

**Gilbert White's House
World Explorers
Post-Visit Lesson Plans
and
Teacher's Notes**



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World Explorers Lesson Plans

Introduction

These follow-up lesson plans are intended to:

- consolidate and develop pupils learning following their visit to Gilbert White's House and their participation in the World Explorers Day.
- provide an opportunity to introduce or consolidate the concept of eco- and sustainable tourism.

Activities

Activities are discussion and enquiry based to provide opportunities for pupils to:

- develop a deeper understanding through exploring and talking about their ideas
- work in groups of different sizes (pairs, small groups and as a whole class)

Activities are structured to support pupils develop the ability to:

- maintain attention and participate actively in collaborative conversations
- listen and respond appropriately to adults and their peers
- elaborate and explain clearly their understanding and ideas

Timings and Lesson Structure

- The timings and structure of the lessons are flexible to enable you to adapt and select activities as required.
- The lesson plans are sequenced and structured to work within two 60-minute lessons.
- There are a variety of options for pupil groupings so activities can be delivered in a format that suits your particular class dynamics.
- The timings provided are approximate. Activities can be extended to allow for more in-depth discussion or for pupils to record their thoughts and ideas in writing.
- Some activities can be shortened if conducted as class discussion rather than pair or group work followed by class feed-back.

Resource Pack

Contains photocopiable resources and activity sheets.

PowerPoint Presentation

Contains slides relating to a number of activities outlined in the lesson plans.

National Curriculum Links

Citizenship

The World Explorers Day and follow-up activities and resources are designed to support pupils to:

- ✓ develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions
- ✓ talk and write about their opinions, and explain their views, on issues that affect themselves and society
- ✓ reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- ✓ research, discuss and debate topical issues, problems and events

English

The World Explorers Day follow-up activities and resources provide pupils with the opportunity to:

- ✓ participate actively in collaborative conversations, discussions and debates
- ✓ elaborate and explain clearly their understanding and ideas
- ✓ listen and respond appropriately to adults and their peers
- ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ✓ ask relevant questions to extend their understanding and knowledge

Geography

The World Explorers Day follow-up activities and resources support the following expectations of the Key Stage 2 Geography Purpose of Study:

- ✓ A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people ...
- ✓ Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments ...

Lesson 1

Learning Objectives:

- To explain why Frank Oates went to Africa, where he went and what he did.
- To appreciate the size of the African continent, the diversity of its peoples and landscapes and its rich history.
- To work effectively as a team.

Success Criteria:

- Pupils can state at least 3 facts about Frank Oates' travels in Africa.
- Pupils can state at least 3 facts about the African continent.
- Pupils participate collaboratively in discussions, listen to each other and volunteer their thoughts and ideas.

Lesson 1 Activity 1	Suggested Timings: 10 minutes	Resources
<p>Key Question: Who or what connects these images?</p> <p>Suitable for: Whole Class Activity</p> <p>Activity: Picture Puzzle</p> <ul style="list-style-type: none"> ○ This activity can stimulate discussion about what pupils recall about Frank Oates' travels in Africa. ○ It is also a way of grouping pupils at random. <p>Preparation:</p> <ul style="list-style-type: none"> ○ Decide the number of pupils per group and therefore the number of groups in the class. ○ Select and print one large image per group (each group must have a different image). ○ Cut each image into the required number of pieces. For the purpose of explanation assume the class is divided into 5 groups of 5 pupils with a table set up for each group. In this instance, cut each image into 6 pieces and leave one piece of each 'puzzle' or picture on each table. 		<p>Resource Pack:</p> <ul style="list-style-type: none"> ➤ Picture Puzzle Images relating to Frank Oates travels in Africa <p>See lesson plan for preparation instructions.</p>

Lesson 1 Activity 1 continued	Suggested Timings: 10 minutes	Resources
Instructions <ul style="list-style-type: none"> ○ As the pupils enter the class room give them a random piece of image. ○ Pupils then have to go around the tables to find the 'puzzle' their piece matches. ○ When pupils have found their image and their group, they will discuss the prompt questions (Activity 2). 		
Lesson 1 Activity 2	Suggested Timings: 10 minutes	Resources
<p>Key Question: What can we remember about Frank Oates and his travels to Africa?</p> <p>Suitable for: Pair work / Group Work followed by whole class discussion</p> <p>Activity: 'Sticky-note Storm'</p> <ul style="list-style-type: none"> ○ In some versions of this activity the suggestion is to use post-it notes however slips of paper could be used instead. ○ Pupils write one idea on each piece of paper or post-it and place it on their table. ○ Aim of the activity to cover the table with as many post-its or slips of paper as possible. <p>Instructions:</p> <ol style="list-style-type: none"> 1. Show the class all the pictures that have been included in the activity (PowerPoint slide 2 or Activity Sheet Lesson 1 Activity 2). 2. Ask pupils who and what connects the pictures. 3. They should hopefully make the connection to their visit to Gilbert White's House. 4. Instructions for pupils: in their groups pupils should note down as much information and as much detail as possible (1 fact per slip of paper) about Frank Oates and his travels to Africa. Prompt questions if required: <ul style="list-style-type: none"> ○ Why did Frank Oates go to Africa? ○ How did he travel? ○ What did he do when he was in Africa? ○ Any other information about Frank Oates and his travels? 		<p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> ➤ Slide 2 <p>Resource Pack:</p> <ul style="list-style-type: none"> ➤ What can we remember about Frank Oates and his travels to Africa? Prompt Sheet <p>Teachers Notes:</p> <ul style="list-style-type: none"> ➤ Frank Oates Background Information Pages 19 – 20

Lesson 1 Activity 2 continued	Suggested Timings: 10 minutes	Resources
<p>Optional: If appropriate for the class, this activity provides the opportunity for pupils to consider how they will work as a team. Additional time could be allocated to the activity (if available) to provide pupils with the opportunity to discuss:</p> <ul style="list-style-type: none"> ○ How they will make sure that everybody in their group has the opportunity to volunteer their own suggestions. ○ Whether they think they should allocate roles, for example, one person to act as scribe, another to act as chairperson to ensure each pupil in the group has an opportunity to contribute. <p>Pupil feedback / class discussion: See next activity</p>		
Lesson 1 Activity 3	Suggested Timings: 10 minutes	Resources
<p>Activity: Pupil feedback</p> <p>Suitable for: Whole Class Activity</p> <p>Key Questions (suggested prompt questions above):</p> <ul style="list-style-type: none"> ○ Why did Frank Oates go to Africa? ○ How did he travel? ○ What did he do when he was in Africa? ○ Can you remember any other information about Frank Oates and his travels? <p>Activity Instructions:</p> <ul style="list-style-type: none"> ○ Pupils' answers are unlikely to be very detailed so they should find this exercise quite straightforward as the focus will be on their listening skills and recall rather than the ability to paraphrase the ideas of other people. ○ Before you begin the class feedback and discussion, explain to pupils that they can only tell the class their answer after they have repeated the answer of the previous pupil (their 'passport' to being allowed to give their own answer). 		<p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> ➤ Slide 3

Lesson 1 Activity 4	Suggested Timings: 15 minutes	Resources
<p>Key Question: What do we know about Africa?</p> <p>Suitable for: Whole Class Activity</p> <p>Information: The aim of this activity is to provide pupils with a very brief overview or 'taster' of the wealth and variety of Africa's history, geography and wildlife.</p> <p>Activity: Mingle, Pair, Share</p> <p>Instructions (music optional!):</p> <p>The following instructions are designed to structure the activity so that:</p> <ul style="list-style-type: none"> ✓ pupils are encouraged to interact with all of their classmates ✓ the temptation for pupils to call or shout out what's on their card is removed <p>Depending on class dynamics the shorter version of the activity outlined below may be more appropriate and also more practical if time is limited.</p> <ul style="list-style-type: none"> ○ Give each pupil a question or answer card. They should not show or share their card to other pupils until the activity starts. ○ Pupils circulate around the room in silence as music plays in the background (music optional!). ○ When the music stops (or you tell pupils to stop), each student finds a partner close to them. ○ When all pupils have found a partner, they share the question or answer on their card. ○ If they have found their matching question or answer they sit down with their partner. ○ The music starts again or the teacher signals that the pupils should start circulating again. At the given signal or when the music stops pupils find a new partner. Pupils share the information on their cards sitting down with their partner, if they have found their matching question or answer. ○ The activity continues until all pupils have found their 'perfect partner'. <p>Shorter version: pupils circulate, without having to stop at a given time, comparing cards with every pupil they meet until they have found the pupil with their matching question or answer card.</p>		<p>Resource Pack:</p> <ul style="list-style-type: none"> ➤ Question and answer cards <p>Please note the cards need to be printed and cut in advance.</p>

Lesson 1 Activity 4 continued	Suggested Timings: 15 minutes	Resources
<p>Pupil Feedback:</p> <p>Tell pupils that:</p> <ul style="list-style-type: none"> ○ every pair is going to read out their question and answer. ○ they need to listen carefully as they will then have a quiz to see how much they remember. <p>Each pair then reads their question and answer to the class.</p>		
Lesson 1 Activity 5	Suggested Timings: 15 minutes	Resources
<p>Key Question: How much do we know about Africa?</p> <p>Suitable for: Individual / Pair Work / Group Work</p> <p>Activity: Quiz</p> <p>Aim: To consolidate understanding of facts included in the previous activity.</p> <p>Instructions:</p> <p>A variety of options are possible including:</p> <ul style="list-style-type: none"> ○ Pupils complete the quiz sheet individually, in pairs or in groups. ○ Each question is read out to the class, pupils volunteer answers or alternatively consult with a partner or group before volunteering their answer. 		<p>Resource Pack:</p> <ul style="list-style-type: none"> ➤ Quiz sheets <p>Teacher's Pack</p> <ul style="list-style-type: none"> ➤ Answer Sheet Pages 15 - 17

Lesson 2

Learning Objective:

- To understand that the tourism can affect a community both positively and negatively.
- To understand what eco-tourism is.

Success Criteria:

- Pupils can list at least 3 benefits and 3 disadvantages of tourism.
- Pupils can explain what eco-tourism is.

Lesson 2 Activity 1	Suggested Timings: 15 minutes	Resources
<p>Key Question: How much do we know about Africa?</p> <p>Suitable for: Pair Work / Group Work</p> <p>Instructions: 'Double Think-Pair-Share'</p> <ul style="list-style-type: none">○ Working with a partner, pupils have 2 minutes to note down as many things they know about Africa.○ Each pair shares and compares their answers with another pair of pupils ('Pair 1' reads their answers aloud and 'pair 2' listens and then adds their ideas that are missing from the list). <p>Pupil feedback:</p> <p>In turns groups read out their answers to the class. If appropriate for the class, a competitive element could be introduced with groups scoring one point for a fact or answer that no other group has given.</p> <ul style="list-style-type: none">○ When each group reads out their answers the other groups put up their hands if they have the same answer. Pupils cross out any of the ideas on their list that the other groups have also included.○ Following the first group, groups should only read out the answers that no other group has given. <p>Brief Class Discussion: Why is Africa a popular tourist destination?</p>		<p>Paper and pencils / pens</p>

Lesson 2 Activity 2	Suggested Timings: 15 minutes	Resources										
<p>Key Question: What are the benefits and disadvantages of travel and tourism?</p> <p>Aim: Pupils consider the potential benefits and disadvantages of tourism</p> <p>Suitable For: Whole Class Activity</p> <p>Instructions:</p> <ul style="list-style-type: none"> ○ With a flashcard or poster, label one corner 'benefit' and the opposite corner of the room 'disadvantage'. ○ Read out each statement about the impact of tourism. ○ Following each statement, pupils have to decide whether the statement reflects a benefit or disadvantage of tourism. ○ Pupils move to the area of the room that reflects their opinion. ○ Pupils can be asked to explain and justify their opinion <p>Alternative Option:</p> <ul style="list-style-type: none"> ○ Pupils complete the Benefits and Disadvantages of Tourism Activity Sheet 		<p>Teachers Pack:</p> <ul style="list-style-type: none"> ➤ Benefits and Disadvantages of Tourism statements Page 18 <p>Resource Pack</p> <ul style="list-style-type: none"> ➤ Benefits and Disadvantages of Tourism Activity Sheet 										
Lesson 2 Activity 3:	Suggested Timings: 10 minutes	Resources										
<p>Key Question: What is eco-tourism?</p> <p>Suitable for: Pair Work / Group Work-</p> <p>Key Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Conserves</td> <td style="width: 20%;">Economic</td> <td style="width: 20%;">Eco</td> <td style="width: 20%;">Eco-Friendly</td> <td style="width: 20%;">Eco-tourism</td> </tr> <tr> <td>Sustains</td> <td>Tourism</td> <td>Sustainable</td> <td>Community</td> <td></td> </tr> </table> <p>Activity: Game of 'Pairs' also known as Memory, Concentration or Pelmanism</p> <p>Instructions:</p> <ul style="list-style-type: none"> ○ Pupils place the cards, individually, face down on the table. ○ Pupils take it in turns to turnover 2 cards. 		Conserves	Economic	Eco	Eco-Friendly	Eco-tourism	Sustains	Tourism	Sustainable	Community		<p>Resource Pack</p> <ul style="list-style-type: none"> ➤ Definition Cards <p>Please note these need to be printed and cut in advance.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> ➤ Slide 4 – definition of eco-tourism
Conserves	Economic	Eco	Eco-Friendly	Eco-tourism								
Sustains	Tourism	Sustainable	Community									

Lesson 2 Activity 3 continued	Suggested Timings: 10 minutes	Resources
<p>Instructions continued:</p> <ul style="list-style-type: none"> ○ If the 2 cards are a matching pair, they keep the cards. If not, the cards are returned to the same, face down position. ○ The game continues until pupils have matched all cards correctly. ○ The player with the most cards wins. <p>Class discussion:</p> <ul style="list-style-type: none"> ○ Show pupils the definition of eco-tourism (PowerPoint Slide 4) ○ Class discussion – Can you think of ways that holidays could become more eco-friendly? <p>Notes: Principles of Eco-tourism</p> <ul style="list-style-type: none"> ○ To minimise destructive impact on the natural environment ○ To promote positive impacts on local people: <ul style="list-style-type: none"> ○ generate money and jobs for local people; ○ introduce new skills and knowledge to help local people; ○ encourage community work in partnership with local people. ○ To respect local beliefs, cultures and customs ○ To fund conservation ○ To educate tourists and local people 		
Lesson 2 Activity 3	Suggested Timings: 20 minutes	Resources
<p>Key Question: What do we think about Frank Oates's actions in Africa?</p> <p>Please Note:</p> <ul style="list-style-type: none"> ○ The aim of this activity is not to judge Frank Oates by today's standards but rather provide pupils with the opportunity to discuss, consider and reflect on changing attitudes over time. ○ Pupils have the opportunity to discuss what they think about Frank Oates' actions but they should also consider why people behaved the way they did at the end of the nineteenth century. 		<p>Resource Pack:</p> <ul style="list-style-type: none"> ➤ Descriptions of Frank Oates travels in Africa: Statement Cards ➤ Activity Sheet: Extracts from Frank Oates diary

Lesson 2 Activity 3 continued	Suggested Timings: 20 minutes	Resources
<p>For example:</p> <p>Collecting birds' nests and eggs and taxidermy: Today film, colour and digital photography can be used to study and learn about the natural world, techniques that were not available to explorers such as Frank Oates at the end of the nineteenth century.</p> <p>Suitable for: Pair Work / Group Work followed by class discussion</p> <p>Note: the length of this activity will depend on:</p> <ul style="list-style-type: none"> ○ whether pupils are working in pairs or groups ○ whether every pair or group of pupils reports back to the class ○ how many statements you wish pupils to consider and discuss <p>Instructions:</p> <ul style="list-style-type: none"> ○ Give each pair or group of pupils one description card (pairs or groups could have the same card). ○ Pupils read the statement, discuss and consider what they think about Frank Oates' actions. ○ After a short discussion, each group feeds back to the class, reading their statement card and explaining and justifying their opinion to the rest of the class. ○ Time permitting, other members of the class, can also contribute their own thoughts and ideas. <p>Alternative option:</p> <p>Pupils work individually or with a partner, considering all the statements on the Activity Sheet: Extracts from Frank Oates diary.</p>		

Lesson 2 Activity 4	Suggested Timings: 10 minutes	Resources
<p>Key Question: How can a person be a responsible traveller?</p> <p>Suitable for: Individual / Pair Work / Group Work</p> <p>Activity:</p> <ul style="list-style-type: none"> ○ In pairs or groups, pupils discuss and agree their top tips to become a responsible (eco-)traveller ○ Pupils feedback their ideas to the rest of the class, explaining and justifying their opinion. <p>If more time available:</p> <ul style="list-style-type: none"> ○ Ideas and suggestions from each pair or group could be collated. ○ If groups have suggested a variety of different ideas, pupils could vote for what they consider the top 5 tips that have been suggested by the class. ○ Pupils can then compare their list with the final class list and this could provide another opportunity for further class discussion and for pupils to explain and justify whether they agree with the final list or not. 		

Lesson 1 Activity 5
How much do we know about Africa?
Quiz Questions and Answers

1. Is Africa the largest continent in the World?

Africa is the second largest continent in the world.

2. How many countries are there in Africa?

There are 54 countries in Africa.

3. The world's largest and hottest desert is in Africa. What's it called?

The Sahara Desert is the world's largest desert. Its nickname is the Sea of Sand.

Notes: It is the third largest desert overall, smaller only than the deserts of Antarctica and the northern Arctic.

4. Where can you find the oldest university in the world?

The oldest university in the world is in Morocco in North Africa. It is called the university of Al-Karaouine.

Notes: Established at the very beginnings of Morocco's oldest imperial city, the University of Al-Karaouine (also written as Al-Quaraouiyine and Al-Qarawiyyin) was founded in 859 and is considered by Unesco and the Guinness Book of World Records to be the oldest continually operating university in the world.

<https://www.bbc.com/travel/article/20180318-the-worlds-oldest-centre-of-learning>

5. What is the name of the richest man in the world ever?

Mansa Musa is believed to be the richest man of all time. He was born in 1280 and died in 1337. He was King of the Mali empire in west Africa.

Further information: <https://www.bbc.co.uk/news/world-africa-47379458>
<https://education.nationalgeographic.org/resource/mansa-musa-musa-i-mali>

6. How many languages are spoken in Africa?

Over 1000 languages (approximately) spoken in Africa.

Further information: <https://alp.fas.harvard.edu/introduction-african-languages#:~:text=population%20census%20statistics,-.Languages%20of%20Africa,languages%20of%20Africa%20by%20country>.

7. What's the name of the longest river in the world?

The Nile in Africa or the Amazon in Brazil. It's difficult to tell as they are very similar lengths!

8. Where did the very first humans in the world live?

The first humans in the world lived in Africa.

Further information: <https://humanorigins.si.edu/education/introduction-human-evolution#:~:text=Humans%20first%20evolved%20in%20Africa,different%20species%20of%20early%20humans>.

9. The Victoria Falls are one of the 7 Natural Wonders of the World. Where in the world are they?

On the border of the countries of Zimbabwe and Zambia in Africa.

Notes: The Victoria Falls is the largest waterfall in Africa but not the highest or widest waterfall in the world but they are considered some of the most impressive.

10. True or False: Africa is the hottest continent in the world.

True, Africa is the hottest continent in the world.

11. The world's:

largest land animal

tallest animal

fastest land animal

largest reptile

largest primate

can all be found in Africa. Can you name them?

African elephant, Giraffe, cheetah, the Nile crocodile, the gorilla

12. Which country has the most pyramids?

There are more pyramids in Sudan than anywhere else in the world, even Egypt!

For further information visit: https://en.wikipedia.org/wiki/Nubian_pyramids

13. Possibly the oldest mathematical tool in the world was found in the Democratic Republic of the Congo in Africa. How old do you think it is?

The Ishango Bone is approximately 20,000 years old.

For further information visit: https://en.wikipedia.org/wiki/Ishango_bone

14. The Mali Empire* was started in the 1200s AD. Where was it and what was it well known for?

The Mali Empire* was in West Africa. It was well known for its wealth and Timbuktu's university which had a library with over 700,000 manuscripts.

15. Great Zimbabwe* was the capital of an ancient civilisation that ruled the area between the 13th and 15th centuries. Objects were discovered in the ancient city which suggest they traded in goods from around the world.? What were they?

Ancient Chinese pottery, Arabian glass and European textiles were found at the ancient city of Great Zimbabwe

*Additional information for pupils: The Empire of Mali and Great Zimbabwe are just two examples of many African empires and kingdoms.

For a timeline of African Kingdoms visit:

https://www.britishmuseum.org/sites/default/files/2021-10/African_Kingdoms_Timeline_Digital_Resource.pdf

Lesson 2 Activity 2
Benefits and Disadvantages of Tourism
Statements

1. Tourism supports local businesses.
2. Local facilities such as roads are improved.
3. Tourism provides jobs for local people.
4. Tourism means people visiting a country can learn about its history, traditions, art and culture.
5. Popular destinations can become too busy with too many people and too much traffic and that can make life difficult for the local community.
6. Travelling can be harmful to the environment particularly if people are travelling by plane or new roads have to be built.
7. Hotel and restaurant jobs for local people can be badly paid.
8. Tourism can earn lots of money but that money might go to the travel and hotel companies who are based outside the country and not to the local people.
9. Tourism can encourage people to support the conservation of the wildlife and countryside in the country they visit.
10. Local wildlife can have their natural hunting grounds and patterns disturbed. Some animals even become dependent on being fed by tourists.

Frank Oates

Background Information

The book 'Matabele Land and the Victoria Falls' from the letters and journals of the late Frank Oates' is available to read online here:

<https://archive.org/details/matabelelandvict00oates/page/n8/mode/1up?view=theater>

The following information is available online at: <https://gilbertwhiteshouse.org.uk/frank-oates/>

Frank Oates (1840 – 1875)

Frank Oates was fascinated by natural history from an early age, particularly the study of wild birds. He entered Christ Church College, Oxford, to read Natural Sciences in 1860, but because of ill-health failed to complete his studies. In 1871 he visited the Americas in an attempt to re-establish his health. On display in the Frank Oates gallery, at Gilbert White's House is a stunning display of Central American birds collected from his travels there. The gallery also details his fateful journey to Africa, begun in 1873, with displays of various artefacts and specimens he collected during his trek from Durban, through Natal, Transvaal and finally to Matabeleland and the Victoria Falls.

Oates's first significant natural history expedition was to Central America and North America from 1871-1872. Most of this time was spent collecting bird and insect specimens in Guatemala, now in the museum. Upon his return to Britain, he was elected a fellow of the Royal Geographical Society.

In 1873 Oates set off on a major expedition to explore the unknown territory north of the Zambesi River. During this trip he recorded and collected previously unknown species of trees and wildlife in Matabeleland. His name – and importance to science – is commemorated in the scientific name given to these various species, of "oatesii".

On 31st December 1874 he reached the Victoria Falls, probably the first European to see them since David Livingstone. It was, he recorded in his diary, "a day never to be forgotten". On the journey home, he fell ill and died of fever on 5th February 1875. Frank Oates' book Matabele Land and the Victoria Falls; A Naturalist's Wanderings in the Interior of South Africa published in 1881 after his death is regarded as one of the seminal early texts on this part of Africa.

His obituary in the Oxford Journal of 29th May 1875, recorded that: Had he lived, would have added largely to those fields of distant inquiry and research for which his ardent love of travel and adventure peculiarly fitted him.