

Children and School in Ghana

Lesson Plan by Amy Barsanti

Overview Students will examine the lives of children in contemporary Ghana, and will learn about schools they attend. They will compare and contrast in writing and illustrations what they know about the children and schools in their own community and what they learn about those in Accra. They will show what they have learned by creating paper scarves or vests like the students at Flobar School do.

Essential Questions

What can you tell about a culture by learning about the children?

How are the lives and schools in Ghana similar to and different from those in your community?

Grade Level 2-3

Content Area Language Arts/ Writing

NC Standards

2nd Grade- W.2.6 Recall information from experiences or gather information from provided sources (slides and links) to answer a question (What is school like for children in Ghana?).

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3rd Grade- W.3.6 Recall information from experiences or gather information from print and digital sources.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.

Materials

Slide Show [L6 Children of Ghana](#)

Chart paper for taking notes

Paper grocery bags or bulletin board paper

Crayons or markers

Suggested Length of Time- four 45-minute sessions, additional time if the class uses Writing Process

Procedure

Session 1

1. Ask students to think about their friends and their school. Record their ideas on chart paper or white board. Then ask if they know about any other schools in the area, and record those responses as well. (10 minutes)
2. Based on their responses, sort the activities by categories such as subject areas, fun activities, and others, using an organizer that best fits your curriculum. You may wish to

record responses on cards or sticky notes so that they may be moved or removed. (5 minutes)

3. Ask students if they think children in other parts of the world do similar things or different things. Tell students that today you will be exploring the lives of children in the country of Ghana, in West Africa. Brainstorm a list of what students think children in Ghana might do in school and at home. (5 minutes)
4. Share the slides. Ask students what they notice and what they want to find out about what the children are doing in each picture. Information is included in the speaker notes, but save them for session 2. Make sure to let students know that misconceptions are not mistakes, and that correcting them on their own is important work. (20 minutes)
5. Add things children in Ghana do to your graphic organizer from step 1. You may wish to use a different colored pen or sticky notes to distinguish between Ghana and the United States. (5 minutes)

Session 2

1. Use your graphic organizer to remind students of takeaways from the previous session and add any other observations. (10 minutes)
2. Revisit the slides, including information from the speaker notes, emphasizing features that students indicated interest in. (25 minutes)
3. Add items to the organizer. (10 minutes)

Session 3

1. Revisit slides that show students wearing the yellow vests that they made for a special celebration. Tell students that each of them will be making a paper vest that shows what the children in the slides do in school as it relates to what they do in school themselves. You may choose to have students make scarves instead.
2. Instruct students to show with words and pictures what students in their school do on one side of the paper vest and what they have observed that students in Ghana do on the other.
3. Pass out materials and help each student make a vest. As students work, you may wish to play [African music by women](#).

Session 4


1. Have students share their vests with classmates and others in your school. Have them use observations and evidence when they explain how they chose what to include on their projects. Encourage students to speak clearly and in complete sentences. (45 minutes in class, more as needed if sharing with other classes)
2. Assess by seeing that those who are listening are able to recall what they hear and make connections with their own creations.

Optional Extension Activities

1. Have students write journal entries from the perspective of a student in Ghana.

2. Encourage students to conduct further research to create and share slideshows on the schools in other countries in Africa.

Resources: <https://kids.nationalgeographic.com/geography/countries/article/ghana>

Video about Early Child Education in Ghana, which might be useful for background information purposes :  Early Childhood Education in Ghana