

Unit 3 (3rd-4th class)

Global Goal 4: Quality Education

Learning intentions:

We will learn to:

- Explore the reasons why going to school is important
- Discuss how education can transform our world
- Create our ideal classroom
- Evaluate the Irish Aid supported School in a Box project in Guava Primary School
- Identify the Global Goals supported by the School in a Box project
- Reflect on what we found out and did in this Unit

Materials:

Activity One: School Matters

- School matters: Pupil Worksheet (page 5)

Activity Two: Education as Transformation

- Malala and Goal 4: Teacher Resource Sheet (page 6)
- Think-Pair-Share: Pupil Worksheet (page 7)
- Education as Transformation: Teacher Resource Sheet (page 8)

Activity Three: Guava Primary School

- Mozambique – Country File: Teacher Resource Sheet (page 9)
- Guava Primary School: Teacher Resource Sheet (page 10)
- Visual Art material (see instructions)

Activity Four: School in a Box

- School in a Box: Pupil Worksheet (page 11)
- Guava Teacher Talk: Teacher Resource Sheet (page 12)

Activity Five: Guava Goals

- 17 Goals to Transform our World: Teacher Resource Sheet (page 13)
- Guava Goals: Pupil Worksheet (page 14)

Step-by-Step instructions:

Activity One: School Matters

1. Ask the class to brainstorm what they like about going to school.
2. Remind pupils that Global Goal 4 is about ensuring that everyone, in Ireland and abroad, can get a good (quality) education.
3. Divide the class into small groups.
4. Distribute one copy of the [School Matters: Pupil Worksheet](#) (page 5) to each group.
5. Invite each group to write or draw 5 reasons why school is important in the points of the star on their worksheet.
6. Facilitate feedback and record responses on the board.
7. Ask the class to vote on the best reason why school is important.
8. Encourage pupils to come up with three difficulties they might face in their future they could no longer go to school and learn.
9. Conclude by asking the class if they want to add anything to the list of things they said about what they liked about going to school at the start of the activity.

Activity Two: Education as Transformation

1. Ask pupils if they know anything about Malala Yousafzai.
2. Display [Malala and Goal 4: Teacher Resource Sheet](#) (page 6) on the board, and read the information aloud to the class.
NOTE: Depending on your class, you may wish to locate Pakistan on a map of the world.
3. Explain that because of Global Goal 4, more children than ever are going to primary school, but many children do not get a good or 'quality' education, meaning that by the time they leave primary school they are still struggling to read and write. Some reasons for this include: poor training for teachers; too few rooms in schools contributing to large class sizes where children do not always get the help or attention they need; schools without electricity, without drinking water, and without enough toilets for both boys and girls, all of which can affect whether children come to school, and even if they are in school, whether they learn to the best of their abilities.
4. Tell pupils that they are going to think about and discuss their understanding of the word 'education'.
5. Distribute one [Think-Pair-Share: Pupil Worksheet](#) (page 7) to each pupil, and invite them to work alone on a definition of the word 'education', to be written in the THINK column on their worksheet.
6. Ask pupils to form pairs to compare their definitions and jointly agree a definition, to be written in the PAIR column of their worksheet.
7. Invite pupils to call out their pair definitions and record their responses on the board.
8. Ask pupils if they have ever heard of a person called Nelson Mandela, and if yes, to call out anything they know about him.
9. Display [Education as Transformation: Teacher Resource Sheet](#) (page 8) on the board, and read the information aloud.
NOTE: Depending on your class, you may wish to locate South Africa on a map of the world.

10. Ask pupils whether they agree with what Nelson Mandela said about the power of education to change or transform our world for the better.
11. Facilitate a whole class discussion to agree a class definition of the word 'education,' to be written in the 'SHARE' column of their worksheet.

Activity Three: Guava Primary School

1. Remind the class that Mozambique is one of Ireland's 8 Key Partner Countries.
2. Display [Mozambique – Country File: Teacher Resource Sheet](#) (page 9) on the board.
3. Explain that although there has been progress in relation to the education system in Mozambique, there is still lots of work to do to make sure that both boys and girls start and stay in school, and get a good education.
4. Display [Guava Primary School: Teacher Resource Sheet](#) (page 10).
5. Ask for volunteers to read the information on the board aloud.
6. Invite pupils to close their eyes for a few moments and imagine their ideal classroom.
7. Facilitate a whole class discussion using the following prompts:
 - What way would your ideal classroom be set up – chairs, tables etc?
 - What would be on the walls?
 - What about things like books, art supplies, whiteboards, tablets etc?
 - Who are the people in your ideal classroom, and what would they be doing?
 - What would you like to learn about in your ideal classroom, how would this learning happen – i.e. what would it look like?
8. Divide the class into small groups.
9. Invite groups to do one of the following tasks (depending on the Visual Arts strand you wish to address):
 - Draw a picture of their ideal classroom
 - Paint a picture of their ideal classroom
 - Construct a clay model of their ideal classroom
 - Make a fabric/fibre wall hanging of their ideal classroom
10. Invite each group to present their finished work, and as they present ask pupils to explain how the things they have included in their ideal classroom might help them to get a good (quality) education.
11. Conclude by asking pupils whether they think the pupils in Guava Primary School would create similar ideal classroom.

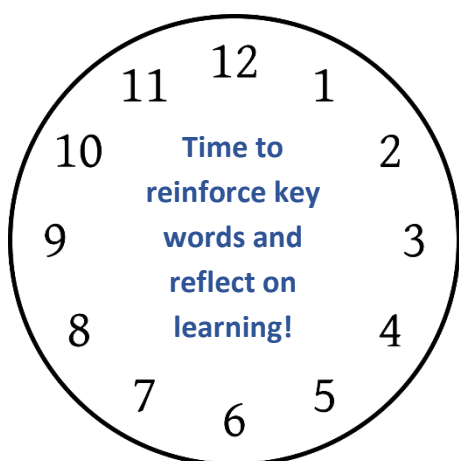
Activity Four: School in a Box

1. Tell the class that one of the educational initiatives supported by Irish Aid, Ireland's overseas aid programme, in collaboration with the Mozambican Ministry for Education, is a School in a Box project. The idea for this project came from Dun Laoghaire Institute of Art, Design and Technology (IADT) in Dublin. The aim of the School in a Box project is to improve the quality of teaching and learning in schools in countries with very few educational resources and/or where electricity supply is a problem. This project gets its name because the physical components of the project are made up of a 'box' and its' components:
 - a solar battery (which can be charged by mains electricity, a solar panel or a car)
 - a solar panel

- a small projector
 - an iPad with educational apps
2. Divide the class into pairs.
 3. Give one copy of [School in a Box: Pupil Worksheet](#) (page 11) to each pair.
 4. Invite pupils to draw a line between the School in a Box component and the correct label on their worksheet.
 5. Display [Guava Teacher Talk: Teacher Resource Sheet](#) (page 12) on the board, and read it aloud.
 6. Divide the board into two columns: (1) Good things; and (2) Things that could be improved.
 7. Invite pupils to think about Global Goal 4 (Quality Education) as they firstly call out the good things about the School in a Box project. Then ask pupils to call out the things about the School in a Box project that could be improved. Note all their responses in the appropriate column on the board.
 8. Explain that one of the most important things about the Global Goals is that we all constantly evaluate any actions we take or changes we make to contribute to the Goals, so that we can measure what is going well and what can be improved.

Activity Five: Guava Goals

1. Display [17 Goals to Transform Our World: Teacher Resource Sheet](#) (page 13) on the board.
2. Ask pupils to think about the Irish Aid supported School in a Box project, and the experiences of teachers and pupils in Guava Primary School in Mozambique.
3. Divide the class into pairs.
4. Distribute one copy of [Guava Goals: Pupil Worksheet](#) (page 14) to each pair.
5. Invite each pair to discuss the Global Goals they think are being supported in Guava Primary School. They can draw the logos for their agreed Goals as Apps on the iPad screen on their worksheet.
6. Facilitate feedback from some pairs.
7. Conclude by reminding the class that each of the Global Goals are important, and that they are all interconnected, so projects and actions focused on one Goal can also be helping to achieve other Goals.



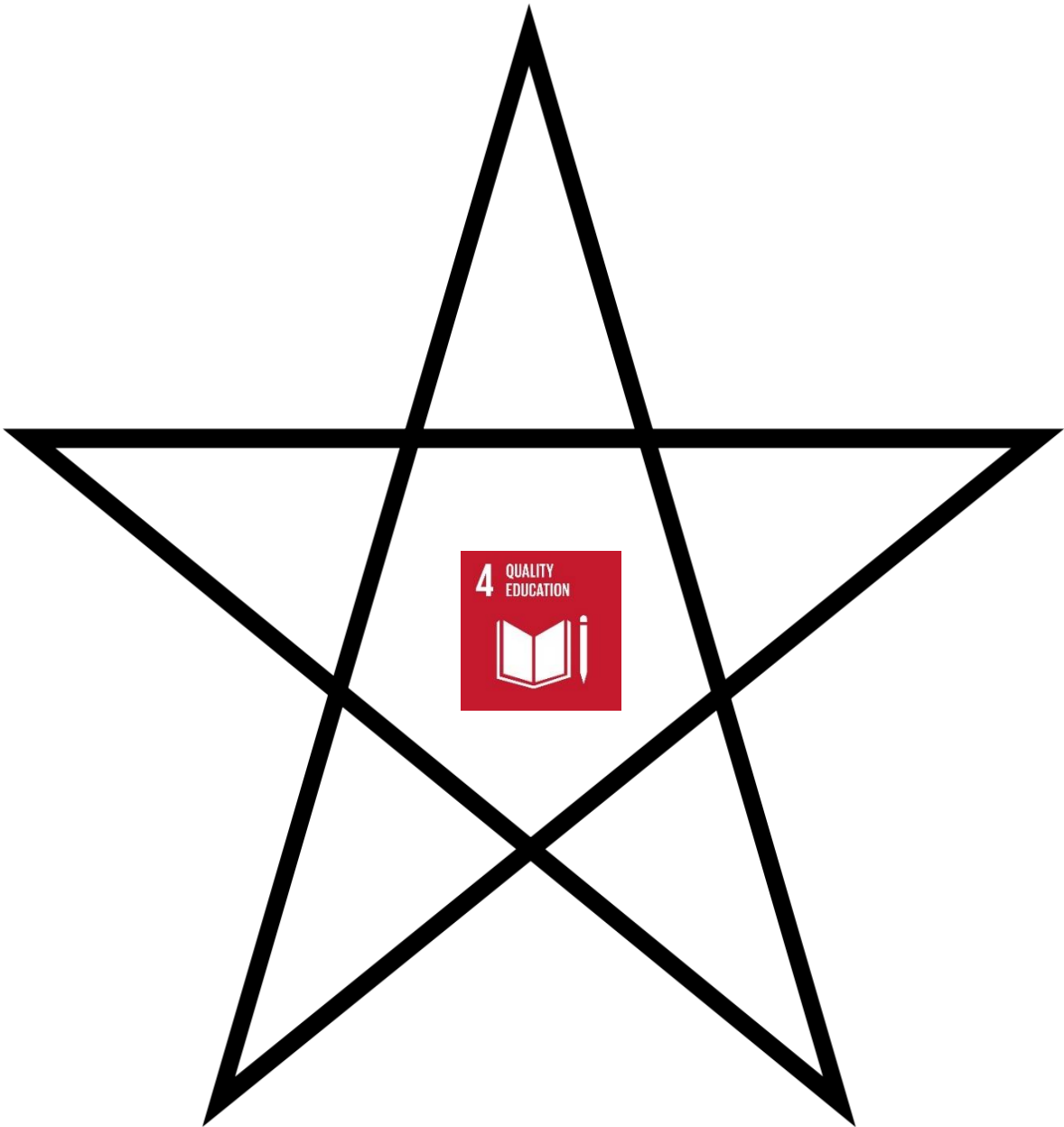
End of unit literacy and reflection activities are available in the lesson plan section of the Our World Irish Aid Awards website:
www.ourworldirishaidawards.ie

Activity One

School Matters: Pupil Worksheet



Work together to identify five reasons why school is important, one for each point of the star. You can use words and pictures.



Activity Two

Malala and Goal 4: Teacher Resource Sheet



In some parts of the world, students are going to school every day. It's their normal life.

But in other parts of the world, we are starving for education...it's like a precious gift.

It's like a diamond...

Source: http://cdn.globalgoals.org/2015/09/Malala_Goal4-1.jpg

Malala Yousafzai was born in Mingora, in the Swat Valley in Pakistan, in 1997. The Swat Valley was a popular tourist spot until the Taliban (an Islamic militant group) tried to take control. After the Taliban began attacking girls' schools in Swat, Malala started a blog for the BBC about what it was like to live under Taliban rule. In response, the Taliban issued a death threat against her.

On 9 October 2012, Malala was shot while she travelled on a bus from school. After multiple surgeries in the United Kingdom, she was able to begin attending school. Malala is now studying at Oxford University and continues to support education for girls through her charitable organization, the Malala Fund (<https://www.malala.org/>).

Activity Two

Think-Pair-Share: Pupil Worksheet



THINK – in the ‘THINK’ column write what you think the word ‘education’ means.

PAIR – when you have finished, discuss your definition with on other person, agree a joint definition, and write this in the ‘PAIR’ column.

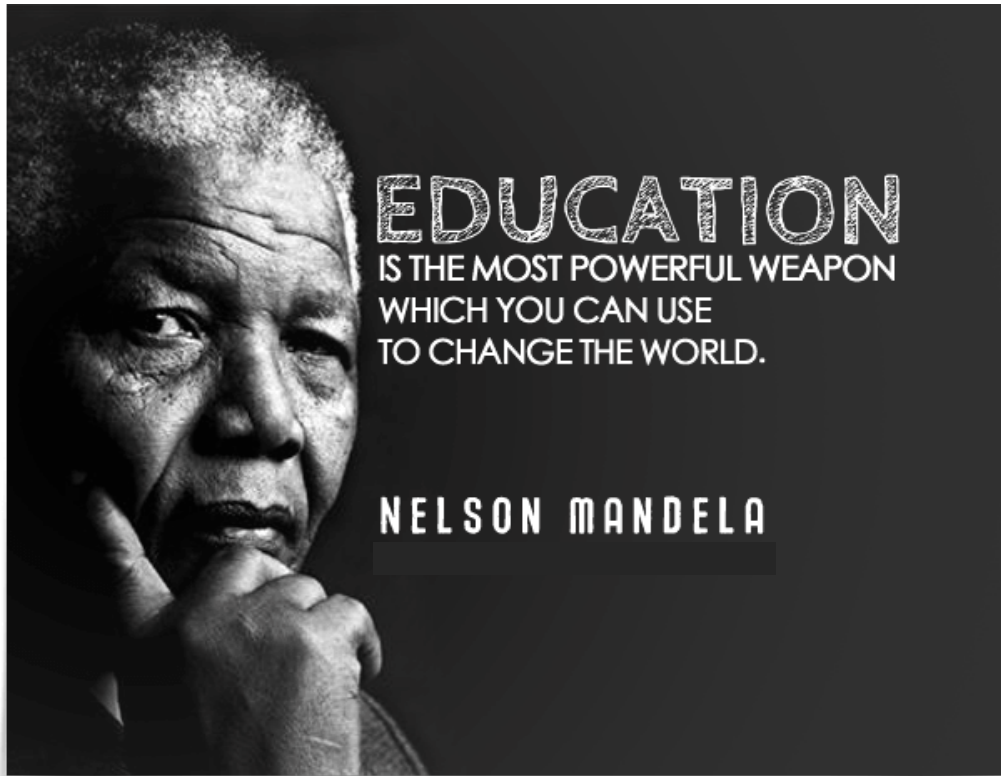
SHARE – Take part in a class discussion, and write the definition agreed by the class in the ‘SHARE’ column.

EDUCATION →

THINK <i>I think it means</i>	PAIR <i>We think it means</i>	SHARE <i>As a class, we agree it means</i>

Activity Two

Education as transformation: Teacher Resource Sheet



Source: <http://inspirationalquotes.gallery/education-is-the-most-powerful-weapon-which-you-can-use-to-change-the-world/>

Nelson Mandela was born in South Africa in 1918, to a very large family. He was the first of his brothers and sisters to go to school and went on to study Law.

Mandela fought against Apartheid in South Africa. Apartheid means 'apartness', and it was a system which meant that the South Africa was organized in such a way as to make sure that white people were the leaders and controlled the country's wealth, and black people worked for them and remained poor. Mandela felt this was wrong and unfair, and because he fought against Apartheid, he was jailed for 27 years.

After he was freed in 1990, Mandela helped to end Apartheid and was later elected the first black President of South Africa. He died, aged 88, on 5 December 2013.

Activity Three

Mozambique – Country File: Teacher Resource Sheet



Location: Southeast Africa

Partner Country with Ireland since: 1996

Capital city: Maputo

Official Language: Portuguese

Population: 26 million

Life expectancy: 55 years

Education in Mozambique:

The population of Mozambique is very young. 88.2% of the population are under 14 years of age. Between 2000 and 2015, there was a big push to make sure that all Mozambican children had the chance to get a primary school education. Because of this, by 2014, the percentage of children starting primary school increased by 34% to 45%. One of the main reasons for this improvement was that since the 2003/2004 school year there have been no primary school fees in Mozambique.

Sources: Irish Aid 2016 Annual Report; United Nations Human Development Index, Mozambique country profile report 2017

Activity Three

Guava Primary School: Teacher Resource Sheet

Guava Primary School, or Escola Primária Completa De Guava Marracuene in Portuguese, is a large urban primary school just outside of the Mozambican capital, Maputo.



Pupils and teachers welcoming the William Carlos, Irish Ambassador to Mozambique and Botswana, on his visit to Guava Primary School

The school is overcrowded with a pupil population of 5,400, half of whom are boys and half are girls. There are 73 teachers in the school. The large number of pupils compared to teachers means that the school day is split into two sessions. Pupils in the first session have classes between 6.30am and 10.50am in the morning, and the second session starts school at 12 noon and finishes at 4.30pm. 51 teachers work during the first session and 22 teach in the second session.



A class outside in the shade of a building

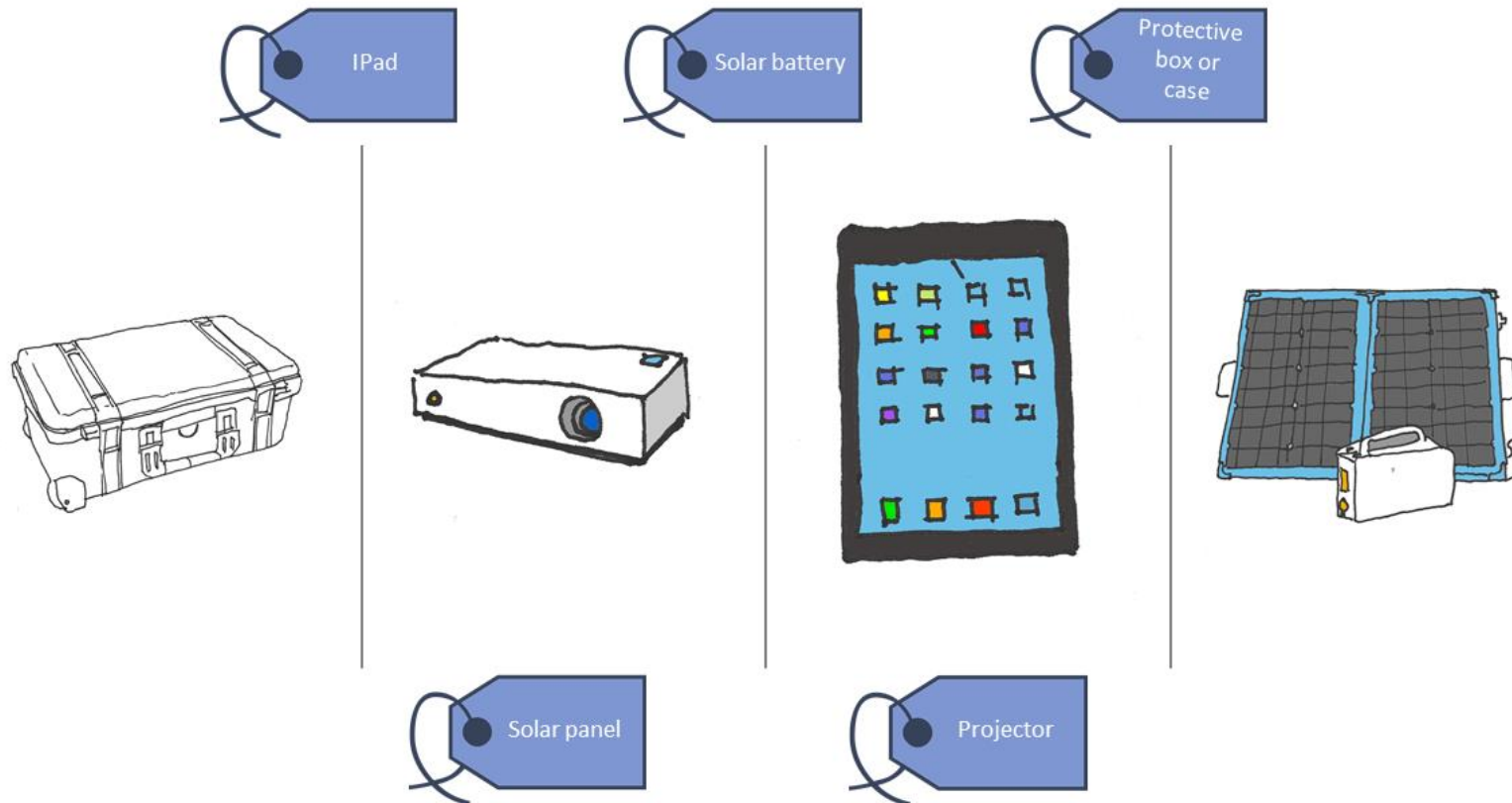
Even with the session system in Guava Primary School, there are not enough rooms for all the pupils, and the existing rooms are too small for classes of up to 70 or 80 children. Some classrooms are in poor condition, without desks, doors and windows.

Teaching often happens outside under in the shade of a building or under a tree. The children have some textbooks, but teachers do not have many resources beyond blackboard and chalk.

Activity Four

School in a Box: Pupil Worksheet

Draw a line between the School in a Box component and the correct label for that component.



Activity Four

Guava Primary School: Teacher Resource Sheet



Guava Primary School pupils with teacher Rosalia Macuvele and School in a Box trainer, Joao Couvaneiro

Since 2015, ten teachers from Guava Primary School have taken part in the School in a Box training to help them to create more interactive lessons. Over 300 pupils have benefited from the project.

At first, the teachers thought that they could use the School in a Box technology in the outside classrooms, but they were worried that the equipment would be damaged by the sand on the ground and children running around at break times. Instead the iPad and projector are used in one of the classrooms that has windows and doors.

My name is Rosa Chirindza. I am 43 years old and I teach Portuguese language in Grades 2 and 3. One of my favourite things about teaching is being with the pupils. Interacting with the children always lifts my spirits. Although it takes me a lot of time to prepare the iPad lessons, I think it helps my pupils remember things. Before when they heard or read about something they had to use their imagination to picture what it might look like. Now, with the iPad they can see lots of examples and talk about these themselves.



My name is Rosalia Macuvele. I am 41 years old and I teach Grade 2 Mathematics. I think the iPad is good, but I wish we had more of them. We share the iPad, so sometimes we must wait for other teachers to finish before we can do our work. The children all wanted to touch the iPad at first, but they got used to it and it just became normal. It makes all pupils, even the shy ones, want to participate in class.

My name is Marcos Tembe. I am 29 years old and I teach Grade 3 Portuguese. When I use the iPad, pupils are more motivated to learn. Even pupils that are sometimes absent come to class when they know I will use the iPad. We don't have internet access in this school, which means that we draw or find and take photos of the things that we want to show in class. This takes time, but the pictures that we use are familiar to our pupils and it brings things from their environment into the classroom.

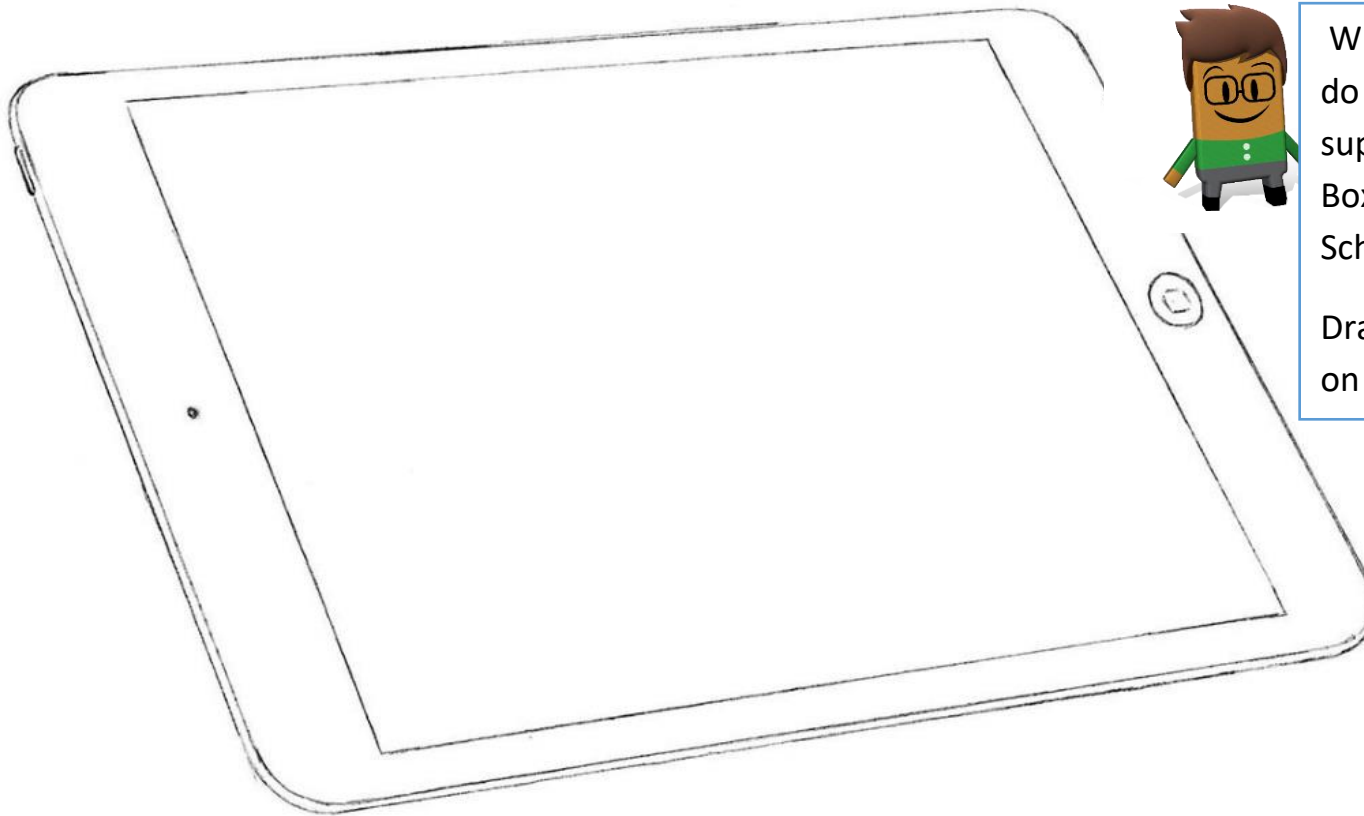
Activity Three

17 Goals to Transform Our World: Teacher Resource Sheet



Activity Five

Guava Goals: Pupil Worksheet



Which of the 17 Global Goals do you think are being supported by the School in a Box project in Guava Primary School?

Draw the logos for these Goals on the iPad screen.