

Change lives. For good.

act:onaid

Girls out of school

How does education change lives for good?

KS1/2 lesson ideas and activity sheets



Girls out of school

Objectives: To help your class understand why some girls miss out on school and to encourage them to think about the benefits of education.

Activity	Resources	Curriculum links
Starter <ul style="list-style-type: none"> Mapping activity: Working in pairs, one pupil describes their journey to school to a friend. They should describe their route slowly and clearly, so that their friend can draw the route as they are describing it. Are there any major hazards on their route to school? Pupils should mark any hazards, crossings and significant landmarks along the way. Ask pupils to use simple compass directions and directional language to explain their route. e.g. North and South; near and far; left and right. Read out Sefiyat's story and the problems she faces getting to school. Ask pupils if they identified the hazard in the story. 	<ul style="list-style-type: none"> Pens and paper (ideally A3 sheets) Story 1 	<p>Geography KS1 - Geographical skills and fieldwork</p> <p>Use simple compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>English KS1 & 2 – Spoken language</p> <p>Give well-structured descriptions, explanations and narratives for different purposes</p>
Main <ul style="list-style-type: none"> Case study: Ask pupils to read both the girls' stories and/or watch both of their videos here: http://po.st/KzTktN What happens in the day: Putting the girls' days into the right order pupils should number the activities 1 – 6 (ideally cutting them out and pasting them on to activity sheet 3). What time of day?: Using activity sheets 3 & 4 pupils draw hands on the clock faces to show what time the activities take place. Discuss: What are the similarities and differences between the girls' days? Pupils can use activity sheet 5 to record their answers. Did your pupils see any similarities with an average day for them? 	<ul style="list-style-type: none"> The stories of Sefiyat and Precious Activity Sheets 1, 2, 3, 4 & 5 	<p>Mathematics KS1 & 2</p> <p>KS1 - Read and write numbers from 1 to 20 in numerals and words</p> <p>Year 1 - Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Year 2 - Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>KS2 – Estimate and read time with increasing accuracy to the nearest minute; record and compare time</p> <p>English KS1 & 2, Reading – comprehension</p> <p>Retrieve, record and present information from non-fiction</p> <p>PSHE KS2– Core Theme 3. Living in the wider world</p> <p>To think about the lives of people living in other places</p>
Plenary <ul style="list-style-type: none"> Pupils write about how they feel when they wake up in the morning knowing that they're off to school for the day. Imagine they are Sefiyat. How do they feel staying at home whilst their brother and other children go to school? Does this feeling change when they imagine that they haven't been to school for months/years? 	<ul style="list-style-type: none"> Activity Sheet 6 	<p>English – Writing</p> <p>KS1 - Writing narratives about personal experiences and those of others (real and fictional)</p> <p>KS2 - Noting and developing initial ideas, drawing on reading research where necessary</p>

Activity 1 - Sefiyat's day

Instructions: Sefiyat's day has been muddled up. Using Sefiyat's story, can you put the activities back in the right order?

I walk to the river.



I wake up.



I help out in the fields.



I sweep the yard.



I hang up our clothes.



I wash our clothes.



Activity 2 - Precious' day

Instructions: Precious' day has been muddled up. Can you put the activities back in the right order?

I do my chores at home.



I walk to school.



I wake up.



I do my homework.



I go to the Girls Club.

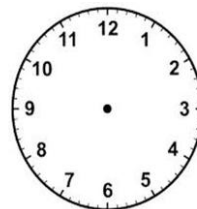
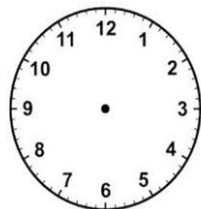
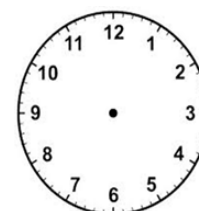
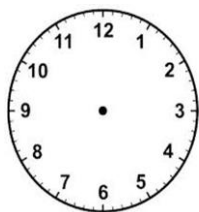


I go to the library at lunch.



Activity 3 - What time of day?

Instructions: Cut out and place the girls' activities in the right order and number them 1-6. Using activity sheet 4, find out what time each activity takes place and draw the hands on the clocks.



Activity 4 - What time of day?

Instructions: Use the girls' timetables to draw the correct clock hands on activity sheet 3.

Sefiyat's day

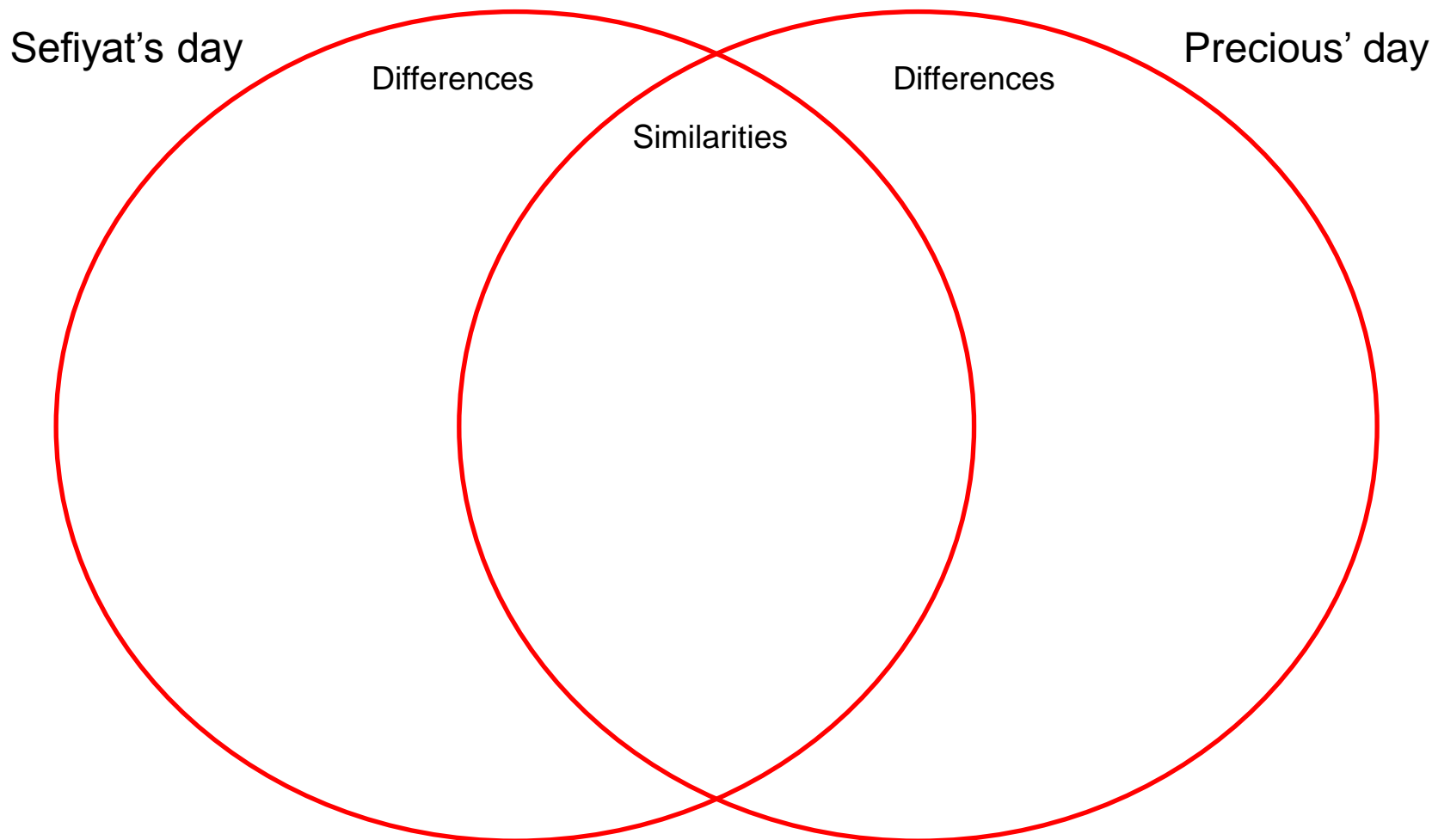
I wake up.	7.15am
I walk to the river.	7.45am
I wash clothes.	8.15am
I hang up the clothes in our yard.	12pm
I help out in the fields.	3.30pm
I sweep the yard.	5pm

Precious's day

I wake up.	7am
I walk to school.	8am
I go to the library at lunch.	12.30pm
I do my homework.	4.30pm
I do my chores at home.	5.30pm
I go to the Girls Club.	6.30pm

Activity 5 - Same or different?

Instructions: On the left and right parts of the circles, fill in the different activities that Sefiyat and Precious do during their days. Where the circles overlap in the middle, fill in the activities that are the same.



Activity 6 - How do you feel?

Instructions: In the first box, write down how you feel when you wake up on a school day. You can use the suggested sentence starters to help you, or you can make up your own. Then think about how Sefiyat might feel and write this down in the second box.

I feel...

happy/sad/worried/frustrated/excited?

Why do you feel like this?

Because ...

I am looking forward to...

I am not looking forward to...

Sefiyat feels...

happy/sad/worried/frustrated/excited?

Why do you think Sefiyat feels like this?

Because...

She is looking forward to...

She is not looking forward to...