

Name:  
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i) Topic + age of group / level:  
A transversal activity about Human Rights: Right to education  
Defender: Malala  
3º E.S.O. (14 years old)  
Included in the unit: The challenge of the development: Social and Gender Inequalities.  
This is part of a mayor work where several departments are involved (Philosophy, Arts and tutorias Orientación): working about Human Rights. The final project will be a Gallery Walk Exhibitions to commemorate the day (week) of Human Rights.

ii) Learning outcomes for the unit of work:  
By the end of the lesson, students will be able to:

- Discuss the importance of education and the importance of equal access to education.
- Identify the reasons that girls face barriers and discrimination in educational access.
- Describe the impact of a girl's education on the global community.
- Discuss ways they can speak for others in the same way as Malala.

. Be concerned about the differences between the developed and underdeveloped countries  
. Analyze statistics from several sources  
. Investigate from at least two different sources and  
. Explain the information to their classmates.

iii) Student-centred learning strategy / techniques of the lesson or unit of work:  
In this unit the students will apply two different strategies: flipped classroom and collaborative work. The combination of this strategies allows work either individually and collaborative. In both strategies are necessary to apply higher order thinking skills although the way of approaching is more engaging and easier for the students than a traditional one.  
The main raison for using these strategies is because this is a collaborative work with some other departments involved: tutorial and art classes and the collaboration of English teacher and the assistant. Students should apply both individual and collaborative techniques. They will need to study some information at home, work cooperative with their mates and they have to share this information with their classmates.

iv) Lesson Plan  
The total unit is composed by 5 lessons  
Lesson 1:  
1) Warming up activity: Watch a short video (Interview with Malala: The importance of girls...). Catch the student's attention and try to guess what rights are involved in the

video. (They already have created their human rights declaration).

- 2) The first activity will be to explain the project and the way the students have to work. The teacher will explain the outcomes, the final project, the activities to do and the rules to carry out the job and of course the timing. For this activity they will have two sessions plus the job at home.
- 3) The second step will be to form the groups and the roles of each member. There will be 4 groups of 6 people (they are 24 students), one for each section: Biography; Maps; Statistics; and Reflection (What can we do?). Once the group has been formed students have to negotiate which section they would like to choose and assign the different roles: facilitator, recorder, summarizer and presenter.

Lessons 2 and 3

- 4) Before working in the class, the teacher provides a sheet with some sources of each section including at least two links, one of a short video and other of a written page, and a battery of questions. The students have to look for the information at home and complete the questions individually.
- 5) The fourth activity is to put in common (in each group) the information found and the answers to the questions. The teacher monitors the groups and check the answers. After that, the students have to plan and design their final work. They have to consider which information they must reflect.
- 6) The following class is dedicated to the group work, they have to put in practice their roles and work collaborative in the final project. The teacher provides the material needed and control the works and the timing. At the end of each session the summarizer presents a journal with the work done in this session.

Lesson 4:

- 7) This lesson is dedicated to the presentation of the works. Each group will have 8/10 minutes to present the work plus 2/3 minutes to answer questions. If there is no time to the questions, they can leave the questions for the following session.

Lesson 5:

- 8) This lesson is dedicated to assess the activity and talk and reflect about the topic.

v) Capstone project: The students will make a cooperative poster with four different sections:

- 1) Brief and illustrated biography of Malala
- 2) Map of the world pointed the different scenarios
- 3) Statistics comparing data from developed countries (United Kingdom and U.S.A.) and two developing countries (Pakistan and Afghanistan)
- 4) What can we do? The work of NGOs, actions at school.... How can I raise my voice

Each group will be in charge of one section. They will work cooperatively in groups assuming each member a different role. They will present their work to their mates.

In the last session they will try to analyze the impact of girl's education in the poverty and social inequalities and try to propose different solutions.

vi) Resources:

.Or Full CNN interview with CNN's Christiane Amanpour:

[amanpour.blogs.cnn.com/2013/10/21/full-interview-malala-yousafzai/](http://amanpour.blogs.cnn.com/2013/10/21/full-interview-malala-yousafzai/)

• **Malala's speech to the UN on her 16th birthday video:**

[www.cnn.com/2013/07/12/world/unitednations-malala/index.html](http://www.cnn.com/2013/07/12/world/unitednations-malala/index.html)

• **Statistic sheet from "Girl Rising":** [girlrising.pearsonfoundation.org/](http://girlrising.pearsonfoundation.org/downloads/GR_Curriculum_Resources_STATISTICS.pdf?pdf=GR_Curriculum_Resources_STATISTICS)

[downloads/GR\\_Curriculum\\_Resources\\_STATISTICS.pdf?pdf=GR\\_Curriculum\\_Resources\\_STATISTICS](http://girlrising.pearsonfoundation.org/downloads/GR_Curriculum_Resources_STATISTICS.pdf?pdf=GR_Curriculum_Resources_STATISTICS)

Resources\_STATISTICS

• **World Bank statistics sheet:** [siteresources.worldbank.org/EXTEDSTATS/Resources/3232763-1197312825215/EdStatsNewsletter22.pdf](http://siteresources.worldbank.org/EXTEDSTATS/Resources/3232763-1197312825215/EdStatsNewsletter22.pdf)

• **The video "The Simple Case for Investing in Girls":** <http://girlsvoices.girleffect.org/why-girls/#&panel1-1>

. **Video about Malala Biography:** <https://www.biography.com/people/malala-yousafzai-21362253>

. **Sustainable Development Goals for 2030:**

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

vii) Key vocabulary of the topic:

. Human Development Index; peacemakers and advocates of non-violence; brotherhood; International Human Rights Day; Sustainable Development Goals.