

Enabling Education Activity Booklet

Activities to use with children and young people, based on Enabling Education Review Youth Takeover Edition, 2018



Published by:
Enabling Education Network – EENET
P.O. Box 422
Hyde
SK14 9DT, UK
Tel / SMS: +44 (0)7929 326 564
Email: info@eenet.org.uk
Website: www.eenet.org.uk

First published 2018
Author: Ingrid Lewis
Editor: Rachel Bowden

These materials are available under the Creative Commons License Attribution-NonCommercial-ShareAlike 4.0 International.

You are free to share and adapt these materials. However, you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. You may not use the material for commercial purposes. If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits. For more information, see: <https://creativecommons.org/licenses/by-nc-sa/4.0/legalcode>

This guide has been supported by a grant from the Early Childhood Programme of Open Society Foundations.

Contents

Introduction	4
Activity 1: Select interesting items from the whole Enabling Education Review	8
Activity 2: Poems about inclusive education.....	11
Activity 3: Thoughts on education in general.....	15
Activity 4: What is inclusive education?.....	18
Activity 5: Including learners with disabilities.....	19
Activity 6: Young researchers.....	21
Activity 7: Campaigning.....	22
Activity 8: Good teachers	24
Activity 9: Feeling included.....	26
Activity 10: Bullying	29
Activity 11: Street-connected children	30
Activity 12: Girls' education	33
Activity 13: Diversity and discrimination	36
Activity 14: Global reflections	41

Introduction

About the special ‘youth takeover’ edition of Enabling Education Review

Every year, EENET publishes the Enabling Education Review to share education stakeholders’ experiences and ideas for making education more inclusive around the world. You can find all the Enabling Education Reviews here:

www.eenet.org.uk/enabling-education-review

The 2018 edition of Enabling Education Review consists entirely of contributions from children and young people under 25 years old, with the exception of a few images from EENET’s photo library.

The ‘youth takeover’ edition covers the following topics:

- Our views on education
- What is inclusive education?
- Inclusion of learners with disabilities
- Children as researchers
- Young advocates
- What makes a good teacher?
- What makes us included or excluded?
- Attitudes and bullying
- Education for street-connected children
- Girls’ education
- Ethnicity and nationality.

We also invited a few children and young people to make editorial comments, reflecting on the topics raised by their peers. The main editorial, which includes a poem, was written by a 21-year-old student.

Readers of the ‘youth takeover’ edition

The edition is aimed at a wide adult audience including teachers, non-governmental organisations, government staff, parents and academics. We want our usual adult readers to be inspired by and learn from the fantastic insights and experiences described by the young authors.

We also want to engage younger readers with this edition. We anticipate that – due to the level of English used by the young authors – secondary school children will be the main readership accessing the articles directly. Some younger, primary-age readers may also be able to read at least some of the articles.

We recognise that in many contexts none of the articles will be directly accessible to young readers unless they are translated. This is something you may be able to do

verbally as you work with young people. We encourage anyone who can provide support with written translations to contact EENET.

Inevitably many younger readers will not be able to read the content directly themselves, even if translated into their language. However, with support they will be able to engage with the topics presented by the young authors and express their own perspectives on education and inclusion. That is the idea behind this activity booklet.

About this activity booklet

This activity booklet offers suggestions for how to use the content from the 'youth takeover' Enabling Education Review to stimulate discussions about education and inclusion with children and young people. It is aimed at teachers, those who facilitate and supervise learning and recreational activities within and outside school,¹ parents, and young people who support other young people in education. Where possible we encourage teachers or facilitators to work together to plan, adapt and try out activities from this booklet, and learn from each other's experiences.

The suggested activities are based on the main topics covered in this edition of Enabling Education Review, which are listed above. You can select topics that you think your learners² will be interested in or involve them in choosing topics (see Activity 1).

For most topics we present 3 levels of activities (A, B and C) which are suitable for learners of different ages and abilities. We encourage you to assess and adapt activities based on the unique needs and abilities of the learners you work with.

- A. **These are simple activities that may be suitable for, or adaptable for, all ages** and abilities including very young children. These activities will help learners to think about what they like and dislike in school or other settings where they learn, and empathise with how other learners feel.
- B. **These are activities for older learners**, e.g. primary-age and over. The activities will encourage learners to think in more detail about issues relating to inclusion in education.
- C. **These are more in-depth, analytical activities**, probably suited to secondary level and above, but may be suitable for some primary level learners.

You will probably want to use just one or a few activities from this guide, not all of them. When choosing which activities to use think about the learners you are working with:

¹ For example, adults or older students who facilitate or supervise sport, art and performance clubs; scouts or adventure activities; youth clubs; student councils; community-service or environmental protection activities; informal education provision, and so on.

² We use the term 'learners' as a short way to refer to all children and young people you work with in both formal learning environments and informal or out-of-school settings.

- Which level of activity will suit their abilities?
- Which type of activity will they feel most comfortable doing? What will they enjoy the most or find interesting?
- Which activities can you most easily adapt to your context, setting or available resources?
- Which activities will fit well with a topic you are currently working on or plan to work on in class? Which activity or topic could fit neatly with your curriculum?
- Which activities will you feel most confident facilitating?

The activities use a range of methods such as drawing, games, performance, group discussions, individual reading and thinking tasks, and extended projects, all of which can be adapted to your learners' interests and the skills you want them to develop.

Why young peoples' views on education and inclusion are important

Young people have a right to participate in decisions which affect them, including about their education. Supporting young people to explore and express their views about education can increase their motivation and commitment to learn and demonstrate that their views matter. It also prepares them to participate actively in society when they become adults.

Understanding what young people value and worry about can help teachers and others to make education more enjoyable, interesting and effective. In order to help young people access and participate in education we need to understand the challenges they face by giving them opportunities to think about and share their experiences, and then listen to and act on what they say. Skilful teachers weave these opportunities together with the academic curriculum through classroom activities, dialogue and discussion.

Collaboration rules!

Throughout the activities suggested in this booklet, facilitators should encourage young people to work collaboratively in pairs and groups. This can be motivating and help ensure learners are supported and challenged to develop their thinking. It is helpful to establish some ground rules for collaboration. Here are some examples of rules that could be used:

- Make sure everyone understands what you need to do in the group activity.
- Make sure everyone is given a chance to express their ideas or experiences.
- Make sure you value everyone's opinions.
- Listen carefully to each other and build on each other's ideas.

- When you have different opinions or ideas, give your reasons. Remember, when you have a disagreement you are challenging ideas not attacking the other person.
- Make sure you share materials such as paper and pens with each other.

Share your experiences and inspire others

We would love to hear how you have used these Enabling Education Review activities. Please send us your experiences. This can include your own and learners' descriptions of the activities, examples of work produced and outcomes. If you have photos or videos of the activities, these can be added. With your permission, we will share your examples on our website to give other teachers and facilitators more ideas.

Please email your case stories to: info@eenet.org.uk. Or post them to the address on the back cover of this booklet.

Activity 1: Select interesting items from the whole Enabling Education Review

Level A

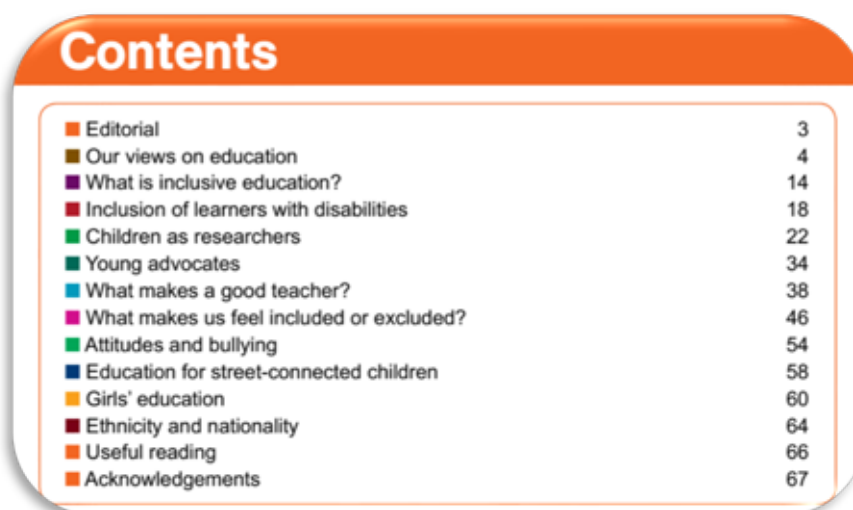
- With young children, or older learners who have difficulty reading,³ ask them to look through all the pictures (drawings and photos) in the whole Enabling Education Review. They could do this in pairs or groups, so that they can chat about the pictures.
- Ask each learner to choose one picture they like best or think is most interesting and then think about why they chose it.
- Ask learners to explain why they like the picture. They could explain in their groups, to a new partner, or to the whole class. Alternatively, you could ask them to tell you when you walk around the room.
- You can ask questions yourself or learners can ask each other about their chosen picture. Encourage learners to listen carefully to each other's answers.
- Your questions will depend on which picture they chose and why. For instance, you might want to ask whether there is anything in their chosen picture that is the same as or different from their own school. You could ask whether they would like to go to the school shown in the picture or do the activities the children are doing in the picture, and why or why not?
- Remember there are no right or wrong answers. You are simply using the pictures to encourage the learners to think a little about what the pictures might be showing and if possible to encourage them to think about their own school or experiences.



³ Or if you only have Enabling Education Review in English and your learners cannot read English.

Level B

- Read aloud or ask the learners to read the list of chapters (on the contents page) and choose one chapter that looks interesting.
- You could ask learners to predict what they think the articles in their chosen chapter will discuss, based on the chapter title. They can then check if these points appear when they read the articles.



Contents	
■ Editorial	3
■ Our views on education	4
■ What is inclusive education?	14
■ Inclusion of learners with disabilities	18
■ Children as researchers	22
■ Young advocates	34
■ What makes a good teacher?	38
■ What makes us feel included or excluded?	46
■ Attitudes and bullying	54
■ Education for street-connected children	58
■ Girls' education	60
■ Ethnicity and nationality	64
■ Useful reading	66
■ Acknowledgements	67

- They should try to read all the articles in the chapter they have chosen.
- If some of the articles are too long or complicated, remind them that it is OK to pick just the short text boxes or articles that they find easy to read.
- Offer learners the option to work in pairs or small groups to help each other read their chosen chapter(s). For example, someone could read a section and then summarise it for the others in their group.
- If all learners in the group will struggle to read the articles themselves, you could first read the list of chapters to them and perhaps ask for a vote on which chapters seem most interesting. Then you could read aloud the articles in the chapter(s) they have chosen.
- Ask the learners to pick one piece of text or a message that interests them the most from what they have read or heard.
- Ask them to discuss this piece of text / message with the person sitting next to them.
 - Tell each other about what the text or message is and why it is interesting.
 - Comment on whether the situation is the same or different in your school or community, and how.
- Invite volunteers to share some of their answers with the whole class.

Level C

- Ask learners to read the full edition of Enabling Education Review. You could perhaps ask them to read it during a weekend or school holiday.
- Once they have read it, they should pick one chapter/topic that particularly interests them (encourage them not just to choose the chapter that is shortest!).
- Ask them to think about the questions below (you may want to select just a few of these questions). They can work on their own, in pairs or in small groups – let the learners choose.
 - Why does this topic interest you?
 - Is there a specific article, image or statement within the chapter that drew your attention? What does this say or show?
 - What are your opinions about this topic? For instance, do you agree or disagree with any of the points raised by the authors?
 - What are your experiences of this topic? For instance, have you experienced something similar to what is described in any of the articles? Have you got an experience related to this topic that has not been mentioned by the authors? Write a few paragraphs to explain.
 - Do you have any recommendations for your school [or other setting] after reading this article?
 - How could you get other learners in your school [or other setting] interested in this topic? [For example, learners might suggest sharing their experiences on the topic through drama, posters, talks or articles.]
 - Why is it important for young people to think about and share their views on education and inclusion?
- Ask the learners to prepare a short presentation to summarise their answers to these questions. Remind them that they do not have to share any experiences they don't want to.
- They can choose to present in any way, e.g.: a speech, with or without PowerPoint slides; a poster; a performance of poetry or song, etc.
- Ask them to keep their presentations to 2-3 minutes maximum.
- Invite volunteers to present during one or more subsequent lessons. No one needs to present verbally if they don't want to. For instance, they could choose to display a poster and then decide whether to answer questions from their peers and the teacher.
- Possible extension activity: Ask learners to write an editorial comment about the topic they chose to focus on or to write their own article for the chapter. You could send these to EENET and we will add them to our website.

Activity 2: Poems about inclusive education

Level A

Movement-based activity

- This activity does not directly relate to the poem or poetry but may be a useful warm-up activity for the language-based level A activity below.
- Ask learners to work in pairs or small groups.
- The activity will involve making a 'still image' or statue. Learners must pose as if they are in a photo or carved into a statue (choose whichever analogy your learners will understand better). You might want to demonstrate a few examples such as a still image/statue of 'reading a book' or 'kicking a ball'.
- The first still image/statue you want them to make shows 'a good day at school' (or a good day in whatever setting you work). You can adapt the title to suit their language skills. Alternatives might be 'what makes us happy in school' or 'things we like to do in school'.
- Ask each pair/group to talk about and practise making their still image/statue.
- Then ask half the groups to present their still images/statues while the other learners walk around and look at them – like looking at an exhibition of photos or statues.
- Can those who are observing work out what the still images/statues are showing? If not, they can ask questions to the 'performers'. Remember there are no right or wrong answers. It is interesting to see how the observers interpret the still images/statues, even if they don't see what the performers intended.
- The groups can then swap, and the other half can present their still images/statues.
- This can be a fun activity; the performers may wobble as they try to stay still, and the observers may try to make the performers laugh and move. That's fine. It is not a test of their physical abilities, and not all learners will be able to hold a pose without moving for long.
- If you have time, you can repeat this activity by asking the learners to create still images/statues of 'a bad day at school' (or 'what makes us unhappy in school' or 'things we don't like to do in school').
- At the end you can have a discussion with the whole group about the good and bad things in school, what makes them happy/unhappy, and so on.

Language-based activity

- The poem on page 2 of Enabling Education Review will be too complicated for young readers/listeners. However, depending on their language abilities, your confidence, and the nature of your local language, you could try to do a small poetry activity with them – in their mother tongue language.
- You might link this with the movement-based activity above and/or with Activities 3A or 9A which encourage learners to think of words relating to school and being happy/unhappy in school.
- You could, for instance, pick some of the words that they have mentioned in these other activities and ask if anyone can think of rhyming words. In English, for instance, if a child has said that they are happy in school when they play with a ball, see if anyone can think of words to rhyme with play or ball. Write these on the board.
- Once you have quite a few rhyming words on the board, you could try to make some simple poems using the words. If the learners already have quite good language skills, they may be able to play with the words themselves to make some simple rhyming lines, e.g.:

I like to play
With a ball
But today
I had a fall.

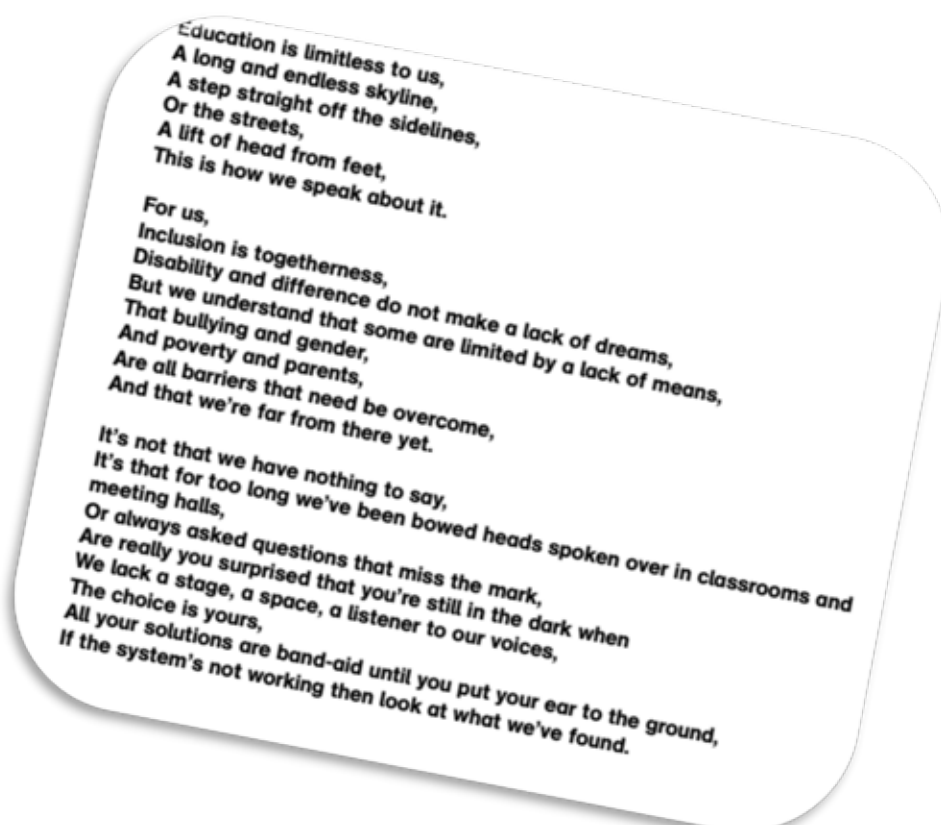
School is fun
School is hard
At school I run
Across the yard.

- You could add more fun elements to this by seeing if the children can do some movements/actions to match the lines. For instance, with the first little poem they could mime throwing or kicking a ball and then falling over. Or for the second one, they could mime a smiling face, a confused face, and then running. This use of movement/miming could be a good way to engage learners who are struggling to understand words.
- You might want to add a few minutes to the activity and ask questions to find out more about what the learners like/dislike in school, and why.

Level B

- Introduce the activity by explaining that the learners will hear a poem about education written by a young person.
- Ask them to work individually or in pairs or small groups to predict words, phrases or ideas they think they might hear in the poem. This is a good way to get learners thinking about the topic and encourage them to focus while listening to the poem (they will need to listen to check if their ideas are included in the poem).
- Read the poem aloud to the learners or ask a confident learner to read it aloud to their peers. Give everyone a copy to read for themselves too if possible. Explain any parts of the poem that anyone is struggling to understand.

- Ask the learners to pick a topic from the Enabling Education Review contents list that interests them (they may already have done this in Activity 1). Or you could allocate or randomly assign topics/chapters to the learners.
- Ask them to read the articles in the chosen chapter, or as many as they can.
- Learners could work in pairs or groups and read the chapter together, to help each other with the reading. Or you may have to read the chapter(s) to them if all the learners will have difficulty reading directly from Enabling Education Review.



Individual poetry option

- Each learner needs to work on their own to write a short poem about the topic discussed in the chapter they read/heard.
- They can write a poem which just summarises the points made by the young authors, or they can write a poem which expresses their own views or experiences on this topic. Or they can mix both approaches.
- Try to encourage poems of at least 4-5 lines, but don't put anyone under pressure to write more if they don't want to. Learners should write the poem in their preferred language if they use more than one language in school/at home.
- If learners have difficulty writing, they could work with a friend who helps them to write.

- Learners can choose how they present their poem. They can perform it if they want. They could even sing it or rap it. They can present it on a poster, decorated with illustrations or even photos (e.g. photos cut from magazines or newspapers).
- Have a discussion with the whole group about the subjects raised in their poems. Invite learners to ask each other questions about their poems. Remind them to be respectful and positive at all times – they should not criticise each other's work but can offer constructive suggestions for improvements.

Collaborative poetry

- Rather than asking children to write a poem individually, they could work in pairs or groups to create a poem about their chosen topic.
- They could do this through negotiation, deciding together what each line should be.
- Or they could do it like a game – one child writes the first line, the next child writes the next line and so on until they agree they have a finished poem.
- Again, they can decide how to present the poem.
- Have a discussion with the whole group about the subjects raised in the poems. Invite learners to ask each other questions about their poems. Remind them to be respectful and positive at all times – they should not criticise each other's work but can offer constructive suggestions for improvements.

Activity 3: Thoughts on education in general

Level A

- Find a small soft toy or ball.
- Ask learners to sit in a circle.
- They can pass or throw the toy/ball to each other (depending on their physical skills).
- The learner who has the toy/ball has to say one or a few words to explain “what is school” (or kindergarten or whatever word the learners are familiar with). For instance, they might say “where we learn” or “big building” or “boring”.
- Remember that all their answers are valid and there are no wrong answers.
- Depending on what answers they give, you might want to ask follow-up questions such as “do you like the big building / why do you like or not like the big building” or “is everything boring in school? Do you like some things in school?”
- If you are doing this activity with older learners, you could ask them “what is education” as this may open opportunities for broader reflection and discussion than asking “what is school”.

Level B

- Ask learners to work in small groups of 4 or 5.
- Give them the following task:

“Pretend an alien from space has landed in the school playground. Fortunately, this alien speaks every language ever created so he/she can understand you. However, the alien has never been to a school and does not know what education is. You need to explain ‘school’ and ‘education’ to the alien. What will you say?”

In your groups, one of you can pretend to be the alien. The others will explain ‘school’ and ‘education’ to you, and you can ask them questions to help you understand.”
- Give the children plenty of time to role play this activity.
- You can then ask volunteers to share with the whole class what they said to explain school and education to the alien.
- Depending on the time available and the learners’ reading skills, you could add/adapt Level C activity to follow up their reflections on school and education.



- 16

Points raised by young authors in this chapter

- We are all born with no knowledge and skills – education helps us gain them.
- Teachers need to cultivate interests and passion for learning.
- Education often overwhelms learners and kills their passion to learn.
- You learn in lots of important places, not just in school.
- Education is not just about formal academic learning, there are lots of important subjects and skills that need to be given equal attention.
- The behaviour of parents and teachers can hold back our education.
- Education is for everyone of every age.
- Education can change your life and your future.
- Education is a government responsibility.
- Education needs to be properly funded.
- People need to work together to improve education.
- We need to work hard to get a good education.



Activity 4: What is inclusive education?

Level B

- Give learners paper and pens/pencils for drawing.
- Ask them to work on their own and draw the first thing that comes into their mind when they hear the term 'inclusive education'. If anyone is not able to draw (e.g. because they cannot see well or cannot use a pencil easily), they can work with a friend and describe what they would like the friend to draw for them.
- Once everyone has finished drawing, ask learners to form small groups. They should show each other their drawings and explain what came to mind when they heard 'inclusive education'.
- Ask for volunteers to share their drawings and thoughts with the whole class and make a list on the board of what they think inclusive education means. Remember, everyone's opinion is valid.
- You can use Vumilla's article on pages 14-15 to help you explain inclusive education if your learners have questions or appear unsure what it might mean.

Level C

- Complete the activity in Level B above, but before asking learners to share their drawings with the whole class, add the following extra steps.
- Ask the small groups to create a poster. Their drawings will be stuck on the poster, but they should also add words and sentences to explain their drawings and to say more about what 'inclusive education' means to them.
- They can present these posters to the whole class, or they can be stuck on the wall and everyone walks around, looks at them and asks questions to the group who created each poster.
- Next, ask the learners to read the chapter on 'What is inclusive education?' or read the articles to them.
- As a whole class, discuss if they agree or disagree with any of the points made by the young authors in this chapter. How do the points made in the articles compare with the points on their posters?

Activity 5: Including learners with disabilities

Level B

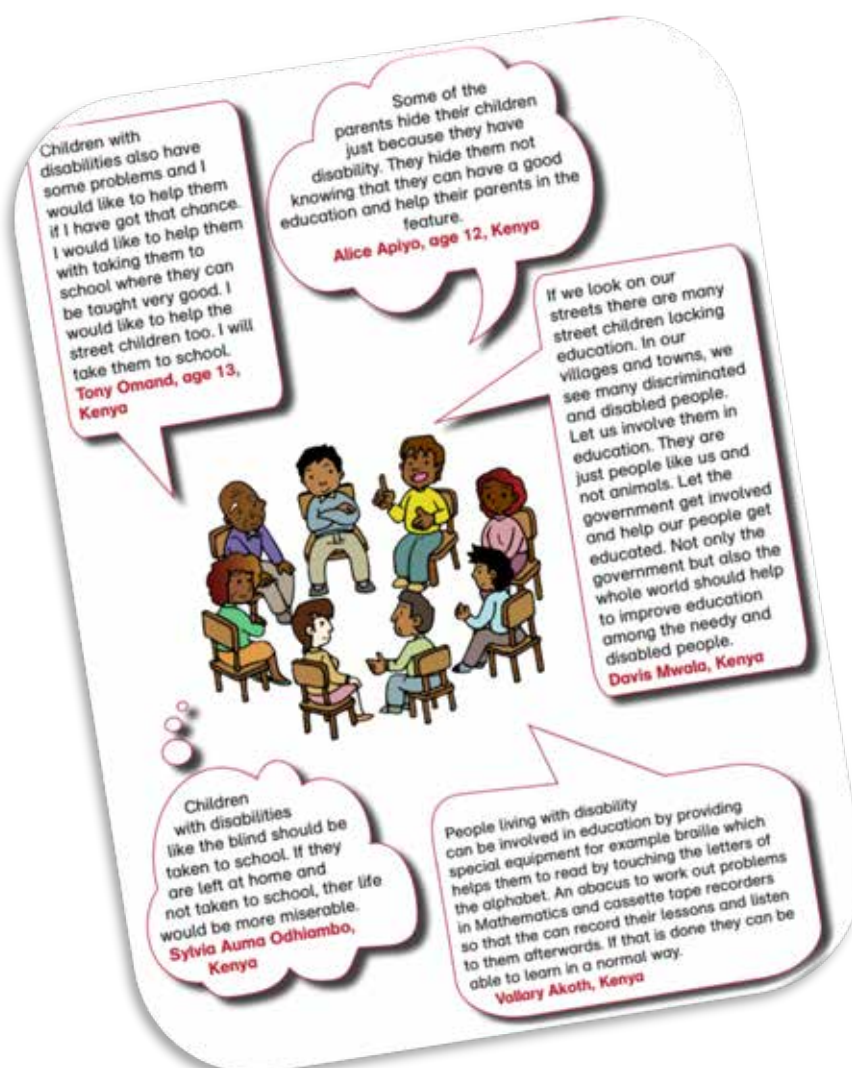
- Ask learners to read the article 'Inclusion clubs bring us together' or read it to them.
- Ask the following: "This article is short and does not give us much information about what a school inclusion club is. What do you think a school inclusion club is?"
- Ask a few volunteers to share their thoughts with the whole group. Remember all opinions are valid.
- If your learners are struggling to say what they think a school inclusion club might be, offer some simple suggestions. For instance, it could be a club where children with and without disabilities meet, play together, plan ways to help each other in lessons or during play or sports times, work together to create campaigns to change negative attitudes in the school or community, and so on. It's a club where all the members encourage everyone in the school to be inclusive, welcoming and friendly towards everyone.
- Give learners the following task:
 - Work in small groups and discuss what a school inclusion club might be like.
 - Design a school inclusion club for this school. Think about:
 - What activities will the club do?
 - Who will be members of the club?
 - When will they meet or do their activities?
 - What roles will people have in the club?
 - Who will need to help you to start and run the club?
 - What will the club's motto or badge be like?
 - How will you encourage learners (and others) to join the club?
- Invite volunteers to explain their club plans to the whole class.

Level C

- With older or more able learners you could take the activity a step further and encourage them to write up their discussions into a detailed plan or proposal for setting up their school inclusion club.
- This could be quite a detailed writing project, but also involve artwork (e.g. designing a club badge/motto, creating a sample campaign poster if they decide the club will work on changing attitudes towards disability). It might also involve maths (e.g. if they think there will be costs involved with running the club and want to propose a budget or suggest ways to fundraise for the club).

- They could present their plan/proposal to the whole school, to a group of teachers, to a group of parents, to the parent-teacher association or school management committee, etc.

Important note: If you choose to do this activity at Level B or C, be prepared to help the learners take forward their plans, so that they can create a school inclusion club. For instance, make sure in advance that you have support from the head teacher, that you will be able to give the club a room or space to meet in, that a suitable adult will be available to stay in school with them if the club meets after school hours, and so on.



Activity 6: Young researchers

Levels B and C

- Ask learners to read the chapter on 'Children as researchers' or read it to them.
- Ask them to share their thoughts on this chapter. Was it interesting? Did anything surprise them?
- Ask them if they would like to be researchers in their school or other setting. They could investigate problems and suggest solutions, and they could find out what is working well in school and suggest how to expand these good things.
- If they are keen, refer to EENET's guide, "Young Voices in Inclusive Education",⁴ for advice on how to facilitate children and young people to conduct action research with their peers and younger children.

Important note: Before asking the learners if they want to be researchers in their school, make sure it is possible. For instance, make sure you have permission from the head teacher or other relevant school bodies, and from parents. Make sure you will be able to find the time to facilitate and support the young researchers. Also make sure other teachers are supportive and willing to listen to the young people when they highlight problems or suggest changes.



⁴ EENET (2018) Young Voices in Inclusive Education. A guide to help young researchers conduct action research with peers and younger children.
www.eenet.org.uk/resources/docs/Young_voices_in_action_research_Final2.pdf

Activity 7: Campaigning

Level B

- This activity may take several sessions – you can make it as long or short as you want.
- Ask learners to read the three short examples in the chapter ‘young advocates’ or read the examples to them. You may want to explain that an advocate is someone who campaigns for or demands changes in society and politics.
- Each of the examples tells how a student was involved in campaigning on education issues, to help excluded children be included. You might need to spend more time explaining what a campaign is and give some examples. There are lots of different types of campaigns. For instance, there are campaigns encouraging people to stop smoking because it is unhealthy; there are campaigns to change laws; there are campaigns to demand more funding or better services, and so on. In general, campaigns aim to change peoples’ beliefs and/or their behaviours. Campaigns can use all sorts of methods: posters, adverts, demonstrations/marches, radio/TV/internet, etc.
- As a whole group, ask learners to suggest topics they could campaign about to ensure every child comes to school and feels happy in school.
- Learners might suggest campaigns relating to excluded groups (e.g. girls, children with disabilities, children from minority language, ethnic or religious communities, etc). Or they might suggest campaigns relating to practical issues (e.g. more funding for schools, improving accessibility, ending corporal punishing/hitting children in school, etc).
- Encourage them to think about what beliefs or behaviours they want to change. For example, if some children at school think it is okay to hit other children or say disrespectful and hurtful things do the learners want to stop that happening? Do they want teachers to listen more to learners, or be more encouraging?
- Ask learners to work in small groups and think about the details of the campaign they want to run to ensure every child comes to school and is happy in school.
- The learners may have one issue they all agree on, and the whole class will work on the same campaign. Or there may be several issues and different groups will work on different campaigns.
- Ask the groups to think about the following. You could give them a worksheet with the questions on:
 - What is the problem you will campaign about?
 - What changes do you want to see?
 - Who will you aim your campaign at? Who needs to hear your messages and make the changes?
 - What will be your main campaign message?
 - How will you communicate your campaign message?

- The next stage is for the learners to create their campaigns. They might for instance make posters and banners, or write scripts for radio/TV adverts, or create a short drama.
- Older learners could create social media campaigns (with appropriate adult supervision), including thinking of relevant hashtags and finding a photo or drawing that represents their campaign message.
- Depending on the local context, learners might even be able to take this activity further by arranging a campaign gathering or march, asking a radio station to play their campaign message, or setting up a social media account for their campaign. All such activities will need appropriate adult/teacher supervision and support.

Level C

- An additional activity for older learners, especially if they are not able to implement a campaign in full, is to role play a media interview about their campaign.
- Each group can be asked to present their campaign at a 'press conference' and the other learners role play journalists. The journalists must ask questions about the campaign.
- The journalists then need to report on the campaign. For instance, they could write a short article, pretending it will be published in a newspaper or magazine; or they could prepare a 2-minute news report pretending they are a TV or radio news reporter. Their reports could even be shared/presented to others in the school, alongside the actual campaign outputs.



Activity 8: Good teachers

You should adapt this activity to suit your setting. For example, if you work in a school, you may want to focus on 'good teachers' but if you work in a sports club, you may want to facilitate reflections about 'good sports coaches'.

Level A

- Make a large space in a room or outdoors. You may need to clear away furniture.
- On one side of the room or space, stick up a sign that says 'good teacher'. You probably also want to put a visual sign, maybe a simple outline drawing of a person with a smiling face or a tick symbol next to them. On the other side of the room, stick a sign saying 'bad teacher' and a similar image (sad face, cross symbol).
- Ask the learners to stand in the middle of the room or space.
- You will read some sentences to them and they must decide if they think this is a good teacher or a bad teacher. (The box below provides some sample sentences, but you should write your own to suit your context and the age of the learners.)
- The learners move to stand on either side of the room depending on whether they think the sentence describes a good or bad teacher. If they are not sure, they can stand in the middle.
- While playing the game you can ask the learners to explain their decisions.

Sample sentences for the good/bad teacher game

- This teacher is always happy and smiles a lot.
- This teacher shouts at children who make mistakes with spellings.
- This teacher plays football every day with children in the playground.
- This teacher ignores me when I ask a question.
- This teacher explains lots of times when I don't understand, and never gets angry.
- This teacher makes the lessons exciting.
- This teacher is friendly towards everyone.
- This teacher is always late for lessons.
- This teacher always asks the boys to answer a question, but never asks the girls.



Level B

- Ask learners to work in small groups and draw an outline of a person. If you have access to large sheets of flipchart paper, stick several sheets together and lay the paper on the floor. One of the learners can lie on the paper while their friends draw around their outline.
- The person in the drawing is a teacher.
- The learners need to discuss in their groups all the things they think a teacher should do and all the things they think a teacher should not do.
- They need to write these things onto the paper. They can include drawings, cartoons, etc, as well as words. They might want to find a way to distinguish between the things a teacher should and should not do (e.g. by writing these points in two different colours).
- Once the groups have completed their drawings, hold a whole-group discussion about the points raised. Does everyone agree on the things teachers should and should not do? If there are any points that you as a teacher disagree with, do not tell the learners they have got this wrong. Ask them to explain their thinking and then present your opinion.
- As a whole group, make two lists of all the points everyone agrees on (teachers should and should not do). Make a third list of points that are not agreed by everyone.
- The agreed lists can be used in several ways.
 - They could be put on the classroom wall and each week the teacher can ask the learners to review the lists and assess whether the teacher did what he/she should, or not. This is sometimes described as a democratic classroom – there are rules for the learners and for the teachers. Everyone has to behave well and respect each other, and everyone has a right to say if they have not been treated well. As part of this process the learners can also make lists of things they should do and should not do, and then assess their own and each other's behaviour every week.
 - The should/should not lists for teachers could also be displayed in the staff room, so that all teachers in the school can be reminded what learners think and can have discussions and reflect on these opinions compared to their own opinions.

Activity 9: Feeling included

Level A

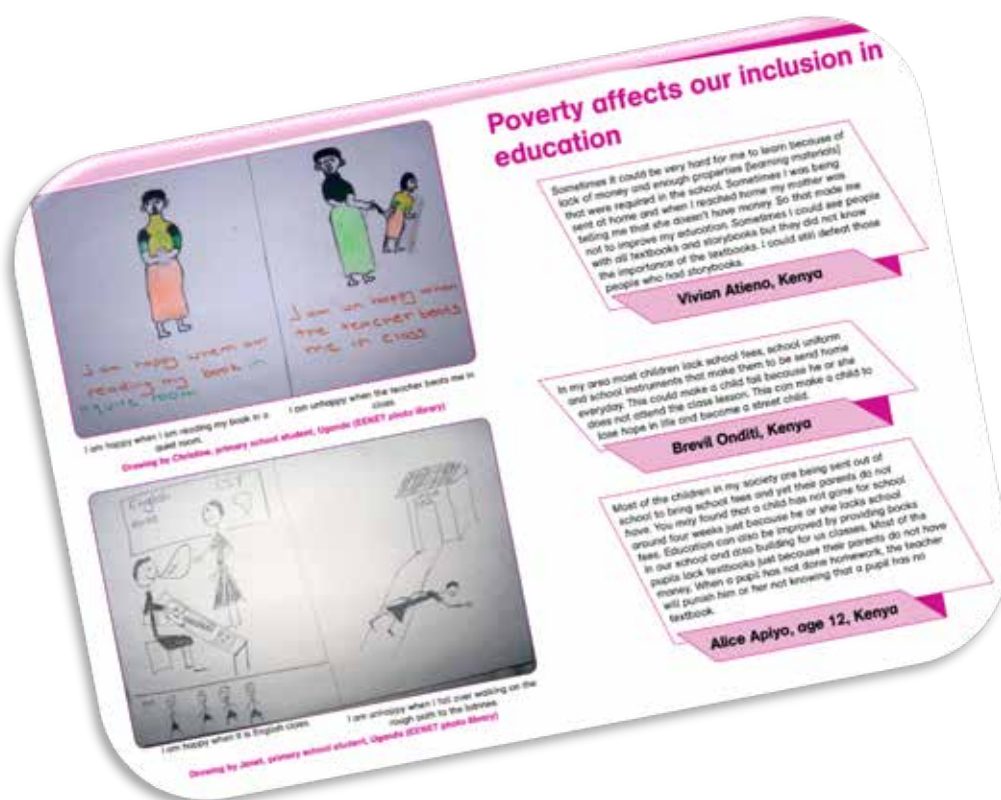
- Ask learners what makes them happy and unhappy in school.
- You may decide to ask them to draw a picture to show what makes them happy and unhappy. Drawing can encourage learners to think about something even if they cannot find the words to talk about it straight away. Talk to them while they are drawing. Ask simple questions to find out what they are drawing.
- Depending on their ages and abilities you could ask the learners to present their drawings to each other or display them on the wall.
- Alternatively, you could play a game similar to the toy/ball activity in Activity 3A, where the learner holding the toy/ball has to say something about what makes them happy or unhappy in school before they pass the toy/ball to someone else. You could also play an activity similar to the still images/statues task in Activity 2A.
- Or you could play a game where you say something about school and the learners move to one side of the room or other to say if this aspect of school makes them happy or unhappy. This could be adapted so that learners stay sitting and hold up coloured cards for their answers (green card for something that makes them happy, red for something that makes them unhappy), or happy and sad smiley face cards. Some examples of sentences that could be used are in the box below. Ask children to discuss with each other why that aspect of school makes them happy or unhappy and then see if anyone wants to share their views with the class as a whole. Remind them they don't have to talk about anything they don't want to.
- Depending on the learners' ages and abilities you might decide to show them the drawings on page 48 and read the captions to explain the drawings. You could encourage them to talk about whether they have the same experiences and how it makes them feel. However, you probably will not want to show young children the drawing of the child being beaten as this may cause them to feel upset or worried.

Examples for playing a happy/unhappy game

School toilets	My teacher	Being bullied
School food	My friends	Fighting
Maths [or other subject]	Other children	Tests/exams
Play time	Arriving at school	Journey to school
Football [or other sport]	Going home	Playing games
Writing	Homework	Drawing
Reading	My desk	Music

Level B

- Ask learners to think on their own for a few minutes about the drawings on page 48. What is their initial reaction to these drawings?
- Then ask them to work in pairs or small groups to discuss the following questions:
 - Why do you think the good things shown in the drawings make these children happy? Do the same or similar things make you happy? What else makes you happy in school?
 - Why do you think the bad things shown in the drawings are happening? Is it right that these things are happening? What could be done to stop them happening?
- To extend the activity, ask learners to read the articles in this chapter (or read the articles to them).
- Ask them to list at least 3 things that make the young authors' happy and 3 things that make them unhappy. Remind them that this is not a test. If they want, they can work in pairs or groups to read and find answers.
- Then in pairs or groups they should discuss whether the same or similar things make them happy or unhappy in school. They could make some lists on a piece of paper: things that make us happy and things that make us unhappy.
- Volunteer pairs/groups could present their lists to the whole group and answer questions from the other learners. Those who do not want to present should not be made to.



Level C

- Use the drawing of the child being beaten by a teacher to introduce a session on corporal punishment and children's rights. Your decision to use this activity may depend on whether corporal punishment is still an issue in your context or whether you want to help learners reflect on what is happening in schools in other places.
 - This session will stress that children have a right to be protected from violence, including in school. You could highlight for instance Article 19 of the Convention on the Rights of the Child which says:

Governments must “protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.”
- You could facilitate a discussion among learners about discipline in school. Ask the learners to discuss and make their own rules for discipline and suggest how these should be monitored. Ask them to suggest alternatives to physical punishment. They should think about: what should happen when we behave badly; and what should happen when we behave well? Remind them that any punishment that is hurtful, intimidating or humiliating is not allowed.
- You may want to discuss with learners what they should do if they experience or witness abuse or violence by a teacher, other adult or older learner. For example, if your school has a system for reporting concerns to a nominated child protection officer or if it has somewhere learners can post messages into a box asking for support, make sure the learners know about these options.
- If your school or other setting does not have a system for reporting and addressing violence and abuse, you could ask learners to suggest ideas for a system: who could they report to, how could they report their concerns, what response should they expect, and so on. If you do this activity, make sure you have the capacity to include other learners from across the school and that other teachers, staff and parents are prepared to be involved in creating a school-wide anti-violence/child protection system.

Activity 10: Bullying

Level B

- In pairs or groups, ask learners to make a list of all the different behaviour that could be considered bullying. Get them to share their answers as a whole group and make one list. See the box below for examples of bullying that you might want to add if the learners have not mentioned them.
- Ask learners to read the chapter on 'attitudes and bullying'. They can read it in pairs or groups to help each other, or you can read it to them.
- If your school has an anti-bullying policy, use that as the basis for a discussion about what learners should do when they are bullied and how everyone can prevent bullying.
- If there is no policy, you could use the session to help learners start to create a policy against bullying.
- You could ask them to suggest ideas for what they should do if they experience or witness bullying: who should they tell, how can they report it, what response should they expect?
- Ask them to suggest a list of anti-bullying rules for learners (and adults) to follow. There could be 2 columns to show the behaviour that must be avoided and the behaviour that should be encouraged: We must never..... We must always....

Important note: If you use this activity, make sure you can follow it through so that other classes also work on ideas for an anti-bullying policy, and teachers, staff and parents work together to finalise a policy document (including a child-friendly, easy-to-read version).

Examples of bullying behaviour

- Name calling and teasing
- Using abusive language, including racist, sexist, disablist, homophobic language
- Hitting, kicking, tripping up
- Chasing or refusing to leave a child alone
- Stealing money or food or demanding money in return for 'protection'
- Breaking a child's property, damaging their books or school work
- Encouraging others to tease, abuse or ignore the child
- Telling nasty jokes about the child, laughing about them with other children
- Using social media to tease, bully or sexually harass a child
- Sexual harassment, including making personal, sexually motivated remarks
- Sexual contact, touching, rape.

Activity 11: Street-connected children

If you want to learn more about street-connected children before facilitating these activities, see Enabling Education Review no.6 (2017), which focuses on this topic.⁵

Level B and C

- Ask learners to read the short accounts by Richard and Dennis from Uganda, or read the accounts to them.
- Explain that both boys had spent time living on the streets before the organisation called S.A.L.V.E. helped them to live in a safe place and start going to school again.
- If you live in a context where your learners are familiar with street-connected children you might want to hold a whole-group discussion about who street-connected children are.
- If your learners are not familiar with street-connected children, you might want to explain that being a street-connected child means that you live on the streets all the time or some of the time, and may not have a house or other building to live in. You might live with other members of your family, or you might be on your own. You might have to work for money or food, or you may become involved in crime to get money to survive. As a street-connected child you face lots of dangers and health risks, and you probably do not go to school regularly or at all. You probably also face discrimination – people will not treat you nicely.
- Ask learners to work in pairs or groups and think about: why might children live on the streets some time or all the time? (See the box below for some sample answers.)
- Depending on the ages of your learners, you may want to encourage them to empathise with street-connected children. Start by asking them to draw a picture of a child who is living on the streets. Then ask them to write words to show the negative and positive emotions or feelings they think this child experiences (e.g. negative: fear, hunger, shame, embarrassment; positive: sense of independence, friendship, achievement/innovation/being able to survive).
- You want to highlight that being street-connected is not nice, but that street-connected children and youth are not entirely victims and may even find elements of the experience empowering. You could ask learners to list the bad things they think might happen to a street-connected child, and then list some skills they might learn through their experiences. (See the table below for ideas.)

⁵ See: www.eenet.org.uk/enabling-education-review/enabling-education-review-6/

Reasons why children might live or spend a lot of time on the streets

- Orphans, no parents or family to look after them
- Arguments with parents, been thrown out
- Parents cannot afford to look after them
- Parents neglect them (parents may be working long hours, ill, engaged in illegal activities, drug users, etc)
- Abuse at home or in the community (being beaten, sexually abused, bullied etc)
- Parents may have split up, remarried – conflict with step-parent
- Family is poor, need the child to work – child spends a lot of time on the streets trying to earn money
- Belief that there will be financial opportunities on the streets; sometimes others entice children onto the streets with false promises of work, money, etc
- Child has health, disability or mental health problems, or substance abuse problems, that the parents feel unable to cope with
- Child has been in trouble at school or with the law and parents threw them out or child left to get away from trouble/punishments
- Child is from a family that has been displaced by war, natural disaster or economic crisis (the whole family is homeless)

<i>Bad things that might happen when you are a street-connected child</i>	<i>Skills you might gain</i>
<ul style="list-style-type: none"> • Miss out on education; may not be able to read, write or do simple maths • Hungry, poor diet, malnutrition • Being uncomfortable, dirty, tired (not having anywhere to sleep or wash) • Working very hard, being exploited for low wages • Poor health, mental health, hygiene • Face violence and physical/sexual abuse • Face prejudice and discriminatory attitudes from others • May get involved in taking drugs, alcohol or other substances • May get involved in crime 	<ul style="list-style-type: none"> • How to look after yourself, resilience • Problem-solving, innovation, creativity, entrepreneurial skills • Negotiation, diplomacy, communication skills (e.g. trying to prevent conflicts or negotiating for work or to improve your income)

- If you work in a context where street-connected children exist, you could conclude the session by asking older learners to think about “How could we help street-connected children here? What could we do in this school or community to help street connected children to be safer/healthier and to get an education?”
- This could be treated as a small discussion, or you could expand it into an action research project, where learners find out about street-connected children in the community and try to suggest or implement actions to improve the situation.
- If you work in a context where street-connected children do not exist, you might want to find out about a place where there are street-connected children and work on a project with your learners to link with a relevant organisation, school or community. Learners could think of ways everyone in your school could help support street-connected children to benefit from education. For instance, your learners might suggest getting involved in campaigning or fundraising activities.

Education for street-connected children

S.A.L.V.E. International helps us learn

My name is Richard and I am 15 years old. When I left school and began living on the streets, I was in primary five in the Tororo district of Uganda. Since joining S.A.L.V.E. (Safety and Love Via Education) I have been able to live in a safe environment as well as getting an education again.

My favourite peer at S.A.L.V.E. is Tiff because he advises me to not run away when I am resettled to my family and he tells me that I should go back to school. Tiff also stops the other children from fighting, and he always shares his things with me as well as involving me whilst he is revising his coursework. I have two favourite adults at S.A.L.V.E., Uncle Solomon and Uncle Faisal. If it wasn't for Solomon, I would not be joining S.A.L.V.E. but through building a relationship with me on the streets, Solomon didn't mind when I lied about where my home was, he just gave me some time. However, when I did decide to tell him the truth, he had already found my home and had spoken to my parents, but he did not accuse me of lying to him. Uncle Faisal is my other favourite adult at S.A.L.V.E. because I not teach the way school teachers teach, Faisal's lessons are much more fun and he always involves me. I also study, he just advises us on the benefits of education.

In the future, I want to be a doctor or a dance teacher. However, I need to continue studying hard to be a doctor because I will have to improve in science. Also, I would need to train hard and be able to communicate well to be a dance teacher, which S.A.L.V.E. can help me with. Being at S.A.L.V.E. also helps me to be knowledgeable about what I can do with my future. There is no way that I will be able to achieve without education.

Richard, age 15, Uganda

My name is Denek and I am 16 years old. When I left school to go on the streets I was in primary 8 in the Kamuli district.

S.A.L.V.E. makes me feel happy, safe and welcome for lots of reasons. Being at S.A.L.V.E. means that I can sleep safely in good shelter, and we always get good food every day. I'm also happy at S.A.L.V.E. because we get to play together with both the children and the staff, and we can also participate in sports competitions. I also feel so safe if we make mistakes, we are not beaten, and welcome at S.A.L.V.E. because even uncles and aunts counsel us instead. I feel so comfortable at S.A.L.V.E. because there is no one here to make you feel tense. S.A.L.V.E. provides us with clothes and an education, and they also try to resettle us at our family homes and encourage us to go back to school. At S.A.L.V.E. we are taught to express ourselves, work together and love each other.

I love participating in sports competitions and events. I am so proud of the time I took part in the S.A.L.V.E. volleyball competition, and also when I scored the winning goal at the football competition. I am also proud because I have never missed one of Faisal's lessons whilst I have been at S.A.L.V.E. And I once won the end of holiday exams by scoring the highest grade, even though some of the other children that participated were at schools and I was not, which shows that I should be proud of the studying I have been doing whilst at S.A.L.V.E.

Denek, age 16, Uganda

Uganda

Capital: Kampala
 Official languages: English
 Population: 47,887,965
 Out-of-school children: 477,000
 Pre-primary enrolment: 12%

Activity 12: Girls' education

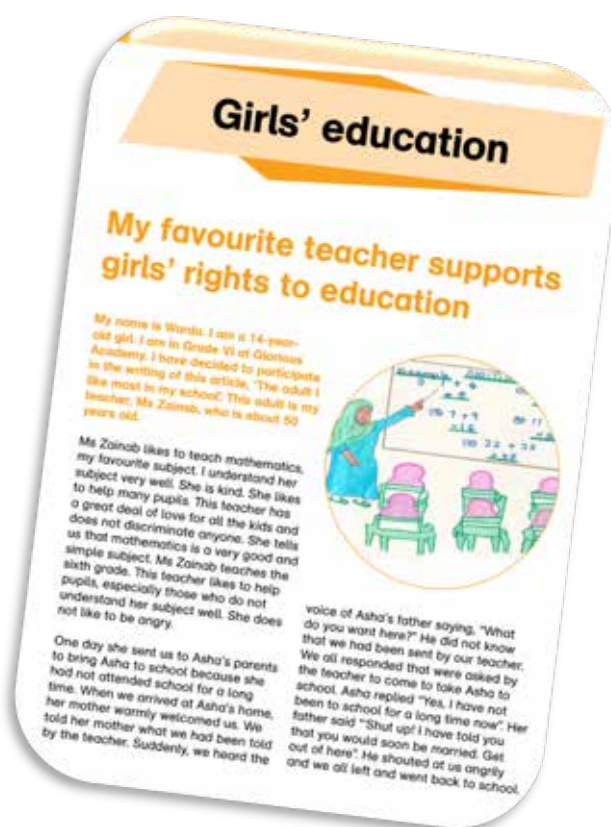
Level B

The suggestions below assume you are living/working in a place where girls sometimes or often face discrimination in education. If you live/work in a country where girls rarely or never face exclusion or discrimination, you could adapt the activities to help raise learners' awareness of situations in other countries.

- Ask learners to read the articles in this chapter or read the articles to them. Warda's article may be easier to understand than Fransisca's.
- Give these instructions: In Warda's article she explains that Asha almost dropped out of school because her father wanted her to get married at a young age. In pairs or groups, can you think of other reasons why girls may drop out of school early or why girls may not come to school regularly? Make a list or draw pictures to show the reasons girls might drop out or not come to school regularly.
- You could ask volunteers to share their answers with the whole group, or just walk around the groups and talk to each group about their answers. There is a list of some reasons why girls drop out or attend irregularly in the box below. You may want to discuss some of these with the learners, depending on what answers they come up with themselves, and what answers you feel are most relevant to your context.
- Depending on your context, you could ask learners to pick one or two of the main reasons why they think girls drop out or attend irregularly in their school or community. Then ask them to think about a campaign they could create to change this: what would their message be, who will they aim the message at, what method will they use to communicate their message? Fransisca's article on page 62 talks about a campaign she helped to run.

Reasons why girls drop out of school early or do not attend regularly

- Early marriage
- Early pregnancy/motherhood
- Domestic responsibilities / having to do chores at home like cooking and cleaning and looking after younger siblings
- Working to earn money
- Parents can't afford to send them to school / prefer to spend money on boys' school fees and materials
- Menstruation – especially when the school does not have adequate toilets and washing facilities
- Being harassed by boys or male teachers or other adults in school or on the way to school
- Teachers discriminate, e.g. pay more attention to boys or only encourage girls to learn certain subjects or play certain sports.



Level C

In many contexts, the textbooks and stories that we use in schools can – often unintentionally – perpetuate gender-based stereotypes and discrimination. You may not have the permission or funds to change the textbooks set for the curriculum, but teachers, parents and other adults can encourage young readers to reflect critically on books and stories so that they recognise stereotypes and begin to challenge them instead of just believing them.

You will need to be flexible with this activity and adapt it to the materials used in your context. The suggestions below are just general ideas to get you started. This activity will only work well if you believe in gender equality and can facilitate learners to challenge stereotypes and discrimination. If you are not sure, you could look at a resource such as UNESCO Bangkok's 'GENIA Toolkit for Promoting Gender Equality in Education' to help you learn more.⁶

- You could start by picking a story that is often used in your schools or that is popular with children. Pick one that you know has some obvious gender bias (e.g. the hero and all the important characters are male, or the characters all follow traditional gender roles where men work in important jobs and women stay at home). Alternatively, if your learners have easy access to reading books, you could ask them to choose their favourite story book (either one they like now or one that they remember from younger childhood).

⁶ Available online at: www.unescobkk.org/education/gender/resources/genia-toolkit/

- Ask the learners to re-read the story, or parts of it if it is too long to read the whole story in your session.
- Ask learners to work in pairs (you may decide to have mixed girl/boy pairs or allow learners to choose who they feel most comfortable pairing with). They should do the following:
 - Think about who the main character is in the story you read and note if it is male or female.
 - Think about other characters in the story and what they do. Who are the most important characters and why are they important?
 - Make a list of these characters and whether they are male or female.
 - How many of the important characters are male and how many are female? Is there a balance?
 - If there is not a balance (e.g. more of the important characters are male) think about why that is. Also think about why the main character is male (or female). Could the main character instead be female (or male)? Why or why not?
- Invite volunteers to share some of their reflections with the whole group. Remember everyone's opinion is valid. Where possible, encourage the learners to think more deeply – asking 'why' can help with this. For instance, if they say the lead character is a firefighter and therefore could not be female, ask 'why can't a firefighter be female?' or 'why can't a woman fight fires?'. Help them to unpick the stereotypes that they may have been brought up with, such as believing women can't be firefighters, when really they can.
- You could encourage learners to debate with each other. For instance:
 - You might want to choose a story that they all know in which the main character or other important characters are male.
 - Divide the class into 2 groups (each group is mixed girls and boys).
 - One group will argue that the main character(s) should stay male. The other group will argue that the main character and/or some of the other important characters could be re-written as females.
 - Give the groups time to discuss their approach to the debate (maybe the groups can prepare in different rooms). They should think about what their main arguments will be.
 - Once they have prepared, give each group a few minutes to present their main points to everyone. You could pick a number from a bag or toss a coin to see which group goes first.
 - Then they can start to question and challenge each other – calmly and politely.

You could consider alternative ways to use your school text books to encourage learners to reflect critically about gender equality and stereotypes. For instance, in history books men often dominate as the famous figures in world history, yet there were lots of women who played important roles in history too. Unfortunately, they are often forgotten in school history books. You could use the internet to investigate some important women who could be added to your history lessons, and encourage learners to reflect on why the official textbooks don't mention these women.

Activity 13: Diversity and discrimination

Level A

- Prepare for this session by buying some small sweets in wrappers (or small fruits) – make sure they are all the same. If you cannot buy sweets, you could use recycled bottle tops, although be aware that the learners may feel less concerned about whether or not they receive these, so the activity may not be as lively or productive.
- In the session, hand out the sweets randomly. Give some learners 10 sweets, give some learners one sweet. Keep the biggest pile of sweets for yourself. Tell the learners not to eat the sweets.
- First see how the learners react: do they notice, do they start to complain, do they start trying to share them out more equally?
- Ask the learners to tell you how they feel about the number of sweets you gave them. For instance, some may say they are upset or happy or disappointed or they may even explain that it seems unfair.
- Collect the sweets.
- Next divide the class into boys on one side and girls on the other. Divide the sweets equally among the girls but don't give the boys any.
- Again, ask how they all feel about this.
- Collect the sweets.
- Next pick a characteristic that only some children have and divide the sweets equally among them (e.g. you might pick only children who are wearing a certain colour or who have certain hair colour or who are wearing glasses).
- Again ask how they all feel about the way the sweets were distributed.
- Then ask what the solution is so that everyone is happy. It is quite likely that at least some of the learners will suggest you give everyone the same number of sweets.
- You can follow this up by explaining that we must make sure we don't leave anyone out or treat anyone unfairly, because we know it can make them feel upset.

Important note: You may want to give the learners some sweets to eat or take home at the end of the activity. Ensure you divide the sweets equally and remember to consider if any learners have dietary or allergy problems that mean they are not allowed to eat the sweets. Try to provide these learners with an alternative treat.

Level B

This activity focuses on discussing factors that can hinder learners' access or participation in school or other settings. Because this is a sensitive topic it is a good idea to make role cards for learners to use rather than asking them to reflect on their own situations. Some sample role cards are provided below.

<p>Girl A</p> <p>You live right next to the school because your father is a teacher. You have lots of books at home and love to read in your free time. Some children are unkind to you because they think you get special treatment. This makes you feel very bad so you often don't talk in class even though you would like to. When it is really bad you say you are ill and stay at home.</p>	<p>Girl B</p> <p>You really like school but have to walk for 1 hour to get there every day. When the river is flooded you cannot go at all. After school you help in the garden, and to prepare the evening meal. There aren't any books at home but your grandmother tells you wonderful stories.</p>
<p>Boy A</p> <p>You get the bus to and from school with other children from your village. On the bus you often do your homework together. You help out in your mother's shop sometimes, and are good at counting customers' change and measuring amounts of flour, oil and sugar. At school you often get into trouble because you can't sit still for long. You don't like school very much.</p>	<p>Boy B</p> <p>You were ill for several months last year and had to miss a lot of school. It has been really difficult to catch up on what you missed, especially in maths and history which used to be your favourite subjects. Still you really like school and the teachers.</p>

- Ask learners to line up in the middle of the room or outside space. Draw a line or indicate an imaginary line several metres away from them. Explain that this line represents 'doing well in education'. We all want to move in that direction. Even adults like teachers and parents are constantly learning and we all want to do well with our learning.
- Ask them to think about what it means to do well in education. Depending on their answers you may want to encourage them to think as broadly as possible (i.e. doing well in education is not just about getting high grades and passing exams. It is also about becoming more confident, gaining different skills, making progress, developing creativity, making friends, and so on).
- Ask them to think about what helps us to get closer to this line; what helps us to do well in education? Then, what stops us from reaching this line; what makes it difficult for us to do well in education?

- Learners may want to return to their desks or go to different rooms or places in the school to have the following discussions.
- Divide learners into four groups (girl A, girl B, boy A and boy B). You could give the characters names or ask the learners to give them names. Give each group a card with their role description written on (see samples above). Ask them to read the card in their group and discuss if they think this child is doing well in education or not, and why. The groups must not show or tell the other groups about what is on their card.
- After a while, ask the learners to line up again in the middle of the room or outside space.
- Explain that you will play a game. You will read them some instructions. They must think about the story on their role card and move forward or backward depending which instructions apply to their character. If they do not have enough information about the character to respond to any of the instructions, they should not move. (See the box below for sample statements.)

- Move 2 steps forward if you have a place to do your homework.
- Move 1 step forward if you have someone who helps you with homework.
- Move 1 step back if your journey to school takes more than 1 hour.
- Move 1 step forward if you have an easy journey to school.
- Move 2 steps back if you often miss school or have missed a lot of school.
- Move 1 step back if you often get into trouble at school.
- Move 2 steps forward if you like school.
- Move 1 step forward if you have lots of reading books at home.
- Move 1 step forward if people tell you stories at home.
- Move 2 steps back if you get bullied or teased at school.
- Move 1 step back if you have to do chores before or after school.
- Move 1 step forward if you learn useful skills doing your chores.
- Move 2 steps back if you do not like school.

- All the characters will move forwards and backwards during the game. Once you have completed all the instructions, see if any characters have moved closer to the line 'doing well in education'. Invite learners to comment on this if they want to.
- One person from each group should then read their role card to the whole group. You may find it useful to give learners a handout with all 4 role cards on, so they can refer to them in the next task.
- Ask learners to work in their groups to list things that can make it difficult for children to access and participate in education. They can use ideas from the 4 role cards and add ideas of their own.
- Ask volunteers to share ideas with the whole class. You can ask each group to present 2 ideas, not repeating what has already been said until all answers have been given.

- Depending on the age and ability of learners and the time available, you might then ask groups to think of ways the school, teachers, parents or other learners could help all children to do well in education. They could start by thinking about the 4 characters on their role cards. They could suggest what could be done to help these children deal with the problems that made them step backwards during the line game.
- Finally, you can discuss the idea that all children are different and face different challenges, but they all have the same right to be helped to do well in education.



Level C

- You may find it useful to do the Level A or B activity with older learners as a warm up for this discussion.
- Ask learners to read Diana's article on pages 64-65, or read it to them.
- Highlight that this is an article from a young person who used to live in Democratic Republic of Congo in Africa but was forced to leave there as an asylum seeker/refugee and now lives in the UK in Europe.
- As a whole group, ask learners to pick out all the issues that Diana mentions that might be the basis for discrimination (that is people might treat her differently or unfairly because of these factors). Write their answers on the board. (See the box below for a list.) If the learners miss any from the list, add them in. Remind learners that although Diana's article doesn't mention it, disability is another common factor for discrimination.

Diana mentions the following:

- skin colour/race/ethnicity
- asylum seeker/refugee status
- gender
- religion
- country of origin
- language
- culture.

- Ask learners to work in pairs or groups and discuss:
 - Have you ever experienced discrimination (being treated different or unfairly) because of any of the factors listed? Or because of other factors?
 - Share an example or a story of what happened (only if you want to).
 - How did this make you feel?
 - How did you react? How did other people react?
 - Why do you think the other person(s) treated you like this?
 - What can we do to make sure that we and others never treat people unfairly because of their ethnicity, gender, religion, culture, language, refugee status, disability or any other status?
- Invite the pairs/groups to share their answers with the whole group.
- To extend this activity beyond one session, you could ask the pairs/groups to work on a diversity or anti-discrimination project.
- You may want to do some preparatory work with them, in particular to encourage them to be critical thinkers when they read documents in the media or online. Remind them that just because something has been published, that does not mean it is automatically correct. If they find an article in a newspaper that they think is showing discrimination against a certain person or group, they should feel confident enough to not believe the article or to talk to the teacher to help them understand if and how the article is being discriminatory.
- To work on a diversity or anti-discrimination project the learners could:
 - Pick one of the issues of discrimination that was listed and find out as much as they can about the issue: through reading newspapers and magazines, or books in the library, searching the internet, interviewing people, and so on.
 - Design a campaign that can be used in school to educate their peers and parents about this issue and to explain why this type of discrimination is bad and how we can stop it. They could choose to do a wide range of campaign activities, such as:
 - Presentations
 - Posters
 - Performances of poetry, songs, drama, dance
 - Quizzes
 - Debates
 - Photography displays (they could use images from magazines, etc, if it's not possible to take their own photos)
 - Hold a theme day (e.g. a day where they demonstrate life in a particular country, culture or religion through cooking food, playing music, etc.)

Activity 14: Global reflections

The 2018 'youth takeover' edition of Enabling Education Review features contributions from young authors and artists in the following countries:

Armenia
Ethiopia
Ghana
India
Indonesia
Kenya
Tanzania

Uganda
United Kingdom
Ukraine
USA
Zambia
Zanzibar

Level A

- If you have a world map, you could ask learners to find these countries on the map. Or if they cannot read the country names you could show them where the countries are on the map. You could stick pins into each country.
- You could show the learners the flags for each country. These are provided in the small map boxes throughout the Enabling Education Review, but you might also want to show them clearer/bigger versions of the flags, from a book or from the internet if you have access. You could explain that every country in the world has a flag with different colours and patterns. Ask if anyone knows what the flag is for their own country. Show them your country's flag.
- You could ask each learner to choose one country from the list of countries featured in Enabling Education Review (or assign them a country). Give each learner a piece of paper and ask them to colour it in, copying the same colours/pattern as the flag for their chosen/allocated country.
- The flags could be stuck on the wall around the world map, with string showing which country each flag belongs to. You or the learners could write a big label for the country name too.

Level B

- In this activity you want to encourage learners to think about what it's like to live in other places around the world.
- You might want to start with the Level A activity to get them thinking generally about the world. You could extend this by asking learners to discuss another country they have heard about, know someone from, or have visited themselves. What is the same as here, what is different? What do they know about school or education in that country?

- You probably need to link this activity with other activities that have encouraged learners to think about their own situation or feelings (such as Activity 9 which looked at what makes you feel happy/unhappy in school).
- Ask them to remember what they said made them feel happy/unhappy in school.
- Then ask, “do you think children in these countries on our map sometimes feel the same as you?” Discuss their answers.
- Many children who feel empathy with others will say that children feel the same or similar in every country. However, if anyone says ‘no’, encourage them to explain why they think children in other countries don’t feel the same. Use ‘why’ questions to drill into their answers as far as possible, and encourage learners to debate with each other in a polite and respectful way. In the box below is a sample scenario, illustrating a conversation with a child who says he does not believe everyone feels the same in different countries.

Child: I think a child in Zanzibar won’t feel the same as me when they get bullied.

Teacher: Why do you think that?

Child: They are really different from me in that country. They have a different religion.

Teacher: Why would their religion make a difference to how they feel about bullying?

Child: Because they are taught different things to us. It makes them think and behave differently.

Teacher: How do you feel when someone hits you or calls you a bad name?

Child: It hurts, sometimes it frightens me.

Teacher: Do you think I could teach you not to feel pain when someone hits you?

Child: No, the pain happens automatically when someone hits you. You can’t learn to not feel it.

Teacher: Do you think children in all these countries on the map feel pain when someone hits them?

Child: Yes.

Teacher: Do you think they all feel pain and upset when someone bullies them or calls them a bad name?

Child: Yes, they probably do.

- Ultimately through this activity your aim is to highlight that even though everyone around the world lives in different places, with different languages, food, schools, religions, cultures, etc, they all have similar feelings and needs as human beings.
- If you have access to relevant resources, you could extend this activity for older or more able learners to create a project that learners work on for several weeks. Each learner could choose one country from the list of countries featured in the Enabling Education Review. They could work on their own or in pairs or groups to research their chosen country (using books, newspapers, magazines, previous

editions of Enabling Education Review if you have any, friends or relatives from those countries, and the internet). They could aim to find out about issues such as:

- What are houses like in this country?
 - What food do they eat? How do they prepare and cook it?
 - What are schools like in this country?
 - What sports do they play?
 - What is this country famous for? (Find at least one positive thing, even if there are also negative things that the country is famous for.)
 - What is the geography and environment like?
 - What clothes do people wear?
 - What music do they listen to?
 - What religions are practised in this country?
- Learners can choose how to present their work. They could create a booklet (like a guide book to the country) or a poster, or give a presentation with pictures or PowerPoint slides.
 - You could also ask them to reflect on all the things that are the same and different between their own country and their project country. They could also think about which aspects of their project country they would most like to see or experience or learn more about, and why.



Level C

In the 'youth takeover' edition of Enabling Education Review, each featured country has a small box of information. One of the statistics is for out-of-school children. You could use this as a topic for learning about and discussing the state of education around the world.

- Ask learners to browse through the 2018 edition of Enabling Education Review and find the country data boxes.
- Ask them to discuss as a whole group what they think 'out-of-school' children means. Write their answers on the board.
- If necessary, fill gaps in their explanations. Out-of-school children are children who are not attending school. They may never have been to school at all, or they may have attended but then dropped out. Some children attend school irregularly; sometimes they are in school, sometimes they are out of school.
- You might want to give them some global facts. For instance, 263 million children were out of school in 2016. You could compare that number with the number of children or the total population in your country (if you know the numbers) to give them a sense of the scale of the problem globally. For example, the map box on page 12 shows us that the population of Tanzania is about 55.5 million people. So the number of out-of-school children globally is almost 5 times bigger than the entire population of Tanzania. That's a lot of children not going to school! It's like 5 entire countries not going to school. You could ask them to do some sums based on the figure of 263 million and key population statistics from their own country.
- Ask learners to work in pairs or groups and make a list of all the reasons they can think of why children might be out of school. (See the box below for suggestions.)
- Ask learners to share their lists with the whole group. You can add to their list. They will inevitably focus on reasons that are relevant to their own context, but you can add other reasons that are experienced in other countries.
- Next, return to the global statistic – 263 million children are out of school. Explain that we can all take small steps to help reduce this number by making changes in our own schools and communities, and we can speak out and push governments to make changes at national and international levels.
- If relevant to your context, you could ask the learners to conduct an action research project investigating out-of-school children in your community. See EENET's guide, 'Young Voices in Inclusive Education'⁷ for more information on supporting young researchers to conduct action research.
- If a local action research activity is not relevant or possible, you could ask learners to work on some advocacy outputs, to demand that governments and international organisations do more to help every child go to school.

⁷ EENET (2018) Young Voices in Inclusive Education. A guide to help young researchers conduct action research with peers and younger children.
www.eenet.org.uk/resources/docs/Young_voices_in_action_research_Final2.pdf

- They could start by researching some information about their country or about a country they want to champion (e.g. numbers of out-of-school children in this country, which groups of children are out of school, reasons why they are out of school, etc).
- You could ask learners to write a letter to the president/prime minister or to important international organisations or individuals outlining their views on the importance of education for everyone and what the government or organisations should be doing to ensure everyone has a good education. The details of who they could write to will be context specific and you will need to work this out with the learners. They could use examples or quotations from the 'youth takeover' edition of Enabling Education Review to help illustrate their arguments. They could also use previous editions of the Review as research materials if they are confident readers.

Important note: Make sure you can actually support the learners to send their letters, emails or other documents to the selected government officials or organisations.

Reasons why children are out of school

- Poverty – can't afford school fees, books, uniforms, transport, etc
- Need to go to work or help the family at home
- Discrimination – attitudes towards minority groups prevent or discourage them from going to school
- Lack of parental support for education – parents may not believe it is worth going to school, especially with girls
- Education seems irrelevant to their lives
- Pressure – the curriculum and exams may put too much pressure on learners
- Physical and mental health problems
- Disability – schools may exclude or not provide appropriate support to children with disabilities
- Poor quality teaching, poorly managed/resourced schools
- Early marriage or pregnancy/parenthood
- Poor quality sanitation (toilets, water) can particularly put girls off going to school
- Bullying, abuse, violence in school or on the journey to/from school
- The language used in school is not the child's mother tongue
- Refugee status – many children have been displaced from their homes by war and disasters and have no access to schools in the places they have moved to.

Enabling Education Activity Booklet

Activities to use with children and young people, based on Enabling Education Review Youth Takeover Edition, 2018

This activity booklet is based on EENET's 2018 'Youth Takeover' edition of Enabling Education Review. It gives teachers and other adults some ideas for simple activities that can be done with learners of all ages to help them engage with the inclusive education topics raised by the young authors and artists. The suggestions presented here are intended to stimulate teachers and other adults to adapt and develop their own context-relevant activities.

Enabling Education Network – EENET
P.O. Box 422, Hyde
SK14 9DT, UK
www.eenet.org.uk
info@eenet.org.uk

