



KATINE LESSONS – PRIMARY: KS2 - EDUCATION

Education

Schools in Katine lack basic things like textbooks and desks making it hard for pupils to get a good education. The film on education in Katine

(www.guardian.co.uk/katine/video/2007/oct/20/schools.education) highlights the problems affecting schools in Katine, one of the poorest regions of Uganda.

Part One – Introduction:

Many children in Katine do not go to school because they have other responsibilities such as fetching water and helping their parents harvest crops.

As a class, make a list of some of the responsibilities that you have, both at school and at home. Discuss how these responsibilities make you feel and the impact that they have on your life.

Compare your responsibilities with those of a young person in Katine. Whose responsibilities are more important, or are all responsibilities equally important?

With a partner or in a small group, role-play a situation to show what would happen if you didn't take your responsibilities seriously. Repeat the task pretending to be a young person in Katine. Share your ideas with the rest of the class.

Lesson objectives:

- < to consider different kinds of responsibilities at home, at school and in the community, and to know that these can sometimes conflict with each other
- < to show an awareness of the rights of others and their responsibility to uphold those rights

National Curriculum links:

Citizenship at KS1 & 2

Unit 07: Children's rights – human rights

Section 3: Taking responsibility

Scottish Curriculum links:

Environmental Studies – People in Society: Level C/D; Rules, rights and responsibilities in society

Useful websites:

Improving access to education – Unicef:

<http://www.unicef.org/girlseducation/>

Children in Uganda:

<http://www.savethechildren.org.uk/en/985.htm>



Part Two – Group task:

Watch the “Education” film again. With a partner, discuss the problems affecting schools in Katine. Think about the lack of equipment that schools have and the reasons why young people struggle to get a good education.

Next, join up with another pair to make a group of four. This time, discuss the problems and try to make a list of the five most serious ones. It might be difficult to agree on this, so make sure you listen to each other’s views carefully.

Once you have your list, choose two people from your group to report back to the rest of the class. How do their lists compare with yours? Do you all agree on what the most serious problem is, or are there differences of opinion?

Use everyone’s ideas to draw up a short-list of the three biggest problems then hold a class vote to decide: The problem we would tackle first in Katine’s schools is...

Lesson objectives:

- ⟨ to show through their body language and their ability to report back that they can listen to another person’s point of view
- ⟨ to contribute to a simple debate, listening to the views of others
- ⟨ to make a decision and vote on an issue
- ⟨ to recognise that every vote counts towards the outcome of the debate

National Curriculum links

Citizenship at KS1 & 2

Unit 01: Taking part – developing skills of communication and participation

Section 9: Years 5 and 6 – developing our communication skills

Scottish Curriculum links:

Environmental Studies – People in Society: Level C/D; People and needs in society; Conflict and decision making in society

Useful websites:

Education:

http://www.savethechildren.org.uk/en/31_61.htm

Guardian report 1:

<http://www.guardian.co.uk/katine/2008/feb/12/projectgoals.ngos>

Guardian report 2:

<http://www.guardian.co.uk/katine/2008/jan/31/education>



Part Three – Extension task:

Working with a partner, write a short script for two characters – one is a pupil at Katine primary school and the other is one of the teachers.

The pupil must explain why he or she has not been at school for several weeks. Think about how this makes the pupil feel and consider the teacher's reaction carefully.

Practise your script and then perform it for the rest of the class. Record your performances if you have the proper equipment and then watch or listen to them. Are there any changes or improvements you could make?

Lesson objectives:

⟨ to demonstrate the application of playwriting skills to the writing of other forms of script

National Curriculum links:

Primary Framework for Literacy
Year 5: Narrative - Unit 6
Dramatic conventions

Scottish Curriculum links:

Expressive Arts – Drama: Level C/D; Using language; Communicating and presenting

Useful websites:

A mother's viewpoint:

<http://www.guardian.co.uk/katine/2008/feb/24/water>