“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

Enhancing Global Competence: The Power of Education - Grade 2 and 3

Photo source: buildOn  www.buildon.org
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"Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits."

(UNESCO, 2016)

Considerable progress has been made thus far over the previous fifteen years in providing quality education for all as well as advancing the number of children enrolled in school. However, in 2016 there were still 59 million children and 65 million adolescents (12-15 years old) out of school with an additional 103 million adolescents lacking necessary literacy skills across the world.

Education plays a critical role in improving many aspects of people’s lives including future wealth, health, and social stability. Education also plays a significant role in ensuring sustainable development. Despite current successes regarding educational development, there is still much work to be done to meet children’s fundamental rights to an inclusive and equitable education. More specifically, an education which presents them with lifelong learning opportunities with a heavy emphasis on opportunities for children affected by conflict.

These lessons are designed for students to begin to explore the concept of their rights as children, more specifically relating to their right to education. The lesson plan found below aims to develop students’ understanding of the issues which pose a threat to their education, explore their own opinions and beliefs, and empower them to tackle prejudice and bring about change in their immediate environment and the world at large.

Hopefully, your students will be inspired to take actions such as:
- Educating themselves and others by writing a blog or creating a video on the power of education
- Writing letters to their Member of Congress
- Holding fundraising events that support education for all

For more information and ideas, visit our website at: [www.gce-us.org](http://www.gce-us.org)
Rights of the child

In 1989 the United Nations (UN) adopted the Convention on the Rights of the Child, which explains the rights of children across the world and outlines what countries need to do to protect these rights. Currently supported by 196 countries, this convention recognizes that children have a distinct set of human rights including the right to life, family, non-discrimination, freedom of expression, freedom of thought, quality health, protection from violence, drug abuse, and safety from exploitation and armed conflict. The Convention consists of 42 articles.

Article 28 outlines children’s right to a primary education and access to secondary education.

In September 2015, over 150 world leaders (led by the UN) adopted the 2030 Agenda for Sustainable Development, which included 17 Sustainable Development Goals pertaining to health, economic stability, education, security, and protection for the environment.

By 2030, the goals aim to:
- Eliminate extreme poverty
- Fight inequality and injustice
- Improve health and education
- Protect the planet

*Sustainable Development Goal 4 focuses on an inclusive and quality education for all.

GCE-US supports the Sustainable Development Goals
## Standards

<table>
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<tr>
<th>Common Core Standard</th>
<th>L1</th>
<th>L2</th>
<th>L3</th>
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<tbody>
<tr>
<td>R. 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.</td>
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<td>R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
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<td>R. 7 Integrate and evaluate content presented in diverse media forms and formats including: visually and quantitatively and verbally (in words).</td>
<td>✓</td>
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<td>W. 1 Write arguments to support claims in an analysis of substantive topics or texts, using relevant and sufficient evidence.</td>
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<td>W. 9 Draw evidence from texts to support analysis, reflection, and research.</td>
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<td>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 thoughts and ideas clearly and persuasively.</td>
<td>✓</td>
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<tr>
<td>SL. 2 Integrate and evaluate information presented in diverse media and formats visually, quantitatively, and orally.</td>
<td>✓</td>
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<td>SL. 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.</td>
<td>✓</td>
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<td>Investigate the world</td>
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<td>✓</td>
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<td>Recognize perspective</td>
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<td>Communicate ideas</td>
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<td>Take action</td>
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LESSON 1: CHILDREN’S RIGHTS

Materials:
Flip chart paper and pens

Time: 1 hour

Objectives: Begin to identify children’s rights
Name ways these rights are developed and protected

Introduction: Write on the board “HUMAN RIGHTS” above a simply drawn outline of a human. Ask students to discuss with a partner what characteristics and traits make us human. Take responses and scribe these inside the human outline; e.g. Intelligence, kindness, happiness, humor, love etc.

Ask students to reflect on the conditions we need to develop and protect these qualities; e.g. education and schooling to develop our intelligence or family and friendship to support our happiness. Write these outside the human outline.

Activity: Students are to work in groups of six to complete their own human outline (on flip chart paper). Students will be asked to write their own perception of human qualities and characteristics inside the outline and will list factors needed to protect and develop these qualities on the outside of the human. Encourage students to work collaboratively.

Within their groups, students are to present their posters on the qualities that make us human and the conditions we need in order to develop and protect these qualities, i.e. our human rights.

Reflection: Show students the following clip explaining children’s rights

Ask them to reflect on these questions: What are rights? What are some of the rights that children have? Who helps to protect these rights?

Share initial responses and prepare students to participate in a more in-depth discussion at the outset of the next session.
LESSON 2: EDUCATION AS A KEY HUMAN RIGHT

Materials:
‘Our Rights’ poster
‘Benefits of education’ poster – five copies (11”x17”)
Blank poster paper (11”x17”) and colored pens
Bringing the SDGs to life  http://bit.ly/1ISKYTX
Comic strip
Post-it notes

Time: 1 hour

Objectives: Recognize education as a basic human right
Explain the benefits of education

Introduction:
What are rights? What are some of the rights that children have? Who helps to protect these rights?

Guide discussion using the above three questions. As Jack and Ruby mentioned in the video, Explain that many countries have come together and, led by the United Nations in 1989, created the Convention on the Rights of the Child (an agreement detailing all children’s fundamental human rights). Display a copy of ‘Our Rights’ poster and highlight four or five of the key articles; e.g., a right to food, shelter, to practice their religion and the right to the best possible health. Highlight article 28. Which is a child’s right to education.

Show the following video  http://bit.ly/1ISKYTX

Activity: Split students into groups of six and give each group a blank piece of poster paper (11” x 17”) and colored pens. Outside the classroom, attach the poster on the benefits of education for each group. Then each group should select one group member at a time to leave the classroom and study the poster outside. The activity aims to replicate the outside poster on their group’s blank paper. Allow each team one-minute observation time outside the class following three minutes to reproduce the drawing on their blank paper. The observer is not allowed to be the drawer; they must only describe to another team member what to draw. Repeat until each team member has had a turn in both roles.

Next, ask each group to present their drawings and compare them with the originals. Give each group an original and explain that each of the six images represents a benefit of quality education for a country. Allow five minutes of discussion time for students to try and identify what each image represents and how education provides this benefit. Feedback ideas and then responses illustrating these fundamental concepts which education offers: peacebuilding; making people healthier; increased incomes; reducing hunger; empowering girls and women, and reducing poverty.

Students to complete the comic strip entitled: “Why is Education an Important Right?” with illustrations to outline each of the six significant benefits of education for all.
Reflection: Give each student a post-it note and ask: “What stuck with you today?” Each student to write three bullet points to reflect their learning from today’s lesson.

LESSON 3: BARRIERS TO EDUCATION

Materials:
True and false statements
‘Barriers to education’ photographs
Example mind map

Time: 1 hour

Objectives: Recognize not all children have access to a quality education. Identify the major barriers to education.

Introduction: Read out and/or display the five statements linked to children’s access to education around the world. With each statement read, ask students to stand for statements they believe to be true and to sit for ones they think are false. Review statements with the students.

Show the following video clips and ask students to jot down notes on the barriers faced or barriers overcome:
[http://bit.ly/2g0t1bU](http://bit.ly/2g0t1bU)  (Aga Khan Foundation: Breaking down the barrier to education)

Feedback responses of the different barriers that were identified. Concepts include: gender, poverty, and the physical lack of schools.

Activity: Students will work in groups of six to analyze the ‘Barriers to education’ photo set using the following questions to frame their discussion:

- What people, objects and activities can you see in the photograph?
- What can you infer from the photograph?
- What questions do you have about the photograph?

Discuss as a class the key points from each group’s discussion then guide the discussion to identify key barriers to education. Write students’ ideas to support their creation of mind maps:

Barriers to education:


For more information, visit Global Partnership for Education’s website [http://bit.ly/1iScJ5v](http://bit.ly/1iScJ5v)

Students to create a mind map showing the major barriers to education. Use the example mind map to provide support for layout, content and use of key vocabulary.
Reflections: Just a minute: Students work with a partner to spend one minute summarizing today’s learning in recapping as quickly as possible – no repetition or hesitation allowed.

LESSON 4: TAKING ACTION

Materials:
UN Guide to saving the world: http://bit.ly/1WMIBe4
Interactive map  http://bit.ly/2geMYyV
Local representative list  http://bit.ly/1e8pAws
Meet Ami  http://bit.ly/1FNcQVq
Example letter

Time: 1 hour

Objectives: Write persuasively
Recognize ways to take action

Lead a discussion on some of the suggested actions with particular reference to Goal 4; Quality Education

- Contacting charities to find out how we can contribute
- Writing to local governments to request small improvements and changes
- Telling others about the Global Goals
- Finding out about and following campaigns
- Signing petitions such as #upforschool to support Goal 4; Quality Education
  www.aworldatschool.org/upforschool

Activity: Explain to students they are going to take action today by writing a letter promoting education for all. Use the example letter for students to analyze structure, layout, and content. Students should introduce the current situation i.e. education as a human right and the number of children who are out of school (use this interactive map to help http://bit.ly/2geMYyV ). Outline the importance of education before explaining the barriers to education for many.

Show ‘Meet Ami’ video clip to inspire students’ thinking http://bit.ly/1FNcQVq

You can choose to mail these letters to a local representative. Find their address through the following link: http://bit.ly/1e8pAws

Reflection: Ask children to refer back to the ‘Take Action’ section of the Global Goals page and set themselves three action targets from the listed suggestions e.g. telling others about the Global Goals

For further ideas for action and projects for change within the community, please visit:
Lesson 2: ‘Our Rights’ poster

Our Rights

In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

These are our rights.

Article 1
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 2
Every child has the right to be protected from inhuman or degrading punishment and all forms of violence.

Article 3
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 4
Every child has the right to a name. The child’s name shall be given to them.

Article 5
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 6
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 7
Every child has the right to have their views taken seriously.

Article 8
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 9
Every child has the right to education. Education must be free. Secondary education must be available for every child.

Article 10
Every child has the right to healthy food. Nutrition, health care, and the best possible health.

Article 11
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 12
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 13
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 14
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 15
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 16
Every child has the right to family life. Every child has the right to protect children from violence.

Article 17
Every child has the right to freedom of religion. The law shall protect children from violence.

Article 18
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 19
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 20
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 21
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Article 27
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Article 28
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Article 38
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Article 39
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 40
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 41
Every child has the right to be registered at birth. The child’s name shall be given to them.

Article 42
Every child has the right to be registered at birth. The child’s name shall be given to them.

The Convention has 54 articles in total. Articles 43-54 are about how adults and governments work together to make sure that all children get all their rights.
Lesson 2: Benefits of education

- Financial stability
- Social connections
- Economic growth
- Health improvement
- Environmental sustainability
- Peace and harmony
Lesson 2: Why is education an important right?
Lesson 3: True and false statements (2016 data)

- Across the world, there are 57 million elementary aged children out of school.

- Girls are more likely to be out of school than boys.

- You are less likely to be out of school if you are disabled.

- More than half of the children in Somalia received only four years or less of schooling.

- In Malawi, Grade 1 classes have an average of 130 children in each class!
Answers

• Across the world, there are 57 million elementary aged children out of school. (True)

• Girls are more likely to be out of school than boys. (True)

• You are less likely to be out of school if you are disabled. (False: It is estimated that as many as 90% of disabled children are out of school).

• More than half of children in Somalia received four years or less of schooling. (False: it is actually two years or less!).

• In Malawi, Grade 1 classes have an average of 130 children in each class! (True)

Lesson 3: Barriers to education
BARRIERS TO EDUCATION

- Lack of money
- No classrooms
- Lack of learning resources
- Conflict
- Schools are destroyed
- A long distance to school
- School fees
- Hunger and poor nutrition
- Being a girl
- Having a disability
- No teacher or untrained teachers
- Often difficult to continue at the same school
- People leave their homes (teachers and students)
- No classrooms
- Conflict
- Schools are destroyed
Education is a fundamental **human right**: a right that was laid down in the United Nations Convention on Children’s Rights in 1989 (with support from 196 countries) and a right that is essential for us to have in order to achieve **ALL** our other human rights! However, this is not a right that all young people have achieved - there are still **59 million** children and **65 million** adolescents (aged 12 – 15) who are out of school and do not have access to a quality education. There are many more children globally who cannot even read or write.

The **power of education** is clear. Education positively impacts all areas of our lives and contributes to a country’s success through:

- Helping to build **peaceful** nations
- Reducing **poverty**
- Encouraging people to live **healthier** lives
- Ensuring countries make **progress**
- Increasing people’s **income**
- Saving children’s **lives**

For those who do not have access to education there are many **barriers** including a lack of money to build and maintain schools; the cost of school fees, a lack of teachers, classroom or learning materials, long distances for students to travel to school, and children having a disability or being denied an education for being a girl! Many of these barriers are made worse by conflict within countries. However, these are barriers – that if we work together – can be addressed and removed.

I believe the U.S. should support **education for all** and make efforts to ensure all children in our world have access to a **good quality education** by working to remove existing barriers. We are fortunate enough to have access to a quality education and so it is our responsibility to fight for all children around the world who are entitled to the basic human right of education…

Thank you for your consideration,

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**Websites to support learning on human rights and education for all**
World’s largest lesson Global Goals for Sustainable Development lesson plans

TeachUNICEF (United Nations International Children’s Emergency Fund) Global learning resources for teachers

Global Dimension Global learning resources for teachers

Oxfam Global citizenship resources for teachers

Global Concerns Classroom Global issue guides and classroom resources

Nobility Project Seeking solutions to global problems: free DVDs, lesson plans and resources for your classroom

Plan International ‘Because I am a girl’ educator’s toolkit

Girl Rising Campaign for education and empowerment of girls (DVD and curriculum available)

Design for Change Educating children about the world around them and providing guidance on how students can take action (including lesson plans)

iEarn Online forum for students to undertake collaborative work projects across the world

Teachertube Educational forum for sharing videos for both teachers and students

American Federation of Teachers -Share my lesson Free access to Pre-K through 12 lesson plans and resources

World Wise Schools (Peace Corps) Lesson plans, activities and events to promote global competence.