



CONNECTING CLASSROOMS



Quality Education for all Children

Improving schools through collaboration,
communication, citizenship and leadership

www.britishcouncil.org/connectingclassrooms

QUALITY EDUCATION FOR ALL CHILDREN

Improving schools through collaboration, communication, citizenship and leadership

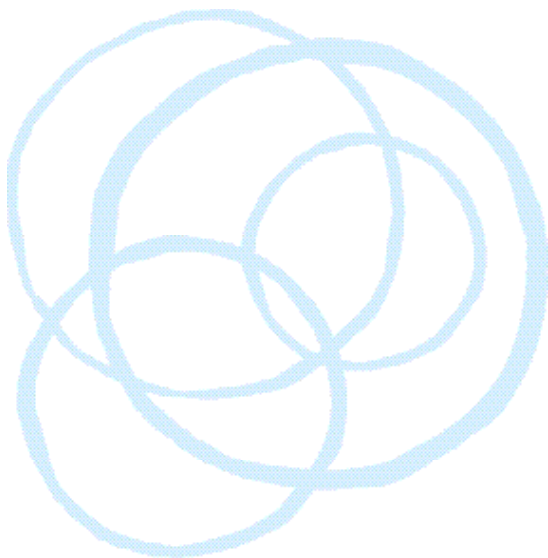
WHAT YOU WILL FIND HERE

A template project on the theme of education to facilitate the development of pupils' core skills, specifically communication, collaboration, citizenship and student leadership.

The project can be connected to a variety of curriculum areas such as English, social studies, geography, languages, or art and design. These materials can be used with an overseas partner school or without one, and instructions are provided on how to best use the resources.

This project focuses on Sustainable Development Goal 4, which aims to 'ensure inclusive and equitable quality education and promote lifelong opportunities for all'.

A planning template has been created to support the project, allowing the adaptation of materials that have been provided. This template also enables the evaluation of the collaborative project, if two partner schools work together on this unit.



OVERVIEW

According to UNESCO data, at the end of 2013, there were 124 million children and young adolescents (aged 6-15 years), who had either never started school or had dropped out. This was two million higher than in 2011. Of this number, 59 million were primary school age, while 65 million were secondary school age.¹ More recent figures are available if needed as follows:

According to UNESCO data, at the end of 2016, there were 124 million children and young adolescents (aged 6-15 years) who had either never started school or had dropped out. This was two million higher than in 2011. Of this number, 63 million were primary school age, while 61 million were secondary school age.

Furthermore, going to school is no guarantee of learning, as it is estimated that 250 million children worldwide are unable to read, write or count well, even if they have been to school.² This is why the new education goal in the Global Goals for Sustainable Development (SDG) focuses not just on access to education, but also on inclusive and equitable quality education.

Inclusive and equitable quality education is an issue of importance to every school in every country, and this unit combines knowledge about this issue on a global scale with tasks that focus on pupils' own schools, wherever they are. By understanding the situation regarding different parts of the world, pupils will have the opportunity to understand their own situation through alternative perspectives. As well as obtaining knowledge about education in this unit, pupils have the chance to make proposals and take action within and beyond their schools, which will help in developing their core skills.

The lesson plans and learning materials presented here can be adapted to the context of each school, the age of the class, and the needs of specific pupils. Teachers are encouraged to be creative in their use of the plans and materials, using their professional judgement and experience to make changes and revisions for their own contexts.

AGE RANGE

7-11 years (could easily be adapted for 11-14 years).

TIME

Ten lessons of 60 minutes each (core lessons 1-5, optional lessons 6-10).



LEARNING OBJECTIVES AND CURRICULUM ALIGNMENT

This unit is designed to support the development of both knowledge and skills. The knowledge is about education, organised around Sustainable Development Goal 4, which aims to ‘ensure inclusive and equitable quality education and promote lifelong opportunities for all’. In particular, pupils will learn about access to education, and will think about what inclusive, equitable, quality education means. The main skills that can be learned through this unit are core skills such as collaboration and communication, citizenship, critical thinking and student leadership. We recommend that teachers identify opportunities to include this knowledge and these skills within their school’s curriculum; this may be in social studies subjects, English, languages, art and design or other areas.

Suggested learning outcomes

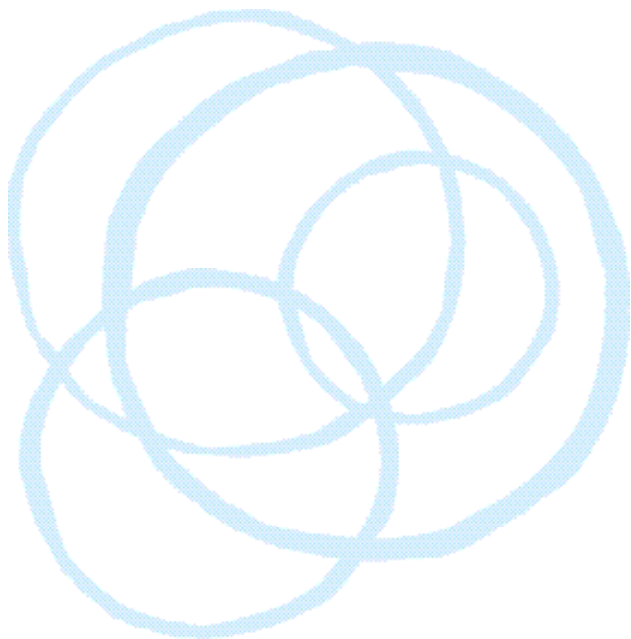
By the end of the unit, pupils will be able to:

- discuss reasons why some children do not go to school, and think of possible ways of addressing these issues
- discuss what makes a school inclusive and equitable, and what quality education means
- design, create and present a group poster or presentation on inclusive and equitable schools
- explain some of the education issues facing refugees, and take action to contribute to improvement of education for refugees.

Please add your own learning outcomes and, if necessary, revise the suggested outcomes above.

If this unit is being done together with a partner school in another country, pupils may also be able to:

- develop multiple perspectives on inclusive and equitable education by sharing and comparing ideas about education with pupils in a different context
- collaborate across cultures to take action to contribute to the improvement of education for refugees.



PLANNING THE UNIT AND COLLABORATING WITH COLLEAGUES

Summary

Here are the suggested steps for planning the unit and collaborating with other teachers in your school or a partner school:

1. What do we want pupils to learn?
2. What would be the best way for them to learn this?
3. How will we know what they have learned?
4. What resources do we need?
5. What did pupils learn during the unit?
6. What other reflections do we have about the unit?

The suggested plans for this unit are structured as two sets of five lessons each.

In the first set (Lessons 1-5), the aim is for pupils to explore key concepts of Sustainable Development Goal 4: Education, and to think about this goal in the context of their own school. After discussions and watching videos / reading about out-of-school education, quality education, and inclusive and equitable education, pupils apply the concepts to their own school. Pupils' learning culminates in a visual and oral presentation of inclusion and equity in their school. In the process, pupils think about and put into practice skills of collaboration and communication, citizenship, critical thinking, creativity and imagination, and leadership.

In the second set (Lessons 6-10), pupils build on their learning from the first set to examine a specific issue in greater depth. The issue to be examined here is education for refugee children. Using the concepts of access, quality, inclusion and equity covered in the first set, pupils will revisit some of the skills and activities practised in earlier lessons, expand the scope of their inquiry, and will plan, implement and evaluate an initiative to take action at community, national or international level.

The two sets of lessons stand alone but are designed to be cyclical so that learning and skills from the first set can be deepened and practised in the second set.

Plans and learning materials that have been created for this unit:

Lesson 1:

Why can't some children go to school?

Lesson 2:

What is 'quality education'?

Lesson 3:

How can schools make sure that all children feel they belong and are being treated fairly?

Lesson 4:

Our inclusive and equitable school.

Lesson 5:

Sharing learning.

Lesson 6:

Why is education important?

Lesson 7:

Syrian refugees – what kind of education do children have?

Lesson 8:

What can we do to improve the situation?

Lesson 9:

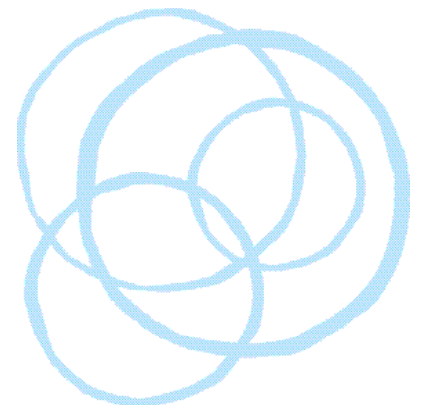
Take action.

Lesson 10:

What did we do, how well did we do it, and what have we learned?

PowerPoint presentation:

A series of slides to support teaching and learning.



TEACHER'S PLANNING TEMPLATE

This can be used individually, in collaboration with colleagues in your school or your own country, or with teachers teaching the same unit in your own country or another country.

Question	Notes	Your thoughts
<p>1. What do we want pupils to learn?</p>	<p>Think about the most important learning objectives for this unit.</p> <p>Read through the materials that have already been created and consider what is most important for your pupils to learn.</p> <p>Reflect on the suggested learning outcomes and the core skills they are intended to develop, and revise them as necessary for your own context.</p> <p>Consider how this unit can fit with your National Curriculum and identify how the learning outcomes and content can meet the requirements of your National Curriculum or guidelines.</p> <p>Be realistic about the time that you have available for this unit and what can be achieved in that time.</p>	
<p>2. What would be the best way for them to learn this?</p>	<p>Given the learning outcomes you have decided on, think about the learning activities that would be most effective for your students, for example:</p> <p>How does this unit link to previous learning, in terms of knowledge or skills?</p> <p>What is the best way to approach the topic of inclusive and equitable education with pupils in your class or school?</p> <p>Do any of the pupils in your class have experience of education in other countries that could provide additional perspectives on this unit?</p> <p>Is this likely to be a sensitive topic for any of the pupils in your class? If so, how can you address this?</p> <p>How can you use this unit to develop collaboration and communication skills?</p> <p>How can you use this unit to develop other core skills?</p> <p>How can you help pupils to succeed in their projects?</p> <p>How can you facilitate sharing of the pupils' learning and work?</p>	

Question	Notes	Your thoughts
<p>3. How will we know what they have learned?</p>	<p>Given the learning outcomes you have decided, think about assessment.</p> <p>How will you find out what your pupils already know about this topic before the beginning of this unit?</p> <p>Consider what sort of evidence you would need to see that pupils have learned the knowledge, skills or attributes you would like them to learn.</p>	
<p>4. What resources do we need?</p>	<p>Given the learning activities you are planning, think about the resources you will need.</p> <p>People – who would you like to engage in the unit, so that pupils can learn more about education in their own context and in other contexts?</p> <p>Written materials, music, art, media materials – what additional materials would be beneficial to your pupils in this unit?</p> <p>Places and resources – where do you need to do the activities, and are all the required resources available?</p>	
<p>5. What did pupils learn during the unit?</p>	<p>During and after the unit, think about what pupils learned as part of this unit.</p> <p>To what extent did pupils achieve the learning outcomes of this unit?</p> <p>What other outcomes were achieved? What else did pupils learn?</p> <p>Were pupils confused about anything?</p> <p>Which parts of the unit needed more time or attention than expected?</p>	
<p>6. What other reflections do we have about the unit?</p>	<p>During and after the unit, think about what went well with this unit and what could have been done differently, for example:</p> <p>Which learning experiences were particularly valuable?</p> <p>Were the learning activities appropriate? What worked well?</p> <p>What would you do differently next time?</p>	

PREPARATION REQUIRED FOR EACH LESSON

Lesson 1

1. PowerPoint presentation.
2. Access to internet or download the video clip in advance.*
3. Access to a board.
4. Copies of feedback sheet for each child
(Resource sheet 1)

Lesson 2

1. PowerPoint presentation.
2. Large sheet of paper or cardboard for a poster.
3. Slips of paper to put on the poster.

Lesson 3

1. PowerPoint presentation.
2. Access to internet or download the video clip in advance.*
3. Copies of **Resource sheet 2**, if this will be used.
4. The organisation of people to interview (pupils in other classes, Student Council representatives, teachers, principal or headteacher, other staff etc.) between Lesson 3 and Lesson 4.

Lesson 4

1. PowerPoint presentation.
2. Materials and resources for creating poster presentations and PowerPoint presentations or alternative forms of presentation.
3. Organisation of the opportunity for pupils to present their work to an audience in the school in Lesson 5.

Lesson 5

1. Organisation of the place and schedule for oral presentation of work.
2. Camera or video to record oral presentations, if applicable.
3. Copies of **Resource sheet 3** for each child.

Lesson 6

1. PowerPoint presentation.
2. Access to internet or download the video clip in advance.*
3. Copies of **Resource sheet 4** for each child.
4. Slip of paper for each child to write a question.

Lesson 7

1. PowerPoint presentation.
2. Access to internet or download the video clip in advance.*
3. Copies of **Resource sheet 5** for each child.

Lesson 8

1. PowerPoint presentation.
2. Access to internet if you want to show different organisations' websites in discussion about ideas for action plans.
3. Copies of **Resource sheet 6** for each group.
4. Pupils may need help with resources to organise aspects of their action projects.

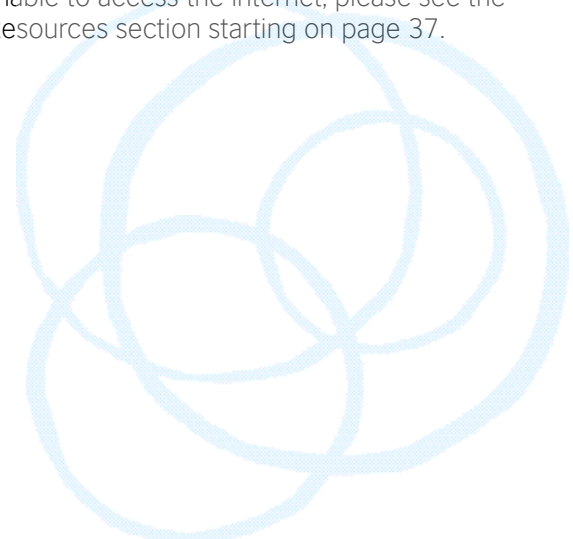
Lesson 9

1. Depends on action projects.

Lesson 10

1. PowerPoint presentation.
2. Copies of **Resource sheet 7** for each group.
3. Copies of **Resource sheet 3** for each child.

*If you are unable to access the internet, please see the Alternative Resources section starting on page 37.



LESSON 1

Why can't some children go to school?

PUPILS WILL:

By the end of this lesson, pupils will be able to:

- share what they already know about out-of-school children
- tell someone how many children in the world are out of school
- discuss reasons why some children cannot go to school, or leave school early
- propose possible ways of addressing some of the reasons children cannot attend school.

LEARNING ACTIVITIES

In this lesson, pupils will:

- find out what they will be learning in this unit
- share existing knowledge related to out-of-school children
- learn how many children in the world are out of school
- learn about reasons why some children do not go to school
- propose ideas for addressing some of these reasons
- complete a feedback activity.

NOTES ON CORE SKILLS

Core skills are integrated into every lesson, and it is helpful if teachers can make explicit reference to the development of core skills as they go through the unit. To facilitate this, brief notes on which core skills are being developed are provided at the beginning of each lesson.

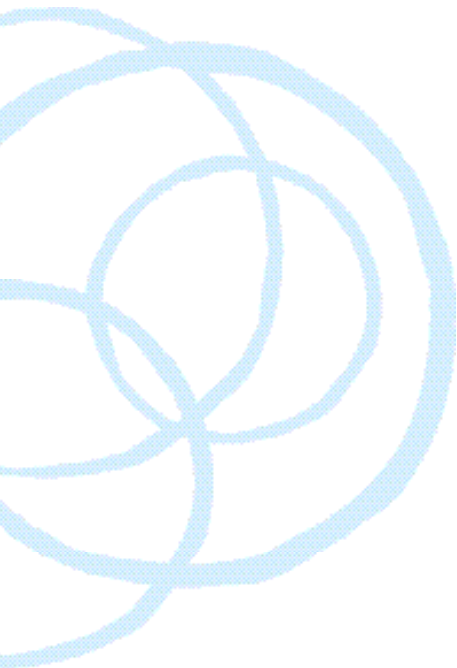
Communication – in discussions encourage participation, active listening, and building on previous comments, for example 'I agree with what Maya said, but I also think.....'. In small group discussions encourage all pupils to suggest and explain ideas, and to listen and respond constructively to others.

Collaboration – working with a group to collate information, and to share and generate ideas.

Critical thinking – encourage children to evaluate their sources of knowledge and information (Step 2), plus to use their knowledge and the video to think about why adolescents are more likely than younger children to be out of school; for example, they are able to do more physical and practical work so there is more pressure for them to help their families (Step 4).

Creativity and imagination/critical thinking – encourage pupils to imagine different situations and think of a variety of reasons why children might not be able to go to school.

Citizenship – thinking about the roles of different people in society in addressing problems (Step 5).



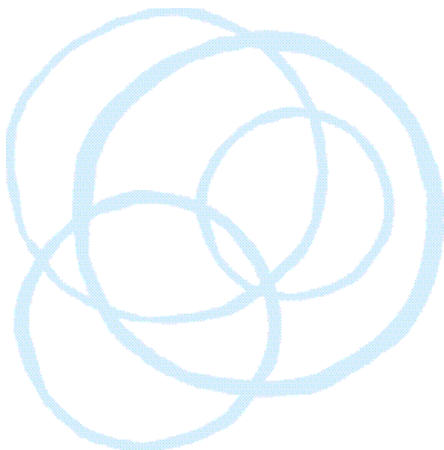
LESSON 1

Why can't some children go to school?

Step 1

Find out what we will be learning (5 minutes)

1. Introduce the topic, the global scale of the topic and the fact that education is an experience shared by most children in the world, for example:
 - Where do you spend most of your time in the day?
 - What are you doing at school every day?
 - What do you think children in France are doing most of their day?
 - What about children in China?
 - What about children in India?
2. Explain that in this unit we will be learning about schools and education in different parts of the world, and will be thinking about how to make education even better for children. Explain that, in the process, pupils will be practising skills such as communication, collaboration, citizenship, leadership, critical thinking and problem solving, and creativity. If you are doing this unit in collaboration with a partner school, explain that pupils will have the chance to learn more about their partner school, discuss ideas with pupils in the partner school, and work together on a proposal to improve education.
3. Explain that the United Nations and leaders all over the world think that education is very important, and that it is one of the main Sustainable Development Goals that the world has agreed to work towards.
4. Explain the learning outcomes of this lesson.



Step 2

Share existing knowledge related to out-of-school children (10 minutes)

1. Ask the class what they know about children who can't go to school. Ask where they obtained the knowledge. Develop discussion to think about reasons why children can't go to school. Try to include all pupils in the discussion, encourage active listening, and model positive feedback.

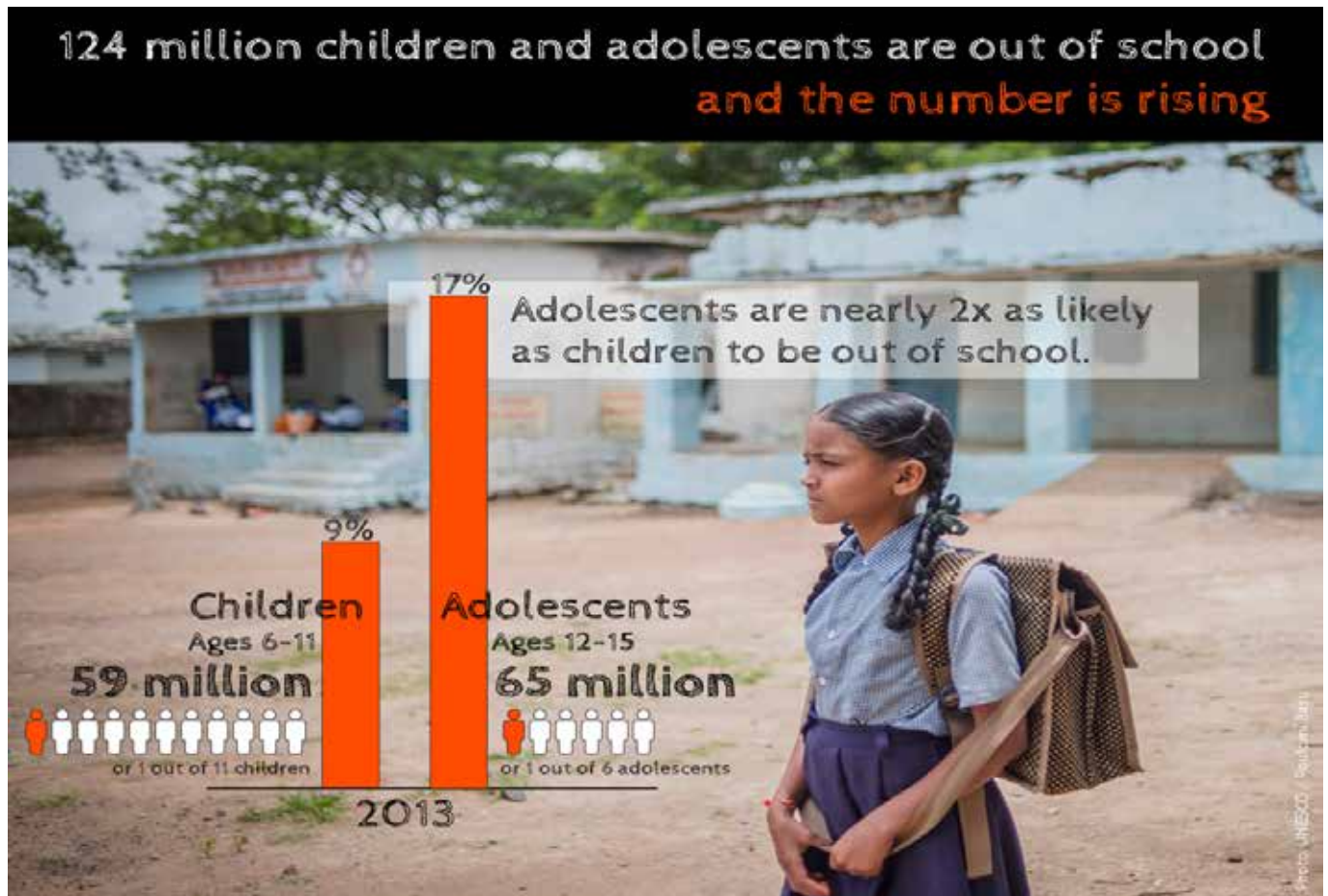
Step 3

How many children can't go to school in the world? (10 minutes)

1. Ask the class how many children there are in their school, then ask them to guess how many children in the world cannot go to school. Play 'higher, lower' until someone guesses the right number, for example:
 - Teacher: How many children do you think there are in the world who can't go to school?
 - Pupil: 20,000.
 - Teacher: Higher.
 - Pupil: One million.
 - Teacher: Higher.
 - Pupil: 300 million.
 - Teacher: Lower, etc. (Note: the answer is 124 million, at 2016 estimates.)
2. Use a group quiz with older children to raise awareness of the scale of numbers. Ask how many times the number of children in this school is the total number of children out of school.
3. Explain that this means that one out of every 11 children aged 6 to 11 is not in school, and show infographic on next page. Relate this to the class by asking pupils to work out how many children in their class would not be able to go to school at this ratio.

ALL IN SCHOOL

The Global Initiative on Out-of-School Children



Source: <http://allinschool.org/wp-content/uploads/2015/04/OutofSchoolChild-English-Ig.png>

Please note that by the end of 2016 these figures had changed to: 63 million children aged 6-11 and 61 million adolescents aged 12-15.

Step 4

Watch the video about reasons why some children do not go to school (15 minutes) or use the alternative non-internet lesson resource for Step 4 on page 37

1. Explain that we are going to watch a video made by UNICEF.
2. Split pupils into groups of three or four and ask them to focus on the reasons children give for not being able to go to school as they watch the video.
3. Show the video, entitled [You Know Me: Who is not in school and why in MENA?](#)³



Source: <https://www.youtube.com/watch?v=ZcelZk1tKxs>

4. After the video, give pupils five minutes in groups to make a list of the reasons given for not attending school.
5. Ask a representative from each group to write one reason on the board.
6. Once all the reasons are on the board, go back to the picture in slide 4 and ask pupils why they think adolescents are more likely than younger children to be out of school.

Step 5

Brainstorming possible responses to the reasons (10 minutes)

1. Ask pupils to work in groups to choose two or three of the reasons on the board, and think of ways to improve the situation. Get them to think about who needs to do what to address this reason.
2. Share ideas with the class.
3. Tell pupils that they will come back to some of these ideas later in the unit.

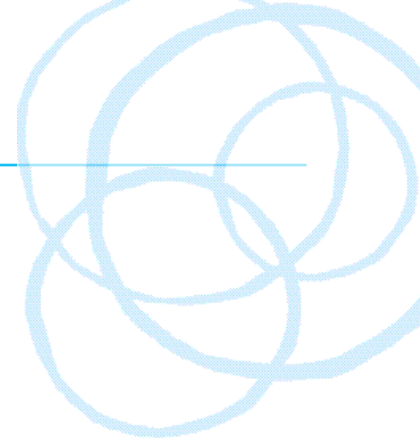
Step 6

Feedback activity (5 minutes)

1. Give out **Resource sheet 1** on page 30. Ask pupils to write their feedback. The content of this sheet is also shown on slide 6.
2. Collect the sheets, and use information as appropriate for subsequent lessons.

Potential collaboration with partner school

Compile the feedback from Step 6 and exchange with the partner school, or collect feedback in video form and send to the partner school. Compare feedback from both classes and discuss with pupils, highlighting both similarities and differences.



LESSON 2

Quality education

PUPILS WILL:

By the end of this lesson, pupils will be able to:

- tell someone that quality education is part of the Sustainable Development Goals
- discuss their own opinions on quality education
- compare their opinions with global priorities in quality education
- collaborate to brainstorm and categorise elements of quality education.

LEARNING ACTIVITIES

In this lesson, pupils will:

- learn that quality education is one of the Sustainable Development Goals
- think about their own ideas of quality education, and share ideas with classmates
- learn about the global priorities for quality education, and compare this with their own ideas
- create a class poster of quality education words and images.

CORE SKILLS

Communication and collaboration – being able to work in a group to generate and share ideas, listening and responding to the ideas of others.

Critical thinking – thinking critically about the notion of quality from different perspectives. Comparing and contrasting ideas, and thinking about reasons for similarities and differences.

Citizenship – learning why it is a challenge to provide basic social services (quality education) in some contexts.

Step 1

Quality education as a Sustainable Development Goal (10 minutes)

1. Ask pupils if they have heard of the Sustainable Development Goals, and explore their current knowledge, for example:
 - Has anyone ever heard of the Sustainable Development Goals?
 - What do you know?
 - What do you think they might be?
2. Show pupils the SDG summary on the next page, on slide 8 or [online](#).⁴ Explain that these are the goals for the whole world to achieve by 2030. Tell the pupils approximately how old they will be then.
3. Point out Goal 4: Quality Education. Explain that this is the topic for today's lesson.

Step 2

Ideas about what 'quality education' is (15 minutes)

1. Quality is a global goal, but what does 'quality education' mean? Ask pupils to think about this question, and make a note of their own ideas individually.
2. Then ask pupils to discuss in groups:
 - What is quality education?
 - What is the difference between good-quality education and bad-quality education?
 - What do we need for quality education?
3. Ask each group to present their ideas, and note important points on the board.

SUSTAINABLE DEVELOPMENT GOALS



Source: <http://www.globalgoals.org/#the-goals>

Step 3

Learn about global priorities in quality education (15 minutes)

1. Show pupils the infographic on quality education on the next page or on slide 9. Explain that these are the global priorities for global education. Go through some of the important points, helping pupils to understand the points being made. Ask pupils to think about the similarities and differences with their own opinions.

- What is similar?
- What is different?
- Why?

Encourage pupils to think about the different contexts of education globally, while recognising the shared aims and goals of education across the world.

Step 4

Create a class poster of quality education words and images (20 minutes)

1. In groups or as a class, create a poster representing quality education. Give each pupil a slip or two of paper, and ask them to write phrases or draw images to represent quality education.
2. Stick all the contributions on to a large sheet of paper or card, and display in your school.

Potential collaboration with partner school

If possible, complete Step 3 with an exchange of ideas about quality education. Compare similarities and differences and think about why they exist. If necessary, ask the partner school to explain more about their ideas.

Do Step 4 as indicated and send a photo to the partner school, or exchange short video letters to introduce the ideas on the poster, or explain the posters to each other on Skype. Give feedback to each other.



QUALITY EDUCATION

LEARNING OUTCOMES

It has been estimated that ...



38%
of children are not learning the basics in reading and mathematics

OVER **ONE-HALF** of them have spent 4 years in school



TRAINED & SUPPORTED TEACHERS NEEDED

1.4 MILLION new primary teachers needed in 2015
....and over.....
3.4 MILLION more needed by 2030

28 COUNTRIES will not have enough primary school teachers by 2030

Average teacher salaries are below **US\$10 per day** in 8 countries



In $\frac{1}{3}$ of countries with data, less than $\frac{3}{4}$ of existing teachers are trained to national standards

GOOD CONDITIONS NEEDED

SAFE SCHOOLS

TEXTBOOKS

EQUIPMENT

BASIC KNOWLEDGE

PROBLEM SOLVING

COGNITIVE, SOCIAL AND EMOTIONAL SKILLS

RESPECT FOR HUMAN RIGHTS

CREATIVE THINKING

CULTURAL DIVERSITY

WATER

TOILETS

ELECTRICITY

Credit: UNESCO/World Education Forum

LESSON 3

How can schools make sure that all children feel they belong and are being treated fairly?

PUPILS WILL:

By the end of this lesson, pupils will be able to:

- explain what inclusive and equitable education means
- discuss barriers to inclusion and equity
- conduct a survey on inclusion and equity in their own school.

LEARNING ACTIVITIES

In this lesson, pupils will:

- discuss the meaning of inclusive and equitable education
- watch a video about children with disabilities in Sierra Leone and Indonesia, or, as a non-internet alternative, collect and discuss pupils' knowledge about children with disabilities
- think about who might feel excluded or unfairly treated in different situations
- plan interviews on pupils' and teachers' opinions about inclusion and equity in their own school

Between this lesson and the next lesson pupils will carry out their interviews.

CORE SKILLS

Communication – explaining and understanding concepts that may be unfamiliar (Step 1), sharing ideas on a sensitive topic with consideration for other people. Also, practising empathy by imagining oneself in another's shoes, which is an important element of intercultural communication (Step 3). Planning the right questions to obtain useful information and learning about interview techniques (Step 4). Conducting an interview (after this lesson).

Collaboration – learning vocabulary and concepts that are important for successful collaboration (Step 1), understanding the importance of collaboration in achieving inclusion.

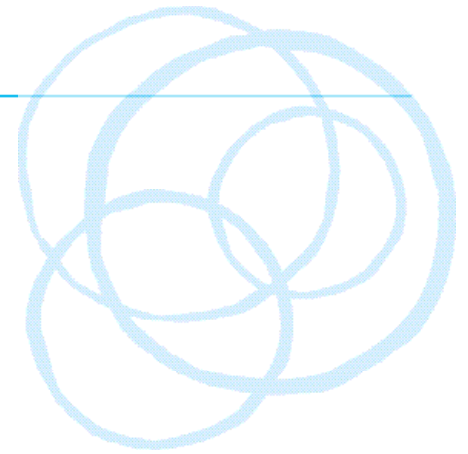
Citizenship – discussing concepts that are central to citizenship, and issues of responsibility for facilitating inclusion, through overcoming barriers faced by people with disabilities.

Creativity and imagination – imagining what it is like to be in a different situation (Step 3).

Sustainable Development Goal 4

Ensure inclusive and equitable quality education and promote lifelong opportunities for all.

<http://www.globalgoals.org/#the-goals>



Step 1

What does inclusive and equitable education mean? (10 minutes)

1. Start by drawing pupils' attention back to the previous lesson and the poster they created. If there are words and images on the poster that relate to inclusive and equitable education, point them out and say that this is going to be the focus of today's lesson
2. Show the statement on the previous page or slide 11. Remind pupils of the SDG Quality Education. On the previous page show the statement that explains the goal: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*
3. Ask pupils if they know what inclusive and equitable mean. Prompt if necessary, for example:
 - What other word does inclusive sound like?
 - What does include mean?

Elicit pupils' ideas about including everyone and things being fair for everyone.

4. Make sure all the pupils are familiar with the words by giving some examples:
E.g. A group of boys are playing soccer and then a girl decides she wants to join in, but the boys say she can't because she's a girl.
 - Are the boys being inclusive?
 - Why not?
 - Is it equitable?
 - Why not?

Then ask pupils if they can think of examples of people being inclusive and equitable, or examples of people being neither.

5. Summarise definitions, for example:
 - In school, inclusive means that everyone belongs and everyone is valued, and equitable means that everyone is treated fairly.

Step 2

Children with disabilities - either use the plan below or use the alternative non-internet lesson resource for Step 2 on page 37 (15 minutes)

1. Tell pupils that one group of children that is often excluded or treated unfairly in many countries is children with disabilities.⁵ It is estimated that only ten per cent of children with disabilities are in school. However, many schools in many countries are trying to make education more inclusive for children with disabilities.
2. As they watch the video, ask pupils to think about some of the difficulties and challenges children with disabilities face even if they can go to school.
3. Show the video [Listen Up! Children with disabilities speak out](#)⁶ which shows several children with disabilities talking about their school life, mainly in Sierra Leone.



Credit: Plan International

Source: <https://www.youtube.com/watch?v=FjhF-pdJ8M>

4. After watching, discuss some of the challenges and difficulties faced by children with disabilities at school, for example:
 - physical (getting into classrooms or toilets)
 - studying and communicating (requiring sign language interpreters)
 - discrimination
 - isolation and not having friends.

What can be done to overcome these challenges and difficulties? Compare the situation in the video to own school.

Step 3

Thinking beyond disabilities about inclusion and equity (15 minutes)

1. Children with disabilities often face challenges in being included and treated equitably, but which other groups of children might feel excluded, or might feel they are not treated fairly? Ask pupils to think and share their ideas. Help pupils to express ideas with consideration for others, especially if there are pupils in the class who may feel anxious discussing this topic.
2. Take one of the examples given by pupils and ask them to imagine that they are a child in this particular group. Ask them how they might feel. Ask them what would help to make them feel more included, or make them feel that they are being treated fairly. Ask what others can do to create a more inclusive and equitable classroom.

Alternatively, link to refugee children as a group that might feel excluded. Ask the same questions about how it might feel to be a refugee child coming to a school with an unfamiliar language and culture for the first time. Then show an extract from a [video clip](#) about refugee children in schools in the UK.⁷ The section from 4:51 to 6:12 has pupils talking about how they felt in their first days in British schools.



Credit: Teachers TV: Refugee Kids
Source: <https://www.youtube.com/watch?v=rUofBJ6XYxl>
(section from 4:51 to 6:12)

3. Emphasise the point that creating an inclusive and equitable school needs to be done by everyone in the school, from the principal and teachers to every child.

Step 4

Plan interviews on pupils' and teachers' opinions about inclusion and equity in their own school (20 minutes)

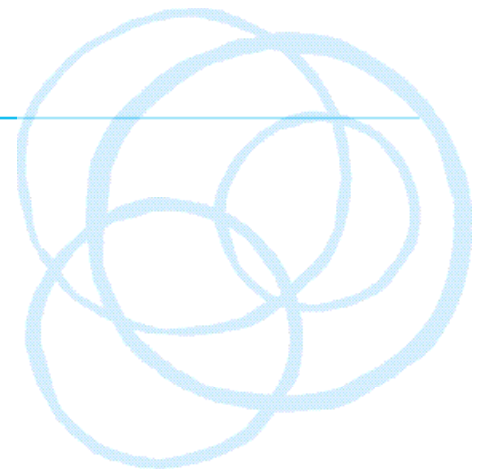
1. Tell pupils that they will be working together in the next lesson to make posters or presentations on ways to make sure their school is more inclusive and equitable for everyone, and that they will then present these to an audience in the school in the following lesson (whole school assembly, year group, another class, teachers, principal, headteacher, school council etc.). Before that, they are going to do a survey to collect opinions from a variety of people in the school.
2. Divide pupils into groups, and help them to choose who they are going to interview. This may be children in other classes, student council representatives, teachers, the principal or headteacher, or other staff.
3. Each group then prepares questions to ask their interviewees about creating an inclusive and equitable environment in school. **Resource sheet 2** on page 31 provides suggestions for questions (also shown on slide 14) but these can be changed or replaced depending on the situation and the interviewees.
4. Spend a few minutes talking with pupils about interview techniques, for example explaining the purpose of the interview clearly, listening carefully, not interrupting the interviewee, showing interest in the interviewee's answers, keeping eye contact, and thanking the interviewee at the end.

Important note

Between this lesson and the next lesson, each group will carry out an interview (or interviews) and record what they found out.

Potential collaboration with partner school

For Step 4, interviews could be planned jointly and conducted in both schools, then results can be compared across schools.



LESSON 4

Our inclusive and equitable school

PUPILS WILL:

By the end of this lesson, pupils will be able to:

- summarise and use data they have collected, and integrate this with their own opinions and knowledge
- create a visual presentation of their knowledge and ideas on inclusive and equitable schools.

LEARNING ACTIVITIES

In this lesson, pupils will:

- share their experiences and findings from the data collection
- plan a poster, PowerPoint or presentation on the theme of 'Our inclusive and equitable school'
- create the poster or PowerPoint or presentation.

CORE SKILLS

Communication – summarising, evaluating and reporting back to a group (Step 1), planning how to express ideas effectively through words and images (Step 2), and completing Step 3.

Collaboration – encouraging pupils to think about how they collaborated on the task (Step 1), working as a group to generate, plan and present ideas.

Creativity and imagination – presenting ideas and concepts creatively.

Leadership – thinking about effective ways of communicating ideas to influence others.

Step 1

Share experiences and findings from data collection (10 minutes)

1. Ask each group to share their experiences and some of the findings from data collection.

- Who did you interview?
- How did it go?
- What were some of the main points you found out?
- encourage pupils to listen to each other and compare others' findings with their own.



Step 2

Plan a poster, PowerPoint or presentation on the theme of 'Our inclusive and equitable school' (15 minutes)

1. Tell pupils when they will be presenting their posters or presentations (Lesson 5), and to whom (whole school assembly, year group, another class, teachers, principal or headteacher, student council etc.).
2. Pupils work in their groups (or two groups combined) to plan their presentations. Key questions to think about are:
 - What are the main ideas you want to present?
 - Who are you presenting these ideas to?
 - How can you present the ideas most effectively to this audience?
3. Help pupils as they plan their presentations. The questions above are shown on slide 15 if it would be helpful to display them.

Step 3

Create a poster, PowerPoint or presentation (35 minutes)

1. Once the group has a clear plan for their presentation, they can start working on it.
2. As pupils work on their presentations, remind them of inclusive and equitable behaviour as they work collaboratively on the task. Praise them when this occurs: this helps to raise awareness that it is important to do as well as to say.
3. Remind pupils to think about the best ways to present their written posters or presentations orally to an audience as they will be doing this in the next lesson.

Potential collaboration with partner school

For Step 3, interviews could be planned jointly and conducted in both schools, then results can be compared across schools.



LESSON 5

Sharing learning on inclusive and equitable schools

PUPILS WILL:

By the end of this lesson, pupils will be able to:

- present their knowledge and opinions about inclusive and equitable schools to an audience
- reflect and give feedback on their learning.

LEARNING ACTIVITIES

In this lesson, pupils will:

- prepare for their presentations
- present the posters or presentations they prepared in the previous lesson orally to an audience (whole school assembly, year group, another class, teachers, principal or headteacher, student council etc.)
- reflect on their learning over the five lessons, and give feedback on the unit so far.

CORE SKILLS

Collaboration – working as a group to present ideas.

Communication – presentation techniques. Expressing ideas effectively through words and images.

Leadership – thinking about effective ways of presenting ideas to influence others.

Citizenship – presenting ideas and knowledge about something that is important to the school community.

Step 1

Prepare for presentations (20 minutes)

1. Pupils prepare and practise for presentations, as appropriate to format and audience. Give advice on presentation techniques, such as clear voice, speaking slowly, and eye contact.

Step 2

Presentations to audience (20 minutes)

1. Pupils present their posters to the scheduled audience.

Step 3

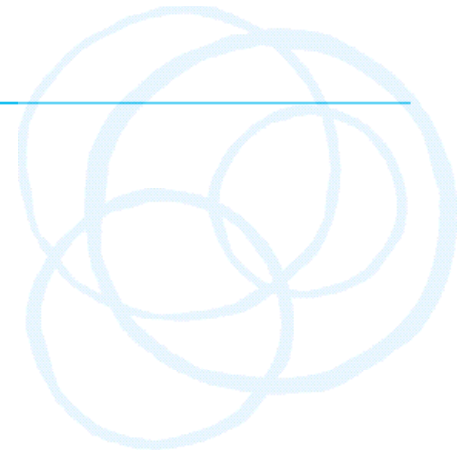
Reflection and feedback (20 minutes)

1. Using **Resource sheet 3** on page 32 as a basis (also shown on slide 18) pupils interview each other in pairs, reflecting on their learning so far in the unit.

Potential collaboration with partner school

Presentations could be recorded and exchanged with partner schools. If facilities are available, and depending on the audience, the audience for the presentation could include the partner school through Skype or a similar medium. In this case, make time for discussion of and feedback on partner school's presentations.

In Step 3, reflection on learning so far could be exchanged between schools, and teachers could discuss this to plan further learning.



LESSON 6

Why is education important?

PUPILS WILL:

By the end of this lesson, pupils will be able to:

- consider what education and school mean to them
- show understanding of the risks some children face in order to access education
- discuss why Malala Yousafzai became famous and why she campaigns so passionately for education.

LEARNING ACTIVITIES

In this lesson, pupils will:

- find out what they will be learning in lessons six to ten
- write about what school means to them, and what it would be like not to go to school
- read a fact sheet about Malala Yousafzai and discuss why education is so important to her
- watch a video about Malala at the UN
- discuss the meaning of Malala's message of 'one child, one teacher, one book, one pen'.

CORE SKILLS

Communication – expressing imagined feelings orally and in written form, and explaining reasons for those feelings (Step 2), formulating questions from a written text (Step 3), understanding the gist of a formal speech (Step 4).

Creativity and imagination – being able to simulate a situation cognitively, and imagine how they would feel.

Critical thinking – extrapolating reasons about why education is important from facts and imagination (Step 3). Analysis of part of the speech to understand inferred meaning (Step 4).

Step 1

Find out what is planned for lessons 6 to 10 (5 minutes)

1. Review the main learning from lessons 1 to 5, and give feedback on the reflections pupils wrote at the end of lesson 5 (and the reflections of the partner school, where applicable).
2. Explain to pupils that they are going to use the ideas they have learned about education access, quality, inclusion and equity over the next few lessons.
3. Explain that they will be learning about refugee children and what happens to children's education when they are caught up in conflict situations and have to leave their homes. Explain that they will be thinking about ways of doing something to make the situation better. In preparation for this, we will be thinking about why education is important in today's lesson.

Step 2

What does school mean to you? What if you couldn't go to school? (15 minutes)

1. Ask pupils why they go to school? What is school for? Why is education important?
2. Ask pupils to write about how they would feel if they couldn't go to school for a year, for example:
 - Imagine our school had to close tomorrow, and you were told that you can't go to school for a whole year. How would you feel at first?
 - How would you feel after a few weeks?
 - What would you do?
 - What would you miss?

Give pupils a few minutes to free-write their ideas.

3. Ask pupils to share some of their ideas with the class, and follow up, for example:
 - Pupil: We wouldn't learn anything.
 - Teacher: And what happens if you don't learn anything?

Step 3

Malala and education (25 minutes)

1. Ask pupils if they have heard of Malala Yousafzai, and if so, what they know about her.
2. Give out the fact sheet (**Resource sheet 4**) on page 33 (also shown on slides 20-21) and give pupils time to read it.
3. Give each child a slip of paper, and ask them to write a question based on the fact sheet.
4. All pupils stand up and find a partner. They ask each other the questions on their slips of paper, and answer each other's questions. If they can't remember the answer, they can look at the factsheet or the person asking the question can tell them the answer. Then they exchange their slips of paper, find a new partner, ask and answer the new questions, exchange slips of paper, and repeat.
5. After a few minutes, ask pupils to hand you all the slips of paper and sit down. Then choose a few questions from the slips of paper to ask the whole class, in order to confirm understanding of key facts.
6. Finish the activity by asking pupils why education was so important to Malala, and extending this to point out that many children, like Malala, have to face risks and challenges in order to be able to go to school.

Step 4

Watch the [video](#) and think about the meaning of Malala's message of 'one child, one teacher, one book, one pen' (15 minutes) - either use the plan below or use the alternative non-internet lesson resource for Step 4 on page 37-38.

1. Continue from Step 3 by telling pupils that they have

thought about why education was important to Malala and many other children who have to face challenges and risks to get an education, but now we are going to think about why Malala became so famous. What does she represent?

2. Show the [video clip](#) of Malala's speech at the United Nations Youth Assembly on her 16th birthday.⁸
3. On your board, write the last part of Malala's speech, 'Let us pick up our books and our pens. They are our most powerful weapons. One child, one teacher, one book and one pen can change the world. Education is the only solution.' This quote can also be found on slide 23.

Explore this quote with the children, for example:

- How can books and pens be weapons?
 - Weapons for what purpose?
 - How can children, teachers, books and pens change the world?
 - Malala says that education is the only solution, but what is it the solution for?
4. Finish by reiterating the importance of education both to individuals and to the world as a whole. Then tell pupils that in the next lesson we will look at a group of people who are often excluded and are not treated equitably in education, and think about how this affects their lives.

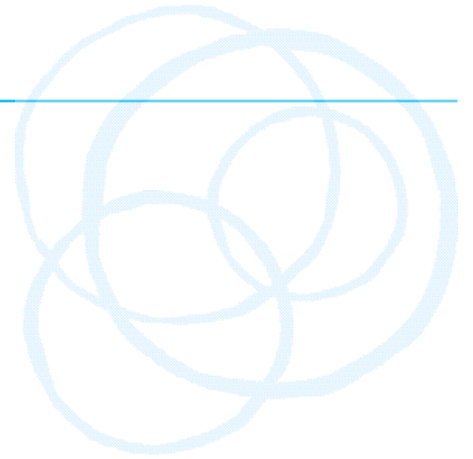
Potential collaboration with partner school

If both schools do the same activity it would be interesting for teachers to exchange feedback on pupils' engagement and their ideas, and discuss this in light of forthcoming lessons.

Powerful weapons

Let us pick up our books and our pens. They are our most powerful weapons. One child, one teacher, one book and one pen can change the world. Education is the only solution.

Malala Yousafzai



LESSON 7

Syrian refugees – what kind of education do children have?

PUPILS WILL:

By the end of this lesson, pupils will be able to:

- consider some of the education situations experienced by Syrian refugee children, by imagining themselves in similar situations
- discuss some of the challenges faced by child refugees in education, and the possible consequences of these challenges
- propose ideas for how they could minimise challenges and difficulties if a child refugee joined their class.

LEARNING ACTIVITIES

In this lesson, pupils will:

- imagine what school was like for children in Syria before and during conflict
- learn about Syrian refugee children in Iraq and Lebanon and discuss the challenges of being able to continue education and the implications of not doing so
- consider what they would do to minimise challenges and difficulties if a child refugee joined their class.

Important note: If there are pupils who have experienced conflict or who are refugees in the class, please think carefully about how to approach this and subsequent lessons depending on the experiences and personality of the children concerned. Some children may appreciate the opportunity to share their experiences and views, while this lesson may potentially cause anxiety and pain for others. The wellbeing of pupils should always be the first priority, so please change or guide activities accordingly.

CORE SKILLS

Communication and collaboration – encouraging empathy as a basic aspect of both communication and collaboration skills.

Collaboration – working in groups to achieve a shared goal.

Creativity and imagination – imagining possible courses of action in an unknown situation.

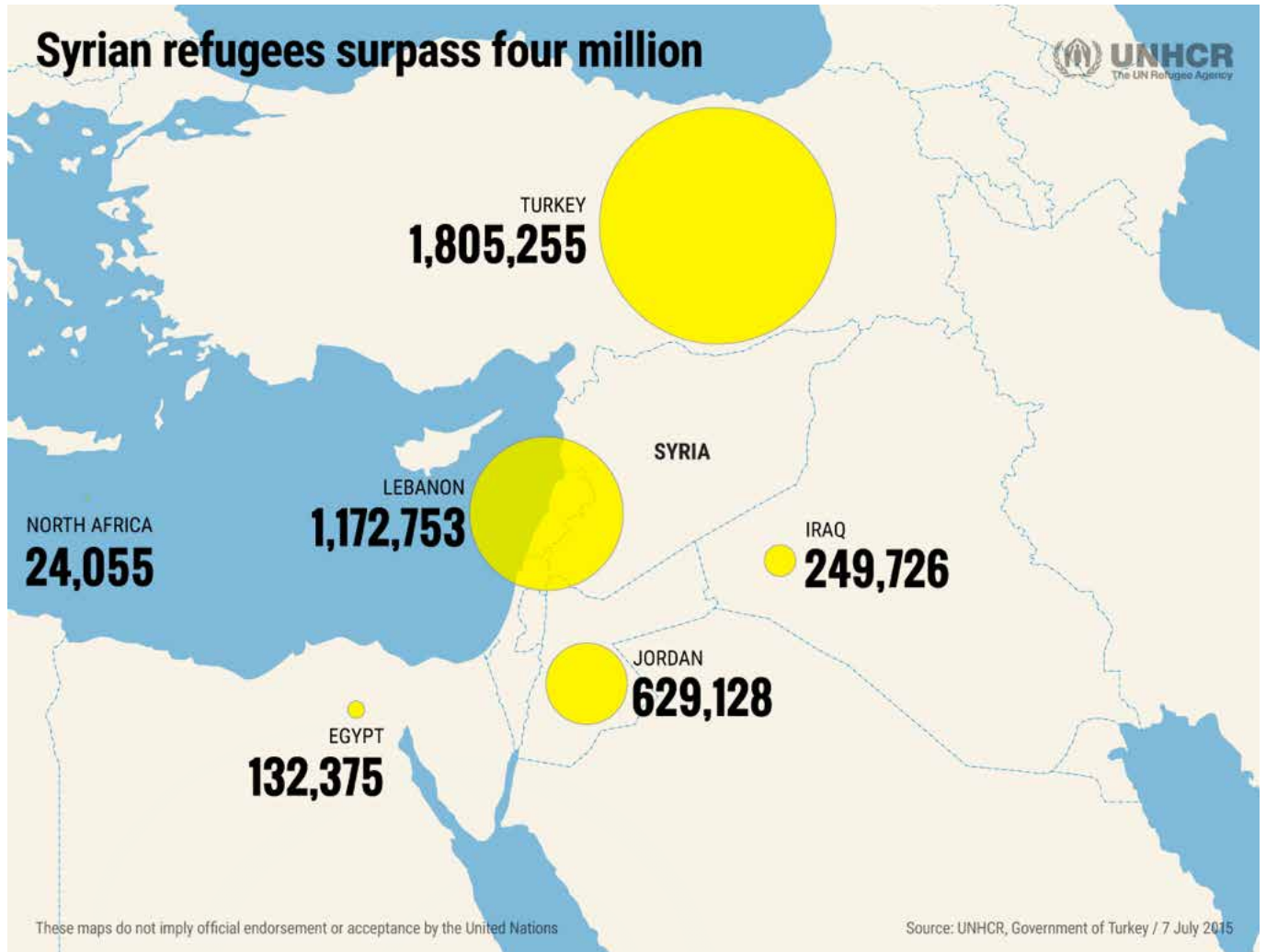
Citizenship – understanding how basic social structures can break down due to conflict (Steps 1 and 2). Creating an inclusive community (Step 3).

Critical thinking – identifying differences and reasons for differences in the two situations, and thinking of reasons why these situations happen (Step 2). Using knowledge to propose ideas for action (Step 3).

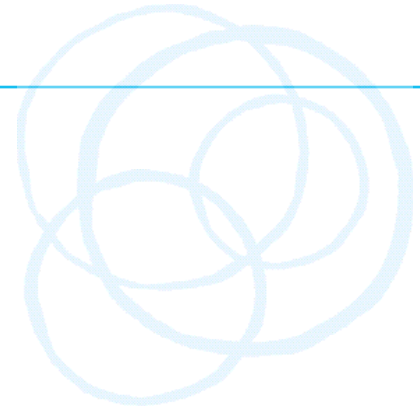
Step 1

What was life like for Syrian children before the conflict? And during conflict? (20 minutes)

1. Introduce the topic to the class, asking pupils to share their knowledge about Syria and refugees from Syria.
2. Ask pupils to read the vignette on **Resource sheet 5** on page 34 (slides 25-26) about the experiences of a fictional child in school in Syria before being affected by conflict, and then in Syria during the conflict.
3. Lead a class discussion, focusing on how the situation changed for children, and asking pupils to imagine how Syrian children might have felt and thought in these situations – look for empathetic responses.
4. Ask pupils what they think happened next. Explain that many parents naturally tried to get their children out of danger by leaving their homes and trying to find a safer place. Most go to other safer places in Syria, or to neighbouring countries as shown on the map on page 24 (also shown on slide 27).



More recent figures from 2017 show that the number of Syrian refugees in Turkey has grown to over three million. Numbers in other countries have remained similar to those shown on this map.



Step 2

Watch videos about Syrian refugee children in Iraq and Lebanon, and discuss the challenges of being able to continue education and the implications of not doing so (20 minutes). Either use the plan below or use the alternative non-internet lesson resource for Step 2 on pages 38-39.

1. Explain to pupils that they will see two video clips featuring Syrian children who have escaped from conflict. The first video shows Aya, an 8-year old girl living in Lebanon. The second video shows an 11-year old girl and other Syrian refugee children who are now in Iraq. Ask pupils to find Lebanon and Iraq on the map (page 24 or slide 27), and point out that there are large numbers of refugees from Syria in these two countries.
2. Ask pupils to think about why it is difficult for children to go to school in these countries. Ask them to think about the differences between the children's situation in the two video clips as they watch.
3. Show the video clips from [UNICEF](#)⁹ and [Save the Children](#).¹⁰
4. Lead discussion on these two videos, and comparison of the two videos, for example:
 - Why doesn't Aya go to school?
 - Does her father want her to go to school?
 - Does she want to go to school?
 - What do you think will happen if she can't go to school at all?
 - Who runs the school in Iraqi Kurdistan?
 - Why are the children happy to be in this school?
 - The mother says that her daughter has gone back in grades/school years. Why did she do this?

Where appropriate, refer back to points the pupils made in lesson 6 on their thoughts about not being able to go to school for a year, and refer back to lesson 1 and issues of access to education and out-of-school children. Where relevant, if pupils do not point it out, point out the fact that Aya's sister, who has a disability, has not received an education. Ask why not, and refer back to inclusive education and the lesson 3 discussions.

Step 3

What would you do to minimise challenges and difficulties if a child refugee joined your class? (20 minutes)

1. Divide the class into groups, and ask each group to imagine that one of the children in the video clip joins your class. What would some of the challenges be? Encourage pupils to think about language and cultural challenges, differences in their education, gaps refugee children may have experienced in education, the effects of experiences they have been through and so on.
2. In groups, ask pupils to make a list of five ways to help a new child refugee feel part of our class. Remind pupils of the posters and presentations they made about creating inclusive and equitable schools, and tell them they can use ideas from these as well.
3. Give groups ten minutes to make a list, and then share ideas with the class.

Potential collaboration with partner school

Exchange lists created by children, compare similarities and differences, and discuss.

LESSON 8

What can we do to improve the situation?

PUPILS WILL:

By the end of this lesson, pupils will be able to:

- brainstorm and evaluate ideas for action projects
- collaborate in a group to identify aims and audience, and create a plan for their action project.

LEARNING ACTIVITIES

In this lesson, pupils will:

- brainstorm ideas about what they could do to contribute to the improvement of refugee children's education
- make decisions about which action project to do
- collaborate in groups to plan their action project.

Note: Depending on the action projects planned by pupils, they may need to do some preparation or research between this lesson and the next lesson.

CORE SKILLS

Communication and collaboration – proposing ideas, listening to others with respect, coming to agreement and making decisions. Working as a group towards a shared goal.

Creativity and imagination – thinking of ideas creatively, and imagining the potential impact of different ideas.

Citizenship – thinking about ways to make a difference in society.

Critical thinking – evaluating ideas using different criteria (Step 2). Analysing ways of putting ideas into practice effectively (Step 3).

Leadership – working co-operatively to make changes and improvements.



Step 1

Brainstorm ideas about ways to contribute to the improvement of refugee children's education (20 minutes)

1. This is the stage for creative ideas. Remind pupils that they can use and apply all the learning so far in this unit to do their action project.
2. Give pupils time to think and talk about as many different ways as possible to contribute to the improvement of refugee children's education. This could be action at the local level to raise awareness in the local community, for example writing an article for the local newspaper or asking a local reporter to come to school and see work already being done and to speak with pupils, or contributing to local initiatives to support refugees. It could be action at regional or national level for instance through contributing to a relevant NGO campaign. It could be action at international level, by making a video or article to contribute to a project space on Schools Online or the Design for Change website. Pupils will undoubtedly have more imaginative ideas. For reference, a list of websites of organisations that run campaigns and initiatives for refugee children can be found in the section on additional resources for lesson eight.
3. Collate ideas.



Step 2

Make decisions about which action projects to do (15 minutes)

1. Remind the class of the questions used in lesson 4:
 - What are the main ideas you want to present?
 - Who are you presenting these ideas to?
 - How can you present the ideas most effectively to this audience?
2. Using these questions, plus the feasibility question of 'Can we do this in the time available, and do we have the resources to do it?', work with pupils to evaluate their suggested ideas. Make sure pupils know that all ideas are valued, even if it is not possible or practical to do all of them in this unit.
3. Once the list of brainstormed ideas has been reduced to several workable ideas, pupils choose which action project they want to work on, and split into groups to start planning.

Step 3

Collaborate in groups and plan action (25 minutes)

1. In groups, pupils plan their action project with support from the teacher, using **Resource sheet 6** on page 35 to structure their planning (also shown on slide 31).

Potential collaboration with partner school

Pupils could work in groups together with pupils in the partner school on an action project, ideally as a combined project or, alternatively, as parallel projects.

LESSON 9

Take action



PUPILS WILL:

By the end of this lesson, pupils will be able to:

- collaborate to take action to contribute to the improvement of education for refugee children
- demonstrate skills of communication, collaboration, critical thinking, citizenship, leadership and creativity as they take action.

LEARNING ACTIVITIES

In this lesson, pupils will:

1. Carry out their action projects, based on the plans made in the previous lesson.

CORE SKILLS

Collaboration – working in groups towards a shared goal.

Communication – communicating ideas to each other and to a wider audience.

Creativity and imagination – creatively implementing ideas.

Citizenship – making a difference.

Leadership – working together to achieve change and improvement.

Step 1

Implement action projects based on the plans made in the previous lesson (60 minutes)

1. The nature of this lesson depends very much on the action projects planned by the pupils in the previous lesson but the role of the teacher is to facilitate and support.
2. As pupils work on their action projects, observe and note examples of them using the core skills of communication, collaboration, critical thinking, citizenship, leadership and creativity. Record these so that you can give feedback to pupils post-project.
3. Similarly, note and record the actual actions being taken by children.

Potential collaboration with partner school

If you are working with a partner school there needs to be especially close collaboration at this point to develop and optimise links between projects.

LESSON 10

What did we do, how well did we do it, and what have we learned?

PUPILS WILL:

By the end of this lesson, pupils will be able to:

- evaluate, report and give feedback to each other on the action projects they completed
- reflect on their learning in the unit.

Learning activities

In this lesson, pupils will:

- evaluate their own action projects, report back to the class (and larger school audience if arranged), and give feedback to each other
- reflect on what they have learned and the skills they have developed through this unit.



CORE SKILLS

Communication – presenting a summary evaluation to the class, and giving and receiving feedback constructively.

Collaboration – working together to evaluate and summarise actions.

Critical thinking – evaluating action projects and being able to identify strengths and weaknesses.

Citizenship – assessing the impact of actions in society.

Step 1

Evaluate action projects, report back, and give feedback to each other (40 minutes)

1. Give pupils time in their groups to evaluate their action projects, using **Resource sheet 7** on page 36 as a basis if desired (also shown on slide 34).
2. Ask each group to report back to the class, and ask the class to provide feedback and ask questions.

Step 2

Reflect on the learning and the development of skills through this unit (20 minutes)

1. Using **Resource sheet 3** on page 32 as a basis, pupils interview each other in pairs, reflecting on their learning in the unit.
2. Share some of the reflections with the class. Include your own reflections, including observations on the development of core skills you made in lesson 9.

Potential collaboration with partner school

Reports and summaries of the action projects can be shared with the partner school, and feedback can be exchanged. Teachers may wish to share their experiences of successful action projects through the British Council [Schools Online](#) spaces or other means.

RESOURCE SHEET 1

Feedback sheet. Why can't some children go to school?

Name:

1. What was the most interesting thing you learned in this lesson?

2. What else would you like to know about children who can't go to school?

3. Did you enjoy this lesson? (Circle one answer)

Very mucha bitnot reallynot at all

Why? Why not? Why do you feel that way?

RESOURCE SHEET 2

Our school as an inclusive and equitable environment.

Example interview questions.

1. In our school, do you think everyone feels as though they belong and are valued?
2. Can you tell us about some of the good things that make people feel that they belong and are valued?
3. What do you think we can do to make the school more inclusive (make people feel even more that they belong and are valued)?
4. Do you think everyone is treated fairly in our school?
5. Why or why not?
6. What can we do to make sure that everyone is treated fairly in our school?
7. Insert own question.
8. Insert own question.

RESOURCE SHEET 3

Feedback sheet. What have we learned?

Ask your partner the following questions, and write a summary of their answers on the sheet.

Name:

Partner's name:

1. What was the most interesting thing you learned about inclusive and equitable quality education in the world?
2. What skills do you think you learned and practised in the lessons on education in the world?
3. Which lesson did you enjoy most, and why?
4. Was there anything you didn't really understand?

The last question is for you to discuss with your partner, and then write your joint answer on one of your sheets of paper.

5. What other opinions do you have about this unit on education?

RESOURCE SHEET 4

Malala's life

Malala Yousafzai was born in the Swat Valley, in Pakistan. Many children in Pakistan cannot go to school, especially if they are girls, but Malala's father thought that education was very important, and he ran a school.

When Malala was about 12 years old, the Taliban took control of the Swat Valley. They did not want girls to go to school, and they closed many schools. Malala started writing a blog for the BBC, but she did not use her real name. She wrote about life in her town, and she said that she was afraid her school would be shut down.

The Taliban told Malala's father that he had to close his school. Malala and her father continued to speak out for the right to education, even though it was very dangerous to do this. The Taliban told them to stop, otherwise they might kill them, but Malala and her father did not stop.

In 2011, Malala received the National Youth Peace Prize in Pakistan. She was becoming famous, and the Taliban decided to try to kill her, even though she was still a child.

On October 9, 2012, Malala and her friends were on the school bus on their way home from school. A gunman came on to the bus and asked which girl was Malala. Then he shot her in the head. Two of her friends were also injured.

Malala survived but she was very badly hurt. She went to hospital in Pakistan, and then she was flown to a hospital in the UK. She had to stay in hospital for over two months.

People all around the world were very shocked that the Taliban tried to kill a 15-year old girl, just because she spoke out for education. Many people supported Malala and thought she was very brave, and she became a symbol of children's right to education.

After she left hospital, Malala started going to school in the UK, but she was also even more determined to fight for children's rights to go to school. She was now famous, and on her 16th birthday, she made a speech to the United Nations Youth Assembly.

In December 2014, Malala was the youngest person ever to receive the Nobel Peace Prize, for her work 'for the right of all children to education'. She used her prize money to build a secondary school for girls in Pakistan, and continued campaigning for education for all children. She celebrated her 18th birthday by opening a school for Syrian girls in a refugee camp in Lebanon. Malala then went on to study for a degree in Philosophy, Politics and Economics at the University of Oxford, UK.

(Adapted from the Malala Fund website: <https://www.malala.org/malalas-story>)

RESOURCE SHEET 5

Going to school in Syria

My name is Samer and I am 15 years old. I come from Aleppo, in the north of Syria. Aleppo is a very old, beautiful city. I grew up there with my mother, father and two older sisters and my younger brother, who is 11 years old. When I was six years old, I started primary school. I loved school, especially maths and Arabic. I used to walk to school with my older sisters and our neighbours. I had lots of friends at school, and after school we played football together. Sometimes, my mother would tell me I could not go out to play because I had not done my homework, but I always managed to get good grades at school anyway! My teachers were sometimes strict, but usually they were kind. At that time, I was very free, and very happy.

Everything changed when I was about nine years old. At first, lots of people were protesting in the streets, but I did not really understand why. Then after a while, the fighting started. It was when my little brother was starting school. Before that, we felt safe, but then people were being killed, and there were bombs. We didn't really know why this was happening, but it was scary, because our homes and school were not safe anymore.

One of my friends didn't come to school one day, and the teacher said he had been killed. Then a bomb hit the road just next to our school. After that, my parents said we could not go to school, because it was too dangerous. We stayed at home, and I sometimes taught my little brother reading and writing, because he still didn't know how to read and write properly. At first, it was OK, but later it was boring. Sometimes I sneaked out to play with my friends because I was so bored at home all the time, but my friends were leaving one by one, mostly to Turkey. In the end, there was almost nobody left. It was very lonely, and I missed school. At night, I was scared. My mother was scared, too, and she wanted to take us to a safe place, but my father is a doctor. He said he had to stay to look after all the people who were injured, and my mother did not want to leave without him. But then his hospital was hit by a bomb and many people died and his legs were injured. He couldn't work anymore. Then we left and went to Turkey.

RESOURCE SHEET 6: Lesson 8, Step 3

Planning our action project

Project title:

Team members:

Project aim:

What do we need to do?	By when?	Who will do it?	Done?

RESOURCE SHEET 7: Lesson 10, Step 1

Planning our action project

Project title:

Team members:

Project aim:

1. What did we do? (brief summary)

2. Did we achieve our aim? What is the evidence?

3. What went well?

4. How would we do things differently in the next project?

ALTERNATIVE NON-INTERNET LESSON RESOURCES

The following activities can be used as alternatives when access to video material is not possible.

Lesson 1: Step 4 (page 10)

Use pupils' collective knowledge to explore reasons why some children and adolescents do not go to school.

1. Explain that we are going to explore why some children and adolescents do not go to school.
2. Ask each pupil to think alone for one minute about someone who:
 - doesn't attend school now; or
 - is an adult now and dropped out of school in the past.

Then give each pupil one minute to think alone about the reasons why this person does not, or did not, attend school.

3. Ask pupils to get into pairs. Give them two minutes to talk about the reasons they thought of on their own. Then give them a further two minutes to make a list together of these reasons.
4. Ask each pair of pupils to join another pair so they are in groups of four. Give them five minutes to:
 - compare their lists of reasons why children and adolescents may not be able to go to school
 - combine their lists so they have one list for their group of four.
5. Ask a representative from each group to write one reason on the board. Repeat this activity until all of the class' reasons are on the board.
6. Once all the reasons are on the board, ask pupils why they think adolescents are more likely than younger children to be out of school.

Now return to Steps 5 and 6 on page 10.

Lesson 3: Step 2 (page 16)

Children with disabilities (15 minutes)

1. Tell pupils that one group of children that is often excluded or treated unfairly in many countries is children with disabilities. Children with disabilities are much less likely to attend or complete school. In some countries only around 10-15% of children with disabilities receive any sort of education.
2. Ask pupils to think about different types of disabilities that might affect children even if they can go to school. Collect their ideas on the board so everyone can see them.
3. Discuss some of the challenges and difficulties faced by children with disabilities at school, for example:
 - physical (getting into classrooms or toilets)
 - studying and communicating (requiring sign language interpreters)
 - discrimination
 - isolation and not having friends.

What can be done to overcome these challenges and difficulties in our school?

Now return to Step 3 on page 17.

Lesson 6: Step 4 (page 22)

Think about the meaning of Malala's message of 'one child, one teacher, one book, one pen' (15 minutes)

1. Continue from Step 3 by telling pupils that they have thought about why education was important to Malala and many other children who have to face challenges and risks to get an education. Now we are going to think about why Malala become so famous. What does she represent?

2. Read the following text to the pupils.

On her 16th birthday, Malala gave a speech at the United Nation's Youth Assembly. The Youth Assembly brings together young people from all over the world to find real solutions to some of the problems facing the world. In her speech Malala spoke passionately about the importance of education for all children and young people. She finished by saying:

"Let us pick up our books and pens. They are our most powerful weapons. One child, one teacher, one book and one pen can change the world. Education is the only solution."

3. Write this quote from the end of Malala's speech on your board, and explore it with the pupils. For example, ask them to discuss:

- How can books and pens be weapons?
- Weapons for what purpose?
- How can children, teachers, books and pens change the world?
- Malala says that education is the only solution, but what is the solution for?

Ask the pupils to summarise why they think Malala became so famous, and what she represents.

4. Finish by reiterating the importance of education both to individuals and to the world as a whole. Then tell pupils that, in the next lesson, we are going to look at a group of people who are often excluded and are not treated equitably in education. We will think about how this treatment affects their lives.

Now return to the start of Lesson 7 on page 23.

Lesson 7: Step 2 (page 25)

Read two texts about Syrian refugee children in Iraq and Lebanon, and discuss:

- the challenges of being able to continue education
- the implications of not doing so. (20 minutes).

Please see the following page for the texts.

1. Explain to pupils that they will read about Syrian children who have escaped from conflict. One is about Aya, who is eight and lives in Lebanon. The other is about Nazda, 11 and Ahmed, 15, who live

in Iraq. Ask pupils to find Lebanon and Iraq on the map, and point out that there are large numbers of refugees from Syria in these two countries.

2. Ask the pupils to work in groups of three or four. You may decide to give half the groups the text about Aya, and the other half the text about Nazda and Ahmed. Or each group could have both texts to read. Give pupils some time to read the text and to talk about it in their groups.

3. Lead discussion on these two texts, and compare them. For example:

- Why doesn't Aya go to school?
- Does her father want her to go to school?
- Does she want to go to school?
- What do you think will happen if she can't go to school at all?
- Who runs the school in Iraq?
- What do you think Nazda feels about going to the school?
- Nazda's mother says that Nazda has gone back in grades/school years. Why did she do this?
- Why did Ahmed not go to school when he left Syria?
- Is what he does now the same as what he would like to do in the future?

Where appropriate and relevant:

- Refer back to points the pupils made in lesson six on their thoughts about not being able to go to school for a year
- Refer back to lesson one and issues of access to education and out-of-school children.
- If pupils do not point it out, point out the fact that Aya's sister, who has a disability, has not received an education. Ask why not, and refer back to inclusive education and the lesson three discussions.

Now return to Step 3 on page 25. In number 1., ask the pupils to imagine if one of the children from the text (rather than the video clip) joins your class.

Lesson 7: Step 2: Texts

Text 1. Aya

Adapted from the UNICEF film Meet one of the Syrian Refugee Children <https://www.youtube.com/watch?v=xpG3jLGGkvc>

Aya is Syrian. She is eight years old and lives in a refugee camp in Lebanon. She has six brothers and sisters and loves to learn.

Aya says about Syria, “I love and miss Syria. I used to play with my friends and my sister. I played with them a lot, on our bicycles. We played with our toys, too.”

She also talks about what happened for her family in Syria. “They began to bomb our house. We couldn’t stay there any longer, we were crying a lot. Afterwards we came here [to the refugee camp in Lebanon].”

By 2013 there were more than one million Syrian refugee children in countries neighbouring Syria. In 2018 the estimate was more than two and a half million.

Aya’s father was very proud that in Syria he was able to educate all of his children. But Aya has not been able to go to school since she was six years old.

A whole generation of Syrian children have had their education affected by the war there that started in 2011. Some have to go to work and some are getting married while they are still young. Others stay with their families and help with household chores.

Aya stays at home and helps look after her sister, who is disabled. Aya’s sister has never been to school. Aya can’t look into the future easily. She doesn’t know if she will be able to go back to Syria and to school. But she does have an ambition:

“I want to be a doctor so I can help children. If they come to see me and they don’t have money I will give them medicine, a prescription and an injection so they can get better.”

Text 2. Nazda and Ahmed

Adapted from the Save the Children film Education for Syrian Refugees in Iraq
<https://www.youtube.com/watch?v=KZovau4G3FY>

As a result of the war in Syria, there are about 5.5 million Syrian children who are not able to go to school. This page is about two Syrian refugee children, Nazda, 11, and Ahmed, 15.

11-year-old Nazda attends a school set up by Save the Children in Iraq. 514 children from her refugee camp attend the school.

Before she left Syria, Nazda had not been able to go school for three years because of fighting in her home town. She says, "We used to live and be happy, we went to school and had lessons. Then we heard that they were going to kidnap us, and so they closed the school."

Nazda's mother Fadia cannot read or write and fought hard for Nazda to go to school in Syria, but the conflict in their home town made this impossible. Nazda's mother says, "It's been years since she went to school. She was supposed to be finishing 5th grade but now she is starting 4th grade. And since I am not educated I want her to be educated. I really see the importance of education and so does my daughter."

Many children do not go to school even if they have left Syria because there are not enough schools for them to attend. The problem is much bigger for older refugee children who should be going to secondary school.

Ahmed is now 17. When he was 15 he had to leave Syria because of the war. There was no school for him to go to in his refugee camp. He now works as a builder in the camp.

Ahmed imagines a very different future for himself. He says, "It's been two years since I went to school. I want to continue my studies and go to university. I want to see my friends and go back to my country. I want to study music at the music institute and be a teacher."

The future of a whole generation of children from Syria is threatened by the war there, even when they have survived it.

FURTHER RESOURCES AND SUPPLEMENTARY MATERIALS

Lesson 1

Multimedia resources on the scale of children out of school, barriers to access, and case studies of overcoming barriers to access on the All in School website:

<http://allinschool.org/resources/multimedia-resources/>

Information and resources on Global Goal for Sustainable Development 4: Quality Education:

<http://www.globalgoals.org>

UNESCO policy paper on children out of school:

<http://www.uis.unesco.org/Education/Documents/fs-31-out-of-school-children-en.pdf>

Lesson 2

Video for children and young people on the Sustainable Development Goals (introduced by Malala Yousafzai):

<https://vimeo.com/138852758>

Quality education for the world we want: Background information on the barriers to quality education.

<https://www.youtube.com/watch?v=scMho9RAeEQ>

Global video: Teaching and learning: Achieving quality for all. Highlighting the importance of good teachers.

<https://www.youtube.com/watch?v=SyX3VSLfqYg>

UNESCO/World Education Forum 2015 definition and resources of quality education:

<https://en.unesco.org/themes/education>

UNESCO report on quality education: The Global Learning Crisis:

<http://unesdoc.unesco.org/images/0022/002238/223826e.pdf>

Lesson 3

Overview of children with disabilities and education:

<http://www.globalpartnership.org/focus-areas/children-with-disabilities>

UNICEF information about children and young people with disabilities:

<http://www.unicef.org/disabilities/>

Projects to help refugee children adapt to life in Germany:

<https://www.youtube.com/watch?v=VLTz3YWqFO>

Video about refugee children in UK schools:

<http://archive.teachfind.com/ttv/www.teachers.tv/videos/refugees-in-schools.html>

Teachers TV: Refugee Kids:

<https://www.youtube.com/watch?v=rUofBJ6XYxl>

FURTHER RESOURCES AND SUPPLEMENTARY MATERIALS (cont.)

Lesson 4

Save the Children booklet on making schools inclusive:

<http://www.eenet.org.uk/resources/docs/Making%20schools%20inclusive%20SCUK.pdf>

Lesson 6

The Malala Fund website:

<https://www.malala.org/>

United Nations Girls' Education Initiative website:

<http://www.ungei.org/>

Lesson 7

Video about refugee children in UK schools:

<http://archive.teachfind.com/ttv/www.teachers.tv/videos/refugees-in-schools.html>

Report on Syrian refugee children in Turkey:

<https://www.hrw.org/node/282910/>

Advice on dealing with sensitive topics in the classroom:

<http://www.teachhub.com/classroom-management-handling-sensitive-topics>

Lesson 8

Save the Children International site (with links to country sites):

<https://www.savethechildren.net/>

UNICEF:

<http://www.unicef.org/>

Design for Change website:

<http://www.dfcworld.com/>

Send my Friend to School campaign:

<http://www.sendmyfriend.org/>

Malala Fund also works with refugee children:

<https://www.malala.org/programmes/syria-region>

Consortium of associations working with refugee children in UK:

<http://refugeechildrensconsortium.org.uk/about-the-rmcc/>

REFERENCES

¹ Anon, (2016).

<http://www.uis.unesco.org/sites/default/files/documents/fs48-one-five-children-adolescents-youth-out-school-2018-en.pdf>

² Anon, (2016).

<http://unesdoc.unesco.org/images/0022/002238/223826e.pdf>

³ YouTube. (2016). You Know Me – who is not in school and why in MENA.

<https://www.youtube.com/watch?v=ZcelZk1tKxs>

⁴ The Global Goals. (2016)

<http://www.globalgoals.org/#the-goals>

⁵ Anon (2017).

<https://www.unicef.org/disabilities/>

⁶ YouTube. (2016). Listen Up! Children with disabilities speak out.

<https://www.youtube.com/watch?v=FjhF-pdIJ8M>

⁶ YouTube. (2016). Teachers TV: Refugee Kids.

<https://www.youtube.com/watch?v=rUofBJ6XYxl>

⁸ YouTube. (2016). At UN, Malala Yousafzai rallies youth to stand up for universal education.

https://www.youtube.com/watch?v=k_sIP08PZ6I

⁹ YouTube. (2016). Meet One of the Syrian Refugee Children | UNICEF.

<https://www.youtube.com/watch?v=xpG3jLGGkvc>

¹⁰ YouTube. (2016). Education for Syrian Refugees in Iraq.

<https://www.youtube.com/watch?v=KZovau4G3FY>

This project was part-funded with UK aid from the British people. The Department for International Development (DFID) leads the UK's work to end extreme poverty. We are tackling the global challenges of our time including poverty, education for all, health, climate change, gender equality and peace and justice. UK aid is helping to build a safer, healthier, more prosperous world.

CONNECTING CLASSROOMS

Connecting Classrooms offers a range of free downloadable classroom resources available to all teachers across the world. These resources, based on the United Nations Global Goals for Sustainable Development, have been designed to adapt to any curriculum. They offer creative and engaging ideas to bring knowledge and core skills to life in the classroom and inspire students to take action on global issues. Find out about our global learning resources designed to address topics which are high on the agenda for governments around the world here: <https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources>

Connecting Classrooms offers free online professional development around core skills and international collaboration, helping teachers and school leaders to prepare young people for life and work in a globalised economy. The programme also supports partnerships between schools around the world with schools in the UK to share knowledge, skills and experience with other teachers. More details on how to find a school partner can be found here: <https://connecting-classrooms.britishcouncil.org/partner-with-schools/find-partner>

© British Council [2020].
All rights reserved.

This publication is for classroom and private study use only. If you wish to reproduce, scan, transmit or use this publication or any part of it for another purpose, please contact the British Council for written permission.