

# ACT

Action for Children Today

TEACHER'S GUIDE

## Shut Out Of School

Fall 2016

Diplomat Edition

Intended for Use with Grades 3-5



### 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 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 kids 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 a bit more the importance that school plays in their own lives.

Sincerely,  
The TeachUNICEF Team

Thomas, a 12-year-old boy, attends class at a UNICEF-assisted center in Kenya that offers services to children living or working on the streets.

### 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](http://TeachUNICEF.org) for additional resources.

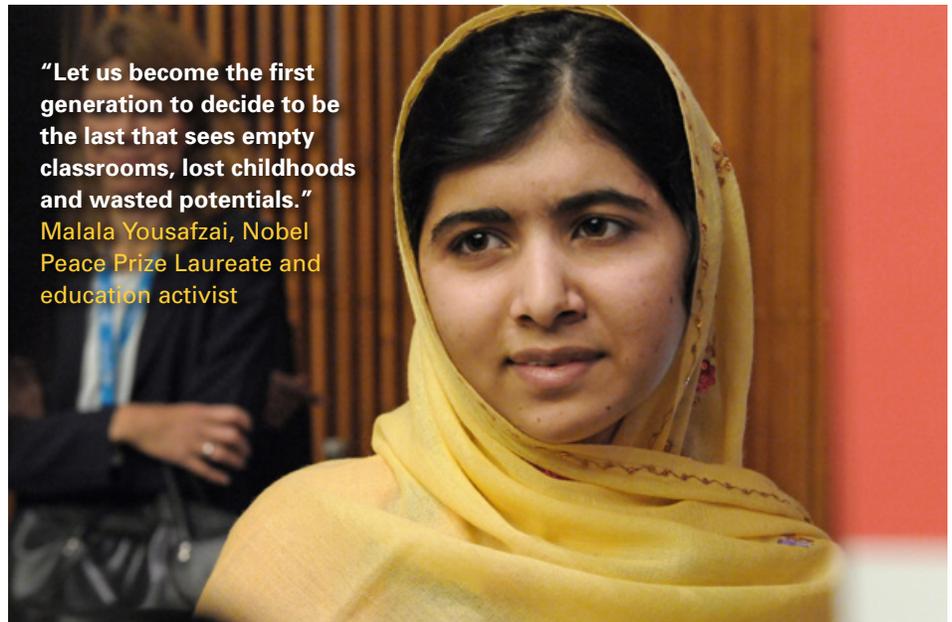
## Shut Out of School<sup>1</sup>

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.<sup>2</sup> 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.<sup>3</sup> 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 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](http://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](http://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 understanding of the importance of education in emergencies.
- Interpret a world map showing countries where crises are affecting education.

### KEY STANDARDS

#### Common Core State Standards

CCSS.ELA-LITERACY.CCRA: R.1, R.4, R.7, R.10, W.4, W.8, SL.2, SL.4, L.4

#### Social Studies (NCSS)

- People, Places, and Environments
- Global Connections

### TIME REQUIRED

30-45 minutes

### VOCABULARY

**Poverty:** the condition of being poor

**Crisis:** an emergency situation

**Fund:** an amount of money set aside

**Refugees:** people who escape their home country to find safety

**Shortage:** a lack of something

### ANSWER KEY for Student Edition pages 2–3

**Word Match:** 1. A, 2. B, 3. B, 4. B

**Where in the World?:** 1. Two out of eight (2/8 or 1/4) countries on the map are affected by natural disasters.; 2. War and natural disaster are the two types of emergencies that took place in Asia.; 3. Answers will vary, but may include facts about the countries and where they are located and/or the emergencies that affect education.

### LESSON PLAN

#### Before Reading

Ask students to examine the cover photograph closely. Explain that the photo was taken in May of 2015, and shows two second-graders (Rushma Shrestha and Rakshya Adhikari) in Nepal walking to school after an earthquake. Ask: “What kinds of disasters might keep kids out of school? Why is education important during times of emergency?”

#### Share Background Information

- As many as 462 million children between the ages of 3 and 18 (one in four of the world’s school-aged children) live in countries affected by crises.
- UNICEF says that about 35 countries are currently dealing with crises. These countries are located on four continents—Asia, Africa, Europe, and South America.
- Refugees from crisis countries are five times less likely to attend school than other children.

#### As You Read

As a whole class, read the page 2 story, “News in Brief: Education Emergency!” Discuss the following questions: “Which countries from the list on page 2 have you heard of? What do you

know about those countries? What might life be like for the children who live there?”

#### After Reading

Explain that the need to make sure children receive schooling during emergencies is urgent. Ask students to discuss this question with a partner: “What do you think Anthony Lake means by his statement (‘Children don’t need education even in emergencies. They need education especially in emergencies.’)?”

### EXTENSION ACTIVITY

Divide students into small groups. Assign each group a different country from the story to research in greater depth. Explain that students need to gather information from multiple print and digital sources, using the reproducible activity on page 8 as a guide. Then ask students to write a report about what they learned in their own words, and have groups present their reports to the class.

### ADDITIONAL RESOURCES

- UNICEF Humanitarian Action for Children: [unicef.org/emergencies](http://unicef.org/emergencies)
- Education Cannot Wait: [educationcannotwait.org](http://educationcannotwait.org)
- Back to School UNICEF Photo Essay: [bit.ly/BackToSchoolPhotos](http://bit.ly/BackToSchoolPhotos)
- UNICEF Country Pages: [unicef.org/infobycountry](http://unicef.org/infobycountry)

## Teaching “In Focus” Articles

(SE, Pages 4–5)

### OBJECTIVES

Students will

- Demonstrate increased empathy for children affected by crises.
- Interpret infographics showing how war has affected Syrian students.
- Write an acrostic poem about friends.

### KEY STANDARDS

#### Common Core State Standards

CCSS.ELA-LITERACY.CCRA: R.1, R.7, R.10, W.4, W.10, SL.1, SL.2

#### Social Studies (NCSS)

- People, Places, and Environments
- Global Connections

### TIME REQUIRED

30–45 minutes

### VOCABULARY

**Conflict:** a prolonged struggle between people

**Displaced:** forced to flee one’s homeland, often because of war or other crises

### ANSWER KEY for Student Edition pages 4-5

**Reflect on the Numbers:** **1.** 37 percent; **2.** The pie charts show that Syria’s education system was much smaller in 2014-15 than it was in 2011. Fewer children were in school. **3.** Answers will vary, but may include: Missing school for a long period of time can make children fall behind in their learning and feel lonely, sad, and/or bored. If many students miss a lot of school, the country may not have as good a chance of being stable or peaceful in the future.

### LESSON PLAN

#### Before Reading

Have students locate Iraq and Syria on a world map. Ask students: “Based on the title and photo, what do you think the article ‘A Place to Make Friends’ will be about?”

#### Share Background Information

- Iraq and Syria are neighboring countries (sharing a border) in the Middle East.
- Although they are different ages and from different countries, Malak and Raparine (Rapu) have been brought together by the school they now go to in Erbil.
- Malak and Rapu have been friends for two years.
- Rapu is from Qamlishi in northeastern Syria. She affectionately gave Malak the nickname ‘Mickey’—after Mickey Mouse.
- Malak wants to be an actor.

#### As You Read

Read the story as a class or have students read it independently. While reading, ask students to underline any parts of the story that they find surprising or interesting.

#### After Reading

Have students share the parts of the story they noted as interesting or surprising. Then engage students in a discussion about the importance of friendship. Ask: “What does friendship mean to you? How can having friends help people during difficult times?” Have students write an acrostic poem about friends using the reproducible activity on page 5. Invite them to read their poems aloud and/or display their work in the classroom.

### EXTENSION ACTIVITY

Show students some of the [#EmergencyLessons videos](#) on YouTube (Malak and Rapu, as well as others) and participate in the calls to action (e.g., share your favorite school photo, call out your best school friend, tell us your favorite school activity, etc.).

### ADDITIONAL RESOURCES

- UNICEF ACT Editions:
  - Children on the Move, [teachunicef.org/unicef-act/children-move](http://teachunicef.org/unicef-act/children-move)
  - No Lost Generation, [teachunicef.org/unicef-act/syria-no-lost-generation](http://teachunicef.org/unicef-act/syria-no-lost-generation)
- Education in Emergencies Photo Essay: [bit.ly/EdEmergencies](http://bit.ly/EdEmergencies)
- #EmergencyLessons Curricular Resources: [bit.ly/EdInEmergencies](http://bit.ly/EdInEmergencies)
- #EmergencyLessons Site with Videos: [emergencylessons.eu](http://emergencylessons.eu)

## A Poem About Friends

The UNICEF ACT story of classmates Malak and Rapu is about friendship. Write an **acrostic poem** using the word "FRIENDS" to explain what friendship means to you. An acrostic poem is a type of poetry in which the first letter of each line spells out a word when read from top to bottom. Here is an example of an acrostic poem that spells the word "POEM."

**P**oetry is special  
**O**ptimistic feeling  
**E**very word on paper  
**M**y own thoughts

Now it's your turn:

---

**F**.....

**R**.....

**I**.....

**E**.....

**N**.....

**D**.....

**S**.....

## Teaching “Finding Solutions” Articles

(SE, Pages 6–7)

### OBJECTIVES

Students will

- Explain how UNICEF helps to bring back education.
- Identify qualities to stay optimistic during difficult times.

### KEY STANDARDS

#### Common Core State Standards

CCSS.ELA-LITERACY.CCRA: R.1, R.9, SL.1, W.4, W.9, SL.1

#### Social Studies (NCSS)

- People, Places, and Environments
- Global Connections
- Civic Ideals and Practices

### TIME REQUIRED

30–45 minutes

### VOCABULARY

**Financial:** relating to money

**Optimism:** a feeling of expecting good things to happen

### ANSWER KEY (for SE pages 6)

**Think, Write, Discuss:** Answers will vary but may include: **1.** Being grateful, forgiving, caring, friendly, creative, confident, persistent (not giving up), focusing on the positive, etc.; **2.** Art and other forms of expression help kids during times of crisis by helping them cope with their feelings and allowing them to express themselves.; **3.** Kids can help others return to happiness by being good friends and listeners.

### LESSON PLAN

#### Before Reading

Have students locate Ecuador on the world map in the Student Edition (page 3). Ask students:

"What do you know about earthquakes?"

#### Share Background Information

- An earthquake is the shaking of the ground that occurs when tectonic plates (slabs of rock) deep under the Earth’s surface slip past one another and release energy.
- Earthquakes registering between 7.0 and 7.9 on the Richter scale are considered major and can cause severe damage.
- The earthquake that struck Ecuador on April 16, 2016, registered 7.8 on the Richter scale.
- Ecuador’s Vice President Jorge Glas called it "the strongest quake we have faced in decades."

#### As You Read

Read the first two paragraphs as a whole class. Then ask students to read the three sections with a partner. After each section, ask students to discuss the following question, citing specific evidence from the text to support their answers: "How do the efforts by UNICEF benefit the children affected by the earthquake?"

#### After Reading

Have students share their answers from the previous section. Then read the sidebar, "Closer to Home:



If a Crisis Hits U.S. Schools," as a whole class. Have students compare and contrast the two stories they just read. Ask: "What is similar about the recovery efforts in Ecuador and Houston? What differs about the two recovery efforts? What are the reasons for differing recoveries?" (If students have not mentioned it, point out the structural and economic reasons for quicker recovery in the United States.)

### EXTENSION ACTIVITY

Ask the class: "Why is being optimistic during difficult times helpful?" Invite students to brainstorm ways to teach others about the meaning of optimism and why it is important. For example, students may want to create posters or murals, write and perform a play or song, or give presentations about optimism.

### ADDITIONAL RESOURCES

- In Ecuador, Struggling to Meet Basic Needs after the Earthquake: [bit.ly/InEcuador](http://bit.ly/InEcuador)
- UNICEF Ecuador Page: [unicef.org/infobycountry/ecuador.html](http://unicef.org/infobycountry/ecuador.html)
- TeachUNICEF Video Analysis Activity—After the Nepal Earthquake: [bit.ly/NepalVideo](http://bit.ly/NepalVideo)

## Teaching “Kids Helping Kids” Articles

(SE, Pages 8)

### OBJECTIVES

Students will

- Demonstrate understanding that kids can make a difference.
- Write a proposal for an action plan.
- Take action to help others.

### KEY STANDARDS

#### Common Core State Standards

CCSS.ELA-LITERACY.CCRA: R.1, R.2, R.10, W.2, W.4, SL.1, SL.4

#### Social Studies (NCSS)

- People, Places, and Environments
- Global Connections
- Civic Ideals and Practices

### TIME REQUIRED

30-45 minutes

### VOCABULARY

**Motivate:** to provide someone with enthusiasm for doing something

### LESSON PLAN

#### Before Reading

Have students locate the African country of Malawi on a world map. Ask: “How would you feel if you didn’t have a desk at school? How might it affect your learning?”

#### Share Background Information

- Every day, millions of students throughout the African country of Malawi spend their days packed into tiny classrooms, sitting on dirt or cement floors for hours at a time, because they don’t have desks.
- The K.I.N.D. fund was created in 2010 and has since raised more than \$10.5 million, which has placed more than 148,755 desks for students in Malawi.
- A donation of \$65 to the K.I.N.D. fund buys a desk and bench for two students.

#### As You Read

Invite students to sit on the floor as they read this story independently. While reading, ask students to underline the different ways that Tyler and his Cub Scout pack raised money for the K.I.N.D. fund.

#### After Reading

Ask students: “How did you feel while reading on the floor? How do you think you would feel if you had to sit on the floor for the whole school day? Why was Tyler so motivated to raise money for the K.I.N.D fund? What is the main idea of this story?”

### EXTENSION ACTIVITY

Have students work in small groups to research more about Malawi, using the reproducible activity on the next page as a guide. (This online resource may be helpful: [our-africa.org/malawi](http://our-africa.org/malawi).)

Then ask them to share what they learned with the rest of the class.

After reading the sidebar “It’s Your Turn to ACT,” have students choose one or two activities to help children receive a quality education. Ask: “What are some other ways children could raise money for K.I.N.D. or another [UNICEF Inspired Gift](http://UNICEF Inspired Gift) related to education?” As a class, brainstorm an action plan to organize a fundraising project, and then put it into action. In addition, students may also want to write to their member of Congress to ask him or her to vote for the Education for All Act of 2016. (See “It’s Your Turn to Act” in the Student Edition for more information.)

### ADDITIONAL RESOURCES

- UNICEF Malawi Pages: [unicef.org/infobycountry/malawi.html](http://unicef.org/infobycountry/malawi.html) [unicef.org/appeals/malawi.html](http://unicef.org/appeals/malawi.html)
- Kids in Need of Desks (K.I.N.D.): [bit.ly/KidsDesks](http://bit.ly/KidsDesks)
- UNICEF ACT Take Action Activity—Education for All: [teachunicef.org/education-all](http://teachunicef.org/education-all)
- UNICEF ACT Take Action Activity—A Day with No Desks: [teachunicef.org/day-no-desks](http://teachunicef.org/day-no-desks)
- Trick-or-Treat for UNICEF: [trickortreatforunicef.org](http://trickortreatforunicef.org)

## Learn More About Malawi

You've read about ways that a Cub Scout pack raised money to help buy desks for students in Malawi, Africa. How much do you know about the country of Malawi? Use the following headers to help you research more about the country. Then write a few paragraphs explaining what you learned. (Note: You can also use this activity to research some of the other countries you read about in the magazine.)

**Country Name:**

**Geography:**

**Climate:**

**Population:**

**Languages:**

**Animals:**

**Food:**

**Other Interesting Facts:**