

‘Take Mali’ – French, Mali and Tourism (DFID funded project)

Outline Plan for Curriculum Development Group

<p>Proposed Curriculum area/ including cross- curricular links and involvement of other staff</p>	<p>French/Geography/Citizenship To be taught in 1 hour weekly sessions Possibly one LSA</p>
<p>Audience/numbers /year group</p>	<p>Year 5/6, 25 pupils</p>
<p>Outline Summary / Objectives</p>	<p>General introduction to Mali – where + basic facts + link with previous climate change project. What is trade, what are Mali’s main exports? What problems do they need to overcome for succesful trading? How can this be done? To hear French in natural context, improve fluency and cultural understanding.</p>
<p>Length- (suggested 3/4 lesson slots)</p>	<p>January 10th =February 14th (6 weeks, 1 hour per week)</p>
<p>Learning Outcomes See general suggestions.</p>	<p>Children to have an understanding of the challenges faced by Mali and its propects for development.</p> <p style="color: red;">The short time spent on the topic meant that only some aspects of the problems facing Mali could be covered ie we focused on the cotton trade but barely touched on climate change and tourism. It was interesting that it was one of the pupils who brought in a National Geographic magazine with an article mentioning problems of kidnappings in the north.</p> <ul style="list-style-type: none"> - Understanding of trade between countries, fair trade, injustice in trading. - The concept of how and what different countries trade in was new and interesting to the pupils but it was tricky to find child-friendly information about imports/exports. They were shocked at how little the cotton growers in Mali earned without the Fairtrade initiative. They have some understanding now of how fair trade affects the wages of the workers and also of what the cooperatives use the Premium for and how the people including women are involved in decision making. - Understanding of a French speaking culture outside France - Development of French vocabulary and flucncy. - The children now have a much greater appreciation that French isn’t only spoken in France. Again time limitations mean that they have only learned a little about the people of Mali. However, they are aware that there is considerable variety of wealth in the country and were impressed with the music. The opportunity for the children to hear basic French words and phrases in a genuinie context helped to embed vocabulary and was a refreshing resource for Year 5/6 who feel too grown up for some of my French resources! It was good for their confidence to understand some real French speakers.
<p>Resource Requirements, e.g. authentic materials/support from outside organisations</p>	<p>Variety of goods from different countries. ‘Take Mali’ resources eg game cards.</p>

Further development opportunities	<p>Dependent on new headteacher's priorities.</p> <p>Possibility of using 'Take Mali' resources in further French lessons.</p> <p>School link with a school in Western Kenya looking together at energy use.</p> <p>Comenius project re saving energy.</p>
How to exemplify the activities for other teachers to use e.g video lessons/ write-up etc	Video and photo's from lessons + lesson plans
How will activities encourage a positive contribution from participants	<p>Lots of interactive ideas from 'Take Mali' resources should bring a positive contribution eg discussions from Travelling across Mali board game, thinking about where commodities come from, keeping 'Concept Maps' added to regularly, and the challenge of understanding some real French speakers.</p> <p>The children's outrage during the Role play showed that they were keen for trade to be more fair. After this activity I felt that a poster making activity promoting fairtrade would reinforce their learning. They watched a brilliant film of Steve Redgrave in Mali and then used the Fairtrade website to find material for their posters. Some of these are now displayed in the classroom and some of the pupils have just given a short presentation to the infant class about Fairtrade.</p> <p>We were very lucky to meet cotton agronomist Abdoulaye Diakite who visited the UK from Mali, which was organized through the 'Take Mali' project at Devon Development Education, and the pupils are now busy embroidering flags for the bunting world record attempt. They are enthusiastic about Fairtrade and tell me about different Fairtrade products which they have seen in the shops eg chocolate and bananas. <The children worked in groups on the interactive board game. They were able to explain their reasons behind whether issues written on the game cards were beneficial to Mali (whether players moved forward or backward) following their work with 'Take Mali'> On 1.4.11 children from KS1 set up a Fairtrade café following this work, where they sold products to parents</p>