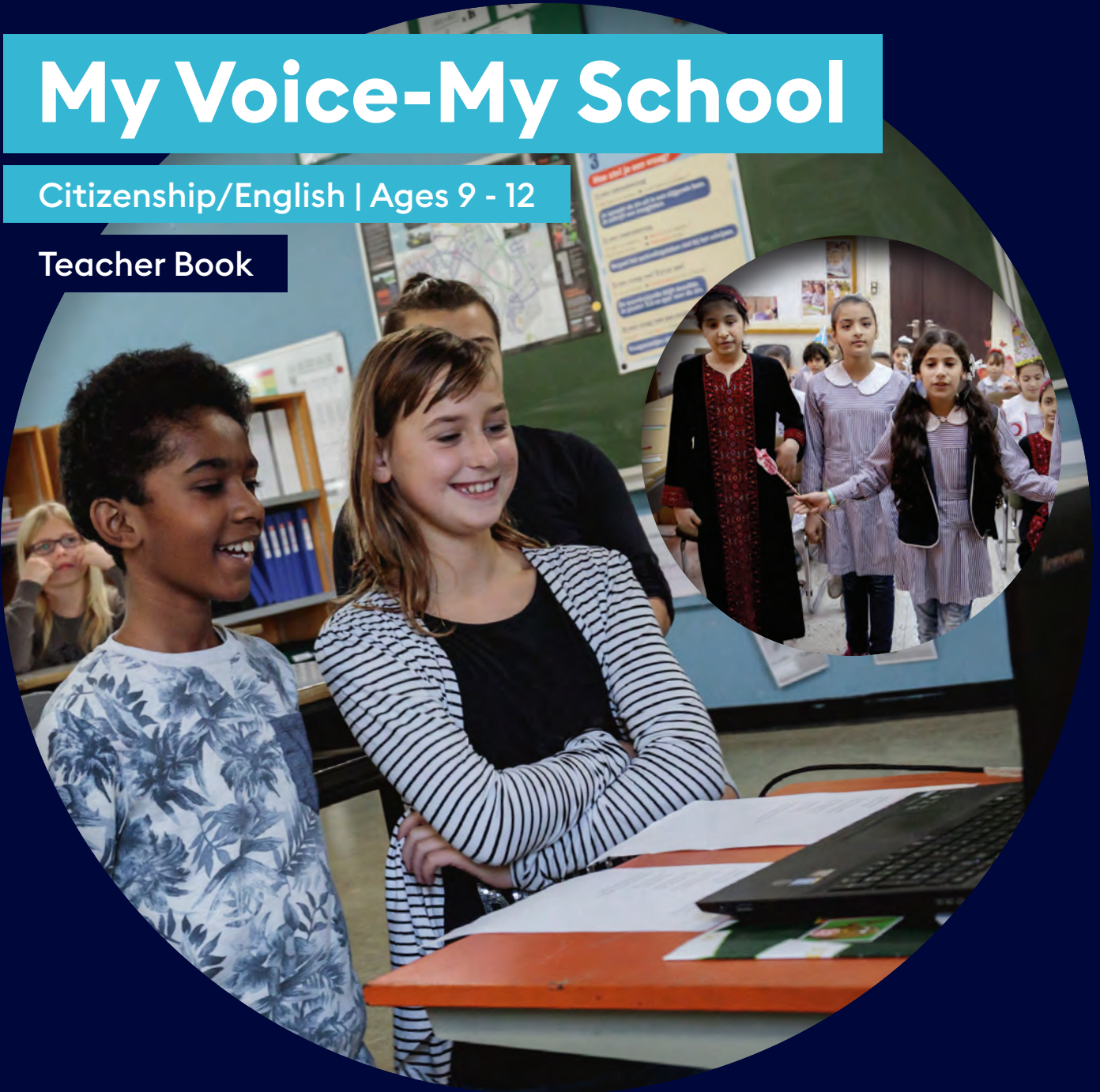


Encounter
Edu

My Voice-My School

Citizenship/English | Ages 9 - 12

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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FOREWORD

Welcome to My Voice-My School



My Voice-My School is an education project that empowers youth by giving them a voice and an opportunity to communicate across borders about what makes a quality education. Based on online video conversations between Palestine refugee

students in UNRWA schools and their peers in schools overseas, students learn about each other as they discuss their ideas. The conversations and specially designed curriculum materials support children to become advocates for their education and future.

A joint response of UNRWA and Digital Explorer, the project is situated within the UN Sustainable Development Goals, specifically Goal 4 on Quality Education. My Voice-My School reflects the principles and practices of the UNRWA Education Reform and the UNRWA Education in Emergencies Programme, through its focus on student participation. Students are encouraged to share ideas about teaching, learning, and the use of technology in the classroom.

Through the project, students explore the role education plays, and the impact it has, in their lives, particularly for those living through protracted conflict. The project supports students to speak up for the right of every child to a quality education, wherever they are.

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

A project by

**Encounter
Edu**

With thanks to the generous support of
Department of Foreign Affairs Flanders



Flanders
State of the Art

Flanders' support to UNRWA



The My Voice-My School project is part of Flanders' commitment to UNRWA and Palestine refugees. For more than a decade, the Government of Flanders has been supporting UNRWA in its provision of essential services like education

and healthcare to millions of Palestine refugees. These services contribute to the development and stability of the Middle East.

International support is needed more than ever as UNRWA is faced with unprecedented operational challenges: 60 per cent of Palestine refugees are living in zones of armed conflict or occupation and face increasing levels of poverty, isolation and despair.

For this reason, I am proud and grateful to the Flemish teachers and youngsters of UNESCO schools taking part in our partnership with UNRWA. My Voice-My School will give Flemish pupils a view into the lives of Palestinian children while they exchange their ideas on Quality Education. Education is not only important for learning facts and skills to create chances and opportunities, but it is also essential for building bridges across borders and cultures to create solidarity and trust, thus paving the way to a more peaceful world.

Mr. Geert Bourgeois
Minister-President of the
Government of Flanders

Education partners





About My Voice-My School

My Voice-My School focuses on the topic of quality education as enshrined in the United Nations Sustainable Development Goals (SDG). Connecting UNRWA schools with partner schools overseas, the project seeks to stimulate student conversation about Global Goal 4 Quality Education (SDG4) and what individuals and communities can do to help make it a reality. SDG4 is defined as ensuring inclusive and equitable quality education and promoting lifelong opportunity for all.

The project is underpinned by a teacher booklet and online resources. The aim of this booklet is to provide teaching materials for primary school teachers who are implementing the My Voice-My School project with their classes. It may also be used by Education Specialists supporting the implementation of the project.

My Voice My School is achieved in nine lessons. Each is comprised of: Lesson Overview, Teacher Guidance, Activity Overview, Student Sheet and Subject Updates. Each lesson refers to companion slideshows available online. For each lesson, the first slide is referred to as **slide 2** since the booklet does not refer to title slides.

Learning journey

My Voice-My School takes primary school students on a learning journey. It gives them a voice in their education and future as they begin to explore SDG4 with their teachers. Students will learn about and advocate for a quality education and contribute to the global debate. Students will develop the interview skills they will need for the first video call with their partner school. They 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 find out more about views on education and use participatory techniques when 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 will share the information they have found out, receiving an alternative view from their partner school. By the end of this call, students will have started to develop their idea for A School for All. Students will work in groups to make a model school for children around the world, ensuring that the ideas embodied are universal, inclusive and address SDG4. Students conclude their project by presenting their model schools during a final video call with their partner school.

Benefits of the project

- Support students in communicating across different cultures.
- Develop solidarity between Palestine refugee students and their peers overseas.
- Strengthen student-centric pedagogies and independent learning skills.
- Strengthen teachers' and students' use of technology in the classroom.
- Strengthen 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 in these dates for each week below.

| | |
|--|--|
| Week 1  __/__/20__ Lesson 1: What if I could make A School for All? An introduction to the programme and to the idea of quality education. | Week 7  __/__/20__ Lesson 6: Discussing our ideas about education Students meet via video link a second time to share their views on education. |
| Week 2  __/__/20__ Lesson 2: How can we learn from others? Students learn about questioning techniques, and practise these skills. | Week 8  __/__/20__ Lesson 7: How do we design a model School for All? Students design a model School for All based on the ideas they have discussed. |
| Week 3  __/__/20__ Lesson 3: What is school like where you live? Students interact via video link to share their experience of life and education. | Week 9  __/__/20__ Making A School for All #1 Students start to build their model school based on their designs. |
| Week 4  __/__/20__ Lesson 4: How can we include everyone's ideas? Students discuss the video call and design surveys for their school and community. | Week 10  __/__/20__ Making A School for All #2 Students continue to build their model school based on their designs. |
| Week 5  __/__/20__ Supporting student surveys Support students to conduct their surveys and research in the community. | Week 11  __/__/20__ Lesson 8: How can we share A School for All? Students develop presentations to share their model with their partner school. |
| Week 6  __/__/20__ Lesson 5: What are the views of our school community? Students learn how to make simple graphs and charts using the data they have collected. | Week 12  __/__/20__ Lesson 9: How can we make a quality education for all? Students share their final presentations and model schools and celebrate success. |




Lesson 1: What if I could make A School for All?

| Lesson Outline | Learning Objectives | Resources |
|---|---|---|
| <p>This introductory lesson sets up the My Voice-My School project. Students will learn about the idea of a quality education as set out in the UN Global Goals. They will also learn about how their idea for A School for All will be informed through linking with their partner school and through community surveys.</p> | <p>Knowledge</p> <ul style="list-style-type: none"> - Students can explain reasons why they think education is important - Some students may be able to justify their opinions - Students can explain how the MVMS project works - Students can describe the UN Global Goals <p>Skills</p> <ul style="list-style-type: none"> - Students can assess their ideas as a group and determine if they are universal and inclusive - Students can examine their own experience of education - Students can relate global issues to their personal experience | <p> Subject Updates</p> <p>Subject Update: Learn more: The UN Global Goals, Subject Update: About: Global Goal 4 Quality Education</p> <p> Slideshow</p> <p>Slideshow 1: What if I could make A School for All?</p> <p> Video</p> <p>My Voice-My School ROEU film</p> |
| <p>Skill: Assessing ideas using criteria</p> <p>During this first lesson, students are asked to come up with ideas connected to Global Goal 4 Quality Education. Students are then asked to assess each of these ideas against the criteria of being universal and inclusive.</p> | | |



Lesson 2: How can we learn from others?

| Lesson Outline | Learning Objectives | Resources |
|---|---|--|
| <p>In advance of their first online meeting with their partner school, students will strengthen their questioning skills. They will learn about the 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 can describe the format of their first video call. - Students can explain the difference between open and closed questions. - Students can use active listening to help a conversation. <p>Skills</p> <ul style="list-style-type: none"> - Students can work in groups to prepare and practise questions they would like to ask their peers - Students can decide as a group which questions they would like to ask their peers <p>Understanding</p> <ul style="list-style-type: none"> - Students can decide appropriate guidelines for their video call | <p> Student Sheets</p> <p>Student Sheet 2a: Open and closed questions Student Sheet 2b: How to create dialogue Student Sheet 2c: Class guidelines</p> <p> Slideshow</p> <p>Slideshow 2: How can we learn from others?</p> <p> Multimedia</p> <p>Photos or short videos if shared by partner school</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 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 school like where you live?

| Lesson Outline | Learning Objectives | Resources |
|--|---|---|
| Students will conduct their first video chat lesson with their partner school. During this call, students will exchange information about their lives and learning. This will enable both classes to improve their understanding of education in different contexts. | Knowledge <ul style="list-style-type: none"> Students recall guidelines and questions from previous lesson Skills <ul style="list-style-type: none"> Students can apply questioning and active listening skills Understanding <ul style="list-style-type: none"> Students can reflect on connecting to peers across borders |  Activity Overview Activity Overview 3: Video call preparation  Subject Updates Subject Update: How to: Debate via video chat, Subject Update: How to: Google Hangouts Meet, Subject Update: How to work with sensitive issues  Slideshow Slideshow 3: What is school like where you live? |
| Skill: 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 video chat 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 we include everyone's ideas?

| Lesson Outline | Learning Objectives | Resources |
|--|---|--|
| During this lesson, students are introduced to using surveys. Surveys are used to gather input and ideas from the wider school community. Working in groups, students plan how to survey their school and local community. In Lesson 5, student groups will analyse these survey results and use this information to design their presentations and school models. | Knowledge <ul style="list-style-type: none"> Students understand the importance of engaging the school community. Students know about a range of survey tools Skills <ul style="list-style-type: none"> Students can work together in groups to design and implement a survey. Students can plan for their own independent learning |  Student Sheets Student Sheet 4a: Attitude survey Student Sheet 4b: Tally survey Student Sheet 4c: Ranking survey Student Sheet 4d: Open question survey Student Sheet 4e: Example surveys  Slideshow Slideshow 4: How can we include everyone's ideas? |
| Skill: Research skills This lesson focuses on the use of surveys for research. These surveys will be conducted in the students' own school and community. Students will learn how to design a survey to make it effective in gathering ideas for their school design. An extension or home learning activity could involve using the internet to gather more ideas for their school design. | | |





Lesson 5: What are the views of our school community?

| Lesson Outline | Learning Objectives | Resources |
|---|---|---|
| During this lesson, students will analyse the results of their surveys using simple charts and visualisations. These will be used as the basis for the second video call in the following lesson. | <p>Knowledge</p> <ul style="list-style-type: none"> Students can reflect on the experience of conducting a survey Students know about different types of charts and visualisations <p>Skills</p> <ul style="list-style-type: none"> Students can use charts to communicate with each other effectively Students can work together to analyse data Students can plan how to use data to communicate with their partner school | <p> Student Sheets</p> <p>Student Sheet 5a: Making a bar chart Student Sheet 5b: Making a pie chart Student Sheet 5c: Making a ranking chart Student Sheet 5d: Making a word cloud</p> <p> Slideshow</p> <p>Slideshow 5: What are the views of our community?</p> |
| <p>Skill: Data visualisation</p> <p>This lesson focuses on the use of charts and other data visualisation techniques to make the results of student surveys more shareable.</p> <p>Students will use these techniques to make the views of their community more easily understood by their partner school.</p> | | |



Lesson 6: Discussing our ideas about education

| Lesson Outline | Learning Objectives | Resources |
|---|---|--|
| In this second video call, the classes compare the results of their surveys, using the charts and other visuals they have created in the previous lesson. Partner schools offer feedback and discuss a common approach. | <p>Knowledge</p> <ul style="list-style-type: none"> Students can recall guidelines and main points from data and chart work <p>Skills</p> <ul style="list-style-type: none"> Students can apply questioning and active listening skills <p>Understanding</p> <ul style="list-style-type: none"> Students can reflect on connecting across borders | <p> Activity Overview</p> <p>Activity Overview 6: Video call preparation</p> <p> Subject Updates</p> <p>Subject Update: How to: Debate via video chat, Subject Update: How to: Google Hangouts Meet, Subject Update: How to: Work with sensitive issues</p> <p> Slideshow</p> <p>Slideshow 6: Discussing our ideas about education</p> |
| <p>Skill: Compare and contrast</p> <p>This lesson focuses on students sharing the results of their surveys with their partner school. Each school will have been looking at the same topics and this is an opportunity for students to look at the similarities and differences between the two sets of results and offer feedback on their own results.</p> | | |




Lesson 7: How do we design a model School for All?

| Lesson Outline | Learning Objectives | Resources |
|--|---|---|
| Students design A School for All. They will use the inputs from their partner class and the community surveys to inform the design process. Once the design has been finalised, they will then make a model of their ideal school over the next two weeks under guided supervision. | Skills <ul style="list-style-type: none"> - Students can understand how values can be incorporated into a design - Students can review and discuss examples together - Students can co-operate as a class to follow a design brief - Students can work together to create a solution - Students can plan their next steps | <div>  Activity Overview Activity Overview 7: Designing and making A School for All </div> <div>  Student Sheets Student Sheet 7a: Design criteria Student 7b: Design planning sheet </div> <div>  Subject Updates Subject Update: How to: Design thinking for the classroom </div> <div>  Slideshow Slideshow 7: How do we design a model School for All? </div> |
| Skill: Design skills Students will learn some design skills tools. They will be introduced to the double-diamond tool that shows the divergent and convergent nature of design thinking. The first section shows how they have identified issues in their schools through surveys and speaking to their partner school. The second phase, focused on solutions, sees all this information put to work in designing their School for All. | | |

Lesson 8: How can we share A School for All?

| Lesson Outline | Learning Objectives | Resources |
|--|---|---|
| In this penultimate lesson, before the final video call, students will create and practise a presentation about A School for All. Students can prepare a slideshow presentation or a script to read out while showing off their model school via video. | Skills <ul style="list-style-type: none"> - Students can discuss ideas in a group and plan how to respond to a design activity - Students can give well-structured descriptions - Students can demonstrate learning - Students can use language to relay information and express feelings - Students can gain, maintain and monitor the interest of listeners | <div>  Student Sheets Student Sheet 8a: Presentation storyboard Student Sheet 8b: Presentation peer assessment </div> <div>  Slideshow Slideshow 8: How can we share A School for All? </div> |
| Skill: Presentation skills This lesson focuses on presentation skills and gives students hints and tips about how best to create an oral presentation to deliver during the final lesson. These skills are important in supporting students to be able to share all their hard work with their partner school. While students may be working in their second language, the skills that they learn during this lesson are also transferable to other oral presentations that they may make during their school career. | | |

Lesson 9: How can we make a quality education for all?

| Lesson Outline | Learning Objectives | Resources |
|--|--|---|
| <p>The classes come together for the third and final time via video to share the successes of A School for All designs and to reflect on the project as a whole.</p> | <p>Skills</p> <ul style="list-style-type: none"> - Students can recall class guidelines and effective presentation techniques - Students can present and offer different points of view - Students celebrate and reflect on the project as a whole | <p> Activity Overview Activity Overview 9: Video call preparation</p> <p> Subject Updates Subject Update: How to: Debate via video chat, Subject Update: How to: Google Hangouts Meet, Subject Update: How to: Work with sensitive issues</p> |
| <p>Skill: Reflecting on success</p> <p>Reflecting on and sharing success is an important part of any project. This lesson gives students the opportunity to reflect on their amazing hard work over the past 12 weeks.</p> <p>Students should be encouraged to think back to the beginning of the programme and to realise how far they have come both in their skills development and also in the bond they have created with their partner class.</p> | | <p> Slideshow Slideshow 9: How can we make a quality education for all?</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, e.g. 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

Resources online

There are two types of resources 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 are 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 if I could make A School for All?

This introductory lesson sets up the My Voice-My School project. Students will learn about the idea of a quality education as set out in the UN Global Goals. They will also learn about how their idea for A School for All will be informed through linking with their partner school and through community surveys as part as My Voice-My School project.

Resources in this booklet:



Lesson Overview 1



Teacher Guidance 1



Subject Update: Learn more: The UN Global Goals

Subject Update: Learn more: UNRWA and Education

Resources available online:



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



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

Lesson overview

This introductory lesson sets up the My Voice-My School project. Students will learn about the idea of a quality education as set out in the UN Global Goals. They will also learn about how their idea for A School for All will be informed through linking with their partner school and through community surveys as part as My Voice-My School project.

Details

Time

60 minutes

Age

9-12

Skills development

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

- Assess ideas using criteria
- Examine their own and others' experience of education

Lesson steps

Learning objectives

Resources

| | | |
|--------------------------|--|--|
| 1 10 mins ↓ | Why is education important? Lead a class discussion on the importance of education. Students should be prompted by the teacher and each other to justify their opinions where possible. | Students can explain reasons why they think education is important. Some students may be able to justify their opinions. |
| 2 10 mins ↓ | Introducing My Voice-My School Introduce students to the My Voice-My School project using the overview video. | Students can explain how the MVMS project works. |
| 3 10 mins ↓ | The global education context Explain about the context of the UN Global Goals, and conduct a whole class discussion to assess understanding. | Students can describe the UN Global Goals. |
| 4 25 mins ↓ | What makes A School for All? Have students answer the four questions that they will need to consider in creating their model School for All. Have students assess these ideas and ensure they are universal and inclusive. | Students can assess their ideas as a group and determine if they are universal and inclusive. Students can examine their own experience of education. |
| 5 5 mins | How do global debates relate to me? Ask students to share their ideas and explain how the UN Global Goals relate to them personally. | Students can relate global issues to their personal experience. |



Slideshow

Slideshow 1:
What if I could make A School for All?



Video

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



Subject Updates

Learn more:
The UN Global Goals

Learn more: UNRWA and education

Differentiation

Lesson 1 assumes some prior knowledge of the **United Nations, refugees** and **UNRWA**.

By task

If your students have no prior knowledge of the **United Nations**: either omit explicit references to the UN and focus on the fact that all countries have agreed to the Global Goals; or contact your local United Nations Association (<http://www.wfuna.org/worldwide-members>) for appropriate teaching materials and support.

If your students have no prior knowledge of **refugees**, UNHCR, the United Nations High Commission for Refugees, make available English language teaching resources appropriate for all ages at <http://www.unhcr.org/uk/teaching-about-refugees.html>. Other languages are available via the main website at <http://www.unhcr.org>. See also **Subject Update: Learn more: Refugee facts and figures**. A definition of **refugees** to use with your students is: *refugees are people who have been forced to flee their country because of war, violence, or persecution, where persecution means an attack or threat of attack because of beliefs, race or nationality.*

If your students have no prior knowledge of **UNRWA**, see the additional information on **Subject Update: Learn more: About UNRWA**.

By support

Students may need support understanding the two criteria for their School for All:

Universal – the same for everyone, everywhere.

Inclusive – all children, regardless of gender, abilities, disabilities, socio-economic status, health, and psychosocial needs have equal opportunity for learning in schools and are supported to develop their full potential.

Step

1

10
mins

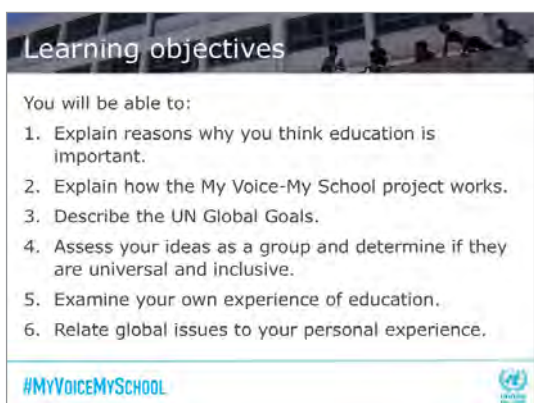


Slide numbering begins with 2 as title slides are not included throughout the booklet.

Using **slide 2** ask students to think about why education is important. Write these reasons on the board. Remember to ask students to try to give reasons for their ideas. Why do they think that...? Students can use the sentence construction: 'I think _____, because _____.'



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



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

10
mins



Using **slide 4**, explain about the My Voice-My School project that the students will participate in and their school partnership in developing A School for All.



More information about the My Voice-My School project can be found on the website encounteredu.com/my-voice-my-school and see **Subject Update: About: UNRWA** for further background.

Step



Show students the **My Voice-My School R0EU 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. The video can also be found at encounteredu.com/my-voice-my-school.



After you have watched the film, conduct a whole class discussion using the following questions.

- What did you learn from the video?
- How did it make you feel?
- What are you looking forward to?
- Did anything surprise you? If so, what and why?



This video showcases the involvement of middle and high school students in the project.

3

10 mins



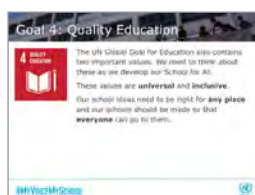
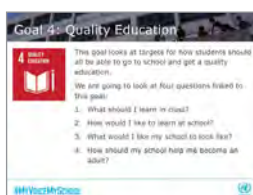
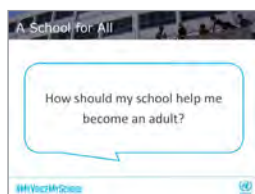
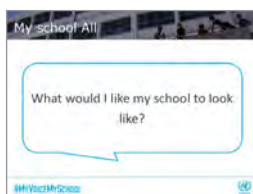
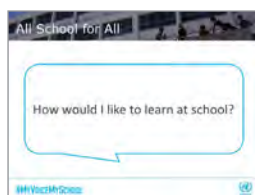
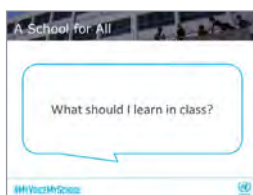
Using **slides 6-7**, explain the UN Global Goals to the class. Goal 4 Quality Education is going to provide a structure for students' design of A School of All.



Further information about the UN Global Goals and Quality Education can be found in **Subject Update: Learn more: The UN Global Goals** and **Subject Update: Learn more: UNRWA and education**. Links to student-friendly information are included in these Subject Updates.

4

25 mins



To prepare for this activity print out one copy each of **slides 10-13**. Stick each one in a different place in the classroom. Students should work in groups or pairs to come up with as many ideas for each of the questions as possible. Students can write these on sticky notes and place them below each of the print outs.



Explain how the UN Global Goals are going to guide A School for All design using **slides 8-9**. Explain the four questions in more depth using **slides 10-13**.



Check students' understanding before the activity by asking students for one or two examples for each question.

Examples could include:

- What should I learn in class? English or Maths.
- How would I like to learn at school? From books or the internet, or perhaps in small groups.
- What would I like my school to look like? More trees.
- How should my school help me to become an adult? By teaching me about careers, or how to take part in my community.

Step



Divide the class into appropriate groupings, maximum four students per group and hand out the sticky notes.



Students work in groups to come up with as many different ideas as possible in 12 minutes. Students stick their ideas below the appropriate slides.



Refer back to **slide 9**, and inform students that they are going to check if their ideas are universal and inclusive.



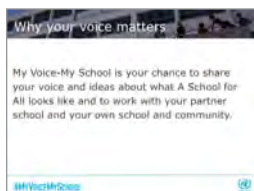
Select examples from each of the questions and ask students whether they think that these are universal and inclusive referring to the definitions on **slide 9**. For example, if a student said that learning English was something they would like to do in class, would this be something universal, i.e. appropriate for other places. In this case, the teacher might try to guide the student to change this to something like: reading & writing, or speaking & listening.



This does not need to be an exhaustive process, but is to ensure that students understand how to apply criteria to their ideas.

5

5 mins



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



Select students to share some of the ideas that they have written.



In advance of the second lesson, students should consider taking photos and or videos of their school or hobbies for the teacher to share with the partner school. These can include physical environment, staff, students, classes, etc. This will provide context for developing questions for the first video call. All photos shared should respect the privacy of students, parental consent and child protection policies in place. Any photos should be shared by teachers only and no student-to-student communication is encouraged. Photos are to be shared with the understanding that they will only be used in the context of this project.

Lesson 2:

How can we learn from others?

In advance of their first online meeting with their partner school, students will develop their questioning skills. They will learn about the different types of questioning, and practise these skills. The lesson will end with groups writing questions for the first video call between the classes.

Resources in this booklet:



Lesson Overview 2



Teacher Guidance 2



Student Sheet 2a Open and closed questions

Student Sheet 2b How to create dialogue

Student Sheet 2c Class guidelines

Resources available online:



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



Photos or short videos shared by partner school

Lesson overview

In advance of their first online meeting with their partners school, students will develop their questioning skills. They will learn about the different types of questioning, and practise these skills. The lesson will end with groups writing questions for the first video call between the classes.

Details

Time
60 minutes

Age
9-12

Skills development

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

- Ask different types of questions
- Prepare questions you would like to ask another student
- Use active listening skills

Lesson steps

Learning objectives

Resources

| | | |
|--------------------------|--|---|
| 1 10 mins ↓ | Meet your partner students Connect this lesson's learning to the previous lesson on My Voice-My School and the UN Global Goals. Use any shared multimedia to introduce your class to their partner school. | Students can describe the format of their first video call. |
| 2 10 mins ↓ | Open and closed questions Develop students' interview questions through introducing them to the idea of open and closed questions. | Students can explain the difference between open and closed questions. |
| 3 10 mins ↓ | How to create dialogue Introduce students to techniques that will help create dialogue during the video call, rather than it being a series of stop / start questions and answers. | Students can use active listening to help a conversation. |
| 4 20 mins ↓ | Interview skills practice Using group work, students practise their interview skills and apply the theory they have learned. | Students can work in groups to prepare and practise questions they would like to ask their peers. |
| 5 5 mins ↓ | Decide interview questions Student groups finalise the questions they wish to ask the students from their partner school. | Students can decide as a group which questions they would like to ask their peers. |
| 6 5 mins | Create class guidelines Ask students to consider what guidelines they should have for the video call. | Students can decide appropriate guidelines for their video call. |



Slideshow

Slideshow 2:
How can we learn from others?



Video

Photos or short videos shared by partner school



Student Sheets

Student Sheet 2a:
Open and closed questions

Student Sheet 2b:
How to create dialogue

Student Sheet 2c:
Class guidelines

Differentiation

Lesson 2 aims to develop students' questioning and listening. Even if students have little experience in questioning and listening, all students should be able to make some progress.

By support

The learning style of this lesson is centred on whole class discussion and small group work. Use the whole class discussion to identify students who may need more support in identifying open and closed questions, and applying techniques to sustain dialogue. During the practice interviews, set up mixed ability groups. Be ready to provide further support when students are delivering the mock interviews in the front of each class. The aim is to get students ready to ask and answer basic biographical questions:

'How old are you?'

'How many brothers and sisters do you have?'

'What is your favourite subject at school?'

An outcome of this lesson is students building their confidence and comfort in asking and answering questions to other students.

Step

1

10
mins

Learning objectives

You will be able to:

1. Describe the format of your first video call,
2. Explain the difference between open and closed questions.
3. Use active listening to help a conversation.
4. Work in groups to prepare and practise questions you would like to ask your peers.
5. Decide as a group which questions you would like to ask your peers and appropriate guidelines for your video call.

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First slide referred to in the booklet is slide 2 as title slide not included.

Using **slide 2** explain the learning objectives for the lesson. Students may wish to note these in their books to refer to 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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Video 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**. At the end of the video call, there will be an open question and answer session where any students can ask or answer questions.



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

Our partner school

| | |
|---|---|
| Create slides using photos and video from your partner school | Create slides using photos and video from your partner school |
| Create slides using photos and video from your partner school | Create slides using photos and video from your partner school |

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Show the students the photos and / or short videos sent by your partner school. Students should use these to inform the questions that they ask in the first video call.



Ask students to come up with ideas for questions based on the photos that have been shared.



Student Voice films from previous iterations of My Voice-My School are available at encounteredu.com/my-voice-my-school. You could 'flip' the learning by asking students to watch some of these videos in their own time and discuss thoughts and reflections during lesson time.

Step

2

10 mins

Open and closed questions

A **closed question** can be answered with a simple 'yes' or 'no', or a simple piece of information.
E.g. Do you like school?

An **open question** gives the person replying the chance to say anything they think.
E.g. What do you like about school?

Open or closed?

Would you go to school if you didn't have to?

Open or closed?

What do you think makes your school good?

Open or closed?

Why is education important?

Open or closed?

What subjects do you study?

Open or closed?

How does education prepare you for a adult life?

Open or closed?

Does your education prepare you for a adult life?

Open or closed?

How would you improve your school?

Open or closed - summary

| Open questions | Closed questions |
|--|------------------------------------|
| - Longer, more personal answers | - Simple and short answers |
| - Sometimes more difficult to answer | - Easy to answer |
| - Often start with Why? How? or Tell me about... | - Good for beginning of interviews |



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 summarise the main strengths of open and closed questions.

3

10 mins

How to create dialogue

When we speak to a friend it is easy to just chat.
When we speak to someone new or in a formal setting like in class, it can become more difficult.
How can we learn how to change this?

Example dialogue

What subjects do you study?
I study maths, science and languages.

Example dialogue

What subjects do you study?
I study maths, science and languages.
In my school, we study art as well.

Example dialogue

What subjects do you study?
I study maths, science and languages.
In my school, we study art as well.
Is art your favourite subject?
Yes.

Example dialogue

What subjects do you study?
I study maths, science and languages.
In my school, we study art as well.
Is art your favourite subject?
Yes.
Can you tell a little more about that?



Use **slide 16** to explain the problem that many people have when they have a conversation with someone they do not know or when they are in a formal situation. Hand out copies of **Student Sheet 2b**, one copy between two is fine. Use the example dialogue on **slides 17-20** to support students.



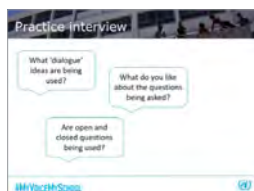
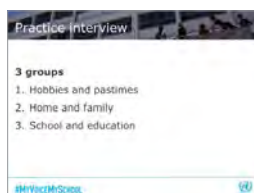
Ensure that students can identify the techniques used. **Slide 18** the response uses 'Share your view'. **Slide 19** shows the use of a follow-up question. **Slide 20** invites someone to say more.

Using some of the example questions on **slides 8-14**, ask students to identify different techniques for creating dialogue. Students should give the name of the technique and an appropriate example.

Step

4

20
mins



Ask students to work in three groups. If you have a large class, you can double up on the groups, with two groups working on each topic. Assign each group one of the topics on **slide 21**. Use **slide 22** to describe the group work activity.

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

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

Invite groups of students to perform a mock interview at the front of the class. Students observing should note the use of any of the techniques on **Student Sheet 2b**, and think what they like about the questions that are asked.

Use **slide 23** to review the points covered on interview skills so far.

Step

5

5
mins

Deciding your final questions

Each group:

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

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Use **slide 24** to guide each group (both teams working together) to develop their five questions for next lesson's video call.



These questions should be placed in order of importance in case there is limited time during the call. Students should also think about how they could create more dialogue.

6

5
mins

Class guidelines

What guidelines will make the video conversations go well?

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Using **slide 25** and **Student Sheet 2d**, discuss and agree class guidelines 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: Debate via video chat** and **Subject Update: How to: Work with sensitive issues**.

STUDENT SHEET 2a:

Open and closed questions

We use different kinds of questions all the time. Most questions can be divided into two types: **open** and **closed**.

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

Example: 'What do you like about school?'

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

Example: 'Do you like school?'

Activity 1

In pairs, 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 adult life?
6. How does education prepare you for adult life?
7. How would you improve your school?

Discussion

1. Why are closed questions useful?
2. Why are open questions useful?
3. Can you give another example of a closed question?
4. Can you give another example of an open question?

STUDENT SHEET 2b:

How to create dialogue

When we speak to a friend it is easy to just chat. When we speak to someone in a new or formal place, it can be difficult to chat. Here are some ideas to make it all easier.

Make a suggestion...

'Have you thought of...?'

Invite someone to say more...

For example, ask

'Can you say a little more about that?'

Think of a follow-up question...

If someone lists their schools subjects, ask 'Which is your favourite?'

Repeat back what you think someone has said...

This can make sure you understood.

Share something more personal...

'I remember when...'

Reflect on topics...

'Yes, I sometimes think that...'

Show you are listening...

Try things like eye contact, a tilt of the head, nod, etc.

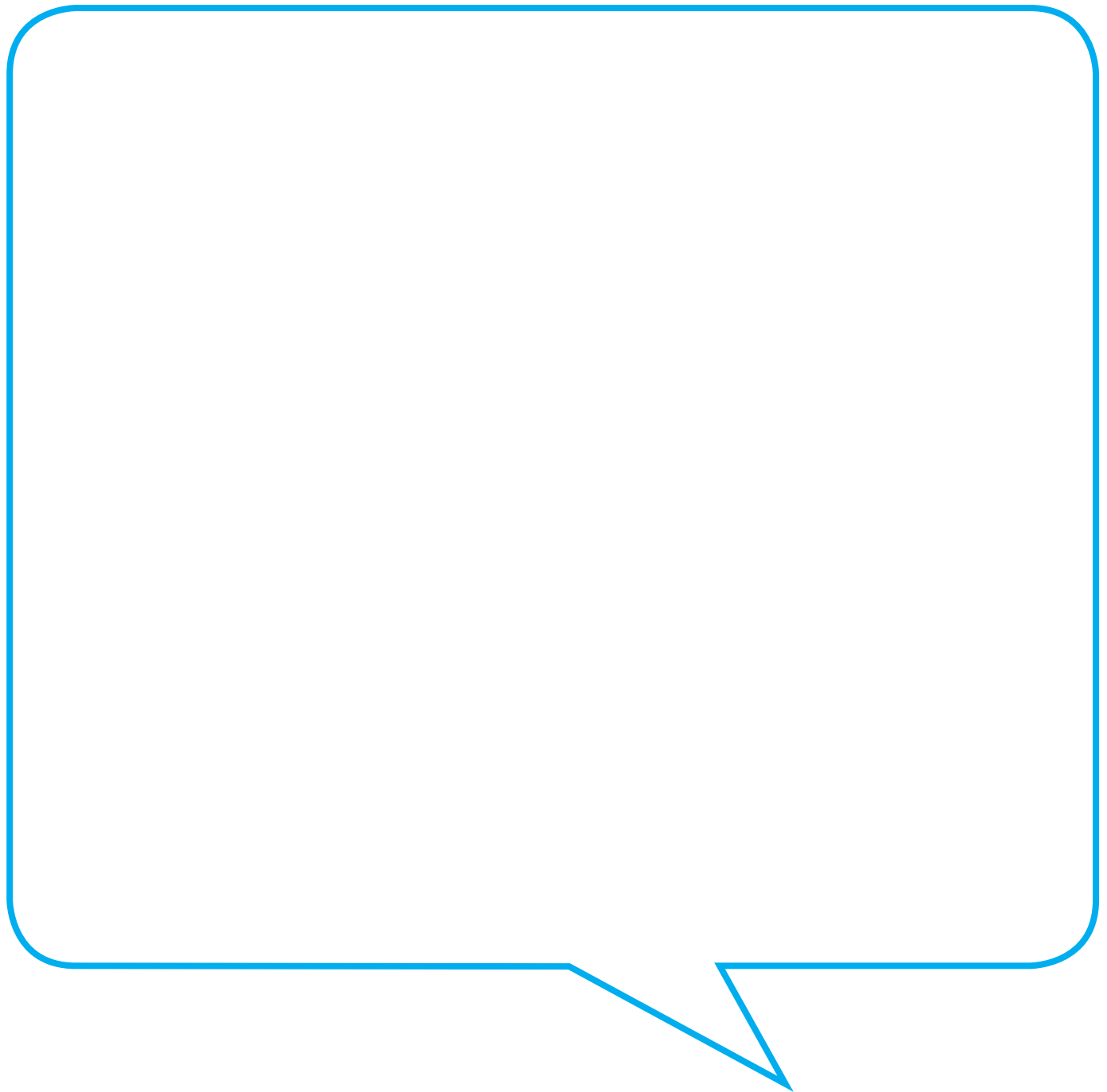
Share your view...

'In my school, ...' or 'For me, ...'

STUDENT SHEET 2c: 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 school 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 3:

What is school like where you live?

page 1 of 4

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.

Lesson steps

| | | |
|--------------------------|--|--|
| 1 5 mins ↓ | Preparing for the video call Review the class guidelines and questions from the previous lesson. | Students recall guidelines and questions from previous lesson. |
| 2 45 mins ↓ | Video Call Work through the discussion topics with your partner class via video chat. | Students can apply questioning and active listening skills. |
| 3 10 mins | Review Review the lesson with your class and reflect on this unique experience. | Students can reflect on connecting to peers across borders. |

Differentiation

Lesson 3 sees students ask and answer questions via video chat with their partner school. Because of the use of a single connection, not every student will be active during the call. Support students to play an active role and to feel included.

By support

At the elementary level, teachers can play a more involved role during the video call. This can be through encouraging, rewording and praising students involved. Students who may be prone to withdrawing from activities can be name-checked if their question is asked as part of the call, even if they do not do this themselves. Identify students who you know would like to ask a question but may not have the confidence to be one of the students at the front of the class in this first call. Involve these students in the open question and answer section of the call. There are more opportunities to play a larger role in future calls.

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@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 ABCya's Word Cloud (http://www.abcya.com/word_clouds.htm).

Details

| | |
|-------------|------------|
| Time | Age |
| 60 minutes | 9-12 |

Skills development

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

- Apply questioning and active listening skills
- Reflect on connecting across borders

Resources

Slideshow

Slideshow 3:
What is school like where you live?

Activity Overview

Activity Overview 3:
Video call preparation

Subject Updates

Subject Update: How to: Debate via video chat

Subject Update: How to: Google Hangouts Meet

Subject Update: How to: Work with sensitive issues

Step

1

5
mins

Learning objectives

You will be able to:

1. Recall guidelines and questions from the previous lesson.
2. Apply your questioning and active listening skills.
3. Reflect on connecting across borders.

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



Slide numbering begins with 2 as title slides are not included throughout booklet.

Using **slide 2**, 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 sections of the video call. Also remind students that they should have a pen and paper to keep notes during the video call.



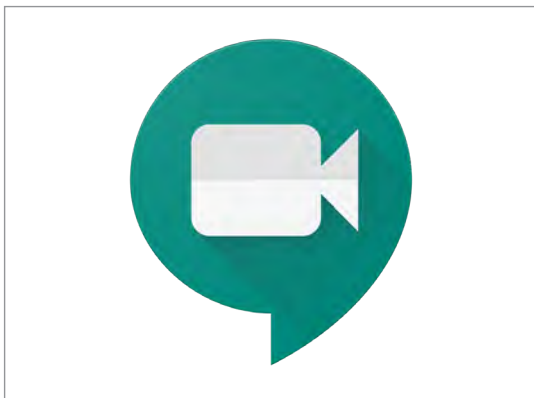
In terms of timings for the different sections, you will probably have 40-45 minutes for the whole video call. There are two main priorities: breaking the ice using the hobbies and pastimes and home and family topics; and then getting into deeper discussion about school and education. The final section 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 - Breaking the ice, 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 - Concluding with 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.



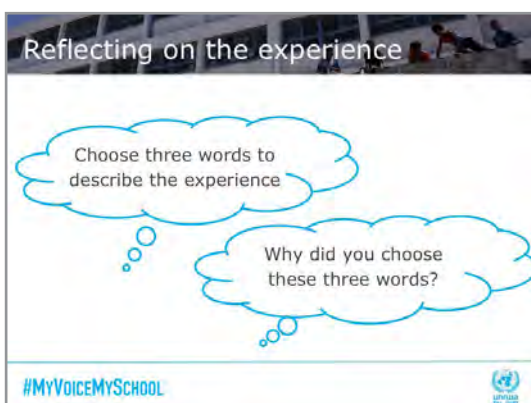
Don't forget to say 'bye'!



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



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.

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 sharing videos and photos between the classes prior to Lesson 2 which provides an 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, techniques to create dialogue, 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, e.g. 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 we include everyone's ideas?

During this lesson, students are introduced to using surveys. Surveys are used to gather input and ideas from the wider school community. Working in groups, the students plan how to survey their school and local community. In Lesson 5, student groups will analyse the results of the surveys and use this information to inform their school designs.

Resources in this booklet:



Lesson Overview 4



Teacher Guidance 4



Student Sheet 4a Attitude survey

Student Sheet 4b Tally survey

Student Sheet 4c Ranking survey

Student Sheet 4d Open survey

Student Sheet 4e Example surveys

Resources available online:



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

LESSON 4:

How can we include everyone's ideas?

page 1 of 4

Lesson overview

During this lesson, students are introduced to using surveys. Surveys are used to gather input and ideas from the wider school community. Working in groups, the students plan how to survey their school and local community. In Lesson 5, student groups will analyse the results of the surveys and use this information to inform their school designs.

Details

Time
60 minutes

Age
9-12

Skills development

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



- Apply a range of different survey techniques
- Conduct surveys

Lesson steps

Learning objectives

| | | |
|--------------------------|--|--|
| 1 10 mins ↓ | An inclusive and universal school Have the students review the questions and values that are needed for A School for All as well as reflect on their learning from the video call. | Students understand the importance of engaging the school community. |
| 2 15 mins ↓ | Different survey techniques Describe the range of survey techniques students could use when designing their inclusive and universal school. | Students know about a range of survey tools. |
| 3 30 mins ↓ | Designing a survey Organize student working groups when they design their surveys to gain input from the school and wider community. | Students can work together in groups to design and implement a survey. |
| 4 5 mins | Agreeing on next steps Guide students as they agree the next steps in the project for conducting their surveys successfully. | Students can plan for their own independent learning. |

Resources

-  **Slideshow**
Slideshow 4:
How can we include everyone's ideas?
-  **Student Sheets**
Student Sheet 4a:
Attitude survey
Student Sheet 4b:
Tally survey
Student Sheet 4c:
Ranking survey
Student Sheet 4d:
Open question survey
Student Sheet 4e:
Example surveys

Differentiation

Lesson 4 is the survey design lesson. Further ideas for differentiation are included in the teacher guidance. The important outcome is that each student has an appropriate survey to use during the following learning session according to their abilities: beginners, intermediate and advance.

By task

Depending on your students' abilities and experience in creating surveys, select the most appropriate level of challenge from the three options listed in the teacher guidance: beginner, intermediate and advanced. These levels are relative to each other.

Extension

Students can conduct their surveys or research during the next lesson, which is independent learning time. Students can work at their own pace, with guidance from the teacher where necessary.

Step

1

10
mins



Reflecting on our video call

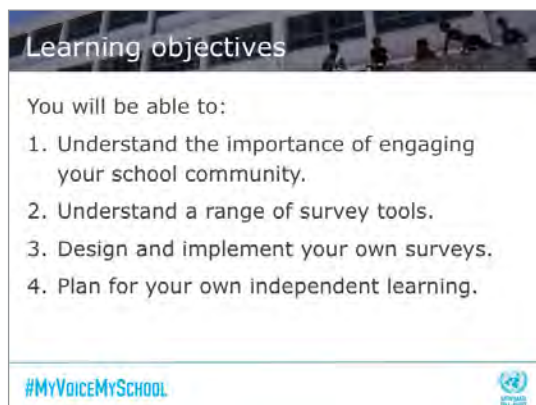
What did we learn from our video call and how did it make us feel?

#MyVoiceMySchool



Slide numbering begins with 2 as title slides are not included throughout booklet.

Using **slide 2**, before starting the main body of the lesson, take a moment to reflect on the video call from the previous session.



Learning objectives

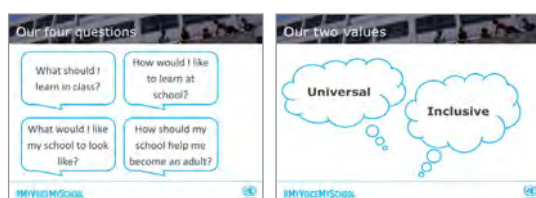
You will be able to:

1. Understand the importance of engaging your school community.
2. Understand a range of survey tools.
3. Design and implement your own surveys.
4. Plan for your own independent learning.

#MyVoiceMySchool



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



Our four questions

What should I learn in class?

How would I like to learn at school?

What would I like my school to look like?

How should my school help me become an adult?

Our two values

Universal

Inclusive

#MyVoiceMySchool



Using **slides 4-5**, remind students of the four questions and two values that they will be using to guide the design of A School for All. This lesson will be looking at how the process can become participatory and will involve learning how to survey members of the school and community to include their views.

Step

2

15
mins

Conducting a survey

1. Choose your topic.
2. Design your survey.
3. Choose your audience.
4. Ask people questions.
5. Analyse the results.

IMYUcM2086L

Different survey types

1. Attitude survey
2. Tally survey
3. Ranking survey
4. Open survey

IMYUcM2086L

Attitude survey

Attitude surveys are used to understand what people think about different topics.

For example, what people think about how important different school subjects are.

IMYUcM2086L

Tally survey

A tally survey is used to count the number of times something occurs.

This could be to count what kind of transport students use to get to school.

IMYUcM2086L

Ranking survey

A ranking survey is used to compare how important different answers are to each other.

This could be ranking in importance how school can prepare students for adult life.

IMYUcM2086L

Open survey

An open survey does not have set answers like the other surveys that we have looked at. Instead it allows respondents to reply with any answer that they think of.

This could be used to ask students to describe their ideal school environment.

IMYUcM2086L



How you conduct this next section will depend on the ability of your students. **Slides 6-11** and **Student Sheets 4a-4d** provide detailed information about different types of survey that can be used for your class. There could be too much choice and you may wish to focus on just two types of survey and assign each group a particular survey type and the question that they will be looking at.

It is suggested that you split your class into four or eight groups. Make sure that there are an equal number of groups surveying for each of the four questions listed on **slide 4**.

Advanced option

Assign each group a question and let them decide which survey technique they would like to use.

Intermediate option

Assign each group a question and type of survey:

- What should I learn in class? Attitude survey
- How would I like to learn at school? Tally survey
- How should my school help me become an adult? Ranking survey
- What should my school look like? Open survey

Beginner option

Assign each group a question and use just two types of survey:

- What should I learn in class? with a simple tally survey of which subjects are important.
- How would I like to learn at school? with an open survey asking respondents for three words.
- How should my school help me become an adult? with a simple tally survey asking respondents to choose from a list.
- What should my school look like? with an open survey asking respondents to describe an ideal school environment in three words.

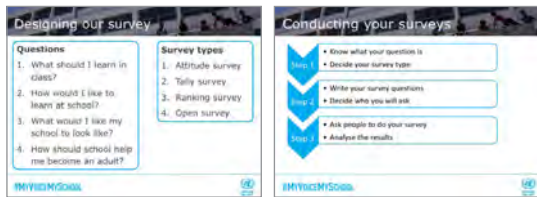


Depending on the option you decide to use, go through the information on **slides 6-11** and the relevant **Student Sheets**.

Step

3

30
mins



Using **slide 12**, students should be assigned to their groups based on the option selected above. Each group should know their question and survey type.



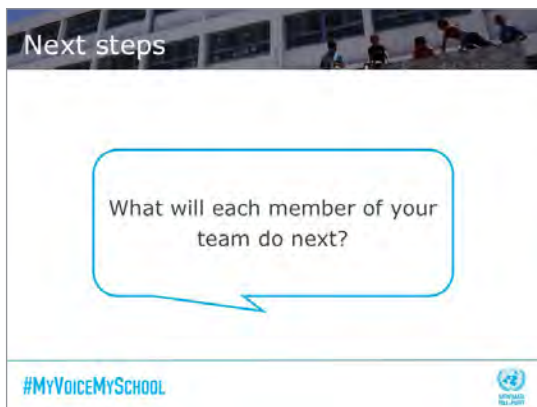
Slide 13 shows the steps that the students will go through over the next three sessions. This session will take in steps 1 and 2. Conducting the survey will take place in the next session and then analysis in the session after that.



Students work in groups to write out the survey they are going to use to gather more information. They should use the information on the relevant **Student Sheets 4a-4d** to help. This can be done using a word processing programme or hand written. Students should consider how many copies they need and how many people they are going to ask.

4

5
mins



Using **slide 14**, conclude the lesson by asking each group the following questions:

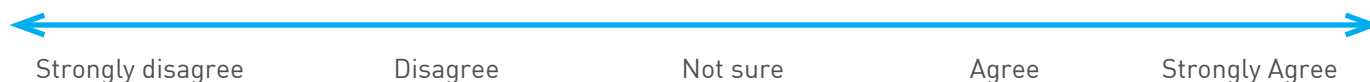
- Have you designed your survey?
- Do you have enough copies?
- Do you know who you are going to ask?
- Do you know who is going to ask the questions and when you are going to do this?
- Who is in charge of keeping completed surveys safe?

STUDENT SHEET 4a:

Attitude Surveys

Attitude surveys are used to understand what people think about topics.

They normally use a scale of answers, for example:



Each person answering the survey is asked to circle which answer they feel is right. Sometimes, the middle value 'Not sure' is left out, so people have to show their view.

For this example survey, we want to know which school subjects students and other members of the community think are important.

School Subject Survey

For this survey, I am interested in knowing which school subjects you think are important. For each subject, you will be asked if it is:

- Very important
- Quite important
- Not sure
- Less important
- Not important

| Subject | Very important | Quite important | Not sure | Less important | Not important |
|---------------|----------------|-----------------|----------|----------------|---------------|
| Maths | X | | | | |
| Literacy | | X | | | |
| Science | | X | | | |
| History | | | X | | |
| Geography | | | | X | |
| Civics | | X | | | |
| Games / Sport | X | | | | |
| ... | | | | | |

Who to survey?

How do you know how important a subject might be later in life if you are still at school? Should you ask both students and adults as well? What view would teachers have about this topic?

STUDENT SHEET 4b:

Tally Survey

Tally surveys are used to count numbers of things. You might want to know about the different forms of transport that students use to get to school.

A survey table might look like this:

Student transport to school

| Colour | Tally | Total |
|---------|-------|-------|
| Walking | | 9 |
| Bicycle | | 10 |
| Bus | | 2 |
| Car | | 1 |
| ... | | |

To mark counting one of something, we make a vertical line |. When we have counted four we put a diagonal line through all four to mark five.

| | |
|-------|---|
| One | |
| Two | |
| Three | |
| Four | |
| Five | / |
| Six | / |
| Ten | / |

This makes it easier to count all the tallies to get to the total.

Tally surveys for our School for All

We can use this to survey different questions for our School for All. For example, we can look at the qualities of our teacher for our school. List the qualities, e.g. kind, clever, can control a class, emotional support, and then make a tally chart for these.

STUDENT SHEET 4c: Ranking Survey

Ranking surveys are useful if you want to compare how important different answers are to each other. When you are planning A School for All, you may want to know the most important idea for a particular theme.

For example, we may want to know how a school should prepare students for adult life. We may have several ideas that we have come up with as a group, such as:

- Get a job
- Look after a family
- Have good relationships with others
- Be confident about who I am
- Participate in my community
- Look after the environment
- Help other people

This is a lot to work on, and we may only be able to look at the top three when we make our design for our school.

To solve this problem, we can make a ranking survey like the example below.

| How should my school help me become an adult? | |
|---|---|
| Place these answers in order of importance from 1 to 7. | |
| Get a job | 1 |
| Look after a family | 5 |
| Have good relationships with others | 3 |
| Be confident about who I am | 6 |
| Participate in my community | 7 |
| Look after the environment | 4 |
| Help other people | 2 |

In the next lesson, we will look at how this information can be analysed and shared.

STUDENT SHEET 4d:

Open Question Survey

Open question surveys are where there are no set answers to the question. In other surveys we have looked at, there have always been set answers. For example, an attitude survey gives only a choice of four or five answers to each statement. Tally surveys are only for counting the number of something such as the colour of cars in the local area.

Open question surveys allow you to get a lot of different responses. This is great, but you may also find that you have many different answers, and it is hard to find any patterns. One way to get around this is to ask for a limited number of words.

An example might be for the school environment.

What three words would you choose to describe your perfect school environment?

You may get answers like the following...

green open safe
flowers beautiful trees
beautiful safe trees
playground safe flowers
flowers open painting
murals flowers trees
open safe green
green open inclusive

How else could you use this kind of survey to find out more ideas for A School for All?

In the next lesson, we will look at a fun way of analysing all these words.

STUDENT SHEET 4e: Example surveys

Below are examples of surveys that students can copy and complete. Some survey types may need to be copied before students use them.

Beginner surveys

1. 'What should I learn in class?' Tally Survey

Students can copy and complete the following table on a separate sheet of paper.

| Survey – What is the most important school subject? | | |
|---|---|-------|
| Subject | Tally – mark each response with a vertical line | Total |
| <i>English</i> | | |
| <i>Maths</i> | | |
| <i>Art</i> | | |
| <i>Arabic</i> | | |
| <i>Science</i> | | |
| ... | | |

2. 'How would I like to learn at school?' Open Survey

Students can copy and complete the following table on a separate sheet of paper.

| Survey – How would you like to learn at school? |
|---|
| What three words would you use to describe how you would like to learn at school? |
| |

STUDENT SHEET 4e: Example surveys

3. 'How should my school help me become an adult?' Tally Survey

Students can copy and complete the following table on a separate sheet of paper.

| Survey – How should school help you become an adult? | | |
|--|---|-------|
| Ideas | Tally – mark each response with a vertical line | Total |
| <i>Get a job</i> | | |
| <i>Look after a family</i> | | |
| <i>Have good relationships with others</i> | | |
| <i>Be confident in who I am</i> | | |
| <i>Look after the environment</i> | | |
| <i>Help other people</i> | | |
| <i>Participate in my community</i> | | |

4. 'What should my school look like?' Open survey

Students can copy and complete the following table on a separate sheet of paper.

| Survey – What should my school look like? |
|--|
| What three words would you use to describe what should school look like? |
| |

STUDENT SHEET 4e:

Example surveys

Intermediate surveys

1. 'What should I learn in class?' Attitude Survey

Students can copy and complete the following table on a separate sheet of paper. Copies will need to be made.

| Survey – What is the most important school subject? | | | | | |
|---|----------------|-----------------|----------|----------------|---------------|
| Subject | Very important | Quite important | Not sure | Less important | Not important |
| <i>English</i> | | | | | |
| <i>Maths</i> | | | | | |
| <i>Art</i> | | | | | |
| <i>Arabic</i> | | | | | |
| <i>Science</i> | | | | | |
| ... | | | | | |

2. 'How would I like to learn at school?' Tally Survey

Students can copy and complete the following table on a separate sheet of paper.

| Survey – What qualities should an ideal teacher have? | | |
|---|---|-------|
| Ideas | Tally – mark each response with a vertical line | Total |
| <i>Kind</i> | | |
| <i>Clever</i> | | |
| <i>Can control a class</i> | | |
| <i>Emotional support</i> | | |
| <i>Good with technology</i> | | |
| ... | | |
| ... | | |

STUDENT SHEET 4e: Example surveys

3. 'How should my school help me become an adult?' Ranking Survey

Students can copy and complete the following table on a separate sheet of paper.

[illegible]

4. 'What should my school look like?' Open survey

Students can copy and complete the following table on a separate sheet of paper.

| Survey – What should my school look like? |
|--|
| What three words would you use to describe what should school look like? |
| |

Lesson 5:

What are the views of our school community?

During this lesson, students will analyse the results of their surveys using simple charts and visualisations. These will be used as the basis for the second video call in the following lesson.

Resources in this booklet:



Lesson Overview 5



Teacher Guidance 5



Student Sheet 5a Making a bar chart

Student Sheet 5b Making a pie chart

Student Sheet 5c Making a ranking chart

Student Sheet 5d Making a word cloud

Resources available online:



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

LESSON 5:

What are the views of our school community?

Lesson overview

During this lesson, students will analyse the results of their surveys using simple charts and visualisations. These will be used as the basis for the second video call in the following lesson.

Details

Time

60 minutes

Age

9-12

Skills development

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

- Apply a range of charts to represent data
- Communicate data effectively

Lesson steps

Learning objectives

Resources

| | | |
|--------------------------|--|---|
| 1 10 mins ↓ | Reviewing our surveys Help students reflect on the surveys and share any learnings from the process. This may have been their first chance to conduct this kind of work. | Students can reflect on the experience of conducting a survey. |
| 2 15 mins ↓ | Different chart techniques Present the range of different chart techniques that students can use to turn their data into something that is easier to understand and communicate. | Students know about different types of charts and visualisations. |
| 3 30 mins ↓ | Creating our charts Organize mixed-ability working groups to choose and create charts or other data visualisations based on their surveys. These will be used for the next video call. | <p>Students can use charts to communicate with each other effectively.</p> <p>Students can work together to analyse data.</p> |
| 4 5 mins | Preparing for the video call Review with students what they are planning to say and share during the video call in the next lesson. | Students can plan how to use data to communicate with their partner school. |

**Slideshow**

Slideshow 5:
What are the views of our community?

**Student Sheets**

Student Sheet 5a:
Making a bar chart

Student Sheet 5b:
Making a pie chart

Student Sheet 5c:
Making a ranking chart

Student Sheet 5d:
Making a word cloud

Differentiation

Lesson 5 is the data visualisation lesson. Further ideas for differentiation are included in the teacher guidance. The important outcome is that each mixed-ability group creates a visual of the data they have gathered from their surveys.

By task

Use the challenge levels (beginner, intermediate and advanced) that were appropriate in Lesson 4 as a guide to select appropriate tasks for this lesson. See the teacher guidance for more details.

Step

1

10
mins

Reflecting on our surveys

What did we learn from our surveys?
What was the best bit of doing surveys?

#MyVoiceMySchool



Before starting the main body of the lesson, use **slide 2** (slide 1 is the title slide) to take a moment to reflect on the students' experience of conducting the surveys.

Learning objectives

You will be able to:

1. Reflect on the experience of conducting a survey.
2. Choose and create the right chart or visual for your data.
3. Communicate ideas effectively using charts and visuals.
4. Work together to analyse data.
5. Use data to communicate with your partner school.

#MyVoiceMySchool



Explain the learning objectives for the lesson, using **slide 3**. Students may wish to note these in their books to refer to at the end of the lesson.

2

15
mins

Charts and visuals

#MyVoiceMySchool

Bar chart

A bar chart is an easy way to show how many people have selected a certain answer.

This example shows the number of people who thought different school subjects were important.

#MyVoiceMySchool

Pie chart

A pie chart is an easy way to show different values compared to each other. It takes a little bit more maths than using a bar chart.

This example shows views on the questions needed by teachers.

#MyVoiceMySchool

Ranking chart

A ranking chart is another easy way to compare how popular different items are. It involves a little more maths than a bar chart, such as calculating the average.

This example ranks ways in which school should prepare students for adult life.

#MyVoiceMySchool

Word cloud

A word cloud is not a chart in a strict sense, but it is a very good way of making the information from open surveys easier to communicate.

This shows ideas for the school environment.

#MyVoiceMySchool



You and your students may have access to, and be comfortable with using computer software to create charts. If this is the case, these can be used as an alternative to the paper-based options listed below.



How you conduct this next section will depend on the ability of your students. **Slides 4-8** and **Student Sheets 5a-5d** provide detailed information about different types of charts or visuals that can be used for your class. There could be too much choice and you may wish to focus on just two types of chart.

Additional equipment

- Bar charts require: paper and coloured pens
- Pie charts require: paper, compass, protractor and coloured pens
- Ranking charts require: paper and coloured pens
- Word clouds require: access to a connected laptop or desktop and a printer to print out results

Students should continue to work in the groups assigned to them for the surveys.

Advanced option

Let each group decide which chart or visual they would like to use.

Step



Intermediate option

Assign each group a specific chart or visual to use:

- Attitude survey – bar chart
- Tally survey – bar chart or pie chart
- Ranking survey – ranking chart
- Open survey – word cloud (ICT needed)

Beginner option

Assign each group a question and use just two types of survey:

- Attitude survey – bar chart
- Tally survey – bar chart
- Ranking survey – ranking chart
- Open survey – bar chart (use frequency of words or themes appearing)



Depending on the option you decide to use, go through the information on **slides 4-8** and the relevant **Student Sheets**.

3

30
mins



Based on the options above, each group should know their chart or visual type.



Slide 9 shows the steps that the students will go through for the rest of this lesson to complete their chart or visual. Groups may decide to create more than one chart.



Students work in groups to create their charts or visuals. They should use the information on the relevant **Student Sheets 5a-5d** to help.



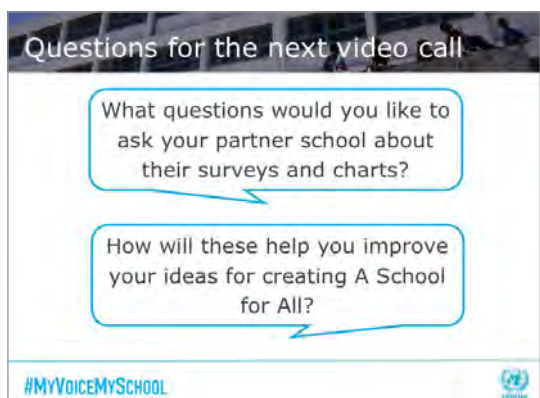
Students may already be familiar with using spreadsheet programmes to create charts and can use this method if preferred.



Use **slide 10** to prompt groups to come up with three concluding statements that they can use to introduce their survey results in the next lesson.

4

5
mins



Conclude the lesson by asking each group to consider the two questions on **slide 11**.



Students can use software programmes for slideshows and other graphics to help display and share their work. These can be shared with your partner school in advance of the next lesson. For students who are creating paper versions, photos of student work can still be shared in advance of the video call.

STUDENT SHEET 5a: Making a bar chart

A bar chart is an easy way to show how many people have selected a certain answer. We are going to work through an example that shows how to turn an Attitude Survey about school subjects into a bar chart.

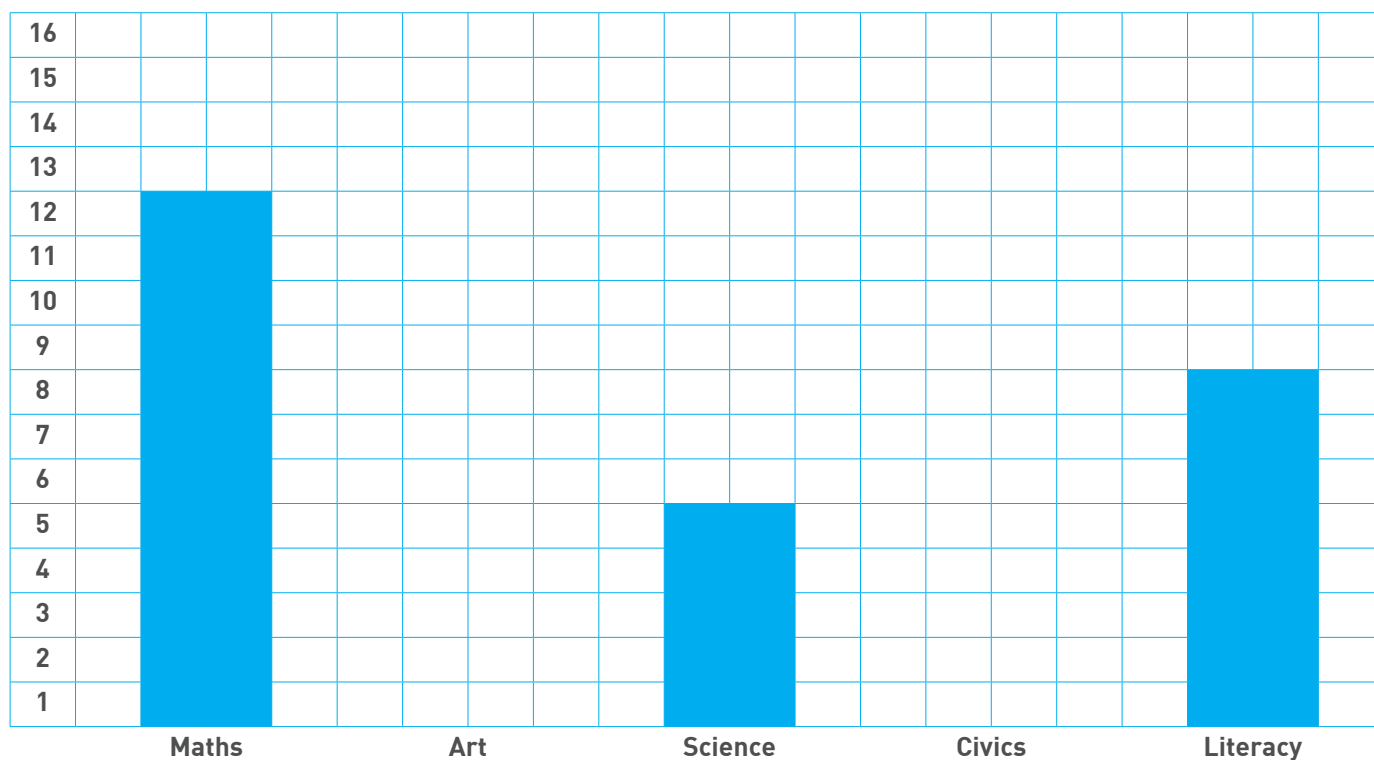
Step 1 – making a table

The first step involves making a table to add up all the different responses. We want to see how many people think the different subjects are 'very important' or 'quite important'.

| Subject | Very important | Quite important | Total |
|----------|----------------|-----------------|-------|
| Maths | 5 | 7 | 12 |
| Art | 4 | 8 | 12 |
| Science | 3 | 2 | 5 |
| Civics | 2 | 4 | 6 |
| Literacy | 7 | 1 | 8 |

Step 2 – making our bar chart

- Take some squared paper.
- Write the subjects in equal spacing along the horizontal (or bottom) axis.
- Along the vertical (or side) axis, you will need to mark the numbers for the totals. Make sure that you have enough space to fit all your totals.
- Then shade draw a vertical bar from the bottom axis to the number for the total. You can see some examples below.
- Shade in the bar and repeat for all the totals.



STUDENT SHEET 5b:

Making a pie chart

A pie chart is an easy way to show different values compared to each other. It takes a little bit more maths than using a bar chart.

Step 1 – making a table

We may have used a tally survey to ask students for the different qualities they think make a good teacher. Here's an example:

| Quality | Number | Per cent | Degrees |
|-------------------|-----------|-------------|-------------|
| Kind | 5 | 25% | 90° |
| Clever | 8 | 40% | 144° |
| Emotional support | 2 | | |
| Control a class | 5 | | |
| Total | 20 | 100% | 360° |

i) To calculate the per cent, we divide the number by the total and multiply by 100.

$$\begin{aligned}\text{number} \div \text{total} \times 100 &= \text{per cent} \\ 5 \div 20 \times 100 &= 25\%\end{aligned}$$

ii) To calculate the degrees, we need to find out how many degrees out of the total 360° this per cent figure will be.

$$\begin{aligned}\text{per cent} \times 360^\circ &= \text{degrees to shade} \\ 25\% \times 360^\circ &= 90^\circ\end{aligned}$$

Can you work out the remaining figures? You can use a calculator to help you. Remember that per cent means /100. When you are calculating the degrees, you will need to work out, for example, $25 / 100 \times 360^\circ$.

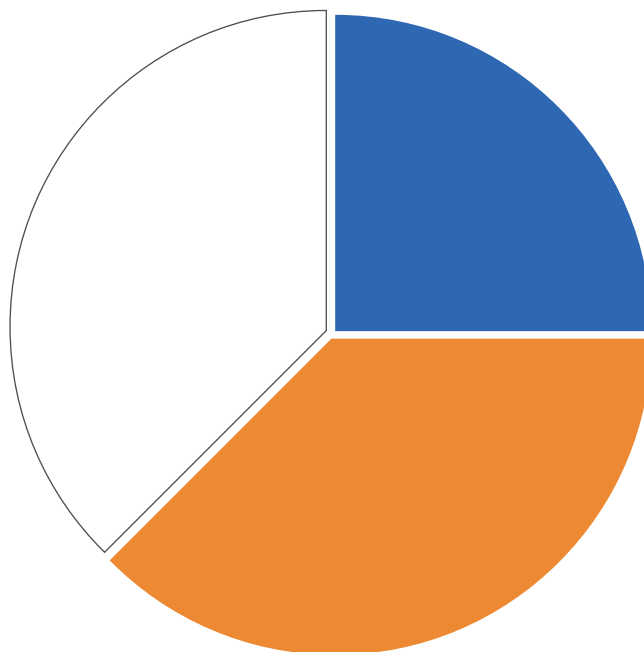
Step 2 – making our pie chart

- Take some blank or squared paper.
- Draw a circle, with a radius of 8cm, using a compass.
- Draw a line from the top point of the circumference (edge) of the circle to the centre of the circle.
- Use a protractor to measure the number of degrees to represent a quality and mark this point on the circumference (edge). Draw a line from this point to the centre and shade.
- Make your next line, by measuring the number of degrees from your last line. Mark this point on the circumference (edge). Draw a line from this point to the centre and shade.
- Repeat until you have completed all the qualities.

STUDENT SHEET 5b: Making a pie chart

Try this out using the example below:

Teacher qualities



- ☒ Kind
- ☒ Clever
- ☐ Emotional support
- ☐ Control a class

STUDENT SHEET 5c:

Making a ranking chart

A ranking chart is another easy way to compare how popular different items are. It involves a little more maths than a bar chart, such as calculating the average.

Step 1 – making a table

We may have used a ranking survey to ask students for the different ways that school can prepare students for adult life. Here's an example:

| Idea | Values | Sum of values | Number of values | Average |
|---------------|---------------|---------------|------------------|---------|
| Getting a job | 1, 2, 1, 2, 1 | 7 | 5 | 1.4 |
| Family | 2, 3, 2, 3, 2 | 12 | 5 | 2.4 |
| Confidence | 4, 1, 3, 4, 4 | 16 | 5 | 3.1 |
| Participating | 3, 4, 4, 1, 3 | | 5 | |

- i) Calculate the sum of all the values for each idea by adding up each of the values.

Example: Getting a job $1+2+1+2+1 = 7$

- ii) Count the number of values there are.

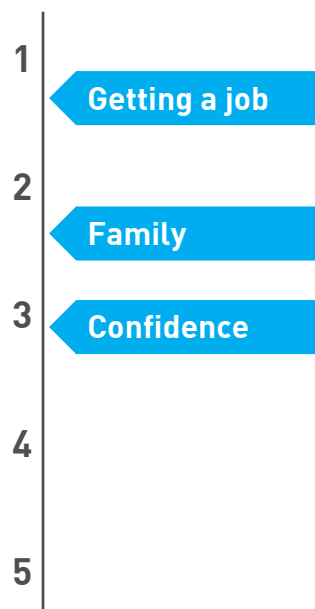
- iii) Calculate the average, by dividing the sum by the number of values.

Formula: $\text{sum} \div \text{number of values} = \text{average}$

Example: $7 \div 5 = 1.4$

Step 2 – making our ranking chart

- i) Take some squared paper.
- ii) Draw a vertical axis (line) that has the numbers from 1 to the total number of values you have – 5 in our example.
- iii) Mark the point on the vertical axis (line) for each average and draw an arrow shape with the name of the quality in it.
- iv) You can see an example below. Can you complete this chart?



STUDENT SHEET 5d: Making a word cloud

A word cloud is not a chart in a strict sense, but it is a very good way of making the information from open surveys easier to communicate.

The easiest way of making a word cloud is using an online tool.

Step 1 – recording your open survey results

- i) The first thing you will need to do is to write all your survey results in a word processing document. Remember to leave out any punctuation, leave a space between words and make sure that there are no capital letters.
- ii) The example below shows some of the results you may have received if you asked for three words to describe the ideal school environment:

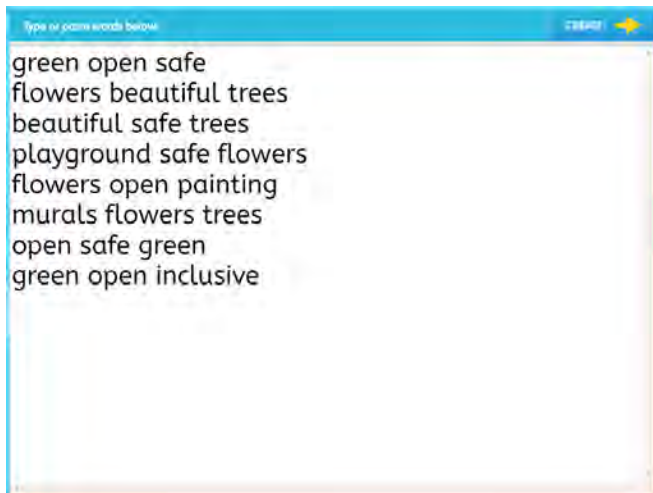
green open safe
flowers beautiful trees
beautiful safe trees
playground safe flowers
murals flowers trees
flowers open painting
open safe green
green open inclusive

Step 2 – using an online word cloud tool

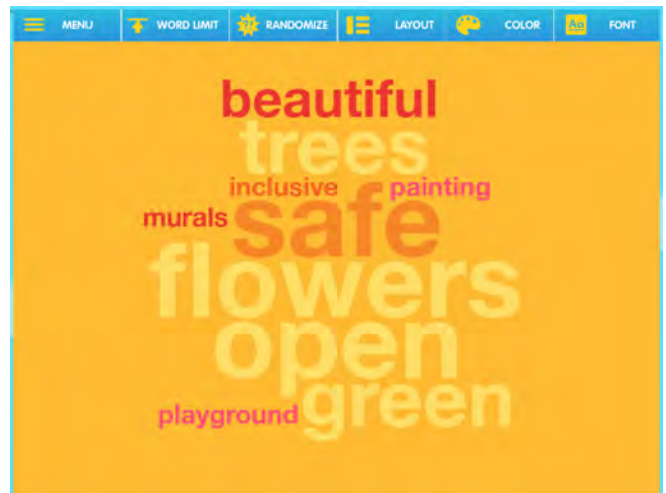


- i) We have found ABCya's word cloud at http://www.abcya.com/word_clouds.htm to be great.
- ii) Open this link in a web browser and you should see the screen above.
- iii) Click on the triangular play button and you should see the following screen.
- iv) Click start.

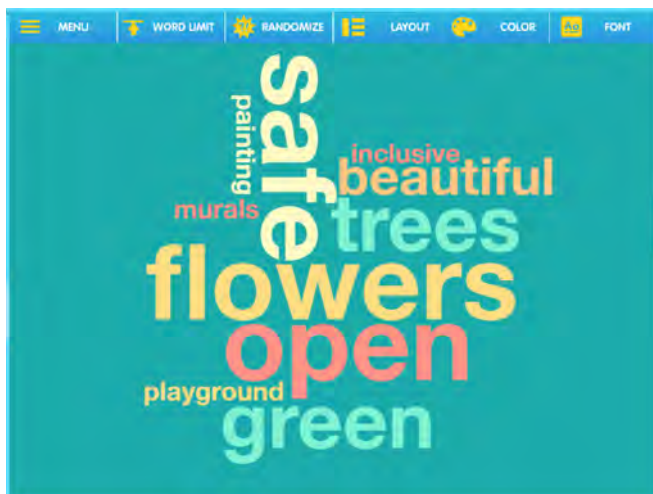
STUDENT SHEET 5d: Making a word cloud



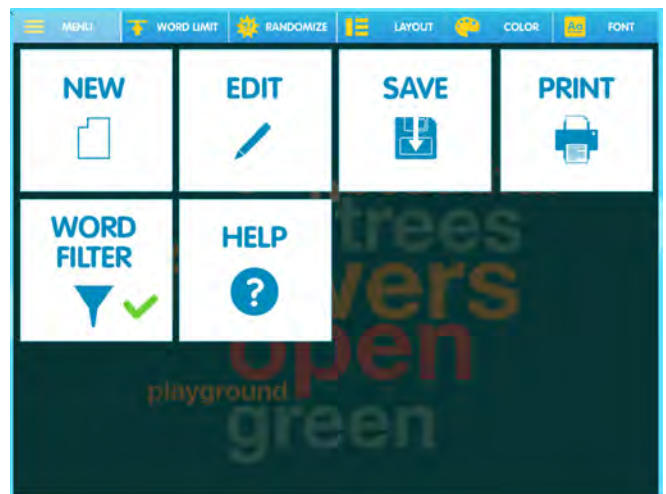
v) Then paste all your words into the blank space as above. You could also type them in directly.



vi) The software will then make a picture. The more common words will appear larger. This will show which ideas are most popular in one easy view.



vii) There are some formatting options available such as changing the layout, selecting the tabs: layout, color and font. You could end up with a result like the one illustrated above.



viii) Once you are happy with your format, save the picture by clicking on the Menu and selecting the save button.

Lesson 6: Discussing our ideas about education

In this second video call, the classes compare the results of their surveys, using the charts and other visuals they have created in the previous lesson. Partner schools offer feedback and discuss a common approach.

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

In this second video call, the classes compare the results of their surveys, using the charts and other visuals they have created in the previous lesson. Partner schools offer feedback and discuss a common approach.

Details

Time
60 minutes

Age
9-12

Skills development

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

- Apply questioning and active listening skills
- Reflect on connecting across borders

Lesson steps

Learning objectives

1
5 mins
↓
Preparing for the video call
Review the class guidelines and questions from the previous lesson.

Students can recall guidelines and main points from data and chart work.

2
45 mins
↓
Video Call
Work through the discussion topics with your partner class video via video chat.

Students can apply questioning and active listening skills.

3
10 mins
Review
Review the lesson with your class and reflect on this unique experience.

Students can reflect on connecting across borders.

Resources

Slideshow

Slideshow 6:
Discussing our ideas about education

Activity Overview

Activity Overview 6:
Video call preparation

Subject Updates

Subject Update: How to: Debate via video chat

Subject Update: How to: Google Hangouts Meet

Subject Update: How to: Work with sensitive issues

Differentiation

Lesson 6 sees the second video chat between the partner schools. Students will be presenting work based on their surveys and asking questions about what has been presented. There may not have been an opportunity to compare presentations and survey results in advance.

By support

As this is the second call, consider bringing in different students to take a more prominent role. Students will be able to read from a prepared presentation and this can add an additional level of comfort.

The video call will be focused on comparing and contrasting. Some students may need support in using appropriate sentence starters and questions. Consider writing some of the following on a board as prompts during the call:

- That's different from the results we got, our surveys showed...
- That's amazing, that's the same result that we got.
- Why do you think that our results are different?
- Has seeing our survey results changed your mind?

Extension

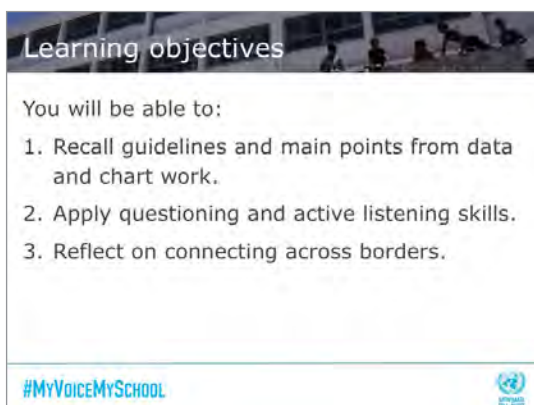
There are a range of communications and assessment opportunities for this lesson. Students may wish to write a blog post about the video call and include their reflections. These can be posted on the Digital Explorer website. Simply email them to info@encounteredu.com.

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 ABCya's Word Cloud (http://www.abcya.com/word_clouds.htm).

Step

1

5
mins



Learning objectives

You will be able to:

1. Recall guidelines and main points from data and chart work.
2. Apply questioning and active listening skills.
3. Reflect on connecting across borders.

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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 6** to ensure that you have all these elements in place.

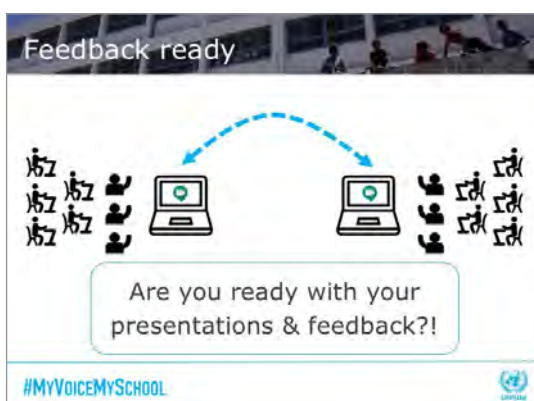


Slide numbering begins with 2 as title slides are not included throughout booklet.

Using **slide 2**, 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.



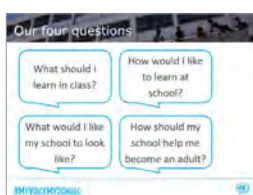
Feedback ready

Are you ready with your presentations & feedback?!

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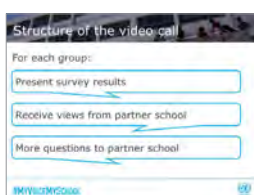
Using **slide 3**, set up the classroom and arrange students. Remind them of their agreed guidelines from the previous lesson and ensure they have their questions ready. Remind students that they are explaining their survey results with their partner class.



Our four questions

- What should I learn in class?
- How would I like to learn at school?
- What would I like my school to look like?
- How should my school help me become an adult?

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Structure of the video call

For each group:

- Present survey results
- Receive views from partner school
- More questions to partner school

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Using **slides 4-5**, remind students of the structure 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.

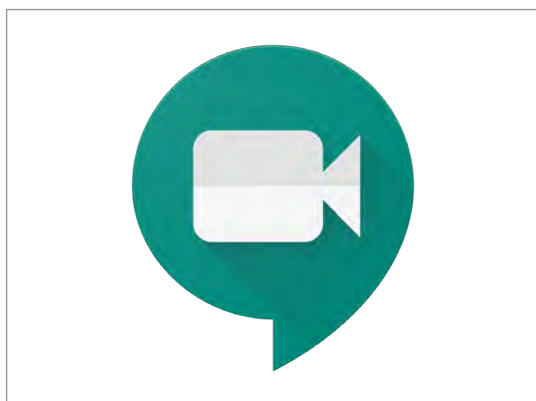
The following framework may prove useful:

- 5 mins – Introductions
- 8 mins – What should I learn in class?
- 8 mins – How would I like to learn at school?
- 8 mins – What would I like my school to look like?
- 8 mins – How should school help me become an adult?
- 5 mins – Concluding with 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 present first.



'What should I learn in class?'

- School A presents
- School B shares any similarities or differences
- School A & B ask any further questions



'How would I like to learn at school?'

- School B presents
- School A shares any similarities or differences
- School A & B ask any further questions



'What would I like my school to look like?'

- School A presents
- School B shares any similarities or differences
- School A & B ask any further questions



'How should school help me become an adult?'

- School B presents
- School A shares any similarities or differences
- School A & B ask any further questions



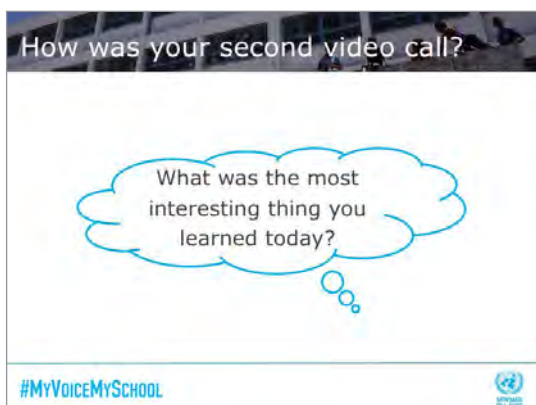
Don't forget to say 'bye'!



Try to learn 'goodbye' 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 the most interesting thing they learned during the call.



Discuss these in plenary, 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 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 sharing the results and charts from the surveys prepared over previous lessons. Students will also need to prepare questions that they would like to ask their partner school.

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. Organise an additional video call role play session with a colleague if you wish to practise. 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 do we design a model School for All?

Students design A School for All. They will use the inputs from their partner class and the community surveys to inform the design process. Once the design has been finalised, they will then make a physical model of A School for All over the next two weeks under guided supervision.

Resources in this booklet:



Lesson Overview 7



Teacher Guidance 7



Activity Overview 7 Designing and making A School for All Student



Sheet 7a Design criteria

Student Sheet 7b Design planning sheet



Subject Update: Learn more: Design thinking for the classroom

Resources available online:



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

LESSON 7:

How do we design a model School for All?

Lesson overview

Students design a model School for All. They will use the inputs from their partner class and the community surveys to inform the design process. Once the design has been finalised, they will then make a physical model of their School for All under guided supervision over the following two weeks .

Details

Time

60 minutes

Age

9-12

Skills development

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

- Follow a design brief
- Use criteria to create a solution
- Include values in a design

Lesson steps

Learning objectives

Resources

| | | |
|--------------------------|--|---|
| 1 15 mins ↓ | School design stimulus Have students review examples of innovative school design from around the world, sharing what they like and don't like and what they feel could be universal and inclusive. | Students can understand how values can be incorporated into a design. Students can review and discuss examples together. |
| 2 20 mins ↓ | Meeting design criteria Support students to consider with the class the four questions which can be answered by their school designs and are introduced to the Double Diamond design tool. | Students can co-operate as a class to follow a design brief. |
| 3 15 mins ↓ | Design planning Have students plan how their school design will become a reality. | Students can work together to create a solution. |
| 4 10 mins | Next steps Support students to share the tasks they need to complete over the next sessions to complete A School for All models. | Students can plan their next steps. |

**Slideshow**

Slideshow 7:
How do we design a model School for All?

**Activity Overview**

Activity Overview 7:
Designing and making A School for All

**Student Sheets**

Student Sheet 7a:
Design criteria

Student 7b:
Design planning sheet

Subject Update

Subject Update: Learn more: Design thinking for the classroom

Differentiation

Lesson 7 is the preparatory lesson for students before they make their models of A School for All. Planning and putting into practice a school model practical design activity will last a total of three weeks.

By support

When creating the groups, ensure students abilities are mixed so they can support each other. Teachers and support staff will need to supervise students with some of the craft activities such as cutting.

By task

In the lesson, three websites are listed with examples of innovative school design. Teachers will need to be sensitive to the context of their students, and have them consider new ideas. Teachers can choose images to share with students.

Extension

Students will be developing their school models over the next three weeks. The aim of this lesson is to support the design and planning stage, with two independent learning sessions left open for the practical stage. Students may also wish to spend time outside of the formal allotted periods to perfect their models in advance of the final two lessons.

Step

1

15
mins



Learning objectives

You will be able to:

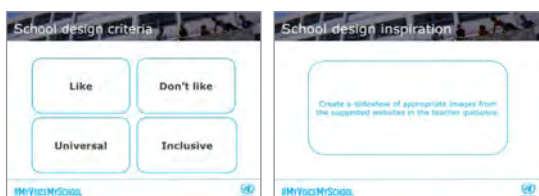
1. Understand how values can be incorporated into a design.
2. Review and discuss examples together.
3. Co-operate as a class to follow a design brief.
4. Work together to create a solution.
5. Plan your next steps.

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Slide numbering begins with 2 as title slides are not included throughout the booklet.

Using **slide 2**, explain the learning objectives for the lesson. Students may wish to note these in their notebooks to refer to at the end of the lesson.



School design criteria

| | |
|-----------|------------|
| Like | Don't like |
| Universal | Inclusive |

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School design inspiration

Create a slideshow of appropriate images from the suggested websites in the teacher guidelines.

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Select appropriate images and descriptions of inspirational school design from around the world from the following websites and articles:
CNN article 'Back to school: Design lesson from the world's smartest education centers' <https://edition.cnn.com/style/article/worlds-best-school-designs/index.html>

Search daily list of inspirational Elementary and Middle school design <http://www.archdaily.com/search/projects/categories/elementary-and-middle-school> dezeen list of inspirational school design <https://www.dezeen.com/tag/schools/>



If you feel that these sites are appropriate for your students to browse, you can set these up as class bookmarks and invite students to explore these galleries as an independent learning task. The text accompanying the photos may be a little difficult, but the visual nature of these web pages will allow most students to engage with these inspirational designs.



Explain to students that you are going to look at a series of photos of inspirational school designs from around the world.



In groups, students should make notes about each of the school designs shown using both the subjective and objectives categories on **slide 3**. Then show a slideshow that you have created (in place of **slide 4**) or direct students to the appropriate web links.

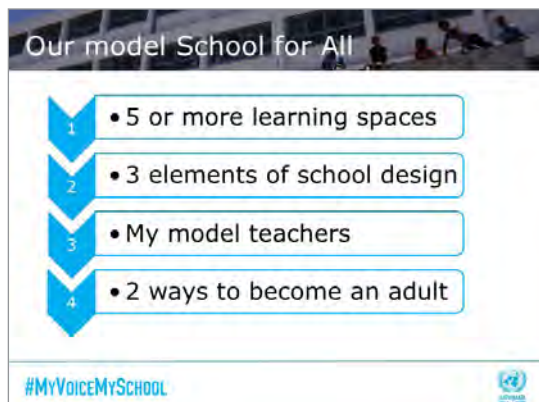


Review students' learning with a mini-review to see what they like and don't like and how they feel these school designs meet the values of being universal and inclusive.

Step

2

20 mins



Remind students of the four questions that they need to answer in designing A School for All using **slide 5**. Then using **slide 6** introduce them to the concept of the Double Diamond design tool to show them the overall process that they are going through.

During Lessons 1-3, students **discovered** more about the challenge of a quality education for all, as well as gaining a different perspective from their partner school.

During Lessons 4-6, students **defined** the issues a little more, through the use of surveys and sharing these with their partner school.

Now, in Lesson 7 students are **developing** models for their School for All.

Finally, in Lessons 8-9, students will present their schools and **deliver** the project.



Further information on design thinking can be found in **Subject Update: Learn more: Design thinking and Activity Overview 7.**



Guided by **Student Sheet 7a** and **slide 7**, students will start to turn their ideas into practical steps for their school design. Student groups should complete the four sections.



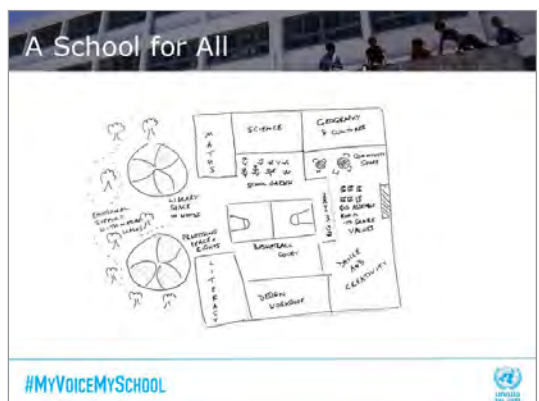
For this final designing and making stage, you may wish to keep student groups the same as for the survey activity or change these around.



Take the opportunity for each group to describe their school design giving reasons for the decisions that they have made.

3

15 mins



Students should now think about sketching a rough plan for A School for All. **Slide 8** shows a rough sketch of an example school.

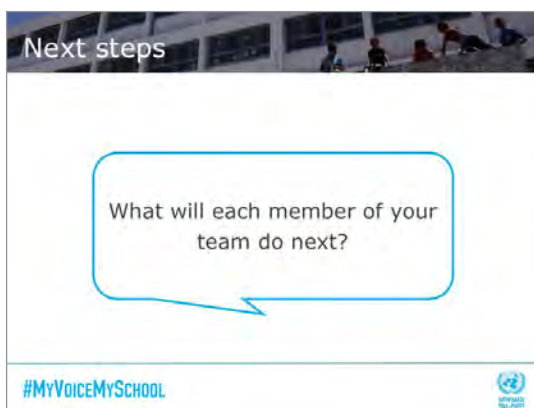


Students decide whether they are going to make their School for All as a 3D model using recycled and craft materials or whether they are going to make an art-based poster. Student groups use **Student Sheet 7b** to plan their design and what they will need to create it.

Step

4


10
mins



Next steps

What will each member of your team do next?

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Each group checks in, listing to the next steps to create A School for All.

1. What is design thinking?

Design thinking simply means taking a structured approach to problem solving. In the first lesson, students were challenged to create A School for All. Over the past 8 weeks, they have embarked on a class design method known as a double diamond.

Discover – during Lessons 1-3, students discovered more about the challenge of a quality education for all, as well as gaining a different perspective from their partner school.

Define – during Lessons 4-6, students defined the issues a little more through the use of surveys and sharing these with their partner school.

Develop – now students in Lesson 7 are developing their models for A School for All.

Deliver – finally in Lessons 8-9, students will present their schools and deliver the project.

2. Making a school

Students should aim to make a 3D model of A School for All. If this is not possible, then 2D diagrams can act as a substitute. In making a 3D model, we suggest that students use a variety of recycled materials from home or school. These could include boxes, containers and tubes. These may be supplemented through the use of other arts and craft materials. Please see the health and safety section below before you ask students to collect recycled items.

3. Health and safety considerations

| | |
|----------------------|---|
| Dirt and cleanliness | Only adults should select appropriate recycled items. These should be collected in the home or school environment. Any items that have been used for food should be cleaned thoroughly before being brought to the classroom. |
| Using scissors | Students should only use blunt child-friendly scissors for cutting. If there is any cutting that is too difficult, a responsible adult should complete this task. |
| Glue | Students should only use glue designed for children's craft activities. Glue should be used in a well-ventilated room. |
| Paint | Students may wish to use paint in making their schools, this should be water-soluble. |
| Clothing | During making activities, it is likely that students will need to wear clothing that can get 'messy'. Parents / carers should be informed in advance. |

4. Planning

Before making their school, students should have completed their plan. Even if this takes longer than a single lesson, students should not start making until they have completed their design.

5. Teamwork

With any group task, it is easy for some students to become less involved in the completion of the task. During your monitoring of the classroom, remember to ask each student what they are working on specifically. This will support all students to participate fully.

6. Sharing

During the design and making phase, do take photos or short videos of the process and share them with the Digital Explorer team (info@encounteredu.com) and your partner school. Captions and descriptions really help when you do this.

STUDENT SHEET 7a: Design criteria

| What should I learn in class? | What would I like my school to look like? |
|--|---|
| <p>Based on your surveys and the results shared by your partner school, list what you think the most important school subjects are for your School for All.</p> <p>You will need to include a learning space for each of these subjects (minimum 5) in your school design.</p> | <p>Based on your surveys and the results shared by your partner school list what you think the school should look like.</p> <p>Consider how each of these elements (minimum 3) can be included in your school design.</p> |
| How would I like to learn at school? | How should my school help me become an adult? |
| <p>Based on your surveys and the results shared by your partner school list what you think are the most important qualities of a teacher.</p> <p>You will need to include models of these teachers in your school design.</p> | <p>Based on your surveys and the results shared by your partner school list how you think a school should help students become adults.</p> <p>You will need to include at least two elements, e.g. a way to learn to help others, or care for the environment.</p> |
| Universal | Inclusive |
| <p>For all your ideas listed above, you will need to revise those that are the most likely to work everywhere – therefore those which are most universal.</p> <p>Make sure that your whole team agrees that your ideas are universal.</p> | <p>Are you sure that your school idea addresses the needs of different groups? How might it need changing so that anyone can use it? Is it good for boys and girls? Is it good for young people of any nationality, race or language?</p> <p>Make sure that your whole team agrees that your school will include the needs of different groups.</p> |

STUDENT SHEET 7b:

Design planning sheet

What to include on your plan for your School for All:

- At least 5 learning spaces (classroom, computer lab, play area, etc.)
- At least 2 model teachers (maybe they could be in a staff room, student support room or classroom)
- At least 3 clear ideas in the overall design (flowers and plants, ramps to make it wheelchair friendly, bicycle racks)
- At least 2 spaces for students to develop as adults (workshop to learn skills, school parliament space, etc.)

Make a list of all the materials that you will need to make your School for All. By each one, write the name of the person who will bring that next lesson.

Lesson 8:

How can we share A School for All?

In this penultimate lesson, before the final video call, students will create and practise a presentation about A School for All. Students can prepare a slideshow presentation or a script to read out while showing off their model school via video.

Resources in this booklet:



Lesson Overview 8



Teacher Guidance 8



Student Sheet 8a Presentation storyboard

Student Sheet 8b Presentation peer assessment

Resources available online:



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

Lesson overview

In this penultimate lesson, before the final video call, students will create and practise a presentation about A School for All. Students can prepare a slideshow presentation or a script to read out while showing off their model school via video.

Details

Time

60 minutes

Age

9-12

Skills development

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

- Give well-structured descriptions
- Use language to relay information and express feelings
- Gain, maintain and monitor the interest of listeners

Lesson steps

Learning objectives

Resources

| | | |
|--------------------------|---|--|
| 1 5 mins ↓ | Sharing our schools Explain to students that they will be writing a presentation to share with their partner school. Discuss ideas of what they might want to include and write these on the board. | Students can discuss ideas in a group and plan how to respond to a design activity. |
| 2 15 mins ↓ | Modelling presentation skills Model a presentation for your class, using a range of poor presentation techniques. Students will take notes and then be asked to model how these could be improved. | Students can give well-structured descriptions. |
| 3 30 mins ↓ | Presentation preparation Explain the structure of A School for All presentation to share their ideas and what they have learned from the project. | As above. |
| 4 10 mins | Presentations and feedback If there is time, students can practise their presentations and give each other feedback using the peer assessment sheet. | Students can demonstrate learning. Students can use language to relay information and express feelings. Students can gain, maintain and monitor the interest of listeners. |



Slideshow

Slideshow 8:
How can we share A School for All?



Student Sheets

Student Sheet 8a:
Presentation storyboard

Student Sheet 8b:
Presentation peer assessment

Differentiation

Lesson 8 is the preparatory lesson before the final video call. The final presentation is both modelled and templated. The teacher also models presentation skills.

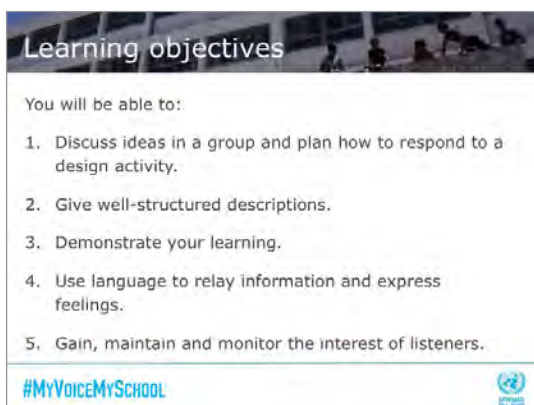
By outcome

Differentiation for the final presentation is by outcome. All students should be able to write basic sentences in the 'Speech' column of Student Sheet 8a. Some students may wish to write out their speech in full. Students do not have to create any further visuals (e.g. PowerPoint slideshow or poster) for their presentation. Using the actual model of the school and indicating different elements during the call will still convey the information. Slideshow ideas and slide structure are described on Student Sheet 8a if students wish to work with this format.

Step

1

5 mins



Learning objectives

You will be able to:

1. Discuss ideas in a group and plan how to respond to a design activity.
2. Give well-structured descriptions.
3. Demonstrate your learning.
4. Use language to relay information and express feelings.
5. Gain, maintain and monitor the interest of listeners.

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Slide numbering begins with 2 as title slides are not included throughout booklet.

Using **slide 2**, explain the learning objectives for the lesson. Students may wish to note these in their books to refer to at the end of the lesson.



Tell students that they will be making a presentation to share in the final video call in the next lesson. The aim of the presentation will be to share the final school designs.



Let the students know that there may not be enough time to present all the schools. There may be time for only three schools. Students can create and share electronic versions of their presentations using slideshow software or a short video.

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.
- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

The Global Goals

Global Goal 4: Quality education

Goal 4 areas

How My Voice-My School works for you

My Voice-My School is your chance to...

What is quality education mean to you?

Consider writing your answer to...



The purpose of this section of the lesson is for students to see a poor presentation modelled by the teacher. Students are asked to identify poor presentation skills and then model how these could be done better.



Start to deliver the presentation using **slides 3-10**. These slides are just a generic introduction to My Voice-My School and you are welcome to change them. Ask students to interrupt you to point out any poor presentation skills (see the list below).

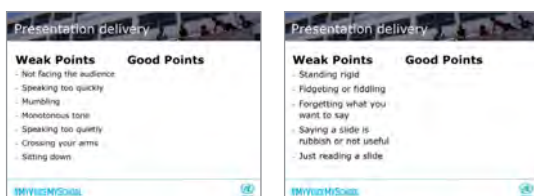


When a student interrupts the presentation, they should say why they think what you are doing is an example of poor presentation skills. Then ask, for a student to model what you should be doing.



Consider using any of the following to model poor presentation delivery:

- Not facing the audience
- Speaking too quickly
- Mumbling
- Speaking too quietly
- Crossing your arms
- Sitting down
- Standing rigid
- Fidgeting or fiddling
- Forgetting what you want to say
- Saying a slide is rubbish or useless
- Just reading a slide
- Giving irrelevant information



Presentation delivery

| Weak Points | Good Points |
|---------------------------|--|
| - Not facing the audience | |
| - Speaking too quickly | |
| - Mumbling | |
| - Monotone tone | |
| - Speaking too quietly | |
| - Crossing your arms | |
| - Sitting down | |
| | - Standing rigid |
| | - Fidgeting or fiddling |
| | - Forgetting what you want to say |
| | - Saying a slide is rubbish or useless |
| | - Just reading a slide |



Using **slides 11-12**, go through some of the weak points that you may have modelled and ask students to give positive example of presentation skills. You could note these on the board and ask students to note these in their books.

Step

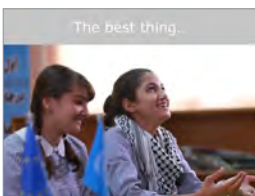
3

30 mins



A School for All

- Our School for All is how we see the world. It is also how we would like children all around the world to learn.
- When children graduate from our school, they will be independent, free thinkers and know how to change the world for the better.



Hand out **Student Sheet 8a Presentation Storyboard**, one per group. Go through this with students to explain the structure of the presentation using **slides 13-24** to model this.



Students can either make a slideshow using suitable software or they can refer to their model school during the presentation and just make a note of what they want to say.




Students create their presentations using software or writing them out longhand or using a poster design.


| STUDENT SHEET 8a Presentation storyboard | |
|---|---|
| <ul style="list-style-type: none"> • You can use your model or poster as a visual aid. • If you make a storyboard, use photographs of your model or poster to illustrate your slides. • Only 3 words or less on a slide. • Font must be size 24. • You have a 2 minute time limit for your talk. | |
| Section | Image & words |
| Title | Slide 1 |
| | Slide 2 |
| Introduction to your school | Slide 2 (or above an overview of your school) |
| | Slide 2 / School model |
| What information do you want to include your design? | Slide 2 / School model |
| | Slide 2 / School model |


Step

4
10 mins

| STUDENT SHEET 8b Writing frame | | | | | |
|--|--|--|--|--|--|
| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 |
| Group 1 Identify the audience Identify the purpose Identify the context Identify the topic Identify the main message Identify the key points | Group 2 Identify the audience Identify the purpose Identify the context Identify the topic Identify the main message Identify the key points | Group 3 Identify the audience Identify the purpose Identify the context Identify the topic Identify the main message Identify the key points | Group 4 Identify the audience Identify the purpose Identify the context Identify the topic Identify the main message Identify the key points | Group 5 Identify the audience Identify the purpose Identify the context Identify the topic Identify the main message Identify the key points | Group 6 Identify the audience Identify the purpose Identify the context Identify the topic Identify the main message Identify the key points |
| Group 1 Identify the audience Identify the purpose Identify the context Identify the topic Identify the main message Identify the key points | Group 2 Identify the audience Identify the purpose Identify the context Identify the topic Identify the main message Identify the key points | Group 3 Identify the audience Identify the purpose Identify the context Identify the topic Identify the main message Identify the key points | Group 4 Identify the audience Identify the purpose Identify the context Identify the topic Identify the main message Identify the key points | Group 5 Identify the audience Identify the purpose Identify the context Identify the topic Identify the main message Identify the key points | Group 6 Identify the audience Identify the purpose Identify the context Identify the topic Identify the main message Identify the key points |
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- 

Student groups can practise their presentations as part of an extended lesson or in their own time.
- 

Hand out **Student Sheet 8b Presentation peer assessment**. Explain to students that they should shade in the boxes on the assessment sheet that represents the skill level that they, or another presenting group, are working at. After completing the peer- or self-assessment, student groups should identify points for improvement.
- 

The next lesson is the last video call and the final lesson of the project. One lesson has been devoted to preparing a presentation about students' Schools for All. Students may wish to spend more time on their presentations in their own time and may also wish to arrange other opportunities to present to school leadership, local, regional and national government or UN agencies.

STUDENT SHEET 8a:

Presentation storyboard

- You can use your model or poster as a visual aid
- If you make a slideshow, use photographs of your model or poster to illustrate your slides
- Only 5 words or less on a slide
- If using slideshow software, the font size must be at least 36pt
- You have a 5 minute time limit for your talk

| Section | Image & words | Speech |
|---|------------------------|---|
| Title | Slide 1 | Write the title of your presentation Introduce your group |
| Introduction to your school | Slide 2 / School model | Describe why you have made your school |
| What information did you use to make your school? | Slide 3 / School model | Who did you survey to help with your school design? |
| | Slide 4 / School model | What did you learn from your partner school to help with your design? |

STUDENT SHEET 8a:

Presentation storyboard

| Section | Image & words | Speech |
|---|------------------------|---|
| How does your school answer the four questions? | Slide 5 / School model | Describe the subjects that students will study at your school. |
| | Slide 6 / School model | Describe why you have chosen this 'look' for your school. |
| | Slide 7 / School model | Describe how you will learn at your school and the kind of teachers you would like to have. |
| | Slide 8 / School model | Describe how your school will help you become an adult. |

STUDENT SHEET 8a:

Presentation storyboard

| Section | Image & words | Speech |
|------------|-------------------------|---|
| Conclusion | Slide 9 / School model | How is your school universal and inclusive? |
| | Slide 10 / School model | What was the best thing about the project? |
| | Slide 11 / School model | What did you learn from the project? |
| Credits | Slide 12 / School model | List the names of your group (you can go over five words on this slide!) |

STUDENT SHEET 8b:

Presentation peer assessment

| Shade all boxes that apply... | | | | | | | |
|-------------------------------|---------------------------|-------------------------|---|-----------------------------------|---------------------------|----------------|---|
| Group | Spoke loudly and clearly. | Looked at the audience. | Gave more information than was on the slides. | Used "prompt cards" to help them. | Spoke in different tones. | Used gestures. | Had their arms unfolded and weren't fiddling. |
| | Spoke loudly and clearly. | Looked at the audience. | Gave more information than was on the slides. | Used "prompt cards" to help them. | Spoke in different tones. | Used gestures. | Had their arms unfolded and weren't fiddling. |
| | Spoke loudly and clearly. | Looked at the audience. | Gave more information than was on the slides. | Used "prompt cards" to help them. | Spoke in different tones. | Used gestures. | Had their arms unfolded and weren't fiddling. |
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| | Spoke loudly and clearly. | Looked at the audience. | Gave more information than was on the slides. | Used "prompt cards" to help them. | Spoke in different tones. | Used gestures. | Had their arms unfolded and weren't fiddling. |
| | Spoke loudly and clearly. | Looked at the audience. | Gave more information than was on the slides. | Used "prompt cards" to help them. | Spoke in different tones. | Used gestures. | Had their arms unfolded and weren't fiddling. |

Lesson 9:

How can we make a quality education for all?

The classes come together for the third and final time via video to share the successes of their school designs 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 9:

How can we make a quality education for all?

page 1 of 4

Lesson overview

The classes come together for the third and final time via video to share the successes of their school designs and to reflect on the project as a whole.

Details

Time
60 minutes

Age
9-12

Skills development

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

- Present effectively
- Celebrate and reflect on success

Lesson steps

Learning objectives

1
5 mins
↓
Preparing for the video call
Each group will share their School for All presentations.

Students can recall class guidelines and effective presentation techniques.

2
45 mins
↓
Video Call
Work through the presentations and discussion with your partner class video via video chat.

Students can present and offer different points of view.

3
10 mins
Review
Review the lesson with your class and reflect on this unique experience.

Students celebrate and reflect on the project as a whole.

Differentiation

Lesson 9 is the final video call and students will be presenting their ideas for A School for All.

By support

At the elementary level, teachers can play a more involved role during the video call. This can be through encouraging, rewording and praising students involved. Even if students are not presenting, make sure that they are engaged in celebrating and reflecting on success.

Extension

Students and teachers may wish to extend the project through involving other stakeholders. Additional presentations could be given to school staff and leadership, regional education departments, other classes and parents and the wider local community.

Resources

Slideshow

Slideshow 9:
How can we make a quality education for all?

Activity Overview

Activity Overview 9:
Video call preparation

Student Sheets

Student Sheet 9a:
Project reflection

Subject Updates

Subject Update: How to: Debate via video chat

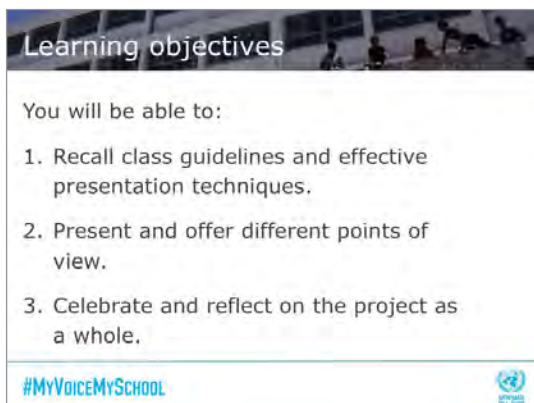
Subject Update: How to: Google Hangouts Meet

Subject Update: How to: Work with sensitive issues

Step

1

5
mins



Learning objectives

You will be able to:

1. Recall class guidelines and effective presentation techniques.
2. Present and offer different points of view.
3. Celebrate and reflect on the project as a whole.

#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.

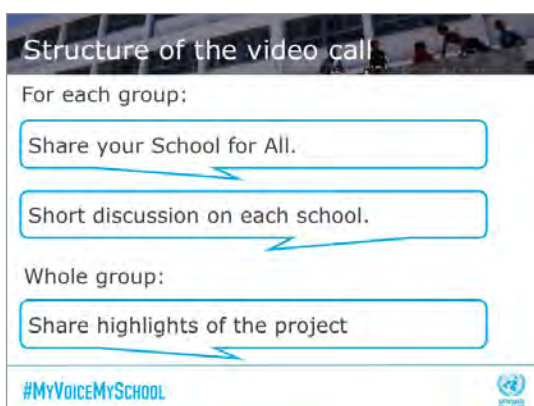


Slide numbering begins with 2 as title slides are not included throughout booklet.

Using **slide 2**, 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 your School for All.

Short discussion on each school.

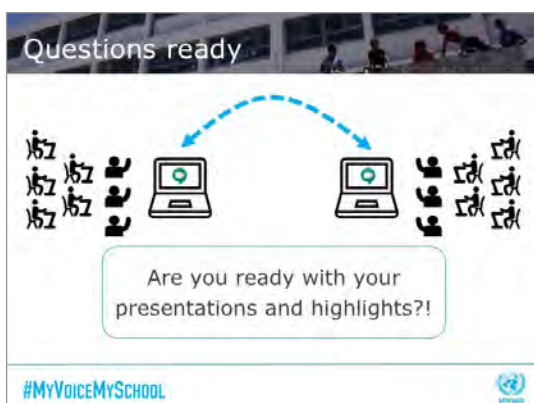
Whole group:

Share highlights of the project

#MyVoiceMySchool



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



Questions ready

Are you ready with your presentations and highlights?!

#MyVoiceMySchool



Using **slide 4**, remind students of the structure 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.

The following framework may prove useful:

3 mins – Introductions
 7 mins – School A Presentation 1 and Q&A
 7 mins – School B Presentation 1 and Q&A
 7 mins – School A Presentation 2 and Q&A
 7 mins – School B Presentation 2 and Q&A
 7 mins – School A Presentation 3 and Q&A
 7 mins – School B Presentation 3 and Q&A
 2 mins – Goodbyes

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 six presentations to be delivered during this class. These are listed in the guidance above. After each presentation don't forget to celebrate and for students from the partner school to say what they liked about the presentation.



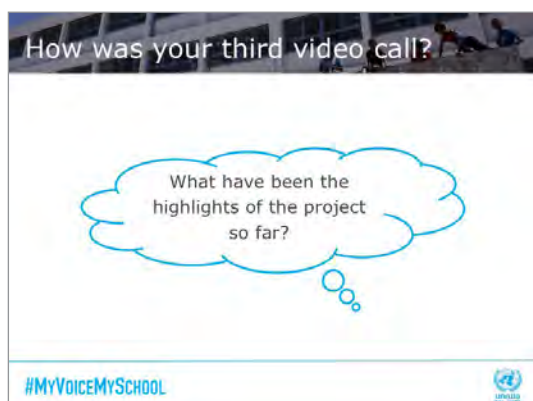
Don't forget to say 'bye'!



Try to learn 'goodbye' 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 with three words to describe the video call.



Discuss the chosen words 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 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 final video call comes from the presentations that student groups have created based on their School for All. These will have been completed in the previous lesson.

4. Student skills

Students will have spent the previous lesson developing their presentation skills and also can make use of the interview skills that they have practised in the two previous calls.

5. Teacher skills

Reflect on what went well and what could be improved based on your experience in the first video call. Organise an additional video call role play session with a colleague if you wish to practise. 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: Design thinking for the classroom

Subject Update: Learn more: The UN Global Goals

Subject Update: Learn more: UNRWA and Education

Subject Update: About: UNRWA

Subject Update: About: Government of Flanders Development

Subject Update: About: UNRWA Education

Subject Update: Learn more: UNRWA Education in Emergencies

Subject Update: Learn more: The Syria Crisis

Subject Update: Learn more: The Gaza 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).
- 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



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>

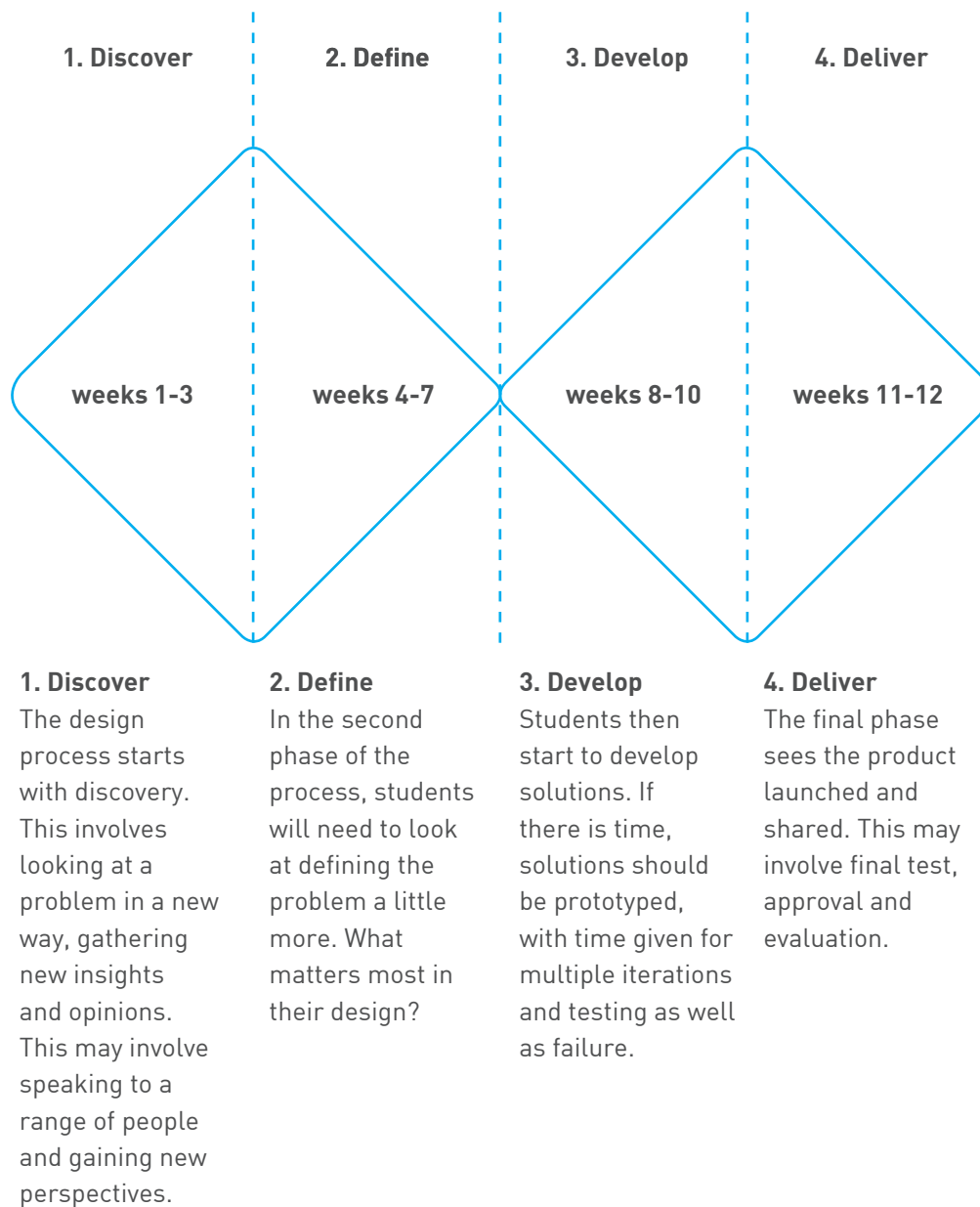
SUBJECT UPDATE

Learn more: Design thinking for the classroom

Design thinking is a methodology that provides a user-centred approach to problem-solving. There are a variety of models used, but most take a four-stage approach to design development. As part of the My Voice-My School programme, students are challenged to create A School for All.

Designing A School for All is no different from designing any other product. Students will implicitly be following the Double Diamond approach to design thinking, first developed by the Design Council.

The Double Diamond approach covers four phases:



SUBJECT UPDATE

Learn more: Design thinking for the classroom

Implementing the Double Diamond

The four phases of the Double Diamond are implicit in the My Voice-My School 9-12 unit of work.

Phase 1: Discover

In the **first three weeks**, students discover more about global education and some of the issues that the global community is tackling. They explore the themes contained within the UN Global Goal 4 Quality Education. Students will also gain a fresh perspective by talking to their peers across borders via video conference.

Phase 2: Define

During the second phase students try to make sense of their ideas. During the **next four weeks**, they start to define the priorities for improving education using surveys, and visualising this information with charts and other tools. This is an essential step that includes the whole school community and makes the final design more likely to be universal and inclusive.

Phase 3: Develop

During **weeks 8 to 10**, the students work in groups to build their Schools for All, including the information they have discovered through surveys, research and speaking to their partner school. They will need to follow the criteria laid out in the design brief.

Phase 4: Deliver

During the final stage of their creative process, students will launch their work. They will share their presentations with the entire class and with their partner schools in the **final two weeks**. Students may also wish to present their work to a wider audience, involving teachers, school leadership, the local community, and decision-makers in education.

Benefits to students

Design thinking is a great tool to bring to the classroom, as it:

- **Encourages curiosity and engagement** with real problems and issues
- **Prioritises collaboration** and involves working in teams, gaining new understanding and project work
- **Promotes global citizenship** through connecting classroom work with the global context
- **Cross-cultural learning** incorporating multiple perspectives

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

About: UNRWA



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>



The **Flanders Department of Foreign Affairs** is in charge of all of the Government of Flanders' international relations. It coordinates Flanders' international and European activities. 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. Among many tasks, the department is responsible for the development of cooperation with foreign partners and Flanders' development cooperation, with a geographical focus on Southern Africa. To perform these tasks, the Department has a total budget of around 46 million euros and it relies on the enthusiasm and dedication of a hundred staff members at its head office in Brussels and 11 General Representations of the Government of Flanders (The Hague, London, Berlin, Paris, Madrid, Warsaw, Vienna, New York, Pretoria and Geneva) and international organizations (the EU, Council of Europe, OECD and the UN).

Development cooperation

The development cooperation of the Government of Flanders invests in global sustainable development, where no one is left behind. They coordinate and engage in dialogue with the United Nations, the European Union, the OECD and governments in Southern Africa to help implement the Agenda for Sustainable Development and fund programmes that further the United Nations Global Goals for Sustainable Development (see <http://www.globalgoals.org/>).

To achieve welfare and equitable prosperity within the carrying capacity of the earth, the Government of Flanders encourages innovation, they use a systems approach and proactively foster cooperation. They consider gender, good governance and human rights as fundamental values for sustainable development. This vision is reflected in their programmes.

The Government of Flanders opts for a strong focus on three partner countries: Malawi, Mozambique and South Africa. The policy for each country is set out in a country strategy paper. Supporting the Global Goals for Sustainable Development also means engagement on the home front. Therefore, they also focus on Flanders to broaden the support for global sustainable development. They cooperate with and establish partnerships and networks between NGOs, the private sector, governments, citizens and multilateral organisations.

Southern Africa focus

Flemish development cooperation concentrates its efforts on a limited number of countries, sectors and actors to make the most efficient use of the available funds. Grants are the main method used to provide support for development.

Flemish development focuses on three partner countries Mozambique, Malawi and South Africa. They also reinforce their work in these partner countries by subsidising projects that reach beyond the country's borders.

SUBJECT UPDATE

About: Government of Flanders Development Cooperation

In Mozambique, a radical innovation has been implemented in 2016: a consistent focus on adolescents (10 to 19-year-olds) as one of the most vulnerable groups in Mozambican society in terms of health. This new country strategy was developed in consultation with the Mozambican Government.

In South Africa, they focus on the development of SMEs and support social innovations and entrepreneurs who provide a response to societal challenges. They also devote attention to the effects of climate change on society and are committed to enhancing resilience in the most vulnerable groups.

Involving the people of Flanders

Development cooperation is not just a role for the Government of Flanders. There are several ways in which the whole community can be involved. A Global Challenges call is launched every two years. In 2016, the call focused on projects which ensure that various actors in Flemish society work together to realise change and make an active contribution to a sustainable and just global society. In principle, the next call is scheduled for the spring of 2018.

Within the Flemish development cooperation landscape, a large number of people roll up their sleeves and support a project in the South. In Flanders, these initiatives are referred to as the 4th Pillar. To support these initiatives and respond to their needs wherever possible, a Support Centre was established in January 2009. Visit the 4th Pillar website (www.4depijler.be).

The Government of Flanders is dedicated to supporting the implementation of the United Nations Global Goals for Sustainable Development. All citizens can play a role, and The Global Goals website (www.globalgoals.org) has a 'What Can I Do?' section with some suggested actions and further information.

See <http://www.fdfa.be/en/sustainable-development/development-cooperation> for more information on the Government of Flanders' work in Development cooperation.

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

About: UNRWA Education in Emergencies



Recognizing that education is fundamental to helping children achieve their full potential, UNRWA has worked for nearly 70 years to ensure that Palestine refugee children have access to quality education. With the onset of the Syria crisis, there was a need for a sustained and innovative approach to ensure that the most vulnerable children and youth were not left behind, but rather they are given the support they need to continue their education even during times of emergencies. The reform of the UNRWA education system (*see Subject Update: About: UNRWA Education*) has enabled it to be better prepared, more able to respond to, and ultimately recover from, conflict and crisis. The Agency's Education in Emergencies (EiE) approach seeks to combine the strengths of the education system, and the work on the Agency-wide reform, with innovative new ways of delivering and supporting education.

The key dimensions of the UNRWA approach to Education in Emergencies are:

- **Safe and secure learning environments**, which address both the physical and emotional needs of children. The capacity of education personnel and communities is also being built to respond to insecurity, provide safe learning spaces and psychosocial support to help students deal with trauma and support their recovery.
- **Quality teaching and learning**, including the provision of alternative learning modalities such as self-learning materials, an interactive learning programme and UNRWA TV episodes, and the professional development of teachers on these modalities and resources.

- **Student, parent and community engagement and participation**, which involves identifying and mobilizing available resources within the community, as well as building consensus and support for EiE programming.

UNRWA adopts a multi-stranded, integrated and innovative approach to EiE, targeting the key dimensions described. Through this EiE approach, UNRWA helps to ensure that Palestine refugee children in its five Fields of operation can continue to access quality education and learning opportunities, even in times of crisis and conflict. The EiE approach is renowned in the region, and beyond, with Host Countries, as well as other UN agencies, replicating its approaches and utilizing the specific resources developed.

For more information see: <https://www.unrwa.org/what-we-do/education-in-emergencies>

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: The Gaza Crisis



Seeking refuge at an UNRWA school in Gaza during the 2014 Emergency

The Gaza Strip is home to a population of approximately 1.9 million people, including 1.3 million Palestine refugees.

For the last decade, the socioeconomic situation in Gaza has been in steady decline. The blockade on land, air and sea imposed by Israel following the Hamas takeover of the Gaza Strip in 2007, entered its 10th year in June 2016 and continues to have a devastating effect as access to markets and people's movement to and from the Gaza Strip remain severely restricted.

Years of conflict and blockade have left 80 per cent of the population dependent on international assistance. The economy and its capacity to create jobs have been devastated, resulting in the impoverishment and de-development of a highly skilled and well-educated society. The average unemployment rate is well over 41 per cent – one of the highest in the world, according to the World Bank. The number of Palestine refugees relying on UNRWA for food aid has increased from fewer than 80,000 in 2000 to almost one million today.

Over half a million Palestine refugees in Gaza live in the eight recognized Palestine refugee camps, which have one of the highest population densities in the world.

Operating through approximately 12,500 staff in over 300 installations across the Gaza Strip, UNRWA delivers education, health and mental health care,

relief and social services, microcredit and emergency assistance to registered Palestine refugees.

On 7 July 2014, a humanitarian emergency was declared by UNRWA in the Gaza Strip, following a severe escalation in hostilities, involving intense Israeli aerial and navy bombardment and Palestinian rocket fire. Hostilities de-escalated following an open-ended ceasefire which entered into force on 26 August 2014. The scale of human loss, destruction, devastation and displacement caused by this third conflict within seven years was catastrophic, unprecedented and unparalleled in Gaza. For more information on the Gaza Emergency, see <https://www.unrwa.org/gaza-emergency>.

UNRWA mounted an extraordinary response during the 50 days of hostilities which highlighted its unique position as the largest UN organization in the Gaza Strip and the only UN Agency that undertakes direct implementation.

The human, social and economic costs of the last hostilities sit against a backdrop of a society already torn by wide-spread poverty, frustration and anger, heightening vulnerability and political instability. The compounded effects of the blockade and repeated armed conflicts and violence have also had a less visible, but quite profound, psychological impact on the people of Gaza. Among Palestine refugee children, UNRWA estimates that a minimum of 30 per cent require some form of structured psychosocial intervention.

SUBJECT UPDATE

Learn more: The Gaza Crisis

Their most common symptoms are: nightmares, eating disorders, intense fear, bed wetting. In recent years, UNRWA has made significant improvements to its services in Gaza, such as its schools of excellence and excellent health service initiatives. It also better targets its assistance to the poorest of the poor through the implementation of a proxy-means tested poverty survey. UNRWA continues to:

- Improve the academic achievement, behaviour and values of school students
- Construct desperately needed infrastructure, including schools and shelters
- Improve the quality and targeting of its food and cash assistance to the poorest of the poor
- Promote gender equality and human rights for all
- Nurture entrepreneurship by supporting the private sector.

Facts & Figures

1.3 million registered refugees out of **1.9 million** total population (approximately 70 per cent)

8 refugee camps

Almost **12,500** staff

267 schools for over **262,000** students

21 health centres

16 relief and social services offices

3 micro-finance offices

12 food distribution centres for almost one million beneficiaries

Figures as of 31 October 2016

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



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 9-12 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 if I could make A School for All? |
| Skill development: Assessing ideas using criteria |
| Lesson 2: How can we learn from others? |
| Skill development: Interviewing peers |
| Lesson 3: What is school like where you live? |
| Skill development: Using ICT for learning |
| Lesson 4: How can we include everyone's ideas? |
| Skill development: Research skills |
| Lesson 5: What are the views of our school community? |
| Skill development: Data visualisation |
| Lesson 6: Discussing our ideas about education |
| Skill development: Compare and contrast |
| Lesson 7: How do we design a model School for All? |
| Skill development: Design skills |
| Lesson 8: How can we share A School for All? |
| Skill development: Presentation skills |
| Lesson 9: How can we make quality education for all? |
| Skill development: Reflecting on success |