**Share Pencil Day – LESSON PLANS FOR RETURNING SCHOOLS**

1. **Education is the Foundation for a Good Life**
2. **Sustainable Development**

(plus Extended Activity)

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| **Learning Objectives: Pupils will;**   * understand the ways in which a good education can transform lives and lift people and communities out of poverty * know that not everyone has the same access to education and understanding some of the causes of this situation * advocate for equal access to education for everyone around the world through a chosen medium   **Success criteria: Pupils will:**   * be able to work cooperatively with others to investigate the value and impact of good education and to propose action for change where good education isn’t available * be able to reflect and work independently or in pairs to create an outcome that demonstrates strong moral values in action * to advocate to better access to education for children around the world   **Classroom Learning Experience 1:**  **An Educated World**  **(Education is the foundation for a good life)**  **Preparation Notes:**  Introduce the concept surrounding the phrase “**good foundations for a good life**”. Help the children to recognise that not everyone has access to all the resources they need in life to build strong foundations…. It is often the work of charitable groups to help less fortunate people build the **foundations** they need to be able to live a happy, safe, and fulfilled life.  *Question:* What would the children think are things which are necessary to build a ‘good foundation for a good life’?   * food, water, clothing, shelter * love, care, support * ***EDUCATION*** (draw their focus to this idea – this lesson plan is based on the ideas that a **good education is foundation for a good life**, and that improving education around the world improves the life chances of many many people   Video clip for the start of class: <https://www.youtube.com/watch?v=CXWHLB1f6_U>  Other pointers / examples may be taken from the following Assembly ideas concept, adapt for your classroom as appropriate: <http://www.assemblies.org.uk/pri/3118/a-story-of-two-houses>  **Key Learning Vocabulary**  -strong foundations -characteristics (e.g. what characteristics an educated person would have) -sustainable development -economic development -social progress -poverty |
| **Resources:**  Mini whiteboard and pens Flipchart paper/sugar paper and pens Powerpoint file: Sustainable Development begins with Education (including printed slides) Post-it Notes Internet access/ Youtube clip Worksheet: What is sustainable development |
| **Introduction:** Reflect on the meaning of what was really meant by ‘laying good foundations’? Discuss real examples with pupils of when they have or have not established good ‘foundations’ and what the outcomes have been. Lead/focus pupils to reflect that EDUCATION is one of the most important ‘foundations’ they could lay. Discuss |
| **Suggested Development activities:**  Split students into groups of 5 or so (aim for 6 groups). Ask each group of students to draw a large outline of a person on sugar paper/chart paper (or if you have space outside – a chalk outline. Ask them to think about what qualities and characteristics an educated person might have. Students should write these within the outline of the person. Next ask them to draw a big circle around the drawing of the person to represent the world. Students should now discuss what the qualities and characteristics of a world full of educated people would be and write these down. Students can also add pictures and symbols to their drawing. Ask groups of students to share their ideas.  With students in pairs, ask them to think about the opportunities that could/will open up ***FOR THEM*** as a result of getting a good education. Ask them to come up with a list of opportunities to share with the class; share with another pair group. Pupils should work together and record these ideas, on Post-it notes. This should be done using only one righting utensil per group (sharing a pencil). Teacher to write on the board “With a good education, I will” and then each pupil to choose one of their Post it notes that is most special for them, and come up and place it on the board around the heading  *Reflection*: Pupils should then turn back t0 their partner and reflect on what it will take for them to achieve these opportunities: “I will need to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (e.g. If they said that a good education will help them become a doctor, then they might reflect that in order to achieve this, they will need to be hardworking, persevere, study sciences, etc.)  -  **Classroom Learning Experience 2:**  **Sustainable Development - What can be achieved?**  Introduce the idea (key vocabulary) of ‘Sustainable Development’. Use the Youtube clip and the accompanying powerpoint worksheet to explore the idea of ‘Sustainable Development:  Start by watching Video: <https://www.youtube.com/watch?v=7V8oFI4GYMY> .  Discuss what new language they heard. For lower KS2, teachers may want to preview the video clip and prepare is list of words/phrases for the children to listen for and then classify in the correct circle.  Begin asking the question: “what are we doing that is harming the planet physically and spiritually”? Pupils could work in pairs to record their ideas in a T-chart on mini white board. Examples might be: plastic pollution (physically) racism (spiritually). Pupils might come up with ideas that are both. E.g. War (they may see pictures of how land and building are being destroyed, and people are scared or grieving)  Once the Pupils understand the meaning of the concept of Sustainable Development – ask them what one of the greatest barriers to Sustainable development is? While they might say money or human greed – get them to the point that they can recognise that **the lack of education (or access to education) is probably the greatest barrier to sustainable development. Without good education, people lack the knowledge to understand the impact of their actions or the capacity or resources to do something differently to make a positive change.**  Pupils could then explore the powerpoint presentation (Sustainable Development Begins with Education) and the images with captions, which convey why education is important – the images clearly portray how some people must live where access to an education is not guarantee. Pupils should easily identify how these people’s lives are different to their own.  **For younger children:**  Display the first slide: tell the pupils that they will be handed out one slide from the presentation (pairs/small groups). They should annotate the slide with any observations they have. They will then share their observations with the class (you can display their slide to the whole class while they share their ideas). Teachers might wish to limit the number of slides explored.  Prompts might be:   * how is this person’s life similar or different to your own? * how could education improve this person’s /these people’s lives? * why do you think these problems exist fort these people? * how do you think we could make these improvements? * What questions would you like to ask this person?   **For older pupils**:  You might wish to use a free movement strategy at this point, where pupils rotate around the room and annotate any/all of the slide – which are laid out or posted around the room. They should be reminded of the same prompts as the younger children, but also encouraged to read and build on any comments written by children who precede them at that slide – this encourages greater collaborative learning. Teacher or pupils could read out the responses when the group is finished – discuss as appropriate.  *Reflection*: Hand out packs of post-it notes. Pose the question, ‘Who can do something about this’?. Pupils to stick their Post-its on the board. Teacher should ask/lead pupils to identifying three categories (groups, others, self). Regroup the Post-it notes. Ask pupils in pairs to come up with an action for each category. Find space somewhere in the classroom, collect, discuss and display responses.  *Extension:* discuss what are the barriers to these actions becoming reality? How can they be overcome?  **What is Sustainable Development?**  There are 3 main parts to Sustainable Development. While you listen to the video clip, write down and words, phrases or ideas you find out about the 3 aspects of Sustainable Development    **What does Sustainability mean to YOU!**  Climate and Environment  Economic Development Social Progress  **Extended Activity:**  Ideas into Action  To wrap up the workshop, pupils will be introduced to the website of the not-for-profit organisation, ‘Hope’ and the work that they are doing on their current ‘Bright Futures’ mission. In pairs, pupils should be directed to explore the site and the find out about the work Hope is doing (<https://www.hope.co.uk>). Pupils should be given some direction for this enquiry phase which may include questions such as;   * What is Hope and what are their main aims? * How is Hope making a difference around the world? * What are the Global Goals and which number is the goal relating to education? * What can you find out about the work Plan International is undertaking to improve education?   Pupil will then be asked to create an outcome which demonstrates support for the work Hope and other likeminded charities and individuals are undertaking to improve education standards world-wide and compels people into action for the cause. While any number of outcomes are possible, some suggestions might be:   * Persuasive letter to politicians (or UN) demanding action * Information leaflet on the issue of unequal assess to education worldwide * Original poetry or music creation exploring the issues, impacts, causes and actions required to improve access to education * Media creation – scripted interview with one child that doesn’t have access to education and another who does – compare and contract * A poster or piece of artwork supporting Hope’s mission, with an original slogan or phrase, which informs and promotes action   Pupils will need time to complete their outcomes. Finished work could be displayed prominently within the classroom, or selected pieces from each class could used to create a the showcase display. Pupils should also be invited to purchase a pencil for 20p to commemorate their learning in the workshop, and to demonstrate how values can be put into actions. |
| SEN, EAL, G&T strategies/notes:  Teachers will be required to plan to support pupils in their class according to their individual or collective needs. |