

ACT

Action for Children Today

Fall 2016

Ambassador Edition

Intended for Use with Grades 6-8

TEACHER'S GUIDE

Shut Out Of School



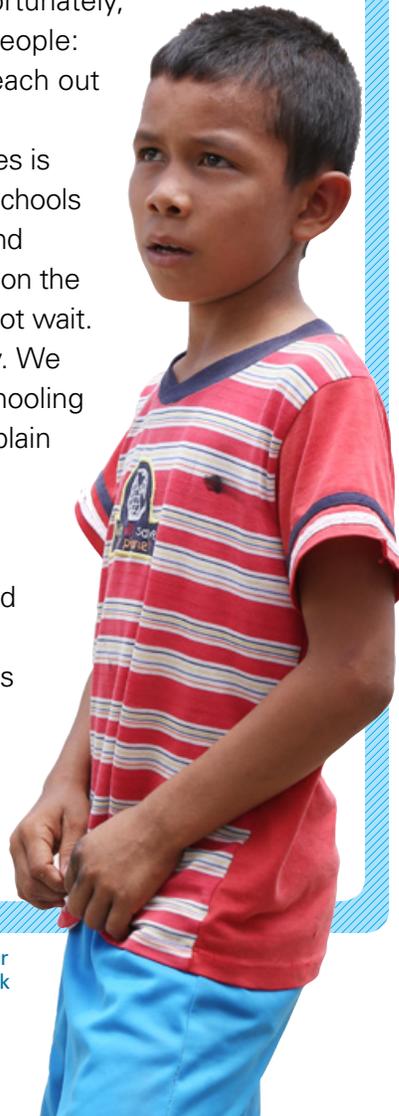
Dear Teacher,

As this issue of UNICEF ACT arrives in your classroom, huge problems—wars, refugee crises, food shortages, epidemics, floods—are unfolding around the world. Fortunately, disasters frequently bring out the best in people: Neighbors help neighbors, governments reach out and humanitarian groups deliver aid.

One absolute necessity during crisis times is too often overlooked, however: education. Schools are vital lifelines to normal life for children, and getting kids back to learning is a crucial step on the road to recovery. Simply put, education cannot wait.

This issue of UNICEF ACT explains why. We offer first-hand accounts of what loss of schooling means to children around the world and explain why so many people are working hard to get students back in the classroom. Our articles and activities are designed to give your students insights into the problems and confidence to take action to improve these situations. They may also help your students appreciate just a little more the importance that school plays in their own lives.

Sincerely,
The TeachUNICEF Team



On April 18, 2016, a young boy gazes with concern after an earthquake measuring 7.8 on the Richter scale struck his community in the Manabi province of Ecuador.

ENDURING

UNDERSTANDING

Children's right to quality education cannot be delayed, even in times of emergency. Education cannot wait.

ESSENTIAL

QUESTIONS

- 1 Why are so many children around the world today out of school or receiving poor quality schooling?
- 2 How are children's lives and rights affected when they do not have access to education?
- 3 Why is it both difficult and essential to protect children's right to an education?
- 4 How and why should young people take action to protect the right to education?

TEACHunicef

UNICEF ACT is a publication of TeachUNICEF, the Education Department of the U.S. Fund for UNICEF. Visit TeachUNICEF.org for additional resources.

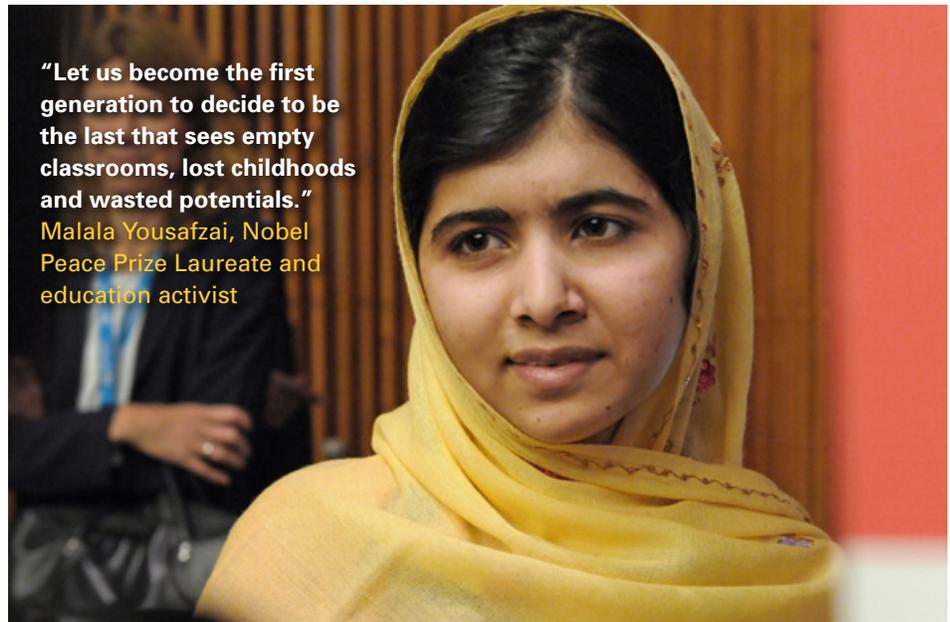
Shut Out of School¹

Gains in education globally over the past 15 years have been impressive: The number of children out of school has fallen by almost half since 2000, and an estimated 34 million more children have attended school. But these same gains have *not* been made in education in crisis settings.

One in four of the world's school-aged children—462 million of them—now live in countries affected by crisis. About 75 million are in desperate need of educational support: They are either missing out on their education, or in danger of doing so.² Over 17 million are refugees, and girls are 2.5 times more likely to be out of school than boys in countries affected by conflict.

In the last decade, the number of people affected by emergencies has doubled.³ That has had a destructive impact on children's access to education and learning achievements.

Across the globe, education is severely affected by numerous crises—an increasing number of climate-change-related disasters and seasonal shocks, and



“Let us become the first generation to decide to be the last that sees empty classrooms, lost childhoods and wasted potentials.”

Malala Yousafzai, Nobel Peace Prize Laureate and education activist

borderless health epidemics. In addition, the world is currently experiencing the highest rates of forced displacement in recent history.

A single crisis can have harmful effects on the education of huge numbers of children. For example:

- Conflict has kept more than 2 million children out of school in Syria, and more than 670,000 in Nigeria, Chad, Cameroon and Niger
- Earthquakes in Nepal and Ecuador destroyed more than 5,000 schools
- Up to 5 million children were affected by school closures in Guinea, Liberia and Sierra Leone during the Ebola outbreak

This is a critical moment for the movement to ensure that children do not lose out on education, even during crises. Investment in education is the most effective means of restoring social and human capital, stimulating economic growth and buffering societies against future shocks.

Both the inaugural [World Humanitarian Summit](#) in May 2016, and the political momentum generated by the [Sustainable Development Goals](#), served as spurs to re-energize advocacy for education in emergencies. Global consciousness to reach the most vulnerable children must extend to those in the most complex and fragile places.

1. Unless otherwise stated, the source of the information here is: UNICEF (May 2016). *Education in Emergencies Briefing Book* (internal communication)
 2. Overseas Development Institute (2016). Education Cannot Wait: Proposing a Fund for Education in Emergencies. Retrieved from ODI Website: odi.org/sites/odi.org.uk/files/resource-documents/10497.pdf.
 3. UN Office for the Coordination of Humanitarian Affairs and DARA (2014). Saving Lives Today and Tomorrow. Retrieved from the OCHA Website: docs.unocha.org/sites/dms/Documents/OCHA%20SLTT%20Web%20Final%20Single.PDF.

Teaching “News in Brief” Articles

(Student Edition [SE], Pages 2–3)

OBJECTIVES

Students will

- Demonstrate an understanding of how emergencies affect access to education.
- Interpret a map showing key countries affected by emergency situations and think critically about accompanying text features.
- Use text-based evidence to analyze news articles and identify central ideas and supporting details.

KEY STANDARDS

Common Core State Standards

CCSS.ELA-LITERACY.CCRA: R.1, R.2, R.4, R.7, R.9

Social Studies (NCSS)

- People, Places, and Environments
- Global Connections

TIME REQUIRED

Approximately 30 minutes + time for extension activities

ANSWER KEY (for SE pages 2–3)

Odd One Out: 1. global, 2. resident, 3. diplomatic, 4. oppressed

Focus on Geography:

1. Conflict/Violence and Poverty; Natural Disaster/Climate Emergency, and Disease/Health Emergency.
2. That it can spread across a wide area.
3. Answers will vary.

VOCABULARY

Civil war: a military battle between groups within the same country

Refugee: a person who escapes his or her country in search of safety

Terrorist: a person who uses violence and threats to intimidate, especially for political purposes.

Sovereign: supreme authority; self-governing

LESSON PLAN

Before Reading

Have students skim these two pages and review the text and text features. Ask: “What might the article ‘Education Emergencies’ be about?” Ask students to support their answers with examples. “What tone does the article convey? What words and images help emphasize that tone?”

Share Background Information

This article provides an overview of education emergencies around the world. Violence, poverty, disease and natural disasters make it very difficult for children to get an education.

As You Read

Read “Education Emergencies” as a class or assign students to read it independently. Ask students to underline the central idea of each paragraph and note at least one detail that supports it.

After Reading

As a class, review students’ notes and discuss each paragraph’s

central ideas. Next, divide students into small groups to complete the two exercises on these pages.

Point out that some countries on the map face more than one emergency that affects children’s access to education.

Review answers as a class. To close the lesson, elaborate on the topic of education emergencies. Ask: “How might students in crisis situations feel? How or why might some countries be better equipped to deal with emergency situations than others?”

EXTENSION ACTIVITY

Have students select one of the countries from the list in the article or on the map to research in depth. Assign them to write a news article that outlines the problems there and how those problems are affecting children and their educations. Students should provide information about *who*, *what*, *when*, *where*, *why* and *how*. Instruct them also to include a headline, a photo and caption, a map and one other graphic element.

ADDITIONAL RESOURCES

- Education Cannot Wait Fund: educationcannotwait.org
- UNICEF Humanitarian Action for Children: unicef.org/emergencies
- Detailed map of countries with education crises: educationcannotwait.org

Teaching “In Focus” Articles

(SE, Pages 4–5)

OBJECTIVES

Students will

- Demonstrate increased empathy for children affected by education emergencies.
- Explain how children’s rights are violated when kids are unable to attend school.
- Identify some ways children are affected by different education emergencies.

KEY STANDARDS

Common Core State Standards

CCSS.ELA-LITERACY.CCRA: R.1, R.2, R.3, R.4, R.6, R.7, R.9

Social Studies (NCSS)

- Individual Development and Identity
- Global Connections

TIME REQUIRED

Approximately 45 minutes + time for extension activities

VOCABULARY

Sprawling: spread out over a large area in an irregular way

Asylum: protection granted by a nation to a refugee

Plea: a serious request

Right: something a person should be morally or legally allowed to have, get, or do

Trauma: a deeply distressing or disturbing experience

Makeshift: temporary, serving as a substitute

LESSON PLAN

Before Reading

Ask students, “What is a right?” Share the definition: a moral or legal entitlement. As a class, brainstorm a list of rights that all people should have. The right to education has been affirmed in many human rights treaties and by many world governments. Like all human rights, education is universal and inalienable—everyone, regardless of age, gender, religion, ethnicity or economic status—is entitled to it.

Share Background Information

The “#YouthTakeover” article profiles Anhal, a Syrian teen refugee, who tweeted on UNICEF’s account to raise awareness about the crisis in Syria and its effect on families. “The Right to Learn” photo essay features teens affected by other education emergencies and some ways they are coping.

As You Read

Read “#YouthTakeover” and “The Right to Learn” as a class or assign students to read independently. Have students underline key words and phrases that reflect how the teens’ lives and educations have been upended by emergencies.

After Reading

Anhal was one of four teenagers to “take over” UNICEF’s Twitter account. The other three were a boy named Youssef and two

girls named Omaymah and Hanin. Divide the class into three groups and assign one of the three students to each group. Have students read their “Twitter takeovers” at bit.ly/youthtakeover. Afterwards, discuss as a class how these teens’ tweets were similar to and different from Anhal’s. Ask: “What else did you learn about the conflict in Syria and how it is affecting kids and their educations?”

EXTENSION ACTIVITY

Ask students to imagine their own social media “takeovers” to raise awareness about education emergencies. Students can work in pairs to create a campaign for Facebook, Twitter, Instagram or Snapchat. What would they say? What images would they use? How would they get people to interact with their posts?

ADDITIONAL RESOURCES

- UNICEF ACT—Children on the Move: teachunicef.org/unicef-act/children-move
- TeachUNICEF page on the Right to Education: teachunicef.org/teaching-materials/topic/education
- Syrian Youth Volunteers Innovate to Educate Children: bit.ly/SyrianYouth
- Education in Emergencies Photo Essay: bit.ly/EdEmergencies

Teaching “Finding Solutions” Articles

(SE, Pages 6–7)

OBJECTIVES

Students will

- Understand the importance of education in students’ daily lives.
- Learn how UNICEF responds to emergency situations and helps children get back to school quickly.
- Write a letter to school officials.

KEY STANDARDS

Common Core State Standards

CCSS.ELA-LITERACY.CCRA: R.1, R.2, R.3, R.4, R.6, R.7

Social Studies (NCSS)

- Individuals, Groups, and Institutions
- Individual Development and Identity

TIME REQUIRED

Approximately 45 minutes + time for extension activities

VOCABULARY

Resilience: the ability to recover from or adjust to misfortune

Empathy: the ability to share someone else’s feelings

Contaminated: impure by exposure to harmful elements

ANSWER KEY (for SE pages 6–7)

Take Action: Responses will vary but should include central ideas and supporting details.

Show What You Know: 1. B; 2. B; 3. C; 4. B; 5. A; 6. C; 7. A; 8. A

State of Emergency: a government declaration after a disaster that suspends normal procedures in order to gain control and provide aid

Corrosive: causing damage to metal or other materials through a chemical process

Environmental Protection

Agency: a federal agency charged with protecting human health and the environment

LESSON PLAN

Before Reading

As a class, discuss what needs children might have after a natural disaster. Ask: “What steps might aid and government workers need to take to address children’s needs?”

Share Background Information

“Emergency in Ecuador” profiles U.S. Fund for UNICEF’s Michael Sandler and UNICEF’s response to the earthquake in Ecuador.

“Closer to Home: Poison in the Pipes” outlines an education emergency in the United States—school water supplies contaminated by lead.

As You Read

Have students read “Emergency in Ecuador” as a class or assign them to read it independently. Ask students to answer the following questions, citing evidence from the text in their responses:

- How was the aftermath of the earthquake “like a war zone?”
- Why is getting kids back to school a priority for UNICEF?

- What are some of the challenges aid workers faced in responding to the earthquake?
 - What are some special needs children have after a disaster?
- Have students read “Closer to Home: Poison in the Pipes” independently. Ask: What else needs to be done to address the problem of contaminated water in U.S. schools?

After Reading

Measure students’ comprehension with the “Show What You Know” assessment on page 6 of the Teacher’s Guide. Have students work in pairs to check their answers, discussing why they chose their answers.

EXTENSION ACTIVITY

Have students work in pairs to complete the “Take Action” activity. The letters should include information about how lead is harmful to children. Send students’ letters to the school board. As a class, decide what steps to take based on the response.

ADDITIONAL RESOURCES

- In Ecuador, Struggling to Meet Basic Needs after the Earthquake: bit.ly/InEcuador
- TeachUNICEF Video Analysis Activity—After the Nepal Earthquake: bit.ly/NepalVideo
- EPA’s Lead in Drinking Water at Schools and Child Care Facilities: bit.ly/LeadWater

Show What You Know

Education Emergencies: Re-read the “Finding Solutions” articles on pages 6–7 of your UNICEF ACT magazine. Then answer the following questions by filling in the letter next to the correct answer.

1. What is the central idea of “Emergency in Ecuador”?

- (A) A massive earthquake destroyed schools in Ecuador.
- (B) UNICEF works to ensure that children can return to school as quickly as possible.
- (C) Ecuador’s recovery will take a long time.

2. Which statement from the article best supports the central idea of “Emergency in Ecuador”?

- (A) More than 560 schools were damaged or destroyed.
- (B) UNICEF quickly dispatched a team to help set up temporary schools with bathrooms and access to clean, fresh water.
- (C) UNICEF also helps raise money to help the government of Ecuador rebuild.

3. Which of the following statements by Michael Sandler is an opinion?

- (A) “We fill them up with blue plastic desks, School-in-a-Box kits, and materials to decorate the walls.”
- (B) “It was like a war zone. Fires had started, schools and other buildings were knocked down.”
- (C) “Those 560 schools are not going to be replaced overnight. It might take months or a year.”

4. Which of the following is *not* an effect of providing children with educational opportunities after an emergency or disaster?

- (A) Students return to a sense of routine and normalcy.

- (B) Children are unable to catch up on their learning.
- (C) Students can see their friends and classmates.

5. Why was Michael Sandler impressed by the older kids in the Return to Happiness program?

- (A) They were able to deal with the disaster and help younger children cope with the trauma.
- (B) They created impressive art and music.
- (C) They clearly expressed their fears and concerns for the future.

6. Which happened first in the Flint, Michigan, story?

- (A) Lead leached into the water of homes and schools.
- (B) U.S. President Barack Obama declared a state of emergency.
- (C) Flint switched its water supply source.

7. What does “tainted” mean in the following sentence? “The government offered federal funds to help Flint fix its tainted water supply.”

- (A) Contaminated
- (B) Diluted
- (C) Flavorful

8. What would be the best alternate headline for “Poison in the Pipes”?

- (A) A School Water Crisis
- (B) Lead is Harmful to Children and Animals
- (C) Drink Bottled Water

Teaching “Kids Helping Kids” Articles

(SE, Pages 8)

OBJECTIVES

Students will

- Write a proposal for an action plan.
- Take action to help children facing education emergencies.

KEY STANDARDS

Common Core State Standards

CCSS.ELA-LITERACY.CCRA: R.1, R.5, R.6

Social Studies (NCSS)

- Civic Ideals and Practices

TIME REQUIRED

Approximately 20 minutes + time for extension activities

VOCABULARY

Militants: people who are aggressively active, as for a cause.

United Nations: an intergovernmental organization of 193 member states that promotes international co-operation

Nobel Peace Prize: a prestigious international prize typically awarded annually to a person or group that has “done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace.”

Perspectives: points of view

Dire: extremely serious, urgent

LESSON PLAN

Before Reading

Share with students that girls are 2.5 times more likely to be out of school than boys in countries affected by conflict. Ask: “Why might that be so? What effect might that have on families and communities over time?”

As You Read

Have students read the article independently, underlining ways Kevin’s actions helped raise awareness about access to education. Ask: What steps did he take to make his project come to fruition? How did his actions inspire others?

After Reading

Read aloud the end quote by Malala Yousafzai, “One book, one pen, one child, and one teacher can change the world.” Ask: “What point is Malala trying to make? How do her actions reflect her statement? How did Kevin and his classmates emulate Malala’s mission?”

EXTENSION ACTIVITY

Have the class read the sidebar, “It’s Your Turn to Act.” Tell students to brainstorm other possible ways they could help kids affected by education emergencies. Vote as a class on the best, most achievable ideas. Divide students into groups, one for each idea. Have them create a proposal using the reproducible “Make it Happen!” on the next page. Ask students to present their proposals to the class and then vote on which one they would like to use.

ADDITIONAL RESOURCES

- UNICEF ACT Take Action Activity—Education for All: teachunicef.org/education-all
- UNICEF ACT Take Action Activity – A Day with No Desks: teachunicef.org/day-no-desks
- TeachUNICEF Film and Guide, “To Educate a Girl”: teachunicef.org/materials/full-unit-educate-girl-6-8
- Trick-or-Treat for UNICEF: unicefusa.org/trick-or-treat



At this primary school in Ghana, there is no classroom for the students, so they sit at tables under trees in the yard.

NAME	DATE
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Make it Happen!

In “Kids Helping Kids: We Took the Pledge,” you read about how students collaborated to raise awareness about education emergencies. Now it’s your turn. Create a proposal for a way to help children whose educations have been interrupted by emergencies. First, put together an action plan—a list of steps that must be taken to reach a goal. Use the following questions to help you write a proposal for your action plan. Next, write a few paragraphs explaining your proposal. Then, get going to make a difference.

1. What is your project called?

2. What will the project do?

3. Who needs to be involved in the project?

4. Do you need to raise money for the project? If so, how will you raise money? How much will you need and for what?

5. Do you need any other resources? If so, what?

6. When will you start the project?

7. When will the project end?

8. What problems might you encounter during the project?

9. How might you solve these problems?

10. How will you know if the project was a success?