



Lesson For All Enhancing Global Competence

**An Intermediate Unit
(Grades 4-6)**



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Unit Overview

The Lesson for All (LFA) is a series of units focusing on the fact that education is a human right, but one that nearly 132 million children (secondary and primary) out-of-school young people worldwide do not enjoy. Additionally, In the United States, over 500,000 students dropped out of school in the 2009-2010 school year, a rate of 3.4 percent nationwide. The Averaged Freshman Graduation Rate is nationally, 78.2 percent, but states vary widely. The graduation rate in Nevada is 57.8 percent, in the District of Columbia 59.9 percent and in Wisconsin and Vermont, over 90 percent. The LFA serves to educate U.S. students about the issue of education worldwide and, in some cases, teach them what the experience is like and what they can do to address this global issue.

We hope that through these lessons, your classrooms will be inspired to action to help those children and youth worldwide that do not have access to education. Students can write letters to their Members of Congress, work with one of our coalition members to raise money to build a school or send a student to school, and/or participate in our Global Action Week each year. For more information on these ideas or for more actions, visit our website at www.gce-us.org.





Background Information

Increasingly, educators, administrators and the general public are acknowledging that our students need skills that will prepare them for the 21st century world. These skills include an awareness of and engagement with their peers about the issues facing the planet, as well as skills in the areas of critical thinking, reading/writing and collaborative/team work. There are many global issues US students can explore and address to meet this goal. The LFA enables educators to enhance global competency among US students by focusing on the issue of how to ensure that these 132 million (4 million of whom are in the US) young people worldwide have equitable access to a quality education worldwide. The 2012 case of 14-year old Malala Yousafzai in Pakistan gave a face and reality to this headline issue.

Rights of the Child

- In 1959, The United Nations adopted the Declaration of the Rights of the Child (<http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>), which recognizes that children need special legal protections because of their immaturity.
- All children have the right to what follows, no matter what their race, color sex, language, religion, political or other opinion, or where they were born or who they were born to.
- You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.
- You have a right to a name and to be a member of a country.
- You have a right to special care and protection and to good food, housing and medical services.
- You have the right to special care if handicapped in any way.
- You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.
- You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.
- Your parents have special responsibilities for your education and guidance.
- You have the right always to be among the first to get help.
- You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.
- You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.
- You should be taught peace, understanding, tolerance and friendship among all people.

Millennium Development Goals (MDGs)

The **Millennium Development Goals (MDGs)** (<http://www.un.org/millenniumgoals/>) are goals made by the United Nations in 2000, including 193 United Nations members and at least 23 international organizations. They agreed to achieve these goals by 2015.

1. Eradicating extreme poverty and hunger,
2. Achieving universal primary education,
3. Promoting gender equality and empowering women,
4. Reducing child mortality rates,
5. Improving maternal health,
6. Combating HIV/AIDS, malaria, and other diseases,
7. Ensuring environmental sustainability, and
8. Developing a global partnership for development.



| Common Core Standard | L1 | L2 | L3 | L4 | Final Assessment |
|--|----|----|----|----|------------------|
| RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | ✓ | ✓ | ✓ | ✓ | |
| RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | ✓ | ✓ | ✓ | ✓ | ✓ |
| RI.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | ✓ | ✓ | ✓ | | |
| W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | | ✓ | | | ✓ |
| W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | ✓ | | ✓ |
| SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | ✓ | ✓ | ✓ | ✓ | |

| Global Competence Matrix | L1 | L2 | L3 | L4 |
|--------------------------|----|----|----|----|
| Investigate the World | ✓ | ✓ | ✓ | ✓ |
| Recognize Perspectives | ✓ | ✓ | ✓ | ✓ |
| Take Action | ✓ | ✓ | ✓ | ✓ |
| Communicate Ideas | ✓ | ✓ | ✓ | ✓ |

Lesson 1

What are the rights of children? Why is education an important right?

Enduring Understanding

Children have rights and education is an important right that every child should have access to.

Essential Questions

- What rights do children have and how were those rights established?
- Why is education an important right?

Materials Needed

- Video
For Every Child 2010
(<http://www.icyou.com/topics/health-wellness/unicef-every-child-2010>)
- Book
Hughes, Susan, Off To Class: Incredible and Unusual Schools Around the World, Owlkids Books Inc, 2011
- Lesson 1 Reflection

Directions

1. In small groups, have students brainstorm a list of things the students believe are rights for kids. (things children need to be safe, healthy and grow up to fulfill their potential)
2. Show video: For Every Child 2010 pointing out the rights as they are listed on the film.
3. Small groups go back to their lists and add the rights they remember from the video.
4. Ask small groups to come up with their own definition of 'right' and share with the whole group.
5. Read and discuss page 4 in Off To Class: Incredible and Unusual Schools Around the World.
6. Wrap-up: Summarize that education is a right that not all students have access to. They will learn more about what keeps kids out of school and what is being done to help those kids.
7. Explain the Millennium Development Goals as they pertain to Education For All children
8. Allow time for the lesson reflection. Go over as a whole group allowing students to add more during the discussion. Retain those reflections for the final assessment.

Extension (Class Discussion)

What is the difference between a right and a privilege? What privileges do you have that maybe some other kids do not?

For additional resources and action steps on this lesson, visit our coalition members:

Global Concerns Classroom, Education Toolkit, <http://gcc.concernusa.org/media/pdf/EducationToolkit.pdf>

The Nobility Project, Education WebQuest, <http://webquest.nobility.org/issues/education/>

Lesson 2

What are the barriers to education for children around the world?

Enduring Understanding

There are many factors that keep kids out of school.

Essential Questions

- How are kids being prevented from going to school?

Materials Needed

- Video produced by Oxfam Education for Girls: 'Our Future Depends on it', (<http://www.goodnesstv.org/en/videos/voir/48129/1/>)
- Book
Hughes, Susan, Off To Class: Incredible and Unusual Schools Around the World, Owlkids Books Inc, 2011
- Copies of pages from Off To Class: Incredible and Unusual Schools Around the World for small group work (see pages in directions below) Save these pages for lesson #4. Copy both pages for each article, but only use the first page in this lesson.
- Lesson 2 Reflection

Directions

1. Review key points from Lesson 1: What is a right? Why is education important for all?
2. Watch Education for Girls: 'Our Future Depends on it'
3. Say: Cultural beliefs and gender can be barriers to education in the world. Today we will look at several barriers.
4. Read aloud pages 7-8 and 23-24 focusing specifically on the fact that barriers exist to education.
5. In pairs, read one section from Off To Class: Incredible and Unusual Schools Around the World below and complete Handout #2 for their section
 - Out of the Rubble, pg. 18 (natural disaster)
 - From Trash to Textbooks, pg. 24 (poverty)
 - Out of Sight, Out of Mind, pg. 32 (location)
 - ABC Is for Everyone, pg. 34 (location)
 - Off the Streets, Into School, pg. 36 (orphaned)
 - Building Hope in a Refugee Camp, pg. 38 (war and violence)
 - Schools that Go to Kids, pg. 50 (homeless)
6. Have pairs create small groups by joining others with the same article and compare and revise
7. As a whole group, have small groups report while other students complete the remainder of Lesson 2 Reflection as they listen. Retain Lesson 2 Reflections for final assessment.

Extension (Class Discussion)

1. Do you think these barriers can always be overcome?

Lesson 3

Who is out of school and what countries have the biggest issues?

Enduring Understanding

Although an education for all is a world problem, the issues that keep kids out of school are greater in some areas.

Essential Questions

- Where are the biggest issues in providing an education for all?
- Why is it important what age children are out of school?

Materials Needed

- Video produced by the Global Campaign for Education Millennium Development Goal : Education for all <http://www.goodnesstv.org/en/videos/voir/30753/1/>
- Video: 2 Girls, 2 Lives <https://vimeo.com/61018495>
- Handout: Who is Out of School graphs
- Lesson 3 Reflection
- World Map

Directions

1. Review key concept from Lesson 2: There are barriers to Education for All.
2. Show video: Millennium Development Goal : Education for all
3. Show video: 2 Girls Born on the Same day
4. Discuss how to read the graphs on Who is Out of School handout
5. In pairs discuss data and complete 1-4 on Lesson 3 Reflection
6. Pairs join another pair to share information and integrate ideas
7. Come together as a whole group to discuss and chart findings
8. Wrap-up: Although there are kids out of school all over the world, the problem is greater in some areas
9. Allow time for students to answer question #5 on Lesson 3 Reflection. Save Lesson 3 Reflection for final assessment.

Extension:

For additional resources on this lesson, visit our coalition members:" to "For additional resources and action steps on this lesson, visit our coalition members:

10x10, Lessons 1-3, Upper Elementary, <http://10x10act.org/for-educators/>

Plan International, Because I Am A Girl, http://issuu.com/planyouth/docs/biaag_2012_educatorstoolkit_final/35

Lesson 4

What is being done to help remove these barriers and how can that contribute to development? Should education be free and open to all?

Enduring Understanding

Although there are many barriers to an education around the world, there are efforts being made to remove them.

Essential Questions

- What is being done to remove the barriers to an Education for All?
- What needs to be done to achieve the United Nation's goal of an education for All by 2015?

Materials Needed

- Book
Hughes, Susan, *Off To Class: Incredible and Unusual Schools Around the World*, Owlkids Books Inc, 2011
- Copies of pages from *Off To Class: Incredible and Unusual Schools Around the World* for small group work (see pages in directions below)
- Lesson 4 Reflection

Directions

1. Review key point from lesson 3: Who is out of school, and what countries have the biggest issues?
2. Read aloud pages 7 and 23 again, specifically focusing on the fact that students will be looking for efforts being made reduce these barriers.
3. Break into Pairs. Each group read, discuss and complete 1-3 on Lesson 4 Reflection.
 - Out of the Rubble, pg. 18-19
 - From Trash to Textbooks, pg. 24-25
 - Out of Sight, Out of Mind, pg. 32-33
 - ABC Is for Everyone, pg. 34-35
 - Off the Streets, Into School, pg. 36-37
 - Building Hope in a Refugee Camp, pg. 38-39
 - Schools that Go to Kids, pg. 50-51
4. Have pairs create small groups by joining others with the same article and compare and revise.
5. As a whole group, have small groups report while other students complete the remainder of Lesson 4 Reflection as they listen. Retain Lesson 4 Reflections for final assessment.
6. Read page 58 aloud
7. Wrap up discussion about:
 - Education is a right, should it be free?
 - Barriers to Education for All
 - Efforts being made to alleviate barriers
 - How having an Education for All would benefit students, countries and the world

Extension:

For additional resources on this lesson, visit our coalition members:" to "For additional resources and action steps on this lesson, visit our coalition members:

10x10, Lesson 4, Upper Elementary, <http://10x10act.org/for-educators/>

Name: _____

- 1. In your own words, define 'right' in the context of today's lesson.**
- 2. Name some rights that children have, and explain where those rights were established.**
- 3. What was the education goal adopted by the United Nations to be completed by 2015?**
- 4. Do you think that education should be a right for every child? Explain your answer.**

Lesson 2 Reflection



Name _____

1. The name of your article:

**2. What is the barrier to education, in other words, why are children having trouble going to school?
Circle all that apply.**

- a. Lack of money
- b. Location
- c. Natural disaster
- d. War or violence in their country
- e. Homeless

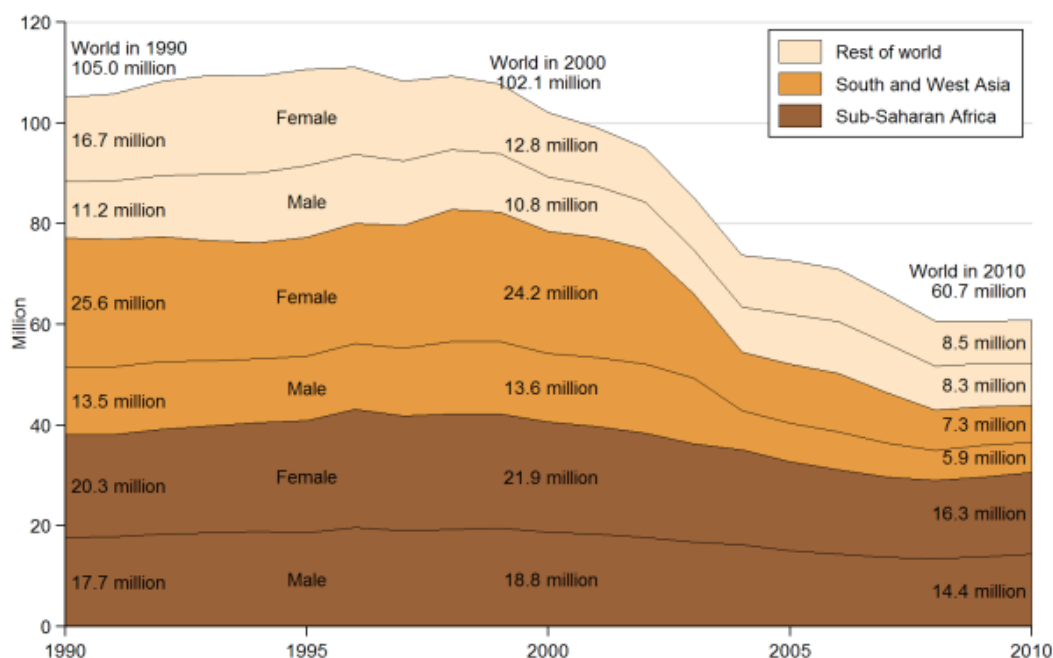
1. Explain what the article is about.

2. As other groups report, write 2 sentences that describe what their article is about.

Who is out of School?

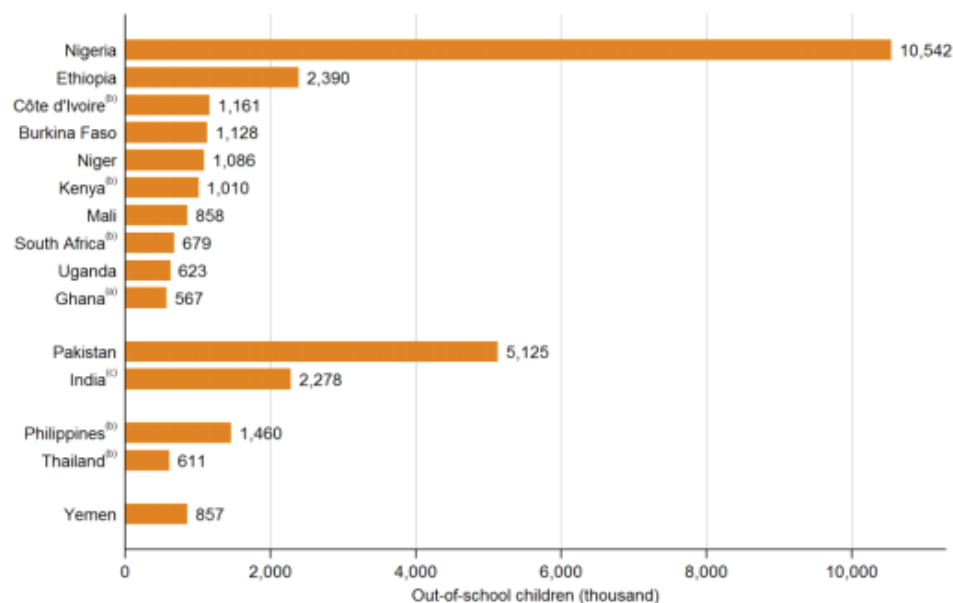


FIGURE 1. NUMBER OF OUT-OF-SCHOOL CHILDREN BY REGION AND SEX, 1990-2010



Source: UIS database, 2012.

FIGURE 2. COUNTRIES WITH MORE THAN 500,000 CHILDREN OUT OF SCHOOL, 2010



Notes: (a) Data for 2011; (b) Data for 2009; (c) Data for 2008. Figure presents selected countries with available data.

Source: UIS database, 2012.

Lesson 3 Reflection



Name: _____

Directions: Use the top graph to answer the following questions

In general, did the world make progress in getting kids in school from 1999-2010?

2. What area is not making much progress in getting kids in school?

3. Explain the difference between the number of boys and girls out of school. Why do you think this difference exists?

Directions: Use the bottom graph to answer the following questions

4. Look at the world map. On what continent are most of these places?

5. Summarize: By looking at the data on these two graphs and from the discussion, do you think that the world will achieve the goal of an Education for All by 2015? Explain your answer.

Lesson 4 Reflection



Name _____

1. The name of your article:

2. What is the barrier to education, in other words, why are children having trouble going to school? Circle all that apply.

- a. Lack of money
- b. Location
- c. Natural disaster
- d. War or violence in their country
- e. Homeless

3. Explain what the article is about, especially what is being done to overcome the barriers to education.

4. As other groups report, write 2 sentences that describe what their article is about.

Final Assessment



Name _____

Directions: Respond in writing to the following prompt:

As part of the Millennium Development Goals that the United Nations set in 2000, the world governments agreed to support the right of an education for every child, and to have all kids in school by the year 2015. It is now 2013. Please discuss the following points.

Use information from the texts we read, the videos we watched, your Lesson Reflection sheets and the class discussion to support your writing.

- What is the difference between a right and a privilege?
- Why is the right of education so important?
- What has been the progress of the world overall to achieve this goal of an Education For All?
- What parts of the world are having the most difficulty?
- What are the barriers to meeting the goal?
- What is being done to help?
- Should education be free?
- What do you think needs to happen to make an Education For All a reality for every child?

Unit Extension:

For extension on any of the lessons provided in this Unit or on other issues that affect the world, and action steps you can take, visit some of our coalition members:

- *The American Federation of Teachers (AFT)*
<http://www.aft.org/about/world/resources-opportunities/resources.cfm>
<http://www.sharemylesson.com>
- *Building Tomorrow*
<http://www.buildingtomorrow.org/zeta/happenings/sit-for-good/>
- *Center for Global Development*
http://www.cgdev.org/section/for_educators
- *Concern Worldwide US*
<http://gcc.concernusa.org/educator-resources/>
- *Connect To Learn*
<http://www.connecttolearn.org/get-involved/schools>
- *National Peace Corps Association*
<http://www.peacecorpsconnect.org/nPCA/news/worldview-magazine/lesson-plans/>
- *New Global Citizens*
<http://ngc.apandco.com/team-activities>
- *The Nobility Project*
<http://nobilityinschools.org/nobility-in-schools/educational-resources/>
<http://webquest.nobility.org/issues/education/>
- *Open Equal Free*
<http://www.openequalfree.org/resources/education-resources>
- *Plan International (Because I Am A Girl)*
http://issuu.com/planyouth/docs/biaag_2012_educatorstoolkit_final/35
- *PlanetAid*
<http://www.planetaid.org/>
- *TeachUNICEF*
<http://teachunicef.org/explore/topic/education>

