



# Lesson For All Enhancing Global Competence

A Primary Unit  
(Grades K-3)



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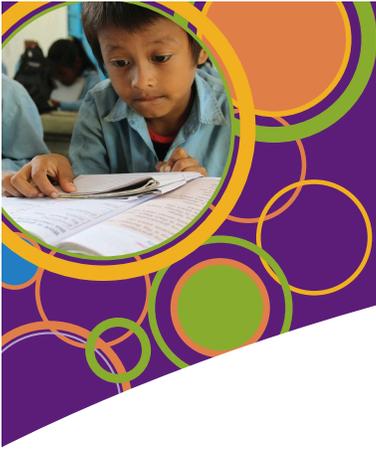
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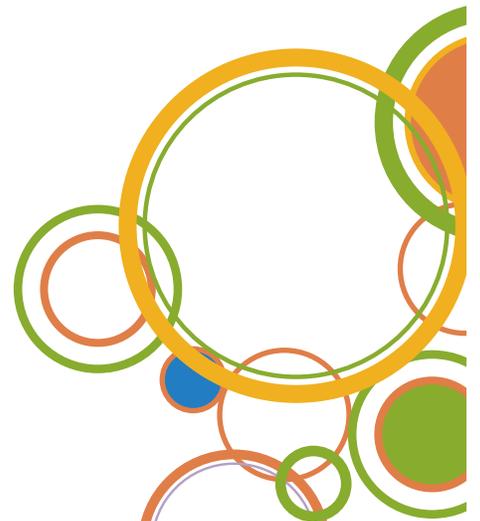


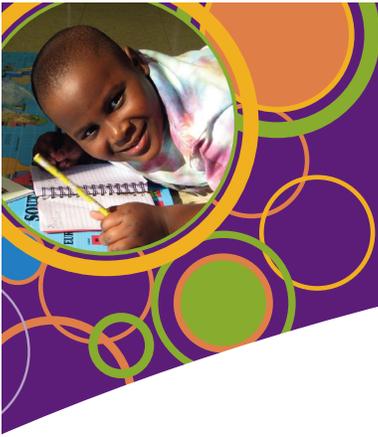


# Unit Overview

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. The purpose of the LFA is to educate US students about the issue 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](http://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 21<sup>st</sup> 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
RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	✓	✓	✓	✓
RI.6 Assess how point of view or purpose shapes the content and style of a text.	✓	✓	✓	✓
RI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	✓	✓	✓	
W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		✓		
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.	✓		✓	
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 is a right, and what are Children's Rights?

### Enduring Understanding

Children have rights around the world.

### Essential Questions

What are children's rights?

### Materials Needed

- Color it Rights activity book ([http://teachunicef.org/sites/default/files/units/color\\_it\\_rights\\_coloring\\_book.pdf](http://teachunicef.org/sites/default/files/units/color_it_rights_coloring_book.pdf))
- Video: Right of a Child. Produced by Llangyfelach Primary School, Swansea, UK

### Directions

1. Discuss and brainstorm things that children need to be safe, healthy and grow up to be the best person they can.
  - a. Food, shelter, love, clothes, responsible adult ect.
2. Allow students to each color a page in the Color it Rights activity book for a break. Save pg 14 for subsequent lesson.
3. Read aloud: Color it Rights activity book and discuss the meaning of a right.
  - a. People who fought for rights in history, Dr. Martin Luther King for example
4. Watch video: The Right of a Child video (<http://vimeo.com/21342955>)
5. Wrap-up with discussion about the importance Children's Rights.

### Lesson 1 Reflection

**K/1:** Picture/Writing Prompt: Draw a picture and/or write a sentence that represents a right.

**2/3:** Writing Prompt: Why are rights important? What are some rights that children have?

# Lesson 2

*Why is education an important right that every child should be afforded?*

## Enduring Understanding

Education is an important right that all children should have access to.

## Essential Questions

Why is education an important right for all children?

## Materials Needed

- Book: Hughes, Susan, Off To Class: Incredible and Unusual Schools Around the World, Owlkids Books Inc, 2011

## Directions

1. Review key points from lesson 1: Every child has rights, and one important right is an education.
2. On post-it notes, have each student write down their favorite thing about school.
3. Gather in a circle and allow students to share their post-it note.
4. Ask why they think school is important for them.
5. Ask, Do you think all kids around the world are able to go to school? Why do you think they can't?
6. Read aloud pages 4-7 Off To Class: Incredible and Unusual Schools Around the World
7. Page through the book and do a picture walk while reading chapter titles. (The book will be covered more thoroughly in subsequent lessons)
8. Wrap-up with discussion about the importance of the right to go to school for every student and the fact that this is not always possible for every child

## Lesson 2 Reflection

**K/1:** Picture/Writing Prompt: Draw a picture and/or write a sentence that represents why education is important.

**2/3:** Writing Prompt: Why is an education important right? Use what you know about rights to explain why.

# Lesson 3

## What are the barriers to education?

### Enduring Understanding

There are many reasons why some children cannot go to school.

### Essential Questions

- In what ways are kids being kept out of school?
- In what ways are organizations and individuals trying to help all kids go to school?

### Materials Needed

- Hughes, Susan, Off To Class: Incredible and Unusual Schools Around the World, Owlkids Books Inc, 2011
- Color it Rights activity book page 14: A Right to Go To School.

### Directions

1. Review key points of lesson 2: Education is an important right of every child. Not all kids are able to go to school.
2. Say: Although education is a right, not every child is able to attend school. In this lesson, we will find out some of the reasons for that.
3. On chart paper that you will save until lesson 4, create a list called: Some barriers to going to school.
4. Say: Remember this book for our last lesson? Today we will read more. As I read, try to listen for reasons that some children are not able to attend school.
5. Read aloud and discuss these sections, stopping to add to the list of barriers:
  - Page 8 (flooding)
  - Page 18 (earthquake)
  - Page 23 (overview of cultural and attitudinal barriers)
  - Page 24 (poverty, money)
  - Page 36 (orphaned)
  - Page 38 (war, violence)
  - Page 52 (disabilities)
6. Wrap up discussion by reviewing the barriers on the list.
7. If students need a break: Color it Rights activity book page 14: A Right to Go To School. Allow students to color this page and personalize it with your schools name.
8. Say: Next lesson, we will talk about what is being done to help overcome these barriers

### Lesson 3 Reflection

**K/1:** Provide a piece of paper with a line down the middle. Students draw a picture of each school and write a sentence or two.

**2/3:** Use a Venn Diagram as a prewriting tool to compare/contrast "Our School," and "Other School." Use the Venn Diagram to write a three paragraph essay.

# 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

There are many barriers to an education for all, but there are efforts being made to remove those.

## Essential Questions

- What efforts are being made to help every child go to school?
- Should education be free?

## Materials Needed

- Book: Hughes, Susan, Off To Class: Incredible and Unusual Schools Around the World, Owlkids Books Inc, 2011

## Directions

1. Review key concepts in lesson 3: Although education is a child's right, not all children can go to school for a variety of reasons.
2. Say: Today we will learn about ways people are helping children all over the world to get an education.
3. Hold up book Off to Class, say: We read about the barriers to education, and now we will learn about some things to help those children.
4. Hang the chart with the list of barriers created in lesson 2
5. Create a chart titled: Things being done to help.
6. Read aloud and add to things being done to the new chart:
  - Page 8-9 (flooding)
  - Page 18-19 (earthquake)
  - Page 23 (overview of cultural and attitudinal barriers)
  - Page 24-25 (poverty, money)
  - Page 36-37 (orphaned)
  - Page 38-39 (war, violence)
  - Page 52-53 (disabilities)
7. Wrap up discussion summarizing the barriers and what is being done to help

## Final Assessment/Evaluation Ideas

1. Small groups create posters displaying things that are being done to remove barriers to attending school. Small groups present their findings.
2. Students create their own book explaining the rights of children, the barriers to those rights, and what is being done to help. This could be done in small groups, each child could have a page. The amount of text per page could be adjusted based on ability and age.

## Unit Extension:

For extension on any of the lessons provided in this Unit or on other issues that affect the world or to take action, 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](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](http://issuu.com/planyouth/docs/biaag_2012_educatorstoolkit_final/35)
- *PlanetAid*  
<http://www.planetaid.org/>
- *TeachUNICEF*  
<http://teachunicef.org/explore/topic/education>

GLOBAL CAMPAIGN FOR  
**EDUCATION**  
UNITED STATES CHAPTER

Website: [www.gce-us.org](http://www.gce-us.org)

Facebook: [www.facebook.com/campaignforeducationusa](http://www.facebook.com/campaignforeducationusa)

Twitter: [www.twitter.com/gce\\_us](http://www.twitter.com/gce_us)

