

LESSON 4

TOPIC: GLOBAL INEQUALITY
SUB TOPIC: WHAT ABOUT EDUCATION?
LESSON 4: EDUCATIONAL INEQUALITY

SUBJECT: SPHE

CLASS LEVEL: 3RD/4TH CLASS (AGES 8-10)

LEARNING OBJECTIVES:

This lesson explores the relationship between inequality and access to education.

Strand: Myself and the wider world

Strand unit: Developing citizenship

- Local and wider communities

LESSON OBJECTIVES:

- Explore the importance of education and empathise with those who cannot go to school.
- Recognise that there are many reasons why people may not be able to attend school.
- Understand the importance of education for all children.

LESSON PLAN



INTRODUCTION:

- Ask the children to imagine they don't have to go to school every day. What would they do all day? Get them to write up answers or draw pictures on the IWB or a large sheet of paper.
- Show the slide with the fact 'globally 75 million children don't go to school' and ask if any of the children would like to read it out loud.
- Ask the children how they feel about that fact. Is that a lot of children? Which countries do they think these children are in? (Ireland and the world).

school because of the reasons listed above but additionally, girls education is often less of a priority than boys so families will only send their sons to school.

- Play the education superheroes video.
- Show the children the quote on the next slide from Malala. What do they think about this quote? Do they agree with it? Have they heard of Malala? Explain who Malala is using the explanation below, and that this quote [on the slide] is from a speech that she made on her 16th birthday at the United Nations. Even though she was only 16, and a girl, she gave a very powerful speech about the importance of education to world leaders. She is an education superhero.



DEVELOPMENT:

- Ask the class why they think so many children don't go to school around the world. Get them to write or draw their answers on the IWB or a large sheet of paper.
 - Examples: their parents need them to work because they do not have enough money, or they need to look after their siblings so that their parents can go to work, or their local school might cost a lot of money, or they may have a disability and the nearest school is not suitable, or the school might be very far away and their parents do not have a car to take them and there are no buses.
- Show them the infographic with statistics of how many girls and boys aren't in school. Why do they think there are so many more boys in school than girls? Can they remember what they learned in earlier classes about gender inequality?
 - Examples: girls are often not able to go to



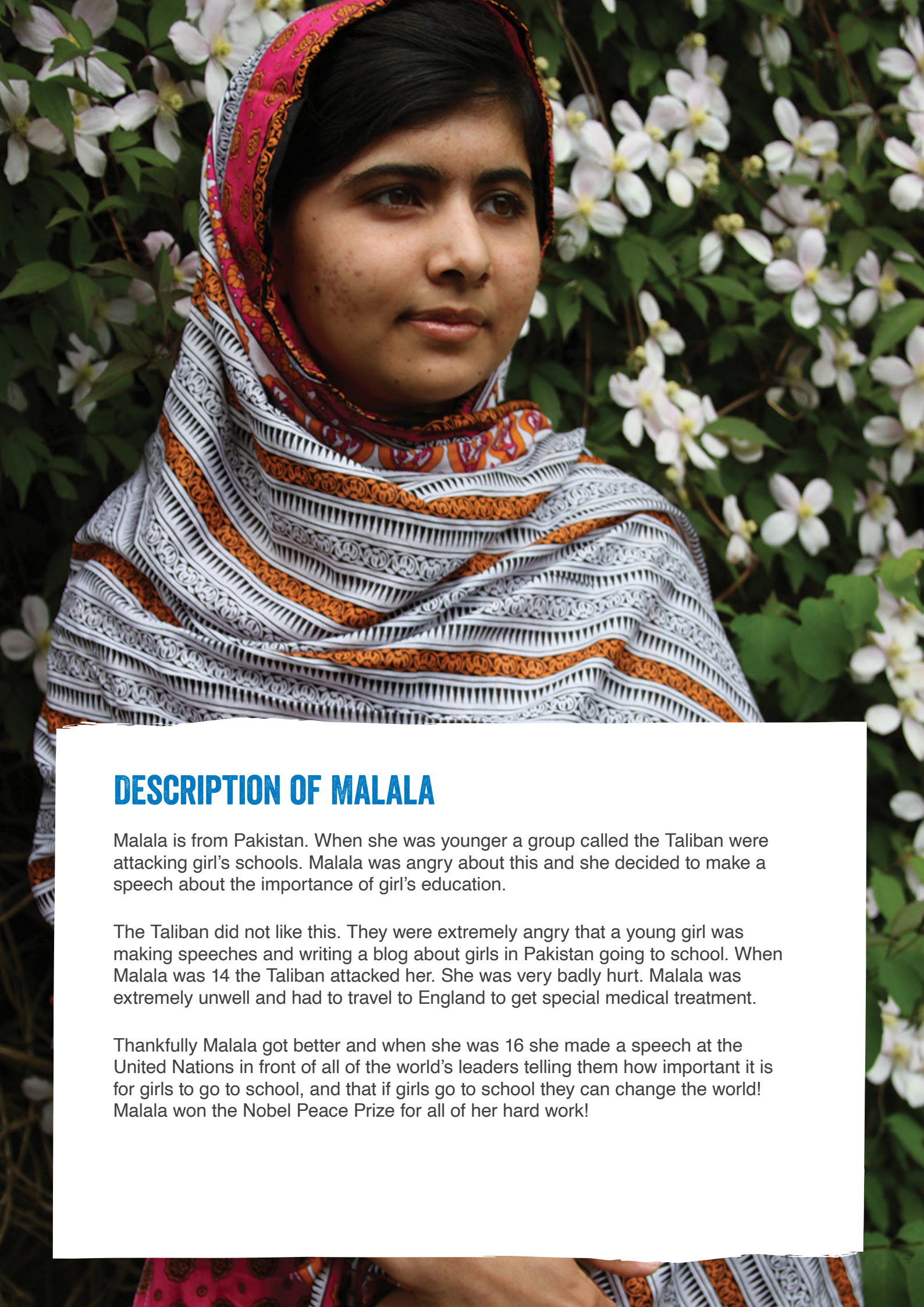
CONCLUSION:

Activity Time!

- Tell the class it's their time now to be education superheroes. Ask them to get into pairs and write a short speech that they would say to the Irish government about why all children need to go to school.
- If there is not enough time in class for this ask the children to write individual speeches for homework.
- Ask if any of the children would like to share their speech.

Reflection Time!

- What did you learn today? Is school important? Why?
- Can everybody go to school? Why/why not? Is this fair?



DESCRIPTION OF MALALA

Malala is from Pakistan. When she was younger a group called the Taliban were attacking girl's schools. Malala was angry about this and she decided to make a speech about the importance of girl's education.

The Taliban did not like this. They were extremely angry that a young girl was making speeches and writing a blog about girls in Pakistan going to school. When Malala was 14 the Taliban attacked her. She was very badly hurt. Malala was extremely unwell and had to travel to England to get special medical treatment.

Thankfully Malala got better and when she was 16 she made a speech at the United Nations in front of all of the world's leaders telling them how important it is for girls to go to school, and that if girls go to school they can change the world! Malala won the Nobel Peace Prize for all of her hard work!

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

Strand: Emotional and imaginative development through language

GEOGRAPHY

Skills and Concepts development

- A sense of place and space
A sense of place - Develop an awareness of people and places in other areas

Strand: Human environments

Strand unit: People and places in other areas
- People at work

DIFFERENTIATION:

- Allow the children to write or draw their answers on the IWB/sheet of paper depending on the needs and abilities of the individual.
- Ensure that the pairs the children are split into are mixed ability.
- Assist any children that need extra help with understanding how to write a speech.

ASSESSMENT:

- The children's understanding and learning can be assessed by the teacher in the speeches.
- Learning at the end of the class can be assessed by the teacher and children during reflection time.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation

GLOBAL INEQUALITY:

WHAT ABOUT EDUCATION?

LESSON 4  Educational Inequality

Make A List!

What would you do all day if you didn't go to school?

**GLOBALLY
75 MILLION
CHILDREN DON'T
GO TO SCHOOL**



Make A List!

Why do you think so many children don't go to school?

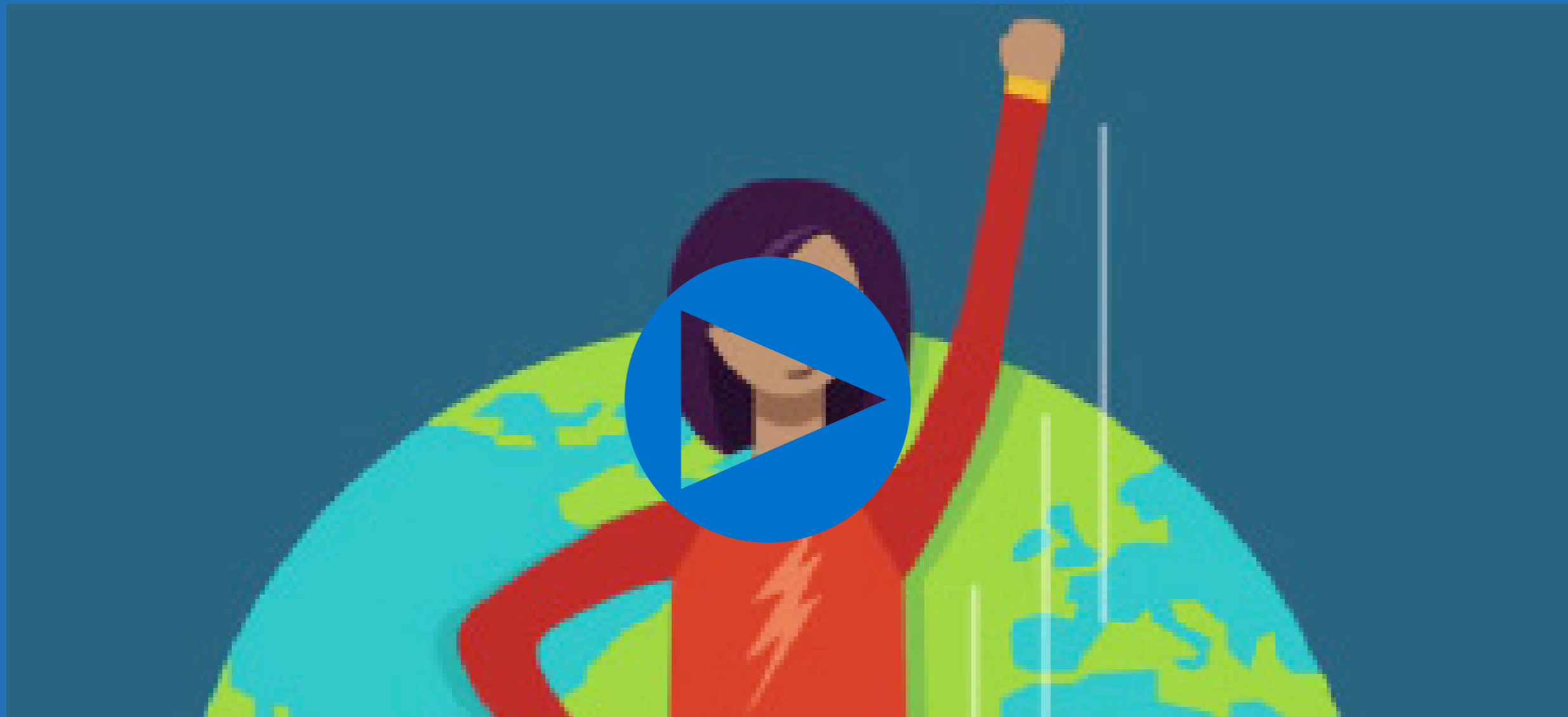


**41 MILLION GIRLS
AREN'T IN SCHOOL TODAY**



**34 MILLION BOYS
AREN'T IN SCHOOL TODAY**

WHY IS EDUCATION IMPORTANT?





**“ONE CHILD, ONE TEACHER,
ONE BOOK, ONE PEN CAN
CHANGE THE WORLD”**

**- Malala Yousafzai, Aged: 16
At the United Nations**

ACTIVITY TIME!

**Malala is an Education Superhero!
You can be one too!**

Could you make a speech like Malala?

- Get into pairs and write a speech to the Government telling them why all children in the world need to go to school

**REFLECTION
TIME...**

**EDUCATIONAL
INEQUALITY**