



TEACHERS NOTES - Ethiopia Resource

ACTIVITY 1 - WELCOME TO ETHIOPIA

Children will find out more about Ethiopia and become able to recognise the features of an explanatory text.

LESSON OBJECTIVES

- Introducing Ethiopia as a country to the children.
- Consider how other children in less developed countries get to school.
- Write an explanation of their route to school.

PREPARATION

Real People, Real Lives: Ethiopia Book pages one and two.
Photocopy accompanying activity sheet.

INTERACTIVE TIPS

- Highlight key features as they are discussed, locating the opening statement, logical steps and closing statements using different colours.
- Ask children to highlight those verbs that are in present tense.
- As a class explore the linked world map and discuss the information on it.

LESSON

Tell the class they will be learning about Ethiopia. Read pages one and two of Big Book to the class. Prompt children with the following questions throughout the reading task:

- Which country do you start your journey in?
- What is the first type of transport used?
- What can be seen from the train?
- Why is Heathrow airport so busy?
- How long is the flight from London to Addis Ababa?
- What is the landscape like?
- Is Shumshiha a rural or urban school?

Explain that a report has a clear sequence - an opening, logical steps and a closing statement - and that they will be writing an explanation of the journey that they take to school, and will be discussing what they think the differences are between their journey and a child in Ethiopia going to school.

Hand out the activity sheet and put children to work on recreating the route they take to school. Review some of children's explanations of journeys to school.

Encourage creation of their own opening and closing statements and inclusion of timings and key locations on the route.

PLENARY

Discuss whether or not a child in Ethiopia would have a similar journey to the ones created today. Using clues taken from text and own assumptions, discuss what would be similar and what would be different. Some prompts may be roads / pavements, methods of transport, climate, scenery, etc. Which journey do the children think would be easier? Most interesting? Encourage explanation of opinions.

CURRICULUM LINKS: NATIONAL LITERACY STRATEGY TEXT LEVEL OBJECTIVES	
Year 3 Term 2 T17 Year 4 Term 2 T20 T24 T25	Year 5 Term 2 T15 T22 T24 Year 6 Term 3 T22



ACTIVITY 2 - A DAY IN MY LIFE

To compare their own life with the life of a child in Ethiopia. To recognise the features of a report.

LESSON OBJECTIVES

- Write a report based on their life: what they do and what they enjoy.
- Use comparison in order to understand what life might be like in Ethiopia.

PREPARATION

Ethiopia Big Book resource pages three and four.
Photocopy accompanying activity sheet.

INTERACTIVE TIPS

- Look at each paragraph in the text and ask children to consider what title / heading they would put with each paragraph and ask for their reasoning. This can be written or typed in.
- Draw on lines / arrows to link similarities between the two different countries to compare how things are done (for example contents of the school / journey to school / spare time).

LESSON

Read pages three and four of the Big Book resource and explain that the children will be writing a report of their life for a child in Ethiopia.

Discuss some of the important features of life in the UK and discuss what the headings could be. Ask questions, such as:

- How do children get to school?
- What clothes do they wear to school?
- How are the clothes similar to those you wear to school?
- What do the children enjoy doing?
- What leisure activities do the children have?
- What activities are similar in both countries?
- What do the children do to make them smile?
- What do you do to make you smile?

Write these on the board and leave them on there, for reference, during the class work. Ask children what details could be included and bullet point these.

Hand out the activity sheet and set children to work on recreating their report, including as much detail as they can so as best to inform the reader.

Review the reports completed and ask children to feedback their thoughts on the work. How do their reports differ from the report on page three of the Big Book?

PLENARY

Encourage children to think of extra headings to add to their report and not to limit themselves to just four. Encourage use of appropriate images to add to their report.

CURRICULUM LINKS: NATIONAL LITERACY STRATEGY TEXT LEVEL OBJECTIVES	
Year 3 Term 1 T22 Year 4 Term 1 T27 Year 5 Term 2 T22, 23	Year 6 Term 1 T17 Year 6 Term 3 T22



ACTIVITY 3 - MY FOOD, YOUR FOOD

Children will discuss the differences in diets and write instructions on how to make their favourite breakfast.

LESSON OBJECTIVES

- To recognise the features of an instructional text.
- To improve understanding of culture in another country.

PREPARATION

Real People, Real Lives: Ethiopia Book pages five and six.
Photocopy accompanying activity sheet.

INTERACTIVE TIPS

- Highlight key features as they are discussed: locating the statement of what is to be achieved, list of items required, any diagrams, and sequential steps, using different colours.
- Put sequential steps on a separate page in a jumbled-up order and ask the children to drag them into the correct order.

LESSON

Read pages five and six of Big Book to the class.

Hand out the activity sheet and explain that the pupils will be using the features they have seen to write instructions for a child in Ethiopia on how to make breakfast the same way that they do. Explain that an instruction text needs:

- A statement of what is to be achieved
- A list of items required
- Sequential steps
- A diagram or diagrams

Discuss some of the favourite breakfasts that children in the class have, be it cereal, porridge, toast and jam, beans on toast, fruit and yoghurt, etc.

PLENARY

Discuss whether or not a child in Ethiopia would be able to, or would want to, follow these instructions. Prompt children with key questions such as: Would they have all of the ingredients or equipment? Personal preferences?

Does injera seem like a meal that they would like to try and eat on a regular basis?
Take feedback and discuss.

CURRICULUM LINKS: NATIONAL LITERACY STRATEGY TEXT LEVEL OBJECTIVES

Year 3 Term 2 T16, T17
Year 4 Term 1 T25, T26

Year 5 Term 1 T25
Year 6 Term 3 T22

ACTIVITY 4 - SCHOOLS

To recognise the features of a recount, and how it can aid communication.

LESSON OBJECTIVES

- To recognise the features of an explanatory text.
- Make decisions based on evidence about school life in Ethiopia.

PREPARATION

Real People, Real Lives: Ethiopia Book pages seven and eight
Photocopy accompanying activity sheet

INTERACTIVE TIPS

- Highlight each paragraph and write in the accompanying margin space what each paragraph is about. This helps the class notice the changing subject of each paragraph; something they will need to do in their own recounts.

LESSON

Read pages seven and eight of Big Book resource to the class.

Prompt discussion with the following questions:

- What time does the person get up?
- What did they do before breakfast?
- What time does school start?
- Why is school so important?

Hand out the activity sheet and explain that they will be writing a timetable style entry for their day. They can then turn this into a recount for children in Ethiopia telling them about an average day in the life of a child in the UK.

They will also be discussing the similarities and differences there are between the daily routines of children in Ethiopia and the UK.

Review some of the recounts as a class and discuss. Ask children to consider what their days have in common with a child in Ethiopia and what aspects of their day are different.

PLENARY

Review pages seven and eight again as a class and look at the italicised words within the text. These are explained in the glossary at the back. Discuss these words and show the class the meanings.

CURRICULUM LINKS: NATIONAL LITERACY STRATEGY TEXT LEVEL OBJECTIVES

Year 3 Term 3 T22 - T25
Year 4 Term 1 T24

Year 5 Term 1 T24
Year 6 Term 1 T14 Term 3 T22



TEACHERS NOTES - Ethiopia Resource

ACTIVITY 5 - REPORT

To look in detail at school life in Ethiopia and create a non-chronological report describing their school.

LESSON OBJECTIVES

- To recognise the features of a non-chronological report.
- To increase knowledge and understanding about life in Ethiopia.

PREPARATION

Real People, Real Lives: Ethiopia Big Book resource pages nine and ten.
Photocopy accompanying activity sheet.

INTERACTIVE TIPS

- Highlight the text that shows what different pupils have said, and also that text which is reported talk (direct & indirect speech) in different colours.
- Ask children to locate and underline / highlight key words in each paragraph that are appropriate to the headings.

LESSON

Read pages nine and ten of Big Book. Discuss the features of a non-chronological report. Start with a heading and introductory statement about what you are going to report, and follow up with general observations including interesting facts. Arrange into paragraphs and headings, and finish with a concluding statement.

Remind children about the style of language: is it formal, descriptive, present tense etc.?

Hand out the activity sheet - children can use this to create a non-chronological report. Explain that they will be using the features they have seen to create an informative report describing their school; it should be similar to a school prospectus, but written for a child in Ethiopia who wishes to find out more information about their school in the UK.

PLENARY

Review some of the recounts together.

CURRICULUM LINKS: NATIONAL LITERACY STRATEGY TEXT LEVEL OBJECTIVES

Year 3 Term 1 T22
 Year 4 Term 1 T27
 Year 5 Term 2 T22, 23

Year 6 Term 1 T17
 Year 6 Term 3 T22



TEACHERS NOTES - Ethiopia Resource

ACTIVITY 6 - SHOULD I BE THERE!

Children will learn how to construct an argument to persuade others of a particular point of view.

LESSON OBJECTIVES

- To recognise the features of a discussion.
- To apply their knowledge of another country and incorporate others' views of it.

PREPARATION

Real People, Real Lives: Ethiopia Big Book pages eleven and twelve .
Photocopy the accompanying activity sheet.

INTERACTIVE TIPS

- Select and move text that is either for or against going to school.

LESSON

Read pages eleven and twelve of Big Book. Explain that the children are going to have a discussion as a class. Explain that the purpose of a discussion is to reach a conclusion after careful consideration of all the evidence.

Discuss the structure of a discussion, which should include covering the background of the subject, any issues they want to raise, and the arguments for and against the issue. Hold the discussion as a class; acting as the chairperson you can prompt children as appropriate.

Hand out the activity sheet and explain that they will be using the features they have seen, along with resource sheet six, in order to write up their discussion based on whether or not they should go to school and they will then compare their reasons to those of children in Ethiopia.

Review some of the written discussions together.

PLENARY

Discuss the fact that the children may not go to school out of simple necessity; their families need them to work in order to aid the family. Do the arguments produced today have the same qualitative nature?

CURRICULUM LINKS: NATIONAL LITERACY STRATEGY TEXT LEVEL OBJECTIVES	
Year 4 Term 3 T21-23 Year 4 Term 3 T25 Year 5 Term 3 T17-19	Year 6 Term 2 T18 Year 6 Term 3 T22



WELCOME TO ETHIOPIA

Opening statement

_____ School is in _____.

My house is in _____.

The journey to _____ School takes _____.

Here is an explanation of how to travel between the 2 locations.

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Closing statement

You will arrive at _____ School.

if you have successfully followed this route.

A DAY IN MY LIFE**WHAT IS LIFE LIKE IN THE UK?**

My home and where I live

My school and how I get there

My favourite foods

What I like to do in my spare time

MY FOOD, YOUR FOOD

How to make _____

Here are instructions for how to make _____,
a food that is often eaten for breakfast by children in the UK

What you will need	
Ingredients	Equipment

Instructions

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

REPORT

Our School

Our school is in _____
and has around _____ pupils and _____ teachers.
The average school day is made up of many different parts;
here are details of some of them.

Lessons

Break Time & Lunch Time

Assemblies

After School Clubs & Trips

Concluding Statement

There are many schools in the UK, ours is particularly good because

.....
.....
.....
.....

SHOULD I BE THERE

Introduction to Issue

What would you do if you didn't go to school?

Should all children go to school?

Or are there better ways for them to spend their time?

Arguments for going to school

Arguments against
going to school