

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

Nelson Mandela



Enhancing Global Competence: The Power of Education - Grades K-1

Photo source: buildOn www.buildon.org

TABLE OF CONTENTS

OVERVIEW	3
BACKGROUND INFORMATION	3-5
COMMON CORE STANDARDS AND GLOBAL COMPETENCE MATRIX	6
LESSON PLANS	7-10
LESSON 1 CHILDREN'S RIGHTS	7
LESSON 2 EDUCATION AS A KEY HUMAN RIGHT	8
LESSON 3 BARRIERS TO EDUCATION	9
LESSON 4 TAKING ACTION	10
RESOURCES	11-20
LESSON 1 'OUR RIGHTS' POSTER	11
LESSON 1 HUMAN RIGHTS SNAP CAR	12
LESSON 3 INTRODUCTORY IMAGE	13
LESSON 3 'BARRIERS TO EDUCATION' PHOTOGRAPHS	14-16
LESSON 3 'BARRIERS TO EDUCATION' GRID	17
LESSON 4 SUSTAINABLE DEVELOPMENT GOAL LOGOS	18
LESSON 4 GLOBAL GOALS ACTION CARTOON	19
LESSON 4 HAND OUTLINE MESSAGE	20
WEBSITES	21

OVERVIEW

"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
- Participating in 'Global Action Week for Education' <http://bit.ly/act4edu>

For more information and ideas, visit our website at: www.gce-us.org

BACKGROUND

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 free primary education and access to secondary education.



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
Everyone under the age of 18 has all the rights in the Convention.

Article 2
The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 3
The best interests of the child must be a top priority in all things that affect children.

Article 4
Governments must do all they can to make sure every child can enjoy their rights.

Article 5
Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

Article 6
Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

Article 7
Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

Article 8
Governments must respect every child's right to a name, a nationality and family ties.

Article 9
Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10
Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

Article 11
Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.

Article 12
Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13
Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 14
Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 15
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16
Every child has the right to privacy. The law should protect the child's private, family and home life.

Article 17
Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Article 18
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work.

Article 19
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 20
If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

Article 21
If a child is adopted, the first concern must be what is best for the child. All children must be protected and kept safe, whether they are adopted in the country where they were born or in another country.

Article 22
If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents.

Article 23
A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 24
Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 25
If a child lives away from home (in care, hospital or in prison, for example), they have the right to a regular check of their treatment and the way they are cared for.

Article 26
Governments must provide extra money for the children of families in need.

Article 27
Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

Article 28
Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30
Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 31
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 32
Governments must protect children from work that is dangerous or might harm their health or education.

Article 33
Governments must protect children from the use of illegal drugs.

Article 34
Governments must protect children from sexual abuse and exploitation.

Article 35
Governments must ensure that children are not abducted or sold.

Article 36
Governments must protect children from all other forms of bad treatment.

Article 37
No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up must be able to keep in contact with their family.

Article 38
Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

Article 39
Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

Article 40
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

Article 41
If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay in place.

Article 42
Governments should make the Convention known to children and adults.

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.

Sustainable Development Goals (SDGs): building on from the Millennium Development Goals (2000-2015)

In September 2015, over 150 world leaders (lead by the UN) adopted the 2030 Agenda for Sustainable Development which includes 17 Sustainable Development Goals covering health, wealth, education, security and protection of the environment.

The goals aim, by 2030, 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

Common Core Standard	L1	L2	L3	L4
R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	✓		✓	✓
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 clearly and persuasively.	✓	✓	✓	✓
SL. 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓		✓	
SL. 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		✓	✓	

Global Competence Matrix	L1	L2	L3	L4
Investigate the world	✓	✓	✓	✓
Recognize perspectives	✓		✓	
Communicate ideas	✓	✓	✓	✓
Take Action				✓

LESSON 1: CHILDREN'S RIGHTS

Materials: 'Our Rights' poster

'We've All Got Rights' <http://bit.ly/1T9Wvlw>

'Children's rights' snap cards

Time: 1 hour

Lesson objectives: Recognize children have rights

Name and explain some of the United Nations rights of the child

Introduction: Write on the board: **I am safe I am healthy I am learning I am treated fairly**

Students to discuss **what** and **who** they need in order to be safe, healthy, learning and treated fairly. Feedback ideas.

Example:

I am healthy - I need a family who cares for me; doctors who can help me and good hospitals to go to when I am sick. I also need to be able to have healthy food and clean water.

Explain to the students that, in 1989, many countries across the world promised all children that they had the right to grow as healthily as possible, learn at school, be protected, have their views listened to and be treated fairly. The countries (led by the UN) made a list of **42 articles** that named children's rights (display 'Our Rights' poster).

Watch the following short video listing some of the individual rights of the child. Watch through twice. Ask the students to watch the first time and then, during the second viewing, list any rights they hear or see mentioned (either in writing or through drawing).

<http://bit.ly/1T9Wvlw>

Once complete, ask students to work with a partner to share ideas. Repeat with the partners working with another pair of students (to create a group of four) and combining all their ideas.

Ask students to come to the board and write up or draw any rights that are mentioned in the video (The right to a home, food, a place to learn, a place to rest, have a say, know your family, personal beliefs etc.)

Activity: Present Snap card set to students. Read through the different rights on the cards and ask children to match them to the corresponding picture. Students work with a partner to play a game of Snap. The aim of the game is to match the illustration and the description of the right. If a student does this successfully, they are able to take the matching pair. The winner is the child with the most matched pairs.

Reflection: Select volunteers to come and role play one of the rights covered in this lesson and other students to name the right being role played.

LESSON 2: EDUCATION AS A KEY HUMAN RIGHT

Materials:

Play-dough

Post-it notes

Time: 1 hour

Lesson objective: Identify education as a basic human right

Explain why education is important

Introduction: Seat students in a **circle**. Review the previous lesson's learning by naming rights and asking students to role play each right e.g. I have the right to be healthy. I have the right to learn. I have the right to meet other children and play. I have the right to shelter etc. Select a volunteer to see if they can name a right for other students to role play.

Warm up: Call out categories and ask children to stand up and change place if...

you like apples, you play a musical instrument, you can do a cartwheel, you have a brother etc. Children remain seated in their new positions.

Use a talking toy (which has to be held in order to talk) to pass around the circle. Ask students to name something they **enjoy** about **school**. Pass the talking toy to listen to responses. Repeat with a different question: Why do you think we **come** to **school**?

Open discussion: Ask students to think about the **job** or type of **work** they would like to do, when they are older. Then ask them to think of (at least) five things they would need to **know** or **skills** they should possess in order to do that work well e.g. "I would like to be a doctor": good math skills, great science understanding, being caring, remembering lots of information and being respectful to others. Lead discussion to look at how school can equip us with these skills and knowledge e.g. through lessons, extra-curricular activities, following school rules etc...

Activity: Ask students to create a play-dough figure representing what they would like to be or do when they are older. Encourage children to share their ideas and draw out how what they learn at school will contribute to their ability to do the job. Select children to present their play-dough models.

Reflection: Give students a post-it note to write on. Ask children to list different **skills** (the ability to do something) e.g. showing patience and kindness as well as **knowledge** (the things you know) e.g. multiplication tables, that they learn at school. Create a poster entitled: 'Education is a right – why is it so important?' And add students post-it notes to the display. Use for reference during future lessons.

LESSON 3: BARRIERS TO EDUCATION

July 2018

Materials:

'No classroom' image

'Barriers to education' photographs – article link <http://bit.ly/1FNcQVa>

Atlas or map (to locate South Sudan)

Barriers to education in Sudan <http://bit.ly/2g2xN7H>

Time: 1 hour

Objectives: Name barriers to education

Explain how these barriers affect children from accessing quality education

Introduction: Display the image of students learning under a tree (with no classroom)

Discuss the image using the framework of: Who? What? Where? When? **Who** is it (in the picture)?

What, do you think, is happening? **Where**, do you think, the photograph is taken? **When**, do you think, the photograph was taken? Encourage all ideas – there is no right or wrong answer!

(**Who?** A group of Sudanese children; **What?** Students studying under a mango tree after their classroom was destroyed by civil war; **Where?** South Sudan, Africa and **When?** 2014)

Watch this introductory clip on barriers to education in Sudan <http://bit.ly/2g2xN7H> (up until 1 min 50)

Write up the following questions: Do all children go to school?

If not, what might stop this from happening?

Discuss initial ideas. Then students to work in groups of five with specific roles:

Leader – to keep everyone is on task to complete the task

Recorder - (either through words or pictures) to note down the ideas

Go-for – to collect resources e.g. paper and pencils

Speaker – to share the group's ideas

Encourager – to ensure everyone is involved.

Students record their ideas on barriers to education through reference to the photographs and the video clip. Lead a discussion on student's suggestions and guide to identify key barriers – lack of money, war, being a girl, being disabled, no school, no teachers or natural disasters.

Activity: Students to complete the 'Barriers to Education' activity sheet by drawing a picture to accompany each of the barriers.

Reflection: Hot seating activity. Select a student to 'hot seat' in character as a child without access to education as the other students question them about the barriers they face to education.

Example:

Question: Do you go to school?

Answer (in character): No because I have to work on my parent's farm. I would like to go to school though.

LESSON 4: TAKING ACTION

Materials: Sustainable Development Goals logos

Global Goals Action Cartoon

World's Largest Lesson <http://bit.ly/2cTRrU4>

UN Guide to saving the world <http://bit.ly/1WMIBe4>

Mr. Bean and the Global Goals <http://bit.ly/2cl3e8Y>

Meet Ami <http://bit.ly/AmiDreams>

Time: 1 hour

Objectives: Recognize ways we can take action

Set future action targets

Introduction: Introduce the Sustainable Development Goals and explain these are targets that have been set up by many countries (similar to the UN Rights of the Child) to improve conditions across the world in many areas including education, looking after the environment, and creating peace. Show Mr. Bean and the Global Goals clip <http://bit.ly/2cl3e8Y> then display the 17 logos representing all 17 targets. Show Emma Watson's 'World's Largest Lesson' <http://bit.ly/2cTRrU4>. Highlight the different actions the children in the video have taken. Introduce different actions students can take through the 'Global Goals' action cartoon. Identify the different actions we have already achieved:

1. **Think** about it

2. **Talk** about it.

Explain today's session will focus on **writing** about it and **making art** about it.

Activity: Students to create a hand outline and complete the sentence (with either a picture or in writing): Every child has the right to an education... The students' hands can then be used to create an 'Education for All' display. Show 'Meet Ami' clip <http://bit.ly/AmiDreams> to inspire the students.



Example: Every child has the right to an education so that they can meet their potential.

Reflection: Refer back to the 'Global Goals' action cartoon and action 6: **Act on it**. Explore actions through <http://bit.ly/1WMIBe4> and support children to set appropriate targets to help meet the Sustainable Development Goals e.g.

- Take shorter showers
- Walk, bike or use public transport

July 2018

Also, consider actions that you could take as a class e.g.

- A class recycling system
- Saving electricity by ensuring appliances are switched off, when not in use.

Lesson 1: '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

Everyone under the age of 18 has all the rights in the Convention.

Article 2

The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 3

The best interests of the child must be a top priority in all things that affect children.

Article 4

Governments must do all they can to make sure every child can enjoy their rights.

Article 5

Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

Article 6

Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

Article 7

Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

Article 8

Governments must respect every child's right to a name, a nationality and family ties.

Article 9

Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10

Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

Article 11

Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.

Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 14

Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 15

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16

Every child has the right to privacy. The law should protect the child's private, family and home life.

Article 17

Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Article 18

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work.

Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 20

If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

Article 21

If a child is adopted, the first concern must be what is best for the child. All children must be protected and kept safe, whether they are adopted in the country where they were born or in another country.

Article 22

If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents.

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 24

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 25

If a child lives away from home (in care, hospital or in prison, for example), they have the right to a regular check of their treatment and the way they are cared for.

Article 26

Governments must provide extra money for the children of families in need.

Article 27

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 32

Governments must protect children from work that is dangerous or might harm their health or education.

Article 33

Governments must protect children from the use of illegal drugs.

Article 34

Governments must protect children from sexual abuse and exploitation.

Article 35

Governments must ensure that children are not abducted or sold.

Article 36

Governments must protect children from all other forms of bad treatment.

Article 37

No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up must be able to keep in contact with their family.

Article 38

Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

Article 39

Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

Article 40

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay in place.

Article 42

Governments should make the Convention known to children and adults.

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 1: Human rights Snap

I have the right
to be **healthy**

I have the right
to **learn**

I have the right
to **people who**
care for me

I have the right
to **play**

I have the right
to use the
religion of my
family

I have the right
to be **listened**
to

I have the right
share my ideas

I have the right
to be
protected
from harm



Lesson 3: Introductory Image



Lesson 3: Barriers to education







Lesson 3: Barriers to education

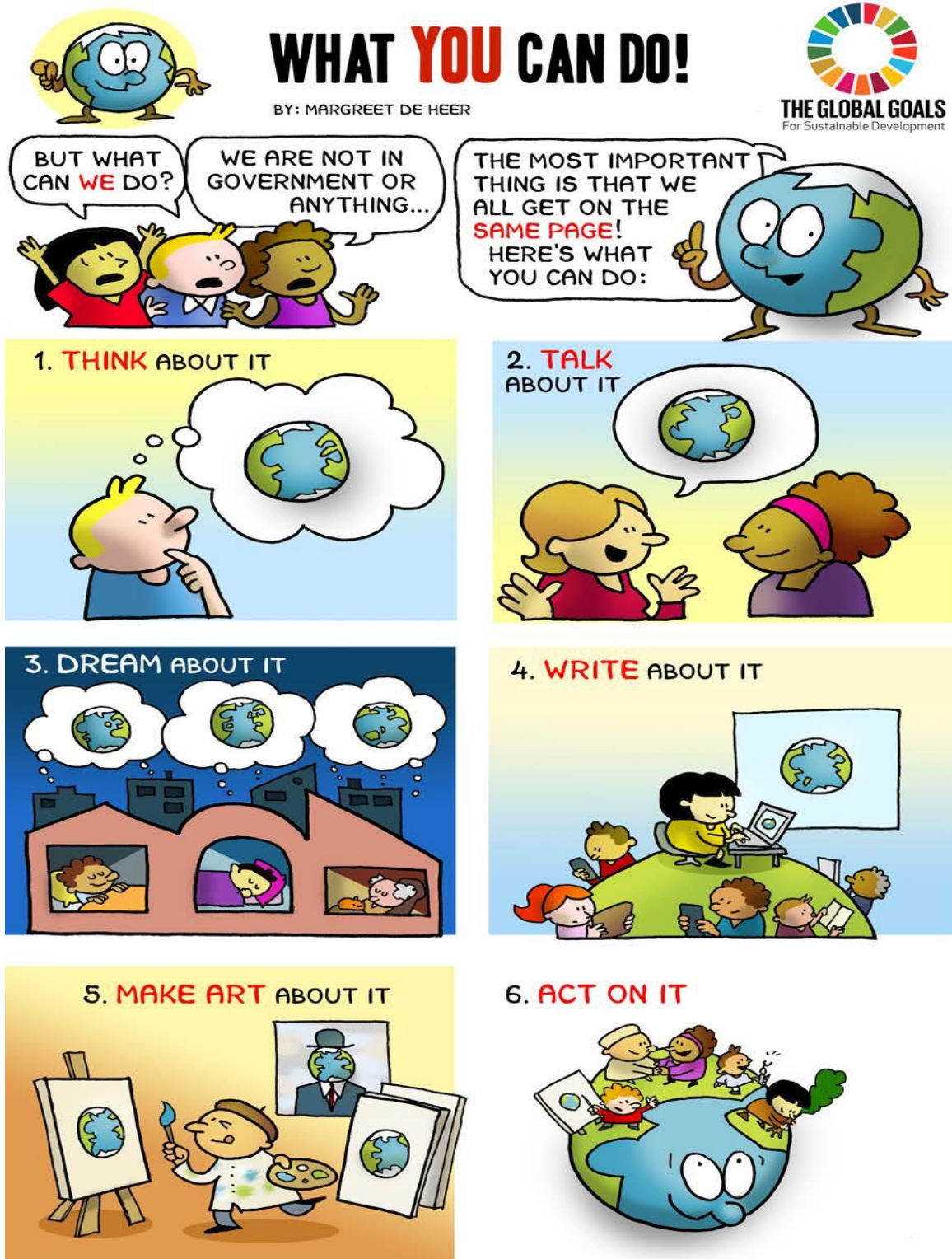
Not enough money (poverty)	Child labor (having to work)	Lack of learning materials e.g. books
Conflict and war	Being a refugee	Being disabled
No classroom	Not enough teachers	Being a girl

Lesson 4: Sustainable Development Goals



GCE-US supports the Sustainable Development Goals

Lesson 4: Global Goals (action cartoon)



Lesson 4: Hand outline message

Every child has the
right to education...

Every child has the
right to education...

Every child has the
right to education...

**Every child has the
right to education...**

**Every child has the
right to education...**

**Every child has the
right to education...**

**Every child has the
right to education...**

**Every child has the
right to education...**

**Every child has the
right to education...**

**Every child has the
right to education...**

**Every child has the
right to education...**

**Every child has the
right to education...**

**Every child has the
right to education...**

**Every child has the
right to education...**

**Every child has the
right to education...**

**Every child has the
right to education...**

**Every child has the
right to education...**

**Every child has the
right to education...**

Websites to support learning on human rights and education for all

[World's largest lesson](#) Global Goals for Sustainable Development lesson plans

July 2018

[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.