

Unit 3 (5th-6th 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 my ideal classroom
- Evaluate the Irish Aid supported School in a Box project in Guava Primary School
- Identify a personal learning goal in relation to the United Nations Global Goals for Sustainable Development
- 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

- Think-Pair-Share: Pupil Worksheet (page 6)
- Education as Transformation: Teacher Resource Sheet (page 7)

Activity Three: Guava Primary School

- Mozambique – Country File: Teacher Resource Sheet (page 8)
- Guava Primary School: Teacher Resource Sheet (page 9)
- My Ideal Class: Pupil Worksheet (page 10)
- Visual Art material (see instructions – step 7)

Activity Four: School in a Box

- School in a Box: Teacher Resource Sheet (page 11)
- Guava Teacher Talk: Teacher Resource Sheet (page 12)
- Evaluation Eye: Pupil Worksheet (page 13)

Activity Five: My Learning Goal

- Education as Transformation: Teacher Resource Sheet (page 7)
- Global Goals (child-friendly version): Pupil Worksheet (**Unit 1**, page 13)
- My Learning Goal: 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 and record their responses on the board.
2. Divide pupils into small groups.
3. Invite each group to discuss the reasons why school is important.
4. Facilitate feedback and record responses on the board.
5. Ask the class to vote on the nine best reasons why school matters.
6. Distribute one copy of the [School Matters: Pupil Worksheet](#) (page 5) to each group.
7. Invite each group to diamond-rank the nine agreed reasons in order of importance, where 1 is the most important and 5 is the least important.
8. Ask the groups to explain their decisions and identify any issues that arose during the ranking activity.
9. Encourage pupils to come up with three difficulties they might face in their future they could no longer go to school and learn.
10. Conclude by asking the class if they want to add anything to their list of things they like about going to school (Step 1).

Activity Two: Education as Transformation

1. Remind the class that Goal 4 of the Sustainable Development Goals is about ensuring that everyone, in Ireland and abroad, can get a good (quality) education.
2. Explain that because of Global Goal 4, more children than ever are going to primary school. Despite this, many children who go to school 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 so that children are in large classes where they do not always get the help and attention they need; schools without electricity, without drinking water, and without enough toilets for both boys and girls. Each of these circumstances can affect whether children come to school, and even if they are in school, whether they can learn to the best of their abilities.
3. Tell pupils that they are going to think about and discuss their understanding of the word 'education'.
4. Distribute one [Think-Pair-Share: Pupil Worksheet](#) (page 6) to each pupil and invite them to work alone on a definition of the word 'education', to be written into the THINK column on their worksheet.
5. Ask pupils to form pairs to compare their definitions and jointly agree a definition to be written in the PAIR column of their worksheet.
6. Invite pupils to call out their pair definitions and record their responses on the board.
7. Explain that Paulo Freire (1921-1997) was a famous educator and thinker from Brazil. He believed that education has the potential to free people so that they could take part in changing or transforming our world for the better.
8. Display [Education as Transformation: Teacher Resource Sheet](#) (page 7) on the board and invite pupils to consider the quote from Freire.
9. Facilitate a whole class discussion to agree a class definition of the word 'education' and invite pupils to write this agreed definition 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 8) 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 9) on the board.
 5. Ask for volunteers to read the information on the board aloud.
 6. Facilitate a short whole class discussion about the text and images.
 7. Invite pupils to do one of the following tasks (depending on the Visual Arts strand you wish to address):
 - Draw and label a picture of their ideal classroom - [My Ideal Class: Pupil Worksheet](#) (page 10)
 - Paint a picture of their ideal classroom
 - Design a Minecraft model of their ideal classroom
- NOTE:** Depending on your class you may wish to use the following prompts as your pupils' work:
- 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. Ask pupils to pair up with a classmate to compare their work.
 9. Facilitate feedback, asking pupils to explain how the things they have included in their ideal classroom could help them to get a good (quality) education.
 10. Conclude by asking pupils whether they think the pupils in Guava Primary School would have drawn similar pictures if they were asked to draw their ideal classroom.

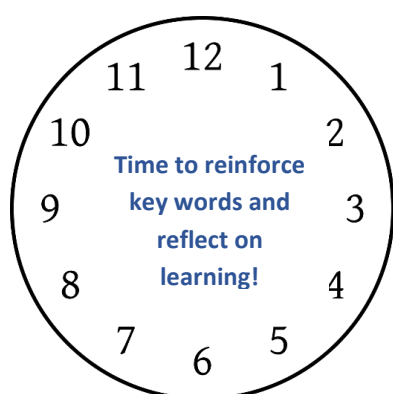
Activity Four: School in a Box

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 the School in a Box project. The idea for this project came from Dun Laoghaire Institute of Art, Design and Technology (IADT) in Dublin.
2. Display [School in a Box: Teacher Resource Sheet](#) (page 11).
3. Explain that this project gets its name because the physical components 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, and a small projector and an iPad with educational apps. 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.
4. Display [Guava Teacher Talk: Teacher Resource Sheet](#) (page 12) on the board.
5. After you have read the information on the board, ask pupils to Stop and Jot, i.e., take a few minutes to write down the important things they have learned about the School in a Box project.
6. Divide the class into small groups.
7. Distribute one copy of [Evaluation Eye: Pupil Worksheet](#) (page 13) to each group.

8. Invite pupils to keep Global Goal 4 in mind as they work together to identify the good things about the School in a Box project and the things that could be improved, and to note the main points from their discussion in their worksheet.
9. Facilitate feedback from the groups.
10. Explain that in 2016 staff in IADT wrote a report about the challenges and impact of the School in a Box project on children's learning in Guava Primary School and they included recommendations about how to move the project forward.
11. Ask if anyone wants to volunteer why it was important for IADT to write this report?
NOTE: Depending on your class you may wish to 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.
12. Conclude by reminding the class that although they have focused on Global Goal 4 (Quality Education) in this activity, the School in a Box iPad and projector are powered by solar power (a renewable energy source), so this project is also helping to achieve Global Goal 7 (make sure that everyone has enough heat, light and power without damaging the environment).

Activity Five: My Learning Goal

1. Display [Education as Transformation: Teacher Resource Sheet](#) (page 7) on the board.
2. Explain that each of the seventeen Global Goals has a set of targets, or small steps to help all countries, rich and poor, to reach the Goals by the year 2030. One of the targets for Goal 4 is to make sure that everyone, everywhere has the chance to learn about sustainable development and the Global Goals as part of their education. This target or step can be linked to the quote on the board. If our education includes learning about what needs to be done to change or transform our world for the better, then there is more of a chance that the world will in fact be transformed for the better.
NOTE: For further information about Global Goal targets see: www.globalgoals.org
3. Display [Global Goals \(child-friendly version\): Pupil Worksheet](#) (Unit 1, page 13) on the board.
4. Distribute one copy of [My Learning Goal: Pupil Worksheet](#) (page 14) to each pupil.
5. Ask pupils to pick the Global Goal they would most like to learn more about.
6. Invite pupils to complete their worksheet with this Goal in mind.
7. Ask pupils to keep their completed worksheet safe until the end of the OWIAA Units, when they can check back to see whether their learning Goal has been achieved and/or to decide if there is anything additional that needs to be done.



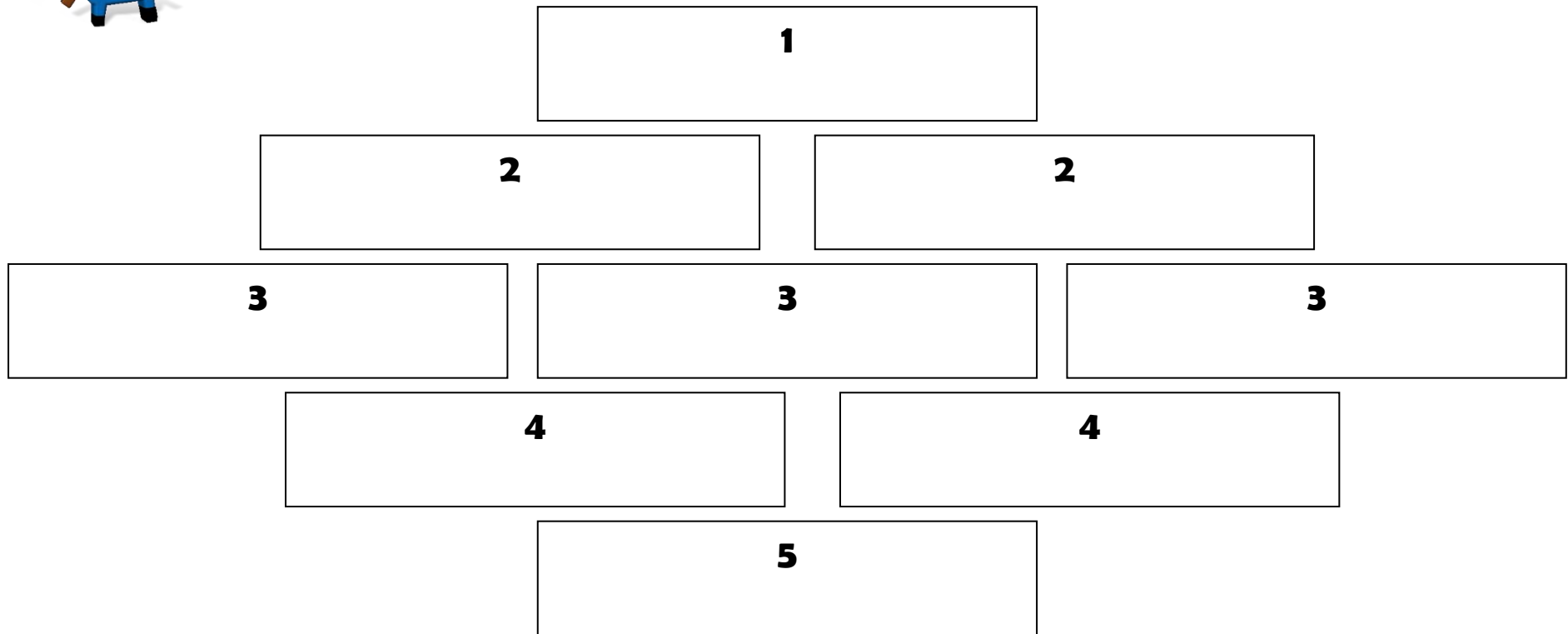
End of unit literacy and reflection activities are available in the lesson plan section of the Our World Irish Aid Awards website: www.ourworldirishaidawards.ie

Activity One

School Matters: Pupil Worksheet



In the diagram below, rank the reasons why school matters in order of importance, where 1 is the most important and 5 is the least important.



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.

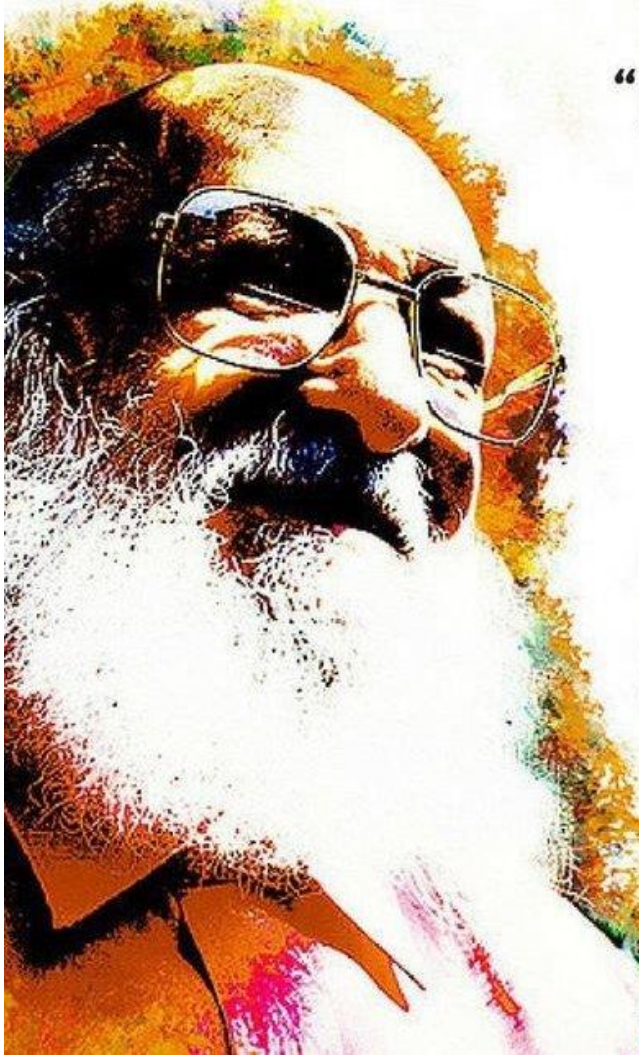
SHARE – Take part in a class discussion, and write the definition agreed by the class in the ‘SHARE’ column.

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



**“Education does
not transform
the World.
Education
changes
People.
People
change the
World.”**

— Paulo Freire

Source: https://pbs.twimg.com/media/C1Vk_BkUUAESqin.jpg

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 classrooms for all the pupils, and the existing classrooms 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 Three

My Ideal Class: Pupil Worksheet

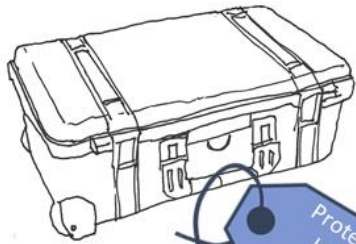
Draw your ideal classroom.

Remember to label the various parts of your picture.

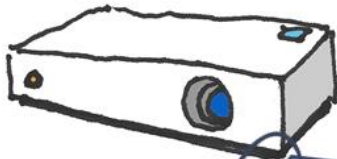
The drawing area consists of a 10x6 grid of red squares. The four corner squares (top-left, top-right, bottom-left, bottom-right) contain a logo with the number '4', the text 'QUALITY EDUCATION', and an icon of an open book and a pencil. A red pushpin is pinned to the top edge of the grid, with lines pointing to the text 'Remember to label the various parts of your picture.'

Activity Four

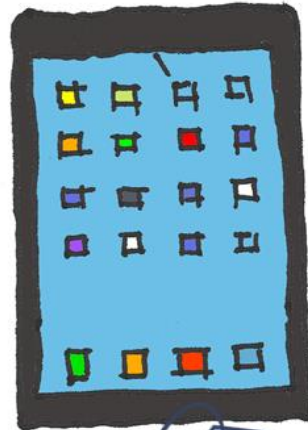
School in a Box: Teacher Resource Sheet



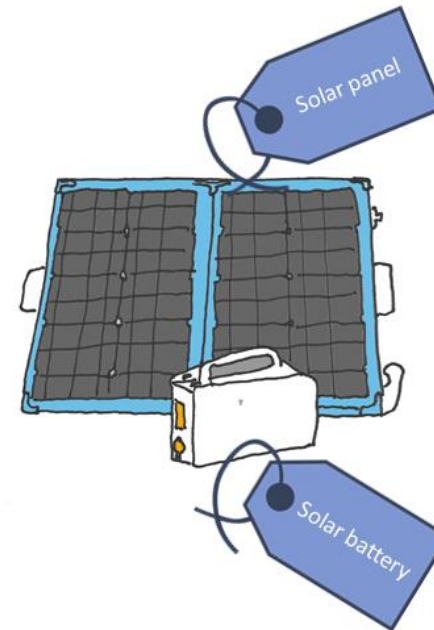
Protective
box or
case



Projector



iPad



Solar panel

Solar battery

Activity Four

Guava Teacher Talk: 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 of their 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 Four

Evaluation Eye: Pupil Worksheet

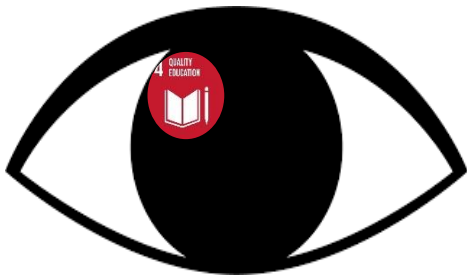
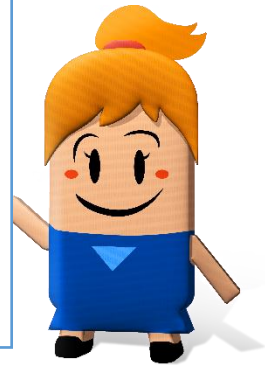
Think about Global Goal 4, which is about making sure that everyone gets a good education, as you work together to:



identify the good things about the School in a Box project

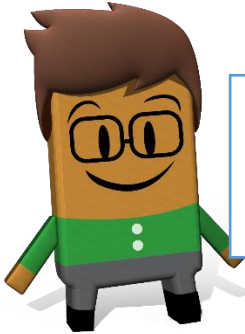


things about the School in a Box project that could be improved in future



Activity Five

My Learning Goal: Pupil Worksheet



Write the number of the Global Goal you are most interested in learning more about in the middle of the Global Goals circle, then complete the sentences below.



I would like to know more about this Goal so that I can:

One thing that I can do to learn more about this Goal is:

One person that can help me is:
