

Encounter
Edu

My Voice-My School

Citizenship/English | Ages 11-14, 14-16

Teacher Book



About UNRWA

UNRWA is a United Nations agency established by the General Assembly in 1949 and is mandated to provide assistance and protection to the population of some 5 million registered Palestine refugees. Its mission is to help Palestine refugees in Jordan, Lebanon, Syria, West Bank and the Gaza Strip to achieve their full potential in human development, pending a just solution to their plight. UNRWA's services encompass education, health care, relief and social services, camp infrastructure and improvement, microfinance and emergency assistance. UNRWA is funded almost entirely by voluntary contributions.

About Encounter Edu

Encounter Edu is an award-winning education social enterprise based in London. A pioneer in the development of innovative real-world learning programs, Encounter Edu supports teachers and pupils in schools internationally to engage with and take action on critical global issues from cultural conflict to climate change.

About the Flanders Department of Foreign Affairs

The Flanders Department of Foreign Affairs (FDFA) helps shape the international policy of the Government of Flanders and mobilises all relevant partners to that end. In doing so, the Department helps to build an open, dynamic and solidary Flanders, which dedicates itself to a democratic, safe and prospering global society. The FDFA is in charge of all of the Government international relations. It coordinates Flanders' international and European activities and therefore takes the lead in Flanders' relations with foreign governments, the European Union and international organizations.

About the Flemish UNESCO Commission

The Flemish UNESCO Commission was created in 2003 by the Government of Flanders. Its central task is to function as an intermediary between the Government of Flanders and the United Nations Educational, Scientific and Cultural Organization (UNESCO). The Commission advises the Government, promotes contacts between the civil society and UNESCO and supervises several networks, such as the UNESCO Chairs of Flemish universities and the Associated Schools Project (ASP) network including 20 schools in Flanders.

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Literacy Assignments

Supplementary Literacy Assignments, aligned with the US Common Core State Standards, have been developed for each lesson.

Section 11

Welcome to My Voice-My School

My Voice-My School is an education project which seeks to empower youth by giving them a voice and an opportunity to communicate across borders on issues that matter to them. It puts children at the heart of the conversation about what a quality education should look like and appeals to the international community to continue to prioritize education funding, particularly in the context of the crises in Gaza and Syria.

My Voice-My School is a joint response of UNRWA, and Digital Explorer. It is based around online video conversations between Palestine refugee children from Syria and Gaza attending UNRWA schools in these fields and their peers overseas.

Through the use of these video conversations, online digital media and specifically-designed curriculum materials, children will benefit from the sense of solidarity across borders and will also develop the skills needed to advocate for their own education and future.

The project is situated within the UN Sustainable Development Goals, specifically Goal 4: Quality Education, as it emphasizes 'quality education' as a

right of every child and it provides opportunities for students to voice their ideas on what makes education 'quality'. It reflects the principles and practices of the UNRWA education reform by empowering students to think and share ideas about teaching and learning including student-centered approaches and the use of technology in the classroom.

Similarly, the My Voice-My School project is the 'student voice' strand of UNRWA's Education in Emergency response. Through the project, students will talk about living in a period of protracted conflict or other challenges which they face and what education means to them at such times. In this way, the importance of continuing to provide a quality education for all students, whatever their circumstances, will be highlighted.

Dr. Caroline Pontefract
Director of Education Department
UNRWA Headquarters, Amman

A project by



With

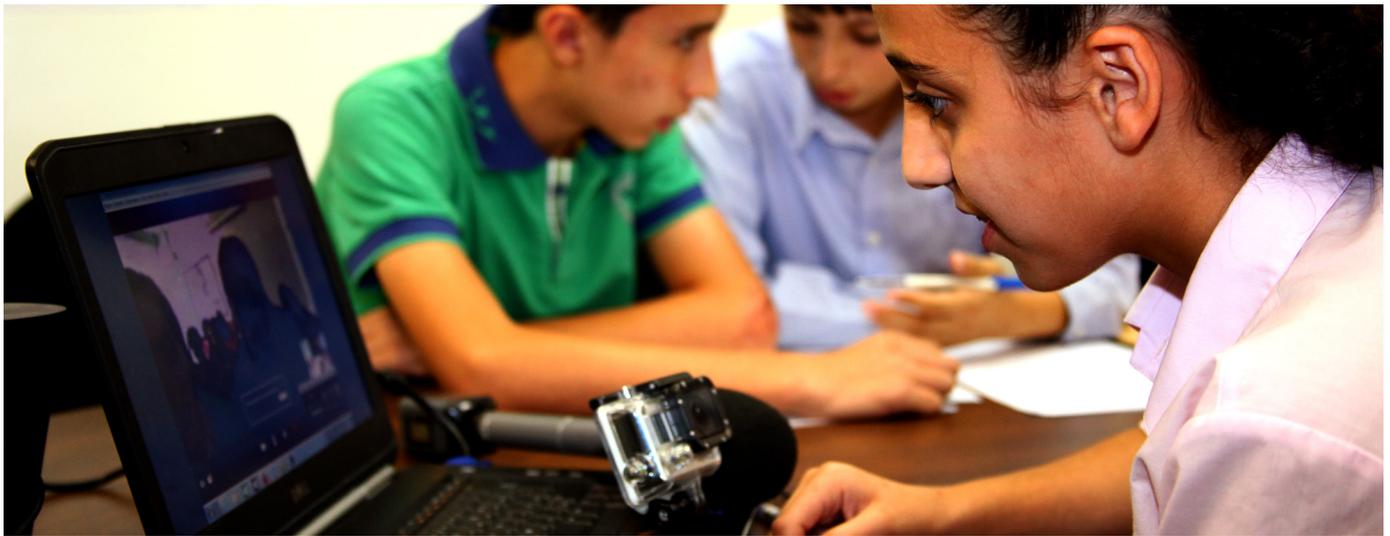
**Encounter
Edu**

Education partners



With thanks to our funding partners





About My Voice-My School

My Voice-My School focuses on the topic of quality education as enshrined in the United Nations Global Goals for Sustainable Development. Connecting UNRWA's schools with partner schools overseas, the project seeks to stimulate student conversation about quality education and what individuals and communities can do to help make it a reality for all.

Learning journey

The My Voice-My School project takes students on a learning journey to give them a voice in their education and future. Students begin by exploring the concept of a quality education and the Global Goals, before developing the interview skills they will need for the first video call with their partner school.

Students will then have the chance to broaden their idea of education through this first video call with their partner school, learning about life and education in a different part of the world. From this video conversation, students will work in groups to select a particular area of education of interest to them, researching this topic, and conducting surveys in their school and local communities. Students will use this evidence to develop their ideas for improving education.

Meeting via video chat for a second time, students share their plans and ideas, receiving feedback from their peers overseas. Following this video call, each class will design and implement a local advocacy plan

to share their ideas for a quality education within their community. Working to create change on a local level, classes will also consider how their ideas can be made universal and fit with the United Nations Global Goals. Students conclude their project by creating reports in the form of press releases, before coming together and sharing these and their ideas and experiences with their partner class in a final video call.

Education in the real world

This is a project very much rooted in the real world. Students will debate and advocate for a quality education, and contribute to the global debate. This is not a project that creates resources for internal assessment, but on a real issue, with real impact.

Benefits of the program

Implementing the My Voice-My School project in your school has the following benefits:

- supports students in communicating across cultural divides
- develops solidarity between Palestine refugee students and their peers overseas
- develops student-centric pedagogies and independent learning skills
- develops teachers' and students' use of technology in the classroom
- develops students' global citizenship skills and competencies

WEEKLY PLANNER

My Voice-My School is a 12-week project. Classes can communicate before the formal start and end of the project using online collaboration tools. The twelve sessions are split into three different types:



Formal lessons



Video calls



Independent learning

Working with your partner school, agree the dates for each week of the My Voice-My School project. Fill these dates in on each week below.

Week 1  __/__/20__ Lesson 1: What does a quality education mean to you? This lesson introduces students to the My Voice-My School project.	Week 7  __/__/20__ Lesson 6: How can we improve our ideas for a quality education? Students share their ideas and receive feedback from their partner class.
Week 2  __/__/20__ Lesson 2: How can we learn from others? Students develop the interview skills they will need for the video calls.	Week 8  __/__/20__ Lesson 7: How can we make our voices heard? Students develop local advocacy plans for their ideas for improving education.
Week 3  __/__/20__ Lesson 3: What is education like where you live? The first video call focuses on students sharing their lives and education in different contexts.	Week 9  __/__/20__ Supporting student advocacy Support students to implement their local advocacy plans.
Week 4  __/__/20__ Lesson 4: How can education be improved? Students learn how to research and conduct surveys.	Week 10  __/__/20__ Lesson 8: How can we make a difference? Students write an end of project report in the form of a press release.
Week 5  __/__/20__ Supporting student surveys Support students to conduct their surveys and share these using spreadsheet and slideshow tools.	Week 11  __/__/20__ Supporting student press releases Students are supported to complete their press releases.
Week 6  __/__/20__ Lesson 5: What are our ideas for improving education? Students use their research and surveys to develop ideas on improving education.	Week 12  __/__/20__ Lesson 9: How can quality education be made universal? Students share the success of their local advocacy plans and celebrate the project.

Lesson 1: What does a quality education mean to you?

Lesson Outline	Learning Objectives	Resources
<p>An introduction to My Voice-My School and the context of 'quality education'. Students will reflect on their own education experience and how it meets the ideas enshrined in the United Nations Global Goals.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Students know about the UN Global Goals - Students know about the background to My Voice-My School <p>Skills</p> <ul style="list-style-type: none"> - Students can justify opinions - Students can reflect on their own and others' experience of education <p>Understanding</p> <ul style="list-style-type: none"> - Students can link their own experience to global issues 	<p> Subject Updates</p> <p>Learn more: UNRWA & education</p> <p>Learn more: The Syria crisis</p> <p>Learn more: The UN Global Goals</p> <p>Learn more: Refugee facts and figures</p> <p> Student Sheets</p> <p>Student Sheet 1a: Learning from a video</p> <p>Student Sheet 1b: Quality education ranking</p> <p> Slideshow</p> <p>Slideshow 1: What does a 'quality education' mean to you?</p> <p> Video</p> <p>My Voice-My School ROEU Film</p>
<p>Skill: Linking global issues to personal experience</p> <p>The cognitive difficulty many students have in learning about global issues such as education is how these issues link to their own lives. Global issues can feel abstract, and this lesson allows links to be made.</p> <p>The first opportunity is during the starter where the teacher can make the opening question more personal. The second is the My Voice-My School video, which looks at the real experience of students involved in the project. The last is during the ranking exercise. Students should be asked to focus on their own experience of education rather than a more abstract idea.</p>		

Lesson 2: How can we learn from others?

Lesson Outline	Learning Objectives	Resources
<p>Students will develop their interview skills, in preparation for speaking with their peers in the following lesson. They will learn about different types of questioning, and practise these skills. The lesson will end with groups writing questions for the first video call between the classes.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Students know about open and closed questions - Students know about follow-up questions <p>Skills</p> <ul style="list-style-type: none"> - Students can prepare effectively for an interview - Students can ask a range of appropriate questions <p>Understanding</p> <ul style="list-style-type: none"> - Students can apply interview skills to learn about different cultures and experiences 	<p> Student Sheets</p> <p>Student Sheet 2a: Open and closed questions</p> <p>Student Sheet 2b: Follow-up questions</p> <p>Student Sheet 2c: Class guidelines</p> <p> Slideshow</p> <p>Slideshow 2: How can we learn from others?</p> <p> Video</p> <p>Appropriate Student Voice film(s)</p>
<p>Skill: Interviewing peers</p> <p>The basis of My Voice-My School is the interaction between young people in two different schools. These online interactions can very easily become a series of questions and answers without any flow or continuity.</p> <p>This lesson focuses on a number of skills that will help students during their video calls: the use of open and closed questions and the use of follow-up with questions based on active listening. It is important to remind students of these skills before the beginning of each video call. This will help to ensure that there is meaningful interaction between the two classes.</p>		

Lesson 3: What is education like where you live?

Lesson Outline	Learning Objectives	Resources
Students will conduct their first video lesson with their partner school. During this call, students will exchange information about life and learning, so that both classes improve their understanding of education in different contexts.	<p>Knowledge</p> <ul style="list-style-type: none"> - Students know about the education experience of others <p>Skills</p> <ul style="list-style-type: none"> - Students use interview skills to learn from others - Students use ICT to communicate across borders <p>Understanding</p> <ul style="list-style-type: none"> - Students reflect on how their education experience is similar or different to others 	<p> Activity Overview Activity Overview 3: Video call preparation</p> <p> Subject Updates How to: Debate via video chat How to: Google Hangouts Meet How to: Work with sensitive issues</p> <p> Slideshow Slideshow 3: What is education like where you live?</p>

Skill: Using ICT for learning

Services such as Google Hangouts Meet are used by many people for having conversations with friends, family and for business. The reality of modern communications, means that often the first thing that people say when using such services is "Can you hear me?".

The skill in using ICT for learning is to make it seem as seamless as possible. This requires preparation in terms of: technology and connectivity, classroom set up and preparing students. Subject Updates 1 and 2 support using Google Hangouts Meet.

Lesson 4: How can education be improved?

Lesson Outline	Learning Objectives	Resources
Students select an area of education that is of interest to them based on the first video call. Working in groups, the team plan how to survey their school and local community and research ideas for improving education. This will form the basis for developing ideas for improving education in Lesson 5.	<p>Knowledge</p> <ul style="list-style-type: none"> - Students know about different ideas for improving education <p>Skills</p> <ul style="list-style-type: none"> - Students can conduct surveys - Students can use the Internet for research 	<p> Student Sheets Student Sheet 4a: Conducting a survey Student Sheet 4b: Research skills</p> <p> Slideshow Slideshow 4: How can education be improved?</p> <p> Subject Updates How to: Google Hangouts Meet</p>

Skill: Research skills

This lesson focuses on the use of surveys for research. These surveys can be conducted in the students' own school, community or shared with the partner school. Students will learn how to design a survey to make it effective in gathering ideas and strong evidence for their advocacy work.

The lesson also touches on online research skills, with an emphasis on assessing reliability and usefulness of sources. These topics can be introduced to the lesson and students can pursue these as independent learning activities.

Lesson 5: What are our ideas for improving education?

Lesson Outline	Learning Objectives	Resources
<p>Students use their research and surveys to select three ideas for improving education in their school. Each of their ideas for improving education will need to meet five criteria as well. These ideas will then be shared with the partner school in the next lesson, before being shared more widely as part of an advocacy campaign.</p>	<p>Skills</p> <ul style="list-style-type: none"> - Students can apply research to make proposals - identify evidence for making decisions - Students can justify decisions in writing 	<p> Student Sheets</p> <p>Student Sheet 5a: Ideas for improving education</p> <p>Student Sheet 5b: Writing frame for education ideas</p> <p> Slideshow</p> <p>Slideshow 5: What are our ideas for improving education?</p>

Skill: Critical thinking

Students are pushed to develop their critical thinking skills through the process of selecting the education ideas that they wish to pursue.

Starting with a divergent thinking exercise, students will apply different criteria to end up with the best ideas for improving education. This type of rigorous process is transferable to other topics.

Lesson 6: How can we improve our ideas for a quality education?

Lesson Outline	Learning Objectives	Resources
<p>The classes compare their ideas for improving education in the second video call, and share what they have learnt from their research and school surveys. Partner schools offer feedback on these ideas to take forward into the advocacy campaigns.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Students know about ideas for education improvement from others <p>Skills</p> <ul style="list-style-type: none"> - Students use feedback from their partner school to improve their plans - Students can use ICT to collaborate internationally 	<p> Activity Overview</p> <p>Activity Overview 6: Video call preparation</p> <p> Subject Updates</p> <p>How to: Debate via video chat</p> <p>How to: Google Hangouts Meet</p> <p>How to: Work with sensitive issues</p> <p> Slideshow</p> <p>Slideshow 6: How can we improve our ideas for a quality education?</p>

Skill: Peer assessment

Feedback is a gift. Teachers are familiar with a range of assessment techniques and strategies and students may be less familiar with these. Students should be encouraged to consider using strategies such as 'two stars and a wish' (outlined in the teacher guidance), to ensure that the feedback they give is appropriate, supportive and constructive.

Lesson 7: How can we make our voices heard?

Lesson Outline

Students design their advocacy campaign for improving education for all. They will use this plan to share their ideas for improving education more widely in their community, regionally or nationally.

Learning Objectives

Skills

- Students can create an advocacy campaign plan
- Students can project plan their group work

Resources



Student Sheets

- Student Sheet 7a: Advocacy campaign ideas
- Student Sheet 7b: Campaign plan
- Student Sheet 7c: SMART targets



Slideshow

- Slideshow 7: How can we make our voices heard?

Skill: Project planning

With student-guided activities, project planning and management techniques are often implicit in the learning. This lesson provides students with some structures and concepts to enable them to conduct their communications campaign.

Students will learn about creating a communications plan and then using the concept of SMART targets to achieve this.

Lesson 8: How can we make a difference?

Lesson Outline

Students create their end of project reports in the form of a press release and take a chance to reflect on the learning from the past weeks. They will then share these press releases, with reflections on their experiences and ideas in a final video call.

Learning Objectives

Knowledge

- Students know about how journalists work
- Students know about the conventions of a press release

Skills

- Students can write an effective press release

Resources



Student Sheets

- Student Sheet 8a: Press release example
- Student Sheet 8b: Writing frame
- Student Sheet 8c: Project reflection



Slideshow

- Slideshow 8: How can we make a difference?

Skill: Writing for external audiences

To share their work with a wider audience, students will need to develop their writing skills. Students may be used to writing assessments for their school assignments, but not necessarily for an external audience.

This lesson provides examples of a press release, and a writing frame, so that students can learn and apply the conventions of writing for the media.

Lesson 9: How can quality education be made universal?

Lesson Outline	Learning Objectives	Resources
<p>The classes come together for the third time via video chat to share the successes of their advocacy campaigns and to reflect on the project as a whole.</p>	<p>Skills</p> <ul style="list-style-type: none"> - Students can use ICT to collaborate internationally - Students can present and celebrate success 	<p> Activity Overview Activity Overview 9: Video call preparation</p> <p> Subject Updates How to: Debate via video chat How to: Google Hangouts Meet How to: Work with sensitive issues</p> <p> Slideshow Slideshow 9: How can quality education be made universal?</p>
<p>Skill: Reflecting on success</p>		
<p>To share their work with a wider audience, students will need to develop their writing skills. Students may be used to writing assessments for their school assignments, but not necessarily for an external audience.</p>		
<p>This lesson provides examples of a press release, and a writing frame, so that students can learn and apply the conventions of writing for the media.</p>		

RESOURCE GUIDANCE

The resources contained within this booklet are accompanied by further online resources available to download or stream freely.

Resources in this booklet	
There are five types of resource in this booklet to support teaching and learning for My Voice-My School:	
	Lesson Overview short overview of each lesson, with a basic outline and lesson steps, combined with a list of the available resources
	Teacher Guidance detailed step-by-step teaching guidance for each lesson, referencing the Slideshows, Student Sheets and media resources to be used at different points during the lesson
	Activity Overview more detailed guidance for teachers on a specific lesson activity, eg the video call lessons
	Student Sheet an activity sheet to be handed out to students as part of a lesson step
	Subject Updates background information for teachers to assist with their subject knowledge, these can also be used as student handouts where applicable
	Literacy Assignments supplementary literacy assignments aligned with the US Common Core State Standards

Resources online	
There are five types of resource online to support teaching and learning for My Voice-My School:	
Slideshow	each lesson has an accompanying slideshow that guides the learning encounteredu.com/my-voice-my-school
Media Zone	videos and photos relating to the learning contained within Digital Explorer's bespoke web app, these can be accessed by students or used for independent study and flipped / blended learning approaches encounteredu.com/my-voice-my-school

Teacher Guidance	
The Teacher Guidance for each lesson uses a set of icons to provide visual cues to support teachers:	
Lesson activities	
	Explain teacher exposition using slides or script to support
	Demonstration / watch students watch a demonstration or video
	Student activity activity for students to complete individually, such as questions on a Student Sheet
	Group work activity for students to complete in pairs or small groups
	Whole class discussion teacher conducts a whole class discussion on a topic or as a plenary review
Teacher ideas and guidance	
	Assessment and feedback guidance to get the most from AfL (Assessment for Learning)
	Guidance further information on how to run an activity or learning step
	Idea optional idea to extend or differentiate an activity or learning step
	Information background or further information to guide an activity or explanation
	Technical specific ICT or practical hints and tips
Health and safety	
	Health and safety health and safety information on a specific activity

Lesson 1: What does a quality education mean to you?

An introduction to My Voice-My School and the context of quality education. Students will reflect on their own education experience and how it meets the ideas enshrined in the United Nations Global Goals.

Resources in this booklet:



Lesson Overview 1



Teacher Guidance 1



Student Sheet 1a Learning from a video

Student Sheet 1b Quality education ranking



Subject Update: About: UNRWA Education

Subject Update: Learn more: The Syria Crisis

Subject Update: Learn more: The UN Global Goals

Subject Update: Learn more: Refugee facts and figures



Literacy Assignment 1 Child Rights

Resources available online:



Slideshow 1 available at encounteredu.com/my-voice-my-school



schoolMy Voice-My School ROEU film available at encounteredu.com/my-voice-my-school

Lesson overview

This introductory lesson for the My Voice-My School project has two aims. Students will be introduced to the project and the context of education globally. My Voice-My School puts student voice at the heart of the global debate on education and involves examining the basis for universal access to a 'quality education' including the United Nations Global Goals.

My Voice-My School is a skills-based curriculum, aligned with the OECD PISA Global Competence Framework. Each lesson will have the skills covered identified.

Details

Time 60 minutes
Age 11-14 & 14-16

My Voice-My School is a skills-based curriculum, aligned with the OECD PISA Global Competence Framework Skills:

- Justify opinions
- Reflect on their own or others' experience of education
- Link personal experience to global issues

Lesson steps

Learning outcomes

1 10 mins ↓	Why is education important? Class discussion on the importance of education. Students should be prompted to justify their opinions	Students can give reasons for the importance of education and justify their opinions.
2 15 mins ↓	Introducing My Voice-My School Introduce students to the My Voice-My School project using the overview video.	Students know about and can reflect on the education experience of other young people.
3 10 mins ↓	The global education context Explain how Child Rights and international agreements such as the Global Goals support the right of all children to a quality education.	Students know about the Global Goals.
4 15 mins ↓	What makes a quality education? Students work in groups to decide what makes a good education. The word 'quality' is used in formal debates on this topic.	Students can evaluate the Global Goal 4 targets.
5 10 mins	How do global debates relate to me? Ask each group to share their ideas and explain how their universal ideas relate to them personally.	Students can relate global issues to their personal experience.

Resources

-  **Slideshow 1:**
What does a quality education mean to you?
-  **Video**
My Voice-My School ROEU Film
-  **Student Sheet 1a:**
Learning from a video
- Student Sheet 1b:**
Quality education ranking
-  **Subject Update:**
Learn more: UNRWA & education
- Subject Update:**
Learn more: The Syria crisis
- Subject Update:**
Learn more: The UN Global Goals
- Subject Update:**
Learn more: Refugee facts and figures

Extension

Students can spend more time analysing the statements on education by Irina Bokova and from the UNCRC. Print outs of the relevant slides can be used as stimulus material. Students could also be set a further investigation of the Global Goals (globalgoals.org) as home learning.

Step

1

10 mins

A quality education



#MYVOICEMYSCHOOL




Using **Slide 2** ask students to think about why education is important. Write reasons on the board. Remember to ask students to justify their reasons. Why do they think that...?



If students seem to struggle with this, make the question more personal: Why is your education important?

Learning objectives

You will be able to:

1. Give reasons for the importance of education and justify your opinions.
2. Reflect on your own and others' experience of education.
3. Link personal experience to global issues.

#MYVOICEMYSCHOOL




Using **Slide 3**, explain the learning objectives for the lesson. Students may wish to note these in their books to reference at the end of the lesson.



Learning objectives for all lessons are framed using the SWBAT (students will be able to) format. This helps to create a student centric learning environment.

2

15 mins

My Voice-My School

My Voice-My School gives students the opportunity to share their ideas about education and their future. It allows students to have a voice in the development of global quality education as part of the UN Global Goals.



#MYVOICEMYSCHOOL




Using **Slide 4** explain about the My Voice-My School project and that the students will be involved with partnering with a school overseas to debate the importance of education and how it can be improved.



More information about the My Voice-My School project can be found on the website <http://encounteredu.com/my-voice-my-school>

Step



Show students the **My Voice-My School ROEU Film**. Don't ask them to answer any questions or take any notes.



Click on the image in the slideshow to go directly to the online video.



After you have watched the film hand out **Student Sheet 1a** and ask students to write down notes in the four sections. What have they learned? What would they still like to know? What changed their mind about something? What related to their own personal experience?



Watch the overview film again and ask students to see if they can find answers to any of the points they would still like to know about.



Ask students to share any of their notes and views from watching the film.



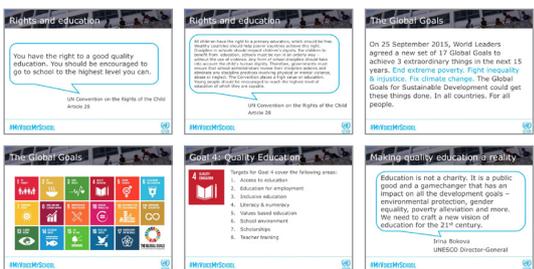
Think about how these questions and views can be used for the first video chat lesson.



This 'reflective' approach to using video in the classroom has been shown to provide deeper learning opportunities compared to the 'recall' method, ie asking students to list or recall information after watching a video.

3

10 mins



Using **Slides 6-11** explain the international debate and UN conventions that support the push for global quality education.



Two versions of the UNCRC article on education have been included in the slideshow. Use the one that is best suited to the literacy levels of your class.



For further information on the Global Goals, see <http://globalgoals.org>. Further background information on the elements of Global Goal 4 are included in Subject Update: Learn more; The UN Global Goals.

4

15 mins



Ask students to work in groups of 3-4. Hand out one copy of **Student Sheet 1b** per group. Go through each of the points and ask students to create a 'Diamond 9', ranking the Goal 4 targets from least to most important. One card has been intentionally left blank for students to write their own idea. Tell them to think about their own personal experience when they are doing this.



The 'Diamond 9' ranking exercise pushes students to use HOTS (higher order thinking skills), eg evaluating and judging. For more information on thinking skills, search online for 'Bloom's taxonomy'.

Step

5

10
mins

Linking personal experience

Think about what we have discussed today and make four notes as to how the issue of a quality education links to your own personal experience.



#MYVOICEMYSCHOOL



Explain again that My Voice-My School is about developing, sharing and acting on ideas for a better education for all.



Ask each group to share their ideas for a good (or quality) education. Students may wish to make a note of these in their books.



This review activity refers back to the third learning objective and consolidates student learning.

STUDENT SHEET 1a: Learning from a video

After you have watched the My Voice-My School video, note down any points under the four headings below.

Watch the video again and see if you can answer any of the points you made in the 'I still want to know...' section

I learned...

This relates to me...

This changed my mind...

I still want to know...

STUDENT SHEET 1b:
Quality education ranking

**Access to
education**

**Education for
employment**

**Inclusive
education**

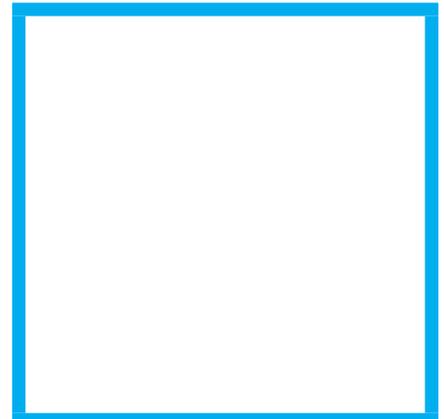
**Literacy &
numeracy**

**Values based
education**

**School
environment**

Scholarships

**Teacher
training**



Lesson 2: How can we learn from others?

Students will learn how to conduct an interview to find out about the education experience of others. They will learn about different types of questioning and practise these skills in their own class, before developing questions for their first video call in the next lesson.

Resources in this booklet:



Lesson Overview 2



Teacher Guidance 2



Student Sheet 2a Open and closed questions

Student Sheet 2b Follow-up questions

Student Sheet 2c Interview peer assessment



Subject Update: How to: Debate via video chat

Subject Update: How to: Work with sensitive issues

Resources available online:



Slideshow 2 available at encounteredu.com/my-voice-my-school



Student Voice film(s) available at encounteredu.com/my-voice-my-school

Lesson overview

Students will learn how to conduct an interview to find out more about the education experience of others. They will learn about different types of questioning and practise these skills in their own class, before developing a set of questions for their first video call.

Details

Time 60 minutes
Age 11-14 & 14-16

My Voice-My School is a skills-based curriculum, aligned with the OECD PISA Global Competence Framework Skills:

- Prepare for interviews
- Develop appropriate interview questions
- Manage interviews

Lesson steps

Learning outcomes

<p>1 5 mins ↓</p>	<p>Meet your partner student Connect this lesson's learning to the previous lesson on My Voice-My School and the Global Goals. Introduce your class to their partner school using the appropriate student voice film.</p>	<p>Students consider how to prepare for the video interview.</p>
<p>2 10 mins ↓</p>	<p>Open and closed questions Develop students' interview skills through introducing them to the idea of open and closed questions.</p>	<p>Students can develop appropriate interview questions.</p>
<p>3 10 mins ↓</p>	<p>Advanced questioning techniques Introduce students to two techniques to gain deeper replies to their questions and also to develop a more conversational tone to the interview.</p>	<p>Students can develop appropriate interview questions.</p>
<p>4 25 mins ↓</p>	<p>Interview skills practice Using group work, students practise their interview skills and apply the theory that they have learned.</p>	<p>Students can manage an interview.</p>
<p>5 5 mins ↓</p>	<p>Decide interview questions Student groups finalize the questions they wish to ask the students from their partner school.</p>	<p>Students finalize their preparation for the video interview.</p>
<p>6 5 mins</p>	<p>Create class guidelines Ask students to consider what appropriate guidelines are needed for the video call.</p>	<p>Students finalize their preparation for the video interview.</p>

Resources

Slideshow 2

How can we learn from others?

Video

Appropriate Student Voice film(s) (from <http://encounteredu.com/my-voice-my-school/>)

Student Sheets 2a:

Open and closed questions

Student Sheets 2b:

Follow-up questions

Student Sheets 2c:

Class guidelines

Subject Update:

How to: Debate via video chat

Subject Update:

How to: Work with sensitive issues

Extension

Students can be prompted to watch celebrity chat shows and consider how hosts use different types of interview skills to gain interesting and exclusive answers from their guests.

Step

1

5 mins

Learning objectives

You will be able to:

1. Use open, closed and follow-up questions in an interview.
2. Prepare effectively for an international interview.
3. Apply interview skills to learn from others.

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Explain the learning objectives for the lesson. Students may wish to note these in their books to reference at the end of the lesson.

First video call

Next week, you will have your first video call with your partner school.



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Hangout! Meet call themes

1. Hobbies and pastimes
2. Home and family
3. School and education

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Video call format



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Using **Slides 3-5** introduce this lesson and next lesson's video call.



The video call in the next lesson will be divided into three sections as outlined on **Slide 4**. One student from each class will be responsible for asking the questions for each theme as per **Slide 5**.



The best position for the teacher during the video call is to the side of the screen or laptop.

Our partner school



SAMI'S STORY
IRBID, JORDAN



MUSC IS AWESOME
MYRN'S STORY
HACKNEY, LONDON



MILLIE'S STORY
EAST DULWICH, LONDON



MOHAMAD'S STORY
BEIRUT, LEBANON

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Show the students the student voice film from your partner school. Students should use this to inform the questions that they ask in the first video call.



There are numerous Student Voice films and students may wish to watch more of these in their own time. The films are all available to view at <http://encounteredu.com>. You could 'flip' the learning by asking students to watch these videos before the lesson and discuss thoughts and reflections during lesson time.

Step

2
10 mins

- Use **Slide 7** to explain the concept of open and closed questions. Then hand out **Student Sheet 2a**.
- Students work through **Student Sheet 2a**, classifying the questions as open or closed. They should then evaluate the strengths and weaknesses of both types of question.
- Using **Slides 8-14**, review the classification of open and closed questions as a whole class discussion. Then ask students for their views on the strengths and weaknesses of the two types of question.
- Use **Slide 15** to summarize the main strengths and weaknesses of open and closed questions.

3
10 mins

- Using **Slides 16-17** explain how the use of empowering and emotive questions can enhance interviews.

- Explain the idea of follow-up questions using **Slide 18**. Hand out **Student Sheet 2b**.
- Students complete the questions on **Student Sheet 2b**, developing follow-up questions for the three different scenarios.
- Ask students to share some of their ideas as a whole class discussion.
- This is an opportunity to emphasize the need for active listening skills.

Step

4

25 mins

Practice interview

3 groups

- Hobbies and pastimes
- Home and family
- School and education

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Practice interview

- Divide each group into two teams.
- Each team develops 5 questions around their group topic (5 minutes).
- Each team takes turns to interview the others in their group (7 minutes each).
- After each interview use the Peer Assessment sheet to evaluate the skills learned earlier in the lesson (3 minutes each).

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Practice interview

Remember

- Use a range of open and closed questions.
- Make your questions empowering and emotive.
- Use follow-up questions.

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Ask students to work in 3 groups. Assign each group one of the question themes on **Slide 19**. Hand out two copies of **Student Sheet 2c** per group. Use **Slide 20** to describe the group work task.

Each group should be divided into 2 teams and practise the interview skills that they have learned in this lesson.

Both teams spend 5 minutes preparing questions on their given theme.

Then they take turns to conduct an interview for 7 minutes.

3 minutes are given after each interview for peer assessment using **Student Sheet 2c**.

Use **Slide 21** to review the points covered so far on interview skills.

5

5 mins

Deciding your final questions

Each group:

- Decide your final 5 questions for the video call next lesson.
- Share these with the rest of the class as part of a group discussion.

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Use **Slide 22** to guide each group (both teams working together) to develop their five questions for next lesson's video call.



These questions should be prioritized in case their is limited time during the call. Students should also consider follow up questions.



A nominated spokesperson for each group shares their proposed questions with the whole class.



It may make sense to select the student featured in the Student Voice film as a spokesperson.

6

5 mins

Class guidelines

What guidelines will make the video conversations go well?

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Using **Student Sheet 2d** and **Slide 23**, discuss and agree appropriate class guidance for next lesson's video call.



Connect these guidelines to any student created class rules that you may have.



In terms of preparation for the video call, you may wish to make a poster of the agreed guidelines in time for the next lesson.



Information on what makes a good video call can be found in Subject Update: How to: Debates via video chat and Subject Update: How to: Work with sensitive issues.

STUDENT SHEET 2a:

Open and closed questions

An **open question** gives the person replying the opportunity to say anything they think is appropriate.

Eg "What do you like about school?"

A **closed question** can be answered with a simple 'yes' or 'no', or a specific piece of information.

Eg "Do you like school?"

Decide whether the following questions are open or closed:

1. Would you go to school if you didn't have to?
2. What do you think makes your school good?
3. Why is education important?
4. What subjects do you study?
5. Does education prepare you for a career?
6. How does education prepare you for a career?
7. How would you improve your school?

Evaluate the strengths and weaknesses of open and closed questions:

	Strengths	Weaknesses
Open questions		
Closed questions		

STUDENT SHEET 2b:

Follow-up questions

Good interviews are more like a conversation rather than a series of questions and answers.

A follow-up question:

- Is a question that you can ask to gain more details during an interview
- Is based on listening to the answer to your question
- Develops the interview into a conversation

For each of the questions and answers below, think of an appropriate follow-up question.

Q.	What is your favourite subject at school?
A.	Math.
Follow-up question:	
<hr/>	
<hr/>	
<hr/>	

Q.	Why is school important to you?
A.	It helps me get a job.
Follow-up question:	
<hr/>	
<hr/>	
<hr/>	

Q.	What would you change about your school?
A.	I would like to have a cleaner environment.
Follow-up question:	
<hr/>	
<hr/>	
<hr/>	

STUDENT SHEET 2c: Interview peer assessment

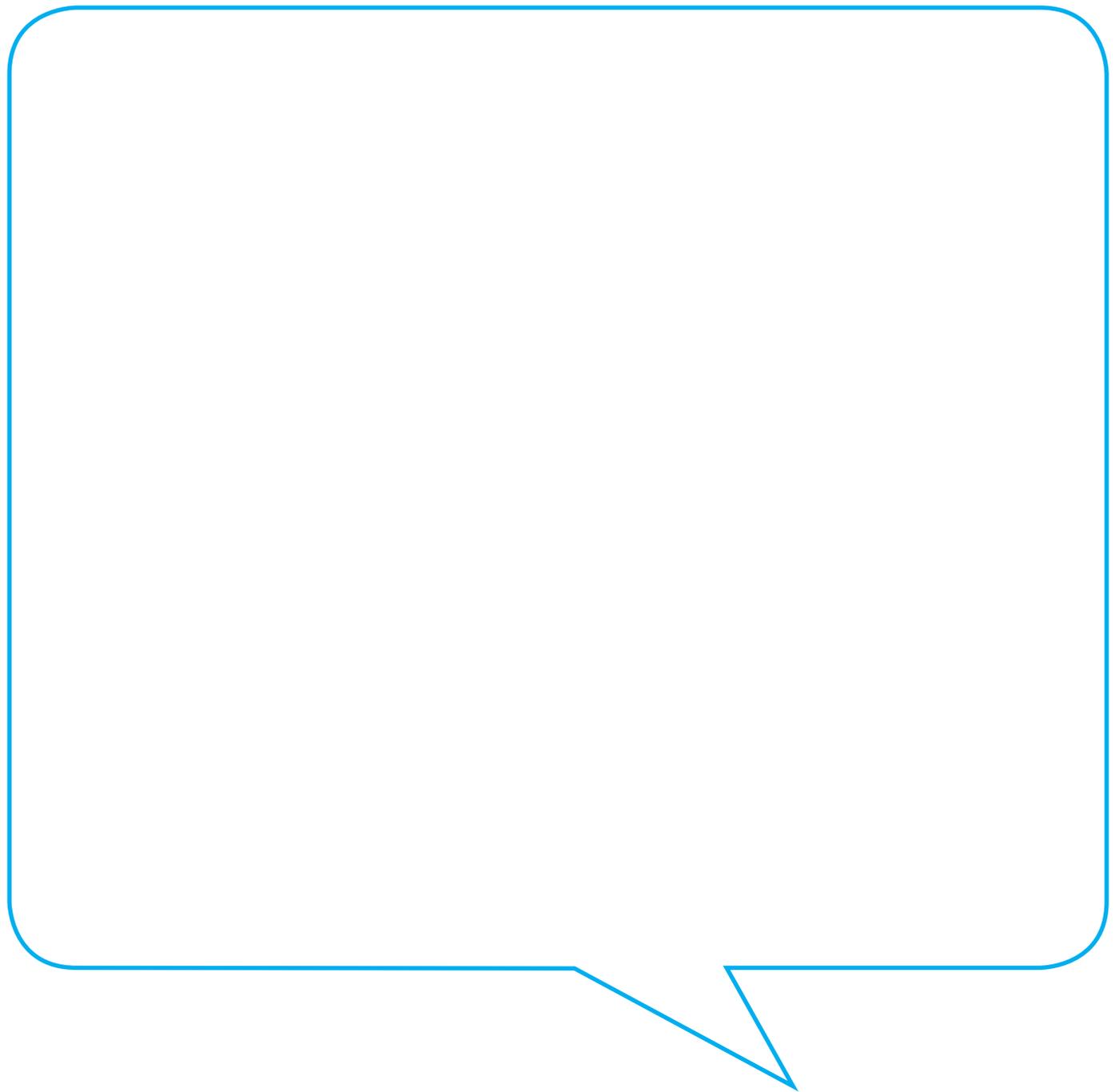
Use the peer assessment sheet below to evaluate the interview skills in your group. Give examples as part of your feedback.

	What did they do well?	What can they improve?
Use of open and closed questions		
Use of empowering and emotive questions		
Use of follow-up questions		

STUDENT SHEET 2d: Class guidelines

Think about what guidelines you might need to:

- Develop your discussion skills
- Develop your listening skills
- Show respect for others



"We have developed these class guidelines. We believe that they are fair and sensible guidelines to guide our video conversations and agree to follow them."

Lesson 3: What is education like where you live?

Students will conduct their first video chat lesson with their partner school. During this call, students will exchange information about their life and learning in their different communities. The students will cover three main topics: hobbies and pastimes; home and family; and school and education. The first two are important for breaking the ice between the two classrooms, with the third topic on education more central to the joint project between the classes.

Resources in this booklet:



Lesson Overview 3



Teacher Guidance 3



Activity Overview 3 Video call preparation



Subject Update: How to: Debate via video chat

Subject Update: How to: Google Hangouts Meet

Subject Update: How to: Work with sensitive issues

Resources available online:



Slideshow 3 available at encounteredu.com/my-voice-my-school

Lesson overview

Students will conduct their first video chat lesson with their partner school. During this call, students will exchange information about their life and learning in their different communities. The students will cover three main topics: hobbies and pastimes; home and family; and school and education. The first two are important for breaking the ice between the two classrooms, with the third topic on education more central to the joint project between the classes.

Details

Time 60 minutes
Age 11-14 & 14-16

My Voice-My School is a skills-based curriculum, aligned with the OECD PISA Global Competence Framework Skills:

- Use interview skills to learn from others
- Use ICT to communicate across borders
- Compare their education experience to that of others

Lesson steps

Learning outcomes

1 5 mins ↓	Preparing for the video call Review the class guidelines and questions from the previous lesson.	Students know how to prepare for the video interview.
2 45 mins ↓	Video Call Work through the discussion topics with your partner class via video chat.	Students use interview skills to learn from others.
3 10 mins	Review Review the lesson with your class and reflect on this unique experience.	Students reflect on using ICT to communicate across borders.

Resources

-  **Slideshow 3:**
What is education like where you live?
-  **Activity Overview 3:**
Video call preparation
-  **Subject Updates:**
How to: Debate via video chat
Subject Updates:
How to: Google Hangouts Meet
Subject Updates:
How to: Work with sensitive issues

Extension

There are a range of communications and assessment opportunities for this lesson. Students may wish to write a blog post about the video call and include their reflections. These can be posted on the Encounter Edu website. Simply, email them to info@encounteredu.com.

A word cloud idea is used for the final review, asking students for their view of the video call by choosing three words. This can be extended by asking students for three words before and three words afterwards. A word cloud can be generated to visualize any change in perceptions and views using a tool such as Wordle (wordle.net).

Step

1

5 mins

Learning objectives

You will be able to:

1. Use interview skills to learn from others.
2. Use ICT to communicate across borders.
3. Reflect on your education experience.

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Successful preparation for a video call involves six elements: logistics, technology, student knowledge, student skill, teacher skills and call structure. Work through Activity Overview 3 to ensure that you have all these elements in place.



Explain the learning objectives for the lesson. Students may wish to note these in their books to reference at the end of the lesson.



Go to the Google Hangouts Meet url (<https://meet.google.com>) provided by the video call host. When you are ready in your class, click 'Join Meeting'. Remember that you will need to be using the Google Chrome internet browser.

Questions ready



Are you ready with your questions?!

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Using **Slide 3**, set up the classroom and arrange students. Remind them of their agreed guidelines from the previous lesson and ensure they have their questions ready.

Five sections to the video call

- Introductions
- Hobbies and pastimes
- Home and family
- School and education
- General Q&A

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Using **Slide 4**, remind students of the five parts of the video call. Also remind students that they should have a pen and paper to keep notes during the video call.



In terms of timings for the different sections, you will probably have 40-45 minutes for the whole video call. There are two main priorities: breaking the ice using the hobbies and pastimes and home and family topics; and then getting into deeper discussion about school and education. The final section is a general question and answer session, allowing for more involvement from all students in the class.

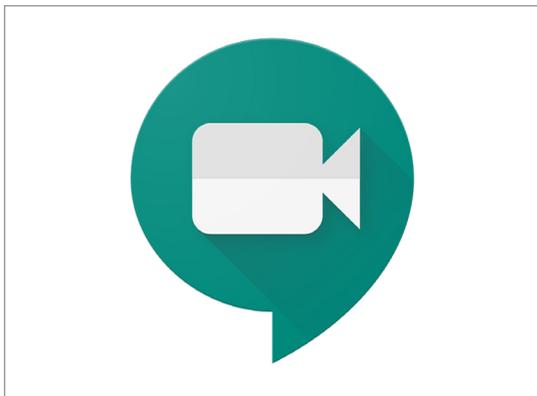
The following framework may prove useful:

- 5 mins - introductions
- 10 mins - hobbies and pastimes and home and family. Use your judgement to move between these topics based on the flow of the conversation
- 15 mins - school and education, with a view towards the next lesson
- 10 mins- general question and answer following up on all topics
- 5 mins - goodbye

Step

2

45 mins



 You will be able to see when your host is online from the Google Hangouts Meet url. Click 'Join Meeting' when your class is ready and your host will facilitate the introduction to the call.

 Students introduce themselves to their partner school. If they don't know what to say, a simple 'hello' will do plus their name.

 Try to learn a greeting in your partner school's language and make sure that each spokesperson introduces themselves by name.

 Decide with the teacher in your partner school who will ask questions first.

 Students in Group 1 - 'Hobbies and pastimes' start the interview. The student spokesperson for Group 1 uses the questions prepared from the previous class to interview the three students in their partner school. After 3-5 minutes, they swap and the partner school student asks the questions.

 Repeat the above process, and this time the student spokesperson for Group 2 - 'Home and family' leads the interview.

 Repeat the above process, and this time the student spokesperson for Group 3 - 'School and education' leads the interview.

 Now is the chance for anyone in the class to ask a question. Teachers should facilitate this, with each school taking turns.

 Don't forget to say 'bye'!

 Try to learn the phrase in your partner school's language. This is also an opportunity for students to share one thing they have enjoyed or learned during the video call.

3

10 mins

Reflecting on the experience

Choose three words to describe the experience

Why did you choose these three words?

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Essay structure #1

Compare and contrast educational experiences.

- What were some of the similarities between your school experience and theirs?
- What were some of the differences?
- What was similar in how you and the students at the partner school envisioned a quality education?
- What was different?
- What surprised you about the call?

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Essay structure #2

Consider the video call and interview experience:

- What was it like for you to talk with students living in another country?
- What did you expect? What was different? What surprised you?
- If you were to do the interview again, what would you do again? What would you do differently?
- Did the questions posed and any follow up questions facilitate a good conversation? If so, why do you think that was? If not, what could you do to improve the questions for next time?

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 Review the video call using **Slide 5**, asking each student to come up with three words to describe the video call.

 Discuss the chosen words in a plenary discussion, asking students to justify their choices.

 If you are setting an extended writing task for students to complete as home learning, use **Slides 6 and 7** to go over a possible structure for these reflective essays. See Literacy Assignment 3 for further information.

Work through the following six sections to ensure you are fully prepared for your video call.

1. Logistics

Have you confirmed the time for your video call, bearing in mind any time zone differences and daylight savings?
Have you made contact with your partner school teacher to go through the structure of the video call and any issues you think may arise?

2. Technology

Have you contacted IT support at your school or school district level to ensure that you will have access to sufficient internet bandwidth and power for the video call?
Are all technology hardware and software items in place and tested (see Subject Update: How to: Google Hangouts Meet for more information)

3. Student knowledge

The student knowledge for this first video call will come from watching the Student Voice films to gain an initial insight into the lives of students living in different places. You may wish to refer to some of the videos that you watched in previous lessons.

The second item of student knowledge is the idea of quality education and the Global Goals. Refresh students' knowledge from the work completed in Lesson 1.

4. Student skills

Student interview skills were developed in Lesson 2. You may wish to remind students of the use of open and closed questions, empowering and emotive questions, as well as follow up questions. This is also an opportunity to refer to the class guidelines for the video call.

5. Teacher skills

Are you comfortable with your role as facilitator? Role play some of the situations that you think may come up with a colleague. Consider how you will manage different scenarios, eg if one student is dominating, if the call drops out, if the conversation is not flowing. Refer to Subject Update: How to: Debate via video chat and Subject Update: How to: Work with sensitive issues for further background information.

6. Structure

The structure for the lesson is outlined in Teacher Guidance 3. Familiarize yourself with this before the lesson.

Lesson 4: How can education be improved?

Students select an area of focus for their education advocacy campaign. This should be an area of interest based on conversations in the first video call. Working in groups, students plan how to survey their school and local community and research an idea for improving education. This will form the basis for developing ideas for improving education in the following lesson.

Resources in this booklet:



Lesson Overview 4



Teacher Guidance 4



Student Sheet 4a Conducting a survey

Student Sheet 4b Research skills



Subject Update: How to: Google Hangouts Meet

Resources available online:



Slideshow 4 available at encounteredu.com/my-voice-my-school

Lesson overview

Students select an area of focus for their education advocacy campaign. This should be an area of interest based on conversations in the first video call. Working in groups, students plan how to survey their school and local community and research an idea for improving education. This will form the basis for developing ideas for improving education in the following lesson.

Details

Time 60 minutes
Age 11-14 & 14-16

My Voice-My School is a skills-based curriculum, aligned with the OECD PISA Global Competence Framework Skills:

- Use the Internet for research
- Conduct surveys

Lesson steps

Learning outcomes

Resources

1 15 mins ↓	Selecting an education focus Students select an area of education to focus on based on their learning in the first three lessons.	Students can select a topic focus based on a variety of inputs.
2 25 mins ↓	Designing a survey Students learn about surveys and design and implement their own to gain input on education from the school or wider community.	Students can design and implement a survey
3 10 mins ↓	Developing research skills Students are introduced to research skills and given a list of online research ideas.	Students know about reliability and usefulness in research
4 10 mins	Agreeing on next steps Students agree the next steps in the project both for conducting the survey and further online research.	Students can plan independent learning

-  **Slideshow 4:**
How can education be improved?
-  **Student Sheets 4a:**
Conducting a survey
- Student Sheets 4b:**
Research skills
-  **Subject Updates:**
How to: Google Hangouts Meet

Extension

Students can conduct any surveys and research during the next session, which is independent learning time.

Step

1

15 mins

Learning objectives

You will be able to:

1. Identify different ideas for improving education.
2. Conduct surveys to find out information.
3. Develop independent research skills.

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Explain the learning objectives for the lesson. Students may wish to note these in their books to reference at the end of the lesson.



To achieve the best international collaboration, it is suggested that each partner school selects one topic, and then shares this with their partner school. Each class will design their own surveys for their topic and then share these with their partner class to implement as well.



The slides cover various aspects of education:

- #1 Access to education:** Why do some students struggle to attend? The numbers of students who drop out of school in the top school systems in the USA and 10% of young people in the UK aged 16-17 do not have any qualifications, even after leaving school.
- #2 Education for employment:** How school systems struggle with getting the balance right between traditional learning (education that is more about getting ready for the world of work) and learning that is more about preparing for the world of work (vocational training, apprenticeships, etc.).
- #3 Inclusive education:** In an inclusive school, all students have the opportunity to succeed. This means that all students are given the same opportunities to learn and to succeed. It is not just about giving the same opportunities to all students, but also about making sure that all students have the support they need to succeed.
- #4 Literacy and numeracy:** In 2011, the World Bank report found that 50% of students aged 15 years and older, in 100 countries, could not read and understand simple text. This is a global problem. Literacy and numeracy are essential skills for all students, and they are the foundation for all other learning.
- #5 Values-based education:** For many students, being with friends with their peers is the most important reason for going to school. Schools should focus on teaching values and character education for students to help them succeed in life.
- #6 School environment:** The school environment includes a lot of different factors. It is a place where students learn and grow. It is important to make sure that the school environment is safe, healthy, and supportive for all students.
- #7 Scholarships:** Scholarships are a way of giving children financial support to help them with their education. They can be used for a variety of things, such as books, transport, and living expenses.
- #8 Teacher training:** The quality of teacher skills has been identified as one of the most important factors in student learning. Teacher training is essential for ensuring that teachers have the skills and knowledge they need to teach effectively.



Using **Slides 3-11**, work through the different aspects of Global Goal 4. Highlight to the class, the different topics that each target offers.



During the teacher explanation, use the questions on the slides to prompt classroom discussion. Some topics may be of more interest to students than others and do not be afraid of glossing over some areas.

2

25 mins

Your education focus

What is your chosen area of education to work on?

What can be improved?

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Research task

Conduct surveys to find out what others think about this topic.

Find ideas about how education could be improved.

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Using **Slides 12 and 13**, explain to students the elements to the research task.



Working in the same groups as for the video call, ask each group to come up with an education focus for their advocacy campaign. What do they think is most important to work on, based on their learning in the previous three lessons?



Once the education focus has been decided, you will need to divide your class into an even number of groups. Half the groups will work on the surveys and research to be conducted in their own school. The other half will work on the surveys and topics they wish to be conducted by their partner school, again on the topic they have chosen.

Within each topic, there is still plenty of opportunity for different ideas to be explored. For example, students may decide to work on school environment, with one group looking at painting or classroom appearance and another group investigating 'greening' their school and planting trees.

For clarity, in subsequent research and advocacy lesson, those groups preparing surveys and research questions for their partner school, will then be developing ideas and plans based around their partner school's chosen topic.

Step

Conducting a survey

1. Choose your questions.
2. Choose your audience.
3. Create your survey.
4. Analyze the results.

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Use **Slide 14** to go over the steps to conduct a survey and then hand out a copy of **Student Sheet 4a** to each group. Go through the activity in detail so that all students understand.



Students work together to design and implement their survey. If students are creating an online survey, they will need access to a computer and internet access as well as thinking about a way of asking people to complete the survey.



Students have two weeks to complete their surveys and independent research, as the following session is an independent learning session.

3

10 mins

Research and reliability

If you search online with the term "innovative teacher blog", the top result is a blog by Lisa Nielsen.

Does this mean that this is the most innovative teaching blog?

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Research skills: steps to success

1. Find more information
2. Keep notes
3. Cite your sources
4. Judge usefulness
5. Judge reliability
6. Synthesize

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Using **Slides 15 and 16**, along with **Student Sheet 4b and 4c**, remind students of online research skills.



Students should then assign independent learning tasks within the group to complete by the next lesson.

4

10 mins

Next steps

What will each member of your team do next?

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Students work in groups to decide what actions need to be completed during the next session, and any additional independent learning time.



Student groups share their next steps with the whole class.

STUDENT SHEET 4a:

Conducting a survey

Surveys are very useful ways to find out what other people think about a chosen topic. Surveys can be used together with interviews and other research tools to bring the views and ideas of people in your school and wider community into your research. There are four steps to conducting a survey:

Step 1

Choose your questions

What information do you want from the survey? If you have chosen as your topic the school environment, you may want to find out if other students at your school see this as a problem as well.

An example question would be:

Would a better school environment help you learn? Yes / No

You could use a scale of answers such as:

A better school environment would help me learn:

Strongly agree Agree Don't know Disagree Strongly disagree

You may want to find out students' opinions of some possible solutions:

On a scale of 1 (lowest) - 10 (highest), how much would the following improve your school environment:

- Less litter in the playground (1-10)
- Clean walls, classrooms and floors (1-10)
- More plants and trees in the school (1-10)

Step 2

Choose your audience

Who are the best people to answer your survey? This depends on the information you are trying to gather. You may want to ask your fellow students their opinion, or if you want to engage the wider community around your school, you'll need to ask them survey questions.

Step 3

Create your survey

Now you have your survey questions and your target audience, you can start to make your survey. There are two ways to do this. You can either do a paper survey and go up to people one-by-one to ask them questions, or you can post a survey online. Make sure you choose the option best suited to your audience.

There are some easy to use online survey tools that you might like to try:

Survey Monkey

<https://www.surveymonkey.com/>

Google Forms

<https://support.google.com/docs/answer/87809?hl=en>

If you are conducting a paper survey, make sure that you keep the papers carefully. For an online survey, the services above will calculate your results for you.

Step 4

Analyze your results

How are you going to use this information? You might use the fact that 87% of the community think that there should be more trees planted in and around your school, to launch a tree-planting campaign.

STUDENT SHEET 4b:

Research skills

Step 1

Choose your topic

You will have identified your chosen topic at the beginning of this lesson. Before you start, make sure that you and your team are clear about the exact focus of your research.

Step 2

Find more information

The next step is to find out more about your chosen topic. This can be both finding out more facts as well as finding out people's opinions about a topic. How do other people feel about the area you want to work on? You can find more information from a variety of different sources, online, by conducting surveys, using a library or following the news.

Step 3

Keep notes

Make sure that you keep notes while you are researching. You can include key facts and things that you found interesting. You should also make a note of the source of the information, ie where you found the information. This will help you when you make your presentations later in the program.

Step 4

Judge usefulness

How useful is the information that you have gathered? Make sure that you choose the best sources for the information you need for your project. For this project, try interviewing people involved in education in your area, conducting surveys with other students in your school and with members of the local community and by finding innovative examples online.

Step 5

Judge reliability

How reliable are your sources? Look at the following notes on reliability and the case studies. Can you choose between what a fact is and what is opinion? Should you include unreliable sources in your ideas?

Step 6

Synthesize

When you have completed your research, you will need to look at your notes again and bring all the sources together to form your idea about how you should develop your project over the coming lessons.

Reliability

How do you know if the source you have chosen is reliable? When was it written? You will need to think about who wrote the material and why. Look at the case studies below. How reliable would these sources be if you are investigating innovation in education?

Range of sources

The best research will use a range of sources. This will help to create a balanced view of the issue and help you to create a strong solution to your chosen topic area.

STUDENT SHEET 4b: Research skills

Microsoft Innovative Schools

Microsoft has a website dedicated to creating innovative schools. There are a range of ideas for schools and teachers to use. What might be the reason for them to publish this information? Do they include ideas that do not use their own technology?

<http://www.microsoft.com/education/ww/leadership/Pages/innovative.aspx>

The Innovative Educator

If you search online to find the blog of an innovative educator by typing in 'innovator teacher blog', Lisa Nielsen's site 'The Innovative Educator' is the top search result. Does this mean that her ideas are more innovative than other results?

<http://theinnovativeeducator.blogspot.co.uk/>

Lesson 5: What are our ideas for improving education?

Students use their research and surveys to select up to three ideas for improving education in their school. Each of their ideas for improving education will need to meet five criteria. These ideas will then be shared with the partner school in the next lesson, before being shared more widely as part of an advocacy campaign.

Resources in this booklet:



Lesson Overview 5



Teacher Guidance 5



Student Sheet 5a Ideas for improving education

Student Sheet 5b Writing frame for education ideas

Resources available online:



Slideshow 5 available at encounteredu.com/my-voice-my-school

Lesson overview

Students use their research and surveys to select up to three ideas for improving education in their school for their chosen topic and three ideas for their partner school's topic. Each of their ideas for improving education will need to meet five criteria. These ideas will then be shared with the partner school in the next lesson, before being shared more widely as part of an advocacy campaign.

Details

Time 60 minutes
Age 11-14 & 14-16

My Voice-My School is a skills-based curriculum, aligned with the OECD PISA Global Competence Framework Skills:

- Identify evidence for making decisions
- Justify opinions in writing

Lesson steps

Learning outcomes

Resources

1 15 mins ↓	Share learning from research Students share the learning from their surveys and research with the whole class.	Students learn from research
2 15 mins ↓	Selecting ideas for improving education Students work in their groups to select their ideas for improving education.	Students apply research to making decisions
3 20 mins ↓	Using evidence to justify decisions Using a writing frame, students justify their selection of ideas for improving education. The last stage of the writing frame asks students to think of questions to ask their partner school about their ideas for improving education.	Students can justify decisions in writing
4 10 mins	Preparing for the video call Students use their work so far to come up with questions for receiving feedback during their second video call.	Students prepare for their second video call

-  **Slideshow 5:**
What are our ideas for improving education?
-  **Student Sheets 5a:**
Ideas for improving education
- Student Sheets 5b:**
Writing frame for education ideas

Extension

Students can continue to use the formal report structures and guidance listed in the Literacy Assignment section.

Step

1

15 mins

Learning objectives

You will be able to:

1. Apply your research to make proposals.
2. Identify evidence for making decisions.
3. Justify your decisions in writing.

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Explain the learning objectives for the lesson. Students may wish to note these in their books to reference at the end of the lesson.

Share findings

1. Spend 15 minutes summarizing your findings in your group.
2. List the main points.
3. Choose a spokesperson.

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Using **Slide 3**, explain to the class that each group will share the main findings from their research including surveys, since the last lesson.



Groups summarize the main findings from their research and appoint a spokesperson to share this with the whole class.

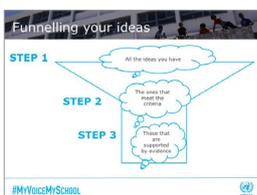


Each group takes it in turns to share the main findings of their research and survey.

2

15 mins

Funnelling your ideas



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Criteria for choosing ideas

- Universal** - Is your idea for improving education suitable for children in different countries?
- Achievable** - Is your idea for improving education achievable or will it need a lot of resources, eg money?
- Scalable** - Can your ideas for improving education be adopted by other schools quickly without the need for many additional resources?
- Effective** - Has your research shown that your idea can be effective at improving education?
- Inclusive** - Can you show from your survey that your ideas include the views of others in your school and wider community?

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Now that the students have completed their surveys and research, their task is to select up to three ideas for improving education. **Slide 4** shows the process for funnelling their ideas.

Remind students that they should start with divergent thinking, ie any idea is OK. Then students can start to refine these in steps 2 and 3.

Using **Slide 5**, explain that their ideas for improving education should meet five criteria. Leave this slide showing while students complete this activity.



Hand out **Student Sheet 5a** to each group. Students can start to generate ideas for improving education and then list these at the bottom of the Student Sheet.

STUDENT SHEET 5a: Ideas for improving education

Complete the sections below to decide on your ideas for improving education.

Step 1 What topics are you working on? Eg education for employment or school environment.

Step 2 List all the ideas that you have for improving this area of education.

Step 3 How many of your ideas meet the following criteria?

- Universal** - Is your idea for improving education suitable for children in different countries?
- Achievable** - Is your idea for improving education achievable or will it need a lot of resources, eg money?
- Scalable** - Can your ideas for improving education be adopted by other schools quickly without the need for many additional resources?
- Effective** - Has your research shown that your ideas can be effective at improving education?
- Inclusive** - Can you show from your survey that your ideas include the views of others in your school and wider community?

List all your ideas that meet these criteria below.

Step 4 How do your research and survey results support these ideas?

Select up to three ideas for improving education.

Step

3

20 mins

Writing up your ideas

For each idea that your group has chosen, you will need to complete the following information:

1. Why it is universal.
2. The evidence from your research.
3. The evidence from your surveys.

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STUDENT SHEET 5a
Writing System for Education Class

Proposal 1 *Improve the curriculum*

What evidence do you have that your idea is universal? For evidence in other schools, you will need to provide a list of other schools that you have visited and what you have seen. How many schools have you visited? How many schools have you visited? How many schools have you visited?

Proposal 2 *Improve the curriculum*

What evidence do you have that your idea is universal? For evidence in other schools, you will need to provide a list of other schools that you have visited and what you have seen. How many schools have you visited? How many schools have you visited? How many schools have you visited?

Proposal 3 *Improve the curriculum*

What evidence do you have that your idea is universal? For evidence in other schools, you will need to provide a list of other schools that you have visited and what you have seen. How many schools have you visited? How many schools have you visited? How many schools have you visited?

Additional ideas *Improve the curriculum*

What evidence do you have that your idea is universal? For evidence in other schools, you will need to provide a list of other schools that you have visited and what you have seen. How many schools have you visited? How many schools have you visited? How many schools have you visited?



Now that each group has selected up to three ideas for improving education, they now need to structure their thoughts about how they have chosen these.

Student Sheet 5b lays out a writing frame for this.



Students work in groups to describe and justify their ideas for improving education. Students should also consider what input they would like from their partner class.

4

10 mins

Questions for the next video call

What questions would you like to ask your partner school to improve your ideas?

How will these help you improve your ideas for creating a quality education?

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Explain that next lesson they will have the opportunity to share their ideas with their partner school via video and receive feedback.



Each group should share their ideas and what feedback they would like from their partner class.



Teachers should share their students' ideas with their partner class via email or other sharing platform.



To prepare for the video call in the next lesson, students should have a copy of their written proposal and a list of questions they would like to ask their partner school. These questions should relate to the survey and research ideas that were shared at the end of Lesson 4.

STUDENT SHEET 5a:

Ideas for improving education

Complete the sections below to decide on your ideas for improving education.

What topic are you working on? Eg education for employment or school environment

Step 1	List all the ideas that you have for improving this area of education.

Step 2	How many of your ideas meet the following criteria?
	<ul style="list-style-type: none">- Universal - Is your idea for improving education suitable for children in different countries?- Achievable - Is your idea for improving education achievable or will it need a lot of resources, eg money?- Scalable - Can your ideas for improving education be adopted by other schools quickly without the need for many additional resources?- Effective - Has your research shown that your idea can be effective at improving education?- Inclusive - Can you show from your survey that your ideas include the views of others in your school and wider community?
List all your ideas that meet these criteria below:	

Step 3	How do your research and survey results support these ideas?
Select up to three ideas for improving education:	

STUDENT SHEET 5b:

Writing frame for education ideas

Introduction

Our education idea

Describe your idea(s) for improving education.

Paragraph 1

Universal

Give reasons why your idea(s) is/are suitable beyond your own school, for instance in other schools in your local community and in your partner school. Other factors that will make your ideas more widely adopted are:

- If the idea does not need a lot resources.
- If the idea is easy for others to do.

Paragraph 2

Backed up by research

What evidence did you find from your research that shows why your idea(s) is/are good? Remember to say why you think this evidence is reliable and also cite your source.

Paragraph 3

Supported by the community

What evidence did you find from the surveys that support your idea(s) for improving education?

Another view

Support from your partner school

What questions would you like to ask your partner school to help improve your idea(s)?

Lesson 6: How can we improve our ideas for a quality education?

The classes compare their ideas for improving education in the second video call, and share what they have learnt from their research and school surveys. Partner schools offer feedback on these ideas to take forward into the advocacy campaigns.

Resources in this booklet:



Lesson Overview 6



Teacher Guidance 6



Activity Overview 6 Video call preparation



Subject Update: How to debate via video chat

Subject Update: How to: Google Hangouts Meet

Subject Update: How to: Work with sensitive issues

Resources available online:



Slideshow 6 available at encounteredu.com/my-voice-my-school

Lesson overview

The classes compare their ideas for improving education in the second video call, and share what they have learnt from their research and school surveys. Partner schools offer feedback on these ideas to take forward into the advocacy campaigns.

Details

Time 60 minutes
Age 11-14 & 14-16

My Voice-My School is a skills-based curriculum, aligned with the OECD PISA Global Competence Framework Skills:

- use feedback from their partner school to improve their plans
- use ICT to collaborate internationally

Lesson steps

Learning outcomes

Resources

1 5 mins ↓	Preparing for the video call Learn about giving feedback and have ideas for improving education ready.	Students know how to prepare for the video interview
2 45 mins ↓	Video Call Work through the structured discussion with your partner class via video.	Students use interview skills to learn from others
3 10 mins ↓	Review Review the lesson with your class and reflect on this unique experience.	Students reflect on the feedback they have been given

Slideshow 6:

How can we improve our ideas for a quality education?

Activity Overview 6:

Video call preparation

Subject Updates:

How to: Debates via video chat

Subject Updates:

How to: Google Hangouts Meet

Subject Updates:

How to: Work with sensitive issues

Extension

There are a range of communications and assessment opportunities for this lesson. Students may wish to write a blog post about the video call and include their reflections. These can be posted on the Digital Explorer website. Simply, email them to info@dncounteredu.com.

A word cloud idea is used for the final review, asking students for their view of the video call by choosing three words. This can be extended by asking students for three words before and three words afterwards. A word cloud can be generated to visualize any change in perceptions and views using a tool such as Wordle (wordle.net).

Step

1

5 mins

Learning objectives

You will be able to:

1. Confirm preparation for second video call.
2. Learn through discussing with peers internationally.

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Explain the learning objectives for the lesson. Students may wish to note these in their books to reference at the end of the lesson.



Explain the learning objectives for the lesson. Students may wish to note these in their books to reference at the end of the lesson.



Go to the Google Hangouts Meet url (<https://meet.google.com>) provided by the video call host. When you are ready in your class, click 'Join Meeting'. Remember that you will need to be using the Google Chrome internet browser.

Giving feedback

2★s & a

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Using **Slide 3**, explain the idea of 'two stars and a wish' as a form of feedback. When each group presents their ideas, think about two good things about their ideas to share and then a wish or something that they could improve on. This is an effective form of feedback as it reinforces good practice and also suggests areas for improvement.



'Two stars and a wish' is an effective assessment for learning strategy that can be adopted by both teachers and students for giving feedback.

'Two stars and a wish' is not that flexible a format. The single wish gives students a clear and unambiguous focus for improvement and progression. The two stars ensure that positive feedback outnumbers points for improvement. It is also a 'wish', an idea for improvement, not something that a student has done wrong. This helps to reinforce intrinsic motivation for learning.

Structure of the video call

For each group:

- Present ideas for improving education
- Receive feedback from partner school
- More feedback questions to partner school

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Feedback ready

Are you ready with your presentations & feedback?!

#MyVoiceMySchool



Using **Slide 4 and 5**, explain the structure and format of the video call and the remind students of the class guidelines. Students should also be reminded to keep notes during the video call, especially with reference to feedback they might receive about their ideas.



This video call is split into four sections. Each of the student groups in the two schools will have the chance to present their ideas for improving education and ask their partner school for feedback.

These presentations should be brief (ie 3 minutes) and introduce the main idea for change with evidence for these proposals.

There is the potential for up to twelve ideas to be presented but it is likely to be fewer. A detailed breakdown of the call is given in the next section.

Step

2

45 mins



You will be able to see when your host is online from the Google Hangouts Meet url. Click 'Join Meeting' when your class is ready and your host will facilitate the introduction to the call.



Students introduce themselves to their partner school. If they don't know what to say, a simple 'hello' will do plus their name.



Try to learn a greeting in your partner school's language and make sure that each spokesperson introduces themselves by name.



Decide with the teacher in your partner school who will present first.



There are four main sections to this call.

Section 1: Student spokesperson for each of the groups working on topic #1 for the first school present.

Section 2: Student spokesperson for each of the groups working on topic #1 for the second school present.

Section 3: Student spokesperson for each of the groups working on topic #2 for the first school present.

Section 4: Student spokesperson for each of the groups working on topic #2 for the second school present.



Allow time for a short general Q&A and feedback after each section using the two stars and a wish format.



Don't forget to say 'bye'!



Try to learn the phrase in your partner school's language. This is also an opportunity for students to share one thing they have enjoyed or learned during the video call.

3

10 mins



Review the video call using **Slide 6**, asking each student to come up with three ways they will use the feedback they have received during the video call.



Student groups share the ways they will use the feedback.

Work through the following six sections to ensure you are fully prepared for your video call.

1. Logistics

Have you confirmed the time for your video call, bearing in mind any time zone differences and daylight savings?
Have you made contact with your partner school teacher to go through the structure of the video call and any issues you think may arise?

2. Technology

Have you reviewed what went well and what didn't work during the previous call?
Coordinate with your school or district IT team to make any improvements to your call for this second video call.

3. Student knowledge

Students will have been working on their ideas for improving education. In Lesson 5, the activity to produce a proposal for improving education (Student Sheet 5b) forms the basis for what the students will discuss in this lesson. Students will also need to prepare questions they would like to ask their partner school. It is important that students have their proposals with them for the video call. Students may also want to share some of the results from their surveys.

4. Student skills

Consider how students applied their questioning skills in the first video lesson and identify any improvements that could be made.

5. Teacher skills

Reflect on what went well and what could be improved based on your experience in the first video call. Organize an additional video call role play session with a colleague if you want to practice. Refer to Subject Update: How to: Debate via video chat and Subject Update; How to: Work with sensitive issues for further background information.

6. Structure

The structure for the lesson is outlined in Teacher Guidance 6. Familiarize yourself with this before the lesson.

Lesson 7: How can we make our voices heard?

Students design their advocacy campaign for improving education for all. They will use this plan to share their ideas for improving education more widely in their community, regionally or nationally.

Resources in this booklet:



Lesson Overview 7



Teacher Guidance 7



Student Sheet 7a Advocacy campaign ideas

Student Sheet 7b Campaign plan

Student Sheet 7c SMART targets

Resources available online:



Slideshow 7 available at encounteredu.com/my-voice-my-school

Lesson overview

Students design their advocacy campaign for improving education for all. They will use this plan to share their ideas for improving education more widely in their community, regionally or nationally.

Details

Time 60 minutes
Age 11-14 & 14-16

My Voice-My School is a skills-based curriculum, aligned with the OECD PISA Global Competence Framework Skills:

- Develop an advocacy campaign
- Apply SMART targets

Lesson steps

Learning outcomes

Resources

1 15 mins ↓	Using feedback to improve ideas Students share the learning from work together to use the feedback from their video calls to improve their ideas.	Students can use peer feedback to improve their ideas
2 10 mins ↓	Selecting a campaign method Discuss the different methods for advocacy and select one of these for your group.	Students know about different advocacy methods
3 20 mins ↓	Creating an advocacy campaign Work together in your group to develop an advocacy campaign that you will put into practice next week.	Students can develop an advocacy campaign
4 15 mins	Setting SMART targets Each group creates SMART targets to help them deliver their advocacy campaign.	Students can use SMART targets to implement their plan

Slideshow 7:

How can we make our voices heard?

Student Sheets 7a:

Advocacy campaign ideas

Student Sheets 7b:

Campaign plan

Student Sheets 7c:

SMART targets

Extension

Students can share additional communications content with the Encounter Edu team to post on My Voice-My School social media channels, by emailing it to info@encounteredu.com. Students writing a structured project report should continue to add content to this.

Step

1

15 mins



Learning objectives

You will be able to:

1. Select an advocacy focus.
2. Develop an advocacy campaign.
3. Apply SMART targets to create effective plans.

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Explain the learning objectives for the lesson. Students may wish to note these in their books to reference at the end of the lesson.



Learning objectives

Before we start developing an advocacy campaign, use the ideas from last lesson's video call to improve your ideas...

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Using **Slide 3**, explain to the class that each group needs to use the ideas they discussed during last lesson's video call to improve their ideas



Groups should work on their ideas and use feedback to improve these.



Select students to share how the discussions in the previous lesson have helped them improve their ideas.

2

10 mins

STUDENT SHEET 7a: Advocacy campaign ideas

Advocacy is an important part of being an active citizen and member of your community. There may be some ideas for change that you could do on your own, but for many ideas for change you will need help from others. These could be teachers, the school principal, parents, members of the local community or perhaps those involved in making education where you live.

An advocacy campaign is a way of raising awareness of something about change.

Here are some advocacy methods that you could use for your campaign. You may want to use one or more of these options.

Community events

Nothing is community event is useful if you want members of the community to take part in implementing your school improvement ideas. You could invite members of the community to go to school and make a speech about the improvements you would like and the reasons behind it. You could then invite everyone to be involved in the improvement.

Social media

Social media like Facebook, can be used to bring your campaign to a wider audience. They can also be used to let the general public to participate in the 'updates'. Social media is best used where existing connections in your area exist and you can use this to help create wider change. Don't forget to use the hashtag #myvoicemy school!

Video content

A meeting with school or education staff will be useful if you think that they are able to help you with your ideas. Be realistic in your expectations about what they can do for you. They could take your message to others who might be able to help. If you want to take this route, you will need to prepare a great presentation for them.

Petitions and pledges

Petitions and pledges are useful to show when asking a wide number of people for support. If there are a lot of names in a petition, it is harder to ignore than just a single voice. Likewise, if many students or any member of the school or wider community pledge themselves to make a change, then improvement is more likely to happen.



Hand out **Student Sheet 7a** to each group and explain to the whole class about the idea of advocacy. Sometimes, individuals cannot achieve the changes they want to see on their own and so they ask for help from other groups and attract attention to the changes they wish to make.



Read through the ideas listed on **Student Sheet 7a**. Then discuss which of the campaign methods might be appropriate for the different groups.

Step

3

20 mins

STUDENT SHEET 7b
Campaign plan

Complete the sections below to create your advocacy campaign.

Section 1 What are your ideas for improving education?

Section 2 Who do you need to help you achieve your goals for improving education?

Section 3 What advocacy methods will help you reach these people?

Section 4 How will you need to distribute your advocacy campaign message?

Prepare further background information eg analysis of your message
Create or collect photos and video to bring your proposal to life



Go through the format of the campaign plan on **Student Sheet 7b**.



Students use the structure set out on **Student Sheet 7b** to create their campaign plan for their ideas for improving education.

4

15 mins

SMART targets

Specific	Measurable	Achievable	Relevant	Time-bound
What exactly are you going to do?	How many? How will you know when you've done it?	How are you going to do this?	How does it help you to meet your goals?	Who is going to do this and by when?
<i>Write a presentation to share with the school principal.</i>	<i>1 x presentation written.</i>	<i>Write the press release in the spare time next week.</i>	<i>The presentation will persuade the school principal of our ideas to improve education.</i>	<i>Identify group members at the end of this lesson.</i>

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Using **Slide 4**, explain the idea of SMART targets to the students. Highlight that many people use this idea to help them put their ideas into practice.



Hand out a copy of **Student Sheet 7c** to each group and ask them to create the SMART targets they need for their advocacy campaign to become a reality.



Students have an independent learning session following this lesson to implement their ideas.



Student groups share their targets and pledge to achieve them.

STUDENT SHEET 7a:

Advocacy campaign ideas

Advocacy is an important part of being an active citizen and member of your community. There may be some ideas for change that you could do on your own, but for many ideas for change you will need help from others. These could be teachers, the school principal, parents, members of the local community or perhaps those involved in running education where you live.

An advocacy campaign is a way of raising awareness of bringing about change.

Here are some advocacy methods that you could use for your campaign. You may want to use one or more of these options.

Community event

Holding a community event is useful if you want members of the community to take part in implementing your school improvement ideas. You could invite members of the community to an event at your school and make a speech about the improvements you would like and the reasons behind it. You could then invite everyone to be part of the solution.

Social media

Social media like Facebook, can be used to bring your campaign to a wider audience. They can also be used to drive internet users to petition sites like 'ipetition'. Social media is best used where raising mass awareness is your main goal and you can use this to help create wider change. Don't forget to use the hashtag #myvoicemyschool!

School meeting

A meeting with school or education staff will be useful if you think that they are able to help you with your ideas for school improvement. Even if they can't help directly, they could take your message to others who might be able to help. If you want to take this route, you will need to prepare a great presentation for them.

Petitions and pledges

Petitions and pledges are useful to show when asking a wide number of people for support. If there are a lot of names on a petition, it is harder to ignore than just a single voice. Likewise, if every student or every member of the school or wider community pledges (promises) to make a change, then improvement is more likely to happen.

STUDENT SHEET 7b:

Campaign plan

Complete the sections below to create your advocacy campaign.

Section 1	What are your ideas for improving education?

Section 2	Who do you need to help you achieve your goals for improving education?

Section 3	What advocacy method will help you reach these people?

Section 4	What will you need to do to make your advocacy campaign happen?
	<ul style="list-style-type: none">- Prepare further background information, eg analysis of your surveys- Create or collect photos and video to bring your proposal to life- Remember to include the hashtag #myvoicemyschool

Lesson 8: How can we make a difference?

Students create their end of project reports in the form of a press release and take a chance to reflect on the learning and highlights from the past weeks. These outputs will be shared with the media and decision makers. They will then share these press releases, with reflections on their experiences and ideas in a final video call.

Resources in this booklet:



Lesson Overview 8



Teacher Guidance 8



Student Sheet 8a Press release example

Student Sheet 8b Writing frame

Student Sheet 8c Project reflection

Resources available online:



Slideshow 8 available at encounteredu.com/my-voice-my-school

Lesson overview

Students create their end of project reports in the form of a press release and take a chance to reflect on the learning and highlights from the past weeks. These outputs will be shared with the media and decision makers. They will then share these press releases, with reflections on their experiences and ideas in a final video call.

Details

Time 60 minutes
Age 11-14 & 14-16

My Voice-My School is a skills-based curriculum, aligned with the OECD PISA Global Competence Framework Skills:

- Reflect on their own or others' press release
- Communicate effectively to a larger audience

Lesson steps

Learning outcomes

Resources

1 10 mins ↓	How a press release works Explain to students the context of a press release and also some of the basic conventions.	Students know about the conventions of a press release
2 30 mins ↓	Writing a press release Students use this knowledge and the writing frame to write their own press releases.	Students can create their own press release about their project
3 10 mins ↓	Reviewing the press release Students review and share their press releases prior to sharing.	Students can communicate with an external audience
4 10 mins	Reflecting on the project overall Students reflect and provide feedback on the project overall.	Students can reflect on the process

-  **Slideshow 8:**
How can we make a difference?
-  **Student Sheets 8a:**
Press release example
- Student Sheets 8b:**
Writing frame
- Student Sheets 8c:**
Project reflection

Extension

Student groups may wish to spend longer on their press releases. If they are using a service such as Google Docs or Office 365, students can continue to collaborate independently, and send the final press release once it is completed to their satisfaction.

Step

1

10 mins

Learning objectives

You will be able to:

1. Identify and explain the main aspects of a press release.
2. Write and produce a press release.
3. Communicate with an external audience.

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Explain the learning objectives for the lesson. Students may wish to note these in their books to reference at the end of the lesson.




Using **Slide 3**, explain to the class what a press release is. Using **Slides 4-7**, explain how journalists can use a press release. Using **Student Sheet 8a**, lead students through the various elements that make up a press release.



When reading through the press release on **Student Sheet 8a**, ask students to think about what has been done well and what could be improved.

2

30 mins

Criteria for a good press release

Exciting – does your press release sound exciting or boring?

Relevant – why would this journalist write about your project? Don't send an education story to a car or fashion magazine.

Contacts – have you included possible contacts on your press release, so the journalist can follow up?

Multimedia – with more and more articles appearing in print and on the internet, it is good to send examples of video and photos from the project

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Explain that students now need to share their experiences and ideas for a quality education with the wider world. Their press releases and ideas will be shared with the media and with the United Nations. Using **Slide 8**, explain the criteria for a good press release. Hand out a copy of **Student Sheet 8b** and take students through the writing frame.



Student groups create their press release using the writing frame. For larger groups, consider dividing the group in two to create press releases.



Coming up with a catchy and exciting title for the press release is often the hardest part, but once it's done, can set the tone for the whole press release. Consider two of the titles used for My Voice-My School press releases in 2016 and ask students what they think:

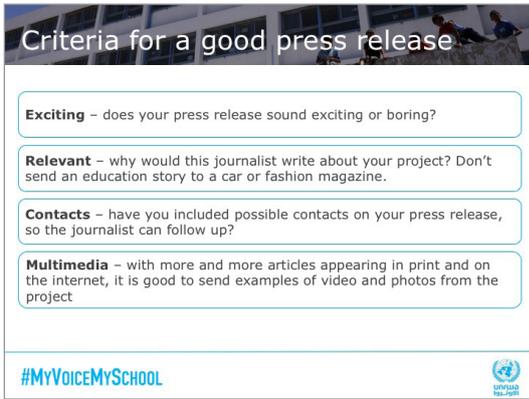
'British students with peers in war torn Syria become advocates on education through UK-funded class project connected via video link'

'Students from Syria ask for love and support'

Step

3

10 mins



Criteria for a good press release

Exciting – does your press release sound exciting or boring?

Relevant – why would this journalist write about your project? Don't send an education story to a car or fashion magazine.

Contacts – have you included possible contacts on your press release, so the journalist can follow up?

Multimedia – with more and more articles appearing in print and on the internet, it is good to send examples of video and photos from the project

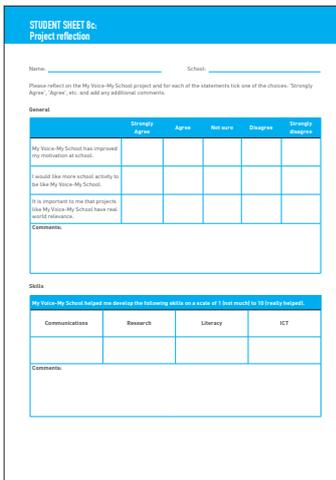
#MYVOICEMYSCHOOL



Student groups share how they have met the criteria on **Slide 8** with their press releases.

4

10 mins



STUDENT SHEET 8c
Project reflection

Name: _____ School: _____

Please reflect on the My Voice-My School project and for each of the statements tick one of the choices: 'Strongly Agree', 'Agree', etc, and add any additional comments.

Overall

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
My Voice-My School has improved my motivation at school.					
I would like more school activity to use the My Voice-My School.					
It is important to me that projects like My Voice-My School have real world relevance.					

Comments:

Skills

My Voice-My School helped me develop the following skills on a scale of 1 (not much) to 10 (fully helped)

Communications	Research	Literacy	ICT

Comments:



Hand out **Student Sheet 8c** and ask students to complete their project reflections.

STUDENT SHEET 8a:

Press release example

UNRWA SUPPORTS STUDENTS' RIGHT TO AN EDUCATION IN GAZA, DESPITE ONGOING CONFLICT

UNRWA (the UN Relief and Works Agency for Palestine refugees) will commence a three-phase back-to-school plan in war torn Gaza this week, to help students and teachers start to transition into a new school year. This three phase plan is being coordinated with the UNRWA HQ, the Ministry of Education and in close collaboration with other partners who are working to support the children of Gaza. It includes psychosocial interventions, the use of new technology, UNRWA's satellite TV education programs and self-learning material for all children.

'The ringing of the school bell across Gaza is an expression of our determination that children will not be deprived of all that education can bring,' said Caroline Pontefract, UNRWA's Director of Education.

The education sector in Gaza was at a crisis point even prior to the current emergency. According to UN information, Gaza was suffering from a shortage of almost 200 schools, with many running in double shifts. The pressure on Gaza's education system has only been intensified by the loss of additional educational infrastructure during the war, and the continued presence of hundreds of thousands of displaced persons seeking refuge in school buildings.

BACKGROUND INFORMATION

UNRWA is a United Nations agency established by the General Assembly in 1949 and is mandated to provide assistance and protection to a population of some 5 million registered Palestine refugees. Its mission is to help Palestine refugees in Jordan, Lebanon, Syria, West Bank and the Gaza Strip to achieve their full potential in human development, pending a just solution to their plight. UNRWA's services encompass education, health care, relief and social services, camp infrastructure and improvement, and microfinance.

For more information, please contact:

Christopher Gunness
UNRWA Spokesperson
Office:
+972 (0)2 589 0267
c.gunness@unrwa.org

This is an extract from an UNRWA Press Release <http://www.unrwa.org/newsroom/press-releases/unrwa-supports-students-right-education-gaza-despite-ongoing-conflict>

Accessed on 25 August 2014

Use a strong title that will catch the attention of news organizations.

Introduce the main facts and ideas in your first paragraph.

Use quotes from the main people involved and give their names.

Use facts and numbers to reinforce the points that you are making.

Provide background information about the My Voice-My School.

Include contact details in case the journalist wishes to ask any further questions.

It is also helpful to include links to websites, and include any photos you might have.

STUDENT SHEET 8b:

Writing frame

Title

Something that will attract interest, for example:

Students join forces internationally to create a quality education.

Introductory paragraph

Introduce the reader to your project, for example:

Students and teachers at Haifa School have been working with a class in the UK to explore how education can be improved. Over the past six weeks, they have talked via video chat, researched ideas and conducted surveys to develop plans for improving student welfare.

Then share an important piece of information that you found, like:

78% of students agreed that school was more than a place of learning, but also a safe place in their community. The classes worked together to come up with proposals to improve the welfare of all students.

Proposal paragraph

For each proposal that you have, write a paragraph that includes:

- A description of the proposal.
- Evidence that shows it is a good idea (use the information from your ideas planning or your advocacy campaign).
- A quote that brings the proposal to life from a personal point of view.

Conclusion

Say why it is important that decision makers listen to youth voices on issues like education. You can also mention what you have learnt from being part of the project.

STUDENT SHEET 8c:

Project reflection

Name: _____

School: _____

Please reflect on the My Voice-My School project and for each of the statements tick one of the choices: 'Strongly Agree', 'Agree', etc. and add any additional comments.

General

	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
My Voice-My School has improved my motivation at school.					
I would like more school activity to be like My Voice-My School.					
It is important to me that projects like My Voice-My School have real world relevance.					
Comments: 					

Skills

My Voice-My School helped me develop the following skills on a scale of 1 (not much) to 10 (really helped).			
Communications	Research	Literacy	ICT
Comments: 			

Lesson 9: How can quality education be made universal?

The classes come together for the third time via video chat to share the successes of their advocacy campaigns and to reflect on the project as a whole.

Resources in this booklet:



Lesson Overview 9



Teacher Guidance 9



Activity Overview 9 Video call preparation



Subject Update: How to: Debate via video chat

Subject Update: How to: Google Hangouts Meet

Subject Update: How to: Work with sensitive issues

Resources available online:



Slideshow 9 available at encounteredu.com/my-voice-my-school

Lesson overview

The classes come together for the third time via video call to share the successes of their advocacy campaigns and to reflect on the project as a whole.

Details

Time 60 minutes
Age 11-14 & 14-16

My Voice-My School is a skills-based curriculum, aligned with the OECD PISA Global Competence Framework Skills:

- Celebrate success
- Learn through discussing with peers internationally

Lesson steps

Learning outcomes

Resources

1 5 mins ↓	Preparing for the video call Each group will share the success of their advocacy campaign.	Students know how to prepare for the video interview
2 45 mins ↓	Video Call Work through the discussion topics with your partner class via video chat.	Students use interview skills to learn from others
3 10 mins ↓	Review Review the lesson with your class and reflect on this unique experience.	Students reflect on the project as a whole

-  **Slideshow 9:**
How can education be made universal?
-  **Activity Overview 9:**
Video call preparation
-  **Subject Updates:**
How to: Debate via video chat
- Subject Updates:**
How to: Google Hangouts Meet
- Subject Updates:**
How to: Working with sensitive issues

Extension

Students can share additional communications content with the Encounter Edu team to post on My Voice-My School social media channels, by emailing it to info@encounteredu.com. Students writing a structured project report should continue to add content to this.

Step

1

5 mins

Learning objectives

You will be able to:

1. Confirm preparation for third video call.
2. Celebrate and learn through discussing with peers internationally.

#MYVOICEMYSCHOOL



Successful preparation for a video call involves six elements: logistics, technology, student knowledge, student skill, teacher skills and call structure. Work through **Activity Overview 9** to ensure that you have all these elements in place.



Explain the learning objectives for the lesson. Students may wish to note these in their books to reference at the end of the lesson.



Go to the Google Hangouts Meet url (<https://meet.google.com>) provided by the video call host. When you are ready in your class, click 'Join Meeting'. Remember that you will need to be using the Google Chrome internet browser.

Structure of the video call

For each group:

- Share successes of the campaign
- Short discussion on the campaign

Whole group:

- Share highlights of the project

#MYVOICEMYSCHOOL

Questions ready

Are you ready with your presentations and highlights?!

#MYVOICEMYSCHOOL



Explain the structure and format of the video call and the remind students of the class guidelines.



Using **Slide 3 and 4**, explain the structure and format of the video call and the remind students of the class guidelines. Students should also be reminded to keep notes during the video call, especially with reference to feedback they might receive about their ideas.



This video call is split into four sections. Each of the student groups in the two schools will have the chance to present their successes and achievements with their partner school.

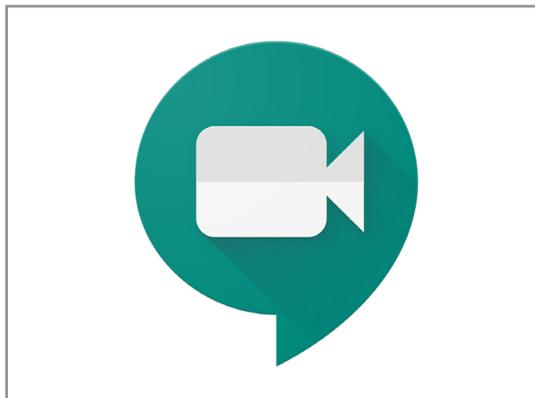
These presentations should be brief (ie 3 minutes) and introduce the main successes. These presentations could be based on the press release reports that students have created.

There is the potential for up to twelve projects to be presented but it is likely to be fewer. A detailed breakdown of the call is given in the next section.

Step

2

45 mins



You will be able to see when your host is online from the Google Hangouts Meet url. Click 'Join Meeting' when your class is ready and your host will facilitate the introduction to the call.



Students introduce themselves to their partner school. If they don't know what to say, a simple 'hello' will do plus their name.



Try to learn a greeting in your partner school's language and make sure that each spokesperson introduces themselves by name.



Decide with the teacher in your partner school who will ask questions first.



There are four main sections to this call.

Section 1: Student spokesperson for each of the groups working on topic #1 for the first school present.

Section 2: Student spokesperson for each of the groups working on topic #1 for the second school present.

Section 3: Student spokesperson for each of the groups working on topic #2 for the first school present.

Section 4: Student spokesperson for each of the groups working on topic #2 for the second school present.



Allow time for a short general Q&A and feedback after each section using the two stars and a wish format.



Open the discussion out to the whole class for all students to share highlights of the partnership.



Don't forget to say 'bye'!



Try to learn the phrase in your partner school's language. This is also an opportunity for students to share one thing they have enjoyed or learned during the video call.

3

10 mins



Review the video call using **Slide 5**, asking each student to come up one highlight they want to include in their press release style report.



Discuss the chosen highlights in a plenary discussion, asking students to justify their choices.

Work through the following six sections to ensure you are fully prepared for your video call.

1. Logistics

Have you confirmed the time for your video call, bearing in mind any time zone differences and daylight savings?
Have you made contact with your partner school teacher to go through the structure of the video call and any issues you think may arise?

2. Technology

Have you reviewed what went well and what didn't work during the previous call?
Coordinate with your school or district IT team to make any improvements for this final video call.

3. Student knowledge

Students will have been working on their advocacy campaigns. Students will share the success of their campaign in a short presentation. Students can also discuss highlights of the program with their partner school. It is important that students have their press release reports with them for the video call.

4. Student skills

Students will be presenting their work. Consider how visual aids might make their presentations even better.

5. Teacher skills

Reflect on what went well and what could be improved based on your experience in the second video call. Organize an additional video chat role play session with a colleague if you want to practice. Refer to Subject Update: How to: Debate via video chat and Subject Update: How to: Work with sensitive issues for further background information.

6. Structure

The structure for the lesson is outlined in Teacher Guidance 9. Familiarize yourself with this before the lesson.

Subject Updates

These Subject Updates provide additional practical and background information for the project.

Resources in this booklet:



Subject Update: How to: Debate via video chat

Subject Update: How to: Google Hangouts Meet

Subject Update: How to: Work with sensitive issues

Subject Update: Learn more: The UN Global Goals

Subject Update: Learn more: Global Goal 4 Quality Education

Subject Update: Learn more: UNRWA and Education

Subject Update: About: UNRWA

Subject Update: Learn more: The Syria Crisis

Subject Update: Learn more: Refugee facts and figures

SUBJECT UPDATE

How to: Debate via video chat

Introduction

Any lesson that involves connecting to another classroom will be exciting for your students and will offer new ways of learning and collaborating. The notes below are to help you maximize the learning for your class and to build confidence in using video chat as an educational tool. When using educational technologies such as video chats, there are two areas to focus on: the technology and the learning.

There is further technology guidance in **Subject Update: How to: Google Hangouts Meet** on using the chosen video chat tool for My Voice-My School, Google Hangouts Meet. to ensure you have the right set up for your classroom. If possible, try to make contact with your partner class prior to the video lesson, and even try a practice call to ensure that the technology works. This will help to reduce any nervousness you may have about using video chat in the classroom. It will also allow time to discuss the focus of the lesson, and provide background about your students and the resources that are being used. Teachers may want to go through some of the questions raised in preparation for the video lesson to ensure that any potential sensitive issues are considered beforehand (see **Subject Update: How to: Working with sensitive issues** for more information on working with sensitive issues).

Learning

The key to a successful video chat lesson is structure. All three video lessons have detailed notes included in the relevant teacher guidance.

These plans break the allotted time into chunks to make the lesson easier to manage. Following the timing carefully will help to make a more successful lesson and allow all students to contribute equally.

Classroom set-up

You may wish to change your classroom set-up for video lessons to suit class discussion. A recommended set-up for a video lesson:

- Place chairs for your nominated spokespeople in a series of semi-circles facing the computer, interactive whiteboard or screen.
- Desks can be moved to the back or side of the classroom, so that they are not 'barriers' to the conversation.
- Students speaking should be near the computer webcam and microphone.



Facilitating classroom debate and discussion

During the My Voice-My School project, your role will shift from that of traditional knowledge-giver to facilitator. Here are some active techniques that you can use to facilitate debate and discussion in class.

- **Set the scene** by referring to the aims of the debate or discussion, explain why it is taking place and share any class guidelines for behavior.
- **Keep the debate flowing** by asking students to clarify their points, e.g. 'What do you mean by that?'
- **Re-energise a discussion** by asking student questions like 'Would it be fair to say...?' 'I think... Do you agree with this?'
- If **comments are off-topic**, don't be afraid to steer the discussion back gently, 'I don't think that's the focus for today's discussion, but we can talk about it next lesson'.
- **Link students' comments** to points that other students have made, e.g. 'That's an interesting point, but have you thought about what [name] said earlier?'
- **Moderate airtime.** If one or two individual students are taking up all the discussion time, try a comment like [name], your comments are very good, but I just want to give someone else a chance.
- **Deal with insensitive comments immediately**, first by referring back to the class guidelines and if necessary following school policies for bullying.
- Some of the debate **may be emotional for some students.** Allow them the space and time they need to step away from the discussion and come back to it when they feel ready. Follow-up in class or through the school student welfare or support systems as appropriate.

SUBJECT UPDATE

How to: Google Hangouts Meet

Technology basics

The minimum equipment needed to conduct a Google Hangouts Meet session is:

- A networked device (desktop, laptop or tablet).
- Good internet connection capable of streaming video.
- The Google Chrome web browser (if you don't have Chrome, you can install it for free from: [google.com/chrome/browser/desktop/index.html](https://www.google.com/chrome/browser/desktop/index.html)).
- Webcam (integrated into your laptop or external).
- Microphone and speakers (preferably external).

Optional extras that will improve the learning experience:

- Digital projector and screen or interactive whiteboard.
- External speakers will improve the sound quality, so the whole class will hear.

Using Google Hangouts Meet for the first time

To join a Google Hangouts Meet conversation, you only need to have Google Chrome installed on your computer. Before the video conversation day, both partner schools will receive an invitation with a link from the organising team via email.

Once you access the link, simply click on 'Join Meeting' to get the video call started, with no other requirements.



Tips on making the best of your Meet call

- During the video call, the image you will see on the screen will shift from your classroom to your partner's depending on who is speaking. To stop the changing screens, simply click on the image with your partner's screen on the right side of the window and this will be pinned for the entire conversation.
- You can use the chat window on the right-hand side to exchange text messages with your partner.
- You can share a presentation on your laptop with your partner by choosing the 'Presentation' option (share your entire screen) below. Your partner will then stop seeing your classroom and start seeing what you have on your laptop.

See more info on Google Suite's Learning Centre: gsuite.google.com/learning-center/products/hangouts/get-started-meet/

	4 weeks before	3 weeks before	2 weeks before	1 week before
Tech	Liaise with IT team at school or district level on software, hardware and internet connection.	Inform the IT team of the time and date of your upcoming Google Hangouts Meet calls.	Test Google Hangouts Meet set up with your partner school or colleague.	Ask IT support to be on hand for the call.
Teacher	Go over Subject Update: How to: Debate via video chat and review your teaching practice.	Practice any techniques using role play with a colleague.	Review Subject Update: How to: Work with sensitive issues and speak to the supporting team about any concerns.	Have any student materials printed out.
Students			Ensure students are prepared for the video call.	Ensure students have covered appropriate skills learning for the call. Do they have their questions / presentations ready?

SUBJECT UPDATE

How to: Work with sensitive issues

In many UNRWA fields of operation children are exposed to violence, conflict, loss and displacement. In these exceptionally difficult circumstances education is of great importance as it brings children a sense of normalcy, hope for the future and an opportunity for developmentally appropriate activities. It is crucial that educators understand this, and schools provide a child-friendly environment that fosters psychosocial well-being, resilience and coping.

How to discuss a crisis with children

Basic principles:

- Children want and need as much factual information as possible. Give simple answers to their questions, however, without scary details.
- Tell your students it is ok to feel sad, afraid, confused, angry and guilty. These are normal responses to a very abnormal crisis or tragedy.
- Emphasize that they are not responsible for the bad things that happened.
- Initiate group discussions about distressing events that many may have experienced. Even those who have not have experienced events are likely to have heard of them. This will help affected children feel less alone with their worries.
- Allow students to share their own ideas about what happened so that they can begin to understand the events.
- Listen carefully to your students' thoughts and fears without being judgmental.
- Do not ask students to tell their own individual stories in front of the class. Instead you can let students know that you are there for them and ready to listen any time later if they have worries which they would like to share with you confidentially.
- Emphasize to students that they are safe at school and that everything possible is done to make sure school is a safe space.
- Emphasize that you care for your students' health and wellbeing.

Content vs context

My Voice-My School purposefully focuses on the topic of quality education as the central idea for the project and video discussions. This topic was chosen not only because of its universal importance but also because it applies equally to all young people. It allows for equitable discussion in a way that a focus on refugees or conflict would not.

That is not to say that the context of the classes should be ignored. The education experience of the two classes in the video calls will be different. They will be affected by a range of factors that include the political, social and economic realities in which the respective schools are situated.

Potentially sensitive topics

The context of the video calls cannot be ignored and have the potential to raise sensitive topics, including:

Race

Politics

Torture

Faith/religion/belief systems

Death/bereavement

Education should encourage rather than avoid debate, but should be sensitive to the feelings and opinions of the students in the class.

It is your responsibility as the teacher to facilitate a balanced and reasoned discussion. Students may express an opinion that could be considered offensive or controversial to others in the discussion. If you let controversial statements go unchecked, this will close down the class discussion.

SUBJECT UPDATE

How to: Work with sensitive issues



Active management

During the My Voice-My School lessons, there are a number of opportunities available to prevent and manage potentially sensitive issues arising.

Lesson 1: Framing the debate

- Lesson 1 provides the opportunity to frame the debate
- The focus of this project is quality education
- The focus of this project is not the political aspects of the conflict in Syria, but its impact on education
- The focus of this project is not on other political issues in the Middle East or globally

Lesson 2: Creating class guidelines

- Lesson 2 provides the opportunity for student generated class guidelines for the video calls.
- Students should consider the context of their partner classroom when creating classroom guidelines.

Lesson 2: Reframing questions

- At the end of Lesson 2 and during the video calls, there is the opportunity for the teacher to reframe questions to ensure that they do not evoke sensitive responses.
- Questions might need to be reframed from the personal to the general, e.g.:
 - How has the war in affected you? or How does being a Muslim affect your education?
 - Could be reframed as:
How has the war affected education? or
How can religion affect education?

Lessons 3, 6 & 9: Challenging controversial comments

- However much preparation is done, some students may still make controversial comments or ask controversial questions
- Challenge the comments or questions as soon as they are made.
- This can most easily be done by steering the conversation back to the topic of education.
- Useful phrases include:
 - I don't think that's the focus for today's discussion.
 - That's an inappropriate comment. We'll come back to this after the end of video call.
 - You don't need to answer that question.
 - Can you think of a more general way of phrasing that question?

Working within school policies

- Often, students may be unthinking in their comments or questions rather than malicious. But if there is malice, use your school's policies for support or sanctions.

Further resources:

Consult school staff with expertise in this area, such as a school counsellor. The following websites also contain further guidance.

Teaching Controversial Issues, Oxfam

<https://www.oxfam.org.uk/education/resources/teaching-controversial-issues>

Tackling Controversial Issues in the Citizenship Classroom, CDVEC Curriculum Development Unit

<http://www.ubuntu.ie/media/controversial-issues.pdf>

Human Rights, Conflict Resolution And Tolerance Toolkit for Teachers, UNRWA

<https://www.unrwa.org/resources/strategy-policy/human-rights-conflict-resolution-and-tolerance-education-teacher-toolkit>



What is UNRWA?

The United Nations Relief and Works Agency for Palestine Refugees (UNRWA) provides assistance and protection for some 5 million registered Palestine refugees to help them achieve their full potential.

UNRWA provides services such as education, health care, relief and social services, camp infrastructure and improvement, microfinance and emergency assistance, to Palestine refugees.

UNRWA is funded almost entirely by voluntary contributions from UN Member States.

Why was UNRWA established?

Following the 1948 Arab-Israeli conflict, UNRWA was established by United Nations General Assembly resolution 302 (IV) of 8 December 1949 to carry out direct relief and works programmes for Palestine refugees. The Agency began operations on 1 May 1950.

In the absence of a solution to the Palestine refugee problem, the General Assembly has repeatedly renewed UNRWA's mandate, most recently extending it until 30 June 2020.

Who are Palestine refugees?

Palestine refugees are defined as "persons whose normal place of residence was Palestine during the period 1 June 1946 to 15 May 1948, and who lost both home and means of livelihood as a result of the 1948 conflict."

UNRWA's services are available to all those living in its area of operations who meet this definition, who are registered with the Agency and who need assistance. The descendants of Palestine refugee males, including adopted children, are also eligible for registration. When the Agency began operations in 1950, it was responding to the needs of about 750,000 Palestine refugees. Today, some 5 million Palestine refugees are eligible for UNRWA services.

Where do Palestine refugees live?

Nearly one-third of the registered Palestine refugees, more than 1.5 million individuals, live in 58 recognized Palestine refugee camps in Jordan, Lebanon, the Syrian Arab Republic, the Gaza Strip and the West Bank, including East Jerusalem.

The remaining two thirds of registered Palestine refugees live in and around the cities and towns of the host countries, and in the West Bank and the Gaza Strip, often in the environs of official camps. While most of UNRWA's installations such as schools and health centers are located in the Palestine refugee camps, a number are outside; all of the Agency's services are available to all registered Palestine refugees, including those who do not live in the camps.

For more information see <http://unrwa.org>

SUBJECT UPDATE

Learn more: UNRWA and education



	West Bank	Gaza	Jordan	Lebanon	Syria	Total
Students	48,192	271,900	122,194	36,775	47,585	526,646
Schools	95	275	171	66	104	711

Figures for school year 2017-2018

The right of children to an education is enshrined in the International Bill of Human Rights, including the Universal Declaration of Human Rights adopted by the United Nations General Assembly.

Recognizing that education is fundamental to helping each and every child achieve their full potential, UNRWA has worked for nearly 70 years to ensure that Palestine refugee children have access to quality education. Since its operations began, UNRWA has educated three generations of refugees, or more than 2 million refugee children.

Currently, UNRWA provides free basic education to over 525,000 Palestine refugee children and youth in 711 schools, 8 vocational training centres and 2 educational science faculties across the Agency's five fields of operations. UNRWA has made a substantial and unique contribution to the human development of Palestine refugees and has earned a reputation for its delivery and commitment to quality education.

Despite its achievements, UNRWA recognized the need to transform its Education Programme to better respond to the demands of the twenty-first century. Therefore, in 2011, it embarked upon a major reform to further strengthen its education system and develop the capabilities of refugee students so that they can contribute positively as local, regional and global citizens.

The Education Reform has resulted in improvements in the quality of teaching and learning, increased efficiency (i.e. more students graduating on time), and a reduction of 'wastage' (i.e. student drop-outs). The policy and accountability framework that is now in place, built around a clear vision of quality, equitable and inclusive education for Palestine refugees, serves to further strengthen students' resilience and to actively contribute to their development.

For more information see:

<https://www.unrwa.org/what-we-do/education>

SUBJECT UPDATE

Learn more: The UN Global Goals



In September 2015, 193 world leaders agreed to 17 Global Goals for Sustainable Development. If these Goals are completed, it would mean an end to extreme poverty, inequality and climate change by 2030.

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected and often the key to success on one will involve tackling issues more commonly associated with another.

The SDGs work in the spirit of partnership and pragmatism to make the right choices now to improve life, in a sustainable way, for future generations. They provide clear guidelines and targets for all countries to adopt in accordance with their own priorities and the environmental challenges of the world at large. The SDGs are an inclusive agenda. They tackle the root causes of poverty and unite us together to make a positive change for both people and planet. 'Poverty eradication is at the heart of the 2030 Agenda, and so is the commitment to leave no-one behind,' UNDP Administrator Achim Steiner said. 'The Agenda offers a unique opportunity to put the whole world on a more prosperous and sustainable development path. In many ways, it reflects what UNDP was created for.'

Students can spend more time exploring the Global Goals by clicking on the relevant icons at <http://worldslargestlesson.globalgoals.org/>.

In addition, a number of videos have been created and can be viewed at

<https://vimeo.com/worldslargestlesson>.

The Global Goals in full:

Goal 1: End poverty in all its forms everywhere

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3: Ensure healthy lives and promote well-being for all at all ages

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5: Achieve gender equality and empower all women and girls

Goal 6: Ensure availability and sustainable management of water and sanitation for all

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10: Reduce inequality within and among countries

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12: Ensure sustainable consumption and production patterns

Goal 13: Take urgent action to combat climate change and its impacts

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

SUBJECT UPDATE

Learn more: Global Goal 4 Quality Education



My Voice-My School gives students the opportunity to share their ideas about education and their future. It allows students to have a voice in the development of global quality education as part of the UN Global Goals.

Students work on an advocacy campaign on one of the aspects of quality education and share this with their school, community, and national and international decision-makers.

The concept of a 'quality education' is embedded in the United Nations Global Goals 4 - Quality Education <http://www.globalgoals.org/>.

Global Goals 4 - Quality Education

The UN Global Goals for Sustainable Development were adopted by World Leaders on 25 September 2015. They build on the work of the Millennium Development Goals (MDGs) which ran from 2000 to 2015. The MDGs contained Goal 2 Achieve Universal Primary Education.

Global Goal 4 Quality Education moves this forward by considering not only access to education for all, but also what makes a 'quality' or good education.

To summarize, the targets of Global Goal 4 are:

Access

- Ensure all girls and boys complete quality primary and secondary education.

- Ensure all girls and boys have access to quality pre-school care and education.
- Ensure equal access for all men and women to affordable vocational and tertiary education.

Employment

- Increase the number of youth and adults who have the skills for decent employment and entrepreneurship.

Inclusion

- Eliminate gender disparity in education and ensure equal access to education irrespective of gender, disability, ethnicity or children in vulnerable situations.

Literacy and numeracy

- Ensure all youth and most adults achieve literacy and numeracy.

Values based education

- Ensure all learners acquire the knowledge and skills needed to promote sustainable development through education:
 - For sustainable development and sustainable lifestyles.
 - Human rights, gender equality, promotion of a culture of peace and non-violence.
 - Global citizenship and appreciation of cultural diversity.

School environment

- Build and upgrade education facilities that are child, disability and gender sensitive.
- Provide safe, nonviolent, inclusive and effective learning environments.

Scholarships

- Expand globally the number of scholarships available to developing countries.

Teacher training

- Increase the supply of qualified teachers.
- Increase international cooperation for teacher training.

SUBJECT UPDATE

Learn more: The Syria crisis



Entering its seventh year, the Syrian conflict has created over 5.2 million refugees and caused the displacement of an estimated 6.5 million within the country.

The conflict in Syria is complex and deadly. It has led to large-scale migration displacement both in and out of the country. Syrian and Palestinian livelihoods have been dramatically impacted. This has resulted in widespread demand for humanitarian assistance which at times is curtailed by access restrictions in different areas of the country. While several efforts supported by the international community have sought to end the violence, these have yet to succeed.

The conflict has affected three generations of Palestine refugees in Syria. Many of them have been internally displaced, while others have fled the violence leaving everything behind.

Of the 560,000 Palestine refugees registered with UNRWA in Syria, there are an estimated 438,000 who remain in the country. Over 60 per cent are internally displaced and 28,900 are located in hard-to-reach and besieged areas.

Compounded by sanctions, Syria's economy has suffered from significant price rises, essential commodity shortages. Inflation has led to the devaluation of the Syrian pound. Unemployment can be estimated as high as sixty per cent. To date, 95 per cent of Palestine refugees rely on UNRWA's food and cash assistance to survive.

About 50,000 Palestine refugees have fled to Jordan and Lebanon, where many are living marginalised existences. In Lebanon, Palestine refugees from Syria (PRS) are faced with a precarious legal status. They experience difficulties in regularizing their stay and have limited access to social protection services. Denied access to public services and barred from

working in several syndicated professions, many fear exploitation, abuse, arbitrary detention, and *refoulement*. In Jordan, a government policy of non-admission has stemmed the flow of PRS entering the country, although the number recorded with UNRWA in June 2017 reached 17,440 revealing an increase from the previous year. Many of the PRS struggle, with over 92 per cent relying on UNRWA assistance.

In Syria, despite extremely harsh and often dangerous conditions, UNRWA has continued to provide vital assistance and services. UNRWA has maintained humanitarian assistance, health, education, youth support, and social services among others.

Cash and food assistance have remained the primary priority among humanitarian interventions for the Agency. Essential non-food commodities are also distributed particularly to the internally displaced and including those lodged in nine UNRWA collective shelters in Damascus and Rif Damascus.

UNRWA has been providing free healthcare through its network of 27 clinics and health points. To address children's mental welfare, UNRWA has been providing psychosocial and mental support through counselling, structured recreational activities and capacity development for education and other frontline staff.

During the 2016-2017 school year, 44,598 Palestine refugee students attended a network of 101 schools. Of the 3,812 students who sat their ninth-grade exam 3,044 passed, achieving 80 per cent success rate compared to the national average of 65.83 per cent. This result has revealed the determination of students and teachers to succeed despite the conflict.

In Syria, students have been encouraged to engage locally within their schools and communities through school parliaments, and internationally through the #MyVoiceMySchool initiative.

SUBJECT UPDATE

Learn more: Refugee facts and figures

According to the 1951 United Nations Convention Relating to the Status of Refugees, a refugee is someone who 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country'.

What are the rights of a refugee?

The number of refugees increased significantly as a result of World War II (1939-1945) and in July 1951, the United Nations Convention relating to the Status of Refugees was adopted.

The right not to be expelled (except under certain, strictly defined conditions)

The right not to be punished for illegal entry into the territory of a contracting State

The right to work

The right to housing

The right to education

The right to public relief and assistance

The right to freedom of religion

The right to access the courts

The right to freedom of movement within the territory

The right to be issued identity and travel documents

Is a refugee the same as a migrant?

There is a distinction between migrants, internally displaced persons and refugees.

Migrants choose to move in order to improve the future prospects of themselves and their families.

Refugees have to move if they are to save their lives or preserve their freedom.

Unlike refugees, Internally Displaced Persons (IDPs) have not crossed an international border to find sanctuary but have remained in their homeland often within conflict, violence and human rights violations. Internally Displaced Persons legally remain under the protection of their own government - even though that government might be the cause of their flight.

As citizens, they retain all of their rights and protection under both human rights and international humanitarian law.

An asylum-seeker is someone who says he or she is a refugee, but whose claim has not yet been definitively evaluated. On average, about 1 million people seek asylum on an individual basis every year.



How many refugees are there?

The latest figures show that there were an estimated 22.5 million refugees worldwide as of mid-2017. People who are refugees may have fled their homeland due to war and conflict or because they have been persecuted (or lived in fear of persecution) for their religion, nationality or political opinion. Essentially refugees have no protection from their own state and in some cases it is their own government that forces them to leave their homes. Many refugees must leave their homes in a hurry, taking only what they can carry and therefore rely on other countries to let them in and to support them. Without that support they are in constant danger and without rights. During 2017, conflict and persecution forced an average of 28,300 persons per day to flee their homes and seek protection elsewhere.

The Syria crisis and refugees

Over 5 million people have fled Syria since 2011, seeking safety in Lebanon, Turkey, Jordan and beyond. A further 6.3 million are displaced inside Syria, with 4.5 million in hard-to-reach and besieged areas. Palestine refugees from Syria have been severely affected by the ongoing armed conflict, with virtually all of their residential areas experiencing armed engagements or the use of heavy weapons. Of the total 438,000 Palestine refugees in Syria, almost all require assistance.

Worldwide refugees (figures from UNHCR)	
Refugees (Of which 5.3 million are under the care of UNRWA)	22.5 million
Internally Displaced Persons (IDPs)	40.3 million
Asylum seekers	2.8 million
Total displaced	65.6 million

Figures as of 30 November 2017

Literacy Assignments

The supplementary literacy assignments support teachers in adding additional close reading, essay writing and report writing activities to the My Voice-My School project. Each activity is aligned with the US Common Core State Standards.

Resources in this booklet:



Literacy Assignment 1 Child Rights

Literacy Assignment 2 The Global Goals

Literacy Assignment 3 Video call reflection

Literacy Assignment 4 Research project guidance

Literacy Assignment 5 Research project structure

Literacy Assignment 6 Research project ideas



Literacy Assignment 7 Research project Middle School Mark Scheme

Literacy Assignment 8 Research project High School Mark Scheme

USA Supplementary literacy assignments

A number of supplementary literacy assignments have been created to sit alongside the My Voice-My School lessons. These literacy assignments are available as part of the My Voice-My School Resources booklet or can be downloaded separately from encounteredu.com/my-voice-my-school.

The literacy assignments are aligned with the US Common Core State Standards, and can be adapted by teachers working in other school systems to develop literacy skills and competences through the My Voice-My School project.

The tables below summarize the options available to teachers for each of the My Voice-My School lessons.

Lesson 1: Literacy assignment 1 Child Rights		
Grade level	Activity	Standards
Middle School	Close reading activity: What is the UN Convention on the Rights of the Child?	CCSS.ELA-LITERACY.RH.6-8.2
	Short essay activity: Which is the most important article of the UN Convention on the Rights of the Child?	CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.W.8.2
	Close reading activity: Article 28 of the UNCRC (education).	CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.4
High School	Short essay: How has the UN Convention on the Rights of the Child supported child rights across the world?	CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.6 CCSS.ELA-LITERACY.RH.9-10.9 CCSS.ELA-LITERACY.W.9-10.2
	Short essay: How has the UN Convention on the Rights of the Child been important in your life?	CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.W.9-10.2
	Essay: How does the UN Convention on the Rights of the Child support education?	CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.W.9-10.2

Lesson 2: Literacy assignment 2 Global Goals		
Grade level	Activity	Standards
Middle School	Close reading activity: Which of the UN Global Goals are most important to me?	CCSS.ELA-LITERACY.RH.6-8.2
	Short essay: Which elements of the UN Global Goal 4 on education are most important?	CCSS.ELA-LITERACY.W.8.2
High School	[1] Close reading activity: Which of the UN Global Goals are most important to me?	CCSS.ELA-LITERACY.RH.9-10.2
	[2] Close reading activity: Which of the UN Global Goals are most important to me?	CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.4
	Short essay: Which elements of the UN Global Goal 4 on education are most important?	CCSS.ELA-LITERACY.W.9-10.2

USA Supplementary literacy assignments

Lesson 3: Literacy assignment 3 Video call reflection

Grade level	Activity	Standards
Middle School	Short essay: Compare and contrast educational experiences.	CCSS.ELA-LITERACY.W.8.2. CCSS.ELA-LITERACY.W.8.3
High School	Short essay: Consider the video and interview experience.	CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.3

Lessons 4-9: Literacy assignments 4-6 Research project

Grade level	Activity	Standards
Middle School	Quality education research project	CCSS.ELA-LITERACY.W.8.1 CCSS.ELA-LITERACY.W.8.2 CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5 CCSS.ELA-LITERACY.W.8.7 CCSS.ELA-LITERACY.W.8.8
High School	Quality education research project	CCSS.ELA-LITERACY.W.9.1 CCSS.ELA-LITERACY.W.9.2 CCSS.ELA-LITERACY.W.9.4 CCSS.ELA-LITERACY.W.9.5 CCSS.ELA-LITERACY.W.9.7 CCSS.ELA-LITERACY.W.9.8

Ideas for Middle School students

Close reading activity: What is the UN Convention on the Rights of the Child?

Assign students to read a description of the UN Convention on the Rights of the Child (see page 13 of the TeachUNICEF resource linked below) and complete the short answer questions (on page 14):

1. In your own words, write a short summary explaining the Convention on the Rights of the Child.
2. Do you think it is important to have a treaty that outlines the rights of children? Please explain your answer.
3. What additional information would you like to learn about the Convention on the Rights of the Child?

Resources

TeachUNICEF The United Nations Convention on the Rights of the Child: An Introduction (pages 13-14)
https://teachunicef.org/sites/default/files/documents/units-lesson-plans/Child_Rights_Unit_6-8.pdf

Common Core State Standards Alignment

CCSS.ELA-LITERACY.RH.6-8.2
<http://www.corestandards.org/ELA-Literacy/RH/6-8/2/>

Short essay activity: Which is the most important article of the UN Convention on the Rights of the Child?

Assign students to read the summary of the UN Convention on the Rights of the Child. Instruct them to pick the article that they think is most important and write a short essay answering the following questions:

1. Why do you think this article of the Convention on the Rights of the Child is most important?
2. What would life be like if this article was violated?
3. What could governments or organizations do to carry out this article?
4. What can you do to help carry out this article?

Resources

UNCRC in child friendly language
<http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

UNCRC summarized text (pages 3-8)
https://teachunicef.org/sites/default/files/documents/units-lesson-plans/Child_Rights_Unit_6-8.pdf

Common Core State Standards Alignment

CCSS.ELA-LITERACY.RH.6-8.2
<http://www.corestandards.org/ELA-Literacy/RH/6-8/2/>
CCSS.ELA-LITERACY.W.8.2
<http://www.corestandards.org/ELA-Literacy/W/8/2/>

Close reading activity: Article 28 of the UN Convention on the Rights of the Child (education)

Assign students to do a close reading of article 28 of the Convention on the Rights of the Child and answer the following questions:

1. Read section 1 of article 28. According to this section, what are states required to do? What problems do you think this section is trying to solve?
2. Summarize section 2 of article 28. Provide an example of school discipline that 'is administered in a manner consistent with the child's human dignity'. Provide an example of a type of school discipline that is NOT consistent with the child's human dignity.
3. Read section 3 of article 28. In your own words, what does this section say? Do you think 'international cooperation' is necessary to ensure education for all? Why/not?

Resources

Full text of the UNCRC

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Common Core State Standards Alignment

CCSS.ELA-LITERACY.RH.6-8.2

<http://www.corestandards.org/ELA-Literacy/RH/6-8/2/>

CCSS.ELA-LITERACY.RH.6-8.4

<http://www.corestandards.org/ELA-Literacy/RH/6-8/4/>

Ideas for High School students

Short essay: How has the UN Convention on the Rights of the Child supported child rights across the world?

Read the essay by Om Prakash Gurjar (pages 13-15) and the essay by Ishmael Beah (pages 16-18) in the State of the World's Children Special Report.

Write a short essay covering the following points:

1. Compare and contrast the way that they speak about the UN Convention on the Rights of the Child and the role the Convention has played in their lives.
2. In what ways were their rights violated in their lifetimes?
3. How did learning about the UN Convention on the Rights of the Child impact them?
4. How have they served as advocates for children and children's rights?

Resources

State of the World's Children Special Report

https://www.teachunicef.org/sites/default/files/documents/units-lesson-plans/SOWC_Special_Edition_Youth_Report_9-12.pdf

Common Core State Standards Alignment

CCSS.ELA-LITERACY.RH.9-10.2

<http://www.corestandards.org/ELA-Literacy/RH/9-10/2/>

CCSS.ELA-LITERACY.RH.9-10.6

<http://www.corestandards.org/ELA-Literacy/RH/9-10/6/>

CCSS.ELA-LITERACY.RH.9-10.9

<http://www.corestandards.org/ELA-Literacy/RH/9-10/9/>

CCSS.ELA-LITERACY.W.9-10.2

<http://www.corestandards.org/ELA-Literacy/W/9-10/2/>

Short essay: How has the UN Convention on the Rights of the Child been important in your life?

Read pages 4-11 of the TeachUNICEF Sourcebook on the UN Convention on the Rights of the Child (CRC) and identify three to five articles of the Convention that have been important in your life. Write an essay identifying and summarizing these articles and explaining why they have meaning to you. Cite evidence from the CRC and provide evidence from your life to support your claim.

Resources

TeachUNICEF Sourcebook on the Convention on the Rights of the Child

<https://www.teachunicef.org/sites/default/files/documents/units-lesson-plans/It%27s%20Up%20for%20Debate%20Source%20Book.pdf>

Common Core State Standards Alignment

CCSS.ELA-LITERACY.RH.9-10.1

<http://www.corestandards.org/ELA-Literacy/RH/9-10/1/>

CCSS.ELA-LITERACY.RH.9-10.2

<http://www.corestandards.org/ELA-Literacy/RH/9-10/2/>

CCSS.ELA-LITERACY.W.9-10.2

<http://www.corestandards.org/ELA-Literacy/W/9-10/2/>

Essay: How does the UN Convention on the Rights of the Child support education?

Read articles 28 and 29 in the UN Convention on the Rights of the Child. Write an essay answering the following questions. Be sure to cite evidence from the CRC to support your claims. Make sure you cover the following points:

1. What rights are outlined in article 28 of the CRC?
2. What does this tell you about education?
3. According to article 29 of the CRC, what is the purpose of education?
4. What problems or issues do you think the CRC is trying to address?
5. If you were writing the CRC, would you do anything differently? If so, what would you do differently? If not, why not?

Resources

Full text of the UN Convention on the Rights of the Child
<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Common Core State Standards Alignment

CCSS.ELA-LITERACY.RH.9-10.1
<http://www.corestandards.org/ELA-Literacy/RH/9-10/1/>
CCSS.ELA-LITERACY.RH.9-10.2
<http://www.corestandards.org/ELA-Literacy/RH/9-10/2/>
CCSS.ELA-LITERACY.W.9-10.2
<http://www.corestandards.org/ELA-Literacy/W/9-10/2/>

Ideas for Middle School students

Close reading activity: Which of the UN Global Goals are most important to me?

Read the Global Goals comic to learn about the 17 Global Goals. Select three goals that you think are most important, and answer the following questions:

1. What three goals do you think are most important?
2. Explain why those goals are most important to you?

As an extension activity, answer the following questions about each of these three goals:

1. What are the problems that this goal aims to fix?
2. How do these problems affect people?
3. How will the solutions affect people?
4. What can you do to help achieve this goal?

Resources

Global Goals Comic

<https://www.yumpu.com/xx/document/view/55730350/1-page-goals-comics-full-set-pdf>

Other comics to support learning about the Global Goals

<http://worldslargestlesson.globalgoals.org/using-the-power-of-comics/>

Common Core State Standards Alignment

CCSS.ELA-LITERACY.RH.6-8.2

<http://www.corestandards.org/ELA-Literacy/RH/6-8/2/>

Short essay: Which elements of the UN Global Goal 4 on education are most important?

In class you ranked the eight themes of Goal 4 of the Global Goals in order of importance. You can read the targets online to support your learning. Write an essay explaining how you ranked the eight themes. Focus your essay on the top one or two most important themes and explain why they are so important to you. Use evidence from your life to support your claims.

Resources

Global Goals website: Goal 4 Quality Education (targets at bottom of page)

<http://www.globalgoals.org/global-goals/quality-education/>

Common Core State Standards Alignment

CCSS.ELA-LITERACY.W.8.2

<http://www.corestandards.org/ELA-Literacy/W/8/2/>

Ideas for High School students

Close reading activity: Which of the UN Global Goals are most important to me?

Read the UNDP Global Goals booklet and answer the following questions:

1. What three goals do you think are most important?
2. Explain why those goals most important to you?

As an extension activity, answer the following questions about each goal:

1. What are the problems that this goal aims to fix?
2. How do these problems affect people?
3. How will the solutions affect people?
4. What can you do to help achieve this goal?

Resources

UNDP Global Goals booklet

http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf

Common Core State Standards Alignment

CCSS.ELA-LITERACY.RH.9-10.2

<http://www.corestandards.org/ELA-Literacy/RH/9-10/2/>

Close reading activity: Which of the UN Global Goals are most important to me?

Read the Preamble to the Global Goals from Transforming our world: the 2030 Agenda for Sustainable Development and answer the following questions:

1. Summarize in your own words the agenda of the Global Goals
2. What do you think is meant by:
 - a. 'This Agenda...' (What is an agenda? How does that differ from a convention, treaty or plan?) (line 1)
 - b. 'The tyranny of poverty and want...' (line 8)
 - c. 'A sustainable and resilient path...' (line 11)
 - d. 'We are determined to end poverty, in all their forms and dimensions.' (What are different forms and dimensions of poverty) (Poverty section)
 - e. 'There can be no sustainable development without peace and no peace without sustainable development.' (Peace section)
3. The 2030 Agenda for the Global Goals asks all countries around the world to take certain actions for the sake of all other countries. Do you think that all countries should bear that responsibility? Give reasons for your answer.

Resources

Transforming our world: the 2030 Agenda for Sustainable Development

<https://sustainabledevelopment.un.org/post2015/transformingourworld>

Common Core State Standards Alignment

CCSS.ELA-LITERACY.RH.9-10.2

<http://www.corestandards.org/ELA-Literacy/RH/9-10/2/>

CCSS.ELA-LITERACY.RH.9-10.4

<http://www.corestandards.org/ELA-Literacy/RH/9-10/4/>

Short essay: Which elements of the UN Global Goal 4 on education are most important?

In class you ranked the eight themes of Goal 4 of the Global Goals in order of importance. You can read the targets online to support your learning. Write an essay explaining how you ranked the eight themes. Focus your essay on the top one or two most important themes and explain why they are so important to you. Use evidence from your life to support your claims.

Resources

Global Goals website: Goal 4 Quality Education (targets at bottom of the page)

<http://www.globalgoals.org/global-goals/quality-education/>

Common Core State Standards Alignment

CCSS.ELA-LITERACY.W.9-10.2

<http://www.corestandards.org/ELA-Literacy/W/9-10/2/>

Ideas for Middle School students

Short essay: Compare and contrast educational experiences.

Write a 1-2 page essay based on your experience of the first video call between the classes. Use your notes to help you. You should include the following points:

- What were some of the similarities between your schooling experience and theirs? What were some of the differences?
- What was similar in how you and the students at the partner school envisioned a quality education? What was different?
- Compare and contrast some of the ideas for how school could be improved.
- What surprised you about the call?

Common Core State Standards Alignment

CCSS.ELA-LITERACY.W.8.2

<http://www.corestandards.org/ELA-Literacy/W/8/2/>

CCSS.ELA-LITERACY.W.8.3

<http://www.corestandards.org/ELA-Literacy/W/8/3/>

CCSS.ELA-LITERACY.W.9-10.2

<http://www.corestandards.org/ELA-Literacy/W/9-10/2/>

CCSS.ELA-LITERACY.W.9-10.3

<http://www.corestandards.org/ELA-Literacy/W/9-10/3/>

Short essay: Consider the video call and interview experience.

Write a 1-2 page essay based on your experience of the first video call between the classes. Use your notes to help you. You should include the following points:

- What was it like for you to talk with students living in another country?
- What did you expect? What was different? What surprised you?
- If you were to do the interview again, what would you do again? What would you do differently?
- Did the questions posed and any follow up questions facilitate a good conversation? If so, why do you think that is? If not, what could you do to improve the questions for next time?

Common Core State Standards Alignment

CCSS.ELA-LITERACY.W.8.2

<http://www.corestandards.org/ELA-Literacy/W/8/2/>

CCSS.ELA-LITERACY.W.8.3

<http://www.corestandards.org/ELA-Literacy/W/8/3/>

CCSS.ELA-LITERACY.W.9-10.2

<http://www.corestandards.org/ELA-Literacy/W/9-10/2/>

CCSS.ELA-LITERACY.W.9-10.3

<http://www.corestandards.org/ELA-Literacy/W/9-10/3/>

The My Voice-My School Quality Education Research project provides teachers and their students with a formal structure for developing and assessing students' literacy skills as part of the program.

The research report can be written in conjunction with lessons 4 to 9 of the My Voice-My School project and can be set as home learning activities or completed in additional lessons during the project.

Students will benefit from having access to:

Literacy assignment 5 Research project structure

This provides a step-by-step guide for students to complete the research project.

Literacy assignment 6 Research project ideas

This provides a range of ideas for the focus of the research project, using the eight areas of Global Goal 4: Quality Education as a guide.

Rubrics have also been developed, which will assist students in understanding their success criteria and teachers in assessing the work and providing feedback:

Literacy assignment 7 Research project Middle School mark scheme

Literacy assignment 8 Research project High School mark scheme

Alignment with Common Core State Standards

By supporting students to complete the Research project, they will work towards the following Common Core State Standards:

Middle School

CCSS.ELA-LITERACY.W.8.1
CCSS.ELA-LITERACY.W.8.2
CCSS.ELA-LITERACY.W.8.4
CCSS.ELA-LITERACY.W.8.5
CCSS.ELA-LITERACY.W.8.7
CCSS.ELA-LITERACY.W.8.8

High School

CCSS.ELA-LITERACY.W.9.1
CCSS.ELA-LITERACY.W.9.2
CCSS.ELA-LITERACY.W.9.4
CCSS.ELA-LITERACY.W.9.5
CCSS.ELA-LITERACY.W.9.7
CCSS.ELA-LITERACY.W.9.8

Further resources for developing research skills

Each of these resources have detailed instructions on research-related tasks and skills including:

- Narrowing a research topic
- Developing a thesis statement
- Taking notes
- Citing sources/plagiarism
- Developing an outline

Middle School

Research Paper and Report Writing

http://www.glencoe.com/sites/common_assets/workbooks/language_arts/rprw/68rprw.pdf

8th Grade Research

<http://www.dentonisd.org/cms/lib/TX21000245/Centricity/Domain/4057/8th%20Grade%20Research%20Packet%202013.pdf>

8th Grade Research Project

<http://kathymcqueen.cmswiki.wikispaces.net/file/view/8th+Grade+Research+Project+Packet.pdf>

Scaffolding methods for research paper writing

<http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-methods-research-paper-1155.html?tab=4#tabs>

Evaluating Web Pages

<http://www.readwritethink.org/classroom-resources/lesson-plans/inquiry-internet-evaluating-pages-328.html>

High School

Research made easy: A step-by-step guide to writing the 12rx research paper

http://www.sewanhaka.k12.ny.us/cms/lib3/NY01001491/Centricity/Domain/1349/Research_Made_Easy%20revised.pdf

Purdue Online Writing Lab

<https://owl.english.purdue.edu/owl/resource/677/01/>

A Research Guide for Students

<http://www.aresearchguide.com/>

My Voice-My School
Quality Education Research Project
 (aligns with lessons 4-9)

Assignment	Due Date	Grade
<p>Step 1: Select one of the eight themes of Global Goal 4 that most interests you:</p> <ol style="list-style-type: none"> 1. Access to education 2. Education for employment 3. Inclusive education 4. Literacy and numeracy 5. Values-based education 6. School environment 7. Scholarships 8. Teacher training 		
<p>Step 2: Narrow your topic into a feasible research project. Consider what aspect of the topic interests you. Think about the Who? What? Why? When? Where? and How? of the topic. You will need to generate a research question. Have a look at the research project ideas document if you need some additional help with this.</p> <p>Turn in: a brief 3-5 sentence overview of your proposed research topic, including a research question and why this topic is important to your group.</p>		___/5
<p>Step 3: As a group, conduct a brief literature review of your topic. Each person should identify five sources. Be sure to:</p> <ul style="list-style-type: none"> - Evaluate each source for reliability - Write the citation of the source - Take notes on each source <p>Each person should present what they found to the group.</p> <p>Turn in: a copy of your notes on each of the five sources, including full citations of each source.</p>		___/15
<p>Step 4: As a group, decide what information you need from the community. Think about:</p> <ul style="list-style-type: none"> - How is your topic relevant to your school/your community? - What information would help you better understand this topic in your community? <p>Design a survey to get the information that you need.</p> <p>Turn in: a copy of the survey</p>		___/15

Assignment	Due Date	Grade
<p>Step 5: Conduct your survey in the community. Each member of the group should survey at least five people.</p> <p>Turn in: the results of your survey</p>		<p>___/10</p>
<p>Step 6: Review the information you learned from the survey combined with the information you learned from your literature review. Based on this information, decide on your ideas for improving education. Keep in mind:</p> <ul style="list-style-type: none"> - Are your chosen ideas only appropriate for your school or are they more universal? - How achievable are your ideas, and how easy might they be to share with other schools? - How has your research shown that they might be effective? - How has your survey work shown that they take the view of the school and local community into account? <p>Turn in: a short narrative (1-2 paragraphs) about each of your ideas for improving education. Use the writing frame for education ideas to support you.</p>		<p>___/10</p>
<p>Step 7: Share your ideas with your peers at the partner school. What feedback did they have? How will you change your ideas to accommodate their feedback? Make edits as necessary.</p> <p>Turn in: 1-2 paragraphs about the feedback from your peers at your partner school.</p>		<p>___/5</p>
<p>Step 8: As a group, use the advocacy campaign handouts to design your education campaign. Keep in mind:</p> <ul style="list-style-type: none"> - What education campaign would be relevant for your school/ community? - Which groups are you trying to influence? <p>For example:</p> <ul style="list-style-type: none"> - If you chose 'access to education', you could conduct a campaign to raise awareness of gender disparities in drop-out rates. - If you chose school environment, you could hold an event for the local community to talk about litter issues. - If you chose values-based education, you could conduct a campaign teaching people about human rights. <p>Turn in: a completed advocacy campaign handout.</p>		<p>___/10</p>

Assignment	Due Date	Grade
<p>Step 9: Work with your teacher to carry out your advocacy campaign.</p> <p>Turn in: 1-2 page reflection on the campaign, what you did, how it went, how it felt to advocate for education quality in your community.</p>		___/20
<p>Step 10: Write a press release about your quality education campaign.</p> <p>Turn in: a copy of your press release. Work with teacher to disseminate it.</p>		___/10
<p>TOTAL GRADE</p>		___/100
<p>Step 11: Independently, write a 4-6 page (for Middle School) or 8-10 page (for High School) research paper about the topic you selected in step 2.</p> <p>Be sure to:</p> <ul style="list-style-type: none"> - Review your sources and notes. - Based on your understanding of the topic, develop a thesis statement. - Continue conducting research you should have at least eight sources. - Write an outline of your paper. - Write a rough draft of your paper. - Revise your paper based on feedback from the rough draft. 		___/100

Below are suggested research questions to help you narrow down your research topic. You may choose one of the questions below, or develop your own. For each of the following topics, consider comparing two different countries, such as your own and your partner school's country.

Middle School

- Why do students drop out of school (in x and y countries)?
- Why do some students never enrol in school (in x and y countries)?
- Why do more boys attend school than girls/more girls attend school than boys (in x and y countries)?
- Do certain populations experience higher dropout rates than others? Why?
- What is the high school graduation rate in my school district? Does it vary among gender/class/race? Why is that?

Education for employment

- What are some of the skills needed for employment? Are these skills being taught in your school or your partner school?
- How are schools/school districts/governments/organizations implementing vocational training in schools?
- What afterschool programs exist to support education for employment? Who attends them and how do they work?
- What skills are needed for jobs you and your peers wish to do? Are those skills incorporated into schooling? Why/not?
- Does a college education really prepare students for the work force?
- What are people's attitudes towards TVET (technical, vocational education and training) programs?

Inclusive education

- Why do children with disabilities have lower rates of school enrolment/school completion?
- How are schools using social media to attract students with disabilities to their schools?
- What technologies are available to support students with special learning needs? How are these technologies incorporated into schools?
- What is your school policy on special needs students? How can this policy be improved?
- What are the advantages and disadvantages to mainstreaming students with special learning needs?

Literacy and numeracy

- What are the challenges of teaching literacy and numeracy skills to adults?
- Why do some adults have limited literacy and numeracy skills?
- What is being done to improve adult literacy and numeracy? (choose one or two countries as your focus)
- What is literacy and numeracy? Why is it important for all adults to have literacy and numeracy skills?

Values-based education

- What are the impacts of teaching conflict resolution in schools?
- What is human rights education? How is it implemented in schools? (choose one or two countries as your focus)
- How do schools engender an appreciation of cultural diversity?
- Is it the responsibility of the family or of schools to teach cultural diversity and gender equality? Why?
- What are the values ingrained in your school's curriculum? How are they taught?

School environment

- How does school environment impact student learning?
- How does an urban school environment compare to a rural school environment?
- What is your school environment like? Does it provide a safe, non-violent, inclusive and effective learning environment?
- What are the local and national policies regarding disability accessibility in schools? How are those policies implemented?

Scholarships

- Identify a scholarship program that brings international students to other countries (for example, the Kennedy Lugar Youth Exchange and Study program, <http://yesprograms.org>, Amideast Hope Fund Project). What does this scholarship program do? Why is it important to international students? Why is it important to the host country?
- Is a scholarship program that brings students from developing countries to study in developed countries the best way to promote quality education?

Teacher training

- What makes a teacher effective? How should teachers be evaluated for effectiveness?
- Compare and contrast teacher training programs in two countries.

Category	Points	Teacher's Comments
<p>Paper organization and style</p> <ul style="list-style-type: none"> - The paper's topic is not too broad and not too narrow. - The paper includes an introduction, body and conclusion. - The development, organization, and style of the paper appropriate to task, purpose, and audience. - The introduction includes a clear thesis statement, which presents the main argument of the paper. - Each paragraph contains a topic sentence with evidence throughout the paragraph that supports the topic sentence. - The information in the paper supports the thesis statement. - The paper develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. - The paper uses appropriate and varied transitions to create cohesion and clarifies the relationships among ideas and concepts. - The paper is well organized, flows logically, with smooth transitions between ideas. 	40	
<p>Source and citations</p> <ul style="list-style-type: none"> - The paper includes at least eight citations from a range of sources. - Ideas in the paper are supported with evidence from outside sources. - Quotations used within the text are cited correctly. - Author attributes ideas that are paraphrased in the text to its authors with correct internal citations. - Paper includes a works cited page in correct format. 	30	
<p>Grammar and mechanics</p> <ul style="list-style-type: none"> - The paper is free of misspellings and typos. - Sentences use proper punctuation and the paper is free from run-ons. - The paper is written in formal English with no slang. - The paper is neat, legible, and presented in proper format (MLA, APA, etc.). 	30	

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<p>Paper organization and style</p> <ul style="list-style-type: none"> - The paper's topic is not too broad and not too narrow. - The paper includes an introduction, body and conclusion. - The development, organization, and style of the paper appropriate to task, purpose, and audience. - The introduction includes a clear thesis statement, which presents the main argument of the paper - Each paragraph contains a topic sentence with evidence throughout the paragraph that supports the topic sentence. - The information in the paper supports the thesis statement - The paper develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - The paper uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - The paper is well organized, flows logically, with smooth transitions between ideas 	40	
<p>Source and citations</p> <ul style="list-style-type: none"> - The paper includes at least eight citations from a range of sources. - Ideas in the paper are supported with evidence from outside sources. - Quotations used within the text are cited correctly. - Author attributes ideas that are paraphrased in the text to its authors with correct internal citations. - Paper includes a works cited page in correct format. 	30	
<p>Grammar and mechanics</p> <ul style="list-style-type: none"> - The paper is free of misspellings and typos. - Sentences use proper punctuation and the paper is free from run-ons. - The paper establishes and maintains a formal style and objective tone. - The paper is neat, legible, and presented in proper format (MLA, APA, etc.). 	30	



My Voice–My School gives students the opportunity to share their ideas about education and their future. The project is grounded in the UN Global Goals for Sustainable Development, with a focus on Goal 4 Quality Education.

These lesson plans and resources for ages 13+ are based on video conversations between schools. The lesson plans and supporting resources are downloadable from encounteredu.com/my-voice-my-school.

Lesson 1: What does a quality education mean to you?

Skill development: Linking global issues to personal experience

Lesson 2: How can we learn from others?

Skill development: Interviewing peers

Lesson 3: What is education like where you live?

Skill development: Using ICT for learning

Lesson 4: How can education be improved?

Skill development: Research skills

Lesson 5: What are our ideas for improving education?

Skill development: Critical thinking

Lesson 6: How can we improve our ideas for a quality education?

Skill development: Peer assessment

Lesson 7: How can we make our voices heard?

Skill development: Project planning

Lesson 8: How can we make a difference?

Skill development: Writing for external audiences

Lesson 9: How can quality education be made universal?

Skill development: Reflecting on success

My Voice-My School is a joint project between UNRWA and Encounter Edu.

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