



KATINE LESSONS – SECONDARY KS3 – EDUCATION

Education

Secondary education in Uganda is free for the first year. After that, parents must pay to send their children to school, but some cannot afford it. Children are also needed at home to help with jobs like fetching water and harvesting crops, so many do not make it to school.

Part One – Introduction

It is a fact that most young people in Katine will not finish secondary school. Working with a partner, write down five other facts you have learned about Katine so far. Next, write down five opinions you have formed about Katine.

Share your ideas with the rest of the class then using the following questions as a basis for a short discussion about facts and opinions:

1. Where do we get facts from?
2. Are some sources of information more reliable than others?
3. Where do opinions come from and what are they based on?
4. Are all opinions valid?
5. Do some information sources contain a mixture of fact and opinion?

Lesson objectives

- < to focus on a topical issue, problem or event
- < to explore the chosen issue and to share ideas and information
- < to think about the significance of the media in society

National Curriculum links

Citizenship at KS3 (Year 7-9)

Unit 20: What's in the public interest?

Section 1: What is the issue we are addressing?

Scottish Curriculum links

Environmental Studies – People in Society: Level C/D; People and needs 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>

Send my friend to school: <http://www.sendmyfriend.org>



Part Two – Group task

Watch the “Education” film again

(www.guardian.co.uk/katine/video/2007/oct/20/schools.education). Working in a small group, make a list of the problems affecting schools in Katine. Beside each problem, write a word to describe how it is likely to make a pupil in Katine feel. Then write a word to describe how the problem makes you feel. Are the emotions similar? Share your ideas with the rest of the class.

Next, rank your list of problems, with the most serious one at the top. Think about which problems are the biggest obstacles to young people in Katine getting an education. Compare your list with others in the class. Do you all agree on which problems need to be tackled first? Use evidence from the film to support your point of view.

Finally, as a whole class, try to think of some solutions to the problems facing pupils in Katine. This is not an easy task and often depends on money being spent. You might get some ideas from the Save the Children and Guardian links below. Can you think of any ways in which the problems facing pupils in Katine are linked to the UK?

Use your research to draw up an education action plan for Katine on the whiteboard. Compare this with the plan by Amref (a development organisation working to improve the lives of people in Katine) which you can find at the bottom of the second Guardian report. Are your priorities alike? Are there any actions that can be taken in the UK that could make a difference?

Lesson objectives

- < to contribute to a group and class discussion
- < to analyse a range of sources of information
- < to use their imagination to consider other people’s experiences
- < to evaluate arguments and draw their own conclusions
- < to justify their opinions orally and/or in writing
- < identify ways in which local problems are linked to international politics e.g. through trade, debt relief
- < to identify the ways in which local/national agencies can help meet society’s needs e.g. through advocacy, campaigning and lobbying as well as fundraising

National Curriculum links

Citizenship at KS3 (Year 7-9)

Unit 21: People and the environment

Section 2: How can we weigh up the arguments?

Scottish Curriculum links

Environmental Studies – People in Society: Level E/F; People and needs 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

Using what you have learned about school life in Katine and some of the reasons why it is difficult to get a good education, role-play a discussion between a pupil at Katine Secondary School and one of the teachers.

Explain why you have not been at school for several weeks. Think about how this makes you feel and consider the teacher's reaction carefully. Practise your role-play with a partner then share it with the rest of the class. Discuss the merits of each performance and any improvements that could be made.

Lesson objectives

- < to use talk as a tool for clarifying ideas
- < to answer questions pertinently, drawing on relevant evidence or reasons
- < to develop drama techniques to explore in role a variety of situations and texts or respond to stimuli

National Curriculum links

English Framework Year 7-9

Speaking and listening

Drama

Scottish Curriculum links

Expressive Arts – Drama: Level E; Communicating and presenting

Useful websites

A mother's viewpoint: <http://www.guardian.co.uk/katine/2008/feb/24/water>