



Ghana

– an English speaking country

A global perspective
in English classes

dvv international
Institut für Internationale Zusammenarbeit
des Deutschen Volkshochschul-Verbandes

Finanziert durch:

BMZ  Bundesministerium für
wirtschaftliche Zusammenarbeit
und Entwicklung

Pia Kranz
Esther Mumuni



Table of contents

Introduction	2
Chapter schedule	5
Chapter 1: First steps into Ghana (B1)	6
<i>On DVD: Pictures to Main exercise C</i>	
Chapter 2: Weekdays in Ghana (A2)	21
<i>On DVD: Pictures to Main exercise A</i>	
Chapter 3: Globalisation on Ghana's markets and Ghanaian culinary art (B1) ..	32
<i>On DVD: Pictures to Introduction A, Exercise A, Conclusion</i>	
Chapter 4: The impact of festivals and traditions in the Ghanaian and German culture (B1)	44
<i>On DVD: Pictures to Introduction A, Main exercise A</i>	
Chapter 5: Business location Ghana – The consequences of economic growth, gold mining and tourism (B2)	57
Chapter 6: Cocoa production in Ghana (B2)	73
<i>On DVD: Pictures to Main exercise B</i>	
Chapter 7: Conservation of natural resources – A global responsibility (B2) ...	83
<i>On DVD: Pictures to Introduction A</i>	
Chapter 8: What is culture? New perspectives on Ghana and Germany (B2) ...	91
Chapter 9: Modern media – Electrical explosion in the world and its effects on Ghana (C1)	102
<i>On DVD: Pictures to Main exercise B</i>	



Introduction

This English book is addressed to English teachers in adult education centres and provides an opportunity to integrate global learning into language courses with the main focus on language acquisition.

In an age of globalisation the world is drawing closer together and ecological and economic sustainable development has become a global challenge. For a better understanding of cultural diversity and global interrelations the book enables the insight in ways of life in a different cultural context. It thus offers the possibility to view beyond the horizon of our own life style. Furthermore, we want to direct the attention to the fact that English is spoken all over the world, not only in Great Britain, the United States and Canada but also in many African countries.

Instead of focusing on industrialised countries, we deliberately chose a West African country – Ghana – as the centre of interest. Using Ghana as an example we interconnect cultural, political, ecological, economic and media-related aspects of an developing country to our life in Germany. Ghana and Germany are linked in several ways: trade relations, especially cocoa and gold trade or chicken trade – the export of electronics waste to Ghana or the rapidly changing media which affect both countries alike.

We aim to give a differentiated image of Ghana. The country is highly heterogeneous with diverse languages and dialects, different cultural groups which are based on different roots and religions. We want to contribute to the understanding, that each African country is as complex as any European country. It is not typically “African”, since all African countries are different. It is our stereotype that all African countries resemble each other, that there is one African culture. But even though we have gathered a lot of information on Ghana, this English book can only give you an insight and cannot fully present its whole complexity.

Supporting the primary learning target of acquiring the English language, the exercises appeal to all the senses and encourage students in text comprehension, written and verbal communication and listening comprehension with the help of audio-visual media.

This book has been developed in the frame of the support programme “Global education in German adult education centres”. But what does global education mean?

What is Global education?

Globalisation can be found everywhere in our day-to-day lives, starting with my T-Shirt from Bangladesh, the cup of coffee brewed with beans from Guatemala right up to my mobile phone chip made of coltan from Congo. Recognising global relationships, actively dealing with them at the same time and applying them to local actions is one of the biggest challenges of the present and the future. To do this requires people who deal with global relationships.





Global learning has to be understood as the pedagogic answer to the process of globalisation. We live in a complex and rapidly changing world. Issues such as climate change and the world trade cannot easily be grasped to the full extent. In global education these topics are examined first on a local and then on a global level, using concrete examples. Thus a relationship to the learner's environment is established.

Following the principle of sustainable development, euro-centred evaluation and misjudgment are avoided. The advantages and problems of worldwide development on topics such as environmental sustainability, economic issues, matters of social justice and cultural self-determination are pointed out. They encourage a change of perspective and a reflection of one's own patterns of thought and behaviour.

A socially just and ecologically sustainable development requires a sense of responsibility. Global learning is an interdisciplinary concept; it runs across the board in all subjects and has to be taken into account everywhere. Language teaching is a particularly suitable area to connect with global learning.

The structure of the book

The book is based on British English which is not uniform to Ghanaian English. Ghanaian English has been adapted here because English lessons in Germany are mostly held in British English.

The nine chapters are geared to the language proficiency levels A2, B1, B2 and C1 and follow the **Common European Framework of Reference (CEF)**. The topics of the chapters are complete in themselves and can be handled individually as needed. Every chapter is made up of five exercises. The Introductions A and B serve as an entry to the topic; the Main exercises A and B enlarge upon individual aspects of the topic. With the help of the Conclusion learners can reflect on the content of the chapter.

A variety of methods is used to appeal to different types of learners. Relationships of the topic to the participant's environment and intertwining in a global context are shown. The impact on personal behaviour today and on personal decisions is explored. In this way anticipatory thinking and planning are encouraged. The editing of content, made to express the complex range of topics, is explained in the relevant places.

A DVD with the pictures and worksheets out of the chapters is attached to the book, so that teachers can print them out in order to use them in class.

We hope all teachers and students will enjoy using the learning material and gain fascinating insights and ideas!

The authors Pia Kranz & Esther Mumuni

The author Pia Kranz has a degree in education and has specialized in youth work, intercultural education, media education and adult education. She has developed a journalistic youth project in a rural area of Ghana and has initiated the continuous publishing of a youth magazine, put together by teenagers in a rural area of Ghana. In Germany she is actively involved in projects of global learning.

Esther Mumuni was born in Northern Ghana and spent her childhood and adolescence there. After schooling she did a voluntary social year in Ulm and subsequently she worked for the Goethe-Institute and Hanns Seidel Foundation in Accra, the capital of Ghana. Today she lives in Freiburg with her German husband, their two children and is specialized in education work in terms of global learning.



Chapter schedule

- Chapter 1:** First steps into Ghana (B1)
In this chapter the participants can reflect on their knowledge of Ghana e.g. the geographical position of Ghana and the language variety in different African countries. A special focus is put on Ghana's language policy and Ghana's fashion world with the aspect of the interwoven relationship between second-hand clothes, traditional clothes, products made in China and the role of German consumers.
- Chapter 2:** Weekdays in Ghana (A2)
Here the participants learn more about daily routines in Ghana and get many visual impressions. At the same time they can combine the meaning of proverbs in the Ghanaian and the German context and receive information on the significance of names.
- Chapter 3:** Globalisation on Ghana's markets and Ghanaian culinary art (B1)
This chapter gives an introduction to the variety of Ghana's markets and reflects on the effects of globalisation with the example of the chicken trade. At the same time the participants can try out Ghana's kitchen and show their culinary talents.
- Chapter 4:** The impact of festivals and traditions on the Ghanaian and German culture (B1)
The chapter takes a deeper look into festivals and traditions in Ghana and Germany, how they are practised, the role they play today and their importance for the participants' own life.
- Chapter 5:** Business location Ghana
– The consequences of economic growth, gold mining and tourism (B2)
Ghana's economy is growing. Here an overview is given on the historical background and, the relationship to Western countries. As another example of Ghana's economy, the gold mining business is examined. Moreover, the chapter offers a teaching on tourism.
- Chapter 6:** Cocoa production in Ghana (B2)
Ghana is one of the biggest cocoa exporting countries in the world. The chapter shows the history and the production process and gives a critical view of the bitter sweet reality of cocoa farmers. As an alternative the concept of fair trade is presented.
- Chapter 7:** Conservation of natural resources – A global responsibility (B2)
This chapter concentrates on the global coherences of trade and environmental sustainability. The exercises on the crop calendar and the agro-ecological zones of Ghana give an incentive to reflect on the differences between the German and Ghanaian environment.
With the examples, of plastic waste and overfishing, the participants can reflect on the global responsibility for the conservation of natural resources and their own opportunities to become active in these issues.
- Chapter 8:** What is culture? New perspectives on Ghana and Germany (B2)
Why is it so difficult to define the term culture? Which kind of cultural specificities and changing trends do we find in Ghana and Germany? How does Germany look through another "cultural lens"? In this chapter these questions can be reflected.
- Chapter 9:** Modern media – Electronics explosion in the world and its effects on Ghana (C1)
This chapter shows the role of Modern Media in Ghana from a Ghanaian point of view. It broaches the issue of and leads to a debate about electronics waste from Europe which ends up in Ghana and reflects on the context between modern media and globalisation.

Introduction A:

Ghana-Bingo



Learning objectives:

- To phrase questions
- To express personal interests
- To reflect on one's knowledge of African countries

Language level:



B1

Number of participants:



6 to 20 participants

Time required:



30 to 45 minutes

Didactic methods:



Educational game

Learning aids:



"Ghana-Bingo" worksheet (master copies on CD)

Thinking of Ghana may arouse different ideas in a group. With this introductory game, different facets of Ghana are revealed. The West African country which is far away is getting closer. Through the interaction the group members will develop a mutual interest and build confidence.

How to play Ghana-Bingo

Before the game begins you all need the "Ghana-Bingo" worksheet and a pen. The aim is to get the answers to four questions in a line on your worksheet – either horizontally, vertically or diagonally – from your course-mates as quickly as possible. Go with the others around the room and strategically ask different people one question. Note the answer and the name of the person who has given you the answer on your sheet. Obviously, you may also be asked questions. If a person cannot answer the question proceed to the next one. The first player who has completed four questions in a row shouts "BINGO" aloud.

Alternatively, the game can end, when all the answers on the worksheet are complete.

Further information and solutions to the exercises can be found at the end of the chapter.



Worksheet:


Ghana-Bingo

A person who knows the name of the capital of Ghana	A person who has eaten a dish from an African country before	A person who likes climbing mountains	A person who likes eating mango
A person who speaks more than two languages	A person who knows the national sport of Ghana	A person who likes swimming in the ocean	A person who knows a neighbouring country of Ghana
A person who likes eating fish	A person who knows the colours of the Ghanaian flag	A person who knows an African writer	A person who has more than two brothers and sisters
A person who has been to an African country	A person who is wearing something yellow	A person who likes hot weather	A person who can name at least one export product of Ghana

Introduction B:**What do you expect...?****Learning objectives:**

- To practise forming questions and answers in short discussions
- To form phrases containing statistical facts
- To gather information about different aspects of Ghanaian life and how it relates to Germany by comparing statistics

Language level:

B1

Number of participants:

At least four participants

Time required:

40 minutes

Didactic methods:

statistics; quiz, group work

Learning aids:

"Facts on Ghana I" and "Facts on Ghana II" worksheets

(master copies on CD)

Information about Ghana is not easy to get hold of in the German media, maybe with the exception of the World Cup 2010, where the "Black Stars" - the Ghanaian national football team - reached the quarter-final stage of the competition. Within this exercise you can find out more about Ghana.

Work in pairs and take the "Facts on Ghana I and II" worksheets. Choose one of the sheets and cover your worksheet. The partner with "Facts on Ghana I" will start to ask the other partner what he or she expects the answer to be. Reply with an estimate. When you have finished the first point, swap your roles and this time your partner will ask the questions while you guess and vice versa. After completing all questions, discuss the results in your group. Your partner's task is to reply with an estimate. Have a short discussion about the results.

**Example:**

A: Out of every one hundred Germans, how many people would you expect to be internet users?

In comparison, how many Ghanaians do you think use the internet?

B: Oh, that is really difficult. I guess the number of users is very high in Germany, maybe around 95 people. I have also heard that internet use is growing in West Africa, so I think it might be ten for every one hundred people.

A: That was an almost perfect answer. The number of users in Germany is rather high, it is about 89 users in every hundred people. In Ghana you find about fourteen internet users in a hundred inhabitants.

B: Really? That's amazing. I never thought that the number of users would be so low in Ghana.

A: I was also surprised, because...



- What piece of information surprised you?
- What are the biggest similarities and differences between Ghana and Germany? What differences did you not expect?
- Imagine the significance of the facts and figures for the Ghanaian's everyday life.

Worksheet:

Facts on Ghana I

- About 39 % of the Ghanaian population are younger than 15. In Germany, about 14 % of the population are this age.
About four per cent of the population in Ghana are, however, older than 65; in Germany more than 20 % are over 65 years old.
- Almost half of the Ghanaians live in rural areas. In comparison, a quarter of the German population lives in rural areas.
- New York has a population of 18 million people and a budget of more than \$100 billion. Ghana has a population of 20 million people and a budget of just \$1.6 billion.
- With about 1.9 million inhabitants Ghana's capital city, Accra, boasts around 500 internet cafes.
- Out of every one hundred inhabitants in Ghana, fourteen are internet users. In Germany, you would find eighty users in every one hundred people.
- In Ghana 82 % of the children of school age go to/ attend primary school, whereas the primary school enrolment rate in Germany is 97 %.

your questions/ notes:

Worksheet:



Facts on Ghana I I

your questions/ notes:

- Every year out of the 120 doctors, who finish Ghana's medical schools, 70 % leave the country within two years.
- On average one doctor is available for every 10,000 inhabitants in Ghana. In Germany, 35 doctors are available for every 10,000 patients.
- According to statistics, a German smokes an average of 1125 cigarettes annually. A Ghanaian smokes 80 cigarettes a year on average. Smoking in the street is undesired in Ghana.
- The Volta reservoir in Ghana is about 15 times bigger than Lake Constance in Germany.
- In every thousand inhabitants in Ghana, you will find 21 car owners. In Germany, the number of users is more than five hundred - more than half.
- About sixty out of every hundred Ghanaians have a TV at home. In Germany 95 % of households have at least one TV.
- The average annual number of births per 1000 inhabitants in Ghana is 27. In Germany, about eight babies are born for every 1000 inhabitants.

Exercise A:**What do you know about languages in Africa?****Learning objectives:**

- To practise linguistic competence by comparing and discussing the results of the work
- To obtain interest in the cultural variety of the African continent, with a particular focus on linguistic diversity and the geographical position of countries

Language level:

B1

Number of participants:

At least three participants

Time required:

30 minutes

Didactic methods:

Envisaging a map of the African continent with a worksheet, group discussion

Learning aids:"Countries in Sub-Saharan Africa" and "Map of Africa" worksheets (*master copies on CD*)

The landmass of Africa - our neighbouring continent - is bigger than Europe, the United States, Japan and India combined. There you will find a fascinating cultural diversity, including a variety of languages. In African countries, local languages exist alongside the languages of colonialism. In most of the countries, the languages brought over by the colonialists are their official languages even today. Most Ghanaians are able to speak two or three languages. They learn English and their local language at school.

On the next page, you can test your knowledge of European languages in Africa. You will find an overview of the countries in Sub-Saharan Africa. Try to find out which countries are Anglophone and compare your results within your group. Afterwards check the location of the Anglophone countries on the African map and highlight them. At the end, compare your results again within your group. Take a look at the solutions at the end of the chapter.

**Discussion:**

- What results have surprised you?
- How do you explain the fact that some African countries are Anglophone, while other countries are Francophone?

Worksheet:

 **Countries in Sub-Saharan Africa**

Angola	Benin	Botswana	Burkina Faso	Burundi
Cameroon	Cape Verde	Chad	Central African Republic	Comoros
Congo, Democratic Republic of	Congo, Republic (Brazzaville)	Djibouti	Equatorial Guinea	Eritrea
Ethiopia	Gabon	Ghana	Gambia	Guinea
Guinea-Bissau	Ivory Coast	Kenya	Lesotho	Liberia
Madagascar	Malawi	Mali	Mauretania	Mauritius
Mozambique	Namibia	Niger	Nigeria	Rwanda
Sao Tome and Principe	Senegal	Seychelles	Sierra Leone	Somalia
South Africa	South Sudan	Sudan	Swaziland	Tanzania
Togo	Uganda	Zambia	Zimbabwe	







Worksheet:

Map of Africa



Exercise B:**Linguistic policy in Ghana****Learning objectives:**

- To practise text comprehension, pronunciation and verbal skills
- To get an overview of linguistic diversity in Ghana, its importance in everyday life and Ghana's approach towards linguistic policy

Language level:
 B1
Number of participants:
 At least three participants
Time required:
 40 minutes
Didactic methods:
 Working with texts, group discussion, working in pairs
Learning aids:
 "Ghana's linguistic diversity" informative text

Read the sentences of the following text aloud and let your teacher correct your pronunciation.

Ghana's linguistic diversity

If you research the number of languages in Ghana, you will find figures between 46 and 100, depending on your definition of language and dialect, as well as the number of speakers you consider a language has to have. However, the level of linguistic diversity is surprisingly high, isn't it? How does Ghana attempt to handle this situation politically and what are the consequences of this on everyday life for Ghanaians?

At school, Ghanaians are taught in English, the official language in Ghana, established by British colonists. At the same time, students have to choose one of nine local languages, as a second subject. Officially, you are free to choose the local language, but in reality it depends on the teachers who are available in the region. Mostly, only the region's local language can be offered. If students move out from their home, it is a real challenge to learn the new local language. At the same time, the students' mother tongue, which is derived from their parents' backgrounds, often differs from the local language taught at school. Therefore, many Ghanaians grow up and live tri-lingually or speak more than three languages. On the street Ghanaians use local languages most of the time. You will rarely hear English. For Ghanaians, who travel to other regions or move to another place, English can be very helpful. Many Ghanaians also understand Twi (the largest local language in Ghana).

Exercise B: Linguistic policy in Ghana

Ghana as a multi-lingual country has a long history of bi-lingual instruction. Policies often changed with the government. In 2002 a reform eradicated local languages from primary school instruction and focused on English language only.

In 2007 again a new reform was introduced: the National Literacy Acceleration Program (NALAP) has the target to improve the literacy skills of Ghanaians. It also aims at integrating eleven local languages into primary school instruction. At first 90 % of the teaching is done in a local language. Then the amount of English used in the classroom is gradually increased up to 50 % by grade three.

Many of the primary school children don't speak English when they first enter school. So teaching them in their mother tongue rather than in English helps them to learn reading and writing more easily. Without much effort they should be able to transfer these skills to the learning of the English language.



Start discussing the following questions in a group.



- Can you imagine dealing with such linguistic diversity in your day-to-day life?
- Do you know other countries with more than one language? How do they deal with their linguistic policy?

Afterwards join a partner for ten minutes and make some notes about the following questions:



- Where do you come from?
- Do you have a special dialect in your region?
- What are your experiences when you travel to other regions in Germany or when you communicate with people with another dialect?
- Compare the linguistic situation in Germany and Ghana. What are the particular challenges in Ghana's linguistic situation?
- What do you think about Ghana's linguistic policy?

At the end, come together for a short plenary session and report the most important points of your work to a partner.

Exercise C:

Ghana's fashion world and the interwoven relationship between second-hand clothes, traditional clothes and products made in China

**Learning objectives:**

- To practise writing skills, write a description of an image
- To get to know the variety of clothes in Ghana and the origins of the products

Language level:

B1

Number of participants:

At least three participants

Time required:

25 minutes

Didactic methods:

Written description of an image, group discussion

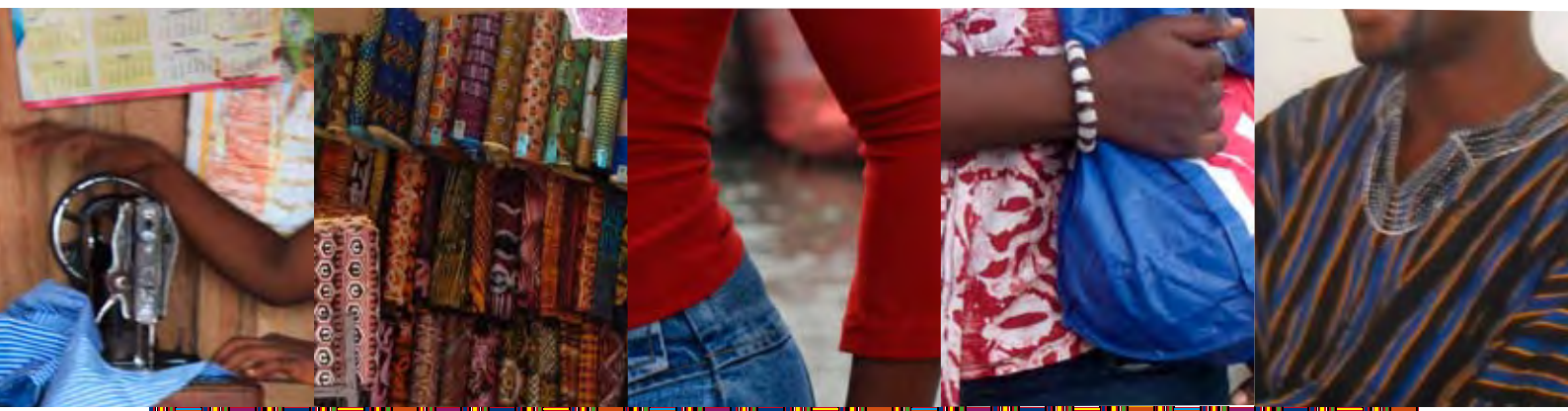
Learning aids:Pictures (*master copies on CD*)

Ghana's fashion world is very impressive. The people's clothes are different, colourful and unforgettable. Like all over the world, globalisation has also left its mark on the textile trade in Ghana. Ghanaians wear traditional clothes, as you can see in the pictures. In most cases, you buy the material (fabric) and a tailor sews whatever you need. Ghana is also influenced by Western fashion. Usually, the decision about what to wear is not a choice between the two, but more of a pragmatic decision, as you will see in this exercise. There is also the issue of the origin of the material and the relationship between traditional clothes, second-hand clothes (mostly imported from Europe) and material (imported from China). But first of all, let's admire the beauty and variety of Ghana's fashion.

Choose the picture you like the most. Take a sheet of paper and answer the following question.



- Describe the picture. What is presented and what kind of a scene do you see?
- Describe the materials the people are wearing and your impression of them.
- Read through your answers in your group. Let your teacher correct the text. Compare your impressions with others.



Exercise C:

Ghana's fashion world and the interwoven relationship between second-hand clothes, traditional clothes and products made in China

Read the following information to yourself and choose one piece of the information which is the most novel and surprising for you.



The interwoven relationship between second-hand clothes, traditional clothes and products made in China

Did you know that...

...annually Germany's estimated second-hand clothes, available for commercial use, weigh about 400,000 tons? That is 1.2 billion pieces of clothes, 15 pieces per head! Because of these figures, Germany is the world's leading textile consumer, just before Switzerland and the USA. 30 per cent of the second-hand clothes are exported to African countries. Germany is therefore the second largest exporter to Africa after the USA.

...in Ghana most of the second-hand clothes are sold in second-hand boutiques and are bought by the Ghanaian middle-classes, people like civil servants, bank employees, doctors, lawyers etc?

...in Ghana a distinction is made between high-quality second-hand clothes, so-called „London quality“ and low-quality so-called „Lebanon quality“ second-hand clothes, mostly imported from the Middle East?

...buying second-hand clothes decreased in Ghana from about 30 % in 2000 to approximately 20 to 30 % in 2003, because of the increase in Chinese textiles?

...Ghanaians are very respectful of textiles and a tourist looking unkempt, e.g. in an old unironed t-shirt, is viewed negatively?

...new clothes from China are mostly cheaper than second-hand clothes from Europe?

Exercise C:

Ghana's fashion world and the interwoven relationship between second-hand clothes, traditional clothes and products made in China

Did you know that...

...national clothing with Ghanaian patterns is often produced in China for the Ghanaian market? Fake products from China, like Calvin Klein shorts and Tommy Hilfiger, are also popular on Ghanaian markets.

...that print textiles come from Europe, mainly from the Netherlands and Belgium? Even today, most of the textile factories are owned by European firms.

Form groups of four. Present your chosen information to the other group members and explain why exactly you found this information was significant. The other group members must listen to your explanation without making comments. Then the next person must present his/her statement and so on. After the last presentation discuss the links between the facts and note the results on a poster. If you need some of the remaining information from above, you can also use it in your presentation.

When all groups have finished, convene and present your poster to the other participants. Discuss the results.



Traditional clothes and Western fashion



An interesting survey amongst young Ghanaians shows that in most cases the decision about wearing traditional clothes or Western fashion is not a choice between the two but more of a pragmatic decision, characterised by self-confidence, tolerance and openness. Here are some sentences about what some people think:

"Our tradition does not contradict modernity. Both enrich each other."

"I wear modern fashion at parties and traditional clothes at home, at church and at celebrations."

"I decide depending on my mood and feelings. Anything goes."

"I think that I am good-looking in both."

Conclusion:**Ghanaian Cafe****Learning objectives:**

- To practise conversation
- To reflect on the learning methods and the most interesting information in this chapter

Language level:

B1

Number of participants:

6 to 16 participants

Time required:

30 minutes (depends on the number of participants)

Didactic methods:

Role-play with the help of notes

Learning aids:

-

In this chapter, you have experienced different aspects of Ghana and its global links to Germany. Make some notes about the most impressive points by yourself.

Afterwards join a group of four and simulate the following situation:

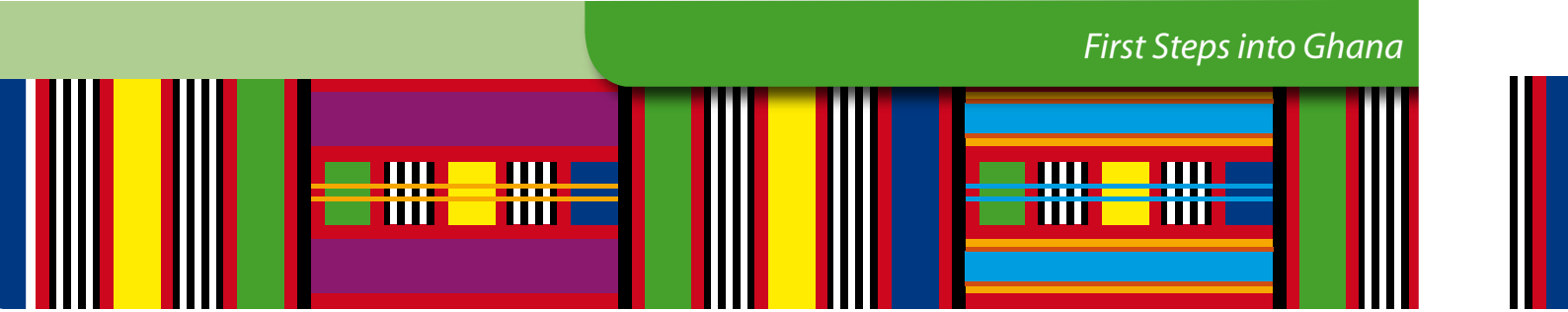
Imagine you are meeting three friends in a cafe. Two of them are doing the same English course; the fourth person is very interested in the topics of your course and wants to learn more about Ghana. Tell her/him, together with your course-mates, about your new thoughts and points of view.

After you have finished your coffee-break, four more participants join your group to talk about the points they found most interesting about the course.



Solutions and further information

First Steps into Ghana



Solutions**Introduction A:****Ghana-Bingo**

Picture: Pia Kranz

The capital of Ghana is **Accra**.

Neighbouring countries of Ghana are: **Ivory Coast, Togo, Burkina Faso**

Some examples of Ghanaian tourist attractions are **Elmina Castle, Accra, Kumasi, Mole National Park, Volta Lake, Wli Waterfalls**.

There are many famous African writers. Some of them are:

- Ben Okri (*Booker Prize*)
- Chinua Achebe (*Nigeria*)
- Wole Soyinka (*Nigeria*)
- Flora Nwapa (*Nigeria*)
- Ama Ata Aidoo (*Ghana*)
- Ayi Kwei Armah (*Ghana*)
- Mariama Ba (*Senegal*)
- Aminata Sow Fall (*Senegal*)
- Bessie Head (*Botswana*)
- Ngũgĩ wa Thiong'o (*Kenya*)
- Thomas Mofolo (*Lesotho*)
- Nuruddin Farah (*Somalia*)

The colours of the Ghanaian national flag are **red, yellow, green** and **black**.

Export products are:

Gold, cocoa, wood, tuna, bauxite, aluminium, manganese ore, diamonds

The Ghanaian national sport is **football**.

The name of the Ghanaian national football team is **Black Stars**.

Exercise A:**What do you know about languages in Africa?****Worksheet 5: Map of Africa II:
Anglophone countries****Anglophone countries**

Botswana: Setswana and English

Cameroon: Official languages: English and French; English has spread in the north, French has spread in the south; about 230 local languages and dialects

Eritrea: Official language and lingua franca: Tigrinya, Arabic and English

Ethiopia: Amharisch; second lingua franca: English; local languages Orominya, Tigrinya, Somali, more than 70 other languages

Gambia: Official language: English; colloquial languages in the countryside are local African languages (Mandinka, Wolof, Djola, Fula and others)

Ghana: Official language: English; Akan-languages (Twi, Fanti, Akuapim, Ashanti, Akyem and others), Ewe, Ga, Hausa and about 40 other local languages and dialects

Kenya: English, Kiswahili and numerous local languages

Congo, Republic Brazzaville: Official language: English; National languages: Lingala, Kikongo

Lesotho: Official languages: Sesotho and English

Liberia: Official language and lingua franca: English; 16 local languages

Madagascar: Madagascan, French, English

Malawi: Official language: English; decreed national language: Chichewa; Chitumbuka is lingua franca in the north

Mauritius: Official language: English; mother tongue of 99 % of the population is Morisyse. In different sections of the

Solutions

Exercise A:

What do you know about languages in Africa?

- population you will find more languages, particularly Bhojpuri, French, Hindi, Tamil, Urdu and Chinese
- Namibia:** Official language: English; other languages: Afrikaans, Oshivambo, Otjiherero, Nama, Damara, German
- Nigeria:** Official language: English; important local languages in the south-west is Yoruba, in the north Hausa, in the south-east Igbo
- Rwanda:** Kinyarwanda, English, French
- Seychelles:** English, French, Creole
- Sierra Leone:** Official language: English; Krio (lingua franca), Temne, Mende, (local languages)
- Somalia:** Somali (official language in 1972, since 1972 written in Latin); Arabic, English and Italian (commercial languages and languages in education)
- South Africa:** all 11 national languages are official languages: isi Zulu (23,8%), isiXhosa (17,6%), Afrikaans (13,3%), sePedi (9,4%), English (8,2%), seTswana (8,2%), seSotho (7,9%), xiTsonga (4,4%), siSwati (2,7%), tshiVenda (2,3%), isiNdebele (1,6%), other languages (0,6%).
- South Sudan:** By order of the interim constitution, English and Arabic are official languages; local languages are allowed in a commercial context in lower administrative levels and in education
- Swaziland:** National languages: Siswati, English
- Tanzania:** Official language: Kiswahili; lingua franca and language in education: English
- Uganda:** Official languages: English and Swahili. The most important local languages are Luganda, Luo, Iteso and Rwanyankole
- Zambia:** Official language: English; seven officially accepted local languages: Bemba (31 per cent), Nyanja (16 per cent), Lozi (9 per cent), Tonga, Lunda, Kaonde, Luvale and 72 dialects
- Zimbabwe:** English, Shona, Ndebele

Francophone countries

- Benin:** Official language: French; numerous local languages
- Burkina Faso:** Official language: French; lingua franca: Moore, Djoula, Fulfulde
- Burundi:** Kirundi, additional official language: French
- Chad:** Official languages: French and Arabic; lingua franca: Chad-Sara, Barma, Doza
- Central African Republic:** Official language: French; national language: Sangho and numerous of local languages
- Comoros:** National language Comoran; other official languages: French and Arabic
- Cote D' Ivoire:** Official language: French; over 70 local languages
- Djibouti:** French, Arabic (official languages), Somali, Afar
- Equatorial Guinea:** Official languages: Spanish and French; local languages: Fang, Bubi and others
- Gabon:** Official language and lingua franca: French; numerous Bantu languages
- Guinea:** Official language: French; local languages: Pular, Malinke, Sussu and about 20 other languages
- Congo, Democratic Republic:** Official language: French; four languages are officially accepted as national languages: Lingala, Suaheli, Kikongo and Tshiluba; about 200 other languages

Madagascar: Madagascan, French, English

- Mali:** Official language: French; national languages: Bambara (61%), Fulfulde (Fulbe), Sonhai, Sarakollé, Tamaschek, Dogon, Senufo, Bobo, Maurisch-Arabic
- Niger:** Official language: French; national languages: Hausa, Djerma, Fulfulbe, Tamaschek (Tuareg)
- Rwanda:** Kinyarwanda, English, French
- Senegal:** Official language: French; national languages: Wolof, Serer, Diola, Malinke, Pulaar, Soninké
- Seychelles:** English, French, Creole
- Somalia:** Somali (Official language 1972, since 1972 written in Latin); Arabic, English and Italian (commercial languages and languages for education)
- Togo:** Official language: French; about 40 local languages, dominant in the south: Ewe/Mina, in the north: Kabyè

Portuguese-speaking countries

- Angola:** Official language: Portuguese; Umbundu, Kimbundu, Kikongo, Tchokwe, Ngangela, Oshiwambo (Kwanyama, Ndonga), Otjiherero
- Cape Verde:** Official language: Portuguese; local language: Crioulo
- Guinea-Bissau:** Official language: Portuguese; local language: Crioulo and other West African languages (Fula, Mandinka, Balante)
- Mozambique:** Official language: Portuguese; over 20 African languages
- Sao Tome and Principe:** Official language: Portuguese

Spanish- speaking and Francophone countries

- Equatorial Guinea:** Official languages: Spanish and French; local languages: Fang, Bubi and others

Arabic-speaking countries

- Chad:** Official languages: French and Arabic; lingua franca: Chad-Sara, Barma, Doza; all together 125 idioms exist there
- Comoros:** National language Comoran; other official languages: French and Arabic
- Mauretania:** Official language: Arabic; national languages: Arabic, Pular, Soninké and Wolof; French is the commercial language
- Sudan:** Official language: Arabic
- South Sudan:** By order of the interim constitution, English and Arabic are official languages; Local languages are allowed as commercial languages in lower administrative levels and languages for education

Definitions

Official language

An official language is a language that is given a special legal status in a particular country, state, or other jurisdiction. Typically, a nation's official language will be the one used in that nation's courts, parliament and administration.

Dialect

Every language is characterised by variation within the speech

community that uses it. Those varieties, in turn, are more or less divergent from one another. These divergent varieties are often referred to as dialects. They may be distinct enough to be considered separate languages or sufficiently similar to be considered merely as a characteristic of a particular geographic region or social grouping within the speech community. Often speakers will be very aware of variation in dialects and be able to name the particular dialect.

Lingua franca

A language or mixture of languages used as a medium for people, whose native languages are different, to communicate.

Local language

A local language is a form of language, which is geographically limited to a linguistic community.

Colloquial language

A colloquial language is a form of language, which is found between a standard language and a dialect. Mostly colloquial languages are used privately and informally.

National language

National language is a term for the standard language of a nation. In a wider context, it is the collective name for all dialects and functional language varieties in a historically and politically defined linguistic community.

Mother tongue

Mother tongue is a term for the language learned in early childhood without any formal education.

Commercial language

Commercial languages are used to communicate nationwide and in international businesses.

Language for educational purposes

This form of language is a means of discussing public policy issues, mostly used in the mass media, in daily newspapers and on news broadcasts on the television. It can also be found in educational institutions.

Exercise B:

Linguistic policy in Ghana

- *Political conflicts between parties or population groups favouring different languages for use*
- *Languages of instruction at school*
- *Languages taught as a second or further language at school and in adult education*
- *Languages used in parliament*
- *Languages used for different media like television, newspaper and radio*
- *Languages for medication package instructions or technical instructions*
- *Languages for election campaigns, ballot papers*, etc.*

* *ballot papers = Wahlzettel*

Exercise C:

Ghana's fashion world and the interwoven relationship between second-hand clothes, traditional clothes and products made in China

1.1



1.1

A dress-maker in her tailor's shop, sewing a shirt.

1.2



Trade in a textile shop in Cape Coast, a large city in Ghana.

1.3

A Ghanaian girl in her favourite modern clothes

1.3



1.4

Two Ghanaian women in an everyday situation, on their way to a bus station. The t-shirt on the right side of the picture is tailor-made in Ghana; the other shirt is made in China.

1.5

Three journalists can be seen at a congress. The brown shirt is tailored in Ghana, the blue striped shirt is hand-woven and is a traditional type of dress, called a **smock**, from Northern Ghana. The man on the right-hand side is wearing a classic business outfit.

1.4



1.5



Sources

Introduction B: First few steps into Ghana - What do you expect...?

www.ghanabusinessnews.com/2010/10/27/trend-of-smoking-among-ghana-students-stable-survey/
http://en.wikipedia.org/wiki/List_of_countries_by_cigarette_consumption_per_capita
www.bamf.de/SharedDocs/MiLo-DB/DE/Rueckkehrfoerderung/Laenderinformationen/Informationsblaetter/cfs-ghana-download.pdf?__blob=publicationFile
www.afrika-auf-einen-blick.de/ghana/wirtschaft.php
www.audiencescapes.org
http://de.wikipedia.org/wiki/Fernsehen_in_Deutschland
www.indexmundi.com
www.bmz.de/de/was_wir_machen/laender_regionen/subsahara_ghana/profil.html

Exercise A: What do you know about African languages?

www.auswartiges-amt.de
www.ethnologue.com
www.wikipedia.org

Exercise B: Linguistic policy in Ghana

Henaku Nancy, An Essay on a Linguistic Topic1; *Ghana's Bilingual Education Policy: Prospects and Challenges for ESL Education* unpublished work written July 2010. <http://ug-gh.academia.edu/HenakuNancy/Papers>
www.modernghana.com/news/296472/1/misconception-hindering-the-implementation-of-nala.html
www.ghananewsagency.org/details/Education/NALAP-to-help-pupils-excel-in-BECE/?ci=9&ai=20211
www.ghana.gov.gh/index.php/governance/ministries/331-ministry-of-education

Pictures:

p. 10: booklet, watercolors: Schweitzer, Terrie [<http://www.flickr.com/photos/terriem/>]
 p. 10: interview girls: Ghana decides [<http://www.flickr.com/photos/ghanadecides/>]

Exercise C: Ghana's fashion world and the interwoven relationship between second-hand clothes, traditional clothes and products made in China

www.epo.de/index2.php?option=com_content&do_pdf=1&id=13
www.nibis.ni.schule.de/~ipdwev/curiosa/Altkleiderhandel.pdf
www.welt-sichten.org/artikel/art-06-009/cm/afrika-braucht-das-gebrauchte.html

Pictures:

p. 11: Kranz, Pia
 p. 12: Wolf, Sarah [<http://sarah-und-sandro-in-ghana.blogspot.de/>]
 p. 13: Coman, Lucian, Shutterstock [<http://www.shutterstock.com/>]
 p. 14: [<http://www.shutterstock.com/>]

Further information

Pötters, Björn, *Afrikanische Schriftkulturen und Sprachen im Schatten des Imperialismus am Beispiel Ghana*; Grin Verlag, Munich, 2008.

Maher Presley, François, *Akwaaba – Willkommen in Ghana*; Gerhard Buchmann (Hg), 2007.

Lenz, Iris; Alber, Stefanie (Hg.), *Sand und Seide. Mode made in Afrika*; Stuttgart, Institut für Auslandsbeziehungen, 2001.

www.ghanaweb.com

<http://liportal.inwent.org/ghana.html>





www.ethnologue.com/show_map.asp?name=GH&seq=10

www.modernghana.com/news/48392/1/ngos-against-governments-language-policy.html

www.africa-union.org/root/ua/conferences/2008/sept/ea/08sept/2008%20i%20arkhurst.pdf

Introduction A:**Daily routines****Learning objectives:**

- To improve oral skills
- To reflect on your own habits
- To learn about everyday life in Ghana
- To compare rural and city life from a gender perspective

Language level:
 A2
Number of participants:
 At least five participants
Time required:
 30 to 45 minutes *(depends on the number of participants)*
Didactic methods:
 worksheets, group work; group presentation
Learning aids:
 "My daily routine" and "Daily routines in Ghana" worksheets
(master copies on CD)
 master copies

Take some time and think about your daily routine.

The "My daily routine" worksheet will help you to envisage your own habits. Take a typical day in your life and draw it on the clock. The signs and colours can point you in the right direction. Present your daily routine in your group.



How do you spend your time?

Here you can get an overview of the daily routines of four Ghanaians, with different living conditions.

Joe, a farmer, and Abena, a market woman live in a small fishing village in the South of Ghana. Kojo and Patience reside in an outlying district of Accra, the capital of Ghana and Ghana's biggest city. Kojo works in a bank; Patience sells fruit on the Mankola market in Accra. On working days, there are always traffic jams when you want to travel into Accra.

Of course you will find a large variety of daily routines and ambitions in Ghana like everywhere else in the world. The daily routine below is meant to be an example. Before you take a look at the sheet, try to estimate the answer to the following question.














How do Ghanaians spend their time?

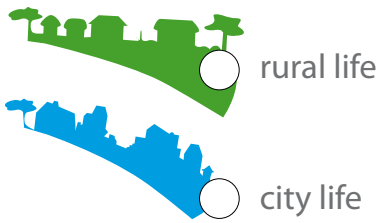
When do you think most Ghanaians wake up and when do they go to bed?

Further information and solutions to the exercises can be found at the end of the chapter.

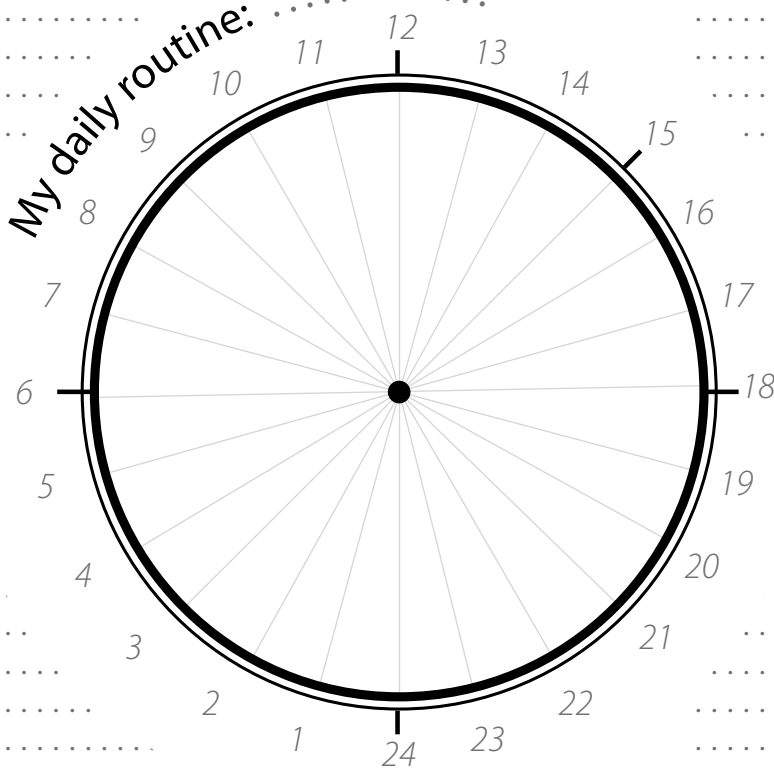
Worksheet:

My daily routine

- 
wake up
- 
getting ready
- 
breakfast
- 
going to work
- 
working
- 
shopping
- 
going home
- 
cooking, taking a shower
- 
dinner
- 
free time
- 
sleeping

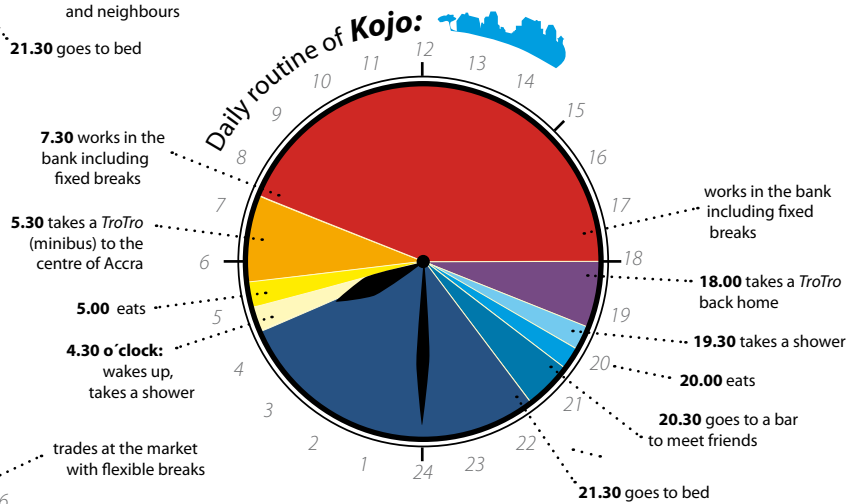
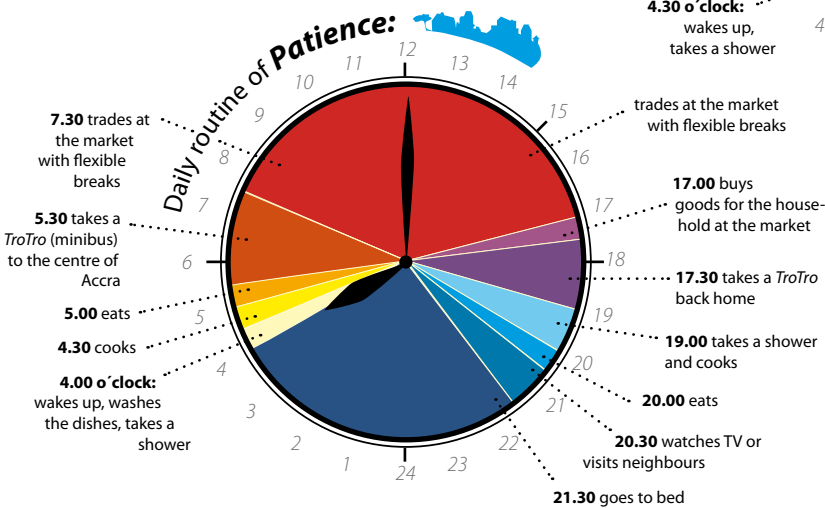
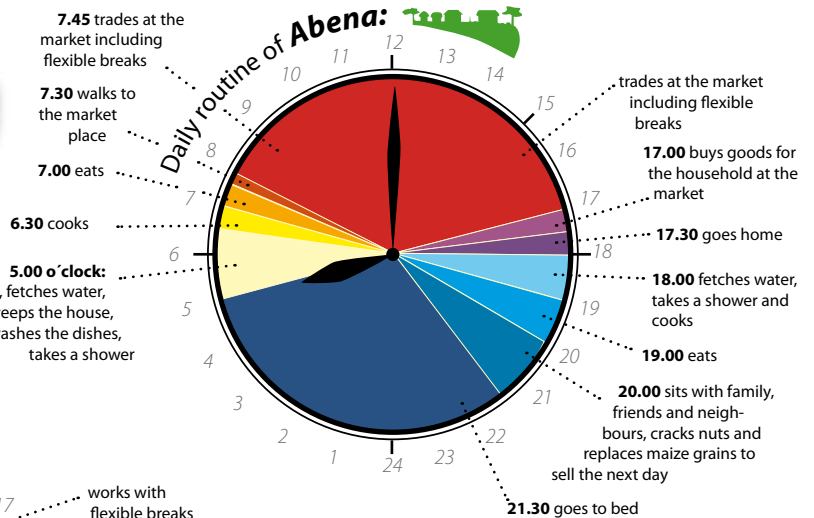
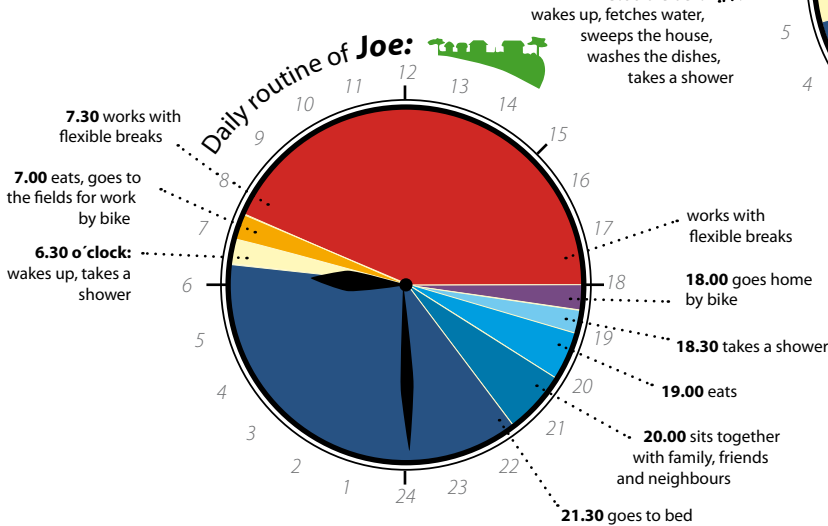


My daily routine:



Worksheet:

Daily routines in Ghana



Compare with your course-mates the daily routines of Abena, Joe, Patience and Kojo.

• What are similarities and differences?

Note the most important points on a white-board.

Think about daily routines in Germany.

• Are there similarities or differences between men and women or rural and city life?

Discuss the question in your group and try to find specific examples.

Introduction B:

Meaningful names

Learning objectives:

- To improve conversational skills
- To address the meaning of your own name
- To get to know other group members better
- To learn about the tradition of names in Ghana

Language level:



A2

Number of participants:



6 to 24 participants

Time required:



20 minutes (depends on the number of participants)

Didactic methods:



Guided group discussion

Learning aids:



"Meaningful names" informative texts

Sit in your group and think about your own name and its meaning. Talk about the following questions and tell your course-mates something about your name.



- Who gave you the name and why?
- Do you have a middle name?
- Do you know the origin of your name and its meaning?
- Do you like your name? Why?
- Do you have a nickname?

Ghanians usually have more than one name. In southern Ghana, in particular, there is a special naming tradition. When a Ghanaian introduces him/herself, you will probably be able to tell from the name the day the person was born. In Ghana you find seven names for men and seven names for women.

In the table there is an overview of Ghanaian names:



Weekday	male	female
Monday	Kwadwo, Kojo, Jojo	Adjoa, Adzo, Ejo
Tuesday	Kwabena, Kobina, Ebo	Abenaa, Abla
Wednesday	Kwaku, Kweku, Kuuku	Akua, Ekuwa, Aku
Thursday	Yaw, Ekow	Yaa, Yaaba, Aya
Friday	Kofi, Fiifi, Yoofi	Efua, Afua, Afi
Saturday	Kwame, Kwamena, Ato	Ama, Aba, Awo, Ami
Sunday	Kwesi, Akwasi, Siisi	Esi, Akosua, Kisi

Introduction B: Meaningful names

What happens if a family has four Kwames? This is not a problem. They get a number: Kwame, Kwame Manu (the second), Kwame Mensa (the third) Kwame Anane (the fourth).

By the way, if you want to impress a Ghanaian introduce yourself with your Ghanaian name. The person will appreciate it, I promise...

The Ghanaian names are usually used in private, amongst family and in friendship circles. They are rarely used officially; Kofi Annan, who was born and grew up in Ghana, is an exception. Because of the influence of colonists and missionaries, Christianity spread throughout Ghana, and many Ghanaians have addition Christian names like Joseph, Esther, Stephen and so on. In the north of Ghana you will often find Muslim names like Amina, Mohammed, etc. It is also common to give children names associated with a positive characteristic or a wish for the future, for instance „Patience“ or „Prosper“, which is the short form for „prosperity“ (Wohlstand).



Exercise A:**Visual impressions of Ghana****Learning objectives:**

- To practise describing situations (in writing and orally)
- To envisage weekly life in Ghana

Language level:

A2

Number of participants:

6 to 24 participants

Time required:

45 to 60 minutes (depends on the number of participants)

Didactic methods:

Educational game, Describing pictures

Learning aids:

Printed pictures. Every participant needs at least one picture. It may be necessary to print the pictures out twice, if there are more than 11 participants (*master copies on CD*)

The group sits in a circle and the pictures are scattered in the middle on the floor. Choose a picture that seems interesting to you. Take your time and write a short description of it.



- What do you see in the picture? What kind of scene is presented?
- What is eye-catching?
- Why have you chosen this picture?

Try to use all your senses and your imagination.

- What sounds can be heard?
- How does the situation smell?
- What else can you imagine hearing, smelling and tasting?







After writing your text, present the result to your group and ask the other participants about their associations with your picture. At the end, your teacher will be able to give you some information about where the picture was taken.



Exercise B:**African proverbs****Learning objectives:**

- To expand vocabulary and improve competence in written English
- To analyse African proverbs and their meanings extensively

Language level:
 A2
Number of participants:
 6 to 24 participants
Time required:
 45 minutes (*depends on the number of participants*)
Didactic methods:
 Guided conversation, Writing short stories
Learning aids:
 "African Proverbs" Worksheet: the proverbs should be cut out and put together by the learners like a memory game (*master copies on CD*)


Ghana abounds in proverbs. A young editor summarised some of these proverbs for a Ghanaian youth magazine.

Read the proverbs and underline the vocabulary you do not know. Ask your teacher about the meaning of the words. Discuss in your group the meaning of the proverbs and afterwards compare your guesses with the actual meaning.



- What does it show about the cultural context, about social values for instance?

Look at the mixture of African and European proverbs and try to match the German proverbs to similar meanings of the proverbs in English. The number in brackets after each shows you the number of German proverbs you have to find.



- Do you know any other proverbs with a similar meaning?

Worksheet:

 Proverbs

AFRICAN PROVERBS:

A beggar with no choice is a beggar indeed but a beggar with a choice is a beggar in need. (3)

He who does not know one thing knows another. (2)

A fool and his money are easily parted. (2)

AFTER A STORM COMES A CALM. (2)

A man in debt is caught in a net. (1)

RAIN DOES NOT FALL ON ONE ROOF ALONE. (0)

Lost time is never found. (3)

Do not look where you fell, but where you slipped. (1)

The stubborn fly always follows the corpse into the grave. (1)

If you are a crow, never try to be an eagle. (1)

GERMAN PROVERBS:

“Altes Brot ist nicht hart, kein Brot, das ist hart.”

“Hunger ist der beste Koch.”

“In der Not isst der Bauer die Wurst auch ohne Brot.”

“EIN JEDER NACH SEINER ART.”

“Keiner ist zu klein, ein Meister zu sein.”

“DIE DÜMMSTEN BAUERN ERNTEN DIE DICKSTEN KARTOFFELN.”

“Hochmut kommt vor dem Fall.”

“Pack schlägt sich, Pack verträgt sich.”

“Auf jeden Regen folgt auch Sonnenschein.”

“Borgen bringt Sorgen.”

“Eile mit Weile”

“Heute ist die beste Zeit.”

“Wer den Flüssen wehren will, der muss die Quellen verstopfen.”

“Warte nie bis du Zeit hast!”

“SCHUSTER, BLEIB BEI DEINEN LEISTEN.”

“ÜBER VERGOSSENE MILCH SOLL MAN NICHT JAMMERN.”

Conclusion:

A postcard to Ghana


Learning objectives:

- To practise writing letters and describe everyday life
- To explain interesting cultural aspects of Germany


Language level:

 A2

Number of participants:

 6 to 24 participants

Time required:

 30 to 45 minutes (depends on the number of participants)

Didactic methods:

 Written exercise

Learning aids:

 ~

Now you know about some aspects of Ghanaian life and some daily routines there.



- What is unusual and interesting to know about Germany from a Ghanaian perspective?

Choose a topic or a special experience which you think is worth telling someone and write a postcard to Ghana.

Here are some examples to unlock your creativity.

Examples:

- A political issue that upsets me
- The best concert I have ever experienced
- My last Christmas celebration
- ...



Solutions and further information

Weekdays in Ghana



Solutions

Exercise A:

Visual impressions of Ghana

Information about the pictures



2.1



2.2



2.3



2.4

Picture 2.1

The picture was taken in a village in the north of Ghana. Some women are preparing Fufu, one of the most famous dishes in Ghana. It is made of crushed cassava or yam¹ (edible root) porridge mixed with crushed plantain². In the picture, you can see the crusher lying on the ground and a wooden pot in which Fufu has been crushed. In the other pot, a spicy soup for the Fufu is already prepared. The clothes the women are wearing are the traditional Ghanaian clothes, colourful and decorated with striking or vivid patterns. Women usually wear dresses and skirts instead of trousers. The majority of the population in the north is Muslim. Headscarves are common and at the same time protect against the hot sun.

Picture 2.2

The picture was taken at a junction in a village in the south of Ghana. A trotro, the Ghanaian name for a mini bus, which people use for short and long distance journeys, is shown in this picture. On short distance journeys, trotros stop often to drop off or pick up passengers. Mini buses often have a young man to assist the driver in finding passengers and collecting fares. These driver assistants are called mates. The mate shouts the destination of the trotro and passengers, who are waiting for the trotro, will signal to the driver to stop, so that they can board, if their destination is called (often shouted repeatedly) by the mate. There are also bus stops at major junctions in villages.

Traders take advantage when trotros stop, loudly advertising and selling their products. As can be seen it is obviously the mango and watermelon season...

Picture 2.3

In this picture boys are playing football. Football is one of the most popular sports in Ghana. Except for the capital and major cities such as Kumasi there are no gymnasiums or official playgrounds. Nevertheless, every village has a football field, which is nothing more than an open field. The goals are made by the players themselves out of pieces of wood. Often not only children but also adult men play football in their leisure time. A school building in the background can be seen. At the back of the football pitch, banana trees there are.

Picture 2.4

The picture was taken in a restaurant or bar in a city called Cape Coast. Cape Coast is a coastal city and a major tourist destination in Ghana. The spectators are enjoying a Black Stars football match on the television during the FIFA World Cup 2010. As you can tell from their faces, it seems to be a good match for the Black Stars. Can you see the man with the "Black Star" T-Shirt in the background?"

Note the two "Weiβnasen" in the front of the pictures. Although the term "Weiβnase" originally referred to white people, that is Europeans, its significance is nowadays also applied to Americans, Asians, and Arabic people.

The roof of the hangar is made of mats, which are cooler than corrugated sheet roof. Ceiling fans are installed to ventilate the sticky air.

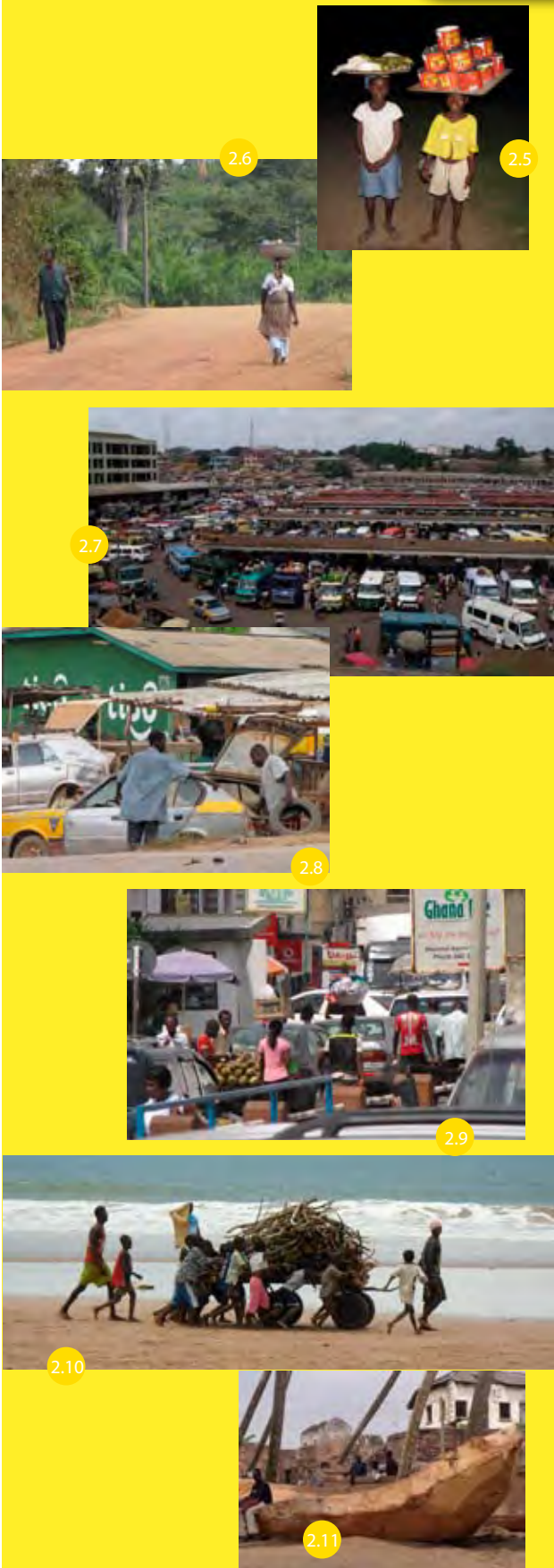
¹ Yam is an edible root basically common in the tropics.

² A Plantain is similar to a banana. As distinguished from the banana, it is mainly used for cooking.

Solutions

Exercise A:

Visual impressions of Ghana



Picture 2.5

In this picture the photographer has met two children in a village in the south of Ghana in the evening. They are walking from house to house, trying to sell their products. On her head, the girl on the left-hand side is carrying plantain³, many Ghanaian's favourite food. The boy on the right-hand side is selling charcoal in tins. In the evening, he is more likely to sell, because a lot of Ghanaians cook with coal pots, using charcoal to light the fire.

Picture 2.6

This is a scene from Ghana's Volta Region, a very fertile area in the east of Ghana. The woman is carrying her baby on her back, which is the normal way to carry babies. The picture also gives you an idea of the skill required to carry things on your head.

Picture 2.7

This is the famous Kumasi station in Ghana's second biggest city, after Accra. For a European person, this may seem to be a chaotic situation, but trotro stations are well organised. Long-distance buses have special places where they park. When arriving passengers look for buses to their destination, the driver mates are always around to assist them. It is very convenient!

At the left-hand side, you can see stands where food can be bought. Also, ambulant traders walk around to sell food, water and all kinds of other small things to the arriving and parting passengers. They transport their goods on their heads or in a wheelbarrow.

Picture 2.8

This is a scene on the main road in Cape Coast, where there is no pavement, compared to other main roads in cities like Kumasi or Takoradi. Here you get an idea of the influence of Western fashion and also of advertising in Ghana. Mobile phone service providers, in particular, seem to be very successful businesses, as the majority of the population use mobile phones instead of landlines. The landline network is not extensive.

Picture 2.9

In this picture you can see two taxi drivers who are repairing a car. A lot of the cars are old; most of them are imported second-hand from Europe, America and Asia. There is an advertisement for a mobile phone service provider in the background on the wall, which is painted green. In return for advertising space on convenient parts of houses, mobile phone service providers often offer to paint property-owners' walls, houses or even shops.

Picture 2.10

At Busua beach, a tourist magnet, two men are transporting wood with the help of many small hands. The wood is mostly used for building houses and for cooking. In Ghanaian culture, it is the most natural thing in the world for children to help adults to carry things.

Picture 2.11

Some fishermen are taking a rest in their boats, which are handmade. The fishermen chisel out the bark from the log to form the boat. In the background, you can see the wall of Komenda Castle, an old slave castle. It served as a prison for slaves, before they were transported to America.

³ Plantain is similar to bananas. In contrast to bananas, they are used for cooking.

Exercise B:

African proverbs

1. A beggar with no choice is a beggar indeed but a beggar with a choice is a beggar in need.

Meaning: *If somebody is begging and is being very selective, it is a sign that the person is not in need. If the person was really in need, he/she would not be selective. It shows you that a person in need cannot behave in a selective manner.*

“Altes Brot ist nicht hart, kein Brot, das ist hart.”
 “Hunger ist der beste Koch.”
 “In der Not isst der Bauer die Wurst auch ohne Brot.”
2. He who does not know one thing knows another.

Meaning: *No one knows everything, but everyone knows something.*

“Ein jeder nach seiner Art.”
 “Keiner ist zu klein, ein Meister zu sein.”
3. A fool and his money are easily parted.

Meaning: *Wealth is not a sign of wisdom and rich people often lose their money quickly, by wasting it unnecessarily on stupid things and by using status symbols to show off.*

“Die dümmsten Bauern ernten die dicksten Kartoffeln.”
 “Hochmut kommt vor dem Fall.”
4. After a storm comes a calm.

Meaning: *If there are conflicts in your family, every family member is involved and responsible for finding a solution. This expresses the eminent social value of family solidarity. After the fight and conflict, everything is resolved and the situation calms down.*

“Pack schlägt sich, Pack verträgt sich.”
 “Auf jeden Regen folgt auch Sonnenschein.”
5. A man in debt is caught in a net.

Meaning: *A person who borrows money is not free because he/she is obliged to pay off the debt. The person is caught “in a net” by the monetary obligation and owing debt to the creditors.*

“Borgen bringt Sorgen.”
6. Rain does not fall on one roof alone.

Meaning: *Trouble comes to everyone at one time or another.*

“Mitgefangen, mitgehangen”
7. Lost time is never found.

Meaning: *Lost time is something you never get back. Lost time does not refer to work in a productive sense. Aspects of interpersonal behaviour are referred to here, like spending time with family and good friends. Time can also be lost, if you work most of the day for your whole life and you don't spend time with your family. When a family member dies, you never get the time back. You were working instead of spending time with your family.*

“Eile mit Weile”
 “Heute ist die beste Zeit.”
 “Warte nie bis du Zeit hast!”
8. Do not look where you fell, but where you slipped.

Meaning: *Do not look at your mistakes; look at what caused you to make the mistakes.*

“Wer den Flüssen wehren will, der muss die Quellen verstopfen.”

Exercise B:

African proverbs

9. The stubborn fly always follows the corpse into the grave.

Meaning: This proverb refers to stubborn people who cannot let the past be the past; getting on your nerves with old expired (verjäherte) stories, like "In 2006 I lent you two Ghanaian Cedi (equivalent to about one Euro) and you never gave me the money back". Such people get on your nerves just like a stubborn fly.

"Über vergossene Milch soll man nicht jammern."

10. If you are a crow, never try to be an eagle.

Meaning: You have to be realistic about your aspirations in life. Instead of striving for the impossible, you should be satisfied with what you have.

"Schuster, bleib bei deinem Leisten."

Sources

Introduction B: Meaningful names

Cobinnah, Jojo, *Ghana*; Peter Meyer Verlag, Frankfurt am Main 2009, p.87, 88.

Picture:

p.22, family under tree: atm2003, Shutterstock [<http://www.shutterstock.com/>]

p.23, little boy swinging in the air: Lourens, Nolte, Shutterstock [<http://www.shutterstock.com/>]

p.23, girl with baby on her arm: Kvini, Shutterstock [<http://www.shutterstock.com/>]

p.23, family: atm2003, Shutterstock [<http://www.shutterstock.com/>]

p.23, girl helping little boy with homework: Lourens, Nolte, Shutterstock [<http://www.shutterstock.com/>]

Exercise A: Visual impressions of Ghana

Pictures:

p.24: Kranz, Pia; Mumuni, Esther.

Exercise B: African proverbs

Sydney, A. Bentil, *Komenda Cave – A place of History and Mystery*; in: Innfloh 2011/2, p. 35.

Conclusion: A postcard to Ghana

Pictures:

p.26, Stamp with tree: Markau, Mark [www.shutterstock.com/]

p.26, Stamp landscape, stamp bird, stamp plants, stamp gold coast: Brendan, Howard [www.shutterstock.com/]

Further information






Addai, Patrick K., *Worte sind schön, aber Hühner legen Eier: Sprichwörter, Geschichten und Mythen aus Ghana*; Bad Schallerbach, Adinkra, 2007.

Addai, Patrick K., *"Ich habe den Menschen gerne" sagte der Hund – Takashis Abenteuer mit dem Zweibeiner*; Bad Schallerbach, Adinkra, 2001.

Schmidt-Wulffen, Wulf-Dieter, *Alltagsleben in (West-)Afrika: Ghana erleben – Unterrichtsmaterialien zum interkulturellen und globalen Lernen*; Institut für Geographie und Regionalforschung, Vienna, 2007.

www.ghanaweb.com/GhanaHomePage/features/artikel.php?ID=19656
<http://content.ghananation.com/templates/?a=89>

Introduction A: Ghanaian markets

- Learning objectives:**
- To improve written and oral ability by describing situations
 - To get an overview of markets in Ghana, particularly from a gender perspective
- Language level:**  B1
- Number of participants:**  At least four participants
- Time required:**  25 minutes (*depends on the number of participants*)
- Didactic methods:**  Working in pairs, Describing pictures
- Learning aids:**  Pictures; every working pair should have two different pictures (*master copies on CD*)



Markets are an essential part of everyday life in Ghana, as points of sale and as social meeting places. In villages, market days occur once in a week and last nearly the whole day. In bigger cities markets take place every day. Women do the basic buying and selling. There are special trading zones for men. They normally sell meat, animals, kola nuts¹, traditional medicine and smocks².

Supermarkets are a modern alternative to markets, but are of course frequented, only by those who can afford it. In northern Ghana, trade is dominated by males. Trade for women is rather uncommon there. This is due to Islamic tradition, where women's lives are centred at home.

Bargaining is an important part of the sales activities at the market. The vendor offers a price which is understood as a quotation. Then the potential buyer is expected to make a counter offer. This procedure continues until both – vendor and buyer – agree on one price. To bargain is therefore part of Ghanaian culture and is not understood as an offence.

Usually shoppers and traders communicate in their local language at markets, depending on the region where you are. English is rarely used in this context.



Smock

¹ A Kola nut is a nut that contains caffeine. It grows on trees.
² A traditional dress for men.

Further information and solutions to the exercises can be found at the end of the chapter.

Introduction A: Ghanaian markets

Work in groups or with a partner and each select a photo.



- What does a local market look like?

Look at the pictures below and describe the scenes. Firstly, say your sentences aloud to your partner, and then write them down.

As you have read above, in Ghana, it is common to bargain for the price of products. Choose a partner and imagine you are negotiating, taking on the roles of a buyer and seller. Start the dialogue. Try to get a good price, be charming and pay your partner compliments.



Introduction B:

Globalisation: Bavarian chicken at the Ghanaian market!

Learning objectives:

- To practise text comprehension
- To present an argument and your own point of view
- To consider the effects and disadvantages of globalisation, using the chicken trade as an example

Language level:



B1

Number of participants:



At least three participants

Time required:



40 minutes (depends on the number of participants)

Didactic methods:



Reading texts and answering questions

Learning aids:



“Bavarian chicken at the Ghanaian market!” informative text

The article below shows the effects and disadvantages of globalisation on Africa. Read the article below and answer the questions in a group discussion.



Introduction B:**Globalisation: Bavarian chicken at the Ghanaian market!****Bavarian chicken at the Ghanaian market!**

In large markets, you find local and imported articles. Ghana is a country that does not actually need to import many foodstuffs from Western countries, because the country can produce a large variety of food.

Due to the lack of modern technology and factories that are needed to preserve and improve the quality of locally produced food, the import of rice, tinned tomatoes, oil and chicken has, however, become common in Ghana. About 90,000 tons of chicken are shipped to Ghana per year. It was only 9,000 tons ten years ago.

This is negatively affecting the local farmers because the imported commodities are cheaper than local foodstuffs. Many poultry farmers have to give up their farms due to the high rate of cheap, imported chicken from Western countries.

In Europe and many other industrialised countries, chicken fillets and thighs are what the consumer buys and a part of the leftovers is frozen and shipped to countries like Ghana where it is sold cheaper than the local chicken.

Farmers in Western countries, like Germany, get subsidies from the government which enables them to produce more food than the country really needs. Local farmers in countries of the global South do not get subsidies from their governments and the average person, who has a low income, can therefore only afford the cheap, imported chicken. This is not only destroying the poultry farmers' existence, but the imported frozen chicken is constantly thawed out and frozen again due to frequent power cuts in these developing countries. This can lead to a build-up of bacteria like Salmonella. This bacterium can be dangerous for children, the elderly and the poor, who cannot afford to go to the hospitals and can die if not treated early enough.








Answer the following questions in writing and discuss your results afterwards in a group:



- *Do local farmers in Germany also have similar problems with imported food products?*
- *Give three examples of imported food products in Germany that are also produced by farmers in Germany. At the end of the chapter, you will find more examples.*
- *What can consumers in Germany do to reduce the export of frozen chicken to countries in the global South?*

Exercise A: A spicy Ghanaian memory

- Learning objectives:**
- To expand vocabulary
 - To envisage food products and learn terms with pictures
- Language level:**  A2
- Number of participants:**  At least five participants
- Time required:**  45 minutes (depends on the number of participants)
- Didactic methods:**  Memory game
- Learning aids:**  Pictures (master copies on CD)



Up to today agriculture is an important sector of the employment market in Ghana. It is conspicuous that a greater percentage of women is engaged in farming and other agricultural activities. The sorts of fruits and vegetables cultivated in Ghana differ a lot from region to region because of diverse climatic conditions. Some of the vegetables grown are:

Maize, rice, millet, sorghum, cassava, yam, cocoyam, plantain, groundnut, cow peas and soya beans.

Furthermore, **people breed fish** and different sorts of livestock are raised – For example:






Cattle, sheep, goat, pigs and poultry.

In the pictures, you can see fruit and vegetables, which grow in Ghana. Try to put them in pairs to remember them. Look out for cassava, corn, palmoil, cabbage, nutmeg, yam, mangoes, groundnut and sweet potatoes.



You can find further information on the fruit and vegetables and the solutions at the end of the chapter.

Exercise B: Who am I?






Learning objectives:	<ul style="list-style-type: none"> • To expand vocabulary • To distinguish different types of food
Language level:	 B1
Number of participants:	 Unlimited
Time required:	 35 minutes (<i>depends on the number of participants</i>)
Didactic methods:	 Riddle
Learning aids:	 "A spicy Ghanaian memory" pictures (<i>master copies on CD</i>)



Read the following self-descriptions of different types of fruit and vegetables and try to figure out which of the fruit and vegetables introduced in Exercise A might match to the description. The pictures of Exercise A, "A spicy Ghanaian memory", will help you.

1. I'm like a treasure chest, green or brownish outside, but once you open me you will see my real yellow beauty. People know and appreciate me all over the world. *Who am I?*
2. Even when I'm barely ripe people like to eat me with salt. As soon as I'm mellow they leave the salt and enjoy the sweet taste of my yellow flesh. My centre is a seed with the size of a golf ball. *Who am I?*
3. You can roast me, grind me or crush me. But before that you have to crack the walls of my house. Children all over the world enjoy my company during their breakfasts. *Who am I?*
4. I borrowed part of my name from a vegetable well-known in Germany. *Who am I?*
5. My skin is rough, I would not describe myself as beautiful. But people like me anyway, they use me for making Fufu. *Who am I?*
6. *I'm a sight for sore eyes when it comes to refining a dish. But take care! Dose me wisely – too much of me can lead to symptoms of poisoning. Who am I?*
7. I don't know why, but people tend to confuse me with another vegetable. Maybe because we are similar – Rough skin and white inside. But I want to clarify that I'm thinner. *Who am I?*
8. *I'm green and versatile. A lot of people eat me raw as a side dish. I do not know why, but mostly I do not belong to the all-time favourites of children. Who am I?*
9. My raw form and the form I'm mainly used in do not have a lot in common. I'm rarely absent when it comes to a cooked meal. *Who am I?*

Exercise C: Ghanaian local cuisine

- Learning objectives:**
- To practise text comprehension and extend vocabulary
 - To experience Ghana's cuisine
- Language level:**  B1
- Number of participants:**  Unlimited
- Time required:**  30 minutes (depends on the number of participants)
- Didactic methods:**  Cloze text
- Learning aids:**  Text and „Red Red Recipe“ worksheet (master copies on CD)



Every country has its own culinary specialities. For instance, in Ghana it is common to eat with your hands, just as in Germany we eat with a knife and fork.

The types of food in Ghana differ from region to region. In southern Ghana, the main dish is called *fufu*. This is made out of *yam*³, *plantain*⁴, *cassava*⁵ or *cocoyam*⁶. *Fufu* is served with soup and eaten with your hands. In northern Ghana, the common food is *Tuo Zaafi* which is a Hausa word and means „warm meal“. It is made out of maize flour and is also eaten with your hands alongside a vegetable soup. Many Ghanaians like their meals spicy. Ghana abounds in different fruits and many are exported to Europe. Some examples are pineapples, bananas, mango and oranges.

Cooking a Ghanaian dish: **RED RED**

The picture below is red red. Red red is a Ghanaian dish that is eaten and popular amongst almost all Ghanaians. On the worksheet you can find how to prepare red red. Fill in the missing words with the help of the words given below. First, underline the words you do not know.

Fufu



³ Yam is an edible root basically common in the tropics.
⁴ A plantain is similar to a banana. Compared to bananas it is only edible when it has been cooked. In Germany you can purchase plantains in Afroshops.
⁵ Cassava is also known as Maniok.
⁶ Cocoyam is a crop which grows in many parts of the world. It can be used to substitute plantain in making Fufu

Worksheet:

 **Ghanaian local cuisine**

RED RED RECIPE

- 3 ripe plantains (*extra soft*)

Slice the plantains diagonally and deep fry until golden brown

Bean sauce






- 2 tins (14.5 oz each) black-eyed peas, drained
- Half a cup palm oil or vegetable oil
- 1 can chopped tomatoes
- 1 chilli pepper (*a habanero does the same job too*).
Careful though, not to spicy
- 1 pink onion (*chopped*)
- Garlic/ginger (*to taste*)



(burning, flavour, recipes, simmer, fried, pan, simmer, translucent)

First cook the beans and pour the oil into a _____. Stir in the chopped onion and garlic until the onion turns _____. Add chopped tomatoes and chilli pepper (cut the pepper in half, it releases the _____ better) and let it _____ until the oil rises to the top (this gravy is the basic tomato sauce that can be used for different _____). Add beans to the sauce and let it _____ for 10 minutes, stirring to prevent it _____. Serve with the _____ plantain! (Sauce goes very well with rice too.)

Conclusion: German local cuisine

- Learning objectives:**
- To practise oral discussions
 - To form an opinion on the supply chain of imported products in German shops
- Language level:**  B1
- Number of participants:**  At least four participants
- Time required:**  20 minutes (depends on the number of participants)
- Didactic methods:**  Partner work
- Learning aids:**  Pictures (master copies on CD)



Your new Ghanaian neighbour wants to try some German food. Take him or her to the market and explain the fruits and vegetables to him or her. Point out some important things he or she should know about your favourite dish and/or about German cuisine. Try to include the product's background and think about positive and negative aspects of global trade (i.e. organically grown; genetically manipulated products, fair trade, ways of transport etc.). Start your fictitious stroll around the market: At one point your partner will show you one of the following photos. React and integrate the content of the photo into your description. After five minutes you swap roles.



Solutions and further information

Markets and cuisine in Ghana



Solutions

Introduction B:

Bavarian chicken at the Ghanaian market!

Imported food products in Germany that are also produced by farmers in Germany: *tomatoes, salad, apples, strawberries, mushrooms and pears.*

Exercise A:

A spicy Ghanaian memory



Yam is a vegetable in West Africa and grows in the soil like potatoes. It has a rough skin, which is peeled before it is cooked. It tastes a bit like potatoes and can be fried, roasted, boiled or grilled.



Nutmeg is a common spice used in baking and to flavour other dishes and drinks.



Palm oil is an edible plant oil, which comes from the palm nut fruit. It is reddish in colour and a common cooking ingredient in Africa, parts of Asia and Brazil.

- A Palm nut
- B Palm oil



Groundnuts or peanuts are a type of nut, which grow in the soil. They can be eaten raw or roasted. Oil can also be made from peanuts.



Maize or corn is a grain, which is an important food crop in many regions of the world. Maize flour is made into a thick porridge in many cultures; an example of this is polenta of Italy. Maize is also used as a substitute for wheat flour, to make cornbread and other baked products.



Cassava is a tropical plant, which is most commonly associated with tapioca. The plant grows tall, sometimes reaching 15 feet, with leaves, which vary in shape and size. The edible parts are the tuberous root and the leaves. The tuber (root) is somewhat dark brown in colour and grows up to 2 feet long. They can be used as vegetables to accompany other dishes; grated to make pancakes; dried and ground into tapioca flour; or sliced and made into snack chips.

Solutions

Exercise A:

A spicy exotic Ghanaian memory



Mango is a fleshy fruit with a stone, which grows on trees. The ripe fruit varies in size and colour. Mangos come in different colours; they can be yellow, orange, red or green.



Cabbage is a vegetable. Cabbage is crunchy and sweet, when served raw. A common use of the raw vegetable is in coleslaw, which combines mayonnaise, thin slices of cabbage, sometimes apple cider vinegar and often grated carrot.



Sweet potato is a vegetable that grows in the soil like potatoes. It tastes a bit like potatoes but is sweeter. It can be fried, roasted, boiled or grilled.

Exercise B:

Who am I?

- | | |
|---------------------------|-------------|
| 1. Maize or Corn | 6. Nutmeg |
| 2. Mango | 7. Cassava |
| 3. Ground nuts or Peanuts | 8. Cabbage |
| 4. Sweet potato | 9. Palm-Oil |
| 5. Yam | |

Exercise C:

Ghanaian local cuisine

First cook the beans and pour the oil into a pan. Stir in the chopped onion and garlic until the onion turns translucent. Add chopped tomatoes and chilli pepper (cut the pepper in half - it releases the flavour better)...and let it simmer until the oil rises to the top (this gravy is the basic tomato sauce that can be used for different recipes). Add beans to the sauce and let it simmer for 10 minutes, stirring to prevent it burning. Serve with the fried plantain and you have *Red Red!* (Sauce goes very well with rice too.)

Sources

Introduction A: Ghanaian markets

Pictures:

- p. 32, Smock: Kranz, Pia; Mumuni, Esther
- p. 33: Ghanaian market: *grilled meat*: Ghana decides [<http://www.flickr.com/photos/ghanadecides/>]
- p. 33: Ghanaian market: *woman with fabric, woman with yams, woman with vegetables, women paying, woman with bowl on her head, and market scene*: Terrie Schweitzer [<http://www.flickr.com/photos/terriem/>]
- p. 33: Ghanaian market: *fish, women with fish, chicken and lemons* [<http://www.shutterstock.com>]

Introduction B: Bavarian chicken at the Ghanaian market!

Buntzel, Rudolf; Mari, Francisco 2007. *Das globale Huhn. Hühnerbrust und Chicken Wings – Wer isst den Rest?*, Frankfurt am Main.

Pictures:

- p. 34, bavarian flag and chickens: [<http://www.shutterstock.com/>]
- p. 35: [<http://www.shutterstock.com/>]

Exercise A: A spicy Ghanaian memory

Wills, J.Brian 1962. *Agriculture and Land Use in Ghana*, London Accra/ New York.

Pictures, p. 36:

- Yam (both pictures): [<http://www.flickr.com/photos/iita-media-library/4560225417/>]
- Nutmeg cut open: Delhi, Eileen [<http://www.flickr.com/people/eileen-delhi/>]
- Nutmeg grated: [<http://www.shutterstock.com>]
- Palm oil (both pictures): One Village Initiative [<http://www.flickr.com/photos/1village/2870211223/>]
- Groundnuts or peanuts: CIAT [<http://www.flickr.com/people/ciat/>]
- Groundnuts or peanuts: Heather [<http://www.flickr.com/people/verybadlady/>]
- Maize or corn: CIAT [<http://www.flickr.com/photos/ciat/>]
- Cassava: CIAT [<http://www.flickr.com/photos/ciat/>]
- Mango: McLean, Robert [<http://www.flickr.com/people/50445916@N00/>]
- Mango: Joy [<http://www.flickr.com/people/joyosity/>]
- Cabbage: n.n. [<http://www.flickr.com/people/thskyt/>]
- Cabbage: Market Manager [<http://www.flickr.com/people/37884983@N03/>]
- Sweet potato: Delventhal, F. [<http://www.flickr.com/people/krossbow/>]
- Sweet potato: n.n. [<http://www.flickr.com/people/treevillage/>]

Exercise C: Ghanaian local cuisine

Ghanaweb 2012. *"Food and Drinks"* Online. [<http://www.ghanaweb.com/GhanaHomePage/food/>] (21.09.2012).

Pictures:

- p. 38, Red red, Fufu: Mumuni, Esther
- worksheet IIIA: [www.flickr.com/photos/faustkids/]

Conclusion: German local cuisine

Pictures, p.39:

- German weekly market: Lee, Lothar [<http://www.flickr.com/photos/lampenlee/>]
- Carrots etc. [<http://www.flickr.com/people/abejorro34>]
- Strawberries, Asparagus [<http://www.flickr.com/photos/sonnentau/>]
- Pumpkins: digital cat [<http://www.flickr.com/photos/14646075@N03/>]
- Tomatoes: [http://www.flickr.com/photos/david_alberts/]
- Chestnuts, potatoes, mushrooms, borecole, plums, apples: [<http://www.shutterstock.com>]

Further information

- Agritrade 2011, *Poultry imports cause growing concern in Ghana* Online. [<http://agritrade.cta.int/Agriculture/Commodities/Poultry/Poultry-Focus/Poultry-imports-cause-growing-concern-in-Ghana>] (22.09.2012).
- Asfahani, Mohamad N. 1999, *Westafrikanische Küche: Kochrezepte aus Ghana, Benin, Togo, Liberia, Mali, Burkina Faso, Niger, Guinea*, Hamburg.
- Clark, Gracia 2010, *African Market Women: Seven Life Stories from Ghana*, Indiana.
- Mustapha, Suleiman 2008, *The dying state of Ghana's poultry*, Online. [http://www.thestatesmanonline.com/pages/news_detail.php?newsid=5675§ion=2] (21.09.2012).
- Thurn, Valentin 2010. *Taste the Waste* (Movie), Germany.

Introduction A:

The different festivals in Ghana


Learning objectives:

- Training of text comprehension
- Get an initial overview of the festival culture in Ghana


Language level:

 B1


Number of participants:

 At least six participants


Time required:

 20 minutes (depends on the number of participants)

Didactic methods:

 Working with texts and picture puzzle

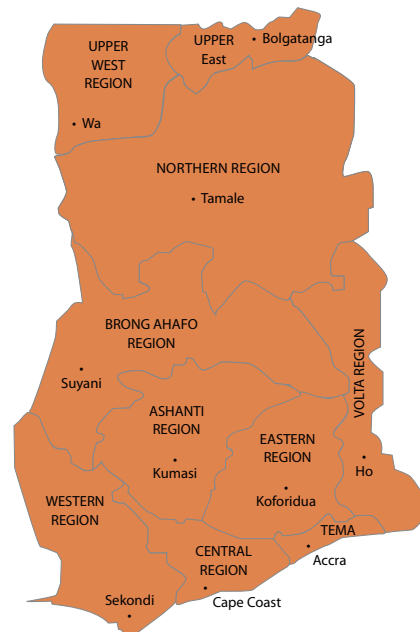
Learning aids:

 Text, map of Ghana and pictures (master copies on CD)



Ghanaian festivals are a colourful and vibrant part of their culture. Every year festivals are held in various parts of the country to celebrate the people's backgrounds. There are about 23 different festivals in Ghana and the celebrations differ from region to region. Festivals are celebrated throughout the year and can last for days. In this chapter, some Ghanaian festivals are described and shown in order to provide an initial overview.

Work in groups and compare the text and pictures on the next page. Try to figure out which picture belongs to which festival. The map of Ghana allows you to locate the festival.



Introduction A:**The different festivals in Ghana**

Odwira in *Akuapem* is a harvest and thanksgiving festival celebrated in the Ashanti Region. This festival dramatises the traditions, myths and legends of the population and commemorates a period of remembrance and thanksgiving to the gods for their mercies in the previous year. A *durbar*¹ of the local authorities in Ghana, crowns the celebration amidst drumming and dancing. There is another Festival in *Akwamu* which is also called *Odwira*. Different from the *Odwira* Festival in *Akuapem*, it has the significance of reminding the warrior kings, bringing sacrifices to the gods and renew family and social ties.



Adae Kese is an Ashanti festival in honour of the ancestral spirits and for the purification of ancestral stools. Elaborate stools are important fixtures in Ashanti culture. When someone passes away, it is believed that the spirit of that person rests in a stool kept for him or her after death. *Adea Kese* literally means “resting place” and it is the day people are allowed to visit the room where the stools and consequently the spirits of the forefathers rest. The festival is celebrated every 40th day. The king comes out to receive the homage of his sub-chiefs and his people. He is riding in a palanquin and is adorned with gold ornaments. The ceremony is accompanied by drummers, dancers, horn-blowers and praise singers.







Dipo festival is celebrated in the eastern region. It is a puberty rites festival to initiate adolescent girls into womanhood. They are dressed only from the waist to the knees, wear colourful beads around their necks and have their hair shaved off. The festival begins with two days full of different rituals. Then the girls spend about a week being trained in household tasks. The festival finishes with the day of the parade during which the girls present themselves to the public singing and dancing. It is believed that girls, who go through this ritual successfully, before they “touch” a man, become very good wives.

¹ *Durbar*: Traditional rulers sit in state and meet their people; *Durbar* is an English word that comes from an Indo-Persian term for „ruler’s court“.

Introduction B:**The meaning of festivals****Learning objectives:**

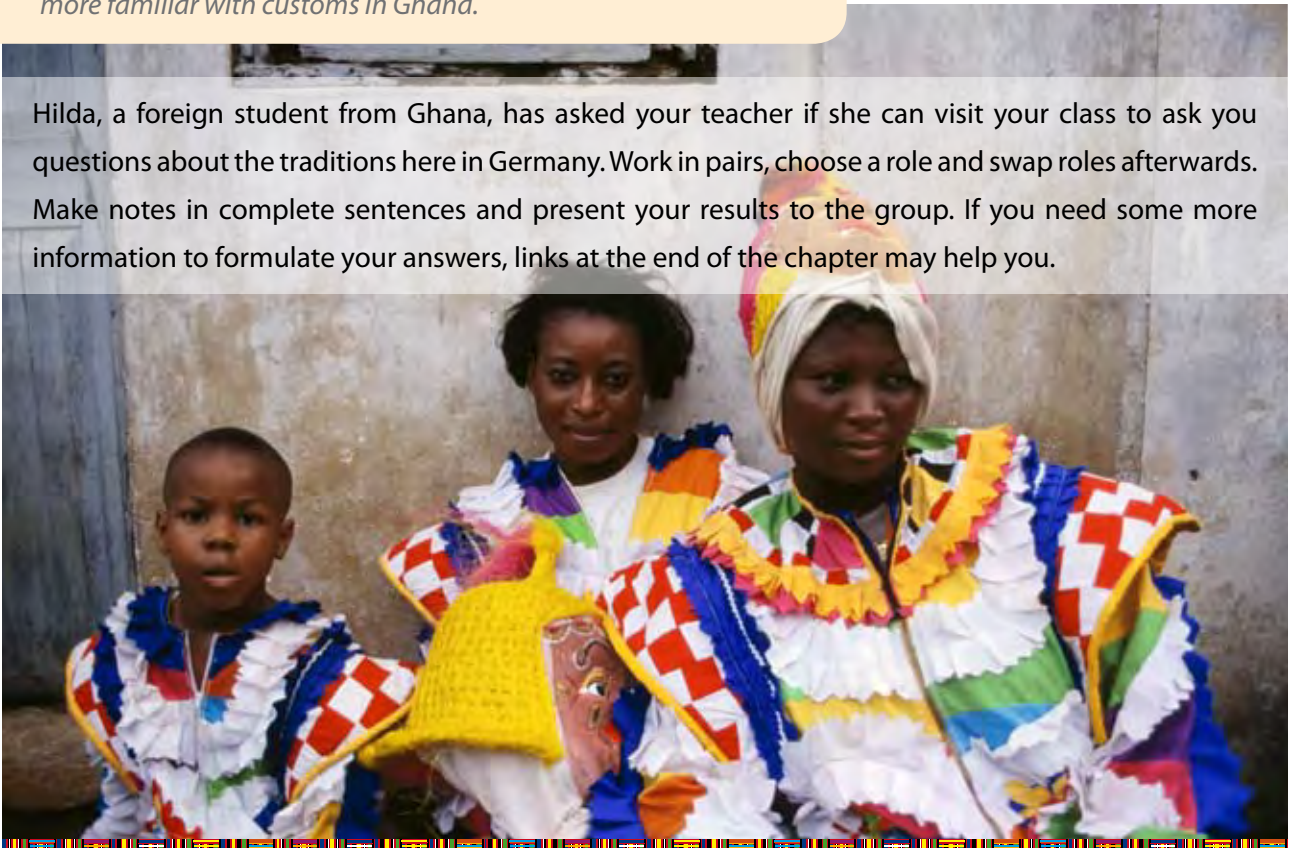
- To practise text comprehension and writing skills
- To address the traditional roots and values of festivals

Language level: B1**Number of participants:** 4-20**Time required:** 40 minutes (*depends on the number of participants*)**Didactic methods:** Working in pairs, formulating interview answers**Learning aids:** „Interview“ worksheet (*master copies on CD*)

As you have seen above, in Ghana, as in every country around the world, there are different traditional festivals. The festive days of Christmas and Easter although rooted in a Christian context are celebrated throughout the world. In every culture it is done in a different way. In Europe the significance of many traditions has vanished; new customs have been added. Globalisation has also affected the Ghanaian culture: many Western customs have been adopted and many young people do not know how local festivals are celebrated any more.

In the following interview, you can test your awareness of the meaning of festivals, which are celebrated in Germany, and become more familiar with customs in Ghana.

Hilda, a foreign student from Ghana, has asked your teacher if she can visit your class to ask you questions about the traditions here in Germany. Work in pairs, choose a role and swap roles afterwards. Make notes in complete sentences and present your results to the group. If you need some more information to formulate your answers, links at the end of the chapter may help you.



Worksheet:



Interview

Hilda: *My first Christmas and Easter were quite nice and interesting. I got many chocolate Father Christmases, Easter rabbits and eggs. Why chocolate and not some other type of sweets?*

Participant: _____

Hilda: *Do Father Christmas, rabbits and eggs have a particular meaning? Why do rabbits bring eggs?*

Participant: _____

Hilda: *Do you know where all the cocoa comes from to make all this chocolate?*

Participant: _____

Hilda: *I have heard that Christmas and Easter are the two most important Christian festivals in Germany. They are public holidays - the majority of the population does not work. I find it very irritating that many churches are filled on Christmas Eve but when you talk to people you find out that many of them do not go to church the rest of the year and some of them are even atheists. How does that fit together?*

Participant: _____

Hilda: *Do all the lights during the Christmas period have a particular meaning?*

Participant: _____

Hilda: *So, what is the significance of the Christmas tree?*

Participant: _____

Hilda: *Where do all the trees come from?*

Participant: _____

Hilda: *In Ghana as in most countries, we use plastic Christmas trees that come from China. Not every household can afford them but they are very popular nowadays. China is exploiting Western traditions to make money in less developed countries. Do some of these lights on the Christmas tree also come from China or are they all made in Germany?*

Participant: _____

Hilda: *I think it is the impact of globalisation!*



Exercise A:**Lederhosen and Dirndl - identifying aspects of culture****Learning objectives:**

- To practise text comprehension and express own statements
- To think about the importance of tradition and the role it plays in everyday life

Language level:**Number of participants:****Time required:****Didactic methods:****Learning aids:**

Children in Ghana learn about Ghanaian culture and tradition as early as possible because they play an important role in their culture. Clothing can tell about the social status of a person. Good manners are very important. For example they define how to behave when you receive guests in your home, or how to act as a guest when visiting someone. Events like marriages and funerals are nowadays influenced both by traditional Ghanaian and Christian customs. Like the festivals, the culture and traditions can differ from region to region.

Form four groups; each group should choose a topic (clothing, marriage, etiquette, death and the afterlife). Read the text aloud to your group, underline the words you do not know and ask your teacher what they mean. Discuss the text and see if any tradition is similar to traditions here or in other countries. Answer the questions below and prepare a presentation for the other groups.



Exercise A:**Lederhosen and Dirndl - identifying aspects of culture****1 Clothing**

Kings and other hereditary officials traditionally marked their status by using regalia, such as umbrellas and staffs, and through the exclusive right to wear expensive clothing, such as *kente* cloth. *Kente* is an Asante ceremonial cloth that is hand-woven on a loom². Four-inch strips are sewn together into larger pieces of cloth. *Kente* cloth comes in various colours, sizes and designs and is worn during very important social and religious occasions.

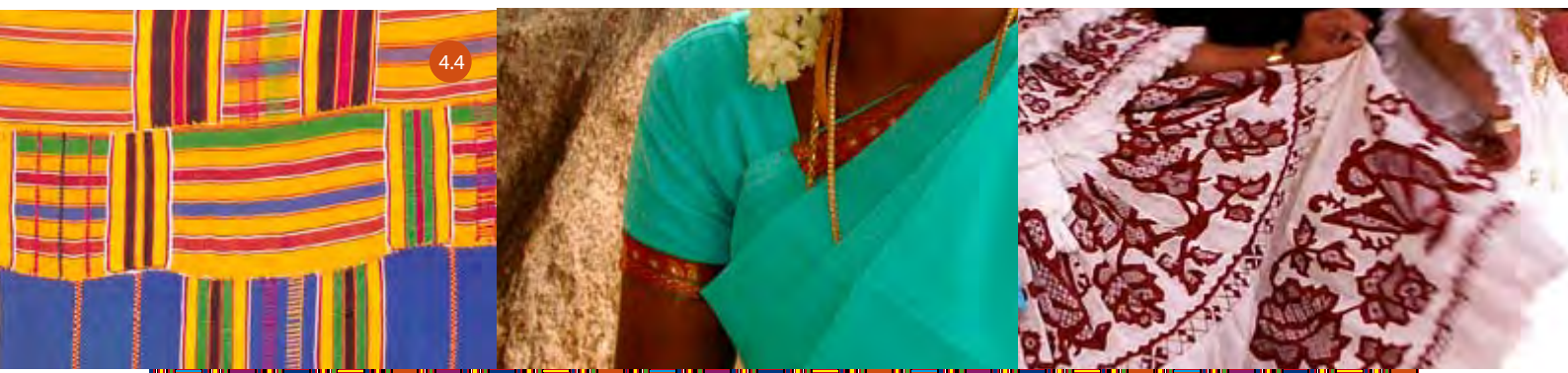
However, *Kente* cloth is more than just clothing. It really represents the history, philosophy, oral literature, religious beliefs, political thought and aesthetic principles of the Ghanaian people. Thus it is very important. Some regions in Germany also have their own traditional clothing like "*Lederhosen*" (leather trousers) and "*Dirndl*" (a kind of dress) which are worn at special traditional festivals. It is interesting when you can tell from the dress of a person where he or she comes from. Some examples are Indians and the *sari*, or Peruvians and the *polleras*, as illustrated in the pictures.

² dt. Webstuhl

Give examples of German traditional clothing:



- Which area does it come from?
- On which occasions is it worn?
- Is traditional clothing disappearing from Germany? Try to find reasons and examples for your arguments.



Exercise A: Lederhosen and Dirndl - identifying aspects of culture**2 Marriage**

Three criteria are used to classify the marriage process in Ghana:

1. **Customary marriage**
2. **Civic Registration**
3. **Religious marriage**

Tradition dictates that family elders arrange the marriages of their dependants. The groom's family is expected to pay a bride price³. Polygamy is allowed and attests to the wealth and power of men, who can support more than one wife. Chiefs mark their status by marrying dozens of women. Having children is the most important part of marriage; a husband will normally divorce an infertile wife. Divorce is easily obtained and widespread as is remarriage. In the Asante region, upon a husband's death, his wife is expected to marry his brother, who also assumes responsibility for any children. Western values spreading and a cash economy have modified customary marriage patterns. Christians are expected to have only one wife. Nowadays, the Christian marriage ceremony is very modern in Ghana and is celebrated almost the same as it is in Germany with a wedding dress and a cake.



- Look at the three wedding pictures and say at least two things that are similar to weddings in Germany.
- Are there any traditional wedding customs in your region?
- How important is marriage in German culture?

3 Etiquette

Ghanaians place great emphasis on politeness, hospitality, and formality. When meeting, acquaintances have to shake hands and ask about each other's health and families. Visitors to a house must greet and shake hands with each family member. They are seated and then greeted by all the people present one by one. Hosts normally provide their guests with something to eat and drink, even if the visit does not occur at a mealtime. If someone is eating, he or she must invite an unexpected visitor to join him or her. Normally,

³ dt. Brautpreis



Exercise A:**Lederhosen and Dirndl - identifying aspects of culture**

an invitation to eat cannot be refused. Great respect is associated with age and social status. A younger person addresses a senior as father or mother and must show appropriate deference towards them. It is rude to use your left hand to wave, and to offer or take an object. It is also rude to stare or point at people in public. English words such as "fool(ish)", "silly", or "nonsense" are highly offensive and are used only in extreme anger.



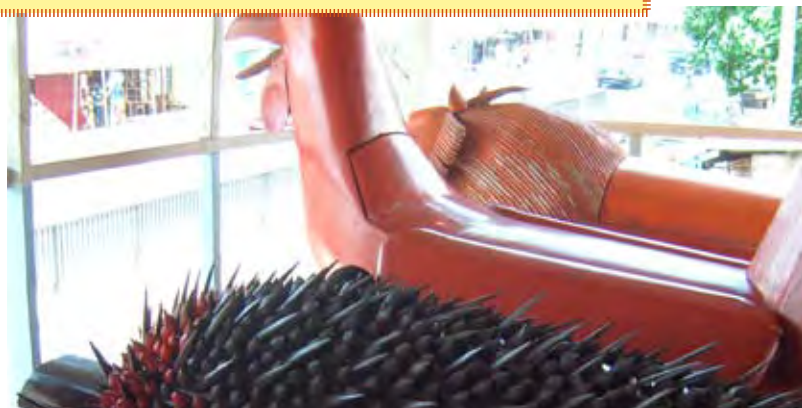
- *What conduct in the text is similar to your culture?*
 - *Would you describe Germans as polite and hospitable?*
 - *Where you been taught formal behaviour when you were a child? Who taught you?*
- Do you recall a specific situation?*

4 Death and the Afterlife

Death is one of the most important events in society and is marked by most ethnic groups and religions in elaborate and lengthy funeral services that involve the whole community. Traditionally people were buried beneath the floors of their houses, but now only traditional rulers practise this custom; most people are interred in cemeteries. Status is also demonstrated in public displays, especially in lavish funerals that acclaim both the deceased and their descendants. In southern Ghana, funeral coffins are specially made for the dead according to the profession of the deceased. For example, a fisherman gets a fish or a boat. These coffins are very expensive, but each member of the family contributes money towards the funeral of a deceased relative. Funerals are not attended by invitation, like in Germany, and the number of people that attend a funeral shows how important the person was or was liked in society. Ghanaians believe in life after death. In southern Ghana, money and other material items are added to the coffin for the deceased to take along on their journey into the afterlife.







- *What kind of beliefs about life after death do you find in Germany and what does the topic mean to you?*
- *Do you know any other special traditions in the world related to death and the afterlife?*
- *Would you call a funeral in Germany a "celebration"?*



Conclusion:**Press enquiry****Learning objectives:**

- To improve ability of writing
- To think about the chapter and develop points of interest

Language level:
 B1
Number of participants:
 3-20
Time required:
 30 minutes (reliance on the number of participants)
Didactic methods:
 Writing articles
Learning aids:
 "The different festivals of Ghana", "The meaning of festivals" and "Lederhosen and Dirndl – identifying aspects of culture" texts and "The different festivals of Ghana" and "Lederhosen and Dirndl – identifying aspects of culture" pictures (*master copies on CD*)


A journalist has visited your class and has been informed about what you have just learned about festivals and traditions in Ghana and the role traditions play in your own environment. He has asked your teacher if you can write an article for his newspaper.

Define your own particular point of interest and write an article of at least 140 words.



Solutions and further information

Festivals and traditions



Solutions

Introduction A:

The different festivals in Ghana

Picture 1: **Dipo** festivalPicture 2: **Odwira** festivalPicture 3: **Adaye Kese** festival

Introduction B:

The meaning of festivals

Why chocolate and not some other type of sweets?

- Christmas traditions in Europe vary, also habits of eating sweets at Christmas time. Germans particularly like chocolate. But other sweets are popular as well, such as marzipan, nougat, jelly babies and licorice.
- The massive consumption of chocolate at Christmas time has a long tradition: already 200 years ago little Father Christmas - figurines filled with chocolate were produced. It became fashionable to wrap these in a picture made out of paper and to put them under the Christmas tree. Today, besides the Father Christmas and the Advent calendar there are numerous Christmas products made out of chocolate. Some contain special spices associated with Christmas such as aniseed, vanilla and cinnamon, but the classic milk chocolate is always popular.
- The company REWE stated in 2012: After nine months customers crave for Christmas chocolate. Sales figures prove that Christmas sweets should be sold as early as possible. Around 500 Mil. Euro are earned with these sweets between September and December.
- The consumer advice centre in Hamburg (Verbraucherzentrale) states that chocolate is sold for a much higher price around Christmas time; sometimes up to 165%! Often the packaging is more expensive than the chocolate inside.

Introduction B:

The meaning of festivals

Do Father Christmas, rabbits and eggs have a particular meaning? Why do rabbits bring eggs?

- Since the 17th century the Easter bunny has brought the Easter eggs to people's houses. Before that, other animals – depending on the region - were known to do that. For example the fox, the cuckoo or the stork. In the Vosges mountain range in north eastern France the church bells were said to fly on Holy Thursday to Rome to pick up the Easter eggs. So returning, they would let them fall into people's gardens.
- Another explanation would be that in Roman mythology the hare was a symbol of the goddess of fertility – Eostre. Since rabbits multiply rapidly this association seems logic. Ostara the, feast of eostre, is traditionally celebrated in spring time and coincided with the later Easter celebration, introduced during Christianization. Thus, the symbol of the hare was not far-fetched. So the hare was integrated from Roman mythology into a Christian tradition.
- Eggs have always been a symbol for fertility and new life, not only in Europe but also in Babylonia, Egypt and Persia. It is possible that in the case of the Easter bunny and Easter eggs two ideas, which express the same thing, were introduced during the same time and thus combined as the rabbit bringing the eggs.

Do you know where all the cocoa comes from to make all this chocolate?

More than 90% of the cocoa used in Germany is cultivated in West Africa. Official statistics say that almost 50% of the cocoa beans processed in Germany have been produced in the Ivory Coast. Experts assume that the actual number of imported cocoa beans from the Ivory Coast is far higher – about two-thirds of the German market – because the official statistics do not include contraband goods which are first taken from the Ivory Coast to other African countries like Togo, before being brought to Germany. Besides the Ivory Coast, Togo, Nigeria, Ghana, Ecuador and Indonesia number among the most important import countries for cocoa beans in Germany.

Do all the lights during the Christmas period have a particular meaning?

The Christmas tree as a tree decorated with lights has been known since 1700. Its roots nevertheless reach back much further in history. Fir-tree green was used to defeat mischief. Light, the sun as a donor of life, was revered in a cult in Persia and Egypt. Similarly, the light decoration in dark times expresses the hope that the sun will shine again the next day. Of course, nowadays this has grown less significance.

So, what is the significance of the Christmas tree?

Christmas trees have been set up in people's homes around Christmas time for 400 years. Long before that people used to bring branches and twigs into their houses. Even the Romans used to decorate their houses with laurel.

The Christmas tree does not originally have a Christian meaning. The colour green generally stands for "hope" and fertility. It is difficult to trace exactly, when the Christmas tree got its Christian name.

Introduction B:

The meaning of festivals

Where do all the trees come from?

70 years ago Christmas trees were a by-product of forestry. Today, however, a common spruce does not satisfy the European customer anymore. In the heated living rooms they lose their needles quickly. Consumers want tall slender trees with the whole Christmas season.

Such specimens are now cultivated in special forests using specific cultivation methods. The cultivation of these trees takes a lot of work over a 10-12 year period.

About 20 per cent of the Christmas trees sold in Germany are produced in Denmark or in Ireland. They are cut in September and stored in cold storage houses before their transport to Germany. To avoid long distance transport it is recommended to buy trees from your own region. You can also buy "Bio" Christmas trees which are raised according to strict rules of ecological agriculture (Bioland, Demeter, Biokreis und Naturland).

Exercise A:

Lederhosen and Dirndl - identifying aspects of culture

2. Marriage

Some German traditional wedding customs:

- to throw rice at the bridal couple,
- eve-of-wedding party ("porcelain wedding"),
- stag party night party,
- to throw the bridal bouquet to those as yet unattached,
- honeymoon,
- wedding ring,
- wedding dance,
- to knot cans on the honeymoon-car [...]

4. Death and Afterlife

Some special traditions in the world related to death and afterlife:

- *In Hinduism: cremation: the deceased person's body is cremated, traditionally outside on a pyre at a riverbed. The remaining ashes are kept in an urn and later on are sprinkled in a river.*
- *In Islam: the deceased person's body is buried. It is positioned such that his head is pointing towards the direction of Mecca.*
- *In Ancient Egypt: Mummification: in ancient Egypt the body of the deceased was preserved by mummification so that after death the deceased person could make use of his or her body in the Afterlife.*
- *Modern burial traditions: today there is also a variety of non-traditional burials, for example placing the urn with the ashes of the deceased in a forest instead of in a graveyard.*

Sources

Introduction A: The different Festivals in Ghana

Opoku, A. A. 1970. *Festivals of Ghana*, Accra.

Dipo festival: <http://www.travel-to-discover-ghana.com/dipo-festival.html>

Adaе Kесе festival: <http://www.touringghana.com/festivals.asp>

Pictures, p. 44-45:

Dipo: Wulf, Harold [<http://www.flickr.com/people/wulfh/>]

Odwira: Kranz, Pia

Adaе Kесе: *Local men blow traditional ivory horns for the Asantehene (Ashanti King) during the Adaе Festival at Manhya Palace, better known as Asantehene's Palace.* Van Zandbergen, Ariadne [[Lonely Planet Images](http://LonelyPlanetImages.com)]/Getty Images

Introduction B: The meaning of festivals

Hütz-Adams, Friedel 2010. *Menschenrechte im Anbau von Kakao*, Duisburg / Essen, p.19.

[http://humanrights-business.org/files/menschenrechte_im_anbau_von_kakao_huetz-adams.pdf] (22.09-2012).

Pictures:

p. 46: Dressed up for Christmas celebrations in Takoradi. Van Zandbergen, Ariadne [[Lonely Planet Images](http://LonelyPlanetImages.com)]/Getty Images

Exercise A: Lederhosen and Dirndl - identifying aspects of culture

4. Death and Afterlife:

Hinduism [<http://en.wikipedia.org/wiki/Antyesti>]

Islam [http://en.wikipedia.org/wiki/Islamic_funeral]

Ancient Egypt [http://en.wikipedia.org/wiki/Ancient_Egyptian_burial_customs]

Modern traditions [<http://www.wald-der-stille.de>]

Pictures, p. 47 - 51:

Kente cloth: Kranz, Pia

Sari dress from India: Jones, Adam PhD [http://www.flickr.com/people/adam_jones/]

Polleras from Peru: JR Ferrer Paris [<http://www.flickr.com/people/jferrer/>]

Traditional wedding, Christian wedding and Wedding cake: Mumuni, Esther

Coffins in Accra: Mumuni, Esther

Introduction A:

Ghana's economic boom


Learning objectives:

- To practise reading literature, listening comprehension and reasoning skills
- To get an overview of the economic situation in Ghana, its historical background, its economic relationships to Western countries and the distribution of its benefits in Ghanaian society
- To think about social distribution in Germany


Language level:

 B2


Number of participants:

 At least six participants


Time required:

 30 minutes (depends on the number of participants)

Didactic methods:

 Working with texts, inside-outside circle technique

Learning aids:

 "Ghana's economic boom" informative text

Ghana's economic boom

If you have a look at statistics about Ghana's economy, you will find the economy grew by 4.5 percent in 2010. Today, Ghana is defined as a developing nation by its annual gross national income of 1,230 US dollars per capita, which is the highest rate in Sub-Saharan Africa after South Africa, Nigeria, Angola, Sudan and Kenya. To compare the statistics, you have to also consider that Germany's gross national income per capita is about 43,000 US-dollars; about 35 times more than Ghana's income. What are the reasons for economic growth in Ghana and who benefits from it? Let's have a look at these issues.



Labour force by occupation



Agriculture: 56%

Industry: 15%

Service industry: 29% (est. 2005)

Main export products:

- **Gold** (32% of Ghana's total exports)
- **Other mineral raw materials:** oil, diamonds, bauxite, manganese (mostly used as an alloying element of steel), limestone
- **Cocoa** (20% of the world market, Ghana is the second largest cocoa exporter after the Ivory Coast)
- **Hardwood** (Ghana has 23 kinds of precious wood)

Introduction A:**Ghana's economic boom**

Read the following text aloud in your group.

Ghana – A contested model

By Graham, Yao

The independence of Ghana, fifty years ago, was a defining moment in African history. Its eventual significance went beyond the fact that Ghana was the first sub-Saharan African country to overthrow colonial rule. Kwame Nkrumah, leader of the triumphant Convention People's Party (CPP), understood the link between the wider African anti-colonial struggle and Ghana's fortunes.

From 1957 until he was overthrown in 1966, Nkrumah inherited an economy dominated by smallholder cocoa production and extractive export enclaves of minerals and timber¹. This confronted him with what later became the common challenges for all of post-colonial Africa. How do you re-structure an underdeveloped economy, dominated by a small basket of primary mineral or agricultural commodities with unstable prices? How do you transform and raise output in a low productivity smallholder-based agricultural sector? How do you industrialise a country with a small home market, whose foreign trade patterns were heavily connected with those of a few Western economies? How do you generate resources to steadily improve the living standards of a people whose expectations have been greatly fuelled by independence? These questions are as pressing today as they were fifty years ago. In the intervening period, Ghana's economy and politics have run the gamut² of the African experience. From the Nkrumah years of state-led economic development, with accelerated³ achievements in the social sector, import substituting industrialisation and heavy infrastructural investments, the economy went through a long period of decline accompanied by political instability (including several coups d'état⁴). The ups and downs of commodity prices as well as the mismanagement and corruption of the elite, combined with the structural limitations of the economy wreaked havoc⁵. Since the mid-1980s an extensive programme of free market reforms, heavily funded by the International Monetary Fund, the World Bank and bilateral creditors⁶, has delivered steady economic growth. From being a model for attempting a postcolonial transformation during the Nkrumah years, Ghana has developed into a model for neo-liberal economic policies today.

In 2000, the liberalised economy was a case-study for the Bretton Woods institutions and the Ghanaian elite were enjoying their best economic period since independence with an economic strategy, which offered a leading role to foreign capital, public and private. Between 1983 and 1994, the World Bank alone committed \$2.4 billion. By 2000, Ghana's external debt had reached more than \$6 billion from over \$1 billion in 1983. Two decades of trade liberalisation had undermined production for the home market in both agriculture and manufacture and worsened the country's historic import dependence.

¹ dt. Nutzholz

² dt. Skala

³ dt. beschleunigen (to accelerate)

⁴ dt. Staatsstreich / Putsch

⁵ dt. Chaos verursachen

⁶ dt. Gläubiger

Introduction A: Ghana's economic boom

Aid inflows have recovered since 2001, and remain significant. This, together with the funds freed up⁷ by debt relief, has enabled the government to increase funding for primary education and infrastructural expansion. The economy has grown steadily, from 3.2% in 2001 to around 6% in 2006. Nevertheless, the increasing unequal distribution of the benefits of growth and the underlying weaknesses of the economy could explode in the future.

A focus on export and import trade liberalisation is undermining the development and transformation of the country's productive capacities. Even the inflow of foreign direct investment to sectors, other than mining, has been disappointing. In Accra's industrial zones, increasing numbers of derelict⁸ factories are being converted into warehouses for imports or church halls for the increasing numbers of evangelical Christian churches. Overall, the economy, dominated by the revived export enclaves of cocoa and minerals and new so-called non-traditional goods, is not creating enough jobs and offering few positions that are well paid. This has generated substantial internal⁹ and cross-border migration. The most significant exodus¹⁰ is of trained professionals, especially medical personnel, but the most economically significant flight is that of the tens of thousands of educated, not so highly-skilled, young Ghanaians who contribute the bulk of the remittances¹¹, which are keeping many families above the poverty line. A 2003 study showed that the poorest 20 % enjoyed only 8.4 % of the national income, whilst the richest 20 % enjoyed as much as 41.7 %.

The fundamental issue, however, is that 50 years after independence Ghana has not carved a path to self-sustaining growth and socio-economic transformation.

Bretton Woods Institutions:



International Monetary Fund and World Bank

The International Monetary Fund and its sister organization **the World Bank** were founded at the Bretton Woods conference in 1944. Therefore both institutions are called "Bretton Woods Institutions".

The International Monetary Fund is a special organisation which has its headquarters in Washington D.C.. Its task is to include promotion of international cooperation in monetary policy, the expansion of world trade, the stabilisation of exchange rates, the granting of credit, the monitoring of monetary policies and technical assistance.

The World Bank comprises **the World Bank group**, originally initiated to finance the reconstruction states devastated by World War II. Core responsibility of the World Bank institutions is to support economic development through financial aid and so to contribute to the implementation of the achievement of International development goals.

⁷ dt. frei werden

⁹ dt. innerstaatlich

¹¹ dt. Überweisung

⁸ dt. verfallen

¹⁰ dt. Auswanderung

Introduction A:**Ghana's economic boom**

Form two equal circles with your chairs, facing each other, so that everyone in the inside circle is sitting directly opposite a person from the outside circle.

Now every person from the inside circle moves two chairs to the right. Discuss the following idea for three minutes:

Talk about your initial thoughts on the text.

After three minutes, everyone in the outer circle moves three chairs to the left. Here's the next question. Again, you have three minutes: *What do you think about the International Monetary Fund's policies that have been applied in Ghana?*





Again, after three minutes the inner circle should move one chair to the left. For the next three minutes exchange ideas about: *How do you experience the distribution of economic growth in Germany and your opinion on unequally-distributed economic growth?*

When the time is up, break up the circles.



Exercise A:**Who benefits? Gold and black gold in Ghana****Learning objectives:**

- To practise listening comprehension and reasoning skills
- To learn about the current situation since the discovery of oil in Ghana and the social effects of gold mining in Ghana

Language level:
 B2
Number of participants:
 6-24
Time required:
 90 minutes (depends on the number of participants)
Didactic methods:
 Working on texts, Public debate
Learning aids:
 "Dirty Gold - the Social Effects of Gold Mining in Ghana" article; Role descriptions (master copies on CD), big paper sheets and pens;

The Curse of Gold (Movie), Journeyman Pictures, Online:
[<http://www.youtube.com/watch?v=QbNAtWHhXq4>]



A wedding ring or some other piece of gold jewellery - for many people, these things are almost too valuable to put a price on. Perhaps you own such a ring yourself. Gold jewellery gives the impression of highest purity and possesses a great symbolic value. But while the ring as a symbol may indeed be priceless, the gold certainly is not. Gold comes with a price – a heavy one and has little to do with the romantic image of the gold hunters of the "Wild West". Gold is costing the planet and its peoples far more than the metal itself is worth.

Gold mining is without doubt one of the world's dirtiest industries: it uses cyanide, generates heaps of waste, and leaves an enduring scar on landscapes and communities. The production of one gold ring generates 20 tons of waste.

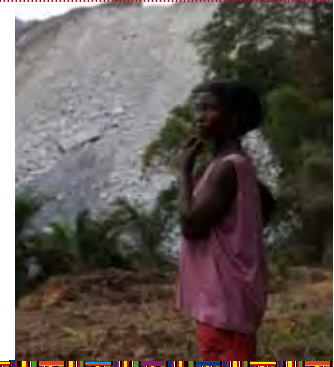
Form groups of six people. Each group writes a list of items containing gold.



- Where do you encounter gold in your everyday lives in Germany? What is made of gold or contains elements of gold?

Secondly, every group takes 45 minutes to read the text and the role descriptions and to prepare a public debate.

Alternatively start with the film "The Curse of Gold", which shows gold mining in Ghana and the social effect on local communities.



Exercise A:**Who benefits? Gold and black gold in Ghana****Dirty Gold - Social consequences of Gold Mining in Ghana**

By Edding, Miriam

The gold market is booming. However, gold mining in Africa has dramatic consequences for the local population and their environment, like in Sansu, a small village in Ghana.

Under a tin roof full of holes, some inhabitants of the village of Sansu are sitting together and talking. Provisionally protected from the scorching sun, they discuss how they can stop their village being destroyed by their powerful neighbour, the mining company AngloGold Ashanti.

Sansu is a village with 300 inhabitants near the mining city of Obuasi. Piles of boulders lie next to the grey huts like terminal moraines of big glaciers. Only several hundred metres from the village church, a dusty moon-like landscape with deep craters and waste from the mines begins.

For more than one hundred years, people have prospected for gold here. However, since the mid 80s, the natural resource has also been mined above ground and disagreements with the local population have worsened. Benjamin Annan, mayor of the village, talks about the past, "Several years ago this was a farming village. We had everything you could ever need: 21 rivers, cocoa; we produced plantain and yams. Our parents cultivated the land and they did not have to worry about food; they would simply go to the river and after no time a fish would appear in their cooking pot. This was the way of life until 1986."

Today Sansu is not the same as it used to be for its inhabitants. Their land has been bought up for little compensation. Their rivers have been poisoned. The destruction of farmland has robbed the farmers of their income. They cannot even pay school fees for their children. Many teenagers have only attended primary school. It is hard for them to find work. There is no escape from the vicious circle of poverty and inadequate education.

[...]

Young men's attempts to earn money lead to serious conflicts with the mine owners. Teenagers prospect for gold on the gold mining companies' property at their own risk. Equipped with shovels, rope and lamps, 13 and 14 year-olds also look for gold.

[...]

This so-called „galamseying“ is illegal, but is widespread in all of the gold mines in West Africa. The big mining companies settle the conflicts with a steel rod and human rights abuses occur repeatedly. Some teenagers are arrested for several days; some report beatings and mistreatment by trained dogs. Some of them also die.

The authorities and the police see the ex-farmers, who illegally prospect for gold, as criminals, who have to be punished severely to ensure that the economy develops. The rural population does not benefit from the profit made in gold mining. The people who profit are the government in Accra, the local authorities and the traditional chiefs. The mining companies pay leases and taxes and bring direct investment to Ghana.

Exercise A:**Who benefits? Gold and black gold in Ghana**

That is why the situation in the gold mining areas is militarised, to ensure a good investment climate. Yao Graham of the Non-Governmental Organisation “Third World Network” confirms that even serious cases, like murder, are not investigated properly.

These allegations have been raised for a long time. Until recently, however, the mining companies in Ghana have not had to worry about their image. The voice of those concerned was too weak to be heard; but this is changing.

The social abuses of gold mining are grabbing the public’s attention more and more. Because of this, the mine operators are investing in social projects and are promising to consider the local population’s interests. All too often, it does not go beyond these declarations of intent. An old woman gives an account of an AngloGoldAshanti agent’s visit, “One day some people from the mine came and took hair and nail samples. They wanted to test if they contained poison because the chemicals in our water cause diseases. But they never came back and to this day I haven’t seen any of the results.”

Maybe soon, the time will have passed, when mining companies can act like a country within a country. International human rights organisations have started campaigns against “dirty gold”. They criticise the post-colonial conditions of the sector and the role of the International Monetary Fund and the World Bank in granting loans to the mining companies. Only a fraction of the benefits remain in Ghana. Yao Graham confirms that the newspapers in Ghana are also reporting more and more critically about it.

“I have observed a change in public opinion in favour of the concerned villages. The extremely liberalised conditions of the export of gold are now also being criticised. The mining companies are not getting off as easily as before. The situation is changing.”

In addition, the inhabitants of Sansu do not want to endure their fate anymore. They plan to sue the Ghanaian government, so that they will invest some of the taxes, paid by the mine, into the village. Mayor Annan is attending conferences and giving interviews to Ghanaian and foreign newspapers; his phone is constantly ringing.

“We want the whole world to know that we are slaves in our own country. Sometimes we cannot even believe that gold really exists here. We ask ourselves if it is good that gold was found here. When I consider our situation, I would say that the gold is a curse for us.”

As you have heard, the public’s awareness of the issue has grown in recent years. Prepare a public debate about the social effects of gold mining in Ghana for the other groups. A presenter and five debaters with the following roles (you can find all these people in the text) are required:

Exercise A:**Who benefits? Gold and black gold in Ghana****Role 1: Mayor Annan**

As the mayor of Sansu village, you take responsibility for the well-being of your community, you feel responsible for the security of supply of food as well as the environmental condition of the village area.

At the start of mining in the mid-80s, you hoped it would benefit your community, but today you see all the worst consequences for your community. Now you are an opponent of mining. You can understand why young people are illegally prospecting gold in the mines, in your opinion this is the only way for many inhabitants to earn money. According to you the people, who are in charge of the mining are the real criminals and you are denouncing the imprisonment of the people who are "galamseying".

You are angry about how the government is acting and are set on suing them.

Role 2: Inhabitant of Sansu

For forty years, you have been living in Sansu. Previously, you had a good life as a farmer. There was enough to eat and enough money to pay school fees for your four children. The soil was nutritious and you could see one of your children taking over your property and farm one day.

Since the mining started, your farmland has been destroyed and your profits are so small today that it is hard to provide for your family. Two of your children have not finished school because you were unable to pay their school fees. They are now illegal gold prospectors and supporting the financial situation of your family with their income. You are afraid that they might have an accident in the mines or get caught by the police one day.

There is no future for you in Sansu, but also no prospect of better living conditions somewhere else.

Role 3: Representative of the Ghanaian government

You are convinced gold mining benefits Ghana, you think it is a good opportunity to participate in the global market. The large investments into Ghana and the high tax rates, the mining companies pay, mean big profits for Ghana's economy. It is very important to have a good investment climate and business relations to foreign investors. In the age of globalization it is important for you as an Representative of the Ghanaian government to support Ghana's relevance concerning global economic relations.

You support the military protection of the mines and the strict punishment of illegal gold prospecting.

Role 4: Agent of the gold mine company in Obuasi

As an agent of the gold mine company in Obuasi you see many benefits for Ghana: you bring a lot of money to Ghana by investing and paying taxes to the government and you offer attractive jobs for well-qualified Ghanaians. Besides that your company is supporting social projects to reduce poverty in Ghana. The commitment of your company is to acquire sustainable development through responsible environmental

Exercise A: *Who benefits? Gold and black gold in Ghana*

stewardship, social responsibility, and the protection of the health and well-being of the people. You can not understand and accept the behaviour of the people in Sansu. Your company needs to show humility, mutual respect, a willingness to listen, and a commitment to each other's future success.

Role 5: Yao Graham of a Non-Governmental Organisation (NGO)

As the leader of a Ghanaian Non-Governmental Organisation (NGO) you speak out in favour of Sansu's inhabitants. You have seen the increase in poverty amongst the local population and you intend to make these effects on society public, because you know how internationally operating companies depend on their corporate image. You are sure that you will attract strong public opinion that will apply enough pressure on the mining company to change the situation for the local inhabitants.

The presenter

Gather the arguments for the roles in the debate and make some notes that might help the actors. You are moderating the public discussion, take care to give everyone the same amount of time to present their personal concern. Give some prompts when the discussion comes to a standstill and at the same time take care that the participants hear each other out.



Introduction B:

Tourism - the pros and cons

Learning objectives:

- To practise argumentative discussion orally and in writing
- Think about the pros and cons of tourism and the motivation to travel

Language level:



B2

Number of participants:



6 to 20 participants

Time required:



30 minutes (depends on the number of participants)

Didactic methods:



Silent conversation

Learning aids:



“The facts about tourism in Ghana” informative text, markers, 3 flipchart sheets, entitled “I travel in order to”, “Pros of Tourism” and “Cons of Tourism” (the sheets of paper have to be put on three tables with enough space around them, so that the participants can stand around the table); music can be played during the silent conversation to create a relaxed atmosphere

Read the following text aloud to your group. Afterwards reflect on the pros and cons of tourism.

Take a pen and think about the stimuli, “Pros of Tourism”, “Cons of Tourism” and “I travel in order to”, which you can find on the three posters. The title “I travel in order to” questions your personal motives and opinions. Write down your ideas and arguments without talking and respond on the posters to other participants’ comments, if you like.

After everybody has finished writing, discuss opposing arguments, your opinions and your experiences of tourism with your course-mates. You can find more suggestions at the end of the chapter.








Tourist bus in Accra

Facts about tourism in Ghana

In 2005 about 428.000 tourists travelled to Ghana, in 1993 it was not even the half of this number.¹⁶ 61 % of the guests come from neighbouring countries (Togo, Ivory Coast and Burkina Faso). 25 % travel from Europe to Ghana, 9 % are from Asia, and 8 % from the USA. The European tourists are comprised of 35 % British, 19 % German, 15 % French and 10 % travellers from the Netherlands. Most of them travel to Ghana for work, 36 % are on holiday.

¹⁶ Ministry of Tourism n.d. „Tourism Statistical Factsheet“, Online.

Exercise B:		Eco-Tourism
Learning objectives:	<ul style="list-style-type: none"> • To practise writing a commentary • To think about the impact of tourism on local communities and learn about a specific eco-tourism project in Ghana 	
Language level:		B2
Number of participants:		6 to 20 participants
Time required:		60 minutes (<i>depends on the number of participants</i>)
Didactic methods:		Working with a factual text, writing commentaries and presentations
Learning aids:		"Nature Conservation research centre" informative text

As we have seen in the "Tourism - Pro and Cons" introduction, there are different arguments for and against tourism. An interesting organisation, which is working within this debate is the Ghanaian Non-Governmental Organisation "Nature Conservation Research center" (NCRC). Its aim is to consider the development of rural eco-tourism and community protected areas. Read the following text about the philosophy and the specific activities of the organisation like "Community-Protected Areas".

Community-Protected Areas (CPAs) *By Nature Conversation Research centre*

Ghana is not famous for its wildlife or the government's desire to expand tourism. Now one of the most successful alternative conservation initiatives in Africa with a 10-year record of accomplishment, Community-Protected Areas (CPAs) are an attractive alternative to conventional state-driven conservation. The CPA model has won strong endorsement by both the government and traditional chiefs.

Communities in Ghana own their land and thus control its biodiversity, cultural and touristic potential. Native cultures are also rich in pro-conservation measures and have a strong ethic of hospitality. Ghana's rural communities are however poor and have low levels of formal education and minimal available capital. NCRC saw an opportunity to collaborate with communities to link conservation, eco-tourism development and poverty reduction.

CPAs, established in partnership with NCRC, are 100% owned and controlled by the traditional leadership and host communities. Each CPA is directed by a Management Board with representatives from each involved community.



Exercise B: Eco-Tourism

Philosophy and Conservation Model

NCRC endorses a simple core philosophy that conservation in Ghana will only be successful in settings where the affected local communities obtain tangible economic returns and cultural incentives for its implementation. Conservation must also emerge from local cultural belief systems, so that culture and economics are linked to core elements.

Relevant cultural practices include taboos, sacred sites and indigenous value systems. The results of biodiversity and economic development over a decade in both locations have been impressive.

NCRC has created a conservation model that builds on this philosophy. For the past 100 years, resource conservation in Africa has largely followed the internationally established system of national parks and reserves sanctioned by international conventions. This traditional model is heavily influenced by Western science and conservation organisations. Local communities have been largely ignored or viewed as a problem.

The creation of hundreds of protected areas in Africa would seem to indicate success for this approach. Ghana, for example, has approximately 6% of its terrestrial area gazetted as wildlife protected areas.

However, in reality, this model is largely failing. Few African governments provide the political and financial support required for effective protection. Parks and reserves have limited opportunities for self-generated revenue and have few partnerships with private sector tourism, resulting in dependence on external donor funding. Laws are rarely enforced, resulting in a management vacuum with poaching and farming incursions by local populations.

Local communities are often not compensated when parks and reserved lands are placed under government control. Even in instances where compensation is provided, it seldom ensures returns for future generations. Thus, the process often separates locals from their land, disrupting existing management regimes and creating alienation. Poverty remains very high in the vast majority of communities surrounding parks and reserves. Without proper management, local people eventually exercise ever-increasing de-facto decision-making over parks and reserves, usually making choices that do not favour conservation.






In Ghana, NCRC found an opportunity to test alternative strategies. This resulted in the creation of a model for Community Protected Areas (CPAs), where communities themselves champion and manage sustainable conservation projects that provide tangible returns. Today NCRC has partnerships with over 30 communities in Ghana, through which a variety of projects are being developed. Six of those communities have evolved to the level of creating formal CPAs.



- What do you think about the Nature Conservation Research Centre's strategy?

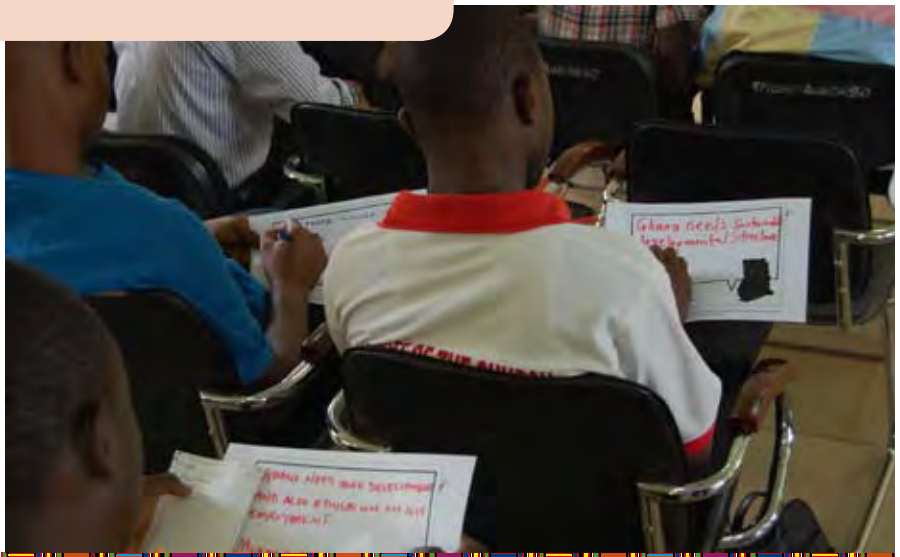
Prepare a written commentary (around 200 words) and present it to your group. Discuss any questions about your texts.

Conclusion: Round tables

- Learning objectives:**
 - To train oral ability
 - To reflect the contents of the chapter
 - To exchange views
- Language level:**  B2
- Number of participants:**  At least 10 participants
- Time required:**  60 minutes (*depends on the number of participants*)
- Didactic methods:**  discussion, poster creation
- Learning aids:**  Posters and pens

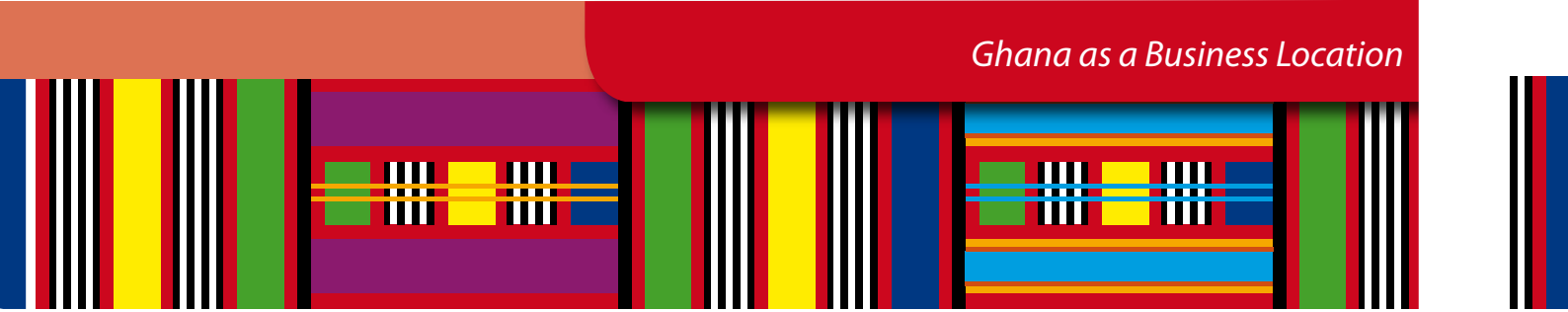
Within this chapter, you have learned various aspects about the Ghanaian economy and its relationship to foreign donors and investors. In addition, we have had a look at tourism in Ghana and the pros and cons for the local population. Here you have the opportunity to immerse yourself in an issue, if you are interested in a particular aspect of a topic or a related theme. Present your issue to the group briefly. After all issues have been presented, form groups with the same field of interest. At least three groups should be made.

Discuss your impressions, remaining ideas; unresolved questions, own experiences and (political) points of view on the chosen topic. Summarise your results on a poster and present it to your group.



Solutions and further information

Ghana as a Business Location



Solutions*Introduction A:**Ghana's economic boom*

- gold is used for:
- gold coins, gold bars; gold medals; jewelery
 - **dentist:** fillings and inlets
 - **electronic microscopy:** vacuum metallising of supplements; electric contacts (*to avoid rusting*) i.e. in smartphones, mobile phones, computers, electronic games.
 - **„Danziger Goldwasser“:** gold is added to produce red glass (*Rubinglas*)
 - gold coating to decorate art work (*gold leaf*); church spires
 - **medicine:** colloids (*Kolloidale*) are extremely fine particles which are so small that they no longer behave like suspended particles but remain evenly distributed in the liquid. They mark antibodies in molecular immune diagnostics.
 - gold compound as medicine against rheumatoid arthritis

*Introduction B:**Tourism - the pros and cons*

Examples

Tourism-Pros:

- Cultural exchange
- Job development
- Market outlet for e.g. arts and crafts and other local products
- Development of infrastructure, from which the population can benefit
- Opportunities for investors to make profit
- Tourist countries get more popular in the world

Tourism-Cons:

- Risk of environment pollution
- Threat of damaging traditions by the influence of other cultures
- Danger of disrespect for some cultural aspects
- Danger that traditions will be commercialised
- Threat that external investors will benefit more than the local population
- Risk of an increasing rate of prostitution

I travel in order to...

- ...experience nature
- ...practise intercultural exchange
- ...see interesting places

Sources

Introduction A: Ghana's economic boom

BMZ 2012, *Ghana – Informationen zum Land*, Online. [www.bmz.de/de/was_wir_machen/laender_regionen/subsahara/ghana/profil.html] (21.09.2012).

Deutsche Botschaft Accra 2012. *Wirtschaftspolitik*, Online. [http://www.accra.diplo.de/Vertretung/accra/de/05/Bilaterale_Beziehungen/Bilaterale_Beziehungen.html] (21.09.2012).

Central Intelligence Agency 2012. *The World Factbook – Africa: Ghana*, Online. [<https://www.cia.gov/library/publications/the-world-factbook/geos/gh.html>] (23.09.2012).

Cobbinah, Jojo 2009. *Ghana*, Frankfurt a. M. p. 71 – 74.

Graham, Yao 2007. *Die drei Präsidenten von Ghana – Zwischen politischer Unabhängigkeit und wirtschaftlicher Abhängigkeit*, in *Le Monde diplomatique* (no.8249), p. 18 – 19.

[<http://www.monde-diplomatique.de/pm/2007/04/13/a0053.text.name,askWuDzbN.n,3>] (23.09.2012).

Pictures:

p. 57-60: Ghana decides [<http://www.flickr.com/photos/ghanadecides/>]
p. 60, three persons talking: Maker Faire Africa 2009. Ajao, Oluniyi David [<http://www.flickr.com/people/niyyie>]

Exercise A: Who benefits? Gold and black gold in Ghana

Edding, Miriam 2007. *Dirty Gold – The Social Effects of Gold Mining in Ghana*, n.p..

Journeyman Pictures, 2008. *The Curse of Gold* (Movie), Online. [<http://www.youtube.com/watch?v=QbNAtWHhXq4>] (23.09.2012).

Pictures:

p. 61-65: Rötters, Sebastian FIAN

Introduction B: Tourism - the pros and cons

Cobbinah, Jojo 2009. *Ghana*, Frankfurt a. M., p. 80.

Ministry of Tourism n.d.. *Tourism Statistical Factsheet*, Online. [<http://www.touringghana.com>] (22.09.2012).

Pictures:

p. 66, Tourist bus in Accra: Kranz, Pia.

Exercise B: Eco-Tourism

Nature Conversation Research centre 2008. *Community-Protected Areas*, Online. [<http://www.ncrc-ghana.org/page.php?pageid=26>] (23.09.2012).

Conclusion: Round tables

Pictures:

p. 69: Ghana decides [<http://www.flickr.com/photos/ghanadecides/>]

Further information

Akte – Arbeitskreis für Tourismus und Entwicklung n.d.. *FAIR unterwegs*, Online. [<http://www.akte.ch>]. (21.09.2012).

FIAN Deutschland 2012. *Goldabbau*, Online. [http://www.fian.de/online/index.php?option=com_content&view=article&id=336&Itemid=678] (22.09.2012).

GIZ 2010. *Ghana*, Online. [<http://liportal.inwent.org/ghana/wirtschaftsentwicklung.html>] (22.09.2012).

Germanwatch n.d.. *Nicht alles Gold glänzt an der Goldküste*, Online. [<http://germanwatch.org/corp/ghana06.pdf>] (21.09.2012).

World Tourism Organization n.d.. *Regional Programme for Africa*, Online. [<http://africa.unwto.org/en>] (22.09.2012).

Introduction A:**Where does cocoa come from?****Learning objectives:**

- To practise syntax
- To exchange previous knowledge about cocoa
- To get an overview of the countries where cocoa is grown

Language level:

B2

Number of participants:

6 to 20 participants

Time required:

20 minutes (depends on the number of participants)

Didactic methods:

Educational games

Learning aids:

Cocoa-Quiz, "Where does cocoa come from?" worksheet (master copies on CD), a ball

**1. Cocoa-Quiz**

In the following quiz you can test your previous knowledge of cocoa.



1. In which climate does cocoa grow very well?

- a) In a temperate climate
- b) In a damp-tropical climate
- c) In a subtropical desert climate



2. From which part of the plant is cocoa produced?

- a) From the bark of a cocoa tree
- b) From the skin of cocoa fruits
- c) From seeds of the cocoa fruit



3. Hundred grams of chocolate contain cocoa of

- a) 25 processed cocoa beans
- b) 40 processed cocoa beans
- c) 55 processed cocoa beans



4. In middle Europe one person consumes on average in one week

- a) Ten- 100-grams of chocolate bars
- b) Two-100 grams of chocolate bars
- c) One-100 grams of chocolate bars

Worksheet:



Where does cocoa come from?

2. Cocoa-Game

Before looking at the countries where cocoa grows, the following game might help us open our mind to the topic of cocoa. Stand in a circle and take a ball. Start forming a sentence on cocoa (where it is grown, what we can make out of it, its importance in our lives etc). The first person starts with the sentence "cocoa is a fruit"; the second person has to repeat the same sentence and add another word like "cocoa is a fruit that ...grows on trees" or "grows in Ghana". This continues until it gets to the first person again. You can choose to continue until the sentence gets too long or start a new sentence. Write your sentence or sentences on the board or flipchart.

3. Learning about countries where cocoa grows

Here are names of countries that grow cocoa. With the help of the table below, list the country alongside the continent to which it belongs.

Columbia, Ghana, Costa Rica, Nigeria, Malaysia, Venezuela, Togo, Brazil, the Ivory Coast, Ecuador, Cameroon and Indonesia

Continent	Country
Asia	
Africa	
Australia	
Antarctica	
Europe	
North America	
South America	

Introduction B:**A short history of cocoa in Ghana and the situation today****Learning objectives:**

- To practise listening comprehension and pick out the most important information by working with texts
- Learn about the history of cocoa in Ghana
- To get an overview of the countries where cocoa is grown

Language level:

B2

Number of participants:

At least four participants

Time required:40 minutes (*depends on the number of participants*)**Didactic methods:**

Textual analysis, producing texts

Learning aids:"The origins of cocoa" informative text, "Cocoa crossword puzzle" worksheet (*master copies on CD*)

The text below will inform you about the history of cocoa in Ghana. Read the text aloud to your group. Summarise the most important points in the text in a maximum of 200 words. Present your text to your group.

The origins of cocoa

As early as a millennium before the Europeans discovered the Americas, cocoa was already known to the natives as both a food and a natural stimulant. Cocoa originated from around the headwaters of the Amazon in South America. Its cultivation and value spread in ancient times throughout Central and Eastern Amazonia and northwards to Central America.

The Mayans created a ritual beverage made from the ground cocoa beans mixed with water, black pepper, vanilla and spices. Cocoa beans were used by Native Americans to prepare a chocolate drink or chocolate and also as a form of currency for trading purposes and payment. They were only consumed as they wore out. A horse, ancient records show, could be purchased for ten beans. The beverage was shared during betrothal¹ and marriage ceremonies, providing one of the first links we know of, between chocolate and romance.

¹ betrothal = Verlobung

Introduction B:**A short history of cocoa in Ghana and the situation today****On the way to Europe**

When Columbus landed in Central America in 1502, he showed very little interest in the bitter tasting drink with the Aztec name „xocaoatl“ (from xococ = sour, bitter) and „atl“ (= water). Cocoa was brought by the Spanish to Europe. At first the Europeans did not like the taste of the unsweetened cocoa mixture. This changed though with the addition of honey or cane sugar and cocoa products quickly spread all over the world.

After a century, Spain lost its monopoly on the European chocolate market. By the mid-1600s, the drink made from the little brown beans had gained widespread popularity in France. It was praised as a delicious, health-giving food enjoyed by the wealthy. One enterprising Frenchman opened the first hot chocolate shop in London and by the 1700s, these “chocolate houses” were a common sight in England.

By the 18th century, every country, from England to Austria, was producing confectionary from the fruit of the cocoa tree, called in Latin Theobroma Cacao. That name tells us a lot about cocoa’s place in our culture—translated literally, theobroma means “food of the gods.”

The introduction of the steam engine during this century mechanized cocoa bean grinding, reducing production costs and making chocolate affordable to all.

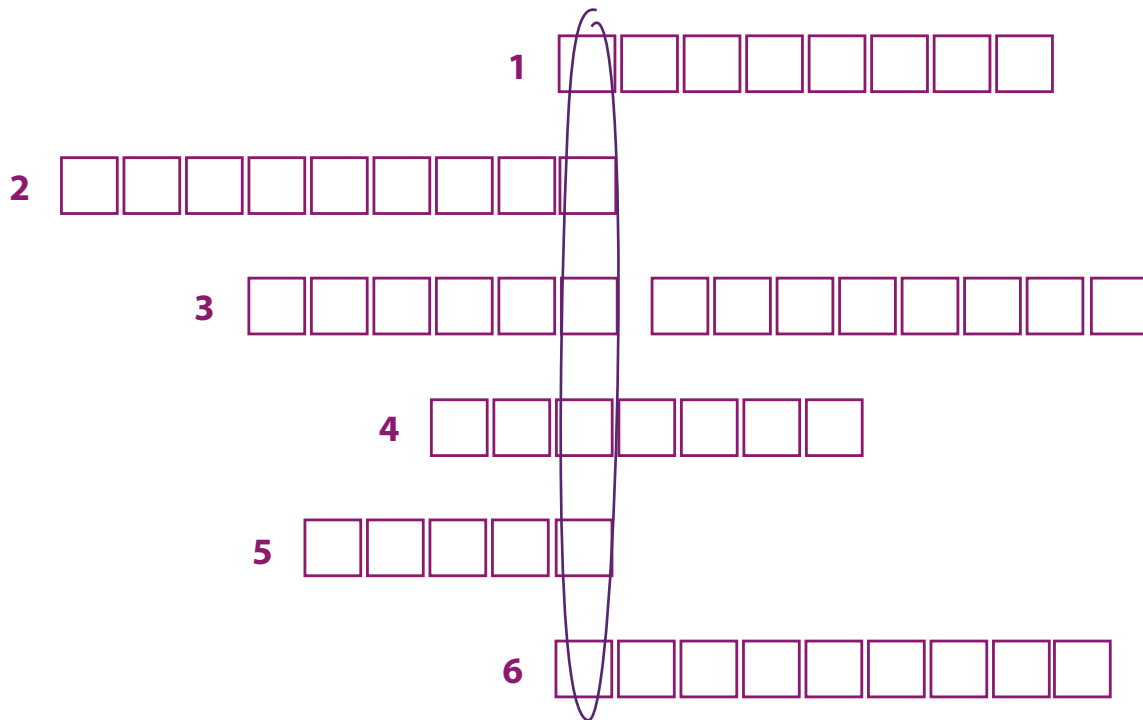
A short history of cocoa in Ghana

In 1879 Ghana was the first country to be introduced to cocoa crops in Africa by Tetteh Quarshie, a pre-independence Ghanaian agriculturalist. Today cocoa constitutes one of the major export crops of the Ghanaian economy. Cocoa is a disease-prone plant and therefore not ideal for plantation farming. So cocoa is cultivated mainly in small family holdings.

Ghana, Nigeria and Cote d’Ivoire (Ivory Coast) are the leading producers of cocoa beans in West Africa, and cocoa from Ghana is considered one of the best in the world. Cote d’Ivoire is the world’s leading cocoa bean producer, supplying 40 % of the world’s cocoa beans. Ghana has a twenty % share of the world market far ahead of Indonesia, Cameroon and Brazil. Primary customers of the cocoa beans are the European Union, especially the Netherlands, England and Germany, and the USA.

Make a crossword puzzle with the given facts in the text. You can either design your own crossword puzzle or you can fill in the crossword puzzle on the worksheet.

Worksheet:

 **Cocoa crossword puzzle**

Which people from Central America
created a ritual beverage out of cocoa beans?



1. At what occasions did the mayans serve cocoa ?
2. "Food of the gods" in Latin
3. Cocoa is not planted in plantations but rather in
4. In Europe, only people could traditionally afford cocoa.
5. What is the name of the nation who brought chocolate to Europe?
6. Cocoa was originally used as food and as a...

Exercise A:**Production and cultivation of cocoa****Learning objectives:**

- To practise translation and expand vocabulary
- To learn about the cocoa production process

Language level:

B2

Number of participants:

Unlimited

Time required:

30 minutes (depends on the number of participants)

Didactic methods:

Translation of a text

Learning aids:

"Production and cultivation of cocoa" German sentences

You are in Ghana and a friend takes you to a cocoa farm. The cocoa farmer takes her time explaining the cocoa production process to you. Here in Germany we have so many types of chocolate, but we never have to think about the hard work behind the scenes. Cocoa needs a lot of care and attention to produce good quality beans for the world market. Read the text below and translate it into English. Try to make short sentences.





 **Example:**

- * Die Kakaobohne ist die wichtigste Zutat bei der Herstellung von Schokolade.
- Cocoa is the most important ingredient for the production of chocolate.

- (A) Damit Kakaobäume gut wachsen können, brauchen sie ein tropisches Klima mit viel Wärme und Feuchtigkeit. Nach vier bis sechs Jahren tragen sie zum ersten Mal Kakaofrüchte.
- (B) Nachdem die Früchte per Hand vom Baum geschnitten worden sind, werden sie mit großen Messern in zwei Hälften geteilt.
- (C) Im Inneren der Kakaofrüchte befinden sich die Kakaobohnen, die von einem weißen Fruchtfleisch (fruit pulp or fruit flesh) umgeben ist.
- (D) Im nächsten Schritt werden die Bohnen zum Beispiel unter Bananenblättern fermentiert (fermented). Dieser Vorgang dauert zwischen fünf und sechs Tage.
- (E) Danach werden die Kakaobohnen für knapp zwei Wochen in die Sonne zum Trocknen gelegt. Sie müssen ständig gewendet werden, damit sie gut trocknen können.
- (F) Der so entstandene Kakao kann nun mit dem Schiff in andere Länder, wie z.B. zu uns nach Deutschland, transportiert werden.

Exercise B:**Cocoa production in pictures and homemade chocolate****Learning objectives:**

- To expand vocabulary
- To be able to visualise cocoa production

Language level:
 B2
Number of participants:
 Unlimited
Time required:
 30 minutes *(depends on the number of participants)*
Didactic methods:
 Working with pictures
Learning aids:
 Pictures, "Homemade chocolate" worksheet *(master copies on CD)*


The pictures below show the cocoa production process. Pictures always help us imagine what we read. The translation from "Introduction B" will help you put the pictures into the right order.



Worksheet:



Homemade chocolate

Something to sweeten your day: **homemade chocolate**

In Germany, there are about 200 different types of chocolates and in a country like Ghana, where cocoa is grown, there is only one type, "Golden Tree chocolate".

Read the recipe and look up words, you do not know, in your dictionary. You can try the recipe at home.

HOMEMADE CHOCOLATE





- 50 g cocoa
- 50 g coconut fat or margarine
- 200 g milk powder
- 100 g honey
- 125 ml whipped cream
- 1 big & 1 small saucepan
- 1 small bowl
- 1 wooden ladle
- 1 piece of greaseproof paper
- Desiccated coconut, raisins or nuts may be added if desired.



Boil _____ in a big saucepan and place the smaller saucepan inside. Put in _____ and gently melt. Mix _____ and _____ powder in a small bowl, add it to the _____ margarine and stir. Keep stirring and add the whipped _____ gradually. Take the small pan out of _____ and keep stirring until the mixture is about 50°C then add the _____. Spread mixture (5mm) on a _____ or greased baking sheet. Press _____ or _____ on the top, if desired. Bake for 20min in the oven between 50°C and 100°C. Remove and leave the _____ to cool and _____.

Conclusion:**Fair-Trade - the bittersweet chocolate****Learning objectives:**

- To practise text comprehension and writing skills
- To think about the conditions of the cocoa trade and your consumer options

Language level:
 B2
Number of participants:
 6 to 20 participants
Time required:
 30 minutes (*depends on the number of participants*)
Didactic methods:
 Written exercises writing, working in pairs, presentation
Learning aids:
 "Bitter reality of the cocoa industry" informative text


- What is Fair Trade?
- We eat and use cocoa every day, but do we have an understanding of the working conditions in the production of cocoa?

Read the text below and underline words you do not know or understand.

Bitter reality of the cocoa industry

Chocolate is a sweet indulgence for most of us. But for many cocoa farmers, the reality of the chocolate industry is anything but sweet.

More than 70 % of the world's cocoa is grown in tropical West Africa, where over 10 million people are dependent on cocoa farming for their income. But the low prices of commodities like cocoa mean that poverty is widespread amongst cocoa-farming communities.

Most villages lack basic amenities¹ such as clean water and education. Villagers often have to walk for several hours a day to collect water and often this water is dirty, contributing to the spread of diseases.

In some cases, low incomes mean that the children of the farmers need to work in order to help the family make ends meet. As well as being deprived of an education, children are often engaged in dangerous work, such as using machetes and applying toxic pesticides. Even more worrying is the well-documented use of child slaves on cocoa farms – particularly in the Ivory Coast.

¹ amenities = Annehmlichkeiten

Conclusion: Fair-Trade - the bittersweet chocolate

Helping cocoa farmers work their way out of poverty

Fairtrade standards prohibit the use of forced labour and children are not allowed to work if it jeopardises their education or health and they are not allowed to carry out dangerous tasks. *Fairtrade* cooperatives are inspected annually for compliance with *Fairtrade* standards, so problems such as child labour can be identified and addressed promptly.

Fairtrade addresses the root causes of child labour – widespread poverty amongst cocoa growing communities, which puts pressure on farmers to use the cheapest labour available. *Fairtrade* guarantees a premium for farmers over and above the world price, enabling them to invest in local development projects like schools, healthcare and drinking water for their communities.

Fairtrade certified chocolate is now widely available in supermarkets throughout Germany.

Look for the *Fairtrade* Label – your independent guarantee that a product is *Fairtrade*.

Some Fair Trade symbols



Answer the following questions.



- Where can Fair Trade items be bought?
- What does Fair Trade intend?
- What can we do to support Fair Trade?
- Do you know any of the Fair Trade symbols? What symbol do you like the most and why? What are the similarities and differences between the symbol's messages?
- Do you sometimes buy any of these products? Explain your position.

Solutions and further information

All about cocoa



Solutions

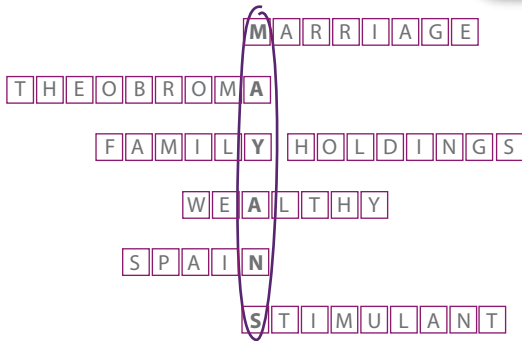
Introduction A:

Cocoa Quiz

- Right answers:
1. **b)** In a damp-tropical climate
 2. **c)** From seeds of the cocoa fruit
 3. **b)** 55 processed cocoa beans
 4. **b)** Two-100 grams of chocolate bars

Introduction B:

A short history of cocoa in Ghana and the situation today



1. At what occasions did the mayans serve cocoa ?
2. "Food of the gods" in Latin
3. Cocoa is not planted in plantations but rather in
4. In Europe, only people could afford cocoa.
5. What is the name of the nation who brought chocolate to Europe?
6. Cocoa was originally used as food and as a...

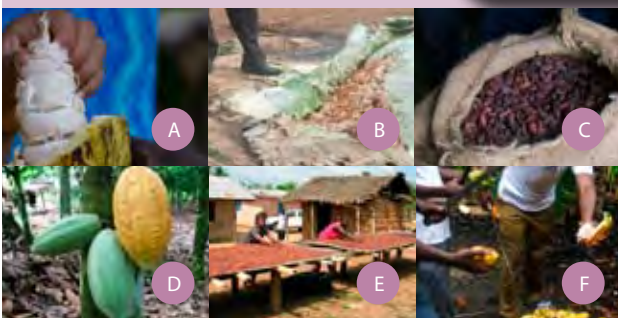
Exercise A:

Production and cultivation of cocoa

- (A) For healthy growth, cocoa trees need tropical climate with warm temperatures and moisture. After four to six years the trees bear cocoa fruits for the first time.
- (B) After the fruits are cut off the tree by hand, they are divided into two halves with the help of large knives.
- (C) Cocoa beans are located in the inner of cocoa fruits, covered by white fruit pulp.
- (D) In the next step the beans are fermented, for example in banana leaves. This procedure takes five to six days.
- (E) Afterwards the cocoa beans are placed into the sun to dry for nearly two weeks. For an efficient drying the beans have to be turned constantly.
- (F) The cocoa that has been produced this way is now ready to be transported by ship to other countries, like Germany for example.

Exercise B:

Cocoa production in pictures and homemade chocolate



Order of Pictures:

- | | | | |
|-----|----------|-----|----------|
| 1 = | D | 4 = | B |
| 2 = | F | 5 = | E |
| 3 = | A | 6 = | C |

Boil water in a big saucepan and place the smaller saucepan inside. Put in coconut fat or margarine and gently melt. Mix cocoa and milk powder in a small bowl, add it to the melted margarine and stir. Keep stirring and add the whipped cream gradually. Take the small pan out of the water and keep stirring until the mixture is about 50°C then add the honey. Spread mixture (5mm) on a greaseproof paper or greased baking sheet. Press coconut, raisins or nuts on the top, if desired. Bake for 20min in the oven between 50°C and 100°C. Remove and leave the chocolate to cool and dry.

Conclusion

Fair-Trade - the bittersweet chocolate

What does Fair Trade intend?

Fair Trade intends to give farmers of the global south a direct access to the global market, thereby they do not have to act through middlemen. The direct access to the market allows farmers to be serious protagonists. Furthermore, it secures a stable income and strengthens collaborative projects selected by the workers of the particular company.

Sources

Introduction A: Where does cocoa come from?

Webster, Amanda L. n.d. *What Countries Grow Cocoa Beans*, Online. [www.ehow.com/list_7428487_countries-grow-cocoa-beans_.html] (22.09.2012).

Introduction B: The history of cocoa in Ghana and the situation today

Ghana Cocoa Board n.d. *The history of cocoa and its production in Ghana*, Online. [www.cocobod.gh/history.php] (22.09.2012).

Miller, Ashley 2007. *Chocolate – Food of the Gods*, Online. [<http://exhibits.mannlib.cornell.edu/chocolate/index.php>] (22.09.2012).

Westafrikaportal n.d. *Kakaoanbau in Ghana*, Online. [www.westafrikaportal.de/kakao.html] (22.09.2012).

Conclusion: Fair-Trade - the bittersweet chocolate

Oxfam New Zealand n.d. *Fairtrade chocolate: a sweet solution to poverty*, Online. [www.oxfam.org.nz/what-we-do/issues/fair-trade/about-fairtrade/fairtrade-chocolate] (22.09.2012).

Exercise B: Cocoa production in pictures and homemade chocolate

Pictures:

p. 77, picture 1: Oosterwijk, Marcel [<http://www.flickr.com/people/wackelijmrooster/>]

p. 77, picture 2,4,5,6: Chocolonely, Tony [<http://www.flickr.com/people/tonychocolonely/>]

p. 77, picture 3: International Institute of Tropical Agriculture [<http://www.flickr.com/photos/iita-media-library/4598613744/in/set-72157624038697766/>]

Worksheet VI B, homemade chocolate: n.n. [<http://www.flickr.com/people/sionakaren/>]

Further information:

Fairtrade Deutschland n.d. *Fairer Handel mit Kakao*, Online. [www.fairtrade-deutschland.de/produzenten/kakao/] (22.09.2012).

Fairtrade Code n.d. *Die Kuapa Kokoo Union aus Ghana*, Online. [http://www.fairtradecode.de/transfair/mod_produkte_produkat/kategorie/afrika_kakao/produkt/pz_kakao_ghana_kuapakokoo/lang/de/index.html] (22.09.2012).

Gesichter Afrikas n.d. *Fairer Handel – Kakao/Schokolade*, Online. [www.gesichter-afrikas.de/fairer-handel/fairer-handel-in-afrika/kaoschokolade.html] (21.09.2012).

Hörnigke, Friedrich Johannes 2012. *Product Stewardships als Konkurrenz zu staatlicher und internationaler Regulierung?: Gesellschaftliche Selbstregulierung durch die Gütesiegel Fairtrade, Bio, FSC und MSC*, Hamburg, p.65 – 88.

Hütz-Adams, Friedel 2011. *Vom bitteren Kakao zur süßen Schokolade*, Siegburg. [http://www.suedwind-institut.de/fileadmin/fuerSuedwind/Publikationen/2011/2011-4_Ghana_Vom_bitteren_Kakao.pdf] (22.09.2012).

Rat für nachhaltige Entwicklung 2011. *Studie: Schoko-Industrie noch weit von Nachhaltigkeit entfernt*, Online. [<http://www.nachhaltigkeitsrat.de/news-nachhaltigkeit/2011/2011-04-21/studie-schoko-industrie-noch-weit-von-nachhaltigkeit-entfernt/>] (22.09.2012).

Raynolds, Laura T. 2007. *Fair trade: the challenges of transforming globalization*, London.

Introduction A:

Seasonal calendars of Ghana and Germany


Learning objectives:

- To practise text comprehension and writing skills
- To expand vocabulary
- To reflect on seasonal products in Germany and consumer behavior


Language level:

 B2


Number of participants:

 At least six participants


Time required:

 45 minutes (depends on the number of participants)

Didactic methods:

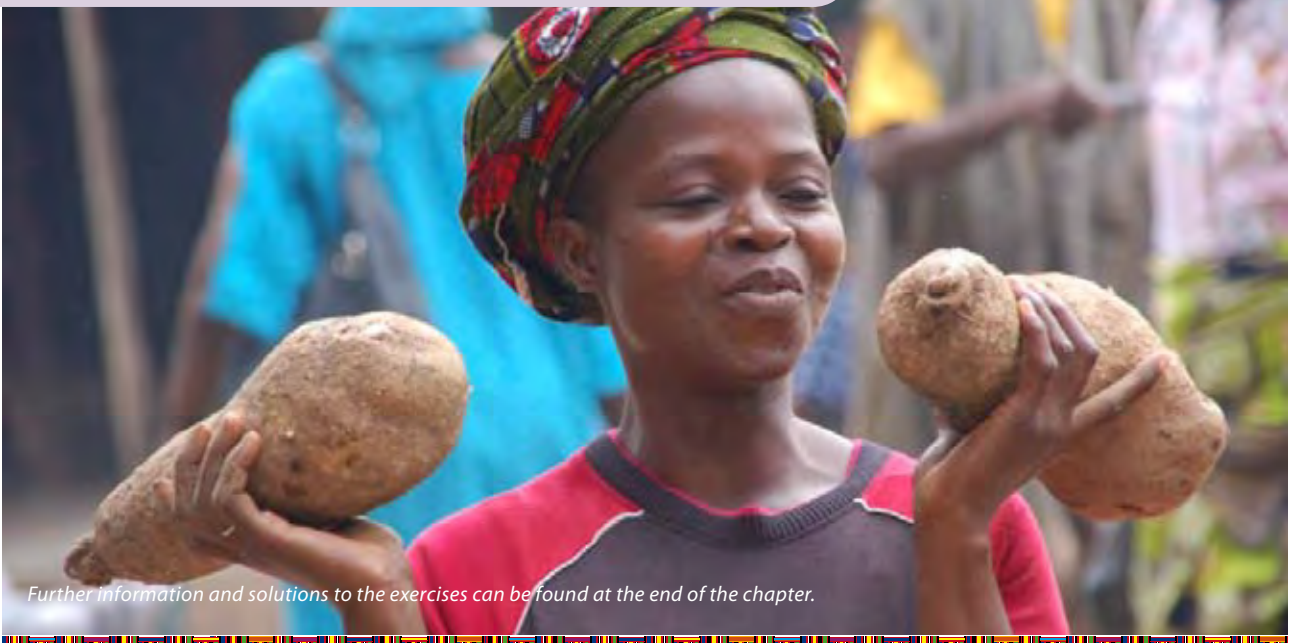
 Using data for map-drawing, working in pairs, drawing a seasonal calendar of Germany, group work

Learning aids:

 Pictures, "Ghanaian crop calendar", "Crop calendar of Ghanaian agro-ecological zones", "Map of Ghana" and "seasonal calendar of Germany" worksheets and "Map of Ghana" and "The seasonal calendar of Germany" Solutions (master copies on CD)

More than half of the population in Ghana work in the agricultural sector, most of them are subsistence farmers and produce basic food like rice, yams, cassava, corn, fruit, vegetables and plantain for their own consumption. Cattle, sheep and goat breeding are practised by small farmers in Ghana.

In the following section, you will get an overview about the agro-ecological zones, and the sowing and harvest season for the main vegetables in Ghana.



Worksheet:



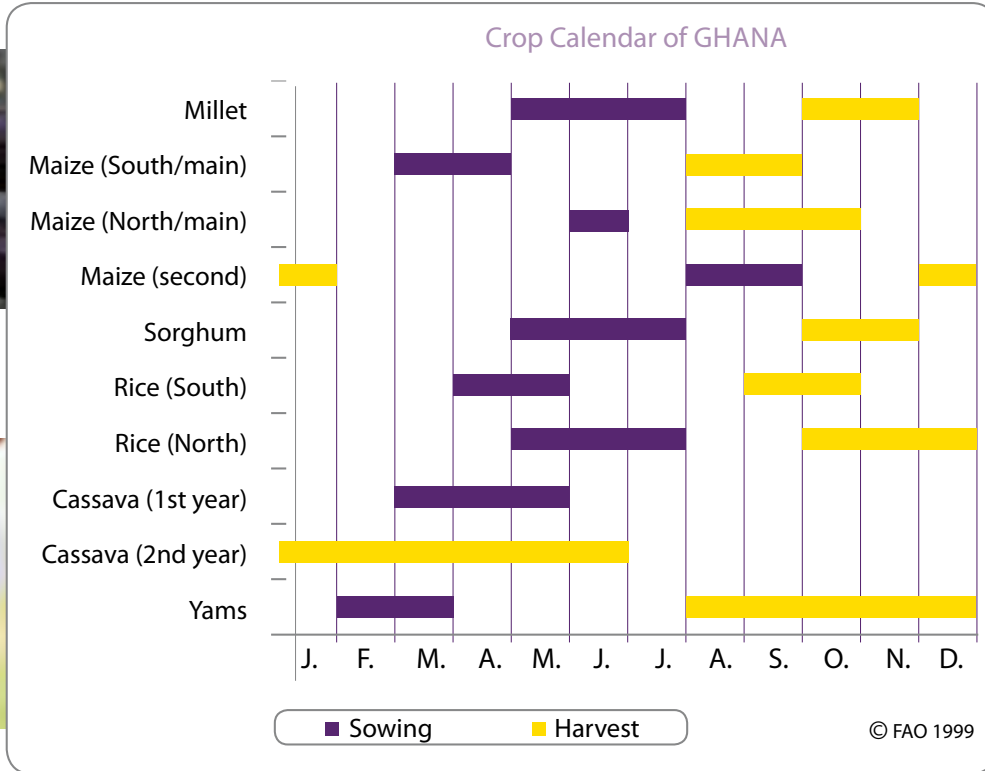
Ghanaian crop calendar



Millet



Cassava



Sorghum



Yam

Analyse the Ghanaian crop calendar.

- What is distinctive about cultivating vegetables in Ghana?

Together, summarise the most important points in your group on a flipchart. In the following section, you will find a chart of the agro-ecological zones in Ghana. Using the data, draw the zones onto the map of Ghana. The description of the administrative areas will help you to define the zones. If you like, you can work with a partner.



Worksheet:



Crop calendar of Ghanaian agro-ecological zones

This is a table of the agro-ecological zones in Ghana based on information by the FAO and the University of Hohenheim, Institute of Plant Production and Agroecology in the Tropics and Subtropics. You can find various definitions of agro-ecological zones in Ghana from different sources. Some of them do not only outline four zones but often six or even more. They differ in how detailed the zones are defined.

Agro-ecological zone	Description	Administrative areas	Agricultural practices
Coastal savannah zone	<p>Area: Low-lying, covers about 16,000 km².</p> <p>Vegetation: mainly grass and scrub.</p> <p>Annual rainfall: 1,000 - 1,300 mm.</p> <p>Rainy seasons: April – August, September – November</p>	South of central, most of greater Accra and the south of the south of Volta.	<p>Crops grown: <i>Maize, cassava and vegetables.</i></p> <p><i>Livestock, especially cattle.</i></p>
Savannah zone <i>(Guinea Savannah and Sudan Savannah)</i>	<p>Area: about 152,000 km².</p> <p>Soils: generally poor. The better soils are found in the floodplains and along river banks.</p> <p>Annual rainfall: 750 - 1000 mm.</p> <p>Rainy season: June - October.</p>	Upper-East, Upper-West, Northern Region and the northern tip of Volta.	<p>Main crops: <i>Rice (produced in the valley bottoms). Cotton, millet, sorghum and yam. Maize, groundnut and vegetables are widely produced.</i></p>
Forest zone <i>(Deciduous forest, moist evergreen, wet evergreen)</i>	<p>Area: 84,000 km².</p> <p>Annual rainfall: 1,150 - 2,000 mm.</p> <p>Rainy seasons: March– August, September – November</p>	Southern half of Brong-Ahafo, southern half of Ashanti, southern half of Eastern, the north of central, Western, and the central part of Volta.	<p>Crops: <i>Cocoa crop, cassava, plantain and cocoyam. Not suitable for continuous mechanisation.</i></p>
Forest-savannah transition zone	<p>Area: covers regions north of the forest zone.</p> <p>Altitude: 120 - 275 m.</p> <p>Rainfall/annum: 1,000 - 1,300 mm.</p> <p>Rainy seasons: April– August, September – November</p>	Northern half of Brong Ahafo and northern half of Ashanti.	<p>Crops: <i>Maize, yam and tobacco, cassava.</i></p>

Worksheet:



Map of Ghana



Worksheet:



seasonal calendar of Germany



7.5



7.6



7.7



7.8

- 7.5 Coastal savannah zone in the Central Region
- 7.6 Savannah zone (Guinea Savannah zone) just before the rainy season
- 7.7 Forest Zone, Southern parts of the Ashanti Region
- 7.8 Forest-savannah transition zone, Northern parts of the Ashanti Region



- What do you know about the seasonal calendar of your own country?

Form groups of three or four and create a poster about seasonal fruits and vegetables in Germany in 15 minutes. Dividing the chart into months might be helpful. Present your results to the other groups. After the presentations, compare your own conclusions with the seasonal calendar of Germany at the end of the chapter. Discuss about the following questions:



- Has the drawing of a seasonal calendar of Germany been a challenge for you?
- Why?

Compare the German seasonal calendar to the Ghanaian one. If you like, describe your consumer behaviour with regard to fruit and vegetables.



- What are the advantages of buying local and seasonal food?

Exercise A:**The plague of plastic****Learning objectives:**

- To practise text comprehension and writing skills
- To raise awareness for problems with waste in Ghana
- To think about possible options to protect the environment

Language level:

B2

Number of participants:

Unlimited

Time required:

60 to 75 minutes (depends on the number of participants)

Didactic methods:

Working with text and writing letters to an editor

Learning aids:

"The plague of plastic" article

Read the following article by yourself. Underline the most important information and the vocabulary you do not understand. Clarify, after reading, the passages you did not understand.

The plague of plastic- Ghana is drowning in plastic waste

By Thomas Kruchem

In Accra, the capital of Ghana, plastic waste has become a plague. Pets eat the rubbish and die. Farmers can only cultivate parts of their fields, because the fields are covered in plastic bags; fishermen catch these bags instead of fish.

Around fifteen fishermen pull a net stretched between two boats on land with the help of a rope as thick as a man's arm. "This wasn't really a good catch," says Moses, the village elder, shrugging his shoulders. He grumbles about the foreign cutters that leave less and less for the Ghanaian fishermen and about a relatively new plague.

"If we pull our fishing net onto land, as we currently are doing, we constantly find innumerable plastic bags in the net; sometimes there is so many that there is no more space for fish. It is really annoying. At least we can use the plastic bags. We build embankments out of plastic bags, because the lagoon waters over there often flood our huts.

Totopa, Ghana, a village situated next to the Atlantic Ocean: thatched huts, imaginatively painted boats under coconut palm trees, white beaches. But you can see bottles, tins and tatters of coloured plastic everywhere; plastic waste, which has floated down from the capital Accra, located 100 kilometres north of Totopa.

Every second a friendly, but tough market woman puts fish, tomatoes or onions in a black polythene bag at the markets in Accra, and almost a million times a day a passer-by bites into a water pouch, a blue-white water bag, opens it and pours the cool water into his/her mouth. For hygienic reasons, these pouches have

Exercise A: The plague of plastic

been implemented by law for the sale of drinking water. However, the passers-by throw the empty bags away and the wind blows clouds of plastic waste through the streets, which block the open gutters. The country is drowning in plastic waste. It is said that more and more goats die, because they chew sugary plastic waste. Black tatters cover so much of the fields that corn farming suffers. Until now, however, waste has not been an issue for most Ghanaians. The government is not doing anything. Private rubbish collection usually only operates in prosperous quarters.



Goats eating plastic waste

At least, there are attempts to solve the problem. Hundreds of poor women, like Mariama Mahama, collect polyethylene-bags and sell them to the „Trashy Bags“ organisation, which produces and exports designer-bags.

“For three years, I have collected water and juice pouches at bus stations, taxi stations and in all public places with some of my neighbours. The company “Trashy Bags” pays 1.50 Cedi for 10,000 water pouches and for a thousand small freezer bags six Cedi, which is three Euros. Today, recycling plastic is an issue at some schools, for example at Lincoln Community School”. Briuk Terefe, a fifteen year-old pupil has made a film, which shows his classmates collecting rubbish at the beach.

“I tried to show that everything depends on us, on every single person. Work has to start at home, and we must not just blame others for throwing away plastic. In the film, I wanted to show the things that are going particularly wrong. My message to the people is that if all of us pick up, for example, three plastic bags, if everybody does it, then the situation will change significantly.”

Think about the following questions individually:



- How does the information in the article affect you?
- What are your initial thoughts about the topic?
- What do you think of the company „Trashy bags“?
- Do you have any other ideas about what can be done?

Write a letter to the editor of the magazine (at least 300 words).

Let your teacher correct your text at the end. Alternatively, you can present your letter to your course-mates.

Exercise B:

The impact of overfishing

Learning objectives:

- To practise text comprehension and writing skills
- To raise awareness for the global effects and the impact of overfishing in Ghana

Language level:



B2

Number of participants:



At least three participants

Time required:



30 minutes (depends on the number of participants)

Didactic methods:



Working with text and writing letters to an editor

Learning aids:



“Overfishing Impacts” video-interview with Dr. Ussif Rashid Sumaila, Online:
[<http://www.youtube.com/watch?v=6Bfmyw-3yys>]

1.5 million Ghanaians are fishermen, most of them fish with the help of traditional narrow canoes, often operated by an outboard motor. Fish exports to neighbouring countries are growing. The waters off the West African coastline are one of the world’s richest in fish, but the number of fish are decreasing.

Dr. Sumaila, director of the Fisheries Economics Research Unit at the University of British Columbia Fisheries Centre, talks about overfishing; its impact on the Ghanaian economy; and the global ramifications of a fish shortage in Africa.



Elmina harbour

Search for the “Overfishing Impacts” video-interview with Dr. Ussif Rashid Sumaila on the internet. Listen to the interview and answer the following questions:



- What has caused the decline in fish in Ghana?
- What is the importance of the European Commission’s Fisheries Agreement in Ghana?
- What does the World Trade Organisation plan to do about subsidies?
- How does overfishing affect the local population in Ghana and Europe indirectly?
- What can the consumers do?

Compare your answers in your group.

Conclusion:**Mini workshop on "Our future!"****Learning objectives:**

- To practise forming arguments and oral fluency
- To create an environmentally sustainable project

Language level:

B2

Number of participants:

At least six participants

Time required:

60 to 90 minutes (depends on the number of participants)

Didactic methods:

Project development

Learning aids:

Flipchart paper, coloured stickers

You now know some key features of Ghana's natural areas, resources and environmental problems. Similarly, in Germany you will find different environmental issues that have to be solved. In the following Mini workshop on "Our future!" you can be creative.

Phase A: Think about environmental problems in Germany and write down a topic that you consider to be important. Present your issue to the group and try to convince the others that your topic is important. After everybody has presented his/her issue, vote for one issue using a coloured sticker.

At the end, one issue is democratically chosen. If more than one issue gets the same number of votes, you have to work on several issues.

Phase C: Think about what is realistic to fulfil your aims and develop a plan. Note your results.

Phase B: Form small groups of about four or five and discuss the chosen issue/one of the chosen issues. Imagine you have all the money and all the political power in the world you need. What would you do to solve the problem? Note and/or draw your ideas on a piece of flipchart paper.

At the end, all the groups will convene for a plenary session and present their project plan.

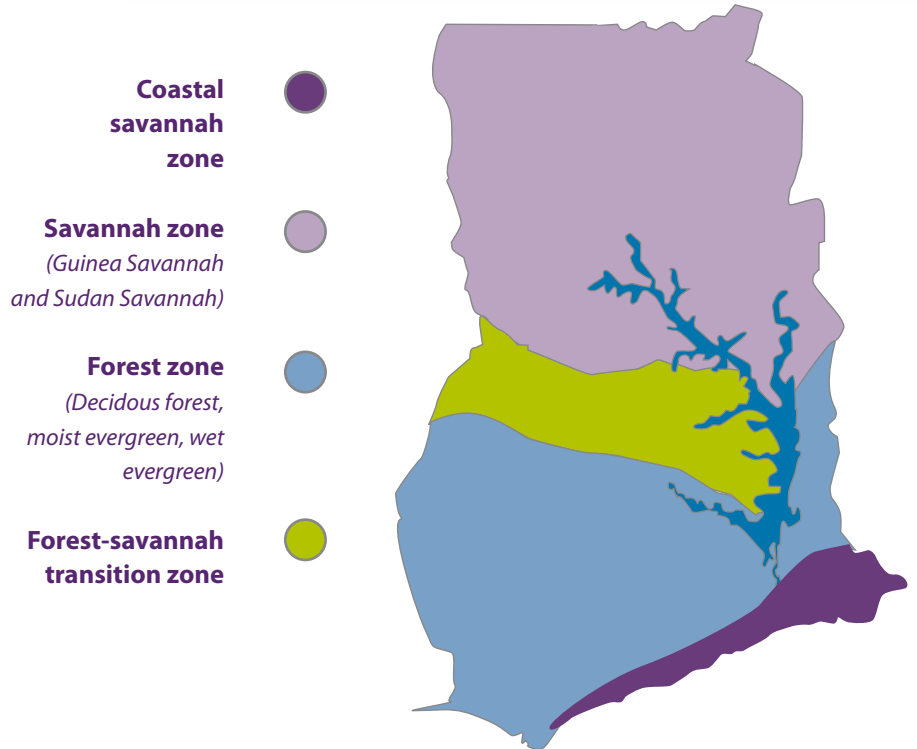
Solutions and further information

Conservation of natural resources

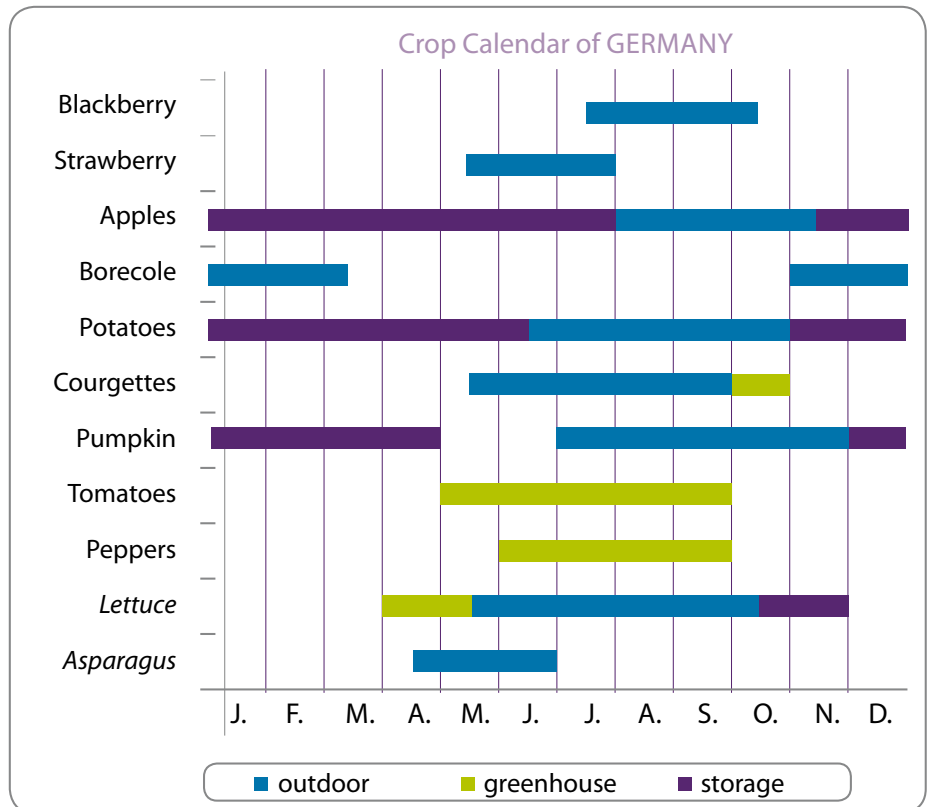


Solutions

Introduction A: *Map of Ghana*



The seasonal calendar of Germany



Sources

Introduction A: The seasonal calendars of Ghana and Germany

- Utopia 2008. *Think Global – Eat Local*, Online. [www.utopia.de/userfiles/download/utopia_saisonkalender.pdf] (22.09.2012).
- Greenpeace 2004. *Der Ernte-Kalender*, in greenpeace magazin 5/2004. [http://www.greenpeace-magazin.de/fileadmin/user_upload/Ratgeber/erntekalender.pdf].
- Food and agriculture organization of the United Nations [<http://www.fao.org/agriculture/seed/cropcalendar/searchbycountry.do>].
- University of Hohenheim, Institute of Plant Production and Agroecology in the Tropics and Subtropics 2005, modified. [<https://www.uni-hohenheim.de/respta/climate.php>].
- http://www.greenpeace-magazin.de/fileadmin/user_upload/Ratgeber/erntekalender.pdf.

Pictures:

- p. 83, woman with yam: International Institute of Tropical Agriculture [<http://www.flickr.com/photos/iita-media-library/4560225417>]
- Worksheet VII A, Millet, Sorghum, Cassava: International Center for Tropical Agriculture [<http://www.flickr.com/photos/iciat/>]
- Worksheet VII A, Yam: International Institute of Tropical Agriculture [<http://www.flickr.com/photos/iita-media-library/4560225417>]
- Worksheet VII A: *Ghanaian crop calendar* - The United Nations Food and agriculture organization, <ftp://ftp.fao.org/ag/agn/nutrition/ncp/gha.pdf>, p. 11
- Worksheet VII B: *Crop calendar of Ghana – agro-ecological-zones*, Food and agriculture organization of the United Nations [<http://www.fao.org/agriculture/seed/cropcalendar/searchbycountry.do>]
- Worksheet VII D: Kranz, Pia

Exercise A: The plague of plastic

- Kruchem, Thomas 2010. *Die Plage Plastik*, Online. [<http://www.dradio.de/dlf/sendungen/umwelt/1165001/>] (22.09.2012).

Picture:

- p. 85, Goats eating plastic waste: Kranz, Pia

Exercise B: The impact of overfishing

- Attridge, Kelly 2008. *Overfishing Impacts: Interview with Dr. Ussif Rashid Sumaila*, Online [<https://www.youtube.com/watch?v=6Bfmyw-3yys>] (22.09.2012).

Picture:

- p. 86, Elmina harbour: Kranz, Pia

Further information

- Afrika recycled n.d. *Trashy bags – Fashion cleaning up streets in Ghana*, Online. [<http://www.afrika-recycled.com/trashybags.htm>] (21.09.2012).
- Alder, Jackie; Atta-Mills, Johan; Sumaila, Ussif Rashid 2004. *The decline of a regional fishin nation: The case of Ghana and West Africa*, in Natural Resources Forum (28), p. 13 – 21. [www.accordsdepeche.com/fichiers/docs/bibli_08/887.pdf] (22.09.2012).
- Evangelischer Entwicklungsdienst n.d. *Fischerei*, Online. [www.eed.de/fischerei/] (22.09.2012).
- Food and Agriculture Organization of the United Nations 2009. *Nutrition Country Profile – Republic of Ghana*, Online. [<ftp://ftp.fao.org/ag/agn/nutrition/ncp/gha.pdf>] (22.09.2012).
- Geo-Magazin 11/2011. *Und was essen wir morgen?*
- Ghanaweb 2011. *Ghana has the Highest Rate of Deforestation*, Online. [<http://www.ghanaweb.com/GhanaHomePage/NewsArchive/artikel.php?ID=212616>] (21.09.2012).
- Goos, Hauke 2011. *Die Tüten des Ibrahim*, in: Der Spiegel 8/2011. [www.spiegel.de/spiegel/print/d-77108560.htm] (22.09.2012).
- International Institute for Environment and Development 2011. *Justice in the forests* (documentary), Online. [www.iied.org/natural-resources/key-issues/forestry/justice-forests-series-short-films] (22.09.2012).
- Ministry of Food and Agriculture – Republic of Ghana n.d. Online. [<http://mofa.gov.gh/site/>] (22.09.2012).
- Nanang, David M.; Nunifu, Thompson K. 2011. *Natural Resources in Ghana: Management, Policy and Economics*, n.p.
- Rahmstorf, Stefan; Richardson, Katherine 2007. *Wie bedroht sind die Ozeane?: Biologische und physikalische Aspekte*, Frankfurt.
- Selby, Helena 2011. *Ghana has the Highest Rate of Deforestation*, Online. [<http://ghanaian-chronicle.com/ghana-has-the-highest-rate-of-deforestation/>] (22.09.2012).
- Yelfaanibe, Augustine 2011. *Biocultural Diversity and Natural Resources Management in Ghana: Adapting Local Cultures and Worldviews in Natural Resource Management Strategies in the Upper West Region*, n.p.

Introduction A:

What is culture?

Learning objectives:

- To construct an accurate definition of a term in English
- To think about different cultural terms and the difficulties involved when trying to define terms

Language level:



B1

Number of participants:



6 to 20 participants

Time required:



45-60 minutes (depends on the number of participants)

Didactic methods:



Working in pairs, group work

Learning aids:



"Definitions of culture" texts

When you research the term "culture", you will find innumerable definitions and their features. Work in pairs and think about the term "culture". Make some notes about the most important features and write a definition (three sentences maximum). Present the results to your group.

Look at the three definitions of culture.



- What is new to you?

Compare the definitions of culture beneath with your own. Discuss.

"Culture is the collective programming of the human mind that distinguishes the members of one human group from those of another. Culture in this sense is a system of collectively held values."



(Geert Hofstede, Dutch social psychologist)

"Culture means the whole complex of traditional behavior which has been developed by the human race and is successively learned by each generation. A culture is less precise. It can mean the forms of traditional behavior which are characteristics of a given society, or of a group of societies, or of a certain race, or of a certain area, or of a certain period of time."

(Margaret Mead, American cultural anthropologist)

"Culture can be defined to be the whole complex of unique spiritual, material, intellectual and emotional aspects, which characterise a society or a social group. Here not only art and literature are included, but lifestyles, fundamental rights, value systems, traditions and beliefs."

(World conference on culture politics, Final report on the international conference, organized by UNESCO from 26th July to 6th of August 1982 in Mexico City, published by German UNESCO Commission, 1983, Munich, K.G. Sur, page 121)

Introduction A:**What is culture?**

In the following section, you will learn a new way to define culture. Experience has shown that it is accurate and very effective.

“Culture is everything you can hear, see, taste, smell and feel.”

Try to put yourself into another cultural context, for example by the remembrance of former holidays, journey reports of friends or documentation from television, journals, newspapers, books. Summarise with your course-mates everything you can hear, see, taste, smell and feel in another culture in contrast to Germany. For example you can taste food you cannot eat in Germany, see clothes you rarely see in Germany, hear street noise you cannot experience in Germany, and feel temperatures you never find in Germany. The most important point is to strictly differentiate between perception and interpretation. For example “a celebration” is not something concrete that you can hear, see, taste, smell and feel (your perception). You can see clothes, but not a celebration. “Celebration” is your interpretation of the situation.

Try to find more examples.

Try to explain the statement with specific details.

At the end, think about how the task was executed.






- Was it helpful to differentiate between perception and interpretation?
- What was the main challenge in the exercise?



Exercise A:**Changing trends in Ghanaian culture****Learning objectives:**

- To practise text comprehension and improve writing skills
- To think about changing social trends in Ghana, e.g. social media
- To think about the impact of globalisation

Language level:
 B2
Number of participants:
 6 to 20 participants
Time required:
 60 to 90 minutes (depends on the number of participants)
Didactic methods:
 Working with texts, group discussion, working in pairs, essay writing
Learning aids:
 "Changing trends in Ghanaian culture" text

Michael Bewong, student of the University of Mines and Technology for Electrical and Electronic Engineering in Tarkwa/Ghana, tells us his view about changing trends in Ghanaian culture

Changing trends in Ghanaian culture

by African Information Movement

Our culture may be described as "a way of life". This is exactly what makes us Ghanaian. It is the way we talk, eat, dress and entertain ourselves. Culture as a way of life has changed, not only here, but in most parts of the world. As young Ghanaians, do we still have any peculiarities that make us stand out as a unique people? This article is not intended to critically look at these, but rather to take a look at the whole of Ghanaian culture and how it is changing.

Our culture has so many different elements, because our nation is made up of so many different ethnic groups with different histories. Despite these, there are certain aspects of our culture that are common to all of them. Our attitude towards the elderly, the way we speak and our hospitality towards strangers are all aspects of our culture. Some Ghanaians are born into the patriarchal system of inheritance; others into the matriarchal system. Whether patriarchal or matriarchal, fishermen or farmer, enter every home here and the first thing you are offered is water. It is customary for Ghanaians to be polite to strangers. When TV and radio were not as widespread as today, our grandmothers and grandfathers would sit round the fire and listen to Ananse stories told to them by their grandparents. The stories were meant to preserve moral values. Sometimes they spent the evening listening to drumming performances to which they would present their own dances.

Our extended families are a part of us; we live with our biological parents knowing that they are not our only parents, because our uncles and aunts have a responsibility in the upbringing of a family's children. The children also have a responsibility towards them. No wonder we have so many "brothers" and "sisters". It is our culture to treat older people with great respect, irrespective of who they are. Paramount to this is our responsibility towards our parents. This is evident in the typical Ghanaian saying that, when translated, literally means "If your parents take care of you when your teeth are growing, you must take care of them when their teeth are falling out."

Exercise A: Changing trends in Ghanaian culture

Marriage is not seen merely as a union between two people but also between two families, who are both involved in every detail of the marriage process. Children agreeing with their parents was typical of Ghanaian culture, but this is now changing. This practice is now changing because young people want to feel more independent. Everything mentioned above is an aspect of our culture, which we either still practise or have abandoned. Somewhere along the line, we have abandoned some of the aspects of culture in the name of modernisation. Social media has been a great influence in this change. Despite the many challenges facing the youth today, the cultural impact (both positive and negative) of social media has mainly been neglected. One of the major things that has changed in our lifetime is the growing attachment to media like the internet, TV and the radio. It is a well-known fact that on average every Ghanaian home has at least one television and/or radio set. There is no doubt that modernisation has caught up with us. We now live in a global village and are connected to remote places in the world by a single mouse click. In a wider perspective, social media is only good, if it is harnessed in the right way. Despite the vast amount of knowledge about the internet, we interest ourselves on the more non-essential things like pornography, fashion, etc. If the youth of Ghana have to modernise, it should be done in the right way. Ask a ten-year-old child if he/she knows how to get information about his/her country on the internet, and he/she tells you he/she does not know. Ask him/her to play a game with a computer and he/she has already won the game. It is high time we, as the youth, realised that the computer age does not necessarily mean using computers to make our lives easier, but rather thinking of ways we can use computers to make our lives better.

Although too much focus should not be placed on cultural diversity, it has given us something good to work with. People are now learning to be more dependent on themselves and less dependent on their uncles and parents for inheritance. Children express their concerns to their parents in a more free manner, making child-parent relationships more cordial. We have modified all these aspects of our culture for our own good and for the good of future generations. If we can learn to adopt the good aspects of our culture as well as those from elsewhere, then this generation will stand a better chance of living a fulfilling life.

Ghanaian culture is beautiful and we must not leave it behind as the world advances. We should take it with us, because that is the only thing that makes us unique as Ghanaians.

Talk about the following questions in your group:



- *What is your first impression of the text "Changing trends in Ghanaian culture"?*
- *What new features of Ghanaian culture have you learnt about?*
- *What is Michael Bewong's position on the fact that "we are now in a global village" and what does he recommend for the future of Ghana?*
- *Do you agree with Bewong's conclusions regarding social media?*
- *Have you also noticed changing social trends in Germany? What are the advantages and disadvantages?*
- *Write a short essay of around 200 words. If you like, you can also work with a partner. After 45 minutes, present the essay to the group.*

Further information and solutions to the exercises can be found at the end of the chapter.

Exercise B:

At Elmina Castle...

Learning objectives:

- To practise finding the most important information in a text
- To practise presenting opinions
- To think about aspects of culture from different points of view

Language level:



B2

Number of participants:



6 to 20 participants

Time required:



30 to 45 minutes (depends on the number of participants)

Didactic methods:



Working with an informative text, discussion, working in pairs

Learning aids:



"At Elmina castle..." text

The following plot is based on a true story.

At Elmina Castle...

When I was a student, I was working in a rural area in Ghana for a while. One day I was sitting with some Ghanaian friends at Elmina Castle relaxing. Whilst I was working in Ghana, I discovered that there was a large interest in Germany and a curiosity for the German way-of-life. Often Ghanaians get their ideas from the media, like television and internet. The idea of a "rich Europe", where everything is possible, is widespread. In particular, many young people dream of going to Europe to start a career and earn "big money". At the same time, only a few differences in social trends are emphasised in the media.

After talking about the weather, the fish market and food, my friend asked me, "Pia, can I ask you something about your country? I have heard there are people in Germany who don't have a home. Is it true that they live on the streets and their families do not take care of them? I cannot imagine this. Is it really possible?"

At first, I was surprised about the question, then I understood his surprise. In Ghana, few people are homeless; it is an important virtue to take care of family members and to feel responsible for their well-being. That means it is everybody's duty to share their home and their food with a poor family member. It is therefore unimaginable for Ghanaians to leave family members on their own.

I described the situation in Germany and the reasons for homelessness, including the social system, to my friend. Afterwards, an animated discussion started. Most of the people were very surprised and somewhat shocked, saying comments like, "That is terrible!", "How can you treat people this way?" and "Too bad".

After a while, the discussion came to an end and the same boy who had asked me before looked at me again, "Pia, I have heard something else. A German, I met here at the castle, told me that you put your elderly family members in retirement homes, where they live until they die. They cannot see their brothers and sisters; they do not see their grandchildren grow up. Most of the time they are lonely and the staff don't have that much time, therefore they often do not even talk to them. Here in Ghana, we respect older people; they are wise and experienced. It is the duty of their children and grandchildren to take care of them. How can you dismiss them and isolate them far away from their families? I was shocked when the German told me this story. Pia, is it really true?"

"Yes, it is," I answered.



Outdoor shot of Elmina Castle

Exercise B: At Elmina Castle...

In many discussions about developmental policy, Germans think that some other countries need their help to develop further. Of course you will, however, be able to find aspects of every country, culture and society all over the world that could be improved.



- What do you think about the discussion that happened at Elmina Castle?
- Can you understand the astonishment about homelessness and retirement homes?
- Imagine you have come from Ghana to Germany for the first time, what else do you think would be surprising here?
- Make some notes and start a discussion in your group. Try to find different points of view.

Work in pairs and simulate a short dialogue about a surprising aspect of Germany. Assume the role of a German and a Ghanaian visiting Germany. Swap roles and continue the dialogue. Think of other customs or behaviour that could be surprising or strange to a visitor. Your partner will have to try to explain it.



Examples:

Here are some examples that might help you to get ideas

- A dog on a leash
- Christmas trees
- Carnival
- Dairy farming (Milchviehhaltung)
- Food waste
- Hair dryer

If you would like further information, you can find some in the following text.

ELMINA CASTLE

by African Information Movement



Elmina claims to be the first point of contact between the Europeans and the people of the Gold Coast, when Europeans embarked on their exploration tour. The Portuguese were the first to settle on the shores of Elmina in 1471. The name Elmina was derived from the Portuguese word la Mina, meaning mine. One dominant testimony to the presence of the Portuguese is Elmina castle.



Courtyard in Elmina Castle

This is also known as St. George's castle and was built in 1482. The Elmina castle was declared by the United Nations Education and Scientific Organization (UNESCO) as one of the world's 314 historical monuments.

Conclusion:*Imagine you are in Ghana and one day...***Learning objectives:**

- To practise oral communication skills
- To empathise with different situations in Ghana

Language level:

B2

Number of participants:

6 to 20 participants

Time required:

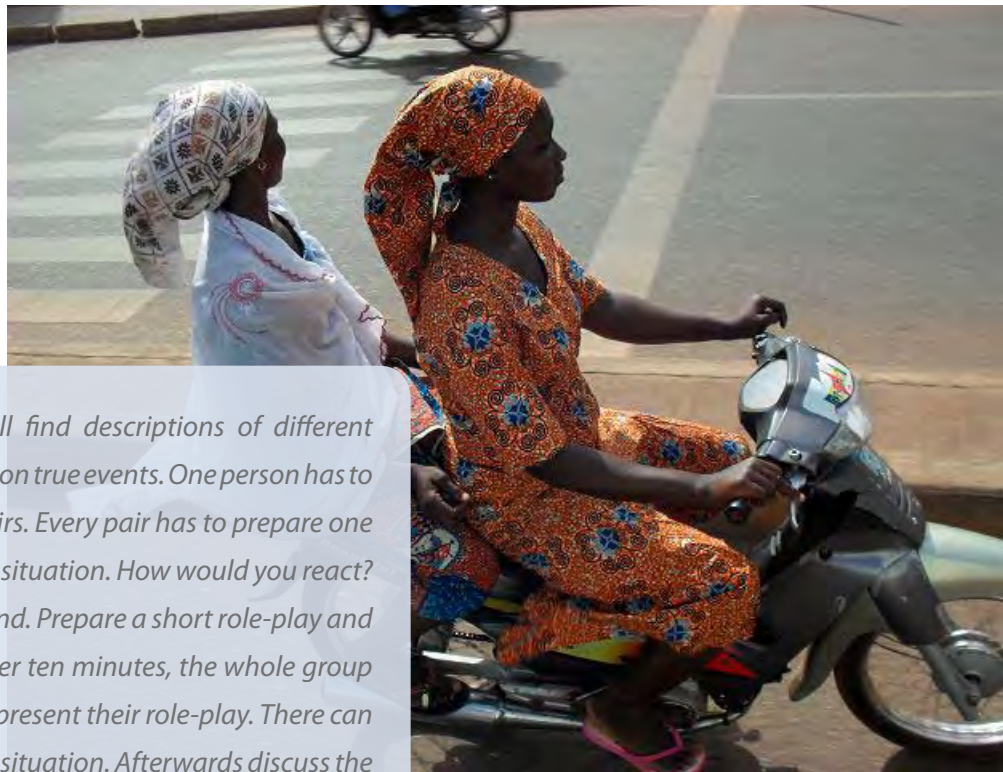
60 to 90 minutes (depends on the number of participants)

Didactic methods:

Role-play

Learning aids:

"Imagine you are in Ghana and one day..." role-play descriptions



In the following section, you will find descriptions of different situations in Ghana that are based on true events. One person has to read the first situation. Work in pairs. Every pair has to prepare one situation. Imagine you were in the situation. How would you react? Think about how the story could end. Prepare a short role-play and sort out who plays which role. After ten minutes, the whole group will convene and every group will present their role-play. There can be many different solutions to one situation. Afterwards discuss the similarities and differences of your ideas.

Once you have finished, you can read background information about the different situations at the end of the chapter, to understand the context.

Continue with the next situation, using the same method as before. After the four examples, you can discuss if you remember an interesting event in another cultural context. Prepare a role-play for your group.

Conclusion:*Imagine you are in Ghana and one day...*

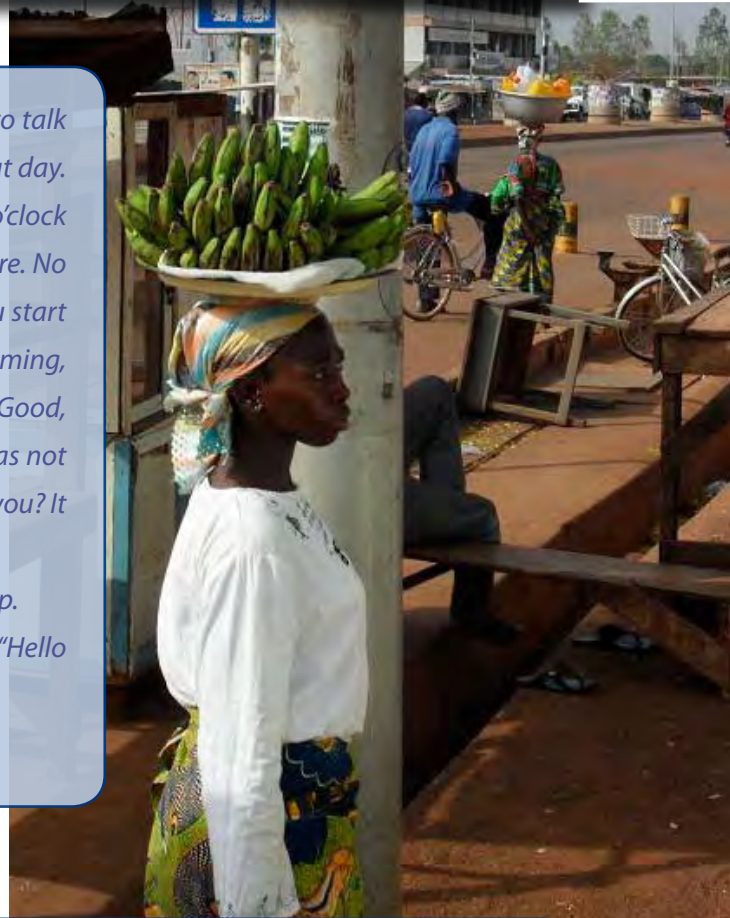
Situation 1: You have a meeting with a Ghanaian friend to talk about a project plan. It is important to finish the plans on that day. Your meeting is at three o'clock in the afternoon. At three o'clock you arrive punctually at the meeting point, but no one is there. No problem; you wait for them to call you. After ten minutes you start to get nervous and you call your colleague. He/she says "I'm coming, I'm coming," a Ghanaian expression for "I am on my way". Good, your friend is on his/her way. At half past three the person has not arrived and, annoyed, you call your friend again. "Where are you? It is very important that we start the meeting."

"I'm coming, I'm coming," he/she says. Hopelessly you hang up. At four o'clock your friend arrives in a good mood and says "Hello brother/sister, how are you?"

Situation 2: You live in a small village in the south of Ghana and everybody knows you. Yesterday evening you invited a neighbour for a Coke. Today you meet another neighbour and he/she asks you reproachfully, "Why didn't you invite me yesterday as well?"

Situation 3: You are at the market and meet a young Ghanaian man/woman around the age of 19. You talk about different things and it is a very nice conversation. After a while, you touch on the topic of volunteering and talk about the numerous volunteers from Europe and the USA in Ghana, who come to Ghana for a while to work in social projects and to acquire experience abroad. Frustrated your partner says to you "That really is not fair. You have the opportunity to come to Ghana to see our country and to enjoy life here, and us? We can't go to the immigration office for a visa. No one would give us a visa. Your government does not want to give us the opportunity to see your country."

Situation 4: You live with your husband/wife in a Ghanaian village. Sometimes you drink a glass of red wine with your dinner. You put the empty bottles in one corner outside on the terrace. One Sunday you sit outside and see a neighbour coming from the church. You ask about the mass and your neighbour says "We prayed for you that you deal with your drinking problem."



Solutions and further information

*What is culture? New perspectives on
Ghana and Germany*



Further information

Introduction A:

What is culture?

Pay attention to the reactions of the participants. Often they start to mix up interpretation and perception. Constantly draw their attention to the difference and ask constructive questions directly after a statement has been made. For example: "Can you hear, see, taste, smell and feel a celebration? ...You can hear music, see special clothes and taste food. To define a situation as a celebration is just your interpretation."

Conclusion:

Imagine you are in Ghana and one day..

In the following section, you will find background information to the situations, described earlier, to help you to understand the context.

- Situation 1: In Ghana, the concept of time is understood differently than in Germany. Although to "be on time" is considered a positive value, other values are more important. When you are on your way and you meet an acquaintance, you cannot ignore the person because you are in a hurry. It is more important to carry out your social duty and to talk to the person than be punctual for your meeting. The Ghanaian expression „I'm coming" expresses "you are on your way" but does not mention when you will arrive. In general, these values are changing because of the Western influences. It has become more and more important to be on time, particularly if you want to be successful in business.
- Situation 2: In Ghana, as a white person, you are classed as "rich". This is calculated by comparing the average income in Ghana compared to the average income in Germany. This therefore sometimes leads to acquaintances expecting to benefit from your money as well, for example by getting an invitation for a drink. In the situation, described above, it was unfair for the neighbour not to be invited when another neighbour was. It has to be said that there are big differences in attitudes about such expectations. You cannot generalise examples.
- Situation 3: In a globalised world, Ghanaians are, in fact, well-informed about their rights and the rights in other countries. Problems with visas are not rare for Ghanaians. It is very hard to get a European visa. To travel „just to see the country" is very difficult to organise. You need well-reasoned grounds to travel and a letter of invitation from a German, who has to vouch for you. Therefore, many Ghanaians feel the different rights regarding getting a visa are unfair.
- Situation 4: This story is an extreme example and should not be considered to be the norm, but it illustrates alcohol usage very well. In Ghana, it is not normal to drink alcohol often or as much as in Germany. In cities, drinking alcohol in bars is more prevalent than in rural areas.

Sources

Introduction A: What is culture?

Deutsche UNESCO-Kommission 1983. *UNESCO-Konferenzberichte Nr.5*, Munich, p.121.

Hofstede, Geert 1991. *Cultures and Organizations. Software of the Mind*, London.

Mead, Margaret (ed.) 1937, 2002. *Cooperation and Competition Among Primitive*, New York and London.

Picture:

p. 92: Wolf, Sarah [<http://sarah-und-sandro-in-ghana.blogspot.de/>]

Exercise A: Changing trends in Ghanaian culture

Bewong, Michael 2011. *Changing trends in Ghanaian culture*, in innfloh.

Exercise B: At Elmina Castle

Conduah, Edward 2011. *Elmina castle*, in innfloh 2/2011, p. 34.

Pictures:

p. 95, Outdoor shot of Elmina Castle: Kranz, Pia

p. 96, Courtyard in Elmina Castle: Kranz, Pia

Conclusion: Imagine you are in Ghana and one day...

Pictures:

p. 97: Wolf, Sarah [<http://sarah-und-sandro-in-ghana.blogspot.de/>]

p. 98: Wolf, Sarah [<http://sarah-und-sandro-in-ghana.blogspot.de/>]

Further information

Amt für multikulturelle Angelegenheiten 1993. *Begegnen – Verstehen – Handeln. Handbuch für Interkulturelles Kommunikationstraining*, Frankfurt/M.

Berninghausen, Jutta; Hecht-El Minshawi, Beatrice 2007. *Interkulturelle Kompetenz, Managing Cultural Diversity*, Frankfurt/M.

Büttner, Christian 2005. *Konzepte, Methoden und Erfahrungen zur Vermittlung interkultureller Kompetenz*, Frankfurt/M.

Gugel, Günther 2012. *Interkulturelles Lernen, Grundlagen - Ansätze – Materialien*, Tübingen.

Hochschulverband für interkulturelle Studien e.V. n.d. Online. [www.interkulturelles-portal.de/] (22.09.2012).

Muñoz-Pérez, Bruno (ed.) 2011. *Spuren durch Berührungen mit der Fremde: Erfahrungen eines interkulturellen Lernaufenthaltes in Santrokofi Bume/ Ghana*, Bonn.

Niedersächsisches Landesinstitut für schulische Qualitätsentwicklung 2011. Online. [<http://nibis.ni.schule.de/nibis.phtml?menid=189>] (22.09.2012).

Wippersberg, Walter 2003. *Das Fest des Huhnes- das unberührte und rätselhafte Oberösterreich* (Film).

Introduction A:

Television, MP3 players, dishwashers...

Learning objectives:

- To practice writing skills
- To practice communication skills
- To analyse personal electrical appliance consumption patterns

Language level:



C1

Number of participants:



Unlimited

Time required:



20 minutes (depends on the number of participants)

Didactic methods:



Interactive discussions in pairs, writing exercise

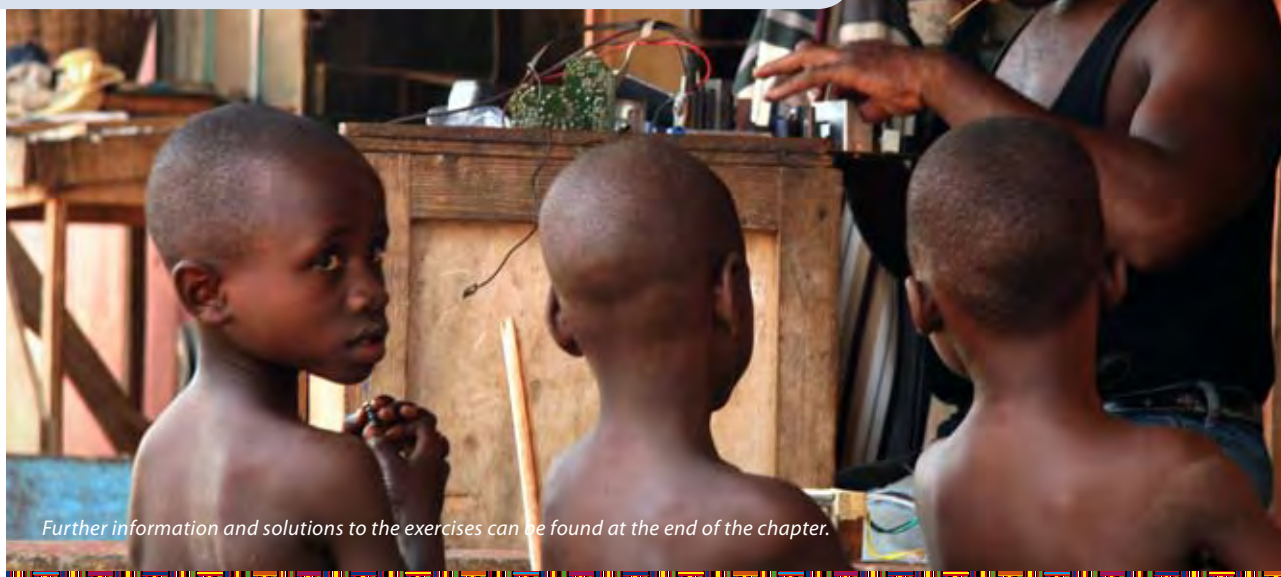
Learning aids:



"Television, MP3 players, dishwashers..." informative text

Modern media are very important for the Ghanaian lifestyle today. Mobile phones, computers, televisions and many other types of electrical appliances can be found in every home in Ghana. In rural areas without electricity and landlines, you will find people with mobile phones. Having a phone shows your social status in your community. Televisions, radios and refrigerators also play an important role in the Ghanaian household. These electrical appliances are usually displayed in the living room for everyone to see. Computers, on the other hand, are not so common in homes. Most people go to internet cafes to check their e-mails or to do research. This will presumably change in a few years, as computers are getting cheaper every day.

Take a piece of paper and write down the three most important electrical appliances you have at home. Think of how frequently you use them, how much money you are ready to pay for them and when you last bought them. Choose a partner and tell him or her why you need those three appliances and why they are important to you.



Further information and solutions to the exercises can be found at the end of the chapter.

Introduction A:

Television, MP3 players, dishwashers...



Learning objectives:

- To practise text comprehension
- To express one's personal view
- To think about the media in Ghana in comparison with Germany

Language level:

C1

Number of participants:

Unlimited

Time required:

30 minutes (depends on the number of participants)

Didactic methods:

Working with texts and numbers

Learning aids:

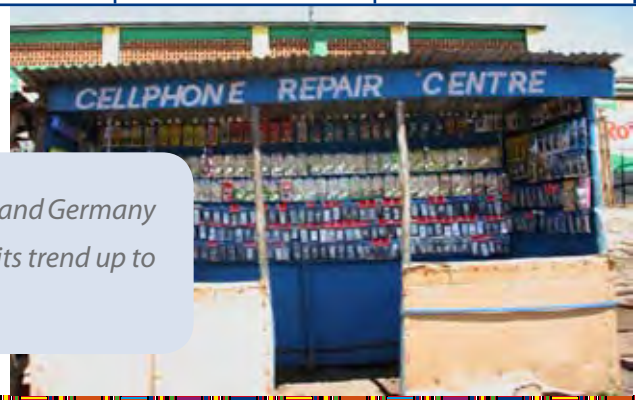
„Internet usage table“ and „Internet usage“ worksheets
(master copies on CD)

Internet and mobile phone usage is rapidly increasing and countries, like Ghana, have to catch up with this rapid growth. Using the internet and mobile phones has become a part of people's lives in Germany.

Look at the table below to compare the increase in internet usage between Ghana and Germany.

Internet usage

Country	2007	2008	2009	2010
GERMANY Total Population: 81,777,000 (2010)	62,019,249 75,8%	64,330,711 78,7%	65,100,238 79,6%	67,488,021 82,5%
GHANA Total Population: 24,791,073 (2010)	410,500 1,7%	880,000 3,5%	997,000 4,0%	2,010,000 8,1%



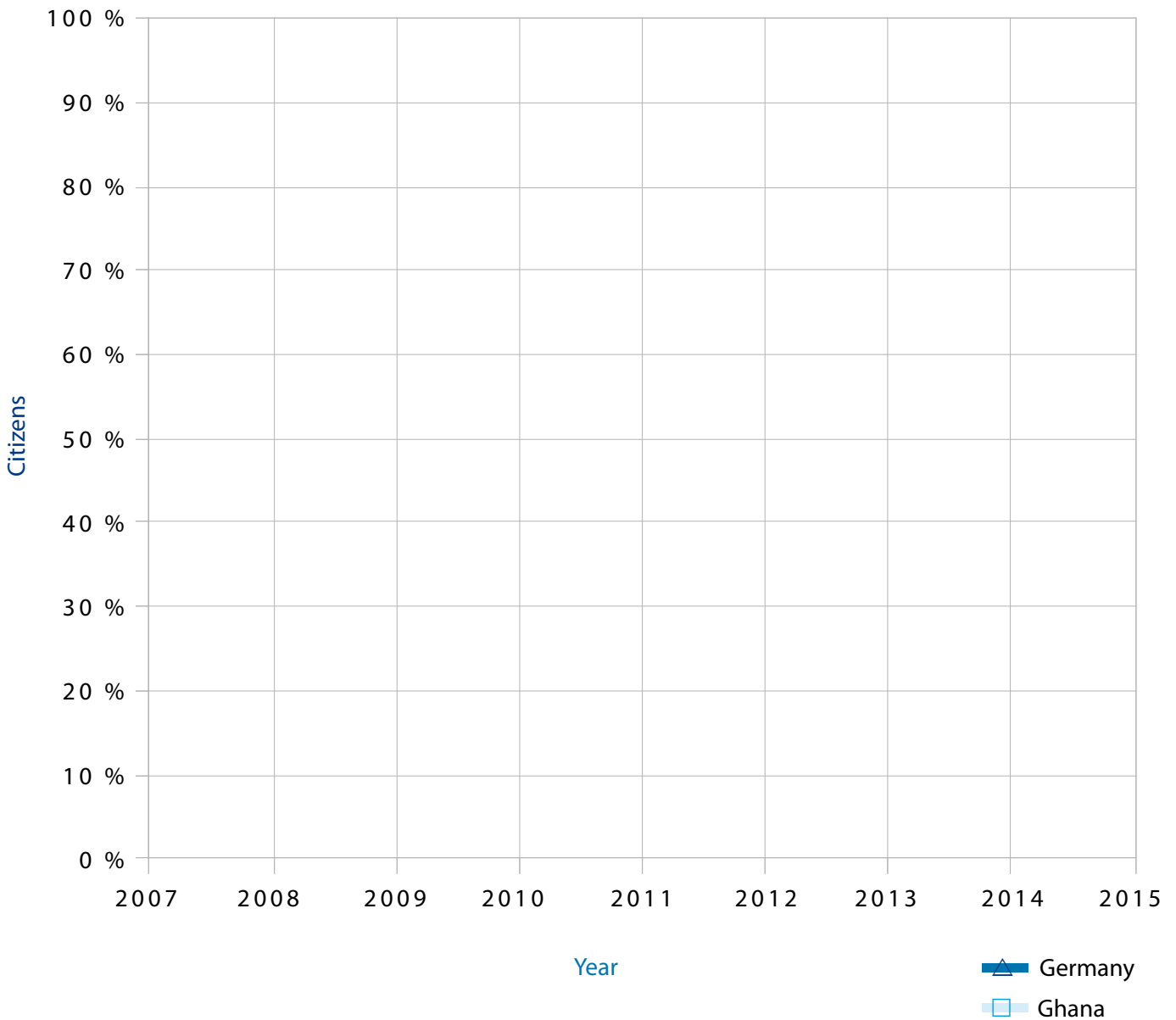
Referring to the percentage of internet users in Ghana and Germany in the chart above, draw a graph and try to estimate its trend up to 2015.

Worksheet:



Internet usage

Internet usage in Ghana and Germany



Exercise A:**The results of cheap recycling****Learning objectives:**

- To practise formulating information from German into English
- To think about the results of cheap recycling of electrical waste

Language level:

C1

Number of participants:

Unlimited

Time required:

60 minutes (depends on the number of participants)

Didactic methods:

Translation and discussion in pairs

Learning aids:

"Illegal, giftig und lukrativ" German text

We keep buying new electrical appliances, even if our old ones are still working. In the end we take them to the recycling centre, but finally they end up in countries like Ghana. On the scrapyards people burn the damaged appliances to extract valuable materials like copper in order to sell them and earn money for basic needs like bread.

Read the text below and translate it into English.

ILLEGAL, GIFTIG UND LUKRATIV Europäischer Elektroschrott in Ghana

Von Samuel Burri

Ausgemusterte Elektrogeräte finden in Entwicklungsländern dankbare Abnehmer. Allerdings ist ein Teil der exportierten Secondhand-Ware in Wahrheit defekt und landet im Zielland gleich auf dem Schrottplatz - mit ungesunden Folgen.

Die Rauchsäule in der Hauptstadt Accra ist schon von weitem zu sehen. Etwas näher riecht man sie auch: ein beissender Gestank. Ursache des Rauches sind brennende Kabelbündel. Die Kabel werden auf dem Schrottplatz des Quartiers Agbogbloshie von Kindern verbrannt.

„Mein Name ist Razat, mein Geschäft ist es, Kupfer heraus zu brennen. Wir kaufen Kabel, dann brennen wir das Plastik weg. Wir machen Profit.“

An guten Tagen verdient Razat mit dem Verkauf von Kupfer bis zu zehn Cedi - das entspricht fünf Euro. Und ist mehr als das Durchschnittseinkommen in Ghana. Schnelles Geld für die Jungen aus armen Verhältnissen. Doch der Profit geht zulasten die Gesundheit. Der Boden in Agbogbloshie ist mit Schwermetallen verseucht, der Plastikrauch giftig - das weiß auch der 16-jährige Kwesi:

Exercise A: The results of cheap recycling

„Wenn der Rauch in deine Nase geht, wirst du krank. Die Augen und die Nase schmerzen. Aber wenn wir es nicht tun, haben wir nichts zu essen.“

Das Kabelverbrennen in Ghana ist nur ein kleiner Teil des weltweiten Problems Elektroschrott. 40 Millionen Tonnen, schätzt das UN-Umweltprogramm (UNEP), fallen jährlich an – Computer, Bildschirme, Handys, Fernseher, Kühlschränke und so weiter. Ein Teil der nicht mehr gebrauchten Geräte landet in Entwicklungsländern. Dort werden sie weiterverkauft, repariert oder nicht besonders umweltverträglich entsorgt. Das Freiburger Öko-Institut schätzt, dass 15 Prozent der gebrauchten Elektrogeräte, die nach Ghana kommen, schrottreif sind – das sind 22.000 Tonnen pro Jahr. Hunderte von Bildschirmen und Kühlschränken stehen in der ghanaischen Hafenstadt Tema entlang der Straße. Vor dem Geschäft von Isaac Osei werden drei Transporter mit Kühlschränken beladen. Elektroschrott? In seinem Laden? Dagegen wehrt sich Isaac Osei: „Alles, was ich habe, ist geprüft. Alles funktioniert! Und vor allem: Diese Sachen sind besser als jene aus China! Sogar die Reichen und die Mittelschicht kaufen sie.“

Nebenan schließt Isaac Darko Kwapo gerade seinen Computerladen. Er empfängt seine Ware beim Hafen, von Händlern, die er nicht kennt:

„Man braucht Glück, manchmal funktioniert nur die Hälfte einer Ladung. Manche der Verkäufer sind Betrüger, andere nicht. Aber es rentiert sich für uns“.

20.000 bis 33.000 Jobs hängen in Ghana vom Handel und der Wiederverwertung gebrauchter Elektronik ab, schreibt das Öko-Institut. Es ist ein Millionenbusiness.

Ghanas Regierung hat das Problem erkannt. Doch für mögliche Maßnahmen, etwa eine bessere Kontrolle der Importe, fehlt das Geld. Joseph C. Edmund von der staatlichen Umweltschutzagentur hofft auf die Privatwirtschaft.

Choose a partner or two and discuss the text. Try to put yourself in the position of the people in Agbogboshie.



• *Do they have a future in such a place?*

Discuss the consumption of electronic products in Germany and, if you like, about your own consumption behaviour and its consequences.

Exercise B:**Ghana - the world's electrical waste dump!****Learning objectives:**

- To express one's own opinion about a given topic
- To debate in groups about recycling electrical waste

Language level:

C1

Number of participants:

Unlimited

Time required:

30 minutes (depends on the number of participants)

Didactic methods:

Translation, Debate

Learning aids:

Pictures (master copies on CD)



Developed countries have the best recycling systems, but when it comes to electronics, it is cheaper for these countries to export the waste to Africa or other developing countries.



- What is electronic waste?
- Should second-hand or old electronic equipment be shipped to Africa?
- Everyone is caught up in this; even if we feel like we are far away from the problems of the global south. We all buy new phones, computers, televisions and so on, but do we consider where our used equipment goes to? Do we think it is all recycled in Germany?

Form two groups: one group is in favour of exporting electrical equipment to developing countries, and the other is against it. Debate this topic and your teacher will watch out for grammatical mistakes. The pictures below may help.



Exercise C:**The adoption and usage of technology****Learning objectives:**



- To practice text comprehension and oral skills
- To form an opinion and to practice argumentative discussion orally


Language level:


- To compare the usage of media in Ghana and Germany

Number of participants:

- To reflect on the effects of digital technology

Time required:
 C1
Didactic methods:
 Unlimited
Learning aids:
 45 minutes

 working with texts, group discussion

 "New Media Practices in Ghana" informative text

Read the following text and discuss questions in the group.

New Media Practices in Ghana

University of Washington—Levels of digital technology use amongst the general Ghanaian population are limited by the sparseness of existing infrastructure, although significant strides have been made in recent years (fuelled by industry deregulation and restructuring). Ghana was one of the first African countries to be connected to the internet in 1989/90. For most internet users, public venues (mainly internet cafés and telephone centres) are the primary source of access – the cost of shared access has continued to decline making this the most cost-effective option for the population. Until the mid-2000s residential broadband lines were virtually non-existent. Though generally priced out of the reach of most residents, there are now several companies offering broadband and wireless internet packages to households. In 2007, there were 16,200 broadband subscribers, 23,400 internet subscribers and 880,000 internet users in the country (ITU, 2009). While internet cafés are the primary way to access the internet, telephones are by far the main means of communication. Landline infrastructure is poor – in 2007 there was just over one landline for every 100 inhabitants. The deficiency has been filled by mobile telephones, which reportedly have 12 million subscriptions (Wireless Federation, 2009) - a penetration rate of over 50%. Amongst the digital media in Ghana, mobile phones have probably received the most attention from researchers and journalists recently. This attention has arisen from the innovative ways in which users are adapting this particular gadget to their everyday needs. Even so, compared to the work that has been done in other regions, there is a relatively limited amount of literature on the use of digital technologies in Ghana.



- What surprised you about the text?
- Is this rapid growth in mobile phone usage positive for Ghana? Give some reasons why or why not.
- What is mobile phone usage like in Germany?
- How do you see the world in 10 years from now in terms of the different aspects of digital technology?

Conclusion:**The effect of globalisation****Learning objectives:**

- To read out a foreign text aloud
- To practise listening comprehension
- To present arguments
- To reflect on impact of modern media

Language level:

C1

Number of participants:

Unlimited

Time required:

40 minutes (depends on the number of participants)

Didactic methods:

Working with texts, interview panel

Learning aids:

"Interview" text



- How does globalisation connect to modern media?

The text below summarises the advantages and disadvantages of the effects of modern media on Ghana.

Choose two participants to read the interview aloud to the group, in the roles of the interviewer and Esther.

Interview

Interviewer: Esther, what do you think of the role of modern media in Ghana?

Esther: The modern media plays a large role in globalisation in Ghana and one of the major things that have changed during my lifetime is the growing attachment to media like the internet, TV and the radio. It has changed people's lives and has brought the Western world to Ghana. Because of the impact of the internet and telecommunication systems, news from all over the world reaches Ghana in seconds.

Interviewer: How do you experience the impact of this growing attachment to media?

Esther: It is good that everyone is learning, or at least, has an idea of how the internet works, but it should be done in the right way. Ask a ten year-old child if he/she knows how to get information about his/her country and he/she will tell you that he/she does not know. Ask him/her to play a game with the computer and he/she has already won the game.

Conclusion: The effect of globalisation

Interviewer: How do you think growing media consumption will affect the situation in Ghana?

Esther: This aspect of globalisation has a negative influence in Ghana. The modern lifestyle of the Western world is now overshadowing Ghanaian culture. Let us take a critical look at our homes. It is a well-known fact that on average, every Ghanaian home has at least one television and/or a radio set. Children, and even adults, spend their time watching Hollywood films and musical clips that are very different from reality and this makes them unsatisfied with their current living situation. Many people in Africa leave their countries for the “perfect Europe”, wanting a good life there. Some people pay with their lives or risk dangerous journeys to get to Europe. This is not only a problem for Africa but also for Europe. Africa loses educated people who would be needed in their own countries to support their development. Europe has to deal with the numerous refugees. Another problem is that Ghana needs used electrical appliances, because the average earner cannot afford to buy a new television or computer and therefore has to depend on the second-hand items from Europe. Africa, however, does not need to be turned into a refuse dump for the Western world.

Discuss about the following questions.



- *How do you consider the role of modern media in Germany? Do you see changing trends? Try to find specific examples.*
- *What are your thoughts about the fact that many Africans aspire to come to the “perfect Europe”? Discuss the causes and effects and consider the role of modern media.*



Solutions and further information

*Electronic technologies and it's effects
on Ghana*



Solution**Exercise A:****The results of cheap recycling**

ILLEGAL, POISONOUS AND LUCRATIVE European e-waste in Ghana

By Samuel Burri

Scrap electrical appliances are finding grateful purchasers in developing countries. However, a part of the exported second-hand goods are in fact beyond repair and end up in scrapyards in the destination country – with dire health consequences.

The column of smoke in the capital city of Accra can be seen from miles away. A little bit closer and you can smell it too – the stench of acrid smoke. The cause of this smoke is burning cables. The cables are burnt by children at the scrapyard in the suburb of Agbogbloshie.

„My name is Razat. In my company, we burn out copper. We buy cables, then we burn off the plastics. We're making profit“

On a good day, Razat earns up to ten Cedi from selling copper; this is equivalent to five euros. And this is more than the average income in Ghana. Easy money for young people from poor backgrounds. But this profit comes at a price to their health. The ground in Agbogbloshie is polluted with heavy metals and the smoke from the plastic is toxic; even 16-year-old Kwesi knows that: „When the smoke gets in your nose, you become ill. Your eyes and nose hurt. But if we don't do it, we don't have anything to eat.“

Burning cables in Ghana is only a small part of the worldwide problem of e-waste. The UN Environment Programme (UNEP) estimates that 40 million tonnes accumulate every year – computers, monitors, mobile phones, televisions, fridges etc. Parts of the appliances which are no longer needed end up in developing countries where they are resold, repaired or disposed of in ways which are not particularly environmentally friendly. The Öko Institut in Freiburg (Germany) estimates that 15% of the used electronic appliances that are sent to Ghana are scrap; this is equivalent to 22,000 tonnes each year. Hundreds of monitors and fridges line the streets of the Ghanaian port city of Tema. In front of Isaac Osei's shop, three transporters of fridges are being loaded. E-waste? In his shop? Isaac objects:

„All of my goods have been checked. Everything works! And what's more these are better than those from China! Even the rich and the middle class buy from my shop.“

Next door Isaac Darko Kwapo is just closing his computer shop. He receives his goods at the harbor from dealers he doesn't know.

„You need to be lucky, sometimes only half of a shipment still works. Some middlemen are cheats, others aren't. But it's still profitable for us.“

The Öko-Institut states that 20,000 to 30,000 jobs in Ghana depend on trading and recycling used electrical appliances. It is a multi-million euro business.

Ghana's government has recognised the problem. Ghana's government has recognized the problem. But there isn't any money for implementing possible measures, such as better checks on imports. Joseph C. Edmund from the Environmental Protection Agency in Ghana is hoping for private sector involvement.

Sources

Introduction A: Television, MP3 players, dishwashers...

Sey, Araba "*New Media Practices in Ghana*". International Journal of Communication 5 (2011), 380–405 1932-8036/20110380. University of Washington. Copyright © 2011 (Araba Sey). Licensed under the Creative Commons Attribution Non-commercial No Derivatives (by-nc-nd). Available at <http://ijoc.org>.

Pictures:

p. 102: The apprentices/ television repair man: Cohn, Adam [<http://www.flickr.com/people/adamcohn/>]

p. 103: Cellphone repair centre: nchenga nchenga [<http://www.flickr.com/people/chiperoni/>]

Introduction B: Trying to catch up with the modern world

http://futuresoflearning.org/index.php/Firda_08/tag/ghana

Exercise A: The results of cheap recycling

Burri, Samuel 2011. "*Illegal, giftig und lukrativ – Europäischer Elektroschrott in Ghana*", Online. [www.dradio.de/dlf/sendungen/umwelt/1486936/] (22.09.2012).

Exercise B: Ghana - the world's electrical waste dump!

Pictures, p. 106:

Electrical waste, Reconstruction, Water pipe: Christina Schröder/ Südwind

Street-trader: Cooke, Chef [<http://www.flickr.com/>]

Electrical workshop: Cohn, Adam [<http://www.flickr.com/people/adamcohn/>]

Exercise C: The adoption and usage of technology

Pictures, p. 107:

Three men with cellphones: Banks, Ken [<http://www.flickr.com/people/kiwanja/>]

Woman showing cellphone: Banks, Ken [<http://www.flickr.com/people/kiwanja/>]

Woman with mobile phone on the market: Popplewell, Georgia [<http://www.flickr.com/photos/georgiap/4011932303/in/photostream/>]

Conclusion:

Picture:

p. 109: Wolf, Sarah [<http://sarah-und-sandro-in-ghana.blogspot.de/>]

Further information

Burrell, Jenna 2012. *Invisible users – Youth in the Internet Cafes of Urban Ghana*, London.

Hans-Bredow-Institut (ed.) 2009. *Internationales Handbuch Medien*, Baden-Baden.

Löffelbein, Kai 2011. *Ghana: Unser Müll in Afrika*, Online. [<http://www.unicef.de/aktionen/unicef-foto-des-jahres/1-preis-kai-loeffelbein/>] (22.09.2012).

Planet Wissen n.d. *Elektroschrott in Ghana*, Online. [www.planetwissen.de/alltag_gesundheit/werkstoffe/metallrohstoffe/video_elektroschrott_ghana.jsp] (22.09.2012).

Südwind n.d. *Elektromüll in Ghana*, Online. [www.suedwind-agentur.at/start.asp?id=228137&b=290] (22.09.2012).

Zeppenfeld, Werner 2010. *Das Geschäft mit dem Elektroschrott*, Online. [<http://www.swr.de/odyssey/-/id=1046894/nid=1046894/did=6999254/1ntlccb/index.html>] (23.09.2012).

Hans-Bredow-Institut (Hrsg.): *Internationales Handbuch Medien*. Baden-Baden: Nomos, 28. Auflage 2009.



Impressum

Herausgegeben vom Institut für Internationale Zusammenarbeit des Deutschen Volkshochschulverbandes (dvv international)



Redaktion: Katrin Koops

Konzept, Bearbeitung: Pia Kranz

Layout: Jenny Lalvani

Druck: in puncto druck+medien gmbh, Baunsscheidtstr. 11, 53113 Bonn

Mit Namen und Signum gezeichnete Veröffentlichungen sind jeweils Meinung des Verfassers, nicht unbedingt auch die des Herausgebers und der Redaktion. Nachdruck, auch auszugsweise, bitte nur nach Absprache mit dem Herausgeber. Belegexemplar wird erbeten. Weitere Exemplare können bei dvv international bestellt werden.

Obere Wilhelmstr. 32, D-53225 Bonn

Telefon(0228) 97569-0; Telefax (0228) 9756955

info@dvv-international.de

www.dvv-international.de

Der Herausgeber ist für den Inhalt allein verantwortlich.

Diese Publikation wurde durch Mittel des Bundesministeriums für wirtschaftliche Zusammenarbeit und wirtschaftliche Entwicklung gefördert:



Gedruckt auf 100% Recycling Papier