My Voice
My School

Resource booklet (age 13+)
Connect with classes internationally and campaign for quality education

A resource by [digital explorer]
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 Digital Explorer

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

About Skype in the classroom

Teachers everywhere are using Skype to help their students meet new people, discover new cultures and connect to classes from around the world, all without leaving the classroom. Skype in the classroom is a free global community that invites teachers to collaborate on classroom projects where they might use Skype, and share skills and inspiration.

About Qatar Foundation International

The Supplementary Literacy Assignments in this booklet were made possible through support and funding from Qatar Foundation International, LLC (QFI). A not-for-profit organization, QFI is a U.S.-based member of Qatar Foundation and is focused on grant-giving and programmatic activities that promote education as a force that facilitates collaboration across geographical, social and cultural boundaries. To learn more about QFI and My Voice-My School, please visit: www.qfi.org.
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Literacy Assignments
Supplementary Literacy Assignments, aligned with the US Common Core State Standards, have been developed for each lesson.
FOREWORD

Welcome to My Voice-My School

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

My Voice-My School is a joint response of UNRWA, Digital Explorer and Skype in the classroom. It is based around online video conversations between Palestine refugee children from Syria, Gaza and Lebanon attending UNRWA schools in these fields and their peers in Germany, the Netherlands, Sweden and the United Kingdom.

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

The project is situated within the UN Sustainable Development Goals, specifically Goal 4: Quality Education, as it emphasizes ‘quality education’ as a right of every child and it provides opportunities for students to voice their ideas on what makes education ‘quality’. It reflects the principles and practices of the UNRWA education reform by empowering students to think and share ideas about teaching and learning including student-centered approaches and the use of technology in the classroom.

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

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

A project by

[Digital Explorer]

With

Skype in the classroom

Education partners

With thanks to our funding partners

UNRWA

European Union

UNRWA

Syria Emergency Appeal 2016
About My Voice-My School

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

Learning journey

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

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

Meeting via Skype for a second time, students share their plans and ideas, receiving feedback from their peers overseas. Following this Skype call, each class will design and implement a local advocacy plan to share their ideas for a quality education within their community.

The classes come together for a final Skype call to share the successes of their local advocacy projects. They will also consider how these ideas can be made universal and their fit with the United Nations Global Goals. The project ends with students creating reports in the form of press releases to share their ideas and experiences.

Education in the real world

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

Benefits of the program

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

- supports students in communicating across cultural divides
- develops solidarity between Palestine refugee students and their peers overseas
- develops student-centric pedagogies and independent learning skills
- develops teachers’ and students’ use of technology in the classroom
- develops students’ global citizenship skills and competencies
My Voice-My School is a 12-week project. Classes can communicate before the formal start and end of the project using Edmodo or other online collaboration tools. The twelve sessions are split into three different types:

- **Formal lessons**
- **Skype video calls**
- **Independent learning**

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

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

**Lesson Outline**

**Learning Objectives**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students know about the UN Global Goals</td>
<td>Subject Updates:</td>
</tr>
<tr>
<td>- Students know about the background to My Voice-My School</td>
<td>Subject Update 6: UNRWA &amp; education</td>
</tr>
<tr>
<td>- Students can justify opinions</td>
<td>Subject Update 7: The Syria crisis</td>
</tr>
<tr>
<td>- Students can reflect on their own and others’ experience of education</td>
<td>Subject Update 8: The Global Goals</td>
</tr>
<tr>
<td>- Students can link their own experience to global issues</td>
<td>Subject Update 9: Refugee facts and figures</td>
</tr>
</tbody>
</table>

**Skill: Linking global issues to personal experience**
The cognitive difficulty many students have in learning about global issues such as education is how these issues link to their own lives. Global issues can feel abstract, and this lesson allows links to be made.

The first opportunity is during the starter where the teacher can make the opening question more personal. The second is the My Voice-My School video, which looks at the real experience of students involved in the project. The last is during the ranking exercise. Students should be asked to focus on their own experience of education rather than a more abstract idea.

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Lesson 2: How can we learn from others?

**Lesson Outline**
Students will develop their interview skills, in preparation for speaking with their peers in the following lesson. They will learn about different types of questioning, and practise these skills. The lesson will end with groups writing questions for the first Skype call between the classes.

**Learning Objectives**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students know about open and closed questions</td>
<td>Student Sheets:</td>
</tr>
<tr>
<td>- Students know about follow-up questions</td>
<td>Student Sheet 2a: Open and closed questions</td>
</tr>
<tr>
<td>- Students can prepare effectively for an interview</td>
<td>Student Sheet 2b: Follow-up questions</td>
</tr>
<tr>
<td>- Students can ask a range of appropriate questions</td>
<td>Student Sheet 2c: Interview peer assessment</td>
</tr>
<tr>
<td>- Students can apply interview skills to learn about different cultures and experiences</td>
<td>Student Sheet 2d: Class guidelines</td>
</tr>
</tbody>
</table>

**Skill: Interviewing peers**
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.

This lesson focuses on a number of skills that will help students during their Skype calls: the use of open and closed questions and the use of follow-up with questions based on active listening. It is important to remind students of these skills before the beginning of each Skype call. This will help to ensure that there is meaningful interaction between the two classes.
### Lesson 3: What is education like where you live?

**Lesson Outline**

Students will conduct their first Skype lesson with their partner school. During this call, students will exchange information about life and learning, so that both classes improve their understanding of education in different contexts.

**Knowledge**
- Students know about the education experience of others

**Skills**
- Students use interview skills to learn from others
- Students use ICT to communicate across borders

**Understanding**
- Students reflect on how their education experience is similar or different to others

**Skill: Using ICT for learning**

Services such as Skype 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 Skype 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 Skype in the classroom.

**Resources**

- Activity Overview
  Activity Overview 3: Skype call preparation

- Subject Updates
  - Subject Update 1: Class debates with Skype
  - Subject Update 2: Skype technology guidance
  - Subject Update 3: Working with sensitive issues

- Slideshow
  Slideshow 3: What is education like where you live?

- Literacy Assignments
  Literacy Assignment 3: Skype call reflection

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### Lesson 4: How can education be improved?

**Lesson Outline**

Students select an area of education that is of interest to them based on the first Skype call. Working in groups, the team plan how to survey their school and local community and research ideas for improving education. This will form the basis for developing ideas for improving education in Lesson 5.

**Knowledge**
- Students know about different ideas for improving education

**Skills**
- Students can conduct surveys
- Students can use the Internet for research

**Skill: Research skills**

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

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

**Resources**

- Student Sheets
  - Student Sheet 4a: Conducting a survey
  - Student Sheet 4b: Research skills
  - Student Sheet 4c: Useful websites

- Slideshow
  Slideshow 4: How can education be improved?

- Literacy Assignments
  - Literacy Assignment 4: Research project guidance
  - Literacy Assignment 5: Research project structure
  - Literacy Assignment 6: Research project ideas
**Lesson 5: What are our ideas for improving education?**

<table>
<thead>
<tr>
<th>Lesson Outline</th>
<th>Learning Objectives</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Students use their research and surveys to select three ideas for improving education in their school. Each of their ideas for improving education will need to meet five criteria as well. These ideas will then be shared with the partner school in the next lesson, before being shared more widely as part of an advocacy campaign. | **Skills**  
- Students can apply research to make proposals  
- Identify evidence for making decisions  
- Students can justify decisions in writing | **Student Sheets**  
Student Sheet 5a: Ideas for improving education  
Student Sheet 5b: Writing frame for education ideas  
**Slideshow**  
Slideshow 5: What are our ideas for improving education? |

**Skill: Critical thinking**

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

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

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

<table>
<thead>
<tr>
<th>Lesson Outline</th>
<th>Learning Objectives</th>
<th>Resources</th>
</tr>
</thead>
</table>
| The classes compare their ideas for improving education in the second Skype call, and share what they have learnt from their research and school surveys. Partner schools offer feedback on these ideas to take forward into the advocacy campaigns. | **Knowledge**  
- Students know about ideas for education improvement from others  
**Skills**  
- Students use feedback from their partner school to improve their plans  
- Students can use ICT to collaborate internationally | **Activity Overview**  
Activity Overview 6: Skype call preparation  
**Subject Updates**  
Subject Update 1: Class debates with Skype  
Subject Update 2: Skype technology guidance  
Subject Update 3: Working with sensitive issues  
**Slideshow**  
Slideshow 6: How can we improve our ideas for a “quality education”? |

**Skill: Peer assessment**

Feedback is a gift. Teachers are familiar with a range of assessment techniques and strategies and students may be less familiar with these. Students should be encouraged to consider using strategies such as ‘two stars and a wish’ (outlined in the teacher guidance), to ensure that the feedback they give is appropriate, supportive and constructive.
### Lesson 7: How can we make our voices heard?

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

#### Learning Objectives
Skills
- Students can create an advocacy campaign plan
- Students can project plan their group work

#### Resources
- **Student Sheets**
  - Student Sheet 7a: Advocacy campaign ideas
  - Student Sheet 7b: Campaign plan
  - Student Sheet 7c: SMART targets
- **Slideshow**
  - Slideshow 7: How can we make our voices heard?

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

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

### Lesson 8: How can quality education be made universal?

#### Lesson Outline
The classes come together for the third time via Skype to share the successes of their advocacy campaigns and to reflect on the project as a whole. In the next lesson, students will write a press release style end of project report.

#### Learning Objectives
Skills
- Students can use ICT to collaborate internationally
- Students can present and celebrate success

#### Resources
- **Activity Overview**
  - Activity Overview 8: Skype call preparation
- **Subject Updates**
  - Subject Update 1: Class debates with Skype
  - Subject Update 2: Skype technology guidance
  - Subject Update 3: Working with sensitive issues
- **Slideshow**
  - Slideshow 8: How can quality education be made universal?

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

This lesson provides examples of a press release, and a writing frame, so that students can learn and apply the conventions of writing for the media.
### Lesson 9: How can we make a difference?

#### Lesson Outline
Students create their end of project reports in the form of a press release and take a chance to reflect on the learning from the past weeks. These outputs will be shared with the media and decision makers.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students know about how journalists work</td>
<td>Student Sheets</td>
</tr>
<tr>
<td>- Students know about the conventions of a press release</td>
<td>Student Sheet 9a: Press release example</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>- Students can write an effective press release</td>
<td>Student Sheet 9b: Writing frame</td>
</tr>
<tr>
<td></td>
<td>Student Sheet 9c: Project reflection</td>
</tr>
</tbody>
</table>

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

This lesson provides examples of a press release, and a writing frame, so that students can learn and apply the conventions of writing for the media.
The resources contained within this booklet are accompanied by further online resources available to download or stream freely.

Resources in this booklet

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Overview</strong></td>
<td>short overview of each lesson, with a basic outline and lesson steps, combined with a list of the available resources</td>
</tr>
<tr>
<td><strong>Teacher Guidance</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Activity Overview</strong></td>
<td>more detailed guidance for teachers on a specific lesson activity, eg the Skype lessons</td>
</tr>
<tr>
<td><strong>Student Sheet</strong></td>
<td>an activity sheet to be handed out to students as part of a lesson step</td>
</tr>
<tr>
<td><strong>Subject Updates</strong></td>
<td>background information for teachers to assist with their subject knowledge, these can also be used as student handouts where applicable</td>
</tr>
<tr>
<td><strong>Literacy Assignments</strong></td>
<td>supplementary literacy assignments aligned with the US Common Core State Standards</td>
</tr>
</tbody>
</table>

Resources online

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Booklet</strong></td>
<td>a general overview of the project, containing schemes of work and background information</td>
</tr>
<tr>
<td>bit.ly/MVMS_Res</td>
<td></td>
</tr>
<tr>
<td><strong>Slideshow</strong></td>
<td>each lesson has an accompanying slideshow that guides the learning</td>
</tr>
<tr>
<td>bit.ly/MVMS_Res</td>
<td></td>
</tr>
<tr>
<td><strong>Media Zone</strong></td>
<td>videos and photos relating to the learning contained within Digital Explorer’s bespoke web app, these can be accessed by students or used for independent study and flipped / blended learning approaches</td>
</tr>
<tr>
<td>bit.ly/MVMS_Media</td>
<td></td>
</tr>
<tr>
<td><strong>Take Part</strong></td>
<td>live social and interactive media updates and different options for schools and students to take part in the program</td>
</tr>
<tr>
<td>bit.ly/MVMS_TakePart</td>
<td></td>
</tr>
</tbody>
</table>
**Teacher Guidance**

The Teacher Guidance for each lesson uses a set of icons to provide visual cues to support teachers:

### Lesson activities

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>📚</td>
<td>Explain</td>
</tr>
<tr>
<td>👉ly</td>
<td>Demonstration / watch</td>
</tr>
<tr>
<td>🌟</td>
<td>Student activity</td>
</tr>
<tr>
<td>🍎</td>
<td>Group work</td>
</tr>
<tr>
<td>🔗</td>
<td>Whole class discussion</td>
</tr>
</tbody>
</table>

### Teacher ideas and guidance

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>🕵️‍♂️</td>
<td>Assessment and feedback</td>
</tr>
<tr>
<td>🤔</td>
<td>Guidance</td>
</tr>
<tr>
<td>🤔</td>
<td>Idea</td>
</tr>
<tr>
<td>📚</td>
<td>Information</td>
</tr>
<tr>
<td>🔄</td>
<td>Technical</td>
</tr>
</tbody>
</table>

### Health and safety

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>⚠️</td>
<td>Health and safety</td>
</tr>
</tbody>
</table>
Lesson 1:
What does a quality education mean to you?


Resources in this booklet:

- Lesson Overview 1
- Teacher Guidance 1
- Student Sheet 1a Learning from a video
- Student Sheet 1b Quality education ranking
- Subject Update 6 UNRWA & education
- Subject Update 7 The Syria crisis
- Subject Update 8 The Global Goals
- Subject Update 9 Refugee facts and figures
- Literacy Assignment 1 Child Rights

Resources available online:

- Slideshow 1 available at bit.ly/MVMS_Res
**Lesson overview**

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

**Lesson steps**

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Activity</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10 mins</td>
<td>Why is education important? Class discussion on the importance of education. Students should be prompted to justify their opinions</td>
<td>Students can give reasons for the importance of education and justify their opinions.</td>
</tr>
<tr>
<td>2</td>
<td>15 mins</td>
<td>Introducing My Voice-My School</td>
<td>Introduce students to the My Voice-My School project using the overview video.</td>
</tr>
<tr>
<td>3</td>
<td>10 mins</td>
<td>The global education context</td>
<td>Explain how Child Rights and international agreements such as the Global Goals support the right of all children to a quality education.</td>
</tr>
<tr>
<td>4</td>
<td>15 mins</td>
<td>What makes a quality education?</td>
<td>Students work in groups to decide what makes a good education. The word ‘quality’ is used in formal debates on this topic.</td>
</tr>
<tr>
<td>5</td>
<td>10 mins</td>
<td>How do global debates relate to me? Ask each group to share their ideas and explain how their universal ideas relate to them personally.</td>
<td>Students can relate global issues to their personal experience.</td>
</tr>
</tbody>
</table>

**Extension**

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

**Details**

- **Time**: 60 minutes
- **Skills development**:
  - Justify opinions
  - Reflect on their own or others’ experience of education
  - Link personal experience to global issues
- **Age**: 13+

**Resources**

- **Slideshow**
  - Slideshow 1 [from bit.ly/MVMS_Res]
- **Video**
- **Student Sheets**
  - Student Sheet 1a: Learning from a video
  - Student Sheet 1b: Quality education ranking
- **Subject Updates**
  - Subject Update 6: UNRWA & education
  - Subject Update 7: The Syria crisis
  - Subject Update 8: The Global Goals
  - Subject Update 9: Refugee facts and figures
- **Literacy Assignments**
  - Literacy Assignments 1: Child Rights
LESSON 1: TEACHER GUIDANCE

Step 1

10 mins

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

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

Step 2

15 mins

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.

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

More information about the My Voice-My School project can be found on the website http://myvoice.digitalexplorer.com
LESSON 1: TEACHER GUIDANCE

Step

1. Show students the My Voice-My School Overview video. Don’t ask them to answer any questions or take any notes.

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

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

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

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

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

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

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

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

For further information on the Global Goals, see http://globalgoals.org. Further background information on the elements of Global Goals 4 are included in Subject Update 8, included in the Resources Booklet and online at bit.ly/MVMS_Res.

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

The ‘Diamond 9’ ranking exercise pushes students to use HOTS [higher order thinking skills], eg evaluating and judging. For more information on thinking skills, search online for ‘Bloom’s taxonomy’.
Step 5

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

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

This review activity refers back to the third learning objective and consolidates student learning.
After you have watched the My Voice-My School video, note down any points under the four headings below.

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

<table>
<thead>
<tr>
<th>I learned...</th>
<th>This relates to me...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This changed my mind...</th>
<th>I still want to know...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT SHEET 1b: Quality education ranking

- Access to education
- Literacy & numeracy
- Scholarships
- Education for employment
- Values based education
- Teacher training
- Inclusive education
- School environment
Lesson 2:
How can we learn from others?

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

Resources in this booklet:

- Lesson Overview 2
- Teacher Guidance 2
- Student Sheet 2a Open and closed questions
- Student Sheet 2b Follow-up questions
- Student Sheet 2c Interview peer assessment
- Student Sheet 2d Class guidelines
- Literacy Assignment 2 The Global Goals

Resources available online:

- Slideshow 2 available at bit.ly/MVMS_Res
- Student Voice film(s) available at bit.ly/MVMS_Media
**Lesson overview**

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

**Lesson steps**

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

**Extension**

Students can be prompted to watch celebrity chat shows and consider how hosts use different types of interview skills to gain interesting and exclusive answers from their guests. Formal literacy assignments aligned with Common Core standards have also been developed. These can be accessed at [bit.ly/MVMS_Res](http://bit.ly/MVMS_Res).
**Step 1**

**Learning objectives**

You will be able to:

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

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

Using **Slides 3-5** introduce this lesson and next lesson’s Skype call.

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

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

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

There are numerous Student Voice films and students may wish to watch more of these in their own time. The films are all available to view at [bit.ly/MVMS_Profiles](http://bit.ly/MVMS_Profiles). You could ‘flip’ the learning by asking students to watch these videos before the lesson and discuss thoughts and reflections during lesson time.
LESSON 2: TEACHER GUIDANCE

Step

2

10 mins

Use Slide 7 to explain the concept of open and closed questions. Then hand out Student Sheet 2a.

Students work through Student Sheet 2a, classifying the questions as open or closed. They should then evaluate the strengths and weaknesses of both types of question.

Using Slides 8-14, review the classification of open and closed questions as a whole class discussion. Then ask students for their views on the strengths and weaknesses of the two types of question.

Use Slide 15 to summarize the main strengths and weaknesses of open and closed questions.

3

10 mins

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

Explain the idea of follow-up questions using Slide 18. Hand out Student Sheet 2b.

Students complete the questions on Student Sheet 2b, developing follow-up questions for the three different scenarios.

Ask students to share some of their ideas as a whole class discussion.

This is an opportunity to emphasize the need for active listening skills.
Step 4

25 mins

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

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

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

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

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

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

Step 5

5 mins

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

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

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

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

Step 6

5 mins

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

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

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

Information on what makes a good Skype call can be found in Subject Update 1 Class debates with Skype and Subject Update 3 Working with sensitive issues.
An **open question** gives the person replying the opportunity to say anything they think is appropriate.

Eg "What do you like about school?"

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

Eg "Do you like school?"

Decide whether the following questions are open or closed:

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

Evaluate the strengths and weaknesses of open and closed questions:

<table>
<thead>
<tr>
<th>Open questions</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Good interviews are more like a conversation rather than a series of questions and answers.

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

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

<table>
<thead>
<tr>
<th>Q.</th>
<th>What is your favourite subject at school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Math.</td>
</tr>
</tbody>
</table>

**Follow-up question:**

<table>
<thead>
<tr>
<th>Q.</th>
<th>Why is school important to you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>It helps me get a job.</td>
</tr>
</tbody>
</table>

**Follow-up question:**

<table>
<thead>
<tr>
<th>Q.</th>
<th>What would you change about your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>I would like to have a cleaner environment.</td>
</tr>
</tbody>
</table>

**Follow-up question:**
Use the peer assessment sheet below to evaluate the interview skills in your group. Give examples as part of your feedback.

<table>
<thead>
<tr>
<th></th>
<th>What did they do well?</th>
<th>What can they improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of open and closed questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of empowering and emotive questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of follow-up questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 Skype conversations and agree to follow them.”
Lesson 3: What is education like where you live?

Students will conduct their first Skype 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 Skype call preparation
- Subject Update 1 Class debates with Skype
- Subject Update 2 Skype technology guidance
- Subject Update 3 Working with sensitive issues
- Literacy Assignment 3 Skype call reflection

Resources available online:

- Slideshow 3 available at bit.ly/MVMS_Res
Lesson overview

Students will conduct their first Skype 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

<table>
<thead>
<tr>
<th></th>
<th>Preparing for the Skype call</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 mins</td>
<td>Students know how to prepare for the Skype interview.</td>
</tr>
<tr>
<td>2</td>
<td>Skype Call</td>
<td>Students use interview skills to learn from others.</td>
</tr>
<tr>
<td>3</td>
<td>Review</td>
<td>Students reflect on using ICT to communicate across borders.</td>
</tr>
</tbody>
</table>

Extension

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

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

Further ideas for a structured essay, reflecting on the Skype call are included in the Teacher Guidance and Slideshow and Literacy Assignment 3: Skype call reflection.
Successful preparation for a Skype call involves six elements: logistics, technology, student knowledge, student skill, teacher skills and call structure. Work through Activity Overview 3 to ensure that you have all these elements in place.

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

Ensure that your Skype connection is online and that you have your partner school’s contact page open.

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.

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

In terms of timings for the different sections, you will probably have 40-45 minutes for the whole Skype 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 following framework may prove useful:

- 5 mins - introductions
- 15 mins - hobbies and pastimes and home and family. Use your judgement to move between these topics based on the flow of the conversation
- 20 mins - school and education, with a view towards the next lesson
- 5 mins - goodbye
Step 2

45 mins

Send a text chat message to your partner school when you are ready. Decide who will make the video call. Then click / answer the video 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 7 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.

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 Skype call.

Step 3

10 mins

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

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

If you are setting an extended writing task for students to complete as home learning, use Slides 6 and 7 to go over a possible structure for these reflective essays. See Literacy Assignment 3 for further information.
Work through the following six sections to ensure you are fully prepared for your Skype call.

<table>
<thead>
<tr>
<th>1. Logistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you confirmed the time for your Skype 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 Skype call and any issues you think may arise?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Skype call? Are all technology hardware and software items in place and tested (see Subject Update 2 for more information)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Student knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student knowledge for this first Skype call will come from watching the Student Voice films to gain an initial insight into the lives of students living in different places. You may wish to refer to some of the videos that you watched in previous lessons. The second item of student knowledge is the idea of quality education and the Global Goals. Refresh students’ knowledge from the work completed in Lesson 1.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Student skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student interview skills were developed in Lesson 2. You may wish to remind students of the use of open and closed questions, empowering and emotive questions, as well as follow up questions. This is also an opportunity to refer to the class guidelines for the Skype call.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Teacher skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you comfortable with your role as facilitator? Role play some of the situations that you think may come up with a colleague. Consider how you will manage different scenarios, eg if one student is dominating, if the call drops out, if the conversation is not flowing. Refer to Subject Update 1 Class debates with Skype and Subject Update 3 Working with sensitive issues for further background information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>The structure for the lesson is outlined in Teacher Guidance 3. Familiarize yourself with this before the lesson.</td>
</tr>
</tbody>
</table>
Lesson 4: How can education be improved?

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

Resources in this booklet:

- Lesson Overview 4
- Teacher Guidance 4
- Student Sheet 4a Conducting a survey
- Student Sheet 4b Research skills
- Student Sheet 4c Useful websites
- Literacy Assignment 4 Research project guidance
- Literacy Assignment 5 Research project structure
- Literacy Assignment 6 Research project ideas

Resources available online:

- Slideshow 4 available at bit.ly/MVMS_Res
Lesson overview

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

Lesson steps

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Activity</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 mins</td>
<td>Selecting an education focus</td>
<td>Students can select a topic focus based on a variety of inputs.</td>
</tr>
<tr>
<td>2</td>
<td>25 mins</td>
<td>Designing a survey</td>
<td>Students can design and implement a survey.</td>
</tr>
<tr>
<td>3</td>
<td>10 mins</td>
<td>Developing research skills</td>
<td>Students know about reliability and usefulness in research.</td>
</tr>
<tr>
<td>4</td>
<td>10 mins</td>
<td>Agreeing on next steps</td>
<td>Students can plan independent learning.</td>
</tr>
</tbody>
</table>

Extension

Students can conduct any surveys and research during the next session, which is independent learning time. If students are writing a formal report based on their project, they should access further support in the Literacy Assignment documents listed.

Details

Time
60 minutes

Skills development
- Use the Internet for research
- Conduct surveys

Age
13+

Resources

**Slideshow**
Slideshow 4 (from bit.ly/MVMS_Res)

**Student Sheets**
Student Sheet 4a: Conducting a survey
Student Sheet 4b: Research skills
Student Sheet 4c: Useful websites

**Literacy Assignments**
Literacy Assignment 4: Research project guidance
Literacy Assignment 5: Research project structure
Literacy Assignment 6: Research project ideas
Step 1

15 mins

**Learning objectives**

You will be able to:

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

- Explain the learning objectives for the lesson. Students may wish to note these in their books to reference at the end of the lesson.
- If you wish to work on the same idea(s) as your partner school, you will need to agree this in advance with your partner teacher.

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

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

Step 2

25 mins

- Using **Slides 12 and 13**, explain to students the elements to the research task.
- Working in the same groups as for the Skype call, ask each group to come up with an education focus for their advocacy campaign. What do they think is most important to work on, based on their learning in the previous three lessons?
LESSON 4: TEACHER GUIDANCE

**Step 3**

**Conducting a survey**

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

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

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

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

**Step 4**

**Next steps**

What will each member of your team do next?

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

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

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

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

**Step 1 Choose your questions**

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

**An example question would be:**

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

**You could use a scale of answers such as:**

A better school environment would help me learn:

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Don’t know</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

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

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

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

**Step 2 Choose your audience**

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

**Step 3 Create your survey**

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

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

**Survey Monkey**

https://www.surveymonkey.com/

**Google Forms**

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

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

**Step 4 Analyze your results**

How are you going to use this information? You might use the fact that 87% of the community think that there should be more trees planted in and around your school, to launch a tree-planting campaign.
### Step 1: Choose your topic

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

### Step 2: Find more information

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

### Step 3: Keep notes

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

### Step 4: Judge usefulness

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

### Step 5: Judge reliability

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

### Step 6: Synthesize

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

### Reliability

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

### Range of sources

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

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

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

The Innovative Educator

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

http://theinnovativeeducator.blogspot.co.uk/
Background information

The United Nations Relief and Works Agency for Palestine Refugees in the near East:
www.unrwa.org

UNRWA Education in Emergencies:

The UN Refugee Agency - The 1951 Refugee Convention:
www.unhcr.org/pages/49da0e466.html

UN Global Goals for Sustainable Development:
www.globalgoals.org

UNICEF No Lost Generation - Protecting the futures of children affected by the crisis in Syria:

Education innovation

UNICEF Innovation:
www.unicefinnovation.org/projects?focus[0]=188

Hole in the wall project:
www.hole-in-the-wall.com/index.html

The Khan Academy:
www.khanacademy.org/

Timayui kindergarten, Colombia:
www.designboom.com/architecture/giancarlo-mazzanti-timayui-kindergarten/

Maria Grazia Cutuli School, Afghanistan:
www.abitare.it/en/architecture/half-school-half-fortress/

Education Endowment Foundation Innovation Unit:
www.educationendowmentfoundation.org.uk/projects/innovation-unit/

Microsoft in Education Innovation Stories:
www.microsoft.com/education/ww/products/Pages/Stories.aspx

One Laptop Per Child Project:
www.one.laptop.org/
Topic boards on Pinterest

Several Pinterest boards have been created to provide students with initial inspiration for ideas to improve education. These can all be found at pinterest.com/deupdates. You can see a selection below.

Access to education:
https://www.pinterest.com/deupdates/access-to-education-myvoicemyschool/

Education for employment:
https://www.pinterest.com/deupdates/education-for-employment-myvoicemyschool/

School environment:
https://www.pinterest.com/deupdates/school-environment-myvoicemyschool/
Lesson 5: What are our ideas for improving education?

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

Resources in this booklet:

- Lesson Overview 5
- Teacher Guidance 5
- Student Sheet 5a Ideas for improving education
- Student Sheet 5b Writing frame for education ideas

Resources available online:

- Slideshow 5 available at bit.ly/MVMS_Res
Lesson overview

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

Lesson steps

1. **Share learning from research**
   - 15 mins
   - Students share the learning from their surveys and research with the whole class.
   - Students learn from research

2. **Selecting ideas for improving education**
   - 15 mins
   - Students work in their groups to select their ideas for improving education.
   - Students apply research to making decisions

3. **Using evidence to justify decisions**
   - 20 mins
   - Using a writing frame, students justify their selection of up to three ideas for improving education. The last stage of the writing frame asks students to think of questions to ask their partner school about their ideas for improving education.
   - Students can justify decisions in writing

4. **Preparing for the Skype call**
   - 10 mins
   - Students use their work so far to come up with questions for receiving feedback during their second Skype call.
   - Students prepare for their second Skype call

Extension

Students can continue to use the formal report structures and guidance listed in the Literacy Assignment section.
**Step 1**

15 mins

**Learning objectives**

You will be able to:

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

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

**Share findings**

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

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

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

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

**Step 2**

15 mins

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

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

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

Hand out **Student Sheet 5a** to each group. Students can start to generate ideas for improving education and then list these at the bottom of the Student Sheet.
Now that each group has selected up to three ideas for improving education, they now need to structure their thoughts about how they have chosen these. **Student Sheet 5b** lays out a writing frame for this.

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

---

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

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

Teachers should share their students’ ideas with their partner class via email or other sharing platform, eg Edmodo.

To prepare for the Skype call in the next lesson, students should have a copy of their written proposal and a list of questions they would like to ask their partner school.
Complete the sections below to decide on your ideas for improving education.

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

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<thead>
<tr>
<th>Topic</th>
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### Step 1
List all the ideas that you have for improving this area of education.

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<thead>
<tr>
<th>Idea</th>
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</table>

### Step 2
How many of your ideas meet the following criteria?
- **Universal** - Is your idea for improving education suitable for children in different countries?
- **Achievable** - Is your idea for improving education achievable or will it need a lot of resources, eg money?
- **Scalable** - Can your ideas for improving education be adopted by other schools quickly without the need for many additional resources?
- **Effective** - Has your research shown that your idea can be effective at improving education?
- **Inclusive** - Can you show from your survey that your ideas include the views of others in your school and wider community?

List all your ideas that meet these criteria below:

<table>
<thead>
<tr>
<th>Idea</th>
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</table>

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

<table>
<thead>
<tr>
<th>Idea</th>
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<td></td>
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</table>
**STUDENT SHEET 5b: Writing frame for education ideas**

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<thead>
<tr>
<th><strong>Introduction</strong></th>
<th><strong>Our education idea</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your idea(s) for improving education.</td>
<td></td>
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</table>

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<thead>
<tr>
<th><strong>Paragraph 1</strong></th>
<th><strong>Universal</strong></th>
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<tbody>
<tr>
<td>Give reasons why your idea(s) is/are suitable beyond your own school, for instance in other schools in your local community and in your partner school. Other factors that will make your ideas more widely adopted are:</td>
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<tr>
<td>- If the idea does not need a lot resources.</td>
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<tr>
<td>- If the idea is easy for others to do.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Paragraph 2</strong></th>
<th><strong>Backed up by research</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What evidence did you find from your research that shows why your idea(s) is/are good? Remember to say why you think this evidence is reliable and also cite your source.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Paragraph 3</strong></th>
<th><strong>Supported by the community</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What evidence did you find from the surveys that support your idea(s) for improving education?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Another view</strong></th>
<th><strong>Support from your partner school</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What questions would you like to ask your partner school to help improve your idea(s)?</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6:  
How can we improve our ideas for a quality education?

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

Resources in this booklet:

- Lesson Overview 6
- Teacher Guidance 6
- Activity Overview 6 Skype call preparation
- Subject Update 1 Class debates with Skype
- Subject Update 2 Skype technology guidance
- Subject Update 3 Working with sensitive issues

Resources available online:

- Slideshow 6 available at bit.ly/MVMS_Res
Lesson overview

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

Lesson steps

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Task</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 mins</td>
<td>Preparing for the Skype call</td>
<td>Students know how to prepare for the Skype interview</td>
</tr>
<tr>
<td>2</td>
<td>45 mins</td>
<td>Skype Call</td>
<td>Students use interview skills to learn from others</td>
</tr>
<tr>
<td>3</td>
<td>10 mins</td>
<td>Review</td>
<td>Students reflect on the feedback they have been given</td>
</tr>
</tbody>
</table>

Extension

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

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

More formal writing activities can be adapted from Literacy Assignment 3 and students writing a formal report can continue to do so using the supporting materials.
Step

1. **Learning objectives**
   - You will be able to:
     1. Confirm preparation for second Skype call
     2. Learn through discussing with peers internationally

2. **Giving feedback**
   - Using Slide 3, explain the idea of ‘two stars and a wish’ as a form of feedback. When each group presents their ideas, think about two good things about their ideas to share and then a wish or something that they could improve on. This is an effective form of feedback as it reinforces good practice and also suggests areas for improvement.
   - ‘Two stars and a wish’ is not that flexible a format. The single wish gives students a clear and unambiguous focus for improvement and progression. The two stars ensure that positive feedback outnumbers points for improvement. It is also a ‘wish’, an idea for improvement, not something that a student has done wrong. This helps to reinforce intrinsic motivation for learning.

3. **Structure of the Skype call**
   - Using Slide 4 and 5, explain the structure and format of the Skype call and the remind students of the class guidelines. Students should also be reminded to keep notes during the Skype call, especially with reference to feedback they might receive about their ideas.
   - This Skype session is split into six presentations. Each of the three groups in the two schools, will have the chance to present their ideas for improving education and ask their partner school for feedback.

   These presentations should last no longer than 5 minutes each, allowing for c. 2 minutes discussion after each one.

   With a brief introduction and conclusion, this overall process should take 40-45 minutes.
Send a text chat message to your partner school when you are ready. Decide who will make the video call. Then click / answer the video 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.

The student spokesperson for the first group share their ideas for improving education and receive feedback from the spokespersons in their partner school. The schools then swap with the second school sharing their ideas and receiving feedback. At the end, ask if anyone wishes to share how their views have changed during the process. This entire stage should take no more than 10-15 minutes.

Repeat the above process, and this time the student spokesperson for the second group shares their ideas and receives feedback and then swaps over to review their counterparts ideas. Again this should all take no longer than 10-15 minutes.

Repeat the above process, and this time the third groups swap ideas and feedback, for no more than 10-15 minutes.

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 Skype call.

Review the Skype call using Slide 6, asking each student to come up with three ways they will use the feedback they have received during the Skype call. Student groups share the ways they will use the feedback.
Work through the following six sections to ensure you are fully prepared for your Skype call.

<table>
<thead>
<tr>
<th>1. Logistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you confirmed the time for your Skype 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 Skype call and any issues you think may arise?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you reviewed what went well and what didn’t work during the previous call? Coordinate with your school or district IT team to make any improvements to your call for the second Skype.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Student knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have been working on their ideas for improving education. In Lesson 5, the activity to produce a proposal for improving education (Student Sheet 5b) forms the basis for what the students will discuss in this lesson. Students will also need to prepare questions they would like to ask their partner school. It is important that students have their proposals with them for the Skype call. Students may also want to share some of the results from their surveys.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Student skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider how students applied their questioning skills in the first Skype lesson and identify any improvements that could be made.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Teacher skills</th>
</tr>
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<tbody>
<tr>
<td>Reflect on what went well and what could be improved based on your experience in the first Skype call. Organize an additional Skype role play session with a colleague if you want to practice. Refer to Subject Update 1 Class debates with Skype and Subject Update 3 Working with sensitive issues for further background information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>The structure for the lesson is outlined in Teacher Guidance 6. Familiarize yourself with this before the lesson.</td>
</tr>
</tbody>
</table>
Lesson 7: How can we make our voices heard?

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

Resources in this booklet:

- Lesson Overview 7
- Teacher Guidance 7
- Student Sheet 7a Advocacy campaign ideas
- Student Sheet 7b Campaign plan
- Student Sheet 7c SMART targets

Resources available online:

- Slideshow 7 available at bit.ly/MVMS_Res
## Lesson overview
Students design their advocacy campaign for improving education for all. They will use this plan to share their ideas for improving education more widely in their community, regionally or nationally.

## Lesson steps

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Activity</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 min</td>
<td>Using feedback to improve ideas</td>
<td>Students can use peer feedback to improve their ideas</td>
</tr>
<tr>
<td>2</td>
<td>10 min</td>
<td>Selecting a campaign method</td>
<td>Students know about different advocacy methods</td>
</tr>
<tr>
<td>3</td>
<td>20 min</td>
<td>Creating an advocacy campaign</td>
<td>Students can develop an advocacy campaign</td>
</tr>
<tr>
<td>4</td>
<td>15 min</td>
<td>Setting SMART targets</td>
<td>Students can use SMART targets to implement their plan</td>
</tr>
</tbody>
</table>

## Extension
Students can share additional communications content with the Digital Explorer team to post on My Voice-My School social media channels, by emailing it to info@digitalexplorer.com. Students writing a structured project report should continue to add content to this.
Step 1: 15 mins

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

- Explain to the class that each group needs to use the ideas they discussed during last lesson’s Skype call to improve their ideas.
- Use Slide 3 to explain to the class that each group needs to use the ideas they discussed during last lesson’s Skype call to improve their ideas.
- Select students to share how the discussions in the previous lesson have helped them improve their ideas.

Step 2: 10 mins

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

- Read through the ideas listed on Student Sheet 7a.
- Then discuss which of the campaign methods might be appropriate for the different groups.
LESSON 7: TEACHER GUIDANCE

Step

3
20 mins

Using Slide 4, explain the idea of SMART targets to the students. Highlight that many people use this idea to help them put their ideas into practice. Hand out a copy of Student Sheet 7c to each group and ask them to create the SMART targets they need for their advocacy campaign to become a reality.

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

Student groups share their targets and pledge to achieve them.

4
15 mins

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

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

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

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

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

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

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

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

**Community event**

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

**Social media**

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

**School meeting**

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

**Petitions and pledges**

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

<table>
<thead>
<tr>
<th>Section 1</th>
<th>What are your ideas for improving education?</th>
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<table>
<thead>
<tr>
<th>Section 2</th>
<th>Who do you need to help you achieve your goals for improving education?</th>
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<table>
<thead>
<tr>
<th>Section 3</th>
<th>What advocacy method will help you reach these people?</th>
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<thead>
<tr>
<th>Section 4</th>
<th>What will you need to do to make your advocacy campaign happen?</th>
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<tbody>
<tr>
<td>-</td>
<td>Prepare further background information, eg analysis of your surveys</td>
</tr>
<tr>
<td>-</td>
<td>Create or collect photos and video to bring your proposal to life</td>
</tr>
<tr>
<td>-</td>
<td>Remember to include the hashtag #myvoicemyschool</td>
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</tbody>
</table>
List your team’s actions and make sure that they are SMART.

<table>
<thead>
<tr>
<th>Specific</th>
<th>Measurable</th>
<th>Achievable</th>
<th>Relevant</th>
<th>Time-bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>What exactly are you going to do?</td>
<td>How many? How will you know if you’ve done it?</td>
<td>How are you going to do this?</td>
<td>How does it help to meet your goals?</td>
<td>Who is going to do this and by when?</td>
</tr>
</tbody>
</table>
Lesson 8: How can quality education be made universal?

The classes come together for the third time via Skype to share the successes of their advocacy campaigns and to reflect on the project as a whole. In the next lesson students will write a press release style end of project report.

Resources in this booklet:

- Lesson Overview 8
- Teacher Guidance 8
- Activity Overview 8 Skype call preparation
- Subject Update 1 Class debates with Skype
- Subject Update 2 Skype technology guidance
- Subject Update 3 Working with sensitive issues

Resources available online:

- Slideshow 8 available at bit.ly/MVMS_Res
Lesson overview
The classes come together for the third time via Skype to share the successes of their advocacy campaigns and to reflect on the project as a whole. In the next lesson, students will write a press release style end of project report.

<table>
<thead>
<tr>
<th>Lesson steps</th>
<th>Learning outcomes</th>
</tr>
</thead>
</table>
| **1** 5 mins | **Preparing for the Skype call**  
Each group will share the success of their advocacy campaign.  
Students know how to prepare for the Skype interview |
| **2** 45 mins | **Skype Call**  
Work through the discussion topics with your partner class via Skype.  
Students use interview skills to learn from others |
| **3** 10 mins | **Review**  
Review the lesson with your class and reflect on this unique experience.  
Students reflect on the project as a whole |

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

Details
- **Time** 60 minutes
- **Skills development**  
  - Celebrate success  
  - Learn through discussing with peers internationally
- **Age** 13+

Resources
- **Slideshow**  
  Slideshow 8  
  [from bit.ly/MVMS_Res]
- **Activity Overview**  
  Activity Overview 8: Skype call preparation
- **Subject Updates**  
  Subject Update 1: Class debates with Skype  
  Subject Update 2: Skype technology guidance  
  Subject Update 3: Working with sensitive issues
Step

1. **Learning objectives**
   
   You will be able to:
   
   1. Confirm preparation for third Skype call
   2. Celebrate and learn through discussing with peers internationally

   #MyVoiceMySchool

   Successful preparation for a Skype call involves six elements: logistics, technology, student knowledge, student skill, teacher skills and call structure. Work through **Activity Overview 8** to ensure that you have all these elements in place.

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

   Ensure that your Skype connection is online and that you have your partner school's contact page open.

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

   This Skype session is split into six presentations. Each of the three groups in the two schools, will have the chance to present the successes of their advocacy campaign.

   These presentations should last no longer than 5 minutes each, allowing for c. 1 minutes discussion after each one.

   The remaining time is available for students to share highlights of the school partnership.

   With a brief introduction and conclusion, this overall process should take 40-45 minutes.
Review the Skype call using Slide 5, asking each student to come up one highlight they want to include in their press release style report.

Discuss the chosen highlights in a plenary discussion, asking students to justify their choices.
Work through the following six sections to ensure you are fully prepared for your Skype call.

1. Logistics

Have you confirmed the time for your Skype 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 Skype call and any issues you think may arise?

2. Technology

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

3. Student knowledge

Students will have been working on their advocacy campaigns. Students will share the success of their campaign in a short presentation. Students can also discuss highlights of the program with their partner school. It is important that students have their proposals with them for the Skype call. Students may also want to share some of the results from their surveys.

4. Student skills

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

5. Teacher skills

Reflect on what went well and what could be improved based on your experience in the first Skype call. Organize an additional Skype role play session with a colleague if you want to practice. Refer to Subject Update 1 Class debates with Skype and Subject Update 3 Working with sensitive issues for further background information.

6. Structure

The structure for the lesson is outlined in Teacher Guidance 8. Familiarize yourself with this before the lesson.
Lesson 9:
How can we make a difference?

Students create their end of project reports in the form of a press release and take a chance to reflect on the learning and highlights from the past weeks. These outputs will be shared with the media and decision makers.

Resources in this booklet:

- Lesson Overview 9
- Teacher Guidance 9
- Student Sheet 9a Press release example
- Student Sheet 9b Writing frame
- Student Sheet 9c Project reflection

Resources available online:

- Slideshow 9 available at bit.ly/MVMS_Res
Lesson overview

Students create their end of project reports in the form of a press release and take a chance to reflect on the learning and highlights from the past weeks. These outputs will be shared with the media and decision makers.

Lesson steps

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Activity</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10 mins</td>
<td><strong>How a press release works</strong> Explain to students the context of a press release and also some of the basic conventions.</td>
<td>Students know about the conventions of a press release</td>
</tr>
<tr>
<td>2</td>
<td>30 mins</td>
<td><strong>Writing a press release</strong> Students use this knowledge and the writing frame to write their own press releases.</td>
<td>Students can create their own press release about their project</td>
</tr>
<tr>
<td>3</td>
<td>10 mins</td>
<td><strong>Reviewing the press release</strong> Students review and share their press releases prior to sharing.</td>
<td>Students can communicate with an external audience</td>
</tr>
<tr>
<td>4</td>
<td>10 mins</td>
<td><strong>Reflecting on the project overall</strong> Students reflect and provide feedback on the project overall.</td>
<td>Students can reflect on the process</td>
</tr>
</tbody>
</table>

Extension

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

Details

**Time**
60 minutes

**Skills development**
- Reflect on their own or others’ press release
- Communicate effectively to a larger audience

**Age**
13+

Resources

- **Slideshow**
  Slideshow 9 [from bit.ly/MVMS_Res]

- **Student Sheets**
  Student Sheet 9a: Press release example
  Student Sheet 9b: Writing frame
  Student Sheet 9c: Project reflection
Step 1: 10 mins

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
You will be able to:
1. Identify and explain the main aspects of a press release
2. Write and produce a press release
3. Communicate with an external audience

Using Slide 3, explain to the class what a press release is. Using Slides 4-7, explain how journalists can use a press release. Using Student Sheet 9a, lead students through the various elements that make up a press release.

When reading through the press release on Student Sheet 9a, ask students to think about what has been done well and what could be improved.

Step 2: 30 mins

Explain that students now need to share their experiences and ideas for a quality education with the wider world. Their press releases and ideas will be shared with the media and with the United Nations. Using Slide 8, explain the criteria for a good press release. Hand out a copy of Student Sheet 9b and take students through the writing frame.

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

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

‘British students with peers in war torn Syria become advocates on education through UK-funded class project connected via Skype’

‘Students from Syria ask for love and support’

Step

3  
10 mins

<table>
<thead>
<tr>
<th>Criteria for a good press release</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existing</strong> - does your press release sound exciting or boring?</td>
</tr>
<tr>
<td><strong>Relevant</strong> - why would this journal want to write about your project? Don’t send an education story to a car or fashion magazine.</td>
</tr>
<tr>
<td><strong>Contacts</strong> - have you included possible contacts on your press releases, so the journalists can follow up?</td>
</tr>
<tr>
<td><strong>Multimedia</strong> - with more and more articles appearing in print and on the internet, it is good to send examples of video and photos from the project</td>
</tr>
</tbody>
</table>

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

4  
10 mins

- Hand out **Student Sheet 9c** and ask students to complete their project reflections.
UNRWA SUPPORTS STUDENTS’ RIGHT TO AN EDUCATION IN GAZA, DESPITE ONGOING CONFLICT

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

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

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

BACKGROUND INFORMATION

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

For more information, please contact:
Christopher Gunness
UNRWA Spokesperson
Office:
+972 (0)2 589 0267
c.gunness@unrwa.org

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

Accessed on 25 August 2014
**Title**

Something that will attract interest, for example:

Students join forces internationally to create a quality education.

**Introductory paragraph**

Introduce the reader to your project, for example:

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

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

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

**Proposal paragraph**

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

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

**Conclusion**

Say why it is important that decision makers listen to youth voices on issues like education. You can also mention what you have learnt from being part of the project.
Please reflect on the My Voice-My School project and for each of the statements tick one of the choices: ‘Strongly Agree’, ‘Agree’, etc. and add any additional comments.

**General**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Voice-My School has improved my motivation at school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like more school activity to be like My Voice-My School.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is important to me that projects like My Voice-My School have real world relevance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Skills**

<table>
<thead>
<tr>
<th>Communications</th>
<th>Research</th>
<th>Literacy</th>
<th>ICT</th>
</tr>
</thead>
</table>

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

**Comments:**
Subject Updates

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

Resources in this booklet:

- Subject Update 1 Class debates with Skype
- Subject Update 2 Skype technology guidance
- Subject Update 3 Working with sensitive issues
- Subject Update 4 Supplementary literacy assignments
- Subject Update 5 About UNRWA
- Subject Update 6 UNRWA and education
- Subject Update 7 The Syria crisis
- Subject Update 8 The Global Goals
- Subject Update 9 Refugee facts and figures
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 Skype as an educational tool. When using educational technologies such as Skype, there are two areas to focus on: the technology and the learning.

There is further technology guidance in Subject Update 2 to ensure you have the right setup for your classroom. If possible, try to make contact with your partner class prior to the Skype 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 Skype 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 Skype lesson to ensure that any potential sensitive issues are considered beforehand (see Subject Update 3 for more information on working with sensitive issues).

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, why it is taking place and 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.

Classroom set-up

You may wish to change your classroom setup for Skype lessons to suit class discussion. A recommended set-up for a Skype 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.
Technology basics

The minimum equipment needed to conduct Skype-based learning is:

- A computer (desktop, laptop or tablet).
- Good internet connection capable of streaming video.
- Skype installed (if you don’t have Skype installed on your device, you can download it from: http://skype.com/en/download-skype/).
- Webcam (integrated or separate).
- Microphone and speakers (preferably separate).

Optional extras that will improve the learning experience:

- Digital projector and screen or interactive whiteboard.
- External speakers will improve the ability of the whole class being able to hear.

Using Skype for the first time

The first thing you will need is a Skype ID. You may already have one, but if not, you can sign up for a Skype ID at http://login.skype.com/account/signup-form.

It may also be useful to have a separate Skype account for your class or school, separate to your personal Skype account.

Lesson preparation

Before each Skype lesson check that:

- A school technician is on hand in case anything does not work.
- The school ICT team know that you need a good internet connection for your lesson.
- The connection is high speed.
- You can log into Skype and that you log in before the lesson starts.
- Your speakers and microphone are working.

<table>
<thead>
<tr>
<th>4 weeks before</th>
<th>3 weeks before</th>
<th>2 weeks before</th>
<th>1 week before</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tech</strong></td>
<td>Liaise with IT team at school or district level on software, hardware and internet connection.</td>
<td>Inform the IT team of the time and date of your upcoming Skype calls.</td>
<td>Test Skype set up with your partner school or colleague.</td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td>Go over Subject Update 1 and review your teaching practice.</td>
<td>Practice any techniques using role play with a colleague.</td>
<td>Review Subject Update 3 and speak to a line manager about how to deal with any issues you feel uncomfortable with.</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Ensure students have covered appropriate knowledge preparation for the Skype call.</td>
<td>Ensure students have covered appropriate skills learning for the Skype call.</td>
<td>Do they have their questions / presentations ready?</td>
</tr>
</tbody>
</table>
In many UNRWA fields of operation children are exposed to violence, conflict, loss and displacement. In these exceptionally difficult circumstances education is of great importance as it brings children a sense of normalcy, hope for the future and an opportunity for developmentally appropriate activities. It is crucial that educators understand this, and schools provide a child-friendly environment that fosters psychosocial well-being, resilience and coping.

**How to discuss a crisis with children**

**Basic principles:**

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

**Content vs context**

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

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

**Potentially sensitive topics**

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

- Race
- Politics
- Torture
- Faith/religion/belief systems
- Death/bereavement

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

It is your responsibility as the teacher to facilitate a balanced and reasoned discussion. Students may express an opinion that could be considered offensive or controversial to others in the discussion. If you let controversial statements go unchecked, this will close down the class discussion.
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
- Teachers may decide to create opportunities for students to discuss other topics in class, and should seek expert advice on how best to manage these

Lesson 2: Creating class guidelines

- Lesson 2 provides the opportunity for student generated class guidelines for the Skype 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 Skype 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, eg:
  - 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: 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 Skype 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:

Teaching Controversial Issues, Oxfam
http://www.oxfam.org.uk/~/media/Files/Education/Teacher%20Support/Free%20Guides/teaching_controversial_issues.ashx

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

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

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

### Lesson 1: Literacy assignment 1 Child Rights

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Activity</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td>Close reading activity: What is the UN Convention on the Rights of the Child?</td>
<td>CCSS.ELA-LITERACY.RH.6-8.2</td>
</tr>
<tr>
<td></td>
<td>Short essay activity: Which is the most important article of the UN Convention on the Rights of the Child?</td>
<td>CCSS.ELA-LITERACY.RH.6-8.2, W.8.2</td>
</tr>
<tr>
<td>High School</td>
<td>Close reading activity: Article 28 of the UNCRC (education).</td>
<td>CCSS.ELA-LITERACY.RH.6-8.2, RH.6-8.4</td>
</tr>
<tr>
<td></td>
<td>Short essay: How has the UN Convention on the Rights of the Child supported child rights across the world?</td>
<td>CCSS.ELA-LITERACY.RH.9-10.2, RH.9-10.6, RH.9-10.9, RH.9-10.2</td>
</tr>
<tr>
<td></td>
<td>Short essay: How has the UN Convention on the Rights of the Child been important in your life?</td>
<td>CCSS.ELA-LITERACY.RH.9-10.2, RH.9-10.2, W.9-10.2</td>
</tr>
</tbody>
</table>

### Lesson 2: Literacy assignment 2 Global Goals

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Activity</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td>Close reading activity: Which of the UN Global Goals are most important to me?</td>
<td>CCSS.ELA-LITERACY.RH.6-8.2</td>
</tr>
<tr>
<td></td>
<td>Short essay: Which elements of the UN Global Goal 4 on education are most important?</td>
<td>CCSS.ELA-LITERACY.W.8.2</td>
</tr>
<tr>
<td>High School</td>
<td>[1] Close reading activity: Which of the UN Global Goals are most important to me?</td>
<td>CCSS.ELA-LITERACY.RH.9-10.2</td>
</tr>
<tr>
<td></td>
<td>[2] Close reading activity: Which of the UN Global Goals are most important to me?</td>
<td>CCSS.ELA-LITERACY.RH.9-10.2, RH.9-10.4</td>
</tr>
<tr>
<td></td>
<td>Short essay: Which elements of the UN Global Goal 4 on education are most important?</td>
<td>CCSS.ELA-LITERACY.W.9-10.2</td>
</tr>
</tbody>
</table>
### Lesson 3: Literacy assignment 3 Skype call reflection

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Activity</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td>Short essay: Compare and contrast educational experiences.</td>
<td>CCSS.ELA-LITERACY.W.8.2, CCSS.ELA-LITERACY.W.8.3</td>
</tr>
<tr>
<td>High School</td>
<td>Short essay: Consider the Skype and interview experience.</td>
<td>CCSS.ELA-LITERACY.W.9-10.2, CCSS.ELA-LITERACY.W.9-10.3</td>
</tr>
</tbody>
</table>

### Lessons 4–9: Literacy assignments 4–6 Research project

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Activity</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td>Quality education research project</td>
<td>CCSS.ELA-LITERACY.W.8.1, CCSS.ELA-LITERACY.W.8.2, CCSS.ELA-LITERACY.W.8.4, CCSS.ELA-LITERACY.W.8.5, CCSS.ELA-LITERACY.W.8.7, CCSS.ELA-LITERACY.W.8.8</td>
</tr>
</tbody>
</table>
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 2017.

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 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 child achieve his or her full potential, UNRWA has worked for over 60 years to ensure that all Palestine refugee children have access to quality education.

One of the main aims is to help children and youth gain appropriate knowledge and skills by providing universal primary education. High-quality basic education provides young Palestine refugees with an understanding of their place in the world and a common set of key values, including dignity, tolerance, cultural identity, gender equality and human rights, and helps them develop the skills to thrive as adults in an evolving, challenging landscape.

With 703 schools, 9 vocational colleges, 2 educational science faculties and 2 teacher-training institutes, UNRWA operates one of the largest school systems in the Middle East, with some half a million children enrolled.

UNRWA students’ literacy and levels of educational attainment are among the highest in the Middle East. Their education programme has also been committed to maintaining gender parity, a benchmark first achieved in the 1960s.

UNRWA is continuing to reform its education provision for Palestine refugees through:

- The provision of well-trained teachers.
- Equal access for all children regardless of gender, ability, health conditions and socioeconomic status.
- A relevant and accessible curriculum.
- A suitable school and classroom environment.
- Well-developed learning resources, including the use of new technology.

School children in UNRWA schools follow the host authorities’ curricula and textbooks. UNRWA supplements these with its own materials on human rights.
The conflict in Syria is complex and deadly. All 12 UNRWA refugee camps and all 560,000 registered Palestine refugees in the country have been affected.

UNRWA estimates that 95 per cent of the 480,000 Palestine refugees remaining in Syria are in continuous need of humanitarian aid. One third of UNRWA facilities in Syria have been rendered inoperable due to damage or active conflict.

However, the escalating violence makes movement and access more difficult and causes severe hardship for Palestine refugees. The particular vulnerabilities of Palestine refugees and their sensitive status in the region compound the already stark and violent devastation they share with Syrians. Jordan effectively closed its borders to Palestinian refugees from Syria early in the conflict; Lebanon followed suit in May 2014. When they do find relief from the conflict, they suffer marginalization and acute vulnerability. In Lebanon, Jordan and Egypt, many Palestine refugees from Syria do not have legal status and are unable to access civil registration procedures and basic social services. Their movement is limited and they live in constant fear of arrest and forced return to Syria.

The overall needs of Palestine refugees are urgent. Supporting them with advocacy and financial means is an imperative of regional humanitarian, political and strategic importance.

UNRWA provides Palestine refugee students in Syria and those displaced to Lebanon and Jordan with education.

Students who can attend UNRWA schools have access to catch-up classes and psychosocial counselors. UNRWA has also created an ‘education in emergencies’ program to help students unable to access schools to keep up with their studies.

Syria
There are 46,385 Palestine refugee students currently enrolled in UNRWA schools. The continued provision of adequate psychosocial support to children enrolled in UNRWA schools is a major priority. UNRWA runs its ‘education in emergencies’ programme through the provision of self-learning materials to areas that experience repeated school closures.

Lebanon
As of November 2014, 6,600 Palestine refugee children from Syria have been integrated with approximately 40,000 Palestinian children in 67 schools across Lebanon. To absorb the additional students, new class sections have been created and eight schools will work double shifts during 2015.

Jordan
As of November 2014, 2,500 Palestine refugee children from Syria attend UNRWA schools in Jordan.

This Subject Update focuses on UNRWA’s response to the crisis in Syria. For more information about the work of other agencies, see:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Website</th>
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</thead>
<tbody>
<tr>
<td>Save the Children</td>
<td><a href="http://www.savethechildren.org/syria">http://www.savethechildren.org/syria</a></td>
</tr>
<tr>
<td>UNICEF</td>
<td><a href="http://childrenofsyria.info/">http://childrenofsyria.info/</a></td>
</tr>
<tr>
<td>Norwegian Refugee Council</td>
<td><a href="http://www.nrc.no/syria">http://www.nrc.no/syria</a></td>
</tr>
<tr>
<td>UNHCR</td>
<td><a href="http://www.unhcr.org/syria">http://www.unhcr.org/syria</a></td>
</tr>
</tbody>
</table>
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.

The Global Goal 4 for 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.

**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 a 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.
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 18.1 million refugees worldwide as of mid-2014. 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 2013, conflict and persecution forced an average of 32,200 persons per day to flee their homes and seek protection elsewhere.

**The Syria crisis and refugees**

In August 2014, Syria’s intensifying refugee crisis passed a disturbing landmark of a record 3 million refugees with the figures (as of October 2015) now estimated to be 3,883,585. A further 7.6 million have been displaced inside Syria. 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 540,000 Palestine refugees in Syria, almost all require assistance.

<table>
<thead>
<tr>
<th>Worldwide refugees (figures from UNHCR)</th>
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</thead>
<tbody>
<tr>
<td><strong>Refugees</strong></td>
<td>18.1 million</td>
</tr>
<tr>
<td>(Of which 5.1 million are under the care of UNRWA)</td>
<td></td>
</tr>
<tr>
<td><strong>Internally Displaced Persons (IDPs)</strong></td>
<td>38 million</td>
</tr>
<tr>
<td><strong>Asylum seekers</strong></td>
<td>1.2 million</td>
</tr>
<tr>
<td><strong>Total displaced</strong></td>
<td>57.3 million</td>
</tr>
</tbody>
</table>
Lesson 4: How can education be improved?

Resources in this booklet:

Resources available online:

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

Lesson Overview 4
Teacher Guidance 4
Student Sheet 4a Conducting a survey
Student Sheet 4b Research skills
Student Sheet 4c Useful websites
Literacy Assignment 4 Research project guidance
Literacy Assignment 5 Research project structure
Literacy Assignment 6 Research project ideas
Slideshow 4 available at bit.ly/MVMS_Res

Lesson 5: What are our ideas for improving education?

Resources in this booklet:

Resources available online:

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

Lesson Overview 5
Teacher Guidance 5
Student Sheet 5a Ideas for improving education
Student Sheet 5b Writing frame for education ideas
Slideshow 5 available at bit.ly/MVMS_Res

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

Resources in this booklet:

Resources available online:

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

Lesson Overview 6
Teacher Guidance 6
Activity Overview 6 Skype call preparation
Subject Update 1 Class debates with Skype
Subject Update 2 Skype technology guidance
Subject Update 3 Working with sensitive issues
Slideshow 6 available at bit.ly/MVMS_Res

Lesson 7: How can we make our voices heard?

Resources in this booklet:

Resources available online:

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

Lesson Overview 7
Teacher Guidance 7
Student Sheet 7a Advocacy campaign ideas
Student Sheet 7b Campaign plan
Student Sheet 7c SMART targets
Slideshow 7 available at bit.ly/MVMS_Res

Lesson 8: How can quality education be made universal?

Resources in this booklet:

Resources available online:

The classes come together for the third time via Skype to share the successes of their advocacy campaigns and to reflect on the project as a whole. In the next lesson students will write a press release style end of project report.

Lesson Overview 8
Teacher Guidance 8
Activity Overview 8 Skype call preparation
Subject Update 1 Class debates with Skype
Subject Update 2 Skype technology guidance
Subject Update 3 Working with sensitive issues
Slideshow 8 available at bit.ly/MVMS_Res

Lesson 9: How can we make a difference?

Resources in this booklet:

Resources available online:

Students create their end of project reports in the form of a press release and take a chance to reflect on the learning and highlights from the past weeks. These outputs will be shared with the media and decision makers.

Lesson Overview 9
Teacher Guidance 9
Student Sheet 9a Press release example
Student Sheet 9b Writing frame
Student Sheet 9c Project reflection
Slideshow 9 available at bit.ly/MVMS_Res

Literacy Assignments

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

Resources in this booklet:

Literacy Assignment 1 Child Rights
Literacy Assignment 2 The Global Goals
Literacy Assignment 3 Skype call reflection
Literacy Assignment 4 Research project guidance
Literacy Assignment 5 Research project structure
Literacy Assignment 6 Research project ideas
Literacy Assignment 7 Research project Middle School Mark Scheme
Literacy Assignment 8 Research project High School Mark Scheme
Ideas for Middle School students

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

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

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

**Resources**


**Common Core State Standards Alignment**

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

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

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

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

**Resources**

UNCRC in child friendly language  

UNCRC summarized text [pages 3-8]  

**Common Core State Standards Alignment**

CCSS.ELA-LITERACY.RH.6-8.2  
http://www.corestandards.org/ELA-Literacy/RH/6-8/2/  
CCSS.ELA-LITERACY.W.8.2  
http://www.corestandards.org/ELA-Literacy/W/8/2/
Close reading activity: Article 28 of the UN Convention on the Rights of the Child (education)

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

1. **Read section 1 of article 28.** According to this section, what are states required to do? What problems do you think this section is trying to solve?

2. **Summarize section 2 of article 28.** Provide an example of school discipline that ‘is administered in a manner consistent with the child’s human dignity’. Provide an example of a type of school discipline that is NOT consistent with the child’s human dignity.

3. **Read section 3 of article 28.** In your own words, what does this section say? Do you think ‘international cooperation’ is necessary to ensure education for all? Why/not?

**Resources**

Full text of the UNCRC  

**Common Core State Standards Alignment**

CCSS.ELA-LITERACY.RH.6-8.2  
[http://www.corestandards.org/ELA-Literacy/RH/6-8/2/](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/)

CCSS.ELA-LITERACY.RH.6-8.4  
Ideas for High School students

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

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

Write a short essay covering the following points:

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

**Resources**

State of the World’s Children Special Report

**Common Core State Standards Alignment**

CCSS.ELA-LITERACY.RH.9-10.2
http://www.corestandards.org/ELA-Literacy/RH/9-10/2/
CCSS.ELA-LITERACY.RH.9-10.6
http://www.corestandards.org/ELA-Literacy/RH/9-10/6/
CCSS.ELA-LITERACY.RH.9-10.9
http://www.corestandards.org/ELA-Literacy/RH/9-10/9/
CCSS.ELA-LITERACY.W.9-10.2
http://www.corestandards.org/ELA-Literacy/W/9-10/2/

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

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

**Resources**

TeachUNICEF Sourcebook on the Convention on the Rights of the Child

**Common Core State Standards Alignment**

CCSS.ELA-LITERACY.RH.9-10.1
http://www.corestandards.org/ELA-Literacy/RH/9-10/1/
CCSS.ELA-LITERACY.RH.9-10.2
http://www.corestandards.org/ELA-Literacy/RH/9-10/2/
CCSS.ELA-LITERACY.W.9-10.2
http://www.corestandards.org/ELA-Literacy/W/9-10/2/
Essay: How does the UN Convention on the Rights of the Child support education?

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

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

Resources

Full text of the UN Convention on the Rights of the Child

Common Core State Standards Alignment

CCSS.ELA-LITERACY.RH.9-10.1
http://www.corestandards.org/ELA-Literacy/RH/9-10/1/
CCSS.ELA-LITERACY.RH.9-10.2
http://www.corestandards.org/ELA-Literacy/RH/9-10/2/
CCSS.ELA-LITERACY.W.9-10.2
http://www.corestandards.org/ELA-Literacy/W/9-10/2/
Close reading activity: Which of the UN Global Goals are most important to me?

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

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

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

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

Resources

Global Goals Comic

Other comics to support learning about the Global Goals
http://worldslargestlesson.globalgoals.org/using-the-power-of-comics/

Common Core State Standards Alignment

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

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

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

Resources

Global Goals website: Goal 4 Quality Education [targets at bottom of page]
http://www.globalgoals.org/global-goals/quality-education/

Common Core State Standards Alignment

CCSS.ELA-LITERACY.W.8.2
http://www.corestandards.org/ELA-Literacy/W/8/2/
**Close reading activity:** Which of the UN Global Goals are most important to me?

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

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

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

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

**Resources**

UNDP Global Goals booklet

**Common Core State Standards Alignment**

CCSS.ELA-LITERACY.RH.9-10.2
http://www.corestandards.org/ELA-Literacy/RH/9-10/2/

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

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

1. Summarize in your own words the agenda of the Global Goals

2. What do you think is meant by:
   a. ‘This Agenda...’ (What is an agenda? How does that differ from a convention, treaty or plan?) (line 1)
   b. ‘The tyranny of poverty and want...’ (line 8)
   c. ‘A sustainable and resilient path...’ (line 11)
   d. ‘We are determined to end poverty, in all their forms and dimensions.’ (What are different forms and dimensions of poverty) (Poverty section)
   e. ‘There can be no sustainable development without peace and no peace without sustainable development.’ (Peace section)

3. The 2030 Agenda for the Global Goals asks all countries around the world to take certain actions for the sake of all other countries. Do you think that all countries should bear that responsibility? Give reasons for your answer.

**Resources**

Transforming our world: the 2030 Agenda for Sustainable Development

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Ideas for High School students
Short essay: Which elements of the UN Global Goal 4 on education are most important?

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

Resources

Global Goals website: Goal 4 Quality Education (targets at bottom of the page)
http://www.globalgoals.org/global-goals/quality-education/

Common Core State Standards Alignment

CCSS.ELA-LITERACY.W.9-10.2
http://www.corestandards.org/ELA-Literacy/W/9-10/2/
Ideas for Middle School students

### Short essay: Compare and contrast educational experiences.

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

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

#### Common Core State Standards Alignment

CCSS.ELA-LITERACY.W.8.2  

CCSS.ELA-LITERACY.W.8.3  

CCSS.ELA-LITERACY.W.9-10.2  

CCSS.ELA-LITERACY.W.9-10.3  

### Short essay: Consider the Skype and interview experience.

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

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

#### Common Core State Standards Alignment

CCSS.ELA-LITERACY.W.8.2  

CCSS.ELA-LITERACY.W.8.3  

CCSS.ELA-LITERACY.W.9-10.2  

CCSS.ELA-LITERACY.W.9-10.3  
The My Voice-My School Quality Education Research project provides teachers and their students with a formal structure for developing and assessing students’ literacy skills as part of the program.

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

Students will benefit from having access to:

- **Literacy assignment 5 Research project structure**
  This provides a step-by-step guide for students to complete the research project.

- **Literacy assignment 6 Research project ideas**
  This provides a range of ideas for the focus of the research project, using the eight areas of Global Goal 4: Quality Education as a guide.

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

- **Literacy assignment 7 Research project Middle School mark scheme**
- **Literacy assignment 8 Research project High School mark scheme**

**Alignment with Common Core State Standards**

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

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

**High School**
- CCSS.ELA-LITERACY.W.9.1
- CCSS.ELA-LITERACY.W.9.2
- CCSS.ELA-LITERACY.W.9.4
- CCSS.ELA-LITERACY.W.9.5
- CCSS.ELA-LITERACY.W.9.7
- CCSS.ELA-LITERACY.W.9.8
Further resources for developing research skills

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

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

**Middle School**

Research Paper and Report Writing

8th Grade Research

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

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

Evaluating Web Pages

**High School**

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

Purdue Online Writing Lab
https://owl.english.purdue.edu/owl/resource/677/01/

A Research Guide for Students
http://www.aresearchguide.com/
# Assignment Structure

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the eight themes of Global Goal 4 that most interests you:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Access to education</td>
<td></td>
<td></td>
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<tr>
<td>2. Education for employment</td>
<td></td>
<td></td>
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<tr>
<td>3. Inclusive education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Literacy and numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Values-based education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. School environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Teacher training</td>
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</tbody>
</table>

| **Step 2:** Narrow your topic into a feasible research project. Consider what aspect of the topic interests you. Think about the Who? What? Why? When? Where? and How? of the topic. You will need to generate a research question. Have a look at the research project ideas document if you need some additional help with this. |          | ___/5 |

**Turn in:** a brief 3-5 sentence overview of your proposed research topic, including a research question and why this topic is important to your group.

| **Step 3:** As a group, conduct a brief literature review of your topic. Each person should identify five sources. Be sure to: |          | ___/15 |
| - Evaluate each source for reliability         |          |       |
| - Write the citation of the source            |          |       |
| - Take notes on each source                   |          |       |

Each person should present what they found to the group.

**Turn in:** a copy of your notes on each of the five sources, including full citations of each source.

| **Step 4:** As a group, decide what information you need from the community. Think about: |          | ___/15 |
| - How is your topic relevant to your school/your community? |          |       |
| - What information would help you better understand this topic in your community? |          |       |

**Design a survey** to get the information that you need.

**Turn in:** a copy of the survey
## Assignment

<table>
<thead>
<tr>
<th>Step 5: Conduct your survey in the community. Each member of the group should survey at least five people.</th>
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</thead>
<tbody>
<tr>
<td><strong>Turn in:</strong> the results of your survey</td>
</tr>
<tr>
<td>Step 6: Review the information you learned from the survey combined with the information you learned from your literature review. Based on this information, decide on your ideas for improving education. Keep in mind:</td>
</tr>
<tr>
<td>- Are your chosen ideas only appropriate for your school or are they more universal?</td>
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<tr>
<td>- How achievable are your ideas, and how easy might they be to share with other schools?</td>
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<tr>
<td>- How has your research shown that they might be effective?</td>
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<tr>
<td>- How has your survey work shown that they take the view of the school and local community into account?</td>
</tr>
<tr>
<td><strong>Turn in:</strong> a short narrative (1-2 paragraphs) about each of your ideas for improving education. Use the writing frame for education ideas to support you.</td>
</tr>
<tr>
<td>Step 7: Share your ideas with your peers at the partner school. What feedback did they have? How will you change your ideas to accommodate their feedback? Make edits as necessary.</td>
</tr>
<tr>
<td><strong>Turn in:</strong> 1-2 paragraphs about the feedback from your peers at your partner school.</td>
</tr>
<tr>
<td>Step 8: As a group, use the advocacy campaign handouts to design your education campaign. Keep in mind:</td>
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<tr>
<td>- What education campaign would be relevant for your school/community?</td>
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<tr>
<td>- Which groups are you trying to influence?</td>
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<tr>
<td>For example:</td>
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<tr>
<td>- If you chose ‘access to education’, you could conduct a campaign to raise awareness of gender disparities in drop-out rates.</td>
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<tr>
<td>- If you chose school environment, you could hold an event for the local community to talk about litter issues.</td>
</tr>
<tr>
<td>- If you chose values-based education, you could conduct a campaign teaching people about human rights.</td>
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<tr>
<td><strong>Turn in:</strong> a completed advocacy campaign handout.</td>
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<tr>
<td>Assignment</td>
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<tr>
<td><strong>Step 9:</strong> Work with your teacher to carry out your advocacy campaign.</td>
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<tr>
<td>Turn in: 1-2 page reflection on the campaign, what you did, how it went, how it felt to advocate for education quality in your community.</td>
</tr>
<tr>
<td><strong>Step 10:</strong> Write a press release about your quality education campaign.</td>
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<tr>
<td>Turn in: a copy of your press release. Work with teacher to disseminate it.</td>
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<td><strong>TOTAL GRADE</strong></td>
</tr>
<tr>
<td><strong>Step 11:</strong> Independently, write a 4-6 page (for Middle School) or 8-10 page (for High School) research paper about the topic you selected in step 2.</td>
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<td>Be sure to:</td>
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<tr>
<td>- Review your sources and notes.</td>
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<tr>
<td>- Based on your understanding of the topic, develop a thesis statement.</td>
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<tr>
<td>- Continue conducting research you should have at least eight sources.</td>
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<tr>
<td>- Write an outline of your paper.</td>
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<tr>
<td>- Write a rough draft of your paper.</td>
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<tr>
<td>- Revise your paper based on feedback from the rough draft.</td>
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</table>
Below are suggested research questions to help you narrow down your research topic. You may choose one of the questions below, or develop your own. For each of the following topics, consider comparing two different countries, such as your own and your partner school’s country.

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

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

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

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

**Values-based education**
- What are the impacts of teaching conflict resolution in schools?
- What is human rights education? How is it implemented in schools? (choose one or two countries as your focus)
- How do schools engender an appreciation of cultural diversity?
- Is it the responsibility of the family or of schools to teach cultural diversity and gender equality? Why?
- What are the values ingrained in your school’s curriculum? How are they taught?
School environment
- How does school environment impact student learning?
- How does an urban school environment compare to a rural school environment?
- What is your school environment like? Does it provide a safe, non-violent, inclusive and effective learning environment?
- What are the local and national policies regarding disability accessibility in schools? How are those policies implemented?

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

Teacher training
- What makes a teacher effective? How should teachers be evaluated for effectiveness?
- Compare and contrast teacher training programs in two countries.
<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Teacher’s Comments</th>
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</thead>
<tbody>
<tr>
<td>Paper organization and style</td>
<td>40</td>
<td>- The paper’s topic is not too broad and not too narrow.</td>
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<td></td>
<td></td>
<td>- The paper includes an introduction, body and conclusion.</td>
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<td>- The development, organization, and style of the paper appropriate to task, purpose, and audience.</td>
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<td>- The introduction includes a clear thesis statement, which presents the main argument of the paper.</td>
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<td>- Each paragraph contains a topic sentence with evidence throughout the paragraph that supports the topic sentence.</td>
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<td>- The information in the paper supports the thesis statement.</td>
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<td>- The paper develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</td>
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<td>- The paper uses appropriate and varied transitions to create cohesion and clarifies the relationships among ideas and concepts.</td>
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<td>- The paper is well organized, flows logically, with smooth transitions between ideas.</td>
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<td>Source and citations</td>
<td>30</td>
<td>- The paper includes at least eight citations from a range of sources.</td>
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<td>- Ideas in the paper are supported with evidence from outside sources.</td>
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<td>- Quotations used within the text are cited correctly.</td>
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<td>- Author attributes ideas that are paraphrased in the text to its authors with correct internal citations.</td>
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<td>- Paper includes a works cited page in correct format.</td>
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<td>Grammar and mechanics</td>
<td>30</td>
<td>- The paper is free of misspellings and typos.</td>
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<td>- Sentences use proper punctuation and the paper is free from run-ons.</td>
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<td>- The paper is written in formal English with no slang.</td>
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<td>- The paper is neat, legible, and presented in proper format (MLA, APA, etc.).</td>
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## Category: Paper organization and style

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- The paper includes an introduction, body and conclusion.  
- The development, organization, and style of the paper appropriate to task, purpose, and audience.  
- The introduction includes a clear thesis statement, which presents the main argument of the paper.  
- Each paragraph contains a topic sentence with evidence throughout the paragraph that supports the topic sentence.  
- The information in the paper supports the thesis statement.  
- The paper develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  
- The paper uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  
- The paper is well organized, flows logically, with smooth transitions between ideas. |

## Category: Source and citations

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## Category: Grammar and mechanics

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| 30    | - The paper is free of misspellings and typos.  
- Sentences use proper punctuation and the paper is free from run-ons.  
- The paper establishes and maintains a formal style and objective tone.  
- The paper is neat, legible, and presented in proper format (MLA, APA, etc.). |
My Voice—My School gives students the opportunity to share their ideas about education and their future. The project is grounded in the UN Global Goals for Sustainable Development, with a focus on Goal 4 Quality Education.

These lesson plans and resources for ages 13+ are based on Skype video conversations between schools. The lesson plans and supporting resources are downloadable from myvoice.digitalexplorer.com

<table>
<thead>
<tr>
<th>Lesson 1: What does a quality education mean to you?</th>
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<td>Skill development: Linking global issues to personal experience</td>
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<td>Skill development: Writing for external audiences</td>
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</table>

My Voice—My School is a joint project between UNRWA, Digital Explorer and Skype in the classroom.

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