

# UNIT 1: Day in the Life of a Student: A First Grade Exploration into the Daily Lives of Children in Seattle and Tanzania

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**Introduction:** An excellent way to introduce children to a different culture is through an exploration of the daily life experienced by children in a different part of the world. This lesson is designed around the life of a child in Tanzania, and it could be extended to any other world region.

Life in Tanzania is very different from life in the United States, though perhaps a little less different from rural areas than from urban areas. It is easiest to understand a new culture if we first understand our own. With this in mind, this lesson encourages children to think about their own routines and ways of life, and then it allows them to compare and contrast these routines with those of children just like them living in Tanzania.

**Unit Organization:** Unit organized by days. Objective, goals, materials, and assessment apply to the entire unit.

**Target Audience:** Grades 1-2

**Objectives:** Upon completing this unit, students will be able to:

- Compare and contrast events of daily lives of children in Seattle and children outside of Arusha in Tanzania.
- Map out typical school day experiences.
- (Optional) Make cultural connections by exchanging information through the Internet.

**Background to this unit:** If a teacher in the US has established a connection with a teacher in Tanzania and the two classes are able to exchange e-mail, then use direct exchange to get the information about children's daily lives in Tanzania. If you are partnered with a school in Tanzania, your classroom will have to be equipped with computer, scanner, and Internet access. Children/teacher will learn to scan their chart and send it to the e-mail address in Africa. The lessons could be done as part of a computer lab experience, if a lab is set up, or it could be done in the classroom if the hardware is present and ready to go.

If your classroom is not connected with a school in Tanzania or Africa, a generic model is provided here, based on interaction with teachers and students in Tanzania by the author.

**Time Allotment:** This unit will be accomplished in five sessions of approximately 40 minutes each.

## Materials:

Included:

- "My Typical Day" Chart (page 1-4)
- "Day in the Life" Chart (page 1-5)
- Here We Go 'Round the Mulberry Bush Lyrics (page 1-6)
- Venn Diagram (page 1-7)

**Note:** Some teachers prefer to use "Double Bubble Maps" instead of Venn Diagrams. A "Double Bubble Map" looks like two connected bubble maps, and it is used to organize information about two things in order to compare and contrast them. Due to copyright restrictions, we were unable to provide a "Double Bubble Map" as part of this curriculum, but you can visit

<http://www.mapthemind.com/thinkingmaps/themaps/dbubble/T> for on-line examples. You can find other examples of these maps and other similar writing tools by searching *Google* for "Double Bubble Map."

**Unit Assessment:** Students will be able, at the end of the lesson sequence, to draw simple pairs of pictures, contrasting an activity typical of a student in the US with the corresponding activity of a student in Tanzania.

## Procedure:

### Day One - Learning to Make a Time/Flow Chart of Daily Activities

Start by modeling this activity by filling in a "My Typical Day" chart on the board or overhead for the class to see based on his/her own daily life.

Ask students to discuss how the teacher's chart might be similar/different to their own experience.

Students should work as a group to do a typical student chart while the teacher fills information in on another chart on the board or overhead for the class to see.

Pass out copies of "My Typical Day" (1-1). Individual students fill in their own charts.

### Day Two – Thinking about their daily schedule

Share copies of the "Day in the Life" chart (with Tanzanian student information filled in) with your students (1-2). Your students should use their "My Typical Day" sheets to complete the "US student" column of the "Day in the Life" chart. You should encourage them to think about their life and why they do what they do:

1. How early do they start their day?
2. How many hours do they spend in school? At extracurricular activities?
3. How many hours do they spend doing chores or helping out?
4. How often do they mention technology (television, computer games, telephones) in their chart?
5. How do they move around?
6. How much variety do they have in their meals? Why is this so?
7. What are the good things about your schedule? What are the bad things?

### **Day Three – Powerful Questions**

Once the “US student” column is complete, read the “Tanzanian student” column together as a class, with a different student reading each time slot. You might show photos included in Lesson 2B “Meeting the Maasai” of this curriculum to help students imagine the activities being described. Take enough time for each time slot to be fully imagined. Ask students what they might like about living in Tanzania. Then ask them what they might not like.

Students will now get a chance to make comparisons between their own typical days and the typical day of a Tanzanian child. The emphasis will be on formulating questions about what is learned:

1. Would I like to go to school in Tanzania?
2. How would my life be different in Tanzania?
3. Is my school more or less interesting?
4. Is my life easier or harder?
5. Do I spend more time in school or less?
6. Do I do more chores or less?
7. Do I spend more or less time with my family?

### **Day Four – Venn Diagram**

A Venn Diagram (page 1-7) is a good chart for organizing information. Pass out copies to the students. Students will decide which aspects of daily life are similar and which are different, constructing their diagrams or maps as such. These diagrams can also serve as an art project, with small illustrations decorating the different circles.

### **Day Five – Project Day**

In this culminating lesson, there is lots of room for variety. Art projects, skits, or this musical example are possibilities.

**Example:** Use the folk tune: *Here We Go Round the Mulberry Bush* (page 1-6). Teach the English version, then help the children to change the words, using terminology that has been gained from what they have learned about the lives of Tanzanian students. For example, the verse: *This is the way we make our beds.* Could be sung, acted out, illustrated as a typical US activity, then as a Tanzanian activity.

# My Typical Day Chart

<b>Morning</b>	<b>Afternoon</b>	<b>Night</b>

## Day in the Life Chart

Time	US Student	Tanzanian Student
6:00 am – 7:00 am		Fetch water from the nearby stream. Start a fire for hot water. Cook breakfast consisting of banana, beans and rice.
7:00 am - 8:00 am		Walk 45 minutes to one hour to school with a bucket of water carried on head (students are responsible for watering the school garden and cleaning the school). School has no faucet or electricity.
8:00 am - 9:00 am		School starts with a gathering in the school grounds, students march and sing the Tanzanian anthem.
9:00 am - 12:00 pm		Lesson lasts for 45 minutes. Then a study period follows for another 45 minutes. Another lesson for 45 minutes and then another study period for 45 minutes. Children are alone, unsupervised.
12:00 pm - 1:00 pm		Lunch period. Schools do not provide lunch - students usually eat a light snack or do not eat at all.
1:00 pm - 2:00 pm		The last lesson of the day. Most of the schoolwork is written on the chalkboard, students spend a lot of time copying. No textbooks are available.
2:00 pm - 3:00 pm		Students clean and put wooden desks and chairs in place, ready for the second session students arrive. The class size is 45 to 50 students.
3:00 pm - 4:00 pm		Walk home, feed the cow, take the goats out for grazing, and collect firewood for the day.
4:00 pm - 6:00 pm		Help with house chores, such as picking coffee beans and tending the vegetable garden. Play with the neighborhood kids. Eat dinner, mostly beans and rice. Eat meat about twice a week.
6:00 pm - 9:00 pm		Do homework, take a communal bath (the outhouse usually is located outside next to the cooking area where mom and the extended family are cooking). Dad comes home, then the quality time is spent, story time. Electricity is scarce, so when the sun goes down, activities come to an end.

## Here We Go 'Round the Mulberry Bush Lyrics

Here we go 'round the mulberry bush,  
The mulberry bush,  
The mulberry bush.  
Here we go 'round the mulberry bush,  
So early in the morning.

This is the way we wash our clothes,  
Wash our clothes,  
Wash our clothes.  
This is the way we wash our clothes,  
So early Monday morning.

This is the way we iron our clothes,  
Iron our clothes,  
Iron our clothes.  
This is the way we iron our clothes,  
So early Tuesday morning.

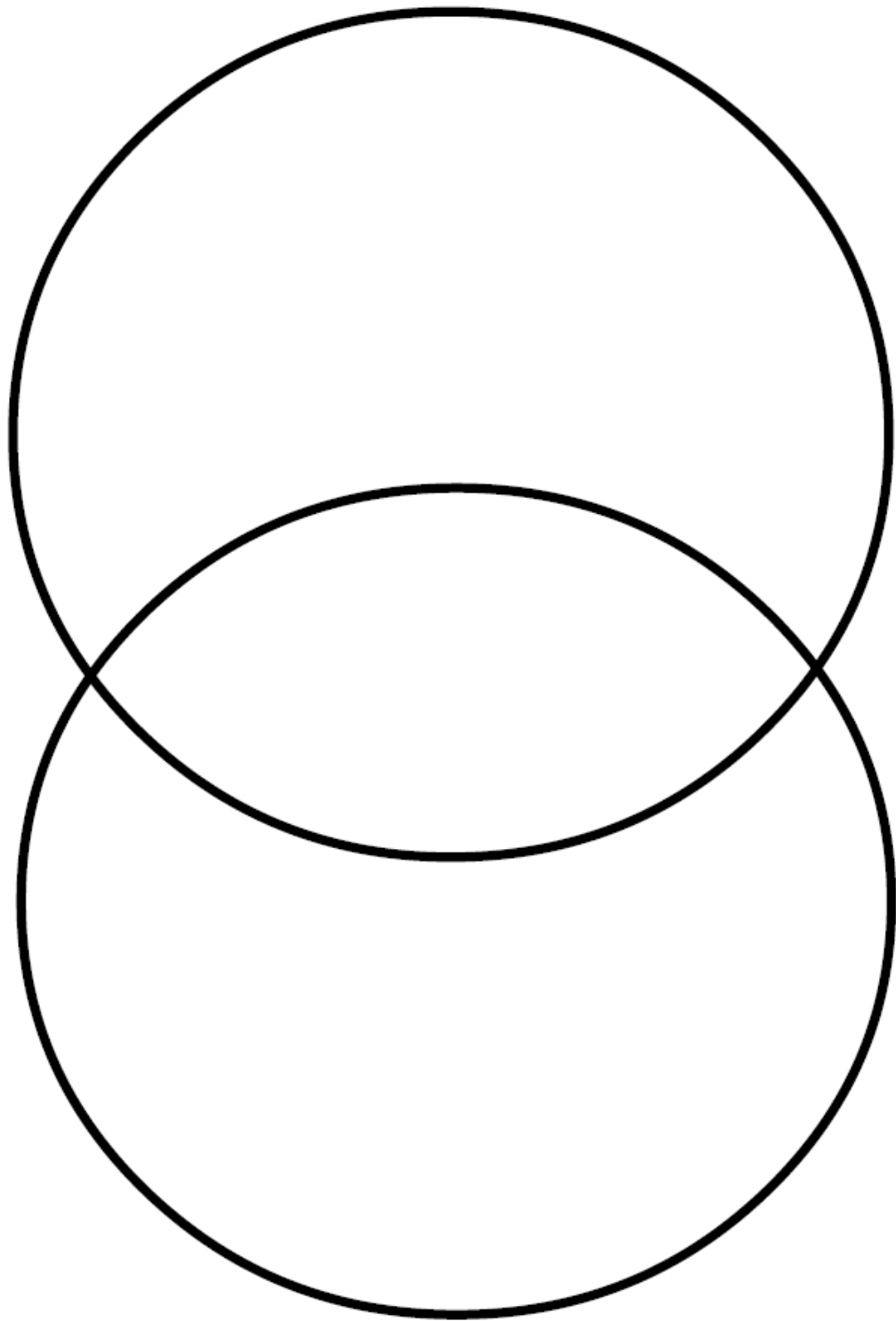
This is the way we scrub the floor,  
Scrub the floor,  
Scrub the floor.  
This is the way we scrub the floor,  
So early Wednesday morning.

This is the way we mend our clothes,  
Mend our clothes,  
Mend our clothes.  
This is the way we mend our clothes,  
So early Thursday morning.

This is the way we sweep the house,  
Sweep the house,  
Sweep the house.  
This is the way we sweep the house,  
So early Friday morning.

This is the way we bake our bread,  
Bake our bread,  
Bake our bread.  
This is the way we bake our bread,  
So early Saturday morning.

**Venn Diagram**



Your life

Life of child in Arusha District of Tanzania