



Description: This is a series of activities that are designed for use with second-level students who are establishing a link with a school in Zambia or have already established the link but need more classroom support. These activities focus on preparing students for a global learning experience and getting to know their peers in Zambia, as well as working with primary source materials and evaluating their accuracy.

Part I Introduction to Global Learning

- Activity 1 Across the Great Divide
- Activity 2 Cultural Iceberg
- Activity 3 Images and Messages

Part II Working with Primary Sources

- Activity 4 Primary vs. Secondary Sources
- Activity 5 Evaluating Internet Based Data

Part III Welcome to Zambia

- Activity 6 Looking and Listening to Zambia
- Activity 7 Culture Kit
- Activity 8 Water
- Activity 9 Carbon Footprints
- Activity 10 Project Work on Zambia

Learning Objectives:

- Students will distinguish between primary and secondary sources;
- Students will acquire and use skills to locate primary sources using the internet;
- Students will critically examine internet sources to determine their validity;
- Students will be introduced to Zambia through interaction with primary sources.

Background Information:

WorldWide Global Schools has produced a Transition Unit, *Linking and Learning*, which has a lot of activities related to developing a linking relationship with schools in the Global South.

YouTube video that distinguishes between primary and secondary sources, approximately 3 minutes long. Available at: <http://www.youtube.com/watch?v=g0plq2E9ZjQ>.

If you are interested in doing more in-depth work with your students on how to do internet research including various search engines and their uses, how to cite material and the benefits, check out the lesson plans from Read Write Think. It includes the lesson plan, a powerpoint presentation, and background information, available at:

<http://www.readwritethink.org/classroom-resources/lesson-plans/wading-through-teaching-internet-983.html?tab=1#tabs>.

There are numerous links to Zambian resources on the project website, <http://gsresources.ie>, which can be used to support your classroom work with your students involved in the linking programme.

Assessment:

At the end of each activity is a journal question that students should answer, keeping together all of their entries to be assessed at the completion of the activities. A rubric for assessing students' journal entries is included at the end of this pack. Prior to starting their work, have students write their first journal entry which should discuss what they know about Zambia and what they would like to learn about Zambia.

Their final journal entry should be about what they have learned about Zambia over the course of these activities.



Activity 1 Across the Great Divide

Time: 10 minutes
Materials: None needed

Step 1 Explain to students that you are going to do an activity that highlights that there are many things that connect us to each other and to people around the world.

Step 2 Have students stand at one end of the room. Explain that you are going to read a series of statements. If the statement applies to them, then the student should move to the other side of the room. If not, they should stay where they are. Have students return to the start position after each statement (alternatively you can have them stay in their seats and stand up if a statement applies to them).

- You recycle at your house
- You buy fair trade products for your house
- You walk or cycle to school
- You have energy efficient light bulbs in your house
- Someone in your house volunteers in the community

Step 3 Ask students what these questions have in common. Discuss what it means to be a 'global citizen'. What other types of activities or behaviour would you expect from a global citizen?

Step 4 Repeat the activity with a different set of statements.

- You have eaten chocolate in the last 24 hours
- You drank orange juice for breakfast
- You have drunk a cup of tea or coffee today
- You have eaten a banana this week
- You are wearing something made from cotton

Step 5 Ask students if they can figure out what all of those things have in common (Answer: All of them were most likely produced in the Global South). Potential discussion questions include:

- What does this say about our connections to other parts of the world?
- How important is it that we are able to buy things from other parts of the world?

Step 6 Journal Entry: What does it mean to be a 'global citizen'?
(Adapted from WorldWise Linking & Learning Resource Pack)

Activity 2 Cultural Iceberg

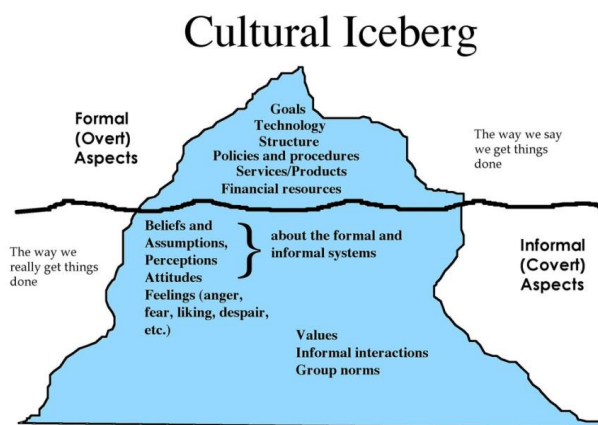
Time: 20 minutes
 Materials: Scrap paper/pencils
 Flip chart paper/white board
 Markers

Step 1: Divide students into small groups or pairs and ask them to answer the question on their pieces of scrap paper: What is it that makes up culture? When they are done bring the class back to a group discussion.

Step 2: Divide the board or a piece of flip chart paper with a line through the middle (horizontally). Ask students to provide some of the examples of culture that they have put on their lists. On the top half of the sheet, write down all of the outward appearances of culture (food, dress, music) and on the bottom half of the sheet write down the more subtle examples of culture (values, history, education, etc.).

Step 3: Once you have received feedback from each group or pair, draw an iceberg around the words demonstrating that what is outwardly visible of a culture makes up only a small percentage while the larger percentage of what makes up a culture remains hidden under water. Possible discussion questions include:

- What does this mean for our interactions with other cultures?
- Why does so much of our culture remain hidden?
- What is the best way for people to learn about each other?



Created by Stanley N. Herman. TRW Systems Group, 1970

Step 4 Journal Entry: What would be a question you would ask someone from another place if you wanted to know about their culture and why?



Activity 3 Images and Messages: Imagining Zambia

Time: 20 minutes
Materials: Art Supplies
Pictures of Zambia

Step 1 Give each student a piece of paper and pencils/crayons and ask them to relax and close their eyes. Have them imagine the following: You are in Zambia. You are walking down the road. What do you see? (Remind students not to speak out but keep the picture running in their head) What is the weather like? There are some houses, what do they look like? What are the people doing? Are there animals? You enter one of the houses. What does it look like inside? What are the people doing? (You can adjust these questions but try to ensure that they are neutral and not leading)

Step 2 Ask students to come back to the classroom and open their eyes. Ask students to draw the scene that they had just imagined. Explain that there is no right or wrong answer and encourage them not to look or compare drawings with anyone else.

Step 3 Display the pictures around the room. If anyone is uncomfortable, they do not have to display their picture. Ask students what the commonalities are among the pictures and list them on flip chart/white board.

Step 4 Display pictures of Zambia (some potential images available from Zambian tourist sites (a good rule is to include a range of images from city life to rural life so that students understand the range and complexity of life in Zambia) such as:

<http://www.zambiatourism.com/>

<http://www.skyscrapercity.com/showthread.php?t=384482>

Step 5 In full group, debrief with the following possible discussion questions:

- Were your pictures an accurate portrayal of Zambia? Or were they only accurate of one part of Zambia?
- What role does the media play in our images of Zambia or Africa in general?
- Do you think people from Zambia would be happy with our images or the images that we get from the media?

Step 6 Journal Entry: Why do you think the media portrays a simplified version of life in Zambia or of Africa in general?

(Adapted from NYCI's Framing Our World)



Activity 4 Primary v. Secondary Sources

Time: 90 minutes (divided over two days)

Materials: Photograph Analysis Sheet (attached)

Day 1

Step 1: Introduce primary sources and secondary sources. Ask students to brainstorm a list of primary and secondary sources.

Step 2: In groups of 4, have students read the statements and group them into primary sources and secondary sources. (Statements are attached)

Step 3: Ask students to bring in a photograph that would serve as a primary source from their life. Explain that this photograph will be shared with other people in the class so be sure that it is not something that would be too personal or that the other members of their family would not want shared. (Note: this activity can also be done with a written document, such as a letter, Written Document Analysis Sheet also attached)

Day 2

Step 4: Put students into pairs or groups of 3 and have them examine a photograph that is not their own. Have students fill out the evaluating a Primary Source Photograph Sheet (attached).

Step 5: In their small groups, have students discuss their findings from the photographs. In full class, discuss the following questions:

- What are the benefits of examining a photograph (or a document) yourself rather than reading or hearing someone else speak about it?
- Did you think you learned more by taking the time to look at each aspect of the photograph?
- Can you ever know if your inferences about the photograph are true?
- What are the benefits of learning about another culture by looking at their photographs?

Step 6 Journal Entry: Is learning from primary sources beneficial? Why or why not?

Statements (Primary v. Secondary)

I was watching Sky Sports and one of the reporters said he had heard good reviews about a new sports movie. When he talks about the movie, what is he?

I found a letter to one of my friends in the locker room after school the other day. I know it's private, but I want to read it. What is the letter?

My friends and I found an old wedding dress in our attic. My father said it belonged to my grandmother. What is the dress?

At school we use textbooks to learn about the history of Ireland and Europe. When we use textbooks, what are we using?

My mom has CDs of my grandparents telling stories about when they were kids. We love to listen to these at family gatherings. What are we listening to?

My friend Tim said I should read a book that he really liked. He told me about it—it sounds really good! When Tim talks about the book, what is he?

I am writing an essay on Michael Collins. I used articles from Wikipedia and another encyclopedia. What am I using?

I like to read OK magazine. I really like the articles written by others about famous actors. When I read these stories, what am I reading?

(Adapted from the George W. Bush Presidential Library and Museum)

Worksheet Primary Source Analysis – Photographs

Step 1 Observation

- a. Study the photograph for two minutes. Form an overall impression of the photograph. Next, divide the photograph into 4 sections and study each section to see what else you see.

- b. Chart what appears in the photograph: people (you can describe them if you do not know who they are, objects and activities (what are the people doing):

| People | Objects | Activities |
|--------|---------|------------|
| | | |
| | | |
| | | |
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| | | |

Step 2 Making Inferences. Based on what you have seen in the photograph, list 3 things that you might infer (an educated guess) about the photograph.

Step 3 Asking Questions.

- a. What questions does the photograph bring to mind? Try to list 3.

- b. How might you find answers to those questions?

Adapted from the National Archives (USA).

Worksheet – Primary Source Analysis – Written Documents

Step 1 Identify what type of document:

Newspaper
Letter
Press Release
Census report

Map
Government document
Advertisement
Other:

Step 2 Identify any characteristics of the document (letterhead, handwriting, notes, etc.).

Step 3 Identify the document details

Date of document:

Author/creator of document:

Position/credentials of document:

For whom was the document created:

Step 4 Identify important information from the document

List 3 things the author said that you think are important:

Why do you think the document was written?

What evidence from the document helps you know why it was written?

List two things that the document tells you about what life was like when the document was written:

What is one question that is left unanswered by the document?

Adapted from the National Archives (USA).



Activity 5 Evaluating Internet-based data

The internet contains a lot of information and it can be difficult for students to determine what information is valid. This lesson will give students the tools necessary to evaluate internet sources.

Time: 60 minutes (30 minutes without the internet activity)

Materials: Venn Diagram sheet (attached)

Step 1 Introductory discussion

Begin the lesson with a large group discussion based around the following questions:

- Who can publish information on the internet?
- What qualifications does someone need to publish something on the internet?
- How do internet sources differ from other sources of information?
- What is your favourite place on the internet to get information and why?
- How can you decide if something is a good source or a bad source?
- Can you believe everything you read on the internet?
- How can you decide if something on the internet is true or valid?

Some information that might be helpful for the conversation:

- Anyone can publish anything on the web
- Qualifications for the authors on the internet are rarely present
- Web resources rarely have editors or fact checkers
- No web standards exist to ensure accuracy or truthfulness of web resources
- It is usually unclear when the information was published and if there is a date present, rarely does it specify if it is when the information was published or revised

Step 2 Venn Diagram

In pairs, have students fill out the Venn Diagram sheet (attached) with characteristics of using the internet, characteristics of using print materials and those that they share in common (these should be based on the discussion from Step 1)

Step 3 Evaluating Websites.

Discuss with students the following criteria for evaluating web resources:

- Authority: Is the page signed? Is the author qualified? Is the page being sponsored (meaning is the author being paid to say something)?
- Accuracy: Does the site have an editor? Or someone that checks facts?
- Objectivity: Is the information free from bias? Is the page designed to change people's minds or just provide information?

- Currency: When was the page published? Is the information still in date? Are the links current?
- Coverage: Does the web page cover all of the topics? Is the material in-depth?

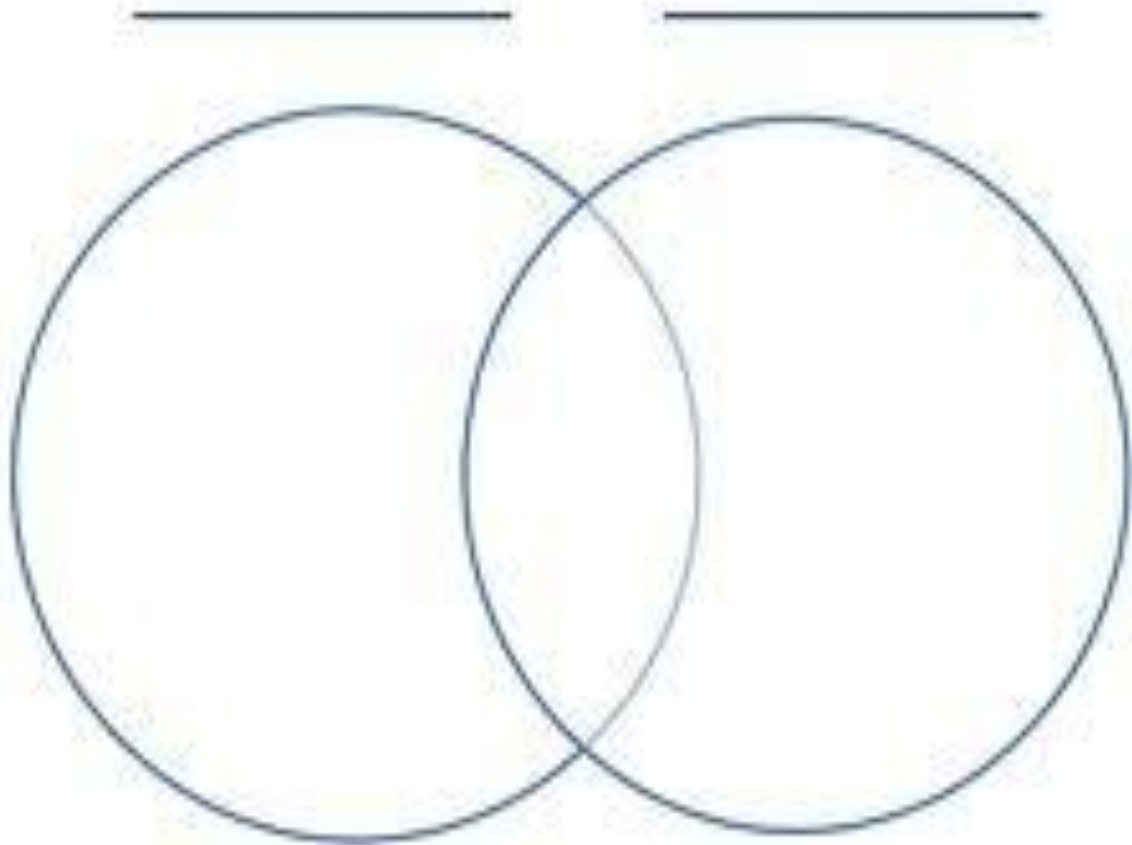
Step 4 Identifying websites

If you have enough computers or as homework, have students find an example of a good website that meets the above criteria and a website that does not.

Additionally, have students cite the website correctly by including the following information: Author. Web Site Title. Web Address. Copyright Date. Date Accessed from Internet.

Step 5 Journal Entry: Why should we be cautious about information we find on the internet? How do you decide if the information you are reading on the internet is true?

Venn Diagram





Activity 6 Listening to and Looking at Zambia

The following are a list of videos made by young Zambians about various aspects of their lives:

Traditional dance and drumming: <http://www.our-africa.org/zambia/drumming-and-dancing>.

Education: <http://www.our-africa.org/zambia/school>

Recreation: <http://www.youtube.com/watch?v=PgiWLpGEOU>

School: <http://www.youtube.com/watch?v=ZbKiVgyrGao>

Art and Culture: <http://www.youtube.com/watch?v=TMFHolVbjLg>

Popular Music: <http://www.youtube.com/watch?v=gSY3RLI-0Ew>,

<http://www.youtube.com/watch?v=z9yYJpBlzVA>,

<http://www.youtube.com/watch?v=GfdgCWP2DZg>

Step 1 Play the series (or some part of them) of video clips to the students (they are all very short). Ask students to make note of what things they see in the videos that are the same to life in Ireland and what would be different (encourage them to make note of the small things that are present around the action of the video, like shops, food, clothes, etc., to try to build an understanding of what Zambian culture is like. Ask students if they can see any cultural traits that would be below the water in the iceberg model. (See Activity Two)

Step 2 Have students in pairs or small groups do an iceberg specifically for what they have learned from the videos about Zambian culture.

Step 3 **Journal Entry:** Does Ireland share any cultural traits with Zambia? Support your answer.



Activity 7 Culture Kit

Time: 20 minutes
Materials: Flip chart paper/white board
 Markers
 Scrap paper

Step 1 Divide students into small groups and explain that they are sending a virtual package overseas that should contain 10 items that would represent Irish culture. Allow students 5 minutes to discuss and compile their list.

Step 2 On flip chart paper/white board, record feedback from each of the groups. Cluster the answers into ones that are above the water line on the iceberg (see Activity 2) and those that are below. Point out answers that are particularly stereotypical (Leprechauns, thatched cottages) and discuss whether or not these truly represent Irish culture or the way we want others to think of us. As a group, reach consensus on the 10 items that will be sent from the class to your partner school.

Step 3 Discuss how the learning from this exercise might relate to what we know about other cultures and what role the media plays in our perceptions.

Step 4 Ask your partner school to do the same exercise and exchange culture kits with them.

Step 5 Journal Entry: What do you think makes up Irish Culture? Which, if any, of these things are unique to Ireland (meaning they do not occur elsewhere)?



Activity 8 How Much To Live?

This activity explores the different standards of living between urban Ireland, rural Ireland and urban Zambia.

| | |
|-----------|--|
| Time | 60 minutes |
| Materials | Flipchart paper & pens Scrap paper Blank copies of table Completed copies of table (optional) |

Step 1 Divide students into three equal groups: one group is living in Dublin, one in rural Ireland and one in Lusaka, Zambia. Provide each group with a copy of the blank table (included on next page) and ask them to guess the average weekly amount spent on each item based on an average family size (in Ireland that is 2 adults, 2 children; in Zambia that is 2 adults, 4 children). Allow approximately 10 minutes for this.

Step 2 Either hand out a completed table to the group and have them make comparisons or depending on your learning objectives, you can have the groups research the costs of living questions either as homework or as a group, and revisit the discussion questions when that task is complete.

Step 3 Ask groups to compare their estimates and the actual costs, as well as the budgets for families living in Ireland and families living in Zambia. Possible discussion questions include: What surprised you the most about the actual costs? In what categories were you most accurate? Least accurate? Where would you make cuts if this was the budget you had to work with? What additional information would you need?

(Adapted from NYCI's A Rich Man's World, available at:
<http://www.youthdeved.ie/sites/youthdeved.ie/files/A-Rich-Man%27s-World.pdf>)

| Expenses in Euro | Urban Ireland | Rural Ireland | Lusaka, Zambia |
|------------------|---------------|---------------|----------------|
| Food | 150 | 164.79 | 11.82 |
| Medical | 16.88 | 15.72 | 5.91 |
| Education | 24.25 | 23.08 | 3.15 |
| Transport | 62.30 | 70.34 | 8.00 |
| Fuel & Light | 44.84 | 60.48 | 4.48 |
| Housing | 163.36 | 121.33 | 31.59 |

Irish figures from www.budeting.ie; Zambian figures from Cost-of-Living Division of the International Civil Services Commission of Zambia. Figures from 2014.

| Expenses in Euro | Urban Ireland | Rural Ireland | Lusaka, Zambia |
|------------------|---------------|---------------|----------------|
| Food | | | |
| Medical | | | |
| Education | | | |
| Transport | | | |
| Fuel & Light | | | |
| Housing | | | |

Additional Information: Average weekly income in Ireland is €696 and for Zambia it is approximately €21.00.



Activity 9 Carbon Footprints

Time: 30 minutes
Materials: Computer with projector

Step 1 Discuss with students what climate change is and how it is impacting the planet. Have students watch the following videos, one from Ireland, <http://www.youtube.com/watch?v=3Wv7ZXx9gmg>) and one from Zambia, <http://www.youtube.com/watch?v=KaEG3E7TfWA>. In small groups, have students list the differences and similarities in the way each country approaches the issue of climate change.

Step 2 Have students calculate their carbon footprint (calculator available at: <http://footprint.stanford.edu/index.html>) and compare their footprint to the average footprint in Zambia (and any other countries that might be of interest to your students). Data on each country's carbon footprint as of 2012 available at: <http://www.theguardian.com/environment/datablog/2012/jun/21/world-carbon-emissions-league-table-country>.

Step 3 Journal Entry: Do we have a responsibility to decrease our carbon footprint? Explain why or why not. Do countries of the Global South have a different responsibility with regards to their carbon footprint? Explain why or why not.



Activity 10 Zambian Project Work

Time: 4 to 6 class meetings (depending on class size and time slot)

Materials: Computer with internet access

Step 1 Explain to students that they will be working in groups on a presentation about Zambia. Their research will be from primary source documents and videos, and will be presented to the rest of the class.

Step 2 Suggested topics include Zambia's progress toward any one of the Millennium Development Goals, any aspect of Zambian culture, or topics of your choosing. Have students discuss their preferences and group them according to interests. Students should design a workplan that outlines the key questions they would like to answer with their presentation and how they will go about finding out the answers. Students should use primary sources when doing their work and encourage them to use the resources available on the project Moodle site (<http://gsresources.ie>).

Step 3 Students should do a 3-minute presentation on their topic to the class. Students not presenting should fill out a peer assessment form (attached).

Step 4 Journal Entry: How did you feel assessing the other students in the class? How did you feel knowing that you were being assessed by your classmates when you were giving your presentation?

Adapted from WorldWise Global Schools Linking and Learning

Peer Assessment Form

| | |
|---|--|
| Topic: | |
| Presented by: | |
| What was the key question answered by the presentation? | |
| What did you like best about the presentation? | |
| What is one thing you would like to know more about after the presentation? | |
| Assessed by: | |



Assessment

Assessment can be based on the journal entries and work that students have kept across all of the activities using the following rubric:

| Criteria | Note | Score (1-5) |
|--|-------------|--------------------|
| Were all journal entries completed? | | |
| Were journal entries presented in a neat and orderly manner? | | |
| Does the student demonstrate an understanding of what it means to be a global citizen? | | |
| Does the student demonstrate an understanding of the difference between primary and secondary sources? | | |
| Does the student adequately support their position on water as a human right? | | |
| Did the student work well as part of a group presentation? | | |
| Did the student fairly assess his/her peers? | | |
| Did the student participate in all activities? | | |
| Did the student adequately represent his/her learning in the journal? | | |