

## Teacher notes for Perception Game

What will I need:

Divide the class into 4 groups / 1 x photostat of each of the 4 groups on the power point / 1 x piece of scrap paper and pencil for each group. Projector and screen with speakers.

Slide Number

1. Introduction
2. Before we start let's find out what the word means! 2 x definitions from the Oxford Dictionary:  
a) Awareness of something through the senses/the ability to see  
b) Hear, or become aware of something through the senses  
Ask for some ideas from the class
3. Divide the class into 4 groups and explain that the Greek and Kenyan children on the 'cards' that you are about to distribute have been asked what their 'Perception' is of one country – all the same country. Explain that these children have limited access to the media – what is this word - Media? How would they find out about another country without the web, magazines or libraries?
4. Armadillo: Here you can have some fun asking what this animal is or their perception of it. Read through the titles on the card and then move on to:
5. Buffalo: how big is an African buffalo and what makes it so special – horns – protective of its young and SIZE - read through the titles and then
6. Crocodile: the second most dangerous animal in Africa – what is the first? Hippo!! Leave these discussion points out if time is short.
7. Dragonfly: a fascinating insect with an amazing life style – project to find out about these animals/insect and see the learners investigative skills. Read the titles and then it's the learners turn!
8. This is where the learners have a couple of minutes to decide in their group which country/countries they think the Greek and Kenyan children are describing. Pause here until you are ready to go through their answers asking each group to explain their reasons for choosing a specific country – and then reveal:
9. England!! How come they will ask – as an example refer back to Buffalo's: Policemen wear Red & Black – Buckingham Palace Grenadier Guards!!
10. Ask the learners what their perceptions of Africa
11. Encourage them to write down at least 1 x idea each and then go through them with each group [if time allows]
12. Clearly aimed at a teacher who is going out to Malawi: a little research is needed here! Describe the 26 hour flight to Addis Ababa, then into the Congo and then to Lilongwe- about 5000 miles! Landlocked - a good word to learn here. The 'Calendar Lake' is the 'nick name' for Lake Malawi - running 365 miles long and 52 miles wide – how does this relate to a calendar? This will be easier once you have been to Malawi or talked to another teacher /person who has been.
13. When I come back: or when another teacher has come back! Intro to Go-Givers
14. GO-GIVERS
15. This slide is left in as it explains how the Go-Givers presentation works and can be skipped over once you know how.
16. Introduction to Teefa – where is she from on the next slide?
17. Ask the learners to compare the words that they wrote down on 'slide 11' to those coming up on the next slide, commonly used by other learners in their perception of Africa.
18. An animated slide showing words commonly used to describe Africa
19. An animated slide showing large animals with sounds effects finishing with Lion King/Madagascar as misconceptions.
20. An animated slide of further perceptions of global thinking of Africa finishing with Red Nose Day.
21. Teefa will take the learners through a brief journey showing many different faces of Africa.

22. Do all Africans look like this Masai tribesmen in skirts or queuing for water – NO – these folk live there too – ordinary young men albeit from different countries, Tuareg tribesmen from North African around the Sarah Desert, Nigerians in national dress, white people have lived in Africa for years, office workers and farmers.
23. Do all people live in mud huts – yes lots do, BUT there are different types as well – grass ones which are great as when the roof starts to leak the grass is free to replace it. Others of sticks and mud – called Wattle and Dawb then homes in North Africa 3 or 4 stories tall [top left] , plain ordinary one room houses [bottom left] in a ‘township ‘ on the outskirts of big cities with little or no sanitation or electricity, a rural home with a recreational porch to get away from the heat from the tin roof – what are those birds – Guinea Fowl - and then to Cape Town [bottom right] where the comparison is complete with colour, electricity, air-conditioning, tarmac roads, cars and street lighting. Ask the learners to point out the differences in the properties and who they think lives in each one.
24. Did you know – 54 different countries with 2000 different languages and so on. Use the example of the same in Europe when crossing from rural Portugal into Spain where one language is not understood from one country to another.
25. All the different aspect of countryside in one Continent. Mud palaces to urban conurbations, deserts with massive underground lakes of fresh water to high mountains with snow on the top all the year round [Mt Kilimanjaro]
26. World famous people come from Africa – who is this man and it’s not President Obama?
27. Brief history of Nelson Mandela with one of his more famous sayings - I spend quite a bit of time here with this quotation as I’ve seen its impact in the playground immediately after a class. ‘Each one of you learners can make a difference to someone today’. It takes more muscles to frown than to smile so why don’t we smile more often??
28. Animated slide with 3 x famous ‘Global African’s’ who have one thing in common – they all have been educated!
29. Questions for class discussion if time allows.
30. Animated slide which will not reveal what the lady is looking at until you press proceed – a mobile phone! Without electricity how do they charge it?? Solar power perhaps. What is that?
31. Animated slide of boys playing – ever happy smiles wherever you go
32. Words to remember.
33. Notes for the teacher.