

Malawi

General

Time Period: About 1 hour
Grades 1-6

About the lesson

It helps students understand where Malawi is and what it is like and how it is different to Canada.

Learning intentions

Students will be taught:

- that Malawi is an African country and its climate and geography differ from Canada.
- that these attributes affect the life of the people living in Malawi.

Learning outcomes

Students will have learnt:

- to locate Malawi/Blantyre on a globe and in the atlas.
- to describe the geography of Malawi.
- to compare Malawi with Canada.

Links to National Curriculum subjects

Geography
Plus Maths, English and Art



Resources

Globe, atlas and possibly maps; video clips and photographs/illustrations of Malawi; information from literature and web on relevant information e.g. temperatures, population, rainfall.

As this lesson will be repeated across all ages with different topics the following Lesson Structure gives some indication of how it could be delivered to for varying grades.

Lesson Structure

Approx timings

Introduction

Ask who knows where Malawi is and locate it on globe/atlas
What information have children already learned about Malawi? 10 mins

Warm up

Look at photographs or video of a particular aspect of Malawi and discuss (e.g. – crops grown) 5 mins

Development

Taking one of the following topics explore why Malawi is different from Canada: 30 mins

Location in world – near equator – southern hemisphere – African continent – no access to sea etc.

Landscape – large lake (20% of area) – mountains and land formations - natural vegetation etc.

Land use – main crops (tobacco, sugar, coffee, tea, cotton) – game reserves etc.

Climate – seasons – rainfall – temperatures etc.

People – population – demographics (ratio of children to adults) - health – employment – homes etc.

Apart from discussions and providing facts and information, students could explore the comparisons by producing graphs and charts e.g. to show population differences/ climatic differences (link to mathematics).

Students could also produce posters or wall charts to illustrate the land use (what animals are found in the game reserves?).

With older/more able students the issues associated with the export of crops like tobacco could be explored.

Vocabulary extension

In letters to children in Malawi students could describe their own location's geography (relating to lesson content). 10 mins

Plenary

Get feedback on what students have learnt. 5 mins

For Grades 1-3 the sessions could be developed to include stories about the country and producing illustrations showing simple comparisons with Canada e.g. focusing on themes such as weather, jobs, clothes worn by people, animals found there etc. Children may be able to locate Malawi on the globe and could produce very simple picture maps of the country.