goals, especially about education

Discussion: how many people can read and write in the North and how many can read and write in the South.

Discussion:

- why it is important to have education
- how education creates development
- the importance of being aware of the human rights
- knowing the cultures and peoples of the world
- what rights do you have, have you ever thought about education as a right
- where do you get your information?
- how does info get to the places from where you pick it up?

## **Social Studies / Languages**

Role-play:

let the students imagine they can not read. Give students different situations where they are unable to use their usual language skills.

- \* a text in a language they are studying in school
- \*\* a text in Arabic
- \*\*\* a text in Chinese symbols
- \*\*\*\* a text combined by symbols only known to the author (teacher)

Have them discuss how they feel in these situations.

Ask them how they see life without the ability to read or write? Is it possible in the modern world? How are the people in developing countries in a disadvantage / an advantage because they can not read?

Written analysis:

Have students compare the lists of countries by literacy rate and economic state (consumption, production, GDP).

Let them analyse the results—is there a connection between literacy and the economic state of a country?

## **Media Studies**

### ***HEADINGS***

Choose a topic among the mentioned:

- Development countries
- Africa
- Latin America
- Asia
- Some particular developing country like Myanmar
- Some particular crisis in the developing world

Choose randomly about 10 article headings about this issue published in your national or local newspaper (see for the advisory list on [www.solidarityschool.eu](http://www.solidarityschool.eu)).

Write those headings down on the blackboard or hand out sheets with the list of headings.

Based only on those short sentences ask students to form a general view on this topic.

Ask their opinion:

- Is the general picture positive or negative?
- What adjectives are used?
- Can students guess what kind of articles are behind those headings?
- Are the impressions responsive to the real articles?

- **Materials**

Texts in different known and unknown languages. Access to the Millennium Development Goals (printed and photo copied or in the Internet)

- **To know more**

<http://www.un.org/millenniumgoals/>

<http://www.developmenteducation.ie/mdgcampaign/>

<http://allafrica.com/education/>

Maps:

[http://commons.wikimedia.org/wiki/Atlas\\_of\\_Africa#Maps\\_of\\_international\\_organizations](http://commons.wikimedia.org/wiki/Atlas_of_Africa#Maps_of_international_organizations)

<http://www.lib.utexas.edu/maps/africa/>

Why poor countries are poor?

<http://www.wider.unu.edu/conference/conference-2003-3/conference-2003-3-papers/Cohen-Soto-1808.pdf>

<http://www.reason.com/news/show/33258.html>

<http://www.slate.com/id/2171898>

African writing systems:

[http://www.unesco.org/education/efa\\_report/zoom\\_regions\\_pdf/ssafrika.pdf](http://www.unesco.org/education/efa_report/zoom_regions_pdf/ssafrika.pdf)

<http://salanguages.com/education.htm>

European Union and European Commission materials:

George A. Borden Ph.D. et al – Kiss, Bow, or Shake Hand. How to Do Business in Sixty Countries

Jared Diamond – Guns, Germs and Steel. The Fates of Human Societies

Tim Harford various books

- **Timetable**

The timetable depends on the national curriculum and subject curricula