





**ÁFRICA**  
**CUESTIÓN DE VIDA**  
**DEBIDA**



**EDUCACIÓN SECUNDARIA**

**SEGUNDO CICLO**

THE RIGHT  
TO EDUCATION



**2010**

## OBJETIVOS

- ◆ Leer un texto de nivel medio y conocer otras realidades humanas.
- ◆ Comunicar a través de la tipología epistolar las rutinas diarias y compararlas con las de otra persona.
- ◆ Sensibilizar al alumnado sobre los Derechos de la infancia.
- ◆ Extraer información de un vídeo.
- ◆ Aprender a argumentar y debatir.

## CONTENIDOS CONCEPTUALES

- ◆ Uso del presente simple. Describir rutinas.
- ◆ Uso de los adjetivos en grado comparativo y superlativo.
- ◆ Estructura oracional.
- ◆ Vocabulario relacionado con los horarios y actividades rutinarias.

## CONTENIDOS PROCEDIMENTALES

- ◆ Realizar actividades de comprensión/expresión oral y escrita.
- ◆ Asimilación del tiempo verbal para expresar hábitos.
- ◆ Producir un texto de unas 150 palabras.
- ◆ Comprensión de documentación en inglés.

## CONTENIDOS ACTITUDINALES

- ◆ Conocer situaciones humanas diferentes y sensibilizar al alumnado para contribuir a la mejora de la situación mundial.
- ◆ Adquirir métodos para expresar y defender la opinión personal.
- ◆ Proponer alternativas para la solución de la situación actual de los países subdesarrollados.

## MATERIALES

- ◆ Actividad del debate 1
- ◆ Actividad del vídeo 2
- ◆ Actividad de la carta 3

## TEMPORALIZACIÓN

- ◆ **Sesión 1.** Actividad del debate 1. Preparación.
- ◆ **Sesión 2.** Debate y visionado de presentaciones.
- ◆ **Sesión 3.** Actividad del vídeo 2.
- ◆ **Sesión 4.** Actividad de la carta 3.

## EVALUACIÓN



## Sesión 1 y 2: Actividad del debate. Preparación.

### The Right to Education

(Children around the World )



• Task • Process • Resources

#### Task

You are a group of teenagers. You have been chosen by your government to join an international conference about education. You must prepare a speech of 5 minutes per group and a written document or PP presentation you will show at the meeting.

After the international conference the whole class will debate and reach some conclusions about the children's right to education.

#### Process

This will be the steps that you have to follow in the class:

- ◆ Make groups of 3 or 4 people and choose your country. Inform the teacher (each group must have a different country). Make a plan of how you are going to work: topics, information, how to present it... At the end of the class you must give the teacher a paper with your names, country and work plan.
- ◆ Your presentations should answer at least four of the following questions:
  - Which percentage of children attends primary school?
  - Which percentage of children finishes primary school?



- What is the ratio of girls/boys enrolment? Do girls and boys attend school equally?
  - Is education free?
  - What do students need to take to school (uniform, books, notebooks...)?
  - Do children perform special tasks at school (cleaning the compound or the classes, carrying water or firewood...)?
  - How are the school buildings? Which facilities do they have (internet access, computers, windows, desks, laboratories....)?
  - How do most students get to school?
  - Are students given any food at school?
  - What kind of activities do students do in the afternoons, after attending school?
  - Which percentage of children attends/finishes secondary school?
  - Which percentage of the population has university degrees?
  - How many universities are there in the country?
- ◆ Look for information (internet, newspapers, magazines, friends or relatives who have travelled to the country...)
  - ◆ Use your imagination: You can talk about many different topics (music, sports, languages, tasks...) and you can present your ideas to them in many different ways (speech, images, articles, acting...).

English is either an official language or is spoken by a significant portion of the population in the following countries.

- |                               |                           |                             |                                |
|-------------------------------|---------------------------|-----------------------------|--------------------------------|
| <b>1.</b> Antigua and Barbuda | <b>12.</b> Cayman Islands | <b>23.</b> Liberia          | <b>34.</b> South Africa        |
| <b>2.</b> Australia           | <b>13.</b> Dominica       | <b>24.</b> Malawi           | <b>35.</b> Sri Lanka           |
| <b>3.</b> Bahamas, The        | <b>14.</b> Fiji           | <b>25.</b> Malta            | <b>36.</b> Swaziland           |
| <b>4.</b> Bangladesh          | <b>15.</b> Gambia, The    | <b>26.</b> Mauritius        | <b>37.</b> Tanzania            |
| <b>5.</b> Barbados            | <b>16.</b> Ghana          | <b>27.</b> New Zealand      | <b>38.</b> Trinidad and Tobago |
| <b>6.</b> Belize              | <b>17.</b> Gibraltar      | <b>28.</b> Nigeria          | <b>39.</b> Uganda              |
| <b>7.</b> Bermuda             | <b>18.</b> India          | <b>29.</b> Pakistan         | <b>40.</b> United Kingdom      |
| <b>8.</b> Botswana            | <b>19.</b> Ireland        | <b>30.</b> Papua New Guinea | <b>41.</b> United States       |
| <b>9.</b> Brunei              | <b>20.</b> Jamaica        | <b>31.</b> Philippines      | <b>42.</b> Zambia              |
| <b>10.</b> Cameroon           | <b>21.</b> Kenya          | <b>32.</b> Seychelles       | <b>43.</b> Zimbabwe            |
| <b>11.</b> Canada             | <b>22.</b> Lesotho        | <b>33.</b> Sierra Leone     |                                |

## Resources (8th December 2007)

- ◆ Statistics on each country:

[http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=198&IF\\_Language=eng](http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=198&IF_Language=eng)

<http://www.photius.com/rankings/index.html>

- ◆ General information on countries:

<http://www.loc.gov/rr/international/portals.html>

<http://www.factmonster.com/ipka/A0770063.html>

[http://dir.yahoo.com/Society\\_and\\_Culture/cultures\\_and\\_groups/cultures/](http://dir.yahoo.com/Society_and_Culture/cultures_and_groups/cultures/)

<http://www.theworldly.org/ArticlesPages/ArticlesMain.html>

- ◆ The right to education and related topics (street children, children labour, HIV/AIDS, orphans, violence at school...):

<http://hrw.org/children/education.htm>

- ◆ General information on education:

<http://youthink.worldbank.org/issues/education/>

- ◆ News on education in commonwealth countries:

[http://www.thecommonwealth.org/newsarchive/163077/news\\_archive/](http://www.thecommonwealth.org/newsarchive/163077/news_archive/)

- ◆ The state of the world's children:

<http://www.unicef.org/sowc07/docs/sowc07.pdf>

- ◆ The stories of children around the world:

<http://www.oxfam.org.uk/coolplanet/kidsweb/children.htm>

- ◆ Celebrations:

<http://www.earthcalendar.net/index.php>

- ◆ Music around the world:

<http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/home>

- ◆ Photographs of people and places around the world:

<http://www.galenfrysinger.com/index.htm>



### Sesión 3 : Actividad del vídeo 1.

Aprovechando un vídeo acerca de la vivencia de un grupo callejero que es rescatado por una organización no gubernamental, se trata de realizar un ejercicio de comprensión auditiva a partir de unas preguntas. Se escuchará dos veces. La primera para captar la idea general; la segunda, para poder contestar los detalles de las preguntas que se adjuntan. Una vez corregidas, se puede asociar esa situación a las vistas anteriormente en el debate, o bien pasar a la actividad siguiente (Actividad 4).

#### The Right to Education

(Children around the World )



- Introduction
- Task
- Process
- Resources

#### Introduction

The right of Education seems a reality when you look around, you but it is not. 40 years ago the Declaration of the human Rights said that everybody must have access to education. Nevertheless, there are still more than 100 million children who are not able to attend primary school. In spite of the interest of some countries in changing that situation, it seems that their politics are not enough. Only some non-governmental organisations are taking care of this situation and are trying to make people aware of it. That is the case of UNICEF.

#### Task

You are going to listen to a video from UNICEF. In it, you can watch and listen to the experience of some children from Georgia, children that live in the street and have now another opportunity. After watching the video, you will answer some questions about it and you will have the opportunity to express what you feel about that topic.

<http://www.youtube.com/watch?v=Cjx6RcCmij0>

You can go to Youtube and look for: UNICEF: Right to an education

#### Process

- ◆ Watch the video carefully and take some notes of what you understand, try to answer some of the questions. Anyway, the important thing is to understand the general idea.



- ◆ You will watch the video again. Now, it's time to concentrate your attention and answer all the questions.
- ◆ Check your answers watching the video again and with the help of the teacher.
- ◆ If it is necessary, you can watch the video again but now, stopping it in order to make the necessary comments and to share points of view.

### Resources

Web page: <http://www.youtube.com/watch?v=lgm ORM-m0k>

### ACTIVITIES ON THE VIDEO:

1. Watch the video on this web page: <http://www.youtube.com/watch?v=lgm ORM-m0k> about Georgian street children and their situation and answer these questions.

- ◆ What was Lela Gabisonia doing three years ago?

*She was homeless and she was begging for the streets.*

- ◆ How was her behaviour when she was rescued from the streets?

*She was very aggressive and she could hardly communicate.*

- ◆ Which are the three things that the shelter provides her at this moment?

*Counselling, Education, medical care as well as a warm bed every night.*

- ◆ What is the function of the lawyer in the shelter?

*To educate children and their parents about their legal rights.*

- ◆ How many street children have benefited from this programme?

*Nearly 300 children.*

- ◆ Which have been the causes of this situation in the country?

*Poverty, the break up of some families and the collapse of service social programmes.*

- ◆ To what dangers are street children exposed?

*To sexual exploitation and physical abuse. Some may end in the alcohol and drug addiction.*

- ◆ What is the idea of the programme? Which are its objectives?

*To give them back their childhood and also to teach them some skills to get a job when they grow up.*



## Answers

1. Watch the video and answer these questions.

◆ What was Lela Gabisonia doing three years ago?

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◆ How was her behaviour when she was rescued from the streets?

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◆ Which are the three things that the shelter provides her at this moment?

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◆ What is the function of the lawyer in the shelter?

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◆ How many street children have benefited from this programme?

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◆ Which have been the causes of this situation in the country?

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◆ To what dangers are street children exposed?

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◆ What is the idea of the programme? Which are its objectives?

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### Sesión 4: Actividad de la carta 3.

Lectura de una carta de Zawadi, una joven tanzanesa. Solucionar los problemas de vocabulario en grupo, deduciendo el significado por el contexto.

Una vez hecho esto, realizar el ejercicio de gramática. Más tarde completar la tabla de hábitos extrayendo la información de la carta, como se ve en los ejemplos y cuestionándose los suyos (hábitos).

Acabada la tabla comparativa, se escribe la carta de respuesta a Zawadi, siguiendo su modelo, tratando de contestar a las preguntas que se incluyen en el enunciado del ejercicio.

#### The Right to Education

(Children around the World )



- Task
- Process
- Resources

#### Task

Read the teenager's letter from Tanzania and do the activities about it.

#### Process

Read the letter carefully and make sure you understand all the words.

Then, complete the grammar activity about it.

You must do a list of your daily activities comparing it with the ones explained in the letter by Zawadi.

You have to reply to the letter by explaining her how your daily routine is.





## Resources

### LETTER

Dear friend,

*My name is Zawadi (the swahili word for “present”). I am 17 years old and I live in Kironwe, a small village in Tanzania. I am very lucky, I am a secondary school student in the Marist School in Masonga. I am the youngest child in my family, I have five brothers who are already married. I live in a hut with my mother and we share the family compound with other relatives.*

*I was asked to tell you about school life and my daily activities, so I’m going to try. I’m one of the four girls in Form Four, the last course. We study with forty boys, so in class we are forty-four students all-together. Seventy students started form one, but many have left. Some didn’t pass the exams, others had economical problems and left school to help their parents, some girls got married or pregnant.*

*In the mornings I get up around 6:00, when the cocks start singing. I must fetch water with a bucket and take it home. I light the fire and prepare some tea for me and my mother. We drink it together and, after, I start walking to school, which is about ten kilometres away. I like that time of the day, everything is peaceful, you can hear birds singing, feel the fresh air and see the sun rise. Sometimes I’m lucky and I find someone who carries me on their bicycle. Otherwise, I meet other students on the way and we walk together.*

*We must arrive at school at 8:00., when all students and teachers meet to pray together and get the news for the day. As we have different religious groups, we take turns to prepare the prayer. On Mondays we sing the National Anthem and this year I’m one of the leaders singing. Have you heard the Tanzanian National Anthem? It’s really nice!*

*Some students arrive late and they are punished. Luckily, in our school there are no physical punishments, as in primary school or other “secondaries”, but they are given some task to do after school.*

*After the parade, all students have a task to do: girls sweep classes, boys clean the compound with their hoes or water flowers or trees...In our school there are many trees and plants! At 8:30 we have the first lesson. Lessons last 40 minutes and they continue up to 10:30, when we have the first break. During the first break we take porridge and talk with our friends or play volleyball for a while. Some students are really poor and they don’t eat much apart from this porridge, so they are really looking forward to it.*

*Classes continue up until 15:00, with a second break of ten minutes at 13:00. Then, I return home. At that time I don’t enjoy walking at all, because it is hot and I am tired and hungry. When I arrive home I must help with the normal activities: going to the lake to wash clothes or dishes, collecting firewood, cultivating, pounding the cassava (our staple food) or looking after the family’s children.*

*At 18:00 it starts to get dark and we start cooking dinner. We always eat cassava with something else, small fish or vegetables. Sometimes we eat fruit, as I have planted some trees which are starting to produce. After supper, we tell stories for a while and we go to bed. In the nights when there is full moon children can stay awake longer and they play, sing and dance in the light of the night.*

*Well, and I think that’s all for today. If you want to know about me you can write to the school address or you can send me a letter with the volunteers from SED who come in summer. I would also like to know about you.*

All the best!  
Yours, Zawadi

## Activity 1

1. Read the letter carefully and then, complete the sentences with the correct verbal tense of these verbs.

- ◆ Zawadi \_\_\_\_\_ (wake up) at 6 a.m every morning.
- ◆ Zawadi's brothers \_\_\_\_\_ (get marry) some years ago.
- ◆ The birds \_\_\_\_\_ (sing) while she (walk) to school.
- ◆ She never \_\_\_\_\_ (go) to school by bus, she usually (walk)
- ◆ Some of the students \_\_\_\_\_ (be) poor and they (not/eat) anything apart from the porridge.
- ◆ Normally, at 18:00, she \_\_\_\_\_ (cook) the meal for her family.
- ◆ She \_\_\_\_\_ (plant) fruit trees some years ago and now, they \_\_\_\_\_ (producing).

2. What is your daily timetable? Fill in a chart with the main activities you do in a day and another with Zawadi's. Compare them. Think about these details: Is my life easier or harder? How early does she start their day? How does she move around? Do I spend more time in school or less? Do I spend more or less time with my family? How often does she mention technology (television, computer games, telephones) in their chart?

Time	Me	Zawad
6:00 am – 7:00 am		She gets up around 6:00. She fetches water with a bucket and takes it home. She lights the fire and prepares some tea.
7:00 am - 8:00 am		She walks to school...
8:00 am - 9:00 am		
9:00 am - 12:00 pm		
12:00 pm - 1:00 pm		
1:00 pm - 2:00 pm		
2:00 pm - 3:00 pm		
3:00 pm - 4:00 pm		
4:00 pm - 6:00 pm		
6:00 pm - 9:00 pm		

4. Now, write an answer for the letter explaining to Zawadi how your daily life is. You can use different verbal tenses (present simple, present continuous, the past), you can use comparatives, you can use conditionals, ..." I lived in ...I would" " If she...she would...", etc. What are the good things about your and her schedule? What are the bad things? Would I like to go to school in Tanzania? How would my life be different in Tanzania?





