Educate Together / Plan Resource Project

- ■ **Topic: Poverty**
- ■ **Sub Topic: Education**
- ■ **Lesson: 3**

- ■ **Date:**
- ■ **Class level: 1ˢᵗ/2ⁿᵈ class (ages 6-8)**
- ■ **Subject: Learn Together Programme**
- ■ **Time: 30-60 minutes multi-subject lesson**

- ■ **Learning objectives:**

This lesson explores the relationship between poverty and access to education.

Ethical Education
Strand: Equality and Justice
Strand Unit: Exploring the Democratic Process
Strand Unit: Activating Equality through positive action

SPHE
Strand: Myself
Strand unit: Self-identity - *Self-awareness*
Strand unit: Relating to others
Strand: Myself and the wider world
Strand unit: Developing citizenship - Living in the local community

Content Objectives:
- To explore an issue in-depth such as homelessness, poverty etc comparing issues at a community, local/national level and globally.
- To help children to explore their own values and attitudes in relation to others, to the local and global context.
- To encourage empathy for and understanding about children living in different countries.
- To understand that children, regardless of circumstances and where they live, have the same basic needs and feelings.

Lesson Objectives:
- Explore the importance of a particular right, i.e., the right to an education and empathise with those who have lost that right
- Recognise that there are many reasons why people may not be able to attend school.
- Introduce the concepts of fairness and justice in a global context.
- Explore some of the issues and concerns in the local, national or international community.

■ **Learning activities:**

Introduction:
- Think, Pair, Share – What do you want to be when you grow up. Explain to the children that it can be any job that they want.
- Each child writes down on their cards what job they want to do when they grow up.
- The whole class completes a chart 'Why do we need to have a Job'.
- Class discusses 'what do we need to get a job?' (For an extended lesson and/or depending on class ability teacher can use the job story cards with the IWB slides explaining concepts such as University and Apprenticeship at this stage.)

Development:
- Explain to the children that they are going hear about a child in different country who wants to get a good job when he / she grow up but who has no access to education.
- The class, in plenary or in groups discuss what they think the Blocks to Education are based on the story.
- The Blocks are then listed on the board or on a chart (The IWB can also be used by cutting and pasting the pictures provided). Explain to the children that they will need to think of a solution to each block and draw or write this on their blank card.

Conclusion /Plenary:
- Invite the groups/children to report their solutions back to the class. To conclude, discuss 'Blocks to Education' and 'Solutions to the Blocks' (Teacher can review Blocks and Solutions on the IWB presentation or just use those the children have generated, depending on the class). The chart is completed as a whole class.

If you are following all the poverty lessons in this section, refer back to the class KWL and definition of poverty in lesson 1 and ask the children if they want to amend them at this point.

■ **Linkage and Integration for this lesson:**

English
Strand: Receptiveness to language
Strand unit(s): Oral language: developing receptiveness to oral language, Reading: developing strategies, Writing: creating and fostering the impulse to write
Strand: Competence and confidence in using language
Strand unit(s): Oral language: developing competence and confidence in using oral language, Reading: reading for pleasure and information
Strand: Developing cognitive abilities through language
Strand unit(s): Reading**:** developing interests, attitudes and the ability to think, Writing**:** clarifying thought through writing
Strand: Emotional and imaginative development through language
Strand unit(s): Oral language: developing emotional and imaginative life through oral language, Reading: responding to text, Writing: developing emotional and imaginative life through writing

Geography
Skills and Content:
A sense of place: Develop an awareness of people and places in other areas
Strand: Human environments
Strand unit(s): Living in the local community - *My family and community,* People and places in other areas, People at Work

- ■ **Differentiation:**

  - Differentiation by group work and roles: Teacher will ensure the roles assigned in the group meet the needs and abilities of the individual.
  - Questioning: Teacher will use a series of higher and lower order questions to extend and support different abilities.

- ■ **Assessment:**

  - Teacher Observation and Questioning
  - Teacher designed tests and tasks (e.g. KWL sheet).
  - Peer to Peer and Self Assessment (teacher will observe this during the class discussion).

- ■ **Resources:**

  - IWB
  - IWB activity – Poverty Lesson 3 Education
  - Pencils / Pens
  - Lesson 3 Resource Sheets (cards, pictures etc)
  - Chart paper or whiteboard

- ■ **Extension Activities:** *(Ideas to extend this sub topic in EE and other subjects.)*
These activities could be done as a whole class with the IWB or in a computer suite.

SPHE/EE/English/Geography
  - Information and activities on The Millennium Development Goal 2 – To achieve universal primary education
  http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/files/MDG%20Goal%202%20Poster.pdf (Poster)
  http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/files/goal_2.pdf (Lesson plan)

EE/SPHE/English/Geography
  - This assembly explores the experiences of young people in Wales and Afghanistan, looking at some of the common hopes and dreams that unite children embarking on their school career.
  http://learn.christianaid.org.uk/TeachersResources/primary/primaryassembly_apr09.aspx

SPHE/EE/English
  - Christian Aid Lesson **–"**No School Today"
  http://learn.christianaid.org.uk/TeachersResources/primary/primary-assembly-april-2011-education-gender.aspx

SPHE/EE/English
  - Celebrating teachers on Teachers Day
  http://learn.christianaid.org.uk/Images/teachers-teachers-everywhere-assembly_tcm16-44762.pdf