



**International Day
of the African child
16th June 2014**



Key Stage 3

Lesson 2

The Millennium Development Goals and the Importance of Education

NC Objectives:

Citizenship

2a express and explain their own opinions to others through discussions, formal debates and voting

2b. communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate

2c. justify their argument, giving reasons to try to persuade others to think again, change or support them

2d. represent the views of others, with which they may or may not agree.

Lesson Question:

Why is learning so important?

Starter:

Give students the Millennium Development Goals (Resource 1). Remind students of the United Nations Rights of the Child. Ask students to link the Millennium Development Goals to the rights laid out by the UN.

Introduction:

Give students Article 28 and Article 29 of the United Nations Rights of the Child (Resource 2) and encourage them to highlight in one colour what children should expect and then in another colour why the UN believes this is important. Encourage them to consider why the UN believes education is so important.

Main:

Organise the students into groups of 4. Display the following statements one by one and ask students to debate the issues. They should only write down conclusions to the statements when all students around the table agree.

Statement 1: *Without education the world would be more racist, more violent and have more poverty.*

Statement 2: *Education is the only way that we can find out what will make us contented and happy.*

Statement 3: *It is better to give money to help teach children than it is to give aid money in a crisis.*

Statement 4: *Education so important because it helps us to shape our own world.*



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As individuals, ask students to consider what would happen to them if both of their parents couldn't read, write and do basic maths. Give students the example of reading instructions on medicines and the possible consequences of this. Encourage students to rehearse ideas with a partner before sharing with the class.

Plenary:

Ask students to write an answer to the question: why is learning so important?

The Millennium Development Goals



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

United Nations Rights of the Child

Article 28 and Article 29

Article 28: (Right to education):

All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29 (Goals of education):

Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.