



Social Justice Teaching Module

Sample Lesson Plans for:

- Global Development
- Basic Human Needs
- Equality in Education



**The School
of St Jude**

Fighting poverty
through education



Lesson Plan #1

Global Development





Overall Activity Summary

GLOBAL DEVELOPMENT

Overview

Students, working in pairs, read about and discuss issues affecting the people of Tanzania. They are given various exercises and activities using guided questions.

Aims

- To introduce the module and encourage students to think about the factors that may help or hinder their participation in society.
- To highlight the fact that not all groups in society have equal ability to effect change.

Objectives

All students should be able to:

- Write or verbally explain what poverty is
- Defend their opinions about what constitutes poverty
- Imagine the life of a child in a developing country
- Define the terms “developing” and “developed”
- List the Sustainable Development Goals

Resources/Materials included:

Activity 1 - Walking Debate About Poverty

Activity 2 - Think Pair Share Activity

Activity 3 - Giant Steps Activity

Activity 4 - Sustainable Development Goals – Matching worksheets and definitions

Activity 5 - Sustainable Development Goals Student worksheet

Global Development – Teacher Notes and Student Information Sheet

Related External Resources

The United Nations Sustainable Development Goals: <https://sustainabledevelopment.un.org/?menu=1300>

Assessing Data for the Sustainable Development Goals in Tanzania: <http://www.post2015datatest.com/wp-content/uploads/2016/02/Tanzania-Final-Feb-2016.pdf>

UN Least Developed Countries List: <http://unohrlls.org/about-ldcs/>

UNESCO education <http://www.uis.unesco.org/Education/Pages/default.aspx?SPSLanguage=EN>



Lesson Notes

GLOBAL DEVELOPMENT – WALKING DEBATE

Activity 1

Activity type: Walking Debate About Poverty

General Overview

In this activity students must listen to a statement and offer their opinion on its validity by deciding if they agree or disagree. Students can stand at any point between two signs (Agree and Disagree) depending on how strongly they agree or disagree

Purpose of Activity

Allows the students to refine and voice their opinions on the topics. Encourage classroom interactions through debating. Shy students and those who normally have difficulty expressing their opinions will still be able to participate by simply moving between the “I Agree” or “I Disagree” signs.

Further Notes

The World Bank Organization describes poverty in this way:

“Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor. Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time. Poverty has many faces, changing from place to place and across time, and has been described in many ways. Most often, poverty is a situation people want to escape. So poverty is a call to action - for the poor and the wealthy alike - a call to change the world so that many more may have enough to eat, adequate shelter, access to education and health, protection from violence, and a voice in what happens in their communities.”

Further Points for discussion

Students could list the groups that they think experience barriers to full participation in society. A discussion could focus on how difficult it is to overcome these barriers but also on examples of how these might be overcome both through individual and group actions and also through Government actions.



I AGREE



I
DISAGREE



Teacher Notes

GLOBAL DEVELOPMENT - WALKING DEBATE

Below is a list of statements that the teacher will read aloud. Students will listen to each statement and move according to their opinion

(see Lesson Notes)

1. Poverty is not being able to afford to go to school.
2. Poverty is not knowing how to read and write your native language.
3. Poverty is when you can't afford to go to the cinema with your friends at the weekend.
4. Poverty is when you have to stay in a cheap motel on holidays.
5. Poverty is when you don't have any clean water to drink or wash with.
6. Poverty is when you don't know what you will eat tomorrow.
7. Poverty is when you cannot leave your job because you won't find another one.
8. Poverty is when you are cannot afford to eat breakfast, lunch and dinner.
9. Poverty is when you can't afford to buy a new pair of shoes.
10. Poverty is when you don't have any money to go on the annual school trip.
11. Poverty is when people can't afford to buy food and die of starvation.
12. Poverty is when you can't get a job because of the area you live in.
13. Poverty is when you don't have enough money to pay the rent.
14. Poverty is when you die because you can't afford to buy medicine when you are sick.



Lesson Notes

GLOBAL DEVELOPMENT – THINK, PAIR, SHARE

Activity 2

Activity type: Think, Pair, Share

General Overview

In this activity students will consider, share and then discuss their interpretations and understanding of poverty.

Purpose of Activity:

Allows the students to refine and voice their opinions on the topics. Encourage classroom interactions through debating.

Instructions

This activity has been designed for students to think more about a concept, to share it within a pair and finally to share it with the class. The goal is for students to acquire a better knowledge and understanding of a topic.

1. Ask the students on their own to write down what they think poverty is. They can use words or sentences.
2. When this is done, ask each student to turn to a classmate and to compare what they have written.
3. Next, ask students to get into groups of four and to share their collective thoughts about what poverty is. The group of four will then come up with a definition which reflects everybody's ideas.
4. When each group has a definition, they will be asked to read it out. This will be written on the board and discussed.
5. It is likely that certain words will be in all or most groups' definitions. The class can then agree on a class definition which succinctly and accurately reflects the group's thoughts and ideas.

One Definition of Poverty

"Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor. Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time. Poverty is losing a child to illness brought about by unclean water. Poverty is powerlessness, lack of representation and freedom."

<http://web.worldbank.org>



Lesson Notes

GLOBAL DEVELOPMENT – GIANT STEPS

Activity 3

Activity type: Giant Steps

Preparation

There are ten Tanzanian character histories provided on the following pages. Print out the various character histories two or three times depending on how many students in your class and cut them up. Each student will receive one card and take on the character of that person. Ideally, the cards should be laminated so they can be used again. If there are thirty students, three students will have the same character. This works very well for comparison and discussion.

General Overview

- Students will all stand side by side, in a line at one end of the room, with their backs to the wall, facing the teacher.
- The teacher will then read out the statements, one at a time e.g. “You have been to primary school”.
- Students will listen to the statements and if they feel this definitely applies to them, they will take a large step forward. If they think it may be true, they will take a small step forward. If they believe it not to be true, they will not move forward.
- The Teacher can read as many statements as feels appropriate.
- After several statements have been read out, the teacher should probe various characters about where they are standing, how far they have advanced (or not) and how they feel about this.
- It is also very effective if the teacher asks students with the same character to identify themselves and
- compares where they are standing. Usually, depending on the students’ own opinions and interpretations, students with the same character (e.g. Rebecca) will be standing in different places, as some will have advanced more than others. This allows for discussion and exploration about why students with the same character chose to move or not to move for different statements.

Notes

If possible, a large room should be used for this exercise. If the room is not long enough, students should be told to take slightly smaller steps.

Purpose of Activity:

This allows the students to refine and voice their opinions on the topics. Encourage classroom interactions through debating. This is also useful way of getting students to imagine how it feels for children in developing countries who do not advance, while their counterparts in the developed countries are progressing much further

Extension work

- Students can write a diary entry, based on a day of their lives as this character
- Students can research the country, area or tribe their character comes from
- Students can illustrate the character’s life on a large sheet using images, words and graphs etc.



Student Worksheet

GLOBAL DEVELOPMENT – GIANT STEPS

Abraham – 12

You live in a secure compound in Dar Es Salaam with three other families. Your father owns a small hardware shop in town and your mother works at the government hospital. They earn enough to send you to one of the many fee paying English medium schools. The government teaches primary school in Swahili and changes to English in secondary school. Your school gives you a good start with English, the language of employment. You often help your dad in his shop and you hope to open your own shop when you leave school. Your parents have just bought their first car, a second hand Toyota. The road to the compound is 2 km off the paved road and is very rough and not maintained.

You love soccer and really enjoy weekend games with friends.

Gideon – 12

Your parents both died from HIV complications before you were four. You have been placed in a poorly run orphanage on the outskirts of Mwanza, next to a rubbish dump. You are in your final year of primary school for the third year in a row. You know that you will struggle to pass the end of primary exams and anyway, there will be no money to pay secondary school fees even at a government school. Your natural determination to survive is in stark conflict with the reality of the community in which you live.

You have always wanted to be an agricultural engineer. You will be expected to leave school this year and find menial work at the town markets or in a mine.

Rebecca – 16

You are living in a clean and safe home for girls. Your parents are alive but very poor. You were living in a mud hut in a remote hillside village in Same, near Mount Kilimanjaro. You were placed in the home because of unwanted sexual advances from your uncle. This is not altogether unusual in some remote villages but your parents felt helpless and wanted better for you.

You are now in Form 2 at a sponsored school in Moshi where there is good teaching though it is a constant struggle to keep up with the class. There have been whispers and some of the boys think that you may be “easy”. The girls keep their distance. Pregnancy will mean the end of school. These issues make your ambition to become a secretary difficult.

Glory – 10

You live with your mother and two sisters in a single room in the urban slum area of Arusha called Unga Limited. Your father only visits to get money for his drinking. Your mother cooks mandazi and sweet potato for the passing crowds in the street. There is no welfare. Tuberculosis has given you very weak legs and walking is often impossible. Your attendance at primary school has been irregular at best. Secondary school is out of the question and finding an aid organisation to fund some calipers to assist you to walk is a slim hope. If that happens, you wish to become a hairdresser. You already enjoy braiding your friends’ hair in the popular styles of the day – this can be done seated. Unhappily some of the street boys tease you for your handicap but you try to not let that bother you and you know that your aunt’s neighbour, who was crippled, was given an operation and support from a rich Swedish NGO.

You live in hope, because that may be all you have!



Student Worksheet

GLOBAL DEVELOPMENT – GIANT STEPS

Emmanuel – 17

Your father is Indian and your mother is Tanzanian. This is unusual and there have been some pressures to face in both communities. Mostly you ignore this and enjoy your life. Your father runs a successful safari company in Arusha and you have been to the Serengeti many times but never tire of watching the wild animals. You attend the top international school in town and you are close to your IB (International Baccalaureate) friends. You are keen on sports and excel in rugby and swimming. Watching the rugby on the satellite TV is almost as good as cruising the national park in dad's 4WD with a few friends. You recently went to Nairobi for some orthodontic work to improve your smile.

Lightness – 15

Since your mother drowned trying to save a goat, you have been living with your aunt in Morogoro as it is not considered appropriate for a daughter to live with her father alone. Your father sells second hand clothes from a barrow on the street. You have been attending a sponsored English Medium school because your family was very poor and you passed the academic entrance exam. You had two sisters but they died from Malaria. Since Form 1 you have been spending most of your time in the boarding house at the school with a nice group of friends. This means an insecticide treated mosquito net as well as three good meals a day, classrooms with lights and teachers who help with homework. Your sponsors, Kevin and Jill, live in Australia and because Kevin is a politician, you wish to consider that as a career. You have been encouraged by the Tanzanian President who has allocated 30% of all parliamentary representatives to women. But you still have to consider the almost impossible challenge that is the cost of "buying" your way into party politics.

Gerald – 14

You live with your parents in a very pleasant "gated" community in Njiro, a wealthy area in Arusha. Dad works high up in the municipal council and mum enjoys her social life. Both have cars and the paved road stops at your gate. You and your brother attend the local academy which topped the district exam results last term. You have enjoyed some great beach holidays at Mombasa in Kenya and your room has its own TV, stereo and computer. You have been disturbed by a few school friends who have asked if your father is taking bribes or redirecting public monies. Even some of the teachers have made you feel uncomfortable. You are aware that this sort of corruption is commonplace but your father becomes angry when the issue is brought up at dinner. Your lifestyle owes itself to your father's efforts. You are not sure if you want to enter public service which "pays" very well or work overseas.

Amani – 15

You repeated Grade 7 twice (end of Primary) and are now struggling in Form 1. Since your family is quite poor you have to make a decision about your future. You are very tall and have an aptitude for basketball though it is not a popular sport in Tanzania. You are aware that talent scouts visit Dar Es Salaam, but the expense of getting there and the doubt you have about your chances of being picked up need to be considered. Your parents were angry when you spent 10,000 TSH on sports shoes when some textbooks had been requested by your school. Friends have tried to make you see that completing your education is more important than a sports career. You are confused about your future and there seems to be no-one to talk to about options.



Student Worksheet

GLOBAL DEVELOPMENT – GIANT STEPS

Rosemary – 16

You are the last born child in a family of six. Your parents are both Masai and your mother is your father's first wife. That gives your family great status in your community in Monduli, on the outskirts of Arusha town. Your father has three wives and 14 children altogether – the youngest is only three months old. Thanks to the generosity of a local NGO you go to a free secondary school – your tuition is paid for by American sponsors. You know you are very lucky because the government school nearby has no books and 90 students in each room.

At your school you have been on an excursion to the airport and you really want to become a pilot but your community does not encourage girls to have a career because they believe a woman's place is with her husband and family. You used to feel this way too but since coming to school, you want much more, like your friends at school. However, your friends at home find your ambitions strange because they all intend to marry by the time they are 16 years old. You want a career but you also want to find love and have children. You know that if you study it will take at least four years and by the time you have finished many local men will consider you too old to marry. You worry sometimes that you can't have both lives and wonder which you should choose.

Dorcas – 14

You are living with your parents and three grandparents along with four brothers and two sisters in Busheri a village near Tanga, on the East Coast of Tanzania. Your home is a three room mud hut with a corrugated roof, no ceiling and a pit toilet out back. You share your bed with your sisters. At the moment your youngest brother is in hospital with a serious disease. Your parents are trying to find the money to pay for his continued medical treatment but there is little hope. Early each morning you need to walk half an hour with two buckets to the nearest tap hoping that water is available. After enough feed has been gathered for milking the cow and two goats at home you go to school without a great deal of hope that much will happen.

There are 90 students in your class and those students who do not get over 80% in exams are beaten with a stick. You are growing out of your school uniform but your family cannot afford a new uniform because of your brother's illness. Now you are too embarrassed to go to school so you have started skipping classes and joining some local girls behind the town bar where you can listen to the only TV in the village. Some local men have recently offered you and your friend a little money to spend time with them. Some of the girls have been going with them recently and have made lots of money. You really don't want to go but you know that if you make some money you can really help your family and pay for your brother's medical treatment.



Teacher Notes

GLOBAL DEVELOPMENT – GIANT STEPS

The following list should be read out by teachers to facilitate the Giant Steps Activity

Statements to be read to the class

1. It is likely that you will complete secondary school.
2. You could go to university when you finish school.
3. When you are sick you can go to a doctor.
4. You can live with your family at home.
5. You can join any group you like.
6. You have a secure home.
7. You feel that you belong.
8. You have enough to eat and drink.
9. You get plenty of extra help when you need it.
10. You get involved with things happening in your community.
11. You like living where you live; it's a nice clean environment.
12. You can be yourself without being teased or made to feel different.
13. You are looking forward to your life ahead; your future is pretty secure.
14. You are a member of at least one local group, sports team, organisation, etc
15. You can easily socialize with your friends e.g. going to discos, the cinema, etc
16. You get most things that you ask for at home, like clothes, shoes, books, CDs etc

Additional Activity:

Compare "life stage" and progress between different profiles and between the same profiles.



Teacher Notes

GLOBAL DEVELOPMENT – DEVELOPMENT

Development Definition

A progression from a simpler or lower to a more advanced, mature, or complex form or stage: the development of an idea into reality; the evolution of a plant from a seed; attempts made to foster social progress.

1. The act of developing.
2. The state of being developed.
3. A significant event, occurrence, or change.
4. The act of improving by expanding or enlarging or refining

World Bank Definition:

“Development, when we are talking about countries, means reaching an acceptable standard of living for all people. Development, by its nature, will always be ongoing, even when these basic goals are met. People will always try to improve the quality of their lives and the lives of their children. At the same time, all agree that development efforts should be “sustainable.” This means meeting today’s needs without creating problems for future generations.”

<http://web.worldbank.org>

Developing versus Developed Countries

Kofi Annan, former Secretary General of the United Nations, defined a developed country as follows. “A developed country is one that allows all its citizens to enjoy a free and healthy life in a safe environment.” The World Bank classifies countries into four income groups:

1. Low income countries have GNI per capita of US\$1,025 or less
2. Lower middle income countries have GNI per capita of US\$1,026 –\$4,035
3. Upper middle income countries have GNI per capita between US\$4,036 –\$12,475
4. High income countries have GNI above \$12,476.

The World Bank classifies all low- and middle-income countries as developing.

Developed and Developing Countries

Developing Regions

Africa
Americas Excluding North America
Caribbean
Asia excluding Japan
Oceania excluding Australia and New Zealand

Developed Regions

North America
Europe
Australia and New Zealand



Teacher Notes

GLOBAL DEVELOPMENT – DEVELOPMENT

List of high-income countries (1st July 2016)

	Andorra		Gibraltar		Norway
	Antigua and Barbuda		Greece		Oman
	Aruba		Greenland		Poland
	Australia		Guam		Portugal
	Austria		Hong Kong		Puerto Rico
	The Bahamas		Hungary		Qatar
	Bahrain		Iceland		Saint Kitts and Nevis
	Barbados		Ireland		Saint Martin
	Belgium		Isle of Man		San Marino
	Bermuda		Israel		Saudi Arabia
	British Virgin Islands		Italy		Seychelles
	Brunei		Japan		Singapore
	Canada		South Korea		Sint Maarten
	Cayman Islands		Kuwait		Slovakia
	Channel Islands		Latvia		Slovenia
	Chile		Liechtenstein		Spain
	Croatia		Lithuania		Sweden
	Curaçao		Luxembourg		Switzerland
	Cyprus		Macao		Taiwan
	Czech Republic		Malta		Trinidad and Tobago
	Denmark		Monaco		Turks and Caicos Islands
	Estonia		Nauru		United Arab Emirates
	Faroe Islands		Netherlands		United Kingdom
	Finland		New Caledonia		United States
	France		New Zealand		Uruguay
	French Polynesia		Northern Mariana Islands		U.S. Virgin Islands
	Germany				



Student Worksheet

GLOBAL DEVELOPMENT – SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals

The transforming our world: the 2030 Agenda for Sustainable Development resolution, was adopted unanimously by the UN General Assembly in September 2015. The resolution is a commitment to work together to build a safer, more prosperous and equitable world. It outlines 17 goals to be achieved by 2030 that will change our world for the better.

If these goals are achieved, poverty will be eradicated, millions of lives will be saved through the ending of hunger and improvement of health care, climate change will be addressed and many more will have peaceful and prosperous lives.

The Sustainable Development Goals Website:
<http://www.un.org/sustainabledevelopment/>

The 17 Sustainable Development Goals are:

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
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
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
17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development



Student Worksheet

GLOBAL DEVELOPMENT – SUSTAINABLE DEVELOPMENT GOALS

Activity 4

Each Sustainable Development Goal has a measurable target for the year 2030. Listed below are all the goals (mixed up) along with an explanation. Read each of the targets and explanations and try to match which goes with each goal on page 16. The first one has been done as an example.

Goal 2: Zero hunger

Target: End hunger, achieve food security and improved nutrition and promote sustainable agriculture.

In the past 20 years, hunger has dropped by almost half. Many countries that used to suffer from famine and hunger can now meet the nutritional needs of their most vulnerable people. It's an incredible accomplishment. Now we can go further and end hunger and malnutrition once and for all. That means doing things such as promoting sustainable agriculture and supporting small farmers. It's a tall order. But for the sake of the nearly 1 out of every 9 people on earth who go to bed hungry every night, we've got to try. Imagine a world where everyone has access to sufficient and nutritious food all year round. Together, we can make that a reality by 2030.

Goal: _____

Target: Ensure availability and sustainable management of water and sanitation for all.

Everyone on earth should have access to safe and affordable drinking water. That's the goal for 2030. While many people around the world take clean drinking water and sanitation for granted, many others don't. Water scarcity affects more than 40 percent of people around the world, and that number is projected to go even higher as a result of climate change. If we continue the path we're on, by 2050 at least one in four people are likely to be affected by recurring water shortages. But we can take a new path—more international cooperation, protecting wetlands and rivers, sharing water-treatment technologies and more—that leads to accomplishing this Goal.

Goal : _____

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

Humans and other animals rely on other forms of life on land for food, clean air, clean water, and as a means of combatting climate change. Plant life makes up 80% of the human diet. Forests, which cover 30% of the Earth's surface, help keep the air and water clean and the Earth's climate in balance. That's not to mention they're home to millions of animal species. But the land and life on it are in trouble. Arable land is disappearing 30 to 35 times faster than it has historically. Deserts are spreading. Animal breeds are going extinct. We can turn these trends around. Fortunately, the Sustainable Development Goals aim to conserve and restore the use of terrestrial ecosystems such as forests, wetlands, drylands and mountains by 2020.



Student Worksheet

Goal: _____

Target: Achieve gender equality and empower all women and girls.

The great progress the world has made in becoming more prosperous and fair is worth celebrating. And yet, in just about every way, women and girls lag behind. There are still gross inequalities in work and wages, lots of unpaid “women’s work” such as child care and domestic work and discrimination in public decision-making. But there are grounds for hope. More girls are in school now compared to in 2000. Most regions have reached gender parity in primary education. The percentage of women getting paid for their work is on the rise. The Sustainable Development Goals aim to build on these achievements to ensure that there is an end to discrimination against women and girls everywhere. It’s a basic human right.

Goal: _____

Target: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

The Sustainable Development Goals are pretty big to-do list, don’t you think? In fact, it’s so big, you may just want to throw your hands up in the air. “Forget it! Can’t be done! Why even try!” But we’ve got a lot going for us. The world is more interconnected today than ever before, thanks to the internet, travel and global institutions. There’s a growing consensus about the need to work together to stop climate change. And the Sustainable Development Goals are no small matter either. 193 countries agreed on these Goals. Pretty incredible, isn’t it? 193 countries agreeing on anything? The final Goal lays out a way for nations to work together to achieve all the other Goals.

Goal: _____

Target: Ensure inclusive and equitable quality education and promote life long learning opportunities for all.

First, the bad news on education. Poverty, armed conflict and other emergencies keep many, many kids around the world out of school. In fact, in developing regions, kids from the poorest households are four times more likely to be out of school than those of the richest households. Now for some good news. Since 2000, there has been enormous progress on the goal to provide primary education to all children worldwide. The primary school enrolment rate in developing regions reached 91%. By measures in any school, that’s a good grade. Now, let’s get an even better grade for all kids and achieve the goal of universal primary and secondary education, affordable vocational training, access to higher education and more.



Student Worksheet

Goal: _____

Target: End poverty in all its forms.

End extreme poverty in all forms by 2030. Yes, it's an ambitious goal— but we believe it can be done. In 2000, the world committed to cutting the number of people living in extreme poverty by half in 15 years and we met this goal. However, more than 800 million people around the world still live on less than \$1.25 a day—that's about the equivalent of the entire population of Europe living in extreme poverty. Now it's time to build on what we learned and end poverty altogether.

Goal: _____

Target: promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

An important part of economic growth is that people have jobs that pay enough to support themselves and their families. The good news is that the middle class is growing worldwide—almost tripling in size in developing countries in the last 25 years, to more than a third of the population. But in 2015, we also have widening inequalities, and job growth is not keeping pace with the growing labour force—over 200 million people don't have jobs. That's the equivalent of the entire population of Brazil. Things don't have to be that way. We can promote policies that encourage entrepreneurship and job creation. We can eradicate forced labour, slavery and human trafficking. And in the end we can achieve the goal of decent work for all women and men by 2030.

Goal: _____

Target: Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

The oceans make human life possible. Their temperature, their chemistry, their currents, their life forms. For one thing, more than 3 billion people depend on marine and coastal diversity for their livelihoods. But today we are seeing nearly a third of the world's fish stocks overexploited. That's not a sustainable way of life. Even people who live nowhere near the ocean can't live without it. Oceans absorb about 30 percent of the carbon dioxide that humans produce; but we're producing more carbon dioxide than ever before and that makes the oceans more acidic—26% more, since the start of the industrial revolution. Our trash doesn't help either—13,000 pieces of plastic litter on every square kilometer of ocean. Sounds bad, right? Don't despair! The Sustainable Development Goals indicate targets for managing and protecting life below water.



Student Worksheet

Goal: _____

Target: Ensure healthy lives and promote well-being for all at all ages.

We all know how important it is to be in good health. Our health affects everything from how much we enjoy life to what work we can perform. That's why there's a Goal to make sure everyone has health coverage and access to safe and effective medicines and vaccines. Since 1990, we've made big strides—preventable child deaths are down by more than half, and maternal mortality is down by almost as much. And yet some other numbers remain tragically high, like the fact that every year 6 million children die before their fifth birthday, or that AIDS is the leading cause of death for adolescents in sub-Saharan Africa. We have the means to turn that around and make good health more than just a wish.

Goal: _____

Target: Make cities and human settlement inclusive, safe, resilient and sustainable.

If you're like most people, you live in a city. More than half the world's population now lives in cities, and that figure will go to about two thirds of humanity by the year 2050. Cities are getting bigger. In 1990 there were ten "mega-cities" with 10 million inhabitants or more. In 2014, there were 28 mega-cities, home to 453 million people. Incredible, huh? A lot of people love cities; they're centers of culture and business and life. The thing is, they're also often centers of extreme poverty. To make cities sustainable for all, we can create good, affordable public housing. We can upgrade slum settlements. We can invest in public transport, create green spaces and get a broader range of people involved in urban planning decisions. That way, we can keep the things we love about cities and change the things we don't.

Goal: _____

Target: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

Technological progress helps us address big global challenges such as creating jobs and becoming more energy efficient. The world is becoming ever more interconnected and prosperous thanks to the internet. The more connected we are, the more we can all benefit from the wisdom and contributions of people everywhere on earth. And yet four billion people have no way of getting online, the vast majority of them in developing countries. The more we invest in innovation and infrastructure, the better off we'll all be. Bridging the digital divide, promoting sustainable industries, and investing in scientific research and innovation are all important ways to facilitate sustainable development.



Student Worksheet

Goal: _____

Target: Take urgent action to combat climate change and its impacts.

Every country in the world is seeing the drastic effects of climate change, some more than others. On average, the annual losses just from earthquakes, tsunamis, tropical cyclones and flooding count in the hundreds of billions of dollars. We can reduce the loss of life and property by helping more vulnerable regions—such as land-locked countries and island states—become more resilient. The impact of global warming is getting worse. We’re seeing more storms, more droughts and more extremes than ever before. It is still possible, with political will and technological measures, to limit the increase in global mean temperature to two degrees Celsius above pre-industrial levels—and thus avoid the worst effects of climate change. The Sustainable Development Goals lay out a way for countries to work together to meet this urgent challenge.

Goal: _____

Target: Ensure access to affordable, reliable, sustainable and modern energy for all.

Between 1990 and 2010, the number of people with access to electricity increased by 1.7 billion. That’s progress to be proud of. And yet, as the world’s population continues to rise, still more people will need cheap energy to light their homes and streets, use phones and computers and do their everyday business. The way we get that energy is at issue; fossil fuels and greenhouse gas emissions are making drastic changes in the climate, leading to big problems on every continent. Instead, we can become more energy-efficient and invest in clean energy sources such as solar and wind. That way we’ll meet electricity needs and protect the environment. How’s that for a balancing act?

Goal: _____

Target: Ensure sustainable consumption and production patterns.

Some people use a lot of stuff, and some people use very little—in fact, a big share of the world population is consuming too little to meet even their basic needs. It doesn’t have to be this way. We can have a world where everybody gets what they need to survive and thrive. And we can consume in a way that preserves our natural resources so that our children can enjoy them, and their children and their children after that. The hard part is how to achieve that goal. We can manage our natural resources more efficiently and dispose of toxic waste better. Cut per capita food waste in half globally. Get businesses and consumers to reduce and recycle waste. And help countries that have typically not consumed a lot to move towards more responsible consumption patterns.



Student Worksheet

Goal: _____

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

How can a country develop—how can people eat and teach and learn and work and raise families—without peace? And how can a country have peace without justice, without human rights, without government based on the rule of law? Some regions of the world enjoy relative peace and justice, and may come to take it for granted. Other regions seem to be plagued by armed conflict, crime, torture and exploitation, all of which hinders their development. The goal of peace and justice is one for all countries to strive towards. The Sustainable Development Goals aim to reduce all forms of violence and propose that governments and communities find lasting solutions to conflict and insecurity. That means strengthening the rule of law, reducing the flow of illicit arms and bringing developing countries more into the center of institutions of global governance.

Goal: _____

Target: Reduce inequalities within and among countries.

It's an old story: the rich get richer, and the poor get poorer. The divide has never been starker. We can and must adopt policies that create opportunity for everyone, regardless of who they are or where they come from. Income inequality is a global problem that requires global solutions. That means improving the regulation of financial markets and institutions, sending development aid where it is most needed and helping people migrate safely so they can pursue opportunities. We've made so much progress on poverty in the last 15 years, and now we can change the direction of the old story of inequality.



Teacher Notes

GLOBAL DEVELOPMENT – SUSTAINABLE DEVELOPMENT GOALS

Activity 4

Below are the solutions for the previous exercise.

Answers (for Teacher)

Target: Ensure availability and sustainable management of water and sanitation for all.

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

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

Goal 15: Ensure availability and sustainable management of water and sanitation for all.

Target: Achieve gender equality and empower all women and girls.

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

Target: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Goal 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

Target: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

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

Target: End poverty in all its forms.

Goal 1: End poverty in all its forms everywhere.

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

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

Target: Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

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

Target: Ensure healthy lives and promote well-being for all at all ages.

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

Target: Make cities and human settlements inclusive, safe, resilient and sustainable.

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

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

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

Target: Take urgent action to combat climate change and its impacts.

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

Target: Ensure access to affordable, reliable, sustainable and modern energy for all.

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

Target: Ensure sustainable consumption and production patterns.

Goal 12: Ensure sustainable consumption and production patterns.

Target: Reduce inequality within and among countries.

Goal 10: Reduce inequalities within and among countries.

Target: 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 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.



Lesson Plan #2

Basic Human Needs





Overall Activity Summary

BASIC HUMAN NEEDS

Overview

Students, working in pairs, read about and discuss issues affecting the people of Tanzania. They are given three parts of a case study to read and analyze using guided questions. The case study highlights key points to consider in the guided discussion that follows.

Aims

- To introduce and discuss the concept of basic human needs.
- To help students understand to the cycle of poverty using concrete examples.

Objectives

All students should be able to:

- Explain the term “Basic Human Needs” and differentiate between needs and wants.
- Understand that without access to these basic needs, people cannot break the cycle of poverty.
- List the various items that some money can provide - food, water and shelter.
- Understand that a child must be healthy and well-fed to concentrate in school, and that a good education is essential to achieve a good job which in turn is essential for providing a family with food, water, shelter, access to healthcare and education.
- Comprehend that conversely, the lack of food, water or shelter leads to sickness and poor health. Lack of money means no access to healthcare. These factors can lead to poor concentration in school. Also comprehend that a family may not be able to afford to send a child to school in which case that child will find it difficult to secure a job in the future and hence, earn money.
- Link the above factors and understand their role in the end to cycle of poverty.

Resources/Materials included

Information Sheet – The School of St Jude

Activity 1- Think Pair Share

Activity 2- Basic Needs Case Study and Questions

Activity 3 - Case Study with Graphic

Activity 4- Household Budget Student Worksheet and Questions

Related External Resources

- www.schoolofstjude.org
- www.sustainabledevelopment.un.org/
- www.globalgoals.org/



General Information Sheet

The School of St Jude (page 1)

When 22 year old Australian, Gemma Rice, went to volunteer in East Africa for a few years, she witnessed the results of people in the developing world caught in the tragic cycle of generational poverty exacerbated by a lack of education. Crippling manual labour or a life of crime were, for many, the only means of survival.

Following years of volunteer work in Uganda and East Africa, Gemma returned home to rural Australia to a rewarding teaching job and a comfortable lifestyle, but never forgot the poverty and suffering she left behind in the country that still had her heart.



At some stage we may have said to ourselves, "Charity begins at home", as we've put the small change in our moneyboxes and felt justified in doing so. Gemma, now 24 years of age, saw it differently. With the powers of persuasion, honed by growing up with seven brothers, she convinced some of her friends and family members to pledge at least \$5 a month, to be put into an account at the local bank, the proceeds of which enabled two young women to go to school in Uganda.

From this humble beginning, the East African Fund Incorporated was born and is now a registered Australian charity (No: CFN16123). With Gemma's unceasing energy, passion, dedication and enthusiasm for the projects of the East African Fund inspiring others, she found that she had enough money to pay for several students' education. When her future father-in-law, Mr Daniel Sisia, offered her a piece of land in his village Arusha, Tanzania, she immediately agreed to his request that she build a school for local poor children.

The word spread quickly and many individuals and members of schools, businesses, Inner Wheel and Rotary Clubs throughout Australia, pledged donations and assistance. People joyously helped with the collection and transportation of computers, library books, school books, teaching aids, classroom equipment, sports equipment, sewing machines, clothes and an endless list of goods that would see Gemma's dream of starting a school become a reality.



In 2001, a group of friends from Gemma's home district formed a volunteer team to help build the very first classrooms. It was the first (of many) Rotary volunteer teams to help St Jude's and it was done in true pioneering style.





General Information Sheet

The School of St Jude (page 2)

So in February 2002, Gemma founded The School of St Jude in Arusha, Northern Tanzania, East Africa. The School of St Jude is owned by a registered Tanzanian company that is a "Company Limited by Guarantee and not having a Share Capital" called The School of St Jude Ltd (company # 47555). This company can not be bought or sold but rather only given to another similar not-for-profit company with similar objectives.

The School of St Jude opened its doors to three very small, bright and underprivileged students. St Jude's began with one teacher and a single classroom. Every year new buildings were constructed to house the following year's intake of students. This allowed the oldest students to progress into the year above and eventually saw them graduate secondary school in 2015. Fifteen years after it started the school has grown to around 1,800 students, spread across two campuses and two boarding campuses and employs over 270 local Tanzanian staff.



The various sponsorship and donation schemes, which have been set up at the school, have allowed the dream of educating underprivileged children become a reality.



One of the first buildings takes shape thanks to Rotary's support



The original site of The School of St Jude at Moshono.



General Information Sheet

The School of St Jude (page 3)

The School of St. Jude is a charity funded (sponsorship and donations) in Tanzania that primarily serves children from the lowest socio-economic backgrounds. The school blends the best of Western and Tanzanian instructional methods to instill critical thinking and high moral values in students who will later become the leaders in their families, communities and contributing to development of Tanzania. The School of St Jude aims to be an exemplary, modern and sustainable institution that effects a paradigm shift on the educational system in Tanzania by enabling Tanzanians to run successful schools, thereby alleviating poverty and breaking the cycle of dependency on external aid.

Before The School of St. Jude opened in 2002, children in this area would either go to one of the local Government schools, or if this was not possible, they would not be able to attend school at all. In 2010 an additional two boarding houses were constructed at Moivaro Boarding Campus. Now between Usa and Moivaro Boarding Campuses over 1,000 of our students no longer have the requirement of spending hours traveling to and from

school each and every day. The Boarders can now live in an environment that is safe, consistent, healthy, conducive to study and with access to power for lighting. And they love having their own bed, not a common thing for our students as when they are at home they are living in extreme poverty.

More than 90% of the children at the school receive a totally free education as local and international sponsors individually contribute to the costs of not only their educational fees but also the uniform, stationery, transport, hot meal, snacks and drinks for each child. What makes this school even more special is the fact that this success comes about due to the group effort of thousands of ordinary people from all over the world coming together to do something quite extraordinary. Individuals, families, schools, church groups and service clubs are joining forces by supporting the school's various sponsorship programs. Every day staff and students work hard to fulfill the school's philosophy of "Fighting Poverty through Education" helping the students break the cycle of poverty that has gripped their families for generations.



The Moivaro Boarding Campus (pictured above) is where Upper Primary students stay during the week. The Smith Secondary Campus (pictured below) is a half hour drive away from Moshono at Usa River. In 2013, construction of the final boarding houses at Smith Campus completed the entire building project.





Advantages of The School of St Jude

- Smaller class sizes: Around 25 students per class rather than more than 70 students in a typical class in Tanzania;
- Sponsored children attend the school completely free. In other schools, children and their families must purchase school uniforms, school supplies and contribute to facilities such as toilets and building work;
- A library for each school campus housing thousands of books and teacher resources: Most government schools have no other teaching resources other than chalk and a rare textbook;
- Day students receive morning tea and a hot nutritious meal that varies each day, as well as drinking water available in each classroom. Students at a typical government school are not given any food and drinking water is scarce;
- Corporal punishment, prevalent in government schools, is prohibited;
- Creativity and critical thinking are nurtured in students and staff;
- Full time nurses are employed at each school campus. Medical help is rarely given in other schools;
- All of the teachers are extremely well qualified, well compensated and supported in their pursuit of continuing professional development. Many teachers at other schools are not well qualified and are underpaid;
- A growing fleet of colourful school buses that bring the children and staff to and from school everyday;
- At government schools children and staff must walk to school, many just don't turn up;
- St Jude's students have individual access to computers and the internet in computer labs;
- We are an English-speaking School: This means the students will be fluent in English and this will help them obtain much better jobs because most business in East Africa is conducted utilising English;
- The school's goal is for every student to finish primary and secondary school, and go on to tertiary education.
- Students at other schools fail government exams and end up leaving school at the primary level to work at ill-paid jobs, if any at all. Currently around 2% of Tanzanians go on to tertiary education.





Lesson Notes

BASIC HUMAN NEEDS

Activity 1

Teacher should pose the following two key questions to students:

- What are the basic human needs for survival?
- What happens if you are denied access to these?

Students engage in a 'Think Pair Share' activity. Students reflect individually on the questions. In pairs, they formulate an answer to each question. Finally, students share their thoughts with the rest of the class, leading to class discussion.

For an explanation of Think, Pair, Share, see page 8 of the Global Development Lesson.

Activity 2:

After this exercise students will read the answers given by Gerald, a student from The School of St Jude. Students will then be able to compare their answers to the two questions above to Gerald's answers.

To complete the activity, there are also comprehension questions for students to answer and also questions to encourage class discussion.

Activity 3:

Immediately after Activity 2 students will apply their knowledge of 'The Cycle of Basic Human Needs' and 'The Cycle of Poverty.' They will do this by working as a class to complete the graphic organizers on 'The Cycle of Basic Needs' and 'The Cycle of Poverty'. The teacher may use the completed Teacher resource sheets to prompt appropriate response from the students.

Activity 4:

Students will be given a list of basic household goods and services available to a Tanzanian family, along with the monthly cost for each.

Students are then given the budget of a fairly poor Tanzanian family. They must prioritize which goods and services the family should buy in an attempt to provide for its basic human needs. It is worth noting that some Tanzanian families can earn as little as 30,000 Tsh (Tanzanian Shillings) a month. To extend the lesson, students could repeat the activity with an even lower budget.



Student Worksheet

BASIC HUMAN NEEDS – CASE STUDY

Activity 2

Gerald, a student at The School of St Jude was asked the same two questions as you.

- What are the basic human needs for survival?
- What happens if you are denied access to these?

Here is his response. Compare his ideas to yours and then answer the questions below.

Gerald – Aged 14

“Food, clothes, water, shelter and education are very important. Without food, there is no life. Without food you cannot study. If you are hungry in school, you cannot understand the teacher. You are only thinking about food. It is very difficult to learn. It is important to get a good education. If you do not have good farming skills, you cannot grow food. I don’t want to be a farmer. I want to study hard so I can become a pilot. If this happens, I will be able to use my salary to buy food for my family.

Clean water is also very important. We need clean water to drink, wash and cook. If we have no water, we cannot cook and so we cannot eat. If we cannot wash our hands, we get sick. If we drink dirty water, we can get diseases like typhoid or cholera.

Another important need is shelter. If you have nowhere to sleep, it can cause death. In the rainy season, people can die of malaria if they do not sleep inside with a mosquito net to protect them. I had malaria when I was younger, but my brother gave me medicine. Since then, I have used a mosquito net at night. I know how important they are.”

Questions

1. What does Gerald say about food and hunger?
2. Why does Gerald want to become a pilot?
3. According to Gerald, why is clean water important?
4. List two diseases that people can get from drinking dirty water?
5. Why do people die in the rainy season?
6. List one way that people living in Tanzania can protect themselves from contracting malaria?

Class discussion questions

1. In your opinion, what is the most important basic need?
2. What would you say is the least important basic need?

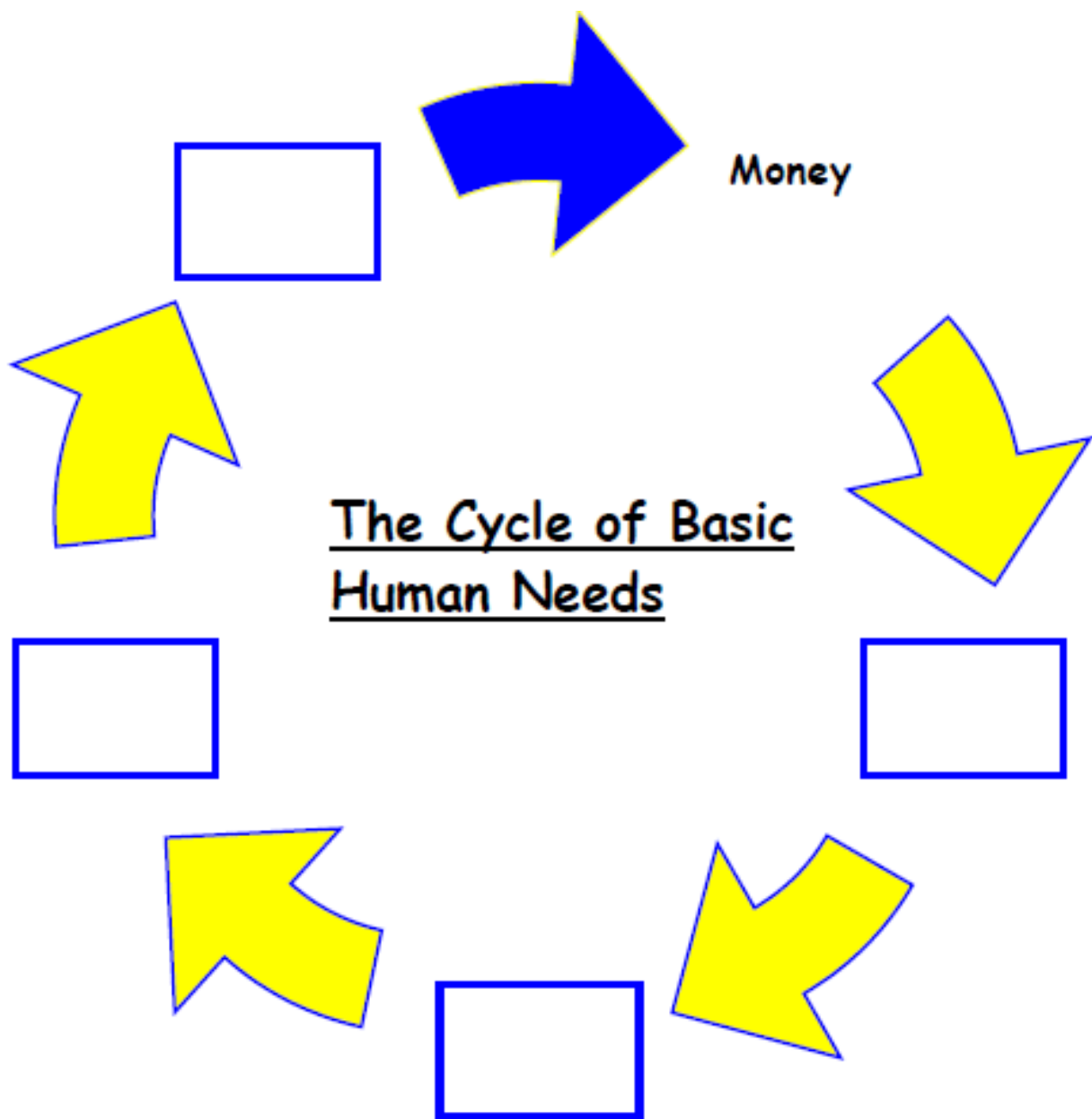


Student Worksheet

BASIC HUMAN NEEDS – CASE STUDY

Activity 3

After discussing Gerald's ideas along with your own opinions, can you fill in the graphic organizer below to show basic human needs?



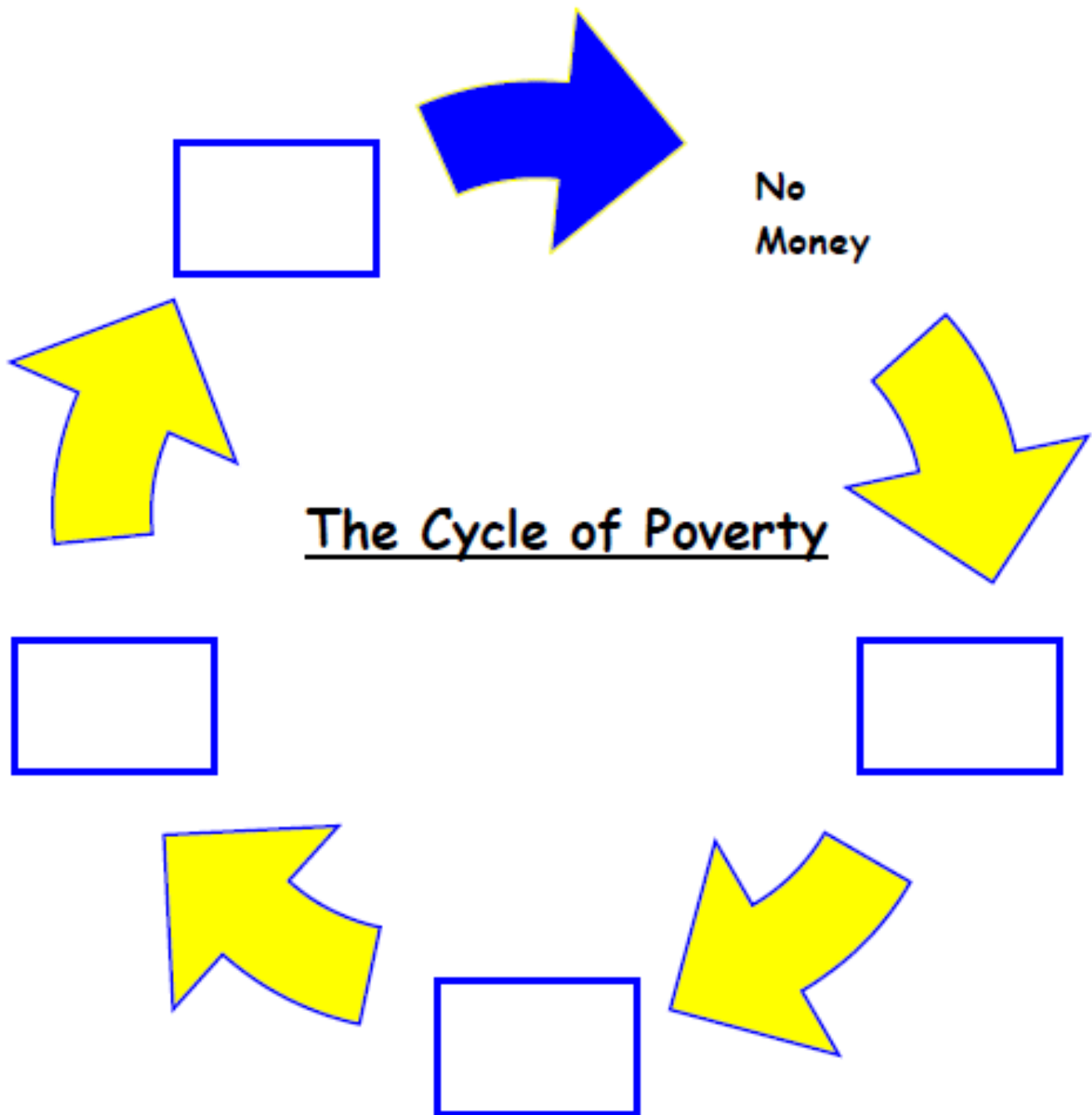


Student Worksheet

BASIC HUMAN NEEDS – CASE STUDY

Activity 3

After discussing Gerald's ideas along with your own opinions, can you fill in the graphic organizer below to show the cycle of poverty?



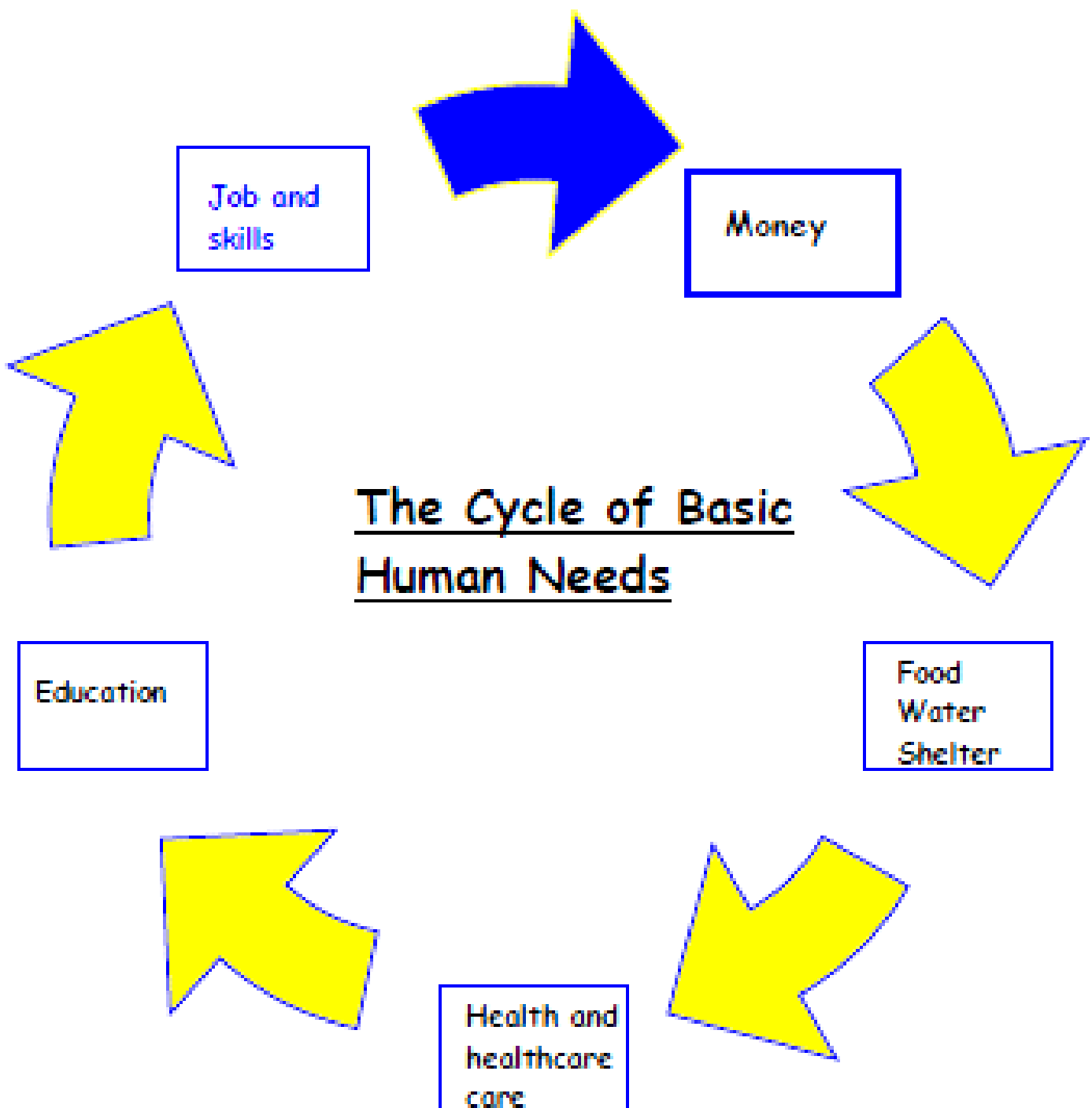


Teacher Notes

BASIC HUMAN NEEDS – CASE STUDY

Activity 3

After discussing Gerald’s ideas along with your own opinions, can you fill in the graphic organizer below to show basic human needs?



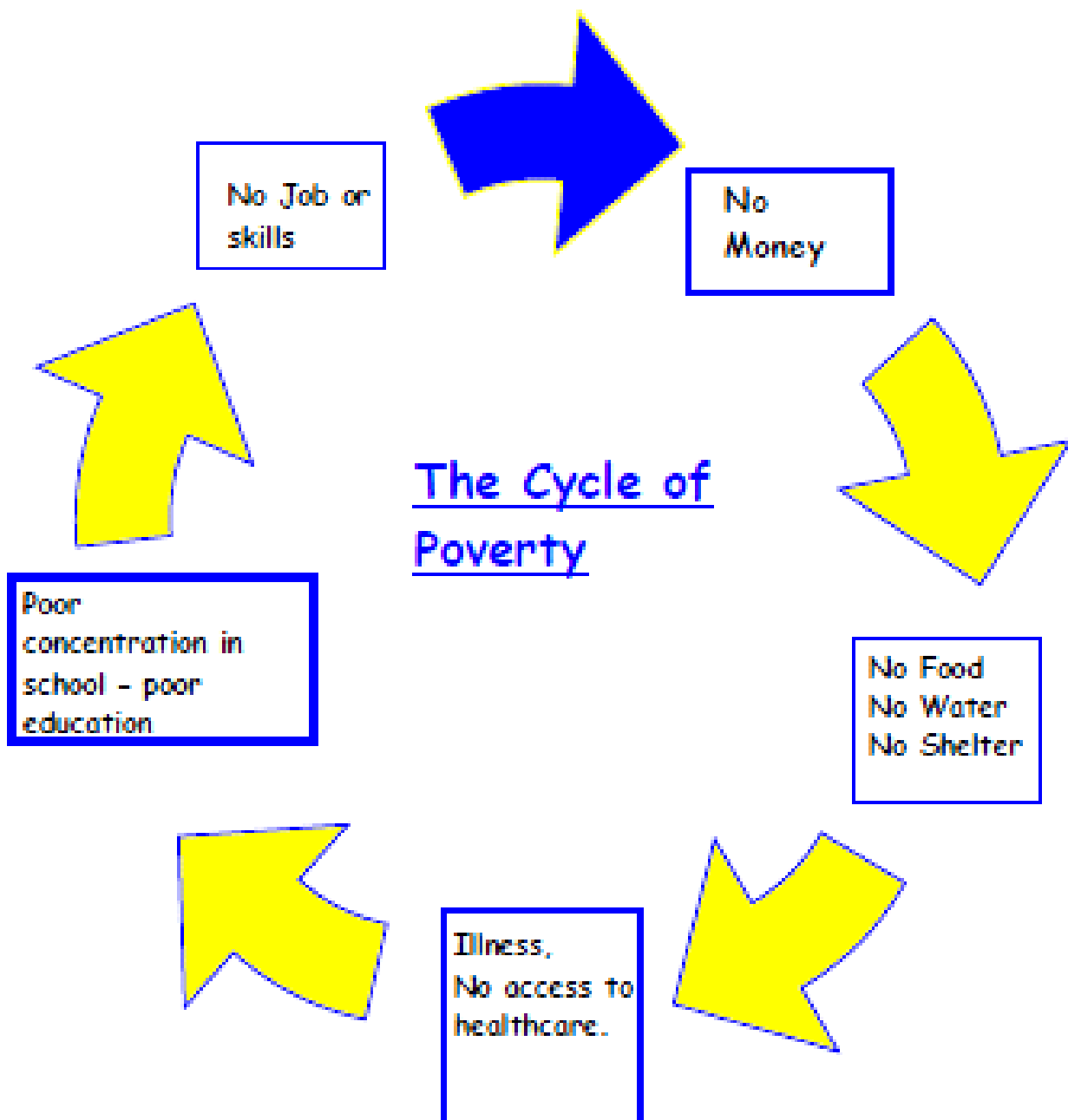


Teacher Notes

BASIC HUMAN NEEDS – CASE STUDY

Activity 3

After discussing Gerald's ideas along with your own opinions, can you fill in the graphic organizer below to show the cycle of poverty?





Student Worksheet

BASIC HUMAN NEEDS – HOUSEHOLD BUDGET

Activity 4

Prices of goods and services in Tanzania

Take some time to read through the prices of some basic goods and services in Tanzania and then complete the worksheet on the next page.

Rent per month (1 room house, shared toilet)
15,000 Tsh

Rent per month (2 room house, shared toilet)
25,000 Tsh

Water 4,000 Tsh

School (per child, per month) 8,200 Tsh

Electricity 24,000 Tsh

Cooking oil 4,000 Tsh

Fuel for cooking 10,000 Tsh

Fuel for lamps 10,000 Tsh

4kg tea 3,000 Tsh

7 kg of rice 7,000 Tsh

4kg of carrots 6,000 Tsh

6 kg of maize 5,000 Tsh

5 kg of zucchini 10,000 Tsh

20 Coca-Colas 10,000 Tsh

4 kg of sugar 8,000 Tsh

4kg of onions 4,000 Tsh

Note:

1,000 Tanzanian Shillings (Tsh) is worth approximately AUD\$0.60

4kg local spinach 800 Tsh

6kg Beans 3000 Tsh

Stock 1000 Tsh

4 kg cooking bananas 2,000 Tsh

2 small chickens 10,000 Tsh

Soap (1 bar) 500 Tsh

Toothpaste 1,500 Tsh

Malaria medication 2,000Tsh

Mosquito Net 5,000 Tsh

Clothes 4,000 Tsh

Shoes 4,000 Tsh

Candles 2,000 Tsh

Matches 500 Tsh



Student Worksheet

BASIC HUMAN NEEDS – HOUSEHOLD BUDGET

Activity 4

Imagine that you are trying to provide for yourself and your family (two adults and three children).

You have a monthly wage of 50,000Tsh (AU\$30.00). Make sure to find the total for each column.

Basics	(A) Need	(B) Can Afford	(C) Can't Afford
Rent (1 room)			
Rent (2 rooms)			
Water			
School (child 1)			
School (child 2)			
Electricity			
Cooking oil			
Fuel for cooking			
Fuel for lamps			
4 kg tea			
7 kgs of rice			
4 kg of carrots			
6 kg of maize			
5 kgs of zucchini			
20 Coca-Colas			
4 kg of sugar			
4 kg of onions			
4 kg of local spinach			
6 kg beans			
Malaria Net			
4 kg cooking bananas			
2 small chickens			
Soap (1 bar)			
Toothpaste			
Malaria medication			
Clothes			
Shoes			
Candles			
Matches			
TOTAL			

1. Using Column A, choose those items which you believe you will need.
2. Write the price for each item you have chosen beside it and then add up the total cost at the bottom.
3. Now, in Column B, choose which items you can afford (remember, your budget is 50,000 Tsh.)
4. In Column C work out which items you can and can't afford.



Student Worksheet

BASIC HUMAN NEEDS – HOUSEHOLD BUDGET

Questions

1. What is the total amount of items that you feel you need? _____
2. What is the total amount of the items that you can actually afford to buy? _____
3. What is the difference (in Tsh) between those items which you feel you need to buy and those you can afford? _____
4. What is the total amount of the items you can't afford to buy? _____
5. Mention one item which you felt you needed but couldn't afford? _____
6. Mention one item which you decided to purchase instead and explain why you made this decision?

7. When you were doing this exercise, what was the most difficult decision that you had to make?

8. Based on the budget that you have done, do you think the food you have chosen would provide your family with a balanced, nutritious diet?

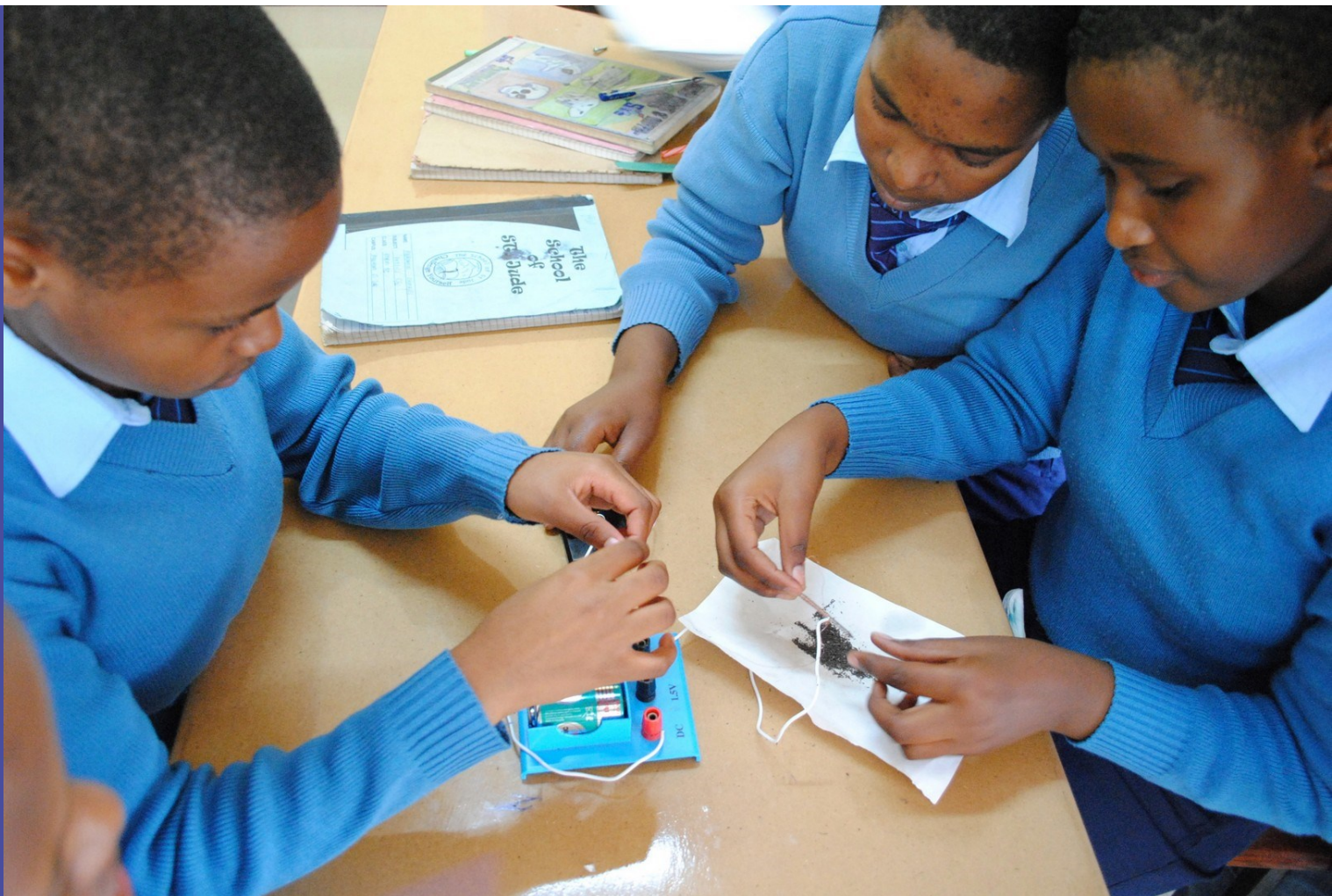
9. What potential problems might you encounter, based on this shopping list? _____

10. What do you think you could do to remedy this situation? _____



Lesson Plan #3

Equality in Education





Overall Activity Summary

EQUALITY IN EDUCATION

Overview

Students, working in pairs, will read about and discuss issues relating to education in Tanzania.

Aims

- To introduce students to the idea that education should be freely available to all children.
- To help students understand the consequences of a lack of education.

Objectives

All students should be able to:

- Comprehend that many children do not have access to a good education.
- Express their thoughts and feelings about the lack of equality in the availability of education.
- Understand that education is often a luxury, available to those children whose parents are educated.
- Recognise the link between the lack of education and the cycle of poverty.
- Analyse the costs associated with education in Tanzania and realise that it is beyond the means of many families.
- Value the importance of education.
- Compare the education given in a government school and a sponsorship school.

Resources/Materials included:

Activity 1– Giant Steps Activity (explanation for activity in Global Development Lesson page 9)

Activity 2 – School Budget - Student Worksheet

Activity 3 – Film Clip (on DVD) with associated questionnaire

Activity 4 – Student Perspective Testimony with associated questionnaire.

Related Resources

Ten Steps to Equality in Education: <http://www.oecd.org/edu/school/39989494.pdf>

UNICEF: <http://www.unicef.org/education/>

Child Rights International Network <http://www.crin.org/>



Teacher Notes

EQUALITY IN EDUCATION – GIANT STEPS ACTIVITY

Activity 1

Giant Steps Activity

Refer to Page 9 (Global Development Lesson) for Teacher Notes on how to organise the Giant Steps Activity

Read the statements below out in class.

If the statement is true for students' personality card, they take a step forward.

The game should be followed by a class discussion, based on how far different students have progressed.

1. It is likely that you will complete secondary school.
2. It is easy for you to concentrate in school.
3. You have your own quiet place to study at night.
4. You have access to electricity so you have light to do your homework at night.
5. You have your own book and desk in class.
6. You could go to university when you finish school.
7. You are looking forward to your life ahead; your future is pretty secure.
8. You can get to school easily and you are not tired when you get there.
9. You are likely to leave school with very good English, which will help you to get a good job.
10. You have supportive parents or guardians who value education and want you to do well in school.



Teacher Notes

EQUALITY IN EDUCATION – GIANT STEPS ACTIVITY

Activity 1

Questions for Discussion

1. How do you feel at the end of that exercise?
2. What do you notice about the number of people that could finish school and go to university?
3. What obstacles or challenges did your character face?
4. Where the factors preventing your character from moving forward within your control?
5. Is there anything your character could have done differently to progress further?
6. What problem does this exercise highlight?
7. Do you think it is an important issue? If so, why?



Student Worksheet

EQUALITY IN EDUCATION – SCHOOL BUDGET ACTIVITY

Activity 2

Take some time to read through the prices per year of different items needed for school. Tsh are Tanzanian Shillings. Tsh 1,000 is worth around Australian Dollar AU\$ 0.60 (2011)

5 Pens	1,000 Tsh
1,500 Tsh	1,000 Tsh
1,000 Tsh	40,000 Tsh
60,000 Tsh	10,000 Tsh
15,000 Tsh	36,000 Tsh
36,000 Tsh	20,000 Tsh
50,000 Tsh	50,000 Tsh
50,000 Tsh	2,000 Tsh
2,000 Tsh	10,000 Tsh
10,000 Tsh	1,000 Tsh
2,000 Tsh	

Some notes to remember:

- Certain items (marked with an asterisk *) are compulsory so you must budget for them
- 1,000 Tsh = AU\$0.60
- Students are not allowed bring food to school
- Students must wear a school uniform
- Books are free but are shared. You cannot take them home unless you buy your own

Now imagine that your family is trying to send you to primary school. Your teacher will give you a specific budget. Add up the cost and decide whether or not you will be able to go.

School Item	Want	Can Afford/Must Have	Can't Have
5 Pens			
5 Pencils			
Uniform*			
School Bag			
Transport			
Exams*			
Desk*			
Photocopies			
Books			
School Caretaker Fees*			



Teacher Notes

EQUALITY IN EDUCATION – SCHOOL BUDGET ACTIVITY

Activity 2

The student names below correspond with the profiles provided in the Global Development Lesson on pages 10 - 12.

Budget Sheet (per student, per year)

Gideon - 20,000 Tsh
Rebecca - 60,000 Tsh
Elias - 200,000 Tsh
Glory - 45,000 Tsh
Emmanuel – 250,000 Tsh
Lightness* - 25,000 Tsh
Gerald - 100,000 Tsh
Amani - 45,000 Tsh
Rosemary* - 20,000 Tsh
Dorcas - 25,000 Tsh

*The students have a sponsor and therefore don't need to pay for their education expenses. Only pass this information on after the students with these names have worked out whether or not their families can afford to pay themselves (they can't – that's why they are sponsored).

Extension Activity

For those students who went to primary school, if they want to progress to secondary school they must pay an additional 150,000 Tsh for fees and transport is compulsory.

Ask the students to work out who can afford to progress to secondary school (only those students whose parents are very rich or are sponsored can afford it).

This highlights the fact that the rich children are educated and for the poor, they have little hope. It is very difficult for poor families to escape the cycle of poverty unless families are helped by schools like St Jude's.



Student Worksheet

EQUALITY IN EDUCATION – A STUDENT’S PERSPECTIVE

Activity 3 - Emmanuel’s Story

My life before St Jude’s was difficult. My education was hard because I passed through many different schools before I finally arrived at St. Jude’s.

I started in a school called Gen Nursery school. I went there for three months but because the school was very far from our place, I usually arrived late. The teacher complained to my parents. My parents decided to stop me going to that school.

They took me to another school which was not too far from where we lived. That school was very good. I studied there for three years. I continued well with my studies but the fees became a problem to my family.

The headmaster in that school was too corrupt. The director had to chase him out of the school. Then only ten teachers remained while there were many, many classes. Because of the small number of teachers, the director decided to change the school fees. At first we were paying ten thousand (Tanzanian shillings) per month but he increased it up to fifty thousand. My parents were not able to pay that money so I had to leave that school.

Instead I started at a new school but I didn’t stay long studying there. I spent just two months studying in that school. It was an English medium school but I didn’t know how to speak English. Because I didn’t know anything in English, I was taken to another school. Again, I started class one. I studied hard there. I remember I was seven years old then. After I passed my examination of class one, I was chosen to go to the next class. My next class was standard two.

After I studied here for seven months, my mother heard that there was an interview at St Jude’s. St. Jude’s is an English medium school. My mother thought that it was very important to learn good English. She decided to take me there for the interview which was done in August. The first time I was taken there to do the interview, I failed. My mother gave me hope. She wanted me to try again and prayed to God. The second time I was taken there, I failed again. My mother asked me, “What is the problem when you go to that school?” I told her that I was afraid of the other students because I had no friends there. I did not know one other person there. She told me to stop being afraid. She said, “They will not bite you or harm you”.

The next day, I prepared myself as usual. When I got there, there were thousands of thousands of people waiting at the gate and it was difficult to see our parents. I was afraid but when I was doing the interview, I remembered my mother’s words. I did well in the interview and in my exam and I was accepted into the school. I was very happy to hear that. My mother was also very happy.

I feel very lucky to have entered this wonderful school. In this school, thanks to my sponsors and God, I get a free uniform, books, desk, food... everything. I don’t have to pay fees and I don’t have to walk for hours to get here. There is even boarding school like the private schools in Tanzania so I eat and sleep well – I have lots of time to study and teachers to help me with my homework. After being in many schools, I could not believe St Judes. I have learned English I know that, thanks to Gemma, I will be able to get a good job and help my family. I didn’t forget to say thanks to God and to my sponsors.



Student Worksheet

EQUALITY IN EDUCATION – A STUDENT’S PERSPECTIVE

Activity 4 – Questions

1. Why was life difficult for Emmanuel when he was young?

2. How many schools did Emmanuel attend?

3. Why did the fees go up in Emmanuel’s second school?

4. Why did Emmanuel’s mother want him to attend St. Jude’s?

5. How did Emmanuel feel about attending an interview in St. Jude’s?

6. What are the differences between St. Jude’s and the other schools he attended?

7. How did you feel after reading Emmanuel’s story? Explain your feelings.

Questions for class discussion

- Do you think that attending so many different schools had a positive or negative affect on Emmanuel’s education? Explain. your answer.
- Why is it important for Emmanuel to have stability in school?
- Do you think that Emmanuel’s mother is right in believing that an English medium school is important for Emmanuel.



Lesson Plan #4

Global Justice





Overall Activity Summary

GLOBAL JUSTICE

Overview

To conclude the module, and to consolidate their learning, students will study The School of St Jude as an example of a sponsorship school which is providing very poor students with the opportunity to escape generational poverty.

Aims

- To introduce students to the notion of social responsibility and global justice
- To reinforce the Christian teachings that we should love our neighbours as ourselves through the practice of social responsibility and global justice

Objectives

All students should be able to

- Describe how The School of St Jude works to help very poor children escape the cycle of poverty
- Understand the term 'justice'
- Compare and Contrast their own lives with their African counterparts
- Recognise Christian teachings in theory and witness them in practice

Resources/Materials included

Activity 1 - Online research activity with accompanying worksheet

Activity 2 - St Jude's documentary (on DVD) with associated questionnaire

Activity 3 – Australian Story Africa Calling episode (on DVD) with reflective questions

Related External Resources

www.schoolofstjude.co.tz

<http://www.abc.net.au/austory/specials/africacalling/default.htm>

Activity 1

1. Where is the school located?





Student Worksheet - Continued

Global Justice – The School of St Jude

3. What is the mission of The School of St Jude? How are they carrying out this mission?

4. How many students does the school support? _____

5. How do they afford to educate these children? _____

6. When did St Jude’s begin? _____

7. Who started the school? _____





Student Worksheet

Global Justice – St Jude’s Documentary

(for this activity you will need to refer to the St Jude’s DVD, available on our website if you don’t already have it).

Activity 2

Watch the 55 minute documentary (“Documentary about our Student / Teacher Sponsorship Programme”) on the DVD and answer the following questions:

Elias’ Life	My Life

2. Consider this definition of justice:

‘Justice is a cardinal virtue. It is the firm and constant disposition to give God and neighbor what is right-fully theirs’

Using this definition of justice list down the things that are unjust about the life Elias leads compared to your lifestyle in Australia:

3. Do you think there would be less tolerance of these vastly different standards if Elias lived in Australia?

4. Why do we have a different standard of what is rightfully ours in Australia to what those living in the developing world are entitled to?



Student Worksheet

Global Justice – St Jude’s Documentary

Activity 3

Consider this statement and answer the questions below:

‘People often feel less responsible for the situation of those far away as they feel they have not contributed to it and are powerless to change it.’

5. Considering we now live in a global community, do you think we are still powerless to change the situation of others?

6. List as many things as you can that we, as global citizens, can do to ensure our neighbours in Africa get what is rightfully theirs.

7. What aspects of The School of St Jude are evidence that Gemma is working to create equality in the standard of education between children in Australia and Tanzania? (What did you see that makes the school seem like an Australian school?)

8. Has Gemma’s achievements at the school changed your ideas of your ability to create change in “hopeless cases”?



Student Worksheet

Global Justice – “Africa Calling”

Activity 4 - Justice and Compassion

Watch the Australian Story episode, “Africa calling”

The Bible says of justice: “Thus says the Lord of hosts, the God of Israel, Amend your ways and your deeds, and I will let you dwell in this place...For if you truly amend your ways and your deeds, if you truly practice justice between a man and his neighbor, if you do not oppress the alien, the orphan, or the widow, and do not shed innocent blood in this place, nor walk after other gods to your own ruin, then I will let you dwell in this place, in the land that I gave to your fathers forever and ever” - Jeremiah 7:3-7

1. Where was Gemma born? _____
2. Does she consider “neighbours” to refer only to those born in the same country as her? Who are her neighbours?

3. How does Gemma ensure the poorest students are the ones getting assistance from the school?

4. What sacrifices did Gemma make while establishing The School of St Jude?

5. What are some of the difficulties Gemma faces running The School of St Jude?



Student Worksheet - Continued

Global Justice – “Africa Calling”

6. Where does Gemma draw strength when facing these challenges?

7. What evidence do you see in the video that Gemma empathises with the poverty her students suffer from?

8. Is Gemma’s mission at St Jude’s simply about justice or is compassion a factor also? Provide evidence from the video in your answer.

9. How has Gemma inspired you to take a more active role in your community (local or international)?

10. What do you think that you (and your classmates) could do to help The School of St Jude?
