

Playing Our Role in Solving Global Problems

Topic Overview

In the final lesson of this unit, students will have an opportunity to reflect on what they have learned and consider how their own beliefs and attitudes about global poverty have changed. In doing so, they will look at how people from around the world can work together to solve global problems.

By the end of this unit, students will begin developing a plan for their own participation in ending global poverty through the Global Campaign for Education's annual Action Week. The Global Campaign for Education is an advocacy organization that promotes action by citizens and world leaders to uphold the right to education for all the world's children. Since 2004, part of the Global Campaign for Education's efforts have included organizing a Global Action Week, which mobilizes individuals to work together to focus international attention on the importance of global education.

The theme of Action Week 2007 is "Join Up! Education Rights Now!" Throughout the week, people around the world will form the world's largest human chain as a declaration of support for universal access to education. Action Week includes learning about every child's right to an education and taking concrete actions to make education for all a reality..

Your students can participate by:

- Creating a 'human' paper chain to support the right to education for all.
- Linking hands and taking a photograph or making a film of the action.
- Registering the number of people involved with the Global Campaign for Education, in order to keep an official tally of the level of support and concern for education worldwide.

Students should be encouraged to design, create or modify one of the projects above so that it reflects their own knowledge and beliefs. The final product of their efforts should allow them to demonstrate their own creativity, skill and commitment.

Pedagogy

This lesson plan should be implemented through inquiry-based learning pedagogy within an atmosphere of open dialogue in which students' opinions and ideas are valued and respected. This lesson also incorporates participatory and cooperative learning strategies, in which all students in the class must be engaged in all lessons and activities in order for them to fulfill their learning possibilities.

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Finally, this lesson builds the foundation for experiential learning, as students will learn about effective strategies for solving real-world problems by implementing a project of their own design that contributes to a broader campaign.

Key Messages

- Students now know more about global poverty and related issues. Some of their beliefs about these issues may have changed, and the knowledge they have gained will help them respond to people who express opinions based on misinformation.
- People from all different parts of the world and walks of life can and must work together to solve global problems such as lack of access to education.
- Young people, in particular, have an important and necessary role in solving world problems.

Objectives

Students will be able to:

- Identify the various groups and individuals that should work together to solve global problems, and explain how they should work together
- Understand the components of the Global Campaign for Education, and the steps that will be taken during the Global Campaign for Action Week
- Develop action plans for their own contributions to Action Week.

Time Frame

Two 45-minute periods, plus the additional time that you and your class will need to complete your project.

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Suggested Lesson Outline, Day 1

Timeline

One 45 minute class period.

Materials

- Blank 8 1/2" by 11" oak tag cards, each with several holes punched in them around the edges
- Magic Markers
- Scissors
- Copies of the Education Now Policy leaflet for each student in the class

Preparation

Arrange desks in a circle around the room to allow students to have an open discussion and to provide enough space for students to stand in a circle (either within the circle of desks or behind the desks.)

Activities

1. **Identifying Key Players**
 - a. When students have arrived and are ready, begin by saying, *“We have talked a lot about the possibility of ensuring that all children worldwide have a chance to get an education. Now let's consider who would have to take on a role for that to really happen.”*
 - b. Continue, *“Which groups of people would need to take action in order for all children to have a chance to get an education? For example, people in this country? Which people? Which people in developing countries?”* As students answer, write a word, phrase, or picture to describe each group of people who would need to be involved in the solution, each on a different piece of paper. Examples of groups who need to be involved: children in developing countries, adult citizens of developing countries, teachers in developing countries, teachers in this country, political leaders in this country, etc. Be sure that students include a category for themselves - e.g. American high school students.
 - c. Have students move into groups (or pairs, depending on the size of the class and the number of key players they have identified) and give each group a piece of paper to hold.

Teaching Global Poverty

- d. Prompt your students, “*Now let’s think about how each of these groups could work together to be effective.*” Use an example: adult citizens in developing countries. Ask the group of students holding that piece of paper to write down which other groups they need to work with. Say, “*Which other groups do adult citizens in developing countries need to work with to help ensure that all children have access to an education? What should they do with these groups? Why do they need to work with these specific groups?*” Write the following questions on the board as a reminder:
- **Which groups do you need to work with?**
 - **What do you need to do together?**
 - **Why do you need to work with those groups?**
- e. Give students five minutes to come up with answers. Make sure that they can see the papers listing the names of each group, so that they can identify which groups they will need to work with.
- f. When they have prepared their answers, ask one student from each group to stand up when their group’s name is called and share their responses. As they identify other groups with whom they should work, the students representing those other groups should also stand up. For example, the group holding the card for “adult citizens in developing countries” may begin by stating that they need to support education for children in their communities by informing their national leaders of its importance AND/OR by giving their own children as much support as possible and making their education a priority. As they identify these groups, students representing “National Leaders” and “Children in Developing Countries” should stand. They should remain standing throughout the exercise.
- g. Continue the exercise, identifying the working relationship between each group by having students stand as the groups explain the need to work together. (If students identify a new key group that should be involved but is missing, it’s fine to create a new card and post it on the blackboard). Continue the exercise until each group has presented its findings.



Variation

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Ask each group to post the card identifying their group on the blackboard. As they describe their working relationship with other groups, they can show the relationship by drawing a line between the appropriate cards.

2. Discussion

- a. Ask: **“What does this activity show about what the world will have to do to end global poverty?”** Possible answers: Many groups of people have to work together; everyone can have an important role.
- b. Identify the student holding the card representing American high school students. Ask: ***“Today and in our other lessons we’ve talked about what American high school students can do to help end global poverty. But should we expect you to be able to solve this problem on your own?”*** (Answer: No!) ***“Who else needs to work with you so that you can play your part?”*** Elicit a few answers.
- c. Ask: ***“Now we are going to move to the next stage of this unit so you can take action. As a class we all have a chance to help to bring education to all children by participating in the Global Campaign for Education.”***

3. Taking Action

- a. Define or remind students of the definition of campaign: an organized effort for change or action undertaken by a large number of people.
- b. Say: ***“The Global Campaign for Education is a good example of many people working together to create change. As you will see, many groups of people have already begun work on this campaign. So now, with their support, our class has a chance to make a real contribution to making education accessible to all children.”***
- c. Ask all students to sit down.
- d. Distribute Education Now Policy Leaflet. As students read, ask them:
 - ***Which groups of people have already been involved in this?***
 - ***What role is there for us in this campaign?*** Direct students to the description of the human chain activity, and explain that they will develop a specific plan for their contribution to that activity in future lessons.
 - ***Who will we need to work with?*** This will be a brainstorming question. Students will develop a more comprehensive list of specific actors/partners as they develop their action plan.
 - ***How will our work help to bring access to education to all children?***

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Final Lessons and Activities: Project Planning

For the final lessons of this unit, give students time in class to plan their contribution to the Global Campaign for Education. You and your students will need to develop an approach that works best with the time and other resources you have available. The following materials and suggested activities may be useful.

Timeline

To be determined by you and your class.

Materials

Handouts 1 and 2.

Preparation

Steps to take in planning your project:

- Decide how your class will be organized. Will you all work together on one project? Or will you work in groups on multiple projects? Will you collaborate with other classes?
- Design your contribution to the Global Campaign for Education project. What will it look like? How will you connect this to the entire "Global Campaign for Education" project?
- Determine what steps will be needed to carry out your project. Decide the order in which they should take place and a realistic timeline so that your project will be ready on time.
- Determine what information and materials will be needed to carry out your project. Include them in the timeline for other steps.
- Determine who else you will need to work with beyond your school, and at which steps in the project.
- Develop a work plan using all of the information above.
- Assign roles to members in the class.

Activities

1. Action Planning Guide

- a. Review the Global Campaign for Education project with students and say:
“We have now learned quite a bit about global poverty, and how many poverty

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problems can be solved by education. Spreading awareness and taking action together will affect change. To have an impact on global poverty as a group, today we are going to figure out exactly how we, as a class, can contribute to the Global Campaign for Education.”

- b. Begin by going over the general Action Planning Steps (**Handout 1A**), so the students know how to take an action in the most effective way.

2. Goal and Priority Reflection

- a. Have participants start by reflecting on the curriculum and their knowledge growth. You may wish to have them use their materials from Week 1, including the “Global Temperature Survey Chart” the handout, “Ourselves as a Global Resource,” For approximately 15 minutes, have participants examine:
 - i. Ourselves as a “global resource.” How much do we know now about global poverty issues? How much has our knowledge improved?
 - ii. The current interest in fighting poverty in the school/community (global temperature). Have more people in your school begun to take an interest in global poverty issues since you began this unit?
 - iii. Opportunities to strengthen the school and community’s ability to fight poverty. In what areas could your school improve the most?
 - iv. Challenges to Global Campaign for Education’s success in the school. Do you expect to encounter any obstacles as you participate? If so, how will you address them?
- b. Through this reflection, ask participants to develop their top three action priorities.
- c. Have participants also develop two quantitative goals:
 - i. The number of people in their school they want to reach with messages about poverty.
 - ii. The number of people they want to motivate to *do something* to fight poverty.

Participants should be encouraged to think realistically. Therefore, the second number should be smaller than the first.

- d. Once the participants have completed the reflection, introduce the *Goal Measuring Tool* to help them (**Handout 1B**) understand how to measure reach and action.

3. Take Action!

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Once you have decided as a group how you would like to contribute to the Global Campaign for Education, use the handouts and curriculum that NetAid has provided and take action!

You may find that as you plan your contribution to the Global Campaign for Education you would like additional support from NetAid's education specialists. We encourage you to visit the NetAid online educators' forum for updates suggested strategies and other planning materials. We also hope that you will use the forum to ask for any additional resources or support you will need from NetAid.

4. Celebrate!

Once Action Week is over and the students have participated in the Global Campaign for Education, be sure to celebrate your achievement as a class. See if the students met their goals and what they believe they have achieved through their actions. Talk about ways to improve their actions for next year and find out if this is something they would like to continue in the future!



Optional Activity

After the entire curriculum is completed, have students redo the global temperature activity and see if the school's temperature rose.

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Optional Handout

<p>WHAT (Objective) Describe the steps we need to complete to achieve our final goal.</p>	
<p>WHO: Which team will work on this project?</p>	
<p>WHEN does it need to be completed?</p>	
<p>MATERIALS: What materials will they need to complete it?</p>	
<p>INDICATORS: How will we know when they have successfully completed this task?</p>	
<p>ACCOUNTABILITY: Who will they report to when it is complete, and how?</p>	