

UNIT 1: PICTURING BANANAS

Age range: 7 - 11 years

<p>Outline Learners will use images to investigate the journey of a banana, from being planted in Colombia to being sold in the UK. They will first work in a group to formulate questions that they would like to ask about a photograph showing one stage of this journey. Learners will be encouraged to think about and discuss the different types of question that they could ask, such as whether they will be easy or difficult to answer, or whether the answers are likely to be fact or opinion. Learners will then consider what might have happened before and after the stage shown in one of the photographs, drawing on evidence in the image as well as their existing knowledge and ideas. Finally, learners will collaborate to put the images in order to show the correct sequence of the different stages of the journey.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> • To be able to formulate questions about a photograph and be aware of some ways in which questions can be categorised. • To use evidence from an image and existing knowledge to make inferences. • To listen to and respond to the ideas of others. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> • Learners will formulate questions that they would like to ask about a photograph and then categorise them. • Learners will use visual evidence and their existing knowledge to infer what might have happened before and after the events shown in a photograph. • Learners will work with others in a group to discuss their ideas. 	
<p>Key questions</p> <ul style="list-style-type: none"> • What questions would you like to ask about this photograph? • Which of these questions will lead to answers that are facts and which will lead to opinions? • Which of these questions will be easy to answer and which will be more difficult? Why do you think this? • How might you go about answering these questions? • What do you think happened before the stage shown in this photograph? What do you think might happen afterwards? 	<p>Resources</p> <ul style="list-style-type: none"> • <i>Go Bananas</i> slideshow: slides 2 to 13 • <i>The story of a banana: photo pack</i> • Resource sheet 1: <i>Banana images</i> • Sheets of plain paper 	
<p>Curriculum links</p>		
<p>England <i>Pupils should be taught to:</i> KS2 English <i>Spoken language</i></p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge. • Articulate and justify answers, arguments and opinions. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	<p>Wales KS2 Geography <i>Communicating</i></p> <ul style="list-style-type: none"> • Develop opinions and understand that people have different values, attitudes and points of view on geographical issues. <p>Literacy Framework <i>Developing and presenting information and ideas</i></p> <ul style="list-style-type: none"> • Speaking: Explore challenging or contentious issues through sustained role play. • Listening: Respond to others with questions and comments which focus on reasons, implications and next steps. • Collaboration and discussion: Developing group discussion. 	<p>Scotland Literacy and English When I engage with others I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. Lit1 and 2-02a</p>
<p>Important teaching note These are suggested activities and resources to support your teaching rather than guide it. Additional teaching input may be required to develop learners' knowledge, skills and understanding of some of these concepts. It is assumed that teachers will choose to spread the activities in a unit over more than one lesson.</p>		

Activity 1.1 (25 min+)*Question time*

- Organise learners into groups of three or four. Print off copies of the images in *The story of a banana: photo pack* and give one image to each group.
- Ask each group to stick their image to the centre of a large, plain piece of paper.
- Explain that learners should think of as many questions as possible that they would like to ask about their photograph. Encourage learners to think about the five W's (*What? Why? Where? When? Who?*) and *How?*.
- Tell learners to write their questions on the large piece of paper surrounding the image. Learners could take turns to write a question, or one learner could act as a scribe for the whole group.
- Discuss the types of questions that learners thought of. Learners could sort the questions into categories according to different criteria. Possible discussion questions include:
 - *Which of these questions will lead to answers that are facts and which will lead to opinions?*
 - *Which of these questions will be easy to answer and which will be more difficult? Why do you think this?*
 - *Which of these questions will require further information from books or other sources to answer?*
 - *Which do you think is the most interesting question and why?*
 - *How might you go about answering these questions?*

Activity 1.2 (60 min)*Before and after*

- Explain that the photographs which learners looked at in *Activity 1.1* follow the journey of a banana, from being planted in Colombia to being sold in the UK.
- Organise learners into pairs or groups of three. Give each group a copy of one of the images from *The story of a banana: photo pack*. Ask learners to look at their photograph and decide what they think is happening in it. Encourage learners to think of reasons or find evidence for their ideas.
- Ask learners to discuss in their groups what they think happened before the stage shown in this picture, as well as what might happen afterwards. As before, encourage them to think of reasons or evidence for their ideas.
- Now, distribute sheets of plain paper and ask each group to draw two pictures showing the stage that they think will have taken place before that shown in their photograph and the stage that they think will come after. When they have finished, learners should display their pictures as a “time line” with their original photograph in the middle.
- Display learners’ time lines around the class and allow time for learners to explore the work of other pairs.
- Finally, ask learners to use the understanding they gained from their time lines and discussions to work as a whole class and order their original photographs from when the bananas are

planted in Columbia to when they are sold in a supermarket in the UK. Alternatively, you could give each group a copy of *Banana images* (Resource sheet 1) and ask learners to work together to cut out the images and sort them into the correct order.

- Finish by sharing the correct order of the images and the supporting information (see slides 2 to 13 in the *Go Bananas slideshow*).

Further ideas

- Extend *Activity 1.1* by asking each group to underline one question which they think they could answer after carrying out some research. Ask learners to work together in their group to answer this question. They should decide who in their group will use different information sources such as the class library, the school library or the internet. The group should also decide if they need help from adults and consider when they will have access to the resources they want to use. This is a good introduction to developing independent research skills.
- Learners could work in groups of three or four to create a freeze frame to illustrate one of the stages (photographs) featured in *The story of a banana: photo pack*. Distribute copies of the photographs so that each group creates a freeze frame for a different image. Invite each group to present their freeze frame to the rest of the class. Ask other learners to comment on what they can see in the freeze frame. Use thought tracking to allow different learners in the freeze frame to step outside of the picture in order to explain how they are feeling and why. These thoughts should be described in the first person. The whole class could also be asked to make a “soundscape” for the freeze frames. For example they could create the noise of the leaves of the banana plants rustling in the wind, the sound of the lorry or the background noise of a village or supermarket.
- Ask learners to imagine that they are in one of the photographs. *What might they hear, smell, see and touch? How do they think they might feel if they were there? Would they want to be in the picture? Why do they think this?*
- Images are a valuable tool in global citizenship, helping learners to strengthen their questioning, critical thinking and cooperation skills; challenge assumptions and stereotypes; build empathy and develop respect for others. Further ideas for using images are provided on the Oxfam Education website:
 - www.oxfam.org.uk/education/teacher-support/tools-and-guides/images-and-artefacts
 - www.oxfam.org.uk/education/education-blog/2014/05/ten-tips-for-using-images-for-global-citizenship

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Banana images

Resource sheet 1



Photo credit: Eduardo Martino, Fairtrade Foundation, @Kate Fishpool
For further details, see *The Story of a banana: photo pack*.