

Social Justice Teaching Module

Sample Lesson Plans for:

- Global Development
- Basic Human Needs
- Equality in Education
- Justice and Compassion



The School of St Jude

FIGHTING POVERTY THROUGH EDUCATION

Lesson Plan # 1

Global Development



Overall Activity Summary

GLOBAL DEVELOPMENT

Overview

Students, working in pairs, read about and discuss issues affecting the people of Tanzania. They are given various exercises and activities using guided questions.

Aims

- To introduce the module and encourage students to think about the factors that may help or hinder their participation in society.
- To highlight the fact that not all groups in society have equal ability to effect change.

Objectives

All students should be able to:

- Write or verbally explain what poverty is
- Defend their opinions about what constitutes poverty
- Imagine the life of a child in a developing country
- Define the terms “developing” and “developed”
- List the Millennium Development Goals

Resources/Materials included:

Activity 1 - Walking Debate About Poverty

Activity 2 - Think Pair Share Activity

Activity 3 - Giant Steps Activity

Activity 4 - Millennium Development Goals – Matching worksheets and definitions

Activity 5 - Millennium Development Goals – Student worksheet

Global Development – Teacher Notes and Student Information Sheet

Related External Resources

Millennium Development Goals Needs Assessments: Country Case Studies of Tanzania, Cambodia, Ghana, Tanzania and Uganda, Working Paper, January 2004:

http://www.unmillenniumproject.org/documents/mp_ccspaper_jan1704.pdf

The Millennium Project: <http://www.unmillenniumproject.org/reports/docs.htm>

UN Least Developed Countries List www.unohrlls.org/en/ldc/related/62/

UNESCO education <http://www.uis.unesco.org/Education/Pages/default.aspx?SPSLanguage=EN>

Lesson Notes

GLOBAL DEVELOPMENT – WALKING DEBATE

Activity 1

Activity type: Walking Debate About Poverty

General Overview

In this activity students must listen to a statement and offer their opinion on its validity by deciding if they agree or disagree. Students can stand at any point between two signs (Agree and Disagree) depending on how strongly they agree or disagree

Purpose of Activity

Allows the students to refine and voice their opinions on the topics. Encourage classroom interactions through debating. Shy students and those who normally have difficulty expressing their opinions will still be able to participate by simply moving between the “I Agree” or “I Disagree” signs.

Further Notes

The World Bank Organization describes poverty in this way:

“Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor. Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time. Poverty has many faces, changing from place to place and across time, and has been described in many ways. Most often, poverty is a situation people want to escape. So poverty is a call to action - for the poor and the wealthy alike - a call to change the world so that many more may have enough to eat, adequate shelter, access to education and health, protection from violence, and a voice in what happens in their communities.”

Further Points for discussion

Students could list the groups that they think experience barriers to full participation in society. A discussion could focus on how difficult it is to overcome these barriers but also on examples of how these might be overcome both through individual and group actions and also through Government actions.

I AGREE



I DISAGREE

Teacher Notes

GLOBAL DEVELOPMENT - WALKING DEBATE

Below is a list of statements that the teacher will read aloud. Students will listen to each statement and move according to their opinion

(see Lesson Notes)

1. Poverty is not being able to afford to go to school.
2. Poverty is not knowing how to read and write your native language.
3. Poverty is when you can't afford to go to the cinema with your friends at the weekend.
4. Poverty is when you have to stay in a cheap motel on holidays.
5. Poverty is when you don't have any clean water to drink or wash with.
6. Poverty is when you don't know what you will eat tomorrow.
7. Poverty is when you cannot leave your job because you won't find another one.
8. Poverty is when you are cannot afford to eat breakfast, lunch and dinner.
9. Poverty is when you can't afford to buy a new pair of shoes.
10. Poverty is when you don't have any money to go on the annual school trip.
11. Poverty is when people can't afford to buy food and die of starvation.
12. Poverty is when you can't get a job because of the area you live in.
13. Poverty is when you don't have enough money to pay the rent.
14. Poverty is when you die because you can't afford to buy medicine when you are sick.

Lesson Notes

GLOBAL DEVELOPMENT – THINK, PAIR, SHARE

Activity 2

Activity type: Think, Pair, Share

General Overview

In this activity students will consider, share and then discuss their interpretations and understanding of poverty.

Purpose of Activity:

Allows the students to refine and voice their opinions on the topics. Encourage classroom interactions through debating.

Instructions

This activity has been designed for students to think more about a concept, to share it within a pair and finally to share it with the class. The goal is for students to acquire a better knowledge and understanding of a topic.

1. Ask the students on their own to write down what they think poverty is. They can use words or sentences.
2. When this is done, ask each student to turn to a classmate and to compare what they have written.
3. Next, ask students to get into groups of four and to share their collective thoughts about what poverty is. The group of four will then come up with a definition which reflects everybody's ideas.
4. When each group has a definition, they will be asked to read it out. This will be written on the board and discussed.
5. It is likely that certain words will be in all or most groups' definitions. The class can then agree on a class definition which succinctly and accurately reflects the group's thoughts and ideas.

One Definition of Poverty

"Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor. Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time. Poverty is losing a child to illness brought about by unclean water. Poverty is powerlessness, lack of representation and freedom."

[http:// web.worldbank.org](http://web.worldbank.org)

Lesson Notes

GLOBAL DEVELOPMENT – GIANT STEPS

Activity 3

Activity type: Giant Steps

Preparation

There are ten Tanzanian character histories provided on the following pages. Print out the various character histories two or three times depending on how many students in your class and cut them up. Each student will receive one card and take on the character of that person. Ideally, the cards should be laminated so they can be used again.

If there are thirty students, three students will have the same character. This works very well for comparison and discussion.

General Overview

- Students will all stand side by side, in a line at one end of the room, with their backs to the wall, facing the teacher.
- The teacher will then read out the statements, one at a time e.g. “You have been to primary school”.
- Students will listen to the statements and if they feel this definitely applies to them, they will take a large step forward. If they think it may be true, they will take a small step forward. If they believe it not to be true, they will not move forward.
- The Teacher can read as many statements as feels appropriate.
- After several statements have been read out, the teacher should probe various characters about where they are standing, how far they have advanced (or not) and how they feel about this.
- It is also very effective if the teacher asks students with the same character to identify themselves and
- compares where they are standing. Usually, depending on the students’ own opinions and interpretations, students with the same character (e.g. Rebecca) will be standing in different places, as some will have advanced more than others. This allows for discussion and exploration about why students with the same character chose to move or not to move for different statements.

Notes

If possible, a large room should be used for this exercise. If the room is not long enough, students should be told to take slightly smaller steps.

Purpose of Activity:

This allows the students to refine and voice their opinions on the topics. Encourage classroom interactions through debating. This is also useful way of getting students to imagine how it feels for children in developing countries who do not advance, while their counterparts in the developed countries are progressing much further

Extension work

- Students can write a diary entry, based on a day of their lives as this character
- Students can research the country, area or tribe their character comes from
- Students can illustrate the character’s life on a large sheet using images, words and graphs etc.

Student Worksheet

GLOBAL DEVELOPMENT – GIANT STEPS

Gideon – 12

Your parents both died from HIV complications before you were four. You have been placed in a poorly run orphanage on the outskirts of Mwanza, next to a rubbish dump. You are in your final year of primary school for the third year in succession. You know that you will struggle to pass the end of primary exams and anyway, there will be no money to pay secondary school fees even at a government school. Your natural determination to survive is in stark conflict with the reality of the community in which you live.

You have always wanted to be an agricultural engineer. You will be expected to leave school this year and find menial work at the town markets or in a mine.

Rebecca – 16

You are living in a clean and safe home for girls. Your parents are alive but very poor. You were living in a mud hut in a remote hillside village in Same, near Mount Kilimanjaro. You were placed in the home because of unwanted sexual advances from your uncle. This is not altogether unusual in some of these remote villages but your parents felt helpless and wanted better for you. You are now in Form 2 at a sponsored school in Moshi where there is good teaching though it is a constant struggle to keep up with the class. There have been whispers and some of the boys think that you may be “easy”. The girls keep their distance. Pregnancy will mean the end of school. These issues make your ambition to become a secretary difficult.

Abraham – 12

You live in a secure compound in Dar Es Salaam with three other families. Your father owns a small hardware shop in town and your mother works at the government hospital. They earn enough to send you to one of the many fee paying English medium schools. The government teaches primary school in Swahili and changes to English in secondary school. Your school gives you a good start with English, the language of employment. You often help your dad in his shop and you hope to open your own shop when you leave school. Your parents have just bought their first car, a second hand Toyota. The road to the compound is 2 km off the paved road and is very rough and not maintained.

You love soccer and really enjoy weekend games with friends.

Glory – 10

You live with your mother and two sisters in a single room in the urban slum area of Arusha called Unga Limited. Your father only visits to get money for his drinking. Your mother cooks mandazi and sweet potato for the passing crowds in the street. There is no welfare. Tuberculosis has given you very weak legs and walking is often impossible. Your attendance at Primary School has been irregular at best. Secondary school is out of the question and finding an aid organization to fund some calipers to assist you to walk is a slim hope. If that happens, you wish to become a hairdresser. You already enjoy braiding your friends' hair in the popular styles of the day – this can be done seated. Unhappily some of the street boys tease you for your handicap but you try to not let that bother you and you know that your aunt's neighbour, who was crippled, was given an operation and support from a rich Swedish NGO.

You live in hope, because that may be all you have!

Student Worksheet

GLOBAL DEVELOPMENT – GIANT STEPS

Emmanuel – 17

Your father is Indian and your mother is Tanzanian. This is unusual and there have been some pressures to face in both communities. Mostly you ignore this and enjoy your life. Father runs a successful safari company in Arusha and you have been to the Serengeti many times but never tire of watching the wild animals. You attend the top international school in town and you are close to your IB (International Baccalaureate) friends. You are keen on sports and excel in rugby and swimming. Watching the rugby on the satellite TV is almost as good as cruising the national park in dad's 4WD with a few friends. You recently went to Nairobi for some orthodontic work to improve your smile.

Lightness – 15

Since your mother drowned trying to save a goat, you have been living with your aunt in Morogoro as it is not considered appropriate for a daughter to live with her father alone. Your father sells second hand clothes from a barrow on the street. You have been attending a sponsored English Medium school because your family was very poor and you passed the academic entrance exam. You had two sisters but they died from Malaria. Since Form 1 you have been spending most of your time in the boarding house at the school with a nice group of friends. This means an insecticide treated mosquito net as well as three good meals a day, classrooms with lights and teachers who help with homework. Your sponsors, Kevin and Jill, live in Australia and because Kevin is a politician, you wish to consider that as a career. You have been encouraged by the Tanzanian President who has allocated 30% of all parliamentary representatives to women. But you still have to consider the almost impossible challenge that is the cost of "buying" your way into party politics.

Gerald – 14

You live with your parents in a very pleasant "gated" community in Njiro, a wealthy area in Arusha. Dad works high up in the municipal council and mum enjoys her social life. Both have cars and the paved road stops at your gate.

You and your brother attend the local academy which topped the district exam results last term. You have enjoyed some great beach holidays at Mombasa in Kenya and your room has its own TV, stereo and computer. You have been disturbed by a few school friends who have asked if your father is taking bribes or redirecting public monies. Even some of the teachers have made you feel uncomfortable. You are aware that this sort of corruption is commonplace but your father becomes angry when the issue is brought up at dinner. Your lifestyle owes itself to your father's efforts. You are not sure if you want to enter public service which "pays" very well or work overseas.

Amani – 15

You repeated Grade 7 twice (end of Primary) and are now struggling in Form 1. Since your family is quite poor you have to make a decision about your future. You are very tall and have an aptitude for basketball though it is not a popular sport in Tanzania. You are aware that talent scouts visit Dar Es Salaam, but the expense of getting there and the doubt you have about your chances of being picked up need to be considered. Your parents were angry when you spent 10,000 TSH on sports shoes when some textbooks had been requested by your school. Friends have tried to make you see that completing your education is more important than a sports career. You are confused about your future and there seems to be no-one to talk to about options.

Student Worksheet

GLOBAL DEVELOPMENT – GIANT STEPS

Rosemary – 16

You are the last born child in a family of six. Your parents are both Masai and your mother is your father's first wife. That gives your family great status in your community in Monduli, on the outskirts of Arusha town. Your father has three wives and 14 children altogether – the youngest is only three months old. Thanks to the generosity of a local NGO you go to a free secondary school – your tuition is paid for by American sponsors. You know you are very lucky because the government school nearby has no books and 90 students in each room.

At your school you have been on an excursion to the airport and you really want to become a pilot but your community does not encourage girls to have a career because they believe a woman's place is with her husband and family. You used to feel this way too but since coming to school, you want much more, like your friends at school. However, your friends at home find your ambitions strange because they all intend to marry by the time they are 16 years old. You want a career but you also want to find love and have children. You know that if you study it will take at least four years and by the time you have finished many local men will consider you too old to marry. You worry sometimes that you can't have both lives and wonder which you should choose.

Dorcas – 14

You are living with your parents and three grandparents along with four brothers and two sisters in Busheri a village near Tanga, on the East coast of Tanzania. Your home is a three room mud hut with a corrugated roof, no ceiling and a pit toilet out back. You share your bed with your sisters. At the moment your youngest brother is in hospital with a serious disease. Your parents are trying to find the money to pay for his continued medical treatment but there is little hope. Early each morning you need to walk half an hour with two buckets to the nearest tap hoping that water is available. After enough feed has been gathered for milking the cow and two goats at home you go to school without a great deal of hope that much will happen.

There are 90 students in your class and those students who do not get over 80% in exams are beaten with a stick. You are growing out of your school uniform but your family cannot afford a new uniform because of your brother's illness. Now you are too embarrassed to go to school so you have started skipping classes and joining some local girls behind the town bar where you can listen to the only TV in the village. Some local men have recently offered you and your friend a little money to spend time with them. Some of the girls have been going with them recently and have made lots of money. You really don't want to go but you know that if you make some money you can really help your family and pay for your brother's medical treatment.

Teacher Notes

GLOBAL DEVELOPMENT – GIANT STEPS

The following list should be read out by teachers to facilitate the Giant Steps Activity

Statements to be read to the class

1. It is likely that you will complete secondary school.
2. You could go to university when you finish school.
3. When you are sick you can go to a doctor.
4. You can live with your family at home.
5. You can join any group you like.
6. You have a secure home.
7. You feel that you belong.
8. You have enough to eat and drink.
9. You get plenty of extra help when you need it.
10. You get involved with things happening in your community.
11. You like living where you live; it's a nice clean environment.
12. You can be yourself without being teased or made to feel different.
13. You are looking forward to your life ahead; your future is pretty secure.
14. You are a member of at least one local group, sports team, organization, etc
15. You can easily socialize with your friends e.g. going to discos, the cinema, etc
16. You get most things that you ask for at home, like clothes, shoes, books, CDs etc

Additional Activity:

Compare “life stage” and progress between different profiles and between the same profiles.

Teacher Notes

GLOBAL DEVELOPMENT – DEVELOPMENT

Development Definition

A progression from a simpler or lower to a more advanced, mature, or complex form or stage: the development of an idea into reality; the evolution of a plant from a seed; attempts made to foster social progress.

1. The act of developing.
2. The state of being developed.
3. A significant event, occurrence, or change.
4. The act of improving by expanding or enlarging or refining

World Bank Definition:

“Development, when we are talking about countries, means reaching an acceptable standard of living for all people. Development, by its nature, will always be ongoing, even when these basic goals are met. People will always try to improve the quality of their lives and the lives of their children. At the same time, all agree that development efforts should be "sustainable." This means meeting today's needs without creating problems for future generations.”

[http:// web.worldbank.org](http://web.worldbank.org)

Developing versus Developed Countries

Kofi Annan, former Secretary General of the United Nations, defined a developed country as follows. "A developed country is one that allows all its citizens to enjoy a free and healthy life in a safe environment." The World Bank classifies countries into four income groups:

1. Low income countries have GNI per capita of US\$1,035 or less
2. Lower middle income countries have GNI per capita of US\$1,036 –\$4,085
3. Upper middle income countries have GNI per capita between US\$4,086 –\$12,615
4. High income countries have GNI above \$12,616.

The World Bank classifies all low- and middle-income countries as developing.

Developed and Developing Countries

Developing Regions

Africa

Americas Excluding North America

Caribbean

Asia excluding Japan

Oceania excluding Australia and New Zealand

Developed Regions

North America

Europe

Australia and New Zealand

Teacher Notes

GLOBAL DEVELOPMENT – DEVELOPMENT

List of Developed Countries:

- | | |
|---|--|
|  Norway |  Liechtenstein |
|  Australia |  Italy |
|  United States |  Luxembourg |
|  Netherlands |  United Kingdom |
|  Germany |  Czech Republic |
|  New Zealand |  Greece |
|  Ireland |  Brunei |
|  Sweden |  Cyprus |
|  Switzerland |  Malta |
|  Japan |  Andorra |
|  Canada |  Estonia |
|  South Korea |  Slovakia |
|  Hong Kong |  Qatar |
|  Iceland |  Hungary |
|  Denmark |  Barbados |
|  Israel |  Poland |
|  Belgium |  Chile |
|  Austria |  Lithuania |
|  Singapore |  United Arab Emirates |
|  France |  Portugal |
|  Finland |  Latvia |
|  Slovenia |  Argentina |
|  Spain |  Seychelles |
|  Croatia | |

Student Worksheet

GLOBAL DEVELOPMENT – MILLENIUM DEVELOPMENT GOALS

The Millennium Development Goals

The Millennium Declaration, endorsed by 189 world leaders at the UN in September 2000, is a commitment to work together to build a safer, more prosperous and equitable world. The Declaration was translated into a roadmap setting out eight time-bound and measurable goals to be reached by 2015, known as the Millennium Development Goals (MDGs).

If these goals are achieved, world poverty will be cut by half, tens of millions of lives will be saved, and billions more people will have the opportunity to benefit from the global economy.

The Millennium Development Goals
Website:

<http://mdgs.un.org/unsd/mdg/>

The 8 Millennium Development Goals are:

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a Global Partnership for Development

Student Worksheet

GLOBAL DEVELOPMENT – MILLENIUM DEVELOPMENT GOALS

Activity 4

Each Millennium Development Goal has a measurable target for the year 2015. Listed below are all the goals (mixed up) along with an explanation. Read each of the targets and explanations and try to match which goes with each goal on page 16. The first one has been done as an example.

Goal 2 - Achieve universal primary education

Target: To ensure that all children, girls and boys, complete their primary education.

Seventy-seven million children were not in school in 2004. Sub-Saharan Africa still accounts for 50% of all the world's out-of-school children. Without education, children cannot escape the cycle of poverty, which grips generation after generation. Furthermore, education is linked to higher standards of living. However education is not only about creating a solid foundation for successful development; education is a human right, enshrined in the Universal Declaration of Human Rights.

Goal: _____

Target: Reduce by two-thirds the number of children who die before they are five years old.

A child's chance of survival should not depend on where he or she is born, but unfortunately that is the reality for millions of children. Each year 10.5 million children under the age of 5 die; 94% of deaths occur in low and middle-income countries, mostly in South Asia and sub-Saharan Africa. In least developed countries, 15.5% of children won't reach their fifth birthday, compared to 8.7% in developed countries. Most of these deaths are preventable, they results from diarrhoea, respiratory illnesses and measles. Every day, these diseases and other easily-preventable diseases cause tens of thousands of deaths.

Goal: _____

Target: Reduce by half the proportion of people whose income is less than \$1 a day by 2015.

1 billion people, almost 20% of the world's population, live on less than \$1 a day. 800 million people in poor countries do not have enough food to meet their basic caloric needs. Chronic hunger leads to undernourishment, vitamin and mineral deficiencies, physical and mental disabilities, weakness, and starvation. It leaves people vulnerable to illness, many of which kill them unnecessarily; every year 6 million children die from chronic malnutrition. That's more than a quarter of the entire population of Australia and almost 2 million more than all the children in Australia, aged 14 and under.

Student Worksheet

Goal: _____

Target: To reduce by half the number of people without access to safe drinking water and basic sanitation.

Access to safe water and basic sanitation is critical to the survival of people in the developing world, who have to spend considerable time collecting water every day. Water-borne diseases like Typhoid, diarrhea and cholera kill millions of people in Sub-Saharan Africa every year and affect the health of millions of others, including children. It is believed that at least 2.4 billion people (half the developing world) do not have access to decent toilets and very basic sanitation. Increased urbanization is leading to a subsequent rise in slum populations, especially in the rapidly urbanizing areas and poorer cities of sub-Saharan Africa and Asia.

Goal: _____

Target: To increase development aid, relieve debt and develop fair international trade.

The poorest countries include almost half the world's population, and yet they account for less than 3% of world trade. In fact, while developing countries have most of the world's raw materials and major exports (minerals, precious metals, gemstones, coffee, tea, flowers etc), yet the United Nations estimates that unfair trade rules and practices deny poor countries \$700 billion every year. The final UN Development goal aims to developed countries to adopt a fairer international trading system that would allow developing countries better participation to meet their development needs. Goal 8 asks developed countries to commit 0.7% of Gross National Income (GNI) as aid or official development assistance (ODA) to poor countries. Goal 8 also highlights the importance of debt relief to enable poor nations to increase spending on areas like health and education.

Goal: _____

Target: Reduce by three quarters the number of women who die while giving birth.

Every year, 500,000 women die of pregnancy-related complications. The overwhelming majority of these women live in the developing world: The lifetime risk of dying during pregnancy is 1 in 16 in sub-Saharan Africa, but only 1 in 3,800 in the developed world. In addition, when an expectant mother is in poor health, this affects her unborn child; it is the cause behind at least 20% of diseases affecting children under 5. Furthermore, approximately 8 million babies die before or during delivery or in the first week of life because of maternal health complications. Children who lose their mothers during their birth are 10 times more likely to die by the age of two.

Student Worksheet

Goal: _____

Target- : To ensure that equal numbers of boys and girls can attend primary and secondary school.

Women do two-thirds of all the world's hours, produce half of the world's food and yet they earn only 10% of the world's income and own less than 1% of the world's property. In poor countries women often lack equal access to land, battle social discrimination, and struggle to overcome barriers in the workplace. 70% of the 1 billion people living on less than \$1 a day are women because sixty percent of women worldwide work as unpaid and under-valued labor in the informal economy. This discrimination has many effects; in developing countries women are not represented in schools, the workplace and government.

Education allows women to have equality. Educated women are less likely to marry at a young age, work in heavy-manual labour jobs. They also are less likely to die from illness and disease, including AIDS and Malaria. For example, children of mothers with a secondary-level education are twice as likely to survive as those of uneducated mothers.

Goal: _____

Target: To halt and begin to reverse the spread of HIV and malaria by 2015.

HIV/AIDS, malaria, and tuberculosis (TB) are significant global health and development challenges.

More than 40 million people have HIV; twice the entire Australian population. Every year at least 3 million die from the disease. 96% of these are in the developing world. Sub-Saharan Africa remains the hardest hit region: Although it has just 10% of the world's population, it accounts for 64% of all HIV-positive individuals. 90% of all children (under the age of 15) living with HIV are in Sub-Saharan Africa. AIDS also affects 14 million children under the age of 15 who have lost one or both parents to AIDS. Education is greatly affected by this disease; the HIV/AIDS rate among educators is so high that students might find themselves without a teacher (e.g. South Africa lost approximately 4,000 teachers to AIDS in 2004). Tuberculosis claims 1.7 million lives annually, with sub-Saharan Africa and parts of Asia experiencing the fastest increases.

Teacher Notes

GLOBAL DEVELOPMENT – MILLENIUM DEVELOPMENT GOALS

Activity 4

Below are the solutions for the previous exercise

Answers (for Teacher)

Target: To ensure that all children, girls and boys, complete their primary education.

Goal 2: Achieve universal primary education

Target: Reduce by two-thirds the number of children who die before they are five years old.

Goal 4: Reduce child mortality

Target: Reduce by half the proportion of people whose income is less than \$1 a day by 2015.

Goal 1: Eradicate extreme poverty and hunger

Target: To reduce by half the number of people without access to safe drinking water and basic sanitation.

Goal 7: Ensure environmental sustainability

Target: To increase development aid, relieve debt and develop fair international trade.

Goal 8: Develop a global partnership for development

Target: Reduce by three quarters the number of women who die while giving birth.

Goal 5: Improve maternal health

Target: To ensure that equal numbers of boys and girls can attend primary and secondary school.

Goal 3: Promote gender equality and empower women

Target: To halt and begin to reverse the spread of HIV and malaria by 2015.

Goal 6: Combat HIV and AIDS, malaria and other diseases

GLOBAL DEVELOPMENT – MILLENNIUM DEVELOPMENT GOALS

Read the Millennium Development Goals and their explanations and answer the questions below

1. How many of the world's children were not in school in 2004?
2. What percentage of this group of children live in Sub-Saharan Africa?
3. What percentage of the world's population live on less than US\$1 a day?
4. How many children are there in Australia today?
5. How many children worldwide die from chronic malnutrition every year?
6. What percentage of the world's work do women do?
7. What percentage of the world's income do women earn?
8. What percentage of the world's property do women own?
9. How many children die from preventable diseases every day?
10. What percentage of the children who die under the age of five live in low and middle-income countries?
11. What are the main causes of death for children under the age of five?
12. How many people in the world have HIV?
13. How does this figure compare to the Australian population?
14. What percentage of these people live in Sub-Saharan Africa?
15. What percentage of the world's children live in Sub-Saharan Africa?
16. What proportion of the developing world do not have access to decent toilets and basic sanitation?
17. What factor is leading to a rise in subsequent rise in slum populations?
18. List three of the raw materials that developing countries export?
19. According to the UN, by how much are poor countries denied, as a result of unfair trade rules?
20. What percentage of Gross National Income has the UN asked developed countries to commit to aid or official development assistance (ODA) to poor countries?

Lesson Plan # 2

Basic Human Needs



Overall Activity Summary

BASIC HUMAN NEEDS

Overview

Students, working in pairs, read about and discuss issues affecting the people of Tanzania. They are given three parts of a case study to read and analyze using guided questions. The case study highlights key points to consider in the guided discussion that follows.

Aims

- To introduce and discuss the concept of basic human needs.
- To help students understand to the cycle of poverty using concrete examples.

Objectives

All students should be able to:

- Explain the term “Basic Human Needs” and differentiate between needs and wants.
- Understand that without access to these basic needs, people cannot break the cycle of poverty.
- List the various items that some money can provide - food, water and shelter.
- Understand that a child must be healthy and well-fed to concentrate in school, and that a good education is essential to achieve a good job which in turn is essential for providing a family with food, water, shelter, access to healthcare and education.
- Comprehend that conversely, the lack of food, water or shelter leads to sickness and poor health. Lack of money means no access to healthcare. These factors can lead to poor concentration in school. Also comprehend that a family may not be able to afford to send a child to school in which case that child will find it difficult to secure a job in the future and hence, earn money.
- Link the above factors and understand their role in the end to cycle of poverty.

Resources/Materials included

Information Sheet – The School of St Jude

Activity 1- Think Pair Share

Activity 2- Basic Needs Case Study and Questions

Activity 3 - Case Study with Graphic

Activity 4- Household Budget Student Worksheet and Questions

Related External Resources

- www.schoolofstjude.org
- <http://mdgs.un.org/unsd/mdg/>
- <http://www.endpoverty2015.org/>

General Information Sheet

The School of St Jude (page 1)

When 22 year old Australian, Gemma Rice, went to volunteer in East Africa for a few years, she witnessed the results of people in the developing world caught in the tragic cycle of generational poverty exacerbated by a lack of education. Crippling manual labour or a life of crime were, for many, the only means of survival. Following years of volunteer work in Uganda and East Africa, Gemma returned home to rural Australia to a rewarding teaching job and a comfortable lifestyle, but never forgot the poverty and suffering she left behind in the country that still had her heart.



At some stage we may have said to ourselves, "Charity begins at home", as we've put the small change in our moneyboxes and felt justified in doing so. Gemma, now 24 years of age, saw it differently. With the powers of persuasion, honed by growing up with seven brothers, she convinced some of her friends and family members to pledge at least \$5 a month, to be put into an account at the local bank, the proceeds of which enabled two young women to go to school in Uganda.

From this humble beginning, the East African Fund Incorporated was born and is now a registered Australian charity (No: CFN16123). With Gemma's unceasing energy, passion, dedication and enthusiasm for the projects of the East African Fund inspiring others, she found that she had enough money to pay for several students' education. When her future father-in-law, Mr Daniel Sisia, offered her a piece of land in his village Arusha, Tanzania, she

immediately agreed to his request that she build a school for local poor children.

The word spread quickly and many individuals and members of schools, businesses, Inner Wheel and Rotary Clubs throughout Australia, pledged donations and assistance. People joyously helped with the collection and transportation of computers, library books, school books, teaching aids, classroom equipment, sports equipment, sewing machines, clothes and an endless list of goods that would see Gemma's dream of starting a school become a reality.



In 2001, a group of friends from Gemma's home district formed a volunteer team to help build the very first classrooms. It was the first (of many) Rotary volunteer teams to help St Jude's and it was done in true pioneering style.



General Information Sheet

The School of St Jude (page 2)

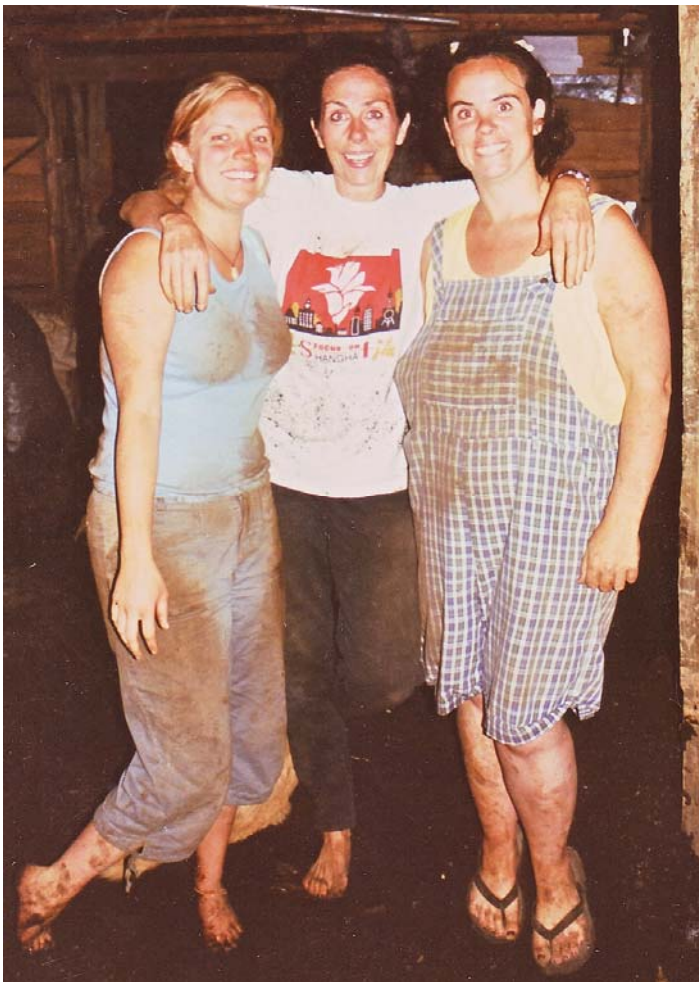
So in February 2002, Gemma founded The School of St Jude in Northern Tanzania, East Africa. The School of St Jude is owned by a registered Tanzanian company that is a "Company Limited by Guarantee and not having a Share Capital" called The School of St Jude Ltd (company # 47555). This company can not be bought or sold but rather only given to another similar not-for-profit company with similar objectives.

The School of St Jude opened its doors to three very small, bright and underprivileged students. St Jude's began with one teacher and a single classroom. Almost ten years later the school has grown to nearly 1,652 students, spread across three campuses and two boarding campuses and employs over 340 local Tanzanian staff. Every year new buildings are constructed to house the following year's intake of students. This allows the oldest students to progress into the year above and will eventually see them through to the end of secondary school. The various sponsorship and donation schemes, which have been set up at the school, have allowed the

dream of educating underprivileged children become a reality. The sponsorship of buses has allowed children, who would normally start walking to school at 4am, get a ride to school, and the sponsorship of teachers has allowed students to be taught by the best local Tanzanian teachers, who are being assisted by highly qualified and experienced volunteer international teacher-mentors.



The first building takes shape thanks to Rotary's support



The original site of The School of St Jude at Moshono.

General Information Sheet

The School of St Jude (page 3)

The School of St. Jude is a charity funded (sponsorship and donations) in Tanzania that primarily serves children from the lowest socio-economic backgrounds. The school blends the best of Western and Tanzanian instructional methods to instill critical thinking and high moral values in students who will later become the leaders in their families, communities and contributing to development of Tanzania. The School of St Jude aims to be an exemplary, modern and sustainable institution that effects a paradigm shift on the educational system in Tanzania by enabling Tanzanians to run successful schools, thereby alleviating poverty and breaking the cycle of dependency on external aid.

Before The School of St. Jude opened in 2002, children in this area would either go to one of the local Government schools, or if this was not possible, they would not be able to attend school at all. In 2010 an additional two boarding houses were constructed at Moivaro Boarding Campus. Now between Usa and Moivaro Boarding Campuses over 1,000 of our students no longer have the requirement of spending hours traveling to and from school each and eve-

ry day. The Boarders can now live in an environment that is safe, consistent, healthy, conducive to study and with access to power for lighting. And they love having their own bed, not a common thing for our students as when they are at home they are living in extreme poverty.

More than 90% of the children at the school receive a totally free education as local and international sponsors individually contribute to the costs of not only their educational fees but also the uniform, stationery, transport, hot meal, snacks and drinks for each child. What makes this school even more special is the fact that this success comes about due to the group effort of thousands of ordinary people from all over the world coming together to do something quite extraordinary. Individuals, families, schools, church groups and service clubs are joining forces by supporting the school's various sponsorship programs. Every day staff and students work hard to fulfill the school's philosophy of "Fighting Poverty through Education" helping the students break the cycle of poverty that has gripped their families for generations.



The Moivaro Boarding Campus (pictured above) is where Upper Primary students stay during the week.

The Smith Secondary Campus (pictured below) is a half hour drive away from Moshono at Usa River. In 2013, St Jude's will complete construction of the final boarding houses at Smith Campus.



Advantages of The School of St Jude

- Smaller class sizes: Around 25 students per class rather than more than 70 students in a typical class in Tanzania;
- Sponsored children attend the school completely free. In other schools, children and their families must purchase school uniforms, school supplies and contribute to facilities such as toilets and building work;
- A library for each school campus housing thousands of books and teacher resources: Most government schools have no other teaching resources other than chalk and a rare textbook;
- Day students receive morning tea and a hot nutritious meal that varies each day, as well as drinking water available in each classroom. Students at a typical government school are not given any food and drinking water is scarce;
- Corporal punishment, prevalent in government schools, is prohibited;
- Creativity and critical thinking are nurtured in students and staff;
- Full time nurses are employed at each school campus. Medical help is rarely given in other schools;
- All of the teachers are extremely well qualified, well compensated and supported in their pursuit of continuing professional development. Many teachers at other schools are not well qualified and are underpaid;
- A growing fleet of colourful school buses that bring the children and staff to and from school everyday;
- At government schools children and staff must walk to school, many just don't turn up;
- St Jude's students have individual access to computers and the internet in computer labs;
- We are an English-speaking School: This means the students will be fluent in English and this will help them obtain much better jobs because most business in East Africa is conducted utilising English;
- The school's goal is for every student to finish primary and secondary school, and go on to tertiary education.
- Students at other schools fail government exams and end up leaving school at the primary level to work at ill-paid jobs, if any at all. Currently around 2% of Tanzanians go on to tertiary education.



Lesson Notes

BASIC HUMAN NEEDS

Activity 1

Teacher should pose the following two key questions to students:

- What are the basic human needs for survival?
- What happens if you are denied access to these?

Students engage in a 'Think Pair Share' activity. Students reflect individually on the questions. In pairs, they formulate an answer to each question. Finally, students share their thoughts with the rest of the class, leading to class discussion.

For an explanation of Think, Pair, Share, see page 8 of the Global Development Lesson.

Activity 2:

After this exercise students will read the answers given by Gerald, a student from The School of St Jude. Students will then be able to compare their answers to the two questions above to Gerald's answers.

To complete the activity, there are also comprehension questions for students to answer and also questions to encourage class discussion.

Activity 3:

Immediately after Activity 2 students will apply their knowledge of 'The Cycle of Basic Human Needs' and 'The Cycle of Poverty.' They will do this by working as a class to complete the graphic organizers on 'The Cycle of Basic Needs' and 'The Cycle of Poverty'. The teacher may use the completed Teacher resource sheets to prompt appropriate response from the students.

Activity 4:

Students will be given a list of basic household goods and services available to a Tanzanian family, along with the monthly cost for each.

Students are then given the budget of a fairly poor Tanzanian family. They must prioritize which goods and services the family should buy in an attempt to provide for its basic human needs. It is worth noting that some Tanzanian families can earn as little as 30,000 Tsh (Tanzanian Shillings) a month. To extend the lesson, students could repeat the activity with an even lower budget.

Student Worksheet

BASIC HUMAN NEEDS – CASE STUDY

Activity 2

Gerald, a student at The School of St Jude was asked the same two questions as you.

- What are the basic human needs for survival?
- What happens if you are denied access to these?

Here is his response. Compare his ideas to yours and then answer the questions below.

Gerald – Aged 14

“Food, clothes, water, shelter and education are very important. Without food, there is no life. Without food you cannot study. If you are hungry in school, you cannot understand the teacher. You are only thinking about food. It is very difficult to learn. It is important to get a good education. If you do not have good farming skills, you cannot grow food. I don’t want to be a farmer. I want to study hard so I can become a pilot. If this happens, I will be able to use my salary to buy food for my family.

Clean water is also very important. We need clean water to drink, wash and cook. If we have no water, we cannot cook and so we cannot eat. If we cannot wash our hands, we get sick. If we drink dirty water, we can get diseases like typhoid or cholera.

Another important need is shelter. If you have nowhere to sleep, it can cause death. In the rainy season, people can die of malaria if they do not sleep inside with a mosquito net to protect them. I had malaria when I was younger, but my brother gave me medicine. Since then, I have used a mosquito net at night. I know how important they are.”

Questions

1. What does Gerald say about food and hunger?
2. Why does Gerald want to become a pilot?
3. According to Gerald, why is clean water important?
4. List two diseases that people can get from drinking dirty water?
5. Why do people die in the rainy season?
6. List one way that people living in Tanzania can protect themselves from contracting malaria?

Class discussion questions

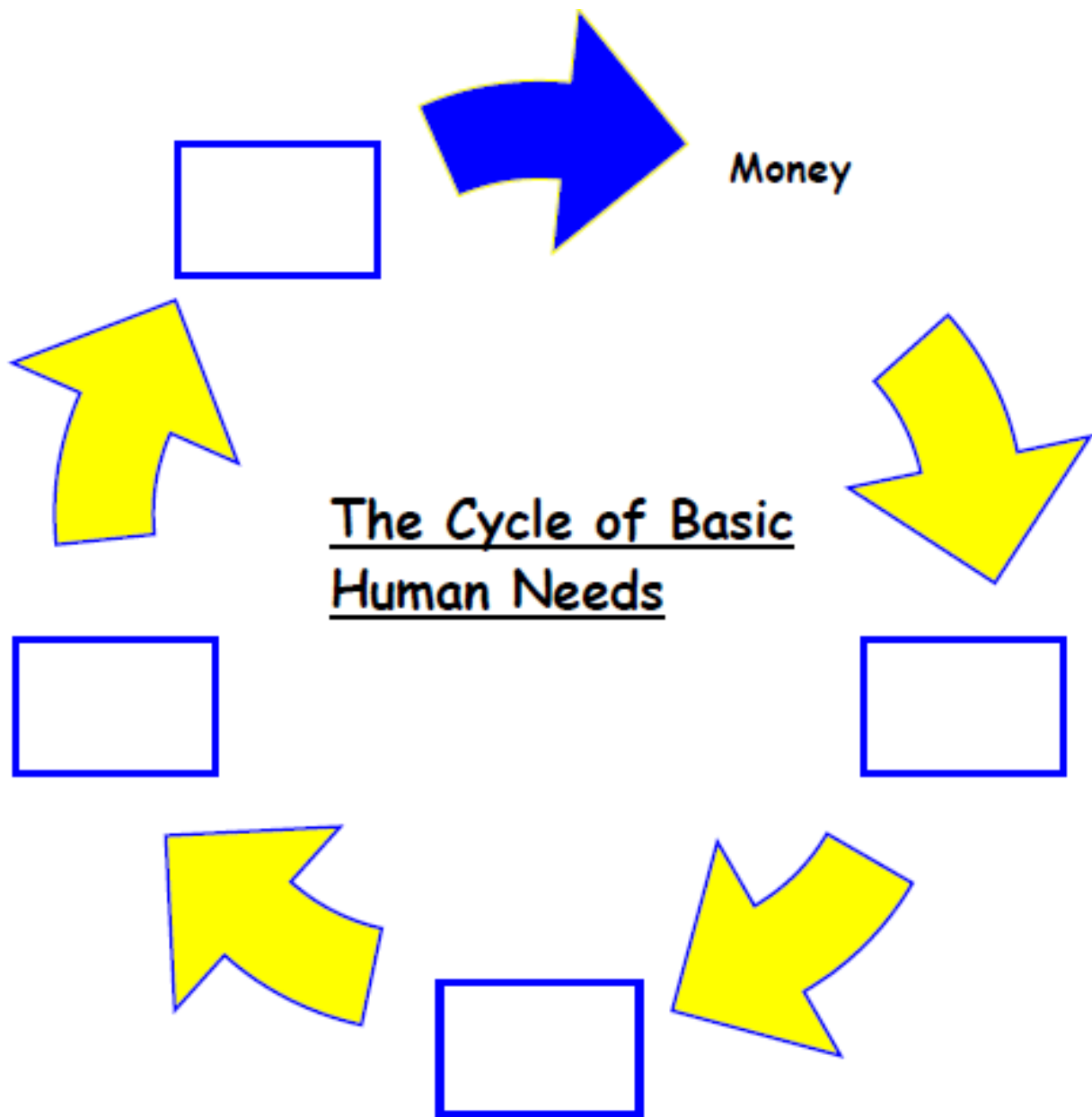
1. In your opinion, what is the most important basic need?
2. What would you say is the least important basic need?

Student Worksheet

BASIC HUMAN NEEDS – CASE STUDY

Activity 3

After discussing Gerald's ideas along with your own opinions, can you fill in the graphic organizer below to show basic human needs?

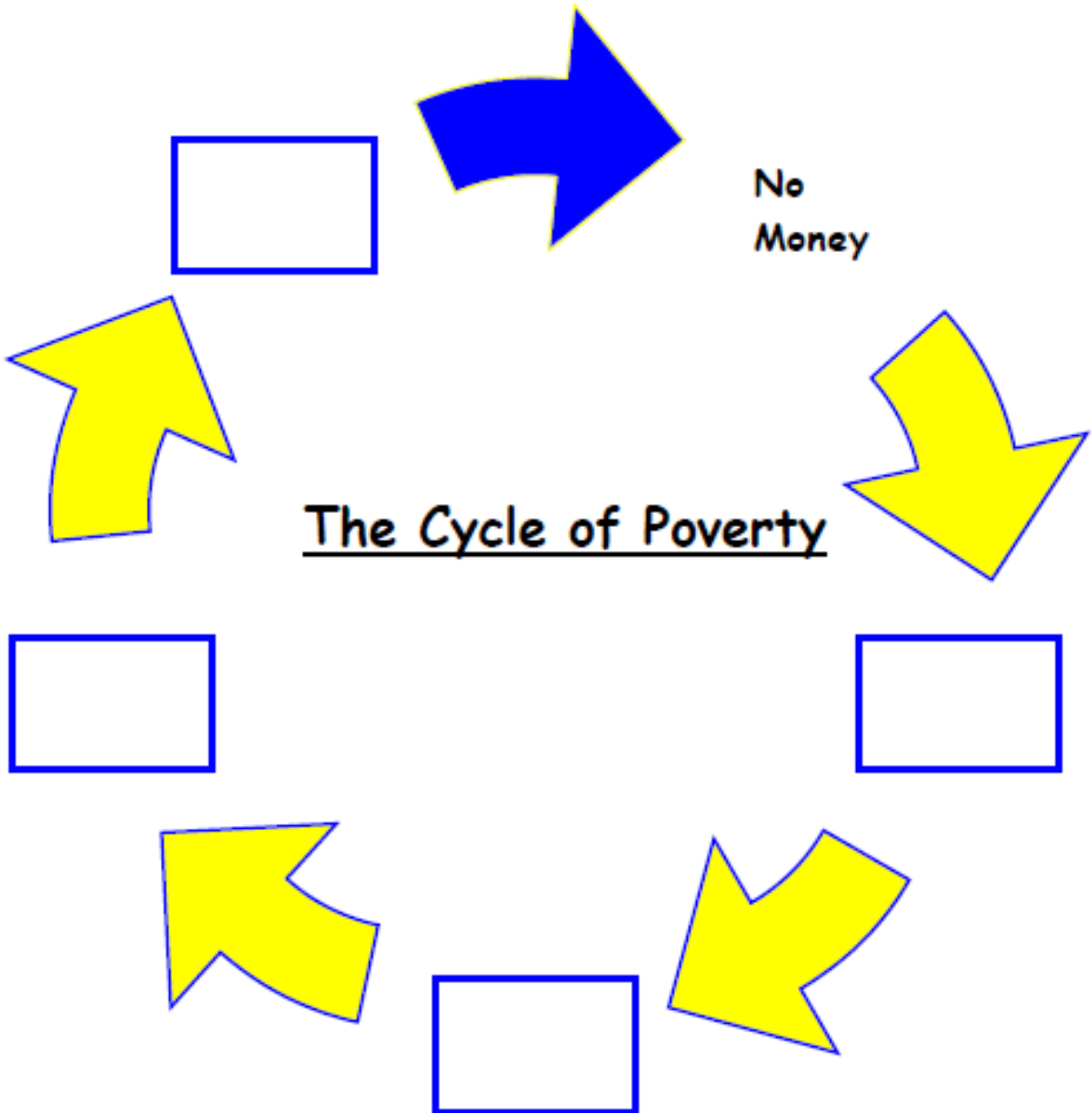


Student Worksheet

BASIC HUMAN NEEDS – CASE STUDY

Activity 3

After discussing Gerald's ideas along with your own opinions, can you fill in the graphic organizer below to show the cycle of poverty?

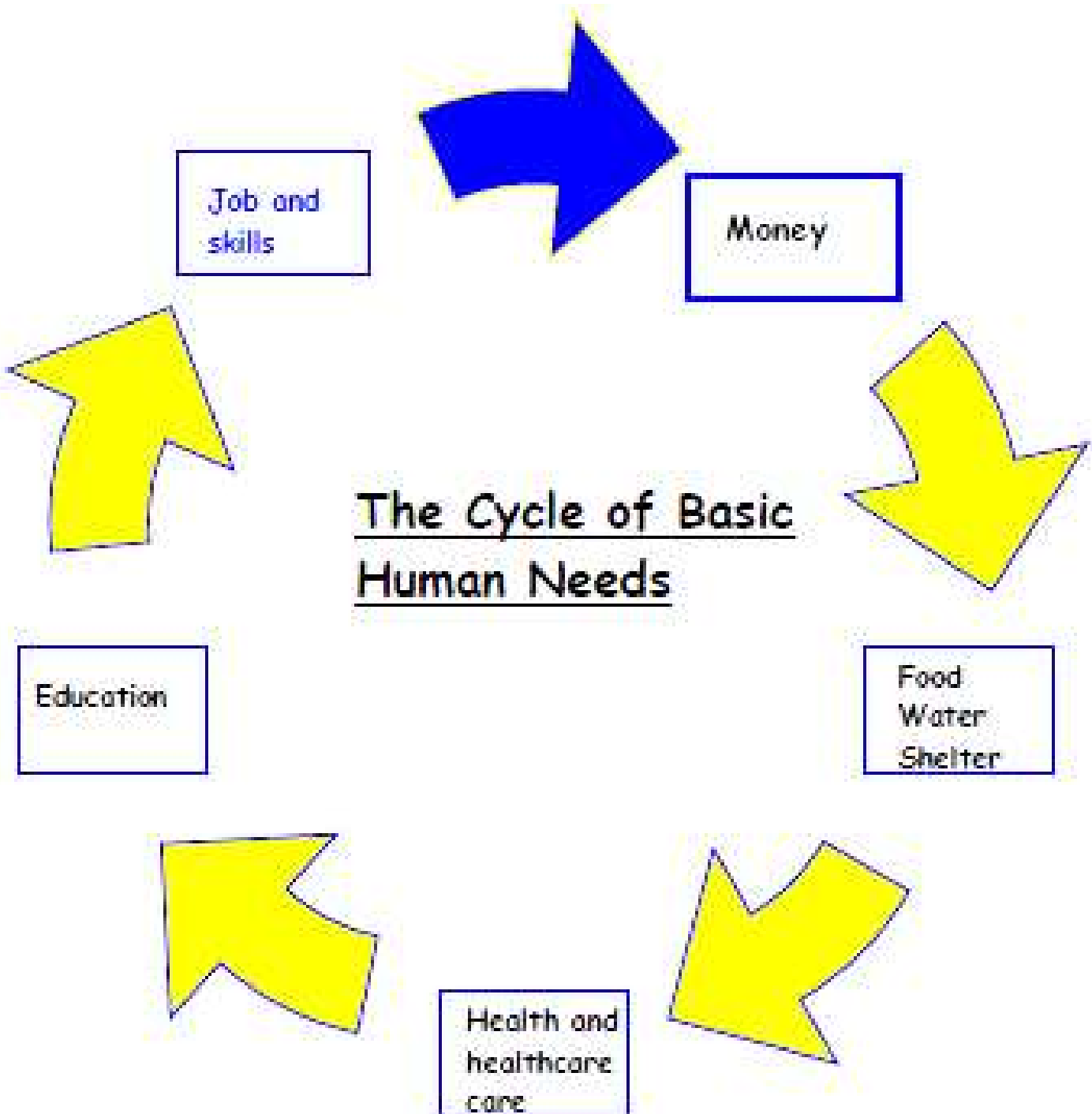


Teacher Notes

BASIC HUMAN NEEDS – CASE STUDY

Activity 3

After discussing Gerald's ideas along with your own opinions, can you fill in the graphic organizer below to show basic human needs?

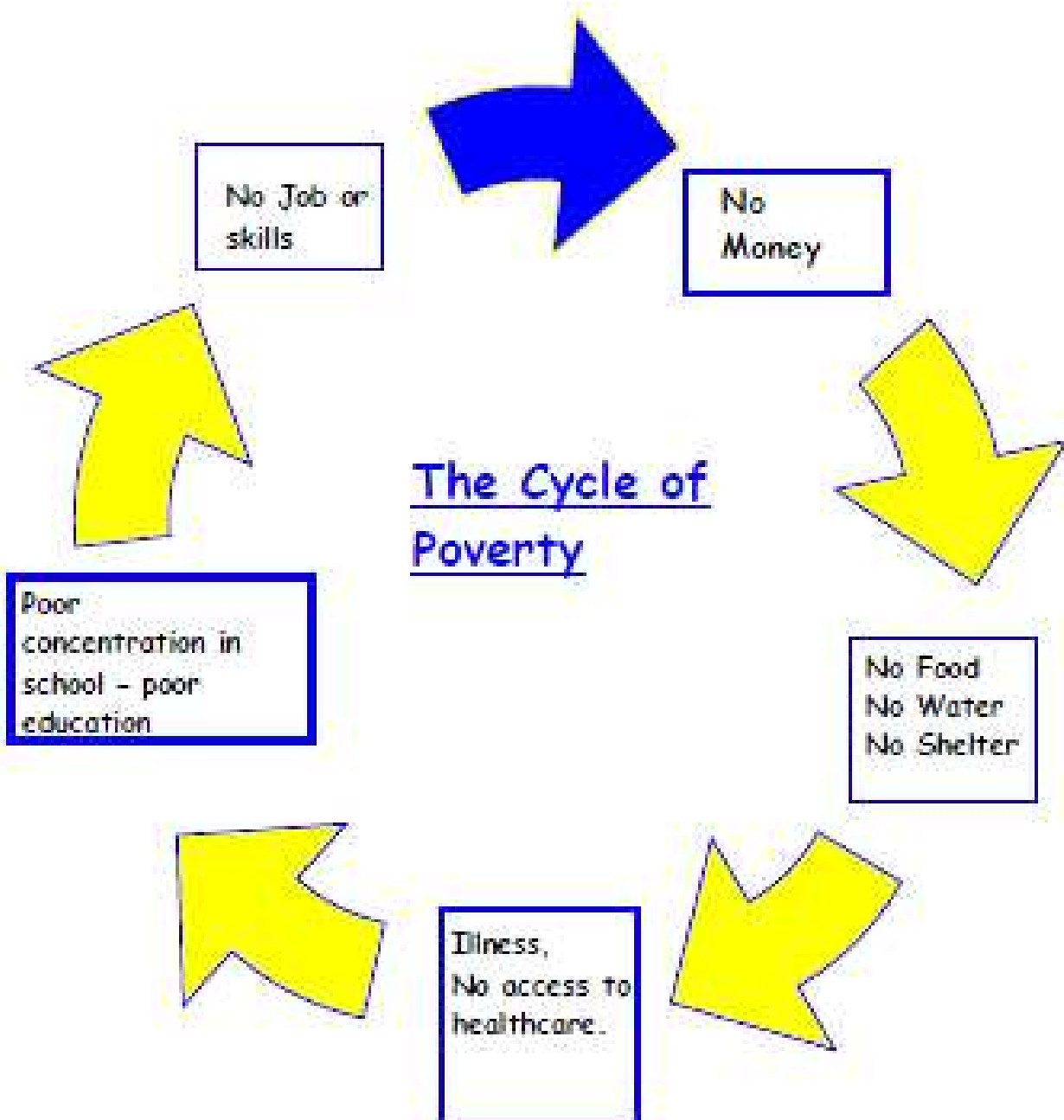


Teacher Notes

BASIC HUMAN NEEDS – CASE STUDY

Activity 3

After discussing Gerald's ideas along with your own opinions, can you fill in the graphic organizer below to show the cycle of poverty?



Student Worksheet

BASIC HUMAN NEEDS – HOUSEHOLD BUDGET

Activity 4

Prices of goods and services in Tanzania

Take some time to read through the prices of some basic goods and services in Tanzania and then complete the worksheet on the next page.

Rent per month (1 room house, shared toilet)
15,000 Tsh

Rent per month (2 room house, shared toilet)
25,000 Tsh

Water 4,000 Tsh

School (per child, per month) 8,200 Tsh

Electricity 24,000 Tsh

Cooking oil 4,000 Tsh

Fuel for cooking 10,000 Tsh

Fuel for lamps 10,000 Tsh

4kg tea 3,000 Tsh

7 kg of rice 7,000 Tsh

4kg of carrots 6,000 Tsh

6 kg of maize 5,000 Tsh

5 kg of zucchini 10,000 Tsh

20 Coca-Colas 10,000 Tsh

4 kg of sugar 8,000 Tsh

4kg of onions 4,000 Tsh

Note:

1,000 Tanzanian Shillings (Tsh) is worth approximately AUD\$0.60

4kg local spinach 800 Tsh

6kg Beans 3000 Tsh

Stock 1000 Tsh

4 kg cooking bananas 2,000 Tsh

2 small chickens 10,000 Tsh

Soap (1 bar) 500 Tsh

Toothpaste 1,500 Tsh

Malaria medication 2,000Tsh

Malaria Net 5,000 Tsh

Clothes 4,000 Tsh

Shoes 4,000 Tsh

Candles 2,000 Tsh

Matches 500 Tsh

Student Worksheet

BASIC HUMAN NEEDS – HOUSEHOLD BUDGET

Activity 4

Imagine that you are trying to provide for yourself and your family (two adults and three children).

You have a monthly wage of 50,000Tsh (AU\$30.00). Make sure to find the total for each column.

Basics	(A) Need	(B) Can Afford	(C) Can't Afford
Rent (1 room)			
Rent (2 rooms)			
Water			
School (child 1)			
School (child 2)			
Electricity			
Cooking oil			
Fuel for cooking			
Fuel for lamps			
4 kg tea			
7 kgs of rice			
4 kg of carrots			
6 kg of maize			
5 kgs of zucchini			
20 Coca-Colas			
4 kg of sugar			
4 kg of onions			
4 kg of local spinach			
6 kg beans			
Malaria Net			
4 kg cooking bananas			
2 small chickens			
Soap (1 bar)			
Toothpaste			
Malaria medication			
Clothes			
Shoes			
Candles			
Matches			
TOTAL			

1. Using Column A, choose those items which you believe you will need.

2. Write the price for each item you have chosen beside it and then add up the total cost at the bottom.

3. Now, in Column B, choose which items you can afford (remember, your budget is 50,000 Tsh.)

4. In Column C work out which items you can and can't afford.

Student Worksheet

BASIC HUMAN NEEDS – HOUSEHOLD BUDGET

Questions

1. What is the total amount of items that you feel you need? _____

2. What is the total amount of the items that you can actually afford to buy? _____

3. What is the difference (in Tsh) between those items which you feel you need to buy and those you can afford? _____

4. What is the total amount of the items you can't afford to buy? _____

5. Mention one item which you felt you needed but couldn't afford? _____

6. Mention one item which you decided to purchase instead and explain why you made this decision?

7. When you were doing this exercise, what was the most difficult decision that you had to make?

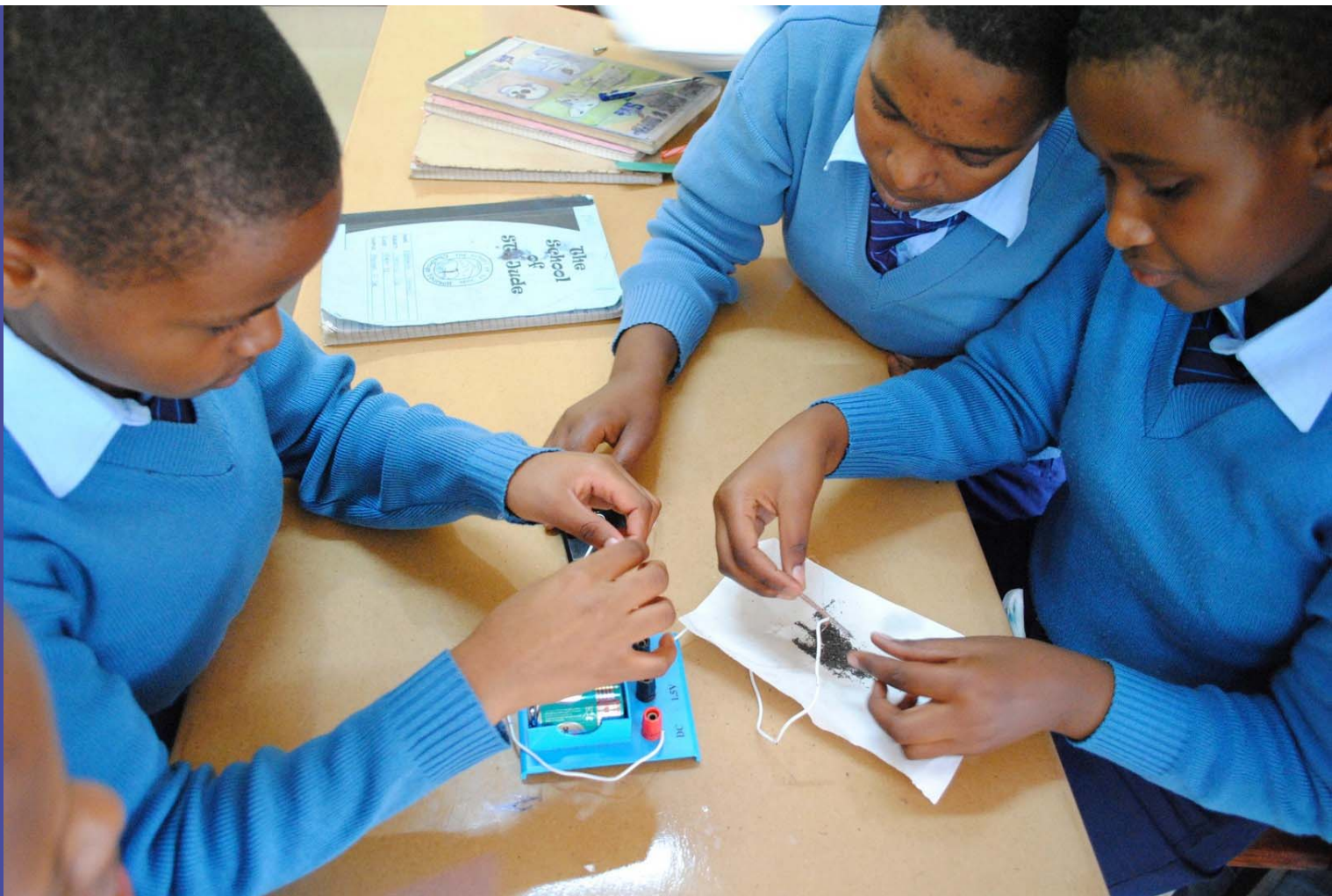
8. Based on the budget that you have done, do you think the food you have chosen would provide your family with a balanced, nutritious diet?

9. What potential problems might you encounter, based on this shopping list? _____

10. What do you think you could do to remedy this situation? _____

Lesson Plan # 3

Equality in Education



Overall Activity Summary

EQUALITY IN EDUCATION

Overview

Students, working in pairs, will read about and discuss issues relating to education in Tanzania.

Aims

- To introduce students to the idea that education should be freely available to all children.
- To help students understand the consequences of a lack of education.

Objectives

All students should be able to:

- Comprehend that many children do not have access to a good education.
- Express their thoughts and feelings about the lack of equality in the availability of education.
- Understand that education is often a luxury, available to those children whose parents are educated.
- Recognise the link between the lack of education and the cycle of poverty.
- Analyse the costs associated with education in Tanzania and realise that it is beyond the means of many families.
- Value the importance of education.
- Compare the education given in a government school and a sponsorship school.

Resources/Materials included:

Activity 1 – Giant Steps Activity (explanation for activity in Global Development Lesson page 9)

Activity 2 – School Budget - Student Worksheet

Activity 3 – Film Clip (on DVD) with associated questionnaire

Activity 4 – Student Perspective Testimony with associated questionnaire.

Related Resources

Ten Steps to Equality in Education: <http://www.oecd.org/edu/school/39989494.pdf>

UNICEF: <http://www.unicef.org/education/>

Child Rights International Network <http://www.crin.org/>

Teacher Notes

EQUALITY IN EDUCATION – GIANT STEPS ACTIVITY

Activity 1

Giant Steps Activity

Refer to Page 9 (Global Development Lesson) for Teacher Notes on how to organise the Giant Steps Activity

Read the statements below out in class.

If the statement is true for students' personality card, they take a step forward.

The game should be followed by a class discussion, based on how far different students have progressed.

1. It is likely that you will complete secondary school.
2. It is easy for you to concentrate in school.
3. You have your own quiet place to study at night.
4. You have access to electricity so you have light to do your homework at night.
5. You have your own book and desk in class.
6. You could go to university when you finish school.
7. You are looking forward to your life ahead; your future is pretty secure.
8. You can get to school easily and you are not tired when you get there.
9. You are likely to leave school with very good English, which will help you to get a good job.
10. You have supportive parents or guardians who value education and want you to do well in school.

Teacher Notes

EQUALITY IN EDUCATION – GIANT STEPS ACTIVITY

Activity 1

Questions for Discussion

1. How do you feel at the end of that exercise?
2. What do you notice about the number of people that could finish school and go to university?
3. What obstacles or challenges did your character face?
4. Where the factors preventing your character from moving forward within your control?
5. Is there anything your character could have done differently to progress further?
6. What problem does this exercise highlight?
7. Do you think it is an important issue? If so, why?

Student Worksheet

EQUALITY IN EDUCATION – SCHOOL BUDGET ACTIVITY

Activity 2

Take some time to read through the prices per year of different items needed for school. Tsh are Tanzanian Shillings. Tsh 1,000 is worth around Australian Dollar AU\$ 0.60 (2011)

5 Pens	1,000 Tsh
5 Pencils	1,000 Tsh
Uniform*	20,000 Tsh
School Bag	5,000 Tsh
Transport	36,000 Tsh
Exams*	9,000 Tsh
Desk*	15,000 Tsh
Photocopies	2,000 Tsh
Books	10,000 Tsh
School Caretaker Fees*	1,000 Tsh

Some notes to remember:

- Certain items (marked with an asterisk *) are compulsory so you must budget for them
- 1,000 Tsh = AU\$0.60
- Students are not allowed bring food to school
- Students must wear a school uniform
- Books are free but are shared. You cannot take them home unless you buy your own

Now imagine that your family is trying to send you to primary school. Your teacher will give you a specific budget. Add up the cost and decide whether or not you will be able to go.

School Item	Want	Can Afford/ Must Have	Can't Have
5 Pens			
5 Pencils			
Uniform*			
School Bag			
Transport			
Exams*			
Desk*			
Photocopies			
Books			
School Caretaker Fees*			

Teacher Notes

EQUALITY IN EDUCATION – SCHOOL BUDGET ACTIVITY

Activity 2

The student names below correspond with the profiles provided in the Global Development Lesson on pages 10 - 12.

Budget Sheet (per student, per year)

Gideon - 20,000 Tsh
Rebecca - 60,000 Tsh
Elias - 200,000 Tsh
Glory - 45,000 Tsh
Emmanuel – 250,000 Tsh
Lightness* - 25,000 Tsh
Gerald - 100,000 Tsh
Amani - 45,000 Tsh
Rosemary* - 20,000 Tsh
Dorcas - 25,000 Tsh

* The students have a sponsor and therefore don't need to pay for their education expenses. Only pass this information on after the students with these names have worked out whether or not their families can afford to pay themselves (they can't – that's why they are sponsored).

Extension Activity

For those students who went to primary school, if they want to progress to secondary school they must pay an additional 150,000 Tsh for fees and transport is compulsory.

Ask the students to work out who can afford to progress to secondary school (only those students whose parents are very rich or are sponsored can afford it).

This highlights the fact that the rich children are educated and for the poor, they have little hope. It is very difficult for poor families to escape the cycle of poverty unless families are helped by schools like St Jude's.

Student Worksheet

EQUALITY IN EDUCATION – A STUDENT’S PERSPECTIVE

Activity 3 - Emmanuel’s Story

My life before St Jude’s was difficult. My education was hard because I passed through many different schools before I finally arrived at St. Jude’s.

I started in a school called Gen Nursery school. I went there for three months but because the school was very far from our place, I usually arrived late. The teacher complained to my parents. My parents decided to stop me going to that school.

They took me to another school which was not too far from where we lived. That school was very good. I studied there for three years. I continued well with my studies but the fees became a problem to my family.

The headmaster in that school was too corrupt. The director had to chase him out of the school. Then only ten teachers remained while there were many, many classes. Because of the small number of teachers, the director decided to change the school fees. At first we were paying ten thousand (Tanzanian shillings) per month but he increased it up to fifty thousand. My parents were not able to pay that money so I had to leave that school.

Instead I started at a new school but I didn’t stay long studying there. I spent just two months studying in that school. It was an English medium school but I didn’t know how to speak English. Because I didn’t know anything in English, I was taken to another school. Again, I started class one. I studied hard there. I remember I was seven years old then. After I passed my examination of class one, I was chosen to go to the next class. My next class was standard two.

After I studied here for seven months, my mother heard that there was an interview at St Jude’s. St. Jude’s is an English medium school. My mother thought that it was very important to learn good English. She decided to take me there for the interview which was done in August. The first time I was taken there to do the interview, I failed. My mother gave me hope. She wanted me to try again and prayed to God. The second time I was taken there, I failed again. My mother asked me, “What is the problem when you go to that school?” I told her that I was afraid of the other students because I had no friends there. I did not know one other person there. She told me to stop being afraid. She said, “They will not bite you or harm you”.

The next day, I prepared myself as usual. When I got there, there were thousands of thousands of people waiting at the gate and it was difficult to see our parents. I was afraid but when I was doing the interview, I remembered my mother’s words. I did well in the interview and in my exam and I was accepted into the school. I was very happy to hear that. My mother was also very happy.

I feel very lucky to have entered this wonderful school. In this school, thanks to my sponsors and God, I get a free uniform, books, desk, food... everything. I don’t have to pay fees and I don’t have to walk for hours to get here. There is even boarding school like the private schools in Tanzania so I eat and sleep well – I have lots of time to study and teachers to help me with my homework. After being in many schools, I could not believe St Judes. I have learned English I know that, thanks to Gemma, I will be able to get a good job and help my family. I didn’t forget to say thanks to God and to my sponsors.

Student Worksheet

EQUALITY IN EDUCATION – A STUDENT’S PERSPECTIVE

Activity 4 – Questions

1. Why was life difficult for Emmanuel when he was young?

2. How many schools did Emmanuel attend?

3. Why did the fees go up in Emmanuel’s second school?

4. Why did Emmanuel’s mother want him to attend St. Jude’s?

5. How did Emmanuel feel about attending an interview in St. Jude’s?

6. What are the differences between St. Jude’s and the other schools he attended?

7. How did you feel after reading Emmanuel’s story? Explain your feelings.

Questions for class discussion

- Do you think that attending so many different schools had a positive or negative affect on Emmanuel’s education? Explain. your answer.
- Why is it important for Emmanuel to have stability in school?
- Do you think that Emmanuel’s mother is right in believing that an English medium school is important for Emmanuel.

Lesson Plan # 4

Global Justice



Overall Activity Summary

GLOBAL JUSTICE

Overview

To conclude the module, and to consolidate their learning, students will study The School of St Jude as an example of a sponsorship school which is providing very poor students with the opportunity to escape generational poverty.

Aims

- To introduce students to the notion of social responsibility and global justice
- To reinforce the Christian teachings that we should love our neighbours as ourselves through the practice of social responsibility and global justice

Objectives

All students should be able to

- Describe how The School of St Jude works to help very poor children escape the cycle of poverty
- Understand the term 'justice'
- Compare and Contrast their own lives with their African counterparts
- Recognise Christian teachings in theory and witness them in practice

Resources/Materials included

Activity 1 - Online research activity with accompanying worksheet

Activity 2 - St Jude's documentary (on DVD) with associated questionnaire

Activity 3 – Australian Story Africa Calling episode (on DVD) with reflective questions

Related External Resources

www.schoolofstjude.co.tz

<http://www.abc.net.au/austory/specials/africacalling/default.htm>

Student Worksheet - Continued

Global Justice – The School of St Jude

3. What is the mission of The School of St Jude? How are they carrying out this mission?

4. How many students does the school support? _____

5. How do they afford to educate these children? _____

6. When did St Jude's begin? _____

7. Who started the school? _____



Student Worksheet

Global Justice – St Jude’s Documentary

(for this activity you will need to refer to the St Jude’s DVD, available on our website if you don’t already have it).

Activity 2

Watch the 55 minute documentary (“Documentary about our Student / Teacher Sponsorship Programme”) on the DVD and answer the following questions:

Elias’ Life	My Life

2. Consider this definition of justice:

‘Justice is a cardinal virtue. It is the firm and constant disposition to give God and neighbor what is rightfully theirs’

Using this definition of justice list down the things that are unjust about the life Elias leads compared to your lifestyle in Australia:

3. Do you think there would be less tolerance of these vastly different standards if Elias lived in Australia?

4. Why do we have a different standard of what is rightfully ours in Australia to what those living in the developing world are entitled to?

Student Worksheet

Global Justice – St Jude’s Documentary

Activity 3

Consider this statement and answer the questions below:

‘People often feel less responsible for the situation of those far away as they feel they have not contributed to it and are powerless to change it.’

5. Considering we now live in a global community, do you think we are still powerless to change the situation of others?

6. List as many things as you can that we, as global citizens, can do to ensure our neighbours in Africa get what is rightfully theirs.

7. What aspects of The School of St Jude are evidence that Gemma is working to create equality in the standard of education between children in Australia and Tanzania? (What did you see that makes the school seem like an Australian school?)

8. Has Gemma’s achievements at the school changed your ideas of your ability to create change in “hopeless cases”?

Student Worksheet

Global Justice – “Africa Calling”

Activity 4 - Justice and Compassion

Watch the Australian Story episode, “Africa calling”

The Bible says of justice: “Thus says the Lord of hosts, the God of Israel, Amend your ways and your deeds, and I will let you dwell in this place...For if you truly amend your ways and your deeds, if you truly practice justice between a man and his neighbor, if you do not oppress the alien, the orphan, or the widow, and do not shed innocent blood in this place, nor walk after other gods to your own ruin, then I will let you dwell in this place, in the land that I gave to your fathers forever and ever” - Jeremiah 7:3-7

1. Where was Gemma born? _____

2. Does she consider “neighbours” to refer only to those born in the same country as her? Who are her neighbours?

3. How does Gemma ensure the poorest students are the ones getting assistance from the school?

4. What sacrifices did Gemma make while establishing The School of St Jude?

5. What are some of the difficulties Gemma faces running The School of St Jude?

Student Worksheet - Continued

Global Justice – “Africa Calling”

6. Where does Gemma draw strength when facing these challenges?

7. What evidence do you see in the video that Gemma empathises with the poverty her students suffer from?

8. Is Gemma’s mission at St Jude’s simply about justice or is compassion a factor also? Provide evidence from the video in your answer.

9. How has Gemma inspired you to take a more active role in your community (local or international)?

10. What do you think that you (and your classmates) could do to help The School of St Jude?

