Universal Primary Education

Saskatchewan School Library Association

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SASKATCHEWAN SCHOOL LIBRARY ASSOCIATION

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This lesson plan has been created to support the Saskatchewan Council for International Cooperation's, *Millennium Development Goals Comic Series* - **Goal #2 Achieve Universal Primary Education.** For more information about these comic books please visit http://ebeat.sasktelwebhosting.com/youthbeat/.

The lesson plan utilizes the *Understanding by Design (*UbD) format and incorporates elements of inquiry as outlined in the *Saskatchewan Social Studies Curriculum*.

This lesson plan was created by Donna DesRoches, WorldBeat Volunteer, SSLA President, and Learning Resources Consultant, Living Sky School Division.

UbD   Stage One   What do we want them to learn?

Outcome And Topic: Universal Primary Education – Grade Six Social Studies

RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.

Indicator: Compare and contrast the quality of life in Canada with the quality of life in a selection of countries bordering the Atlantic Ocean using various sources of data.

IN6.3 Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.

Indicator: Become aware and describe the role of international development agencies such as UNICEF in helping communities achieve Universal Primary Education (UPE)

RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

Indicator: Represent through visual art, music, dance, writing, or other representation the contribution of individuals and communities [and organizations] to initiate change that supports sustainability.

Knowledge	Understandings	Skills
	Global interdependence impacts quality of	Find, collect and record

Universal primary education (UPE) Factors that prevent children from going to school Factors that lead to successful implementation of UPE Factors that demonstrate education improves quality of life National and international agencies that promote and support education	life Education contributes to a higher and more sustainable quality of life Individuals can advocate for change	data Use data to advocate for change Create a Public Service Announcement (PSA)

Does an education lead to environmental, social and economic sustainability?

UbD Stage Two How Will We Find Out What They Know And Have Learned?

Performance Task/Authentic Summative	Other Evidence/AS and FOR
Create a Public Service Announcement (PSA)which advocates for universal primary education	Teacher checks and observation Data collection chart Quick write reflections Storyboard (rough draft) Written reflection on learning

UbD   Stage Three   How Will We Instruct?

1. **Lesson Focus** – Activate Prior Knowledge, Introduce Essential Question

Assessment – Quick write – reflection on essential question, "Does an education lead to environmental, social and economic sustainability?"

Learning Experiences – after explaining to students that the next few lessons will be about education ask students in groups of four to list on large paper the benefits of an education.

Place the papers on the walls around the room and then pose the essential question to the students. Ask if they can explain the term sustainability. Ask them if the benefits they have listed provide environmental, social and economic sustainability. Add to the lists if other benefits are generated through the discussion.

Explain to the students that they will be going back to these initial thoughts at the end of the unit.

2. **Lesson Focus** – Front Loading Vocabulary

Assessment – Teacher check and observation

Learning Experiences - Jigsaw activity

Give student in a group of four one or two of the terms to research and define.

- Universal Primary Education
- Millennium Development Goals
- Literacy level
- Debt in developing countries
- UNICEF
- Cooperatives
- Civil war

Explain to the students that they need only make rough notes that they will need to show the teacher, but in the next activity they must be able to explain the terms to their group members when it is necessary to do so.

3. **Lesson Focus** – Scaffolding – Modelling and demonstrating the process of collecting data using a collaborative online data collection form such as the spreadsheet or a table in a word processing document of *Google Docs*.

Assessment – No assessment

Learning Experiences – Set up a *Google Doc* with the categories:

- Does the country have Universal Public Education (UPE)?
- What is the literacy rate of the country? (adult and children)
- What factors prevent kids from going to school?
- What factors led to the ability for all kids to go to school? (if applicable)
- How do individuals benefit from going to school? How does the society benefit from all children being able to attend school?
- Are there any organizations that help make going to school possible?

As a class respond and record the student responses for Canada.

Using a computer and projector or an interactive white board like a Smartboard, demonstrate to students the login process (at this point each student should have a Google account and be able to login) and add the student's contributions to the pre-made table as they call them out.

4. **Lesson Focus** - Data Collection Using The Comic Book, *Achieve Universal Primary Education*

Assessment – No assessment

Learning Experiences - Provide each student with a copy of the comic book, assign or have the group assign a recorder. Working together the students collect the information as presented in the comic book and record it in the appropriate category. (**Note**: this will take some careful organizing as only one recorder at a time can be in a cell in a table in *Google Docs*– you might want to assign a category to a group and then after a certain amount of time have them move on to the next category and add whatever the first group might have missed)

5. **Lesson Focus** – Comparing and contrasting the data collected to date (scaffolding the students for the more in-depth individual analysis which will take place later)

Assessment – Quick write on the essential question

Learning Experiences - Class Discussion - Project the chart and have the students read the two sets of data – ask them to share any commonalities and any differences. Ask if they can explain why some of the differences might exist. Ask if the data answers the essential question, "Does an education lead to environmental, social and economic sustainability?" Have the students do a quick write responding to the question using the data in the chart. (2 – 3 sentences only)

6. Lesson Focus - Introduction to individual research

Assessment – teacher check – student has found two readable and relevant Web sites

Learning Experiences – Explain to students that the next activities will be based on individual research although they will all be contributing to the class online document. On a map of the world ask each student to select an Atlantic country to research its historical and current state of education.

Using an overhead projector or an interactive white board like a Smartboard demonstrate and explain the following: 1) how to read an entry from a list of search engine results 2) how and when to use an article from *Wikipedia* and 3) and to quickly skim and scan the entry page of a site to determine if it will meet the required needs of the search.

Provide student with access to laptops or a computer lab and time to locate two sites.

7. Lesson Focus – Individual Data Collection

Assessment – Data collection for individual country

Learning Experiences - Using the research notes that each student has collected, students add the necessary information to the online document.

8. Lesson Focus – Introduction to the performance task – Public Service Announcement and the creation of a the rubric

Assessment – teacher check – creating the rubric

Learning Experiences - Explain the purpose of a Public Service Announcement (PSA) using examples from *WorldBeat*, http://ebeat.sasktelwebhosting.com/worldbeat/newvideo.htm#matters.

Explain the purpose of a rubric and demonstrate how one is made. (if students have not used one before)

After watching the PSA examples brainstorm with the class the elements of a PSA and use them to create the elements/categories of the rubric. As a class create the criteria for the highest level on the rubric. Have students create the criteria for the other levels in small groups.

Establish with the students the purpose and audience of their PSA – e.g. the PSA could be used to direct the school community to support a fund raising initiative such as the *Brick by Brick* – build a school campaign from   Free   the   Children   - http://www.freethechildren.com/getinvolved/youth/campaigns/campaigns.php?type=brickbybrick - this would provide the students with an authentic audience and purpose for their PSAs.

9. **Lesson Focus** – Create a storyboard

   Assessment – Group self-assessment – does the storyboard contain the key elements as established in the rubric?

   Learning Experiences – explain the purpose of the storyboard; provide students with an example and blank storyboard forms. Students create the storyboard for their PSA.

10. **Lesson Focus** - Create the Public Service Announcement

   Assessment – self, student, teacher assess the PSA based on the class created rubric

   Learning Experiences – provide the students with time, access to appropriate technology and instruction and support to use the necessary software to create the PSA. (e.g. Windows Movie Maker or iMovie)

   Share the PSAs with the class and provide students with time to make revisions based on their classmates suggestions.

   Show the PSAs to the designated audience.

11. **Lesson Focus –** Reflection on learning

Assessment – written reflection

Learning Experiences – bring the students back to the essential question and to their initial brainstorming about the benefits of an education. Ask them to reflect back on this learning experience and to respond to the essential question, "Does an education lead to environmental, social and economic sustainability?"