Geography Session 1: Where in the World?

Note: the appropriate term in Scotland for these sessions is Social Studies, but space has necessitated that we just term these sessions as Geography.

Outline
Learners will play Globingo to recognise and explore their global connections. Learners will then locate the four Young Lives countries (Ethiopia, India, Peru and Viet Nam) and the UK on a world map. They will use photographs to prompt discussion about their existing knowledge and assumptions about these countries.

Learning objectives
- To recognise some ways in which young people in the UK are connected with other countries and people in the world.
- To be able to locate the four Young Lives countries and the UK on a world map, along with bordering countries and bodies of water.
- To develop geographical skills in analysing and interpreting different data sources.
- To be aware of some between-country inequalities which exist between the four Young Lives countries and the UK.

Learning outcomes
- Learners will explore the connections they and their peers have with other countries and people in the world.
- Learners will identify the four Young Lives countries and the UK on a world map, along with bordering countries and bodies of water.
- Learners will use photographs to explore their existing knowledge and assumptions about these countries.
- Learners will identify and discuss examples of between-country inequalities.

Key questions
- How are we connected to other countries and people in the world?
- What do you know about these countries already? What would you like to find out?
- What do you think life in these countries is like?
- What evidence are you basing your ideas or assumptions on?
- Can you spot any examples of inequalities between the countries?

Resources
- Geography slideshow A (slides 2–8)
- Resource sheets:
  - Country snapshots: A, B, C, D and E
  - Country snapshots: reference notes 1 and 2
  - Young Lives country maps: Ethiopia, India, Peru and Viet Nam
- Activity sheets:
  - Globingo
  - Where in the world?

Curriculum links

England
KS3 Geography
Pupils should be taught to:
Aims
- Understand the processes that give rise to key human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Be competent in the geographical skills needed to interpret a range of sources of geographical information and communicate information in a variety of ways.

Place knowledge
- Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa and within Asia.

Wales
KS3 Geography
Locating places, environments and patterns
- Use maps, plans and imagery of different types and scales and ICT to interpret and present locational information.

Communicating
- Communicate findings, ideas and information using geographical terminology, maps, visual images, a range of graphical techniques and ICT.

Investigating
- Analyse and evaluate ideas and evidence, answer questions and justify conclusions.
- How and why is this place/environment/feature connected to, and interdependent with other places/environment/features?

Scotland
Social studies
- I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, the UK, Europe and the wider world.
  SOC 3-14a
- I can describe how the interdependence of countries affects levels of development, considering the effects on people’s lives.
  SOC 3-19a
Note:

- The total time required to complete all the activities in this session is over an hour. As with other geography sessions, you may decide to omit some activities depending on the time available and your learners’ existing knowledge, understanding and needs. The material is intended to support your teaching rather than guide it. Additional teaching input may be required to develop learners’ knowledge, skills and understanding of some of these concepts.

- For this session, learners will need an understanding of the term ‘development’, introduced in the Introduction session. You might also like to consult the Background notes for teachers.

Activity 1.1 (10 min)

Globingo (optional warm-up activity)

- Give each learner a copy of Globingo. Explain that the aim of Globingo is for learners to interact with each other and complete the question sheet as quickly as possible. They do this by collecting a different learner’s name in response to each question. There is space on the sheet to write a person’s name against each question. The learner who collects answers to all the questions in the fastest time is the winner of the game.

- Encourage learners to stand away from their desks and chairs and move freely around the room.

- Learners will have been introduced to Young Lives in the Introduction session. Show slide 3 to remind learners about the background to the project.

- Ask learners if they found anyone with a connection to one of the Young Lives countries (Ethiopia, India, Peru or Viet Nam) and, if so, what these connections are.

- Discuss what learners have discovered by playing Globingo and what they believe the purpose of the game is. Emphasis the point that we are all globally interconnected.

Differentiation

- Make it easier: Ask learners to go around in pairs to complete the worksheet.

- Make it harder: Make the questions more difficult or ask learners to identify alternative ways in which they are globally interconnected.

Activity 1.2 (30 min)

Where in the world?

- Organise learners into pairs and give each pair a copy of Where in the world? (enlarged to A3).

- Ask learners to label the UK and the four Young Lives countries (Ethiopia, India, Peru and Viet Nam) on their world map. Some learners may remember this from the Introduction session. A copy of this world map is provided on slide 4. Click forward on the slideshow to show the country locations.

- Ask learners to label the continents that each of the countries is in on their map. Discuss which
countries and bodies of water border each of the countries and ask learners to mark these on their map. Learners may need to look up information in an atlas or on the Internet.

- Discuss any facts that learners know about these four countries already, using the following questions as prompts:
  - What do you know about these four countries already? Begin to explore the issue of stereotyping by asking learners if they think what they are saying applies to everyone in that country.
  - What do you think life in these countries is like? Why do you think this?
  - What would you like to find out about these countries?

**Activity 1.3 (30 min)**

**Picturing gaps**

*Note: Learners are also introduced to the term inequality in the Introduction session and Maths session 1.*

- Use slides 5–8 to introduce learners to the concept of inequality and then explain that in this Geography unit learners are going to be finding out about some of the ‘gaps’ which exist between and within the four Young Lives countries and the UK.

- Organise learners into groups of three. Print off copies of the photographs in *Country snapshots* and give one of the country sets (A, B, C, D or E) to each group. Explain that each set of photographs was taken in one of the Young Lives countries (Ethiopia, India, Peru or Viet Nam) or the UK. Ask learners to look through their photographs and decide which country they think their set of photographs is from. Note that learners will have been shown a few of these images in the *Introduction session*. Ask learners the following questions:
  - Why do you think these photographs are from that country? What about the photographs makes you think this?
  - What ideas or assumptions about these countries are you using to help you to decide where the photographs are from?
  - What evidence are you basing your ideas or assumptions on?
  - What do you think this photograph is of?
  - Do you think this photograph was taken in an urban or a rural locality? Why do you think this?
  - Do you have any questions you would like to ask about any of the photographs? If so, what are they? How could you find out the answers?
  - Can you spot any examples of in-country inequalities in your set of photographs?

- Circulate the country sets so that each group has the chance to see each set of photographs.

- Allow time for learners to share their ideas about each set of photographs and then share the correct answers. Discuss learners’ responses and ask them the following questions:
  - Did any of the photographs of the country surprise you?
  - Do you think it is possible to show what a country is like in just eight photographs? Why/why not? Point out that in *Country Snapshots E*, the images from the UK are not representative of
the country as a whole.

- Can you spot any examples of inequalities between the countries?
- Do you think our impressions about what places are like are always correct?
- What images would you choose to represent the UK and why? Use this question to draw out the difficulty of summing up a whole country in a few images and therefore the fact that it is important not to assume too much about a country from just a few images.

**Activity 1.4 (30 mins)**

**On the map**

- Organise learners into pairs and give each pair a copy of one of the four Young Lives country maps (enlarged to A3). These maps show the approximate locations of the Young Lives study sites in each country. *Note that, to protect featured children's identities, precise co-ordinates for the communities studied by Young Lives researchers cannot be supplied.*

- Ask learners to use Google Earth (go to www.google.co.uk/intl/en_uk/earth/ to download) to investigate their country in more detail and record on the country map anything that they find out, such as major physical and human geographical features.

- Allow time for learners to share what they have found out about their country with others in the class. Discuss any initial similarities or differences between the countries that the learners have noticed.

**Further idea**

- Ask learners to create word clouds to consider and share their existing knowledge about the Young Lives countries:

  - Ask learners to choose one of the four countries and spend a few minutes writing down words that they might associate with or use to describe that country. Learners who are finding the activity challenging could be prompted to think of questions they would like to ask about the country instead.

  - Share learners' ideas in groups or as a whole class. For each country, ask learners to identify which words are the most common. Learners' word lists could be used to create a class word cloud for each country. Make words which are used more frequently appear more prominently in the word cloud. Alternatively learners could create a digital word cloud by using the following link: www.wordle.net. A simple example is provided below.
Display and discuss the words clouds. *Which words or impressions were the most common? Where have your ideas and existing knowledge about these countries come from? Possibilities include television, books or newspapers. Are the ideas supported by facts or are they assumptions?*

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# Globingo

Find someone who:

1. has eaten something from another country during the last week.
2. can say ‘hello’ in another language.
3. is wearing something made in another country.
4. can name a famous sports star from another country.
5. can name a charity that works overseas.
6. has used email to communicate with somebody in a different country.
7. has a member of their family living in another country.
8. has travelled to another country.
9. can name a famous politician from another country.

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<td>9.</td>
<td>Name:</td>
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Where in the world?

- Can you locate the UK, Ethiopia, India, Peru and Viet Nam on this world map?
- Which continent is each of these countries in? Label these continents on the map.
- Which countries and bodies of water border each of these countries? Label these on the map.

Source: Geographical Association www.geography.org.uk
Country snapshots A
Country snapshots B
Country snapshots D
## Country snapshots: reference notes 1

### Country snapshots A: Ethiopia

<table>
<thead>
<tr>
<th>Image info (clockwise from top left)</th>
<th>Image credit</th>
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<tbody>
<tr>
<td>People on their way to collect water from hand-dug open wells in a river bed in rural Ethiopia.</td>
<td>Jane Beesley/Oxfam</td>
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<tr>
<td>Members of the Assosa Farmers’ Enterprise selling vegetables at a market in the region of Benishangul Gumuz in Ethiopia.</td>
<td>Carol Satter/Oxfam</td>
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<tr>
<td>Traffic in Addis Ababa, the capital city of Ethiopia.</td>
<td>Justin Clements. <a href="http://www.flickr.com/photos/giustino/38838510/in/set-864476/">Visit Image</a></td>
</tr>
<tr>
<td>A little girl helping to move wood in rural Ethiopia. Most children in rural Ethiopia start helping their parents from the age of six.</td>
<td>© Young Lives/Antonio Fiorente</td>
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<tr>
<td>Young people on their way to school in rural Ethiopia. In some parts of Ethiopia, children can spend up to an hour walking each way to school.</td>
<td>© Young Lives/Yisak Tafera</td>
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<tr>
<td>Dembel Shopping Centre, Addis Ababa.</td>
<td>Vob08. [Visit Image](<a href="https://en.wikipedia.org/wiki/Dembel_City_Center#/media/File">https://en.wikipedia.org/wiki/Dembel_City_Center#/media/File</a>: Dembel_City_Center.jpg)</td>
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<tr>
<td>Many children in Addis Ababa live in homes made of corrugated iron. This area is soon due to be demolished to make way for new buildings. All the families living here will have to move.</td>
<td>© Young Lives/Alula Pankhurst</td>
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### Country snapshots B: India

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<thead>
<tr>
<th>Image info (clockwise from top left)</th>
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<tbody>
<tr>
<td>A slum area in Delhi.</td>
<td>David Levene/Oxfam.</td>
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<tr>
<td>Housing for the wealthier upper middle class rise above the shacks that are home to the residents of a slum area called Shanti Busti in the city of Lucknow, Uttar Pradesh.</td>
<td>Tom Pietrasik/Oxfam</td>
</tr>
<tr>
<td>A night scene in the city of Anantapur in Andhra Pradesh.</td>
<td>Abbie Trayler-Smith/Oxfam</td>
</tr>
<tr>
<td>The city overlooking the Beach Road 4, Visakhapatnam, Andhra Pradesh.</td>
<td>Nballa. <a href="https://en.wikipedia.org/wiki/Andhra_Pradesh#/media/File:Vizagcity.jpg">Visit Image</a></td>
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<tr>
<td>A young woman collects water in rural Andhra Pradesh.</td>
<td>© Young Lives/Sarka Gulati</td>
</tr>
<tr>
<td>A market place in a rural village in Andhra Pradesh.</td>
<td>© Young Lives/Centre for Economic and Social Studies</td>
</tr>
<tr>
<td>A twice-weekly vegetable market in the town of Bara Gaon, in the Faizabad District of Uttar Pradesh.</td>
<td>Tom Pietrasik/Oxfam</td>
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### Country snapshots C: Peru

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<tr>
<th>Image info (clockwise from top left)</th>
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<tr>
<td>The market at the Gastronomic Festival Mistura in Lima, the largest food festival in the world. Potatoes are one of the staple crops in the country and they are the main food of Andean communities.</td>
<td>Percy Ramirez/Oxfam</td>
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<td>An aerial view of the city of Cusco. This city is in the south-east of Peru, at an altitude of 3,400m, and was the capital of the Inca empire.</td>
<td>Paul Newbon/Marlene Ch'ing</td>
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<td>Pabellones district, province of Canas, Cusco region.</td>
<td>Percy Ramirez/Oxfam</td>
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<td>Housing in a suburb on the outskirts of Lima.</td>
<td>© Young Lives/Mónica Bazán</td>
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<tr>
<td>Playing outside a house in the Amazon region of Peru.</td>
<td>© Young Lives/Raúl Egúsquiza Turriate</td>
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<td>Looking out over Lima, Peru’s capital city, at sunset.</td>
<td>Quado678. [Visit Image](<a href="https://commons.wikimedia.org/wiki/File">https://commons.wikimedia.org/wiki/File</a>: Lima, Peru Sunset Skyline %26_Cityscape.png)</td>
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<tr>
<td>Walking along a road in the mountains of Peru.</td>
<td>© Young Lives/Raúl Egúsquiza Turriate</td>
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**Country snapshots: reference notes 2**

**Country snapshots D: Viet Nam**

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<tr>
<td>Bustling nightlife in Tra Vinh town centre.</td>
<td>Abbie Trayler-Smith/Oxfam</td>
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<td>H omn Market in Hà Noi sells food items ranging from live fowl to dried mushrooms.</td>
<td>Abbie Trayler-Smith/Oxfam</td>
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<td>A floating fishing village in Halong Bay (UNESCO World Heritage Site).</td>
<td>© Young Lives/Caroline Knowles</td>
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<td>Harvesting rice in rural Viet Nam.</td>
<td>© Young Lives/Nguyen Quang Thai &amp; Trinh Van Dang</td>
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<td>Rubbish collection in Viet Nam.</td>
<td>© Young Lives/Nguyen Quang Thai &amp; Trinh Van Dang</td>
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<td>A typical classroom in Viet Nam.</td>
<td>© Young Lives/Nguyen Quang Thai &amp; Trinh Van Dang</td>
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<td>Going to school in Viet Nam. Nearly all children use bicycles to get to school. Smaller children are often taken to school by their parents on motor-cycles.</td>
<td>© Young Lives/Nguyen Quang Thai &amp; Trinh Van Dang</td>
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<td>Rice fields in Mai Châu, Hòa Bình province, in the north-west of Viet Nam.</td>
<td>© Young Lives/Caroline Knowles</td>
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**Country snapshots E: UK**

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<td>Red Road Flats, Glasgow.</td>
<td>AxaxaxaxMi6 commons.wikimedia.org/wiki/wiki/File:RedRoadFlats.jpg</td>
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<td>Giant's Causeway, County Antrim.</td>
<td>code poet en.wikipedia.org/wiki/wiki/Northern_Ireland#/media/File:Causeway-code_poet-4.jpg</td>
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<td>Inveraray Bridge on Loch Fyne.</td>
<td>Michael Parry commons.wikimedia.org/wiki/wiki/Scotland#/media/File:Inveraray_Bridge_-_Loch_Fyne.jpg</td>
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<td>Bridge Street, Chester.</td>
<td>Crashlanded, en.wikipedia.org/wiki/wiki/Chester#/media/File:BridgeStreet_Chester.jpg</td>
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Young Lives country map

Ethiopia

Young Lives study sites in Ethiopia

Source: © Young Lives
Young Lives country map

Source: © Young Lives
Young Lives country map

Peru

Young Lives study sites in Peru

Source: © Young Lives
Young Lives country map

Viet Nam

Source: © Young Lives