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><strong>Why is education important?</strong>&lt;br&gt;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>
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<tr>
<td>2</td>
<td>15 mins</td>
<td><strong>Introducing My Voice-My School</strong>&lt;br&gt;Introduce students to the My Voice-My School project using the overview video.</td>
<td>Students know about and can reflect on the education experience of other young people.</td>
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<tr>
<td>3</td>
<td>10 mins</td>
<td><strong>The global education context</strong>&lt;br&gt;Explain how Child Rights and international agreements such as the Global Goals support the right of all children to a quality education.</td>
<td>Students know about the Global Goals.</td>
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<tr>
<td>4</td>
<td>15 mins</td>
<td><strong>What makes a quality education?</strong>&lt;br&gt;Students work in groups to decide what makes a good education. The word 'quality' is used in formal debates on this topic.</td>
<td>Students can evaluate the Global Goal 4 targets.</td>
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<tr>
<td>5</td>
<td>10 mins</td>
<td><strong>How do global debates relate to me?</strong>&lt;br&gt;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>
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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**: My Voice-My School Overview video (from bit.ly/MVMS_Media)
- **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. **A quality education**
   - 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?

2. **Learning objectives**
   - 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.

3. **My Voice-My School**
   - 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](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.

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

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?

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.

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

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.

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**Step 2:**

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.


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**Step 3:**

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

10 mins

Think about what we have discussed today and make four notes as to how the issue of a quality education links to your own personal experience.

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.