

Living in Mim lesson plan

This lesson involves reading, understanding and extracting information about life in a cocoa farming village.

The lesson takes about 55 minutes in total.

What you'll need

- Mim Village Photo Powerpoint, on screen.
- Online map, or use the map in the Mim Village Photo Powerpoint.
- Location Report Handout (10 copies).

Starter (10 minutes)

First, show the class where Mim is on a map of Ghana. Either use an online map like Google Maps or the map in the Mim Village Photo Powerpoint. Point out Kumasi, the nearest big city. Kumasi is the second largest city in Ghana, after the capital, Accra.

Show the class the photo of Mim, from the Mim Village Photo Powerpoint.

Elicit from students as much information as possible about Mim from the photo. See the Mim teacher notes in this lesson plan for prompts.

Explain that students are now going to find out much more about the village by reading about daily life.

Main activity (30 minutes)

Divide the class into groups of 3 and give each group a copy of the Location Report Handout. This contains two location reports, and three documents and letters about people who live in Mim.

Explain that each member of the group will be working with different information and that to get the best possible idea of what it is like to live in Mim they will have to share information and work together. Each student should take one of the three documents about Victor, Lynda and Juliana.

They should write 'Mim Village' at the top of one of the location reports and fill it out together. Students need to extract as much information as possible about the village and fill in appropriate boxes on the report. They can record their information as short phrases or key words or sketches.

On the second copy of the location report, students should write the name of the community

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where their own school is based. Again, working as a group, they should fill in the boxes with appropriate information.

Plenary (15 minutes)

What have students discovered about Mim village? Ask them what they think it would be like to live there. Would they like to live in or visit Mim? (Give reasons for their answers.) How does Mim compare to their local community?

Mim teacher notes

It is hot and humid in the village and people try to stay in the shade during the heat of the day.

It feels much cooler up the hillside.

There is no running water and so women and children collect water from a stand pipe and carry it home on their heads.

The houses are a mixture of earthen brick and wood. Most have corrugated iron roofs.

Mim straddles the Kumasi road, which is dry and throws up clouds of dust each time a vehicle passes.

There are shops and stalls throughout the length of the village selling goods and services to those who pass through.

Rain has left its mark, eroding ruts and shallow ravines between houses and across paths.

The fields climb up above the village in the hills beyond. They are cool green and fresh in comparison to the hot dry village.

Children returning from school in their yellow and brown uniforms, carrying their own water supply.

Wellington boots are very important for working in the cocoa orchards.

Most families here grow cocoa in orchards on the hillside and vegetables like chilli peppers, okra, corn and tomatoes in their vegetable gardens near their houses.

This man is wearing spraying equipment and is on his way or returning from spraying his crops.

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Curriculum links		
England	KS2 Geography curriculum <ul style="list-style-type: none"> Human geography Geographical skills and fieldwork 	KS3 Geography Curriculum <ul style="list-style-type: none"> Locational knowledge Human geography Geographical skills and fieldwork
Northern Ireland	Progression Framework KS2: Geography <ul style="list-style-type: none"> Identify similarities and differences between a range of features and places, offering explanations, for example, weather, house type, building materials. Identify and use appropriate sources to gain information/data 	Statutory Requirement for Geography <ul style="list-style-type: none"> Demonstrate an awareness of their own relationships to other places, peoples and environments, from local to global Develop an understanding of how people in different places interact with their environment. develop geographical skills to interpret spatial patterns including atlas and map-work skills
Scotland	Curriculum for Excellence: Social Studies, Second Level <ul style="list-style-type: none"> SOC 2-13a and SOC 2-14a 	Curriculum for Excellence: Social Studies, Third Level <ul style="list-style-type: none"> SOC 3-11a; SOC 3-13a & SOC 3-14a
Wales	KS2 Geography curriculum Pupils should be given opportunities to <ul style="list-style-type: none"> study living in other countries. identify and locate places and environments using globes, atlases, and maps 	KS3 Geography curriculum Pupils should be given opportunities to <ul style="list-style-type: none"> study the rich and poor world: economic development in different locations/countries. study people as consumers: the impacts on and changes in economic activity locate places and environments using globes, atlases, maps and plans