

# The children who saved their school

An inspirational, true story told by the children who lived it.

## Background information

The children of the desert region of Cholistan, Pakistan are in a battle for their education. They are often expected to work with their family's livestock instead of going to lessons and many girls are kept out of school completely. Even if their parents want them to go, a lot of children in Cholistan live so far away from the nearest school that it's dangerous for them to travel there.

In 2009, the regional government announced funding for 75 schools in Cholistan. This project changed the lives of 5,500 children over five years before disaster struck: it was announced that the project would end in March 2014 and that the schools would all have to close.

Even though many of their classrooms were not fully built and they had to have lessons on the dusty floor outside, the children of Cholistan loved their schools. They needed to fight back against these closures.

[The homemade videos which accompany this resource](#) were recorded by the children themselves and tell the story of what happened next.

## 1. Before watching the first video

	Resources	Activity
 <b>R</b> esearch	Pakistan factsheet A globe or map	Ask pupils to use the resources to answer: <ul style="list-style-type: none"> <li>• Where is Pakistan?</li> <li>• What is it like?</li> </ul>
 <b>S</b> ummarise	Worksheet 1 - Story map	Read out the 'background information' above and ask pupils to list the main reasons why children in Cholistan face a battle to go to school on their Story map worksheet 1.  <i>Instruct pupils to keep their Story map worksheets, as they will need to add to these as they go through the three videos.</i>
 <b>D</b> iscuss	Worksheet 2  (Optional) <a href="#">The website of SDG 4</a> <a href="#">The website of the 'Right to Education project'</a>	Ask your class to think about the following questions: <ul style="list-style-type: none"> <li>• Why is education important to you?</li> <li>• Should everyone have an equal right to education?</li> <li>• Why?</li> </ul> To help inform your class, you could: <ul style="list-style-type: none"> <li>• Explain that world leaders have promised every child the chance to go to school and that education is a 'universal right.'</li> <li>• Ask what they think the phrase 'universal right' means.</li> </ul>

## 2. After the first video, before the second video

	Resources	Activity
 <b>Summarise</b>	Worksheet 1	Ask pupils to list the key events in the first video on their Story map worksheet 1.
 <b>Analyse</b>	Worksheet 3	Ask pupils to complete worksheet 3: What are the consequences of children not going to school? <ul style="list-style-type: none"> <li>• e.g.: They don't learn how to read or write.</li> <li>• Are there any 'knock-on' consequences? You may need to take your class through some examples.</li> </ul>
 <b>Create</b>	Worksheet 3 Worksheet 4	Ask pupils to imagine what life would be like if all of the schools in the world closed down.  Encourage pupils to use their worksheet 3 to help them write a poem entitled 'If all the schools closed down' on worksheet 4.

## 3. After the second video, before the third video

	Resources	Activity
 <b>Summarise</b>	Worksheet 1	Ask pupils to list the key events in the second video on their Story map worksheet 1.
 <b>Correct</b>	Worksheet 5	Ask pupils to complete Shazia's* postcard worksheet 5 by filling in the gaps with the missing words in red and circling the 5 spelling mistakes and correcting them: <ul style="list-style-type: none"> <li>• Comunitty – Community</li> <li>• Here – hear</li> <li>• Wear – where</li> <li>• Wright – right</li> <li>• Orthorities – authorities</li> </ul> Discuss the techniques Shazia uses to make this postcard persuasive.
 <b>Persuade</b>	Worksheet 6	Ask pupils to write their own postcard to the Governor. Encourage the use of persuasive language – a key skill for young campaigners.

\* The text from Shazia's postcard is translated, with some edits for clarity, from a real postcard sent by a girl in Cholistan to the Governor. The girl's name has been changed for reasons of privacy.

#### 4. After the third video

	Resources	Activity
 <b>Summarise</b>	Worksheet 1	Ask pupils to list the key events in the third video on their Story map worksheet 1.
 <b>Report</b>	Pakistan factsheet Worksheet 1 Worksheet 7  (Optional) Video recording equipment	<p><i>In Cholistan, the media helped to make change happen. The Governor couldn't ignore the issue as so many people were talking about it. In a democracy, we can all help to hold leaders to account for their actions by reminding them of things they have promised to do.</i></p> <p>Using the Pakistan factsheet and their Story map worksheet 1 ask pupils to write a report for a newspaper on worksheet 7 about the decision to keep the 75 schools open.</p> <ul style="list-style-type: none"> <li>• If you're feeling super creative, why not ask your class to record a video report about what happened? You could even record pretend interviews with the people involved.</li> <li>• Or you could re-enact the story yourselves, creating a play out of the videos.</li> </ul>
 <b>Change</b>	<a href="#">The 'Send My Friend To School' campaign website</a>	<p><i>There are still millions of children around the world who are without access to education.</i></p> <p>Why not <a href="#">join over 4,000 schools on the 'Send My Friend To School' annual campaign?</a></p> <p>Alternatively, you could look closer to home and encourage your class to use their newly-discovered campaigning skills to solve a local issue.</p>



We'd love to see your pupils' work or to hear your thoughts about this resource. Please share your photos or thoughts with us on twitter at [@ActionAidTeach](#). Thank you!



# Story map

Summarise the most important information for each section.

## Before video 1

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## Video 1

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## Video 2

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## Video 3

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Change lives. For good.  
**act:onaid**



We are going to discuss the questions below in class. To help you to contribute, think about what you want to say and write your ideas down in the boxes beneath each question.

**Why is education important to you?**

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**Should everyone have an equal right to an education? Why?**

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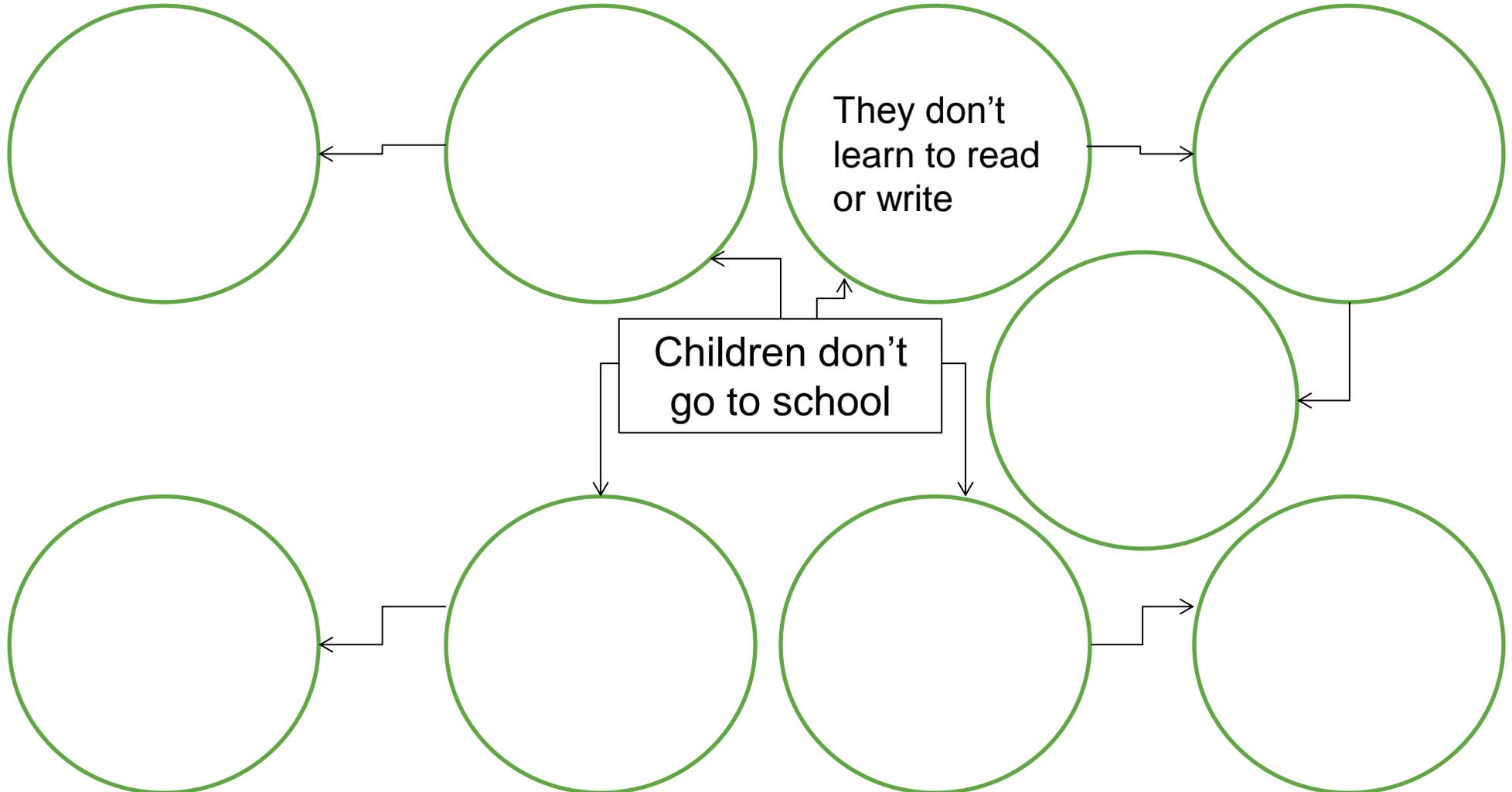
Name \_\_\_\_\_ Date \_\_\_\_\_

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## Consequence wheel

What are the consequences of children not going to school?  
Are there any 'knock-on' consequences?



Name \_\_\_\_\_ Date \_\_\_\_\_



# If all the schools closed down

A large rectangular box with a black border, containing 20 horizontal grey lines for writing.

Name \_\_\_\_\_ Date \_\_\_\_\_

Change lives. For good.  
**act:onaid**



## Shazia's postcard

Shazia's has written a postcard to the Governor to persuade him to keep her school open. Fill in the gaps and circle the five spelling mistakes to make sure Shazia's postcard is read by the Governor.

**Dear Governor,**

**My name is Shazia. I am nine years old and I live in Bahawalpur \_\_\_\_\_ . I am studying in one of the Cholistan Comunitty Schools but now I here it is going to be \_\_\_\_\_ down! If my school is closed wear will I go to get an education? Will I ever get an \_\_\_\_\_ ? Basic, \_\_\_\_\_ education is my wright and so I say to the orthorities: "Please save my \_\_\_\_\_ from closure!"**

**Yours sincerely,**

**Shazia**

**closed**

**quality**

**district**

**school**

**education**

Now correct the five spelling mistakes:

**1** \_\_\_\_\_

**2** \_\_\_\_\_

**3** \_\_\_\_\_

**4** \_\_\_\_\_

**5** \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_



