



“Education is a fundamental right, not a privilege. I want to help children understand the power of education and its ability to transform lives.”

Ayswarrya Ganapathiraman
Percutz, school, Brazil

Education Can Transform the World

Subject

Social Studies, Citizenship, Geography, Language development

Learning Outcome

- To understand the power of education for transforming lives
- To know that not everyone has the same access to education
- To interpret global education data by using online visualizations
- To practice persuasive writing techniques
- To advocate for equal access to education for everyone around the world

Preparation

- Display or print out the map used in the second activity
- Prepare paper for drawing

Total Time:

60
mins

Age Range:

11-14
year olds



World's Largest Lesson is a collaborative education project to support the announcement of the United Nations Global Goals for Sustainable Development. The project is living proof of the importance of Global Goal 17 "Partnerships for the Goals" and would not have been possible without the help of all of our partners working with us and with each other.

Thanks to our Founding Team:



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Lesson plans created in collaboration with Think Global www.think-global.org.uk. Promoting learning for a just and sustainable world.



Learning Activity

20
mins

Split students into groups of 3 or 4. Ask each group of students to draw a large outline of a person. Ask them to think about what qualities and characteristics an educated person might have. Students should write these within the outline of the person.

Next ask them to draw a big circle around the drawing of the person to represent the world. Students should now discuss what the qualities and characteristics of a world full of educated people would be and write these down. Students can also add pictures and symbols to their drawing.

Ask groups of students to share their ideas.

With students in pairs, ask them to think about the opportunities that could open up as a result of getting a good education. Ask them to come up with a list of 5 opportunities to share with the class.

Differentiation and Alternatives

If you have enough space and big enough paper – students could draw around another student, while lying on the floor, instead of drawing a person outline.

The class could record their list of characteristics together and decide on the top 10.

Show students some surprising facts about the consequences of getting a good education (appendix 1).

Learning Activity

20
mins

Show or handout a copy of appendix 2. A map demonstrating the unequal nature of access to education around the world.

Ask students to discuss the following questions:

- What does the data show about education access in their own country and continent?
- How does this compare with other countries and continents in the world?
- What does it show about education levels or access around the world?
- Do students think that there is fair access to education across the world?

Note: If you need to provide an additional world map showing country and continent names you can use appendix 3.

Differentiation and Alternatives

To support younger and less able students, ask specific questions about the data, or write a series of statements about the data and ask students to say whether the statements are true or false.

Learning Activity

20
mins

Introduce the Global Goals, explaining that these are a set of targets launched in September 2015, with the aim of ending extreme poverty for everyone and tackling climate change. One of the Global Goals is for everyone to have access to quality education. Get students to write a letter to a local or national politician, asking them to support this Global Goal. In their letter, students should try to quote some of the data from the previous activity. Students should explain why they think this Global Goal is of particular importance and use examples to extend their ideas. Students should draw on persuasive writing techniques.

Differentiation and Alternatives

For younger and lower ability students, provide sentence starters and/or a description of content for each paragraph of their letter.

Take Action fo the Global Goals

As an educator you have the power to channel students' positive energies and help them believe that they are not helpless, that change is possible, and that they can drive it.

The Design for Change "I Can" School Challenge invites children to take action, make change for themselves and share it with children across the world.

Visit www.dfcworld.com to get started.

To download a Design for Change lesson pack or a simple advice pack for young people to take action themselves visit www.globalgoals.org/worldslargestlesson

DESIGN for
CHANGE

Sustainable development begins with education.



Education is fundamental in escaping chronic poverty.



Education gives parents the right knowledge on the best health and hygiene practices for their children.



Education gives children the right knowledge on the best ways to stay healthy.



Education can help promote sustainable agriculture.



Education can help end the hunger of today.



Education can help improve the nutrition of tomorrow.



Educating mothers has saved millions of children's lives around the world.



Education becomes a passport allowing women to enter the labour force.



Education helps give women a voice.



Educated women are less likely to have children or get married at a very young age.



Educated households are more likely to use water purification methods such as filtering or boiling.

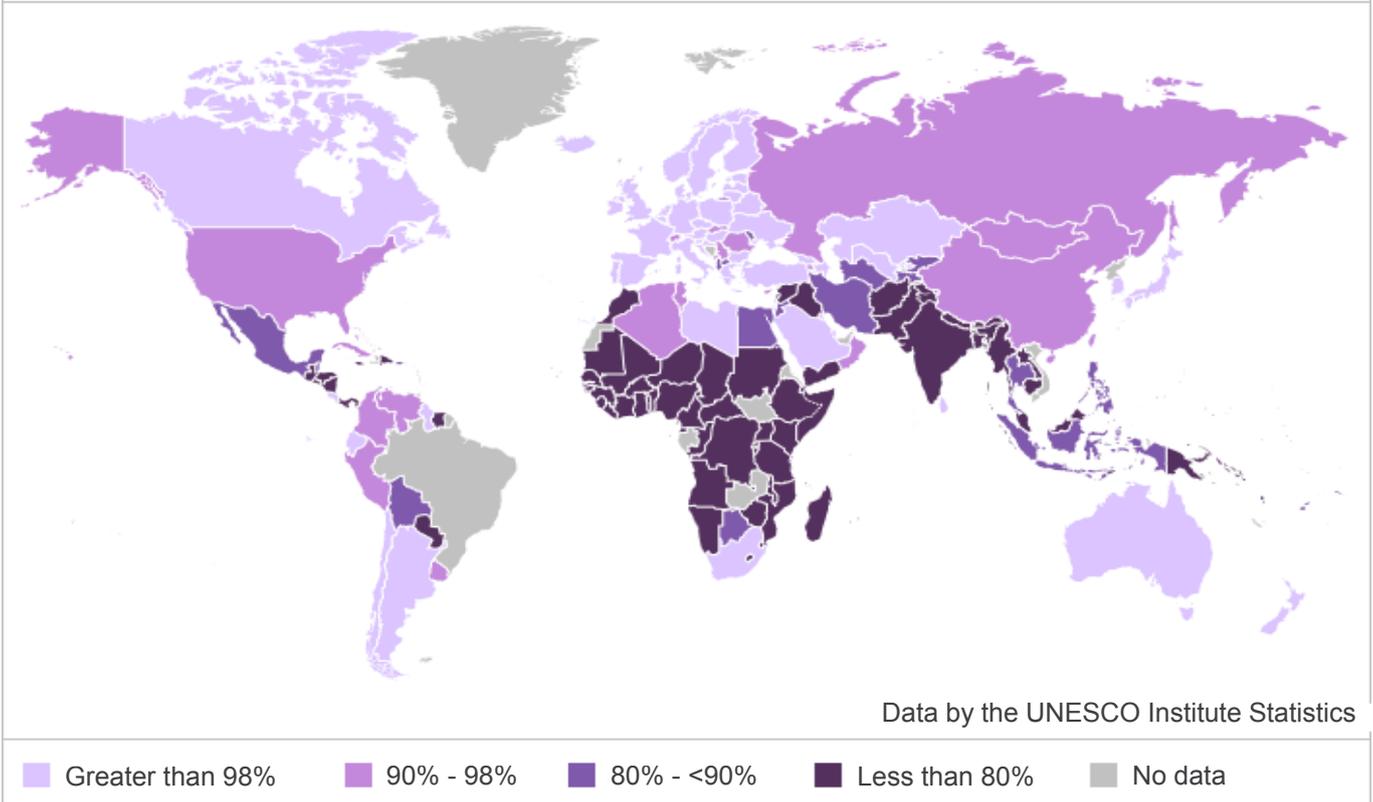


Quality of education is vital for economic and sustainable growth.



Secondary Education Around the World

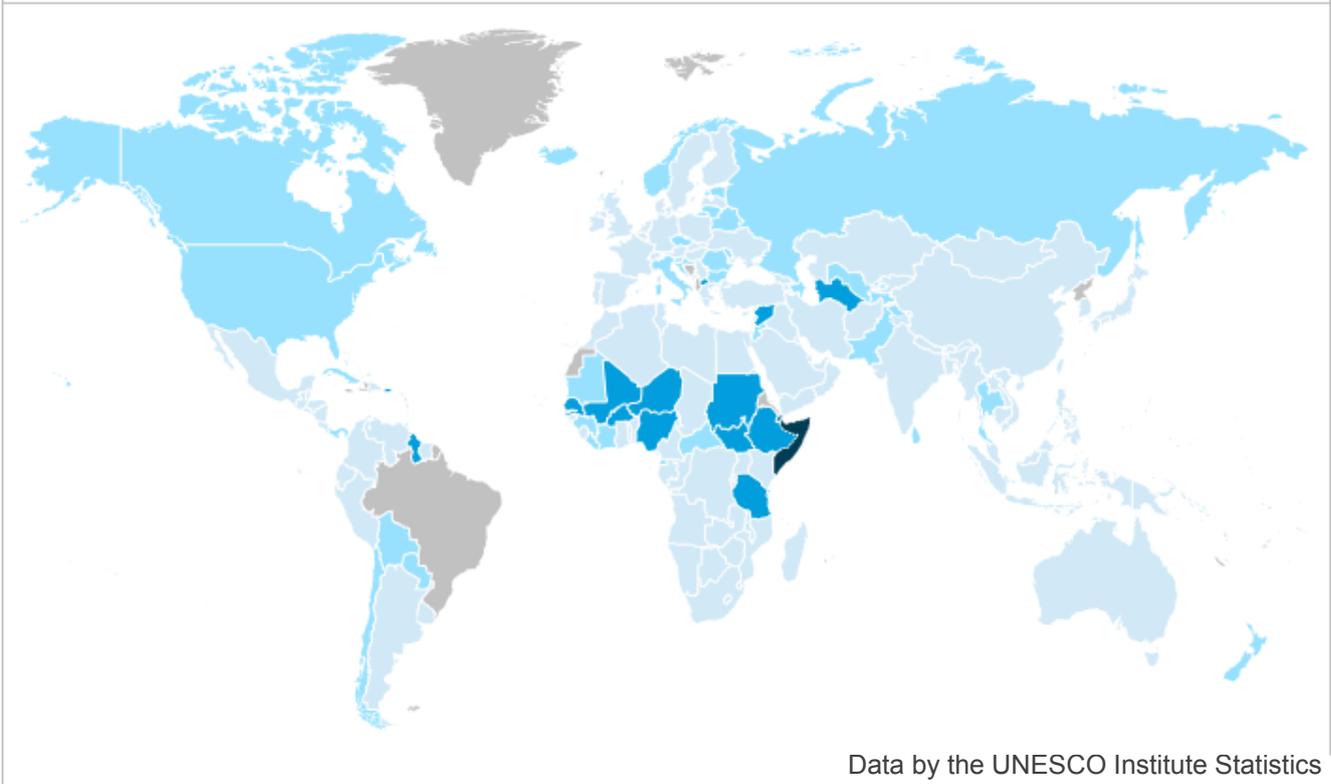
Gross enrolment ratio in secondary education (2015)



1. Which continents have the highest and lowest levels of students in secondary education?
2. Which parts of the world have the highest and lowest levels? You could use compass directions (N,S,E,W) and/or the equator in your answer.
3. Are there any countries that break with a general pattern?

Primary Education Around the World

Gross enrolment ratio for primary education (2015)

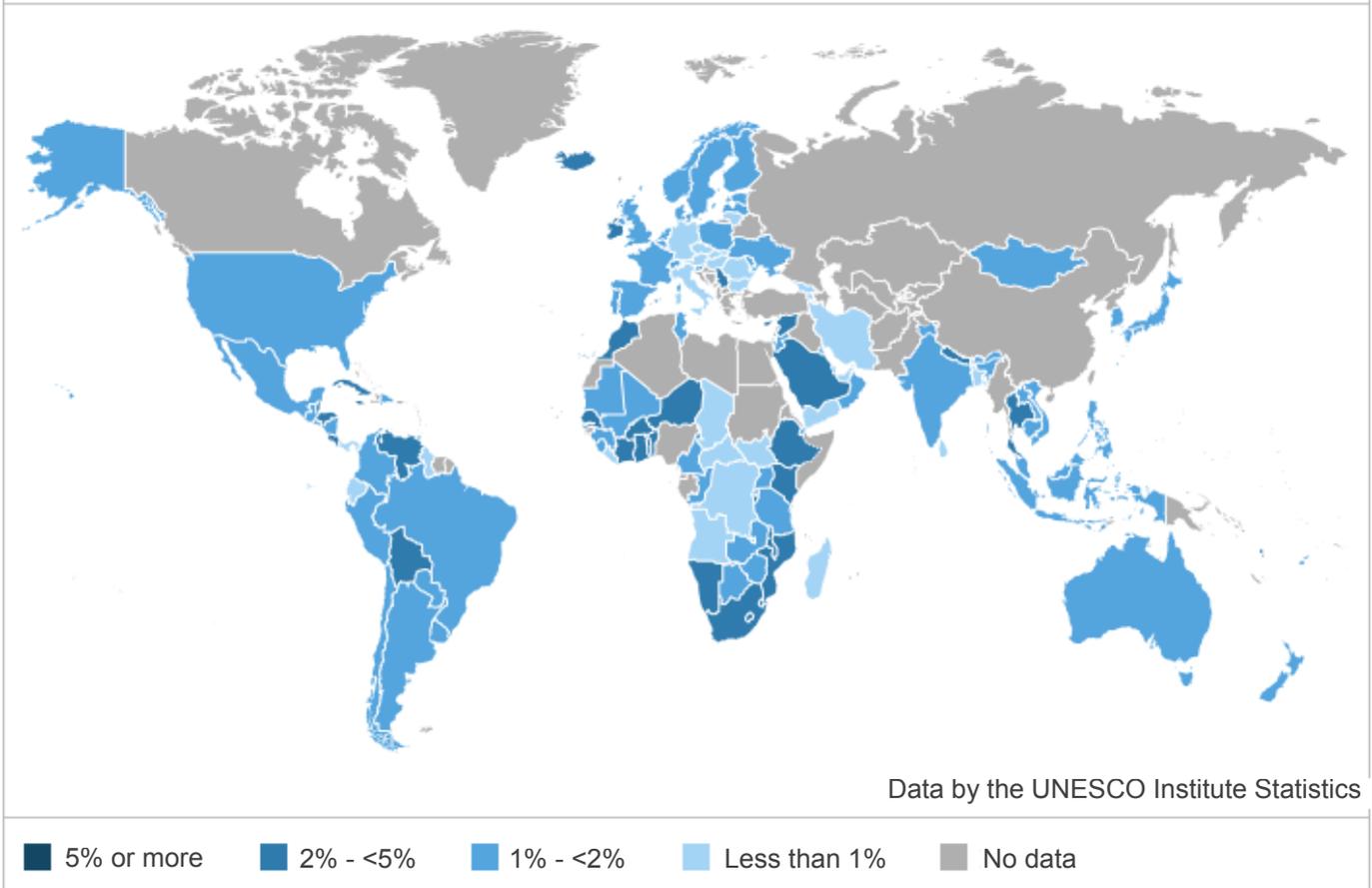


Data by the UNESCO Institute Statistics



1. Which continents have the highest and lowest numbers of students in primary education?
2. You could use compass directions (N,S,E,W) and/or the equator in your answer.
3. Are there any countries that break with a general pattern?
4. Should there be differences? Why?
5. What impacts will this inequality in education have?

Government expenditure on primary education as a percentage of GDP (2015)



Is the investment that countries make in education the same as a % of GDP?

Which areas have the most spending and which have the least?

Why do you think some countries spend more and some countries spend less?

What impact does this inequality have on the countries?

