



KATINE LESSONS - SECONDARY KS3 – Cooking and lifestyle

Cooking & lifestyle

The film on cooking and lifestyle in Katine

(www.guardian.co.uk/katine/video/2007/nov/05/lifestyle) provides an excellent introduction to what life is like in Katine, a village district in north-east Uganda. The following three-part lesson encourages pupils to find out more about the area and its people.

Part One – Introduction

After watching the film, discuss what you know about Katine. Record this information on the whiteboard in a mind map with the word Katine in the centre. Don't worry if it starts off a bit small – you are going to return to this later!

Next, working with a partner, use an atlas to locate Uganda. Find the names of the bordering countries and important geographical features such as rivers and lakes. What is the capital of Uganda and where is Katine in relation to this? Also find out about the population and climate. Where is Uganda in relation to Britain, and how far is Katine in kilometres from where you live? You can use books and the internet to help you.

Use your research to write a 10-fact quiz about Uganda and Katine. Swap your quiz with another pair and try to answer their questions. Afterwards, return to your class mind map and add the new information that you've learned.

Lesson objectives

- < to recognise that knowledge about places can be limited
- < to widen their knowledge about places
- < to recognise the amount of knowledge potentially available about places

National Curriculum links

Geography at KS3 (Year 7-9)

Unit 24: Passport to the world

Section 4: How can we find out about places? – Ten-fact quiz

Scottish Curriculum links

Environmental Studies – People and Place: Level E/F; Using maps, The physical environment; The human environment

Useful websites

World Atlas: <http://www.worldatlas.com/>

Map of Katine: <http://www.maplandia.com/uganda/soroti/kapelebyong/katine/>

Virtual map of Katine: <http://www.guardian.co.uk/katine/virtualvillage/0,,2191621,00.html>



Part Two – Group task

Life can be hard going in Katine. People's houses are simple and their diets include basic foods like root vegetables and flatbread. Watch the "Cooking and Lifestyle" film again, thinking about the similarities and differences between your life and that of a young person in Katine.

Split the class into six groups and give each group a large sheet of paper. Give each sheet of paper one of the following headings: Food; Homes; Jobs; Customs; Pastimes; Luxuries.

Working in your group, you have three minutes to list the similarities and differences between your local area and Katine. After two minutes, your group must move on to the next sheet of paper. Make sure you read what other groups have already written and try not to repeat any ideas.

When every group has visited each station, pin the posters to the wall and discuss what you can see. Why are some lists longer than others? What is the biggest difference between where you live and Katine? What experiences do people living in Britain and Katine have in common?

Lesson objectives

- < to identify some of the main similarities and differences between their local area and other places
- < to use secondary sources of evidence
- < to clarify their knowledge and perceptions of other places
- < to describe and explain the physical and human features that give rise to the distinctive character of places
- < to consider the effects of differences in development on the quality of life of different groups of people
- < to appreciate how places are linked

National Curriculum links

Geography at KS3 (Year 7)

Unit 1: Making connections

Section 3: What do we know, think and feel about other places?

Geography at KS3 (Year 9)

Unit 16: What is development?

Section 1: What is development? What factors do we need to consider?

Scottish Curriculum links

Environmental Studies – People and Place: Level E/F; The human environment; Human-physical interactions

Useful websites

Unicef – nutrition: <http://www.unicef.org/nutrition/index.html>; <http://www.globaldimension.org.uk>; <http://www.bigpic.biz>



Part Three – Extension task

Write a letter to a young person in Katine telling them that you are studying the area at school. Include facts that you have learned so far, and any questions that you have about Katine. You can look back at these questions as your work on Katine progresses.

Remember to tell your pen friend about yourself, and think about what things you have in common. What aspects of your life do you think someone in Katine would be interested to hear about?

Plan your letter by making notes about what each paragraph will contain. Have a partner read your first draft and discuss any improvements you can make. Type a final draft of your letter and proof-read it for mistakes. Share your completed letter with the rest of your class.

Lesson objectives:

⟨ to plan, draft, edit, revise, proofread and present a text with readers and purpose in mind

National Curriculum links:

English Framework Year 7-9

Text level – writing

Plan, draft and present

Scottish Curriculum links:

English Language: Level E; Imaginative writing

Useful websites:

Life in Katine: <http://www.guardian.co.uk/katine/2007/nov/17/livelihoods>

<http://www.bigpic.biz/>