



UNICEF AND WORLD MATHS DAY

Helping students have access to  
quality learning

# WORLD MATHS DAY

## ACTIVITY PACK

### Ages 11–13

UNICEF WORLD  
MATHS DAY 2018

Lesson Plans **Age 11–13**

ACTIVITY RESOURCE 1

Back to school in Kenya

ACTIVITY RESOURCE 2

School as a lifeline

APPENDIX 1

School-in-a-Box Summary

APPENDIX 2

Education For All

[worldmathsday.com](http://worldmathsday.com)



# ACTIVITY 1

## Education for students in refugee camps

AGE GROUP

11–13

TIME

60 mins

### Objective:

To raise student awareness of some of the educational issues facing children living in refugee camps.

### Outcome:

Students read the article and spend time thinking about the educational challenges faced by students living in poverty and/or a state of displacement.

## ACTIVITY OVERVIEW

### Introduction

Watch the video clip: [www.youtube.com/watch?v=uAQX6JV4LS4](http://www.youtube.com/watch?v=uAQX6JV4LS4)

Discuss with students: What do they know about refugee camps already? What physical, social, emotional or educational issues would these children face? List them on the board under headings.

### Main Teaching Focus / Hands-on Activity

Explain that today students will learn a little more about education in one such camp. Organise students into groups of three, hand out Activity Resource 1.

### Task 1 – Find the answers to the following questions:

1. Where are the refugee camps in the story? Locate the area using an atlas or Google maps.
2. From which places have most of the children come? Why have they come? Locate the area using an atlas or Google maps.
3. How many children are in these camps? Of these, how many attend school? How many attended school in their home country?
4. Which school does Nur attend? How many children go to the school? What is the student/teacher ratio?
5. How are groups such as UNICEF, CARE International, UNHCR and the World Food Program helping?

**Task 2** – What is Nur's story? Find the information that tells us about his life. Now, choose a way to re-tell the story. You could design a slideshow, make a short graphic novel, paint a picture or make a book. Task 2 may take longer than the other tasks.

**Task 3** – “We normally get children who do not know what education is. They only know about fighting and conflict”, says Ahmed Hassan, the head teacher. “So many of them do not know what a school is. They do not know what a teacher is.”

Imagine that you had to explain education to someone like Nur, who didn't know what a school or teacher was. How would you try to explain it? What activities or resources would you show them? What issues would they face when they went to school for the first time? Make a simple plan or presentation of how you could help them prepare for school.

### Whole Group Review

Ask students to provide the answers for Task 1.

Discuss implications, particularly the issue of resources and teacher/student ratio. Students share their responses for Task 3 with the whole group.

Did groups come up with similar ideas? Were there common themes? If unfinished, Task 2 can be shared at the next session.

## RESOURCES

- Electronic whiteboard
- A copy of activity resource 1 back to school in Kenya for each student or group of students

# ACTIVITY 2

## Education for students in refugee camps

AGE GROUP

10–13

 TIME

45 mins

### Objective:

To further explore the educational issues facing children living in poverty and/or a state of displacement.

### Outcome:

Students identify the key educational issues facing these children, focussing on access to resources.

### ACTIVITY OVERVIEW

#### Introduction

Share students' work from Task 2 of the previous session. Explain that they are going to watch a video, which further explores the educational issues facing students in refugee camps. They will watch in small groups, with each group focussing on a particular issue. They will then report back to the whole group.

Hand out **Activity Resource 2** task cards to groups.

#### Whole Group Review

Focus on the role played by UNICEF in the video. What are they doing to help these children?

What challenges do they face?

Ask 'What are some ways the class could make a contribution?'

### RESOURCES

- Electronic whiteboard
- Activity 1, task 2 student work
- Student access to internet
- **Activity resource 2** *school as a lifeline*, cut into task cards, one card for each group



**RESOURCES: The UNICEF 'Child to Child' Program –**

Case study of an Ethiopian 12 year old girl who is both a student and teacher. The video explains some of the educational issues facing girls in particular:

[www.youtube.com/watch?v=J2ebN2LPlu8](http://www.youtube.com/watch?v=J2ebN2LPlu8)

# YOUR TASK:

You will work in groups of three for this activity. You can work as a group, or as individuals, each working on a task.

**Read the following article through once** to understand the big picture. Then **read it again**, this time searching for specific information, highlighting the relevant text as you locate it. Record your answers or ideas using dot points and key words.

*Be prepared to report back to the whole group. Decide how you will present your information.*

## Task 1

Find the answers to the following questions:



*Where are the refugee camps in the story?  
Locate the area using an atlas or Google maps.*



*From which places have most of the children come? Why have they come?  
Locate the area using an atlas or Google maps.*



*How many children are in these camps? Of these, how many attend school?  
How many attended school in their home country?*



*Which school does Nur attend? How many children go to the school?  
What is the student/teacher ratio?*



*How are groups such as UNICEF, CARE International, UNHCR and the World Food Program helping?*

## Task 2



What is Nur's story? Find the information that tells us about his life. Now, choose a way to re-tell the story. You could design a slideshow, make a short graphic novel, paint a picture or make a book.

## Task 3



*"We normally get children who do not know what education is. They only know about fighting and conflict", says Ahmed Hassan, the head teacher. "So many of them do not know what a school is. They do not know what a teacher is."*

*Imagine that you had to explain education to someone like Nur, who didn't know what a school or teacher was. How would you try to explain it? What activities or resources would you show them? What issues would they face when they went to school for the first time? Make a simple plan or presentation of how you could help them prepare for school.*



# BACK TO SCHOOL IN KENYA



Somali refugee children crowd into a UNICEF-provided school tent in Dagahaley camp in Dadaab, north-eastern Kenya. As the new school terms begin, thousands of children are expected to come to classes, many of them for the first time, or having been supported with accelerated “catch-up” lessons during the past months.

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## Dadaab, Kenya

The end of the school holidays for children around the world usually comes with mixed feelings. They feel a bit sad because they won't have the whole day to enjoy time with their friends and play, but also they feel excited as classes start and they meet new colleagues and live new experiences.

As in many parts of the world this week, schools reopened their doors in Dadaab refugee camps, in north-eastern Kenya. The difference here is that many of the pupils are new arrivals who have travelled from Somalia with their families looking for safety and asylum. Most of them are not even familiar with education in schools.

“We normally get children from Somalia who do not know what education is. They only know about fighting and conflict”,

says Ahmed Hassan, head teacher of Illeys School in Dagahaley, one of the two main schools in this refugee camp of Dadaab. “So many of them do not know what a school is. They do not know what a teacher is.

“One of the newly arrived children is 15 year old Nur, who came to Dadaab having trekked from Somalia with a cousin. His father died in the war and he does not know where his mother is. Two months ago his brother Hassad arrived and went to collect him from his cousin.

They live now together in a little house made of a few branches tied together on the barren windy plains. The latest camp statistics estimate 150,000 children of school going age in the Dadaab camps, with only a third of them currently accessing education.

Since his arrival, Nur has been determined to get an education and has been preparing himself in UNICEF's supported accelerated education programme – designed to fast-track new arrivals into the mainstream classrooms.

"So I came here and for now all I want to do is learn. Maybe in the future I can become a teacher," he says. Suguru Mizunoya, Chief of Education and Young People at UNICEF Kenya, underlines the importance of the preparation programme.

"In Somalia only one third of children are attending school," he explains. "For instance, the difference in the language for the new arrivals is a challenge, so the accelerated learning initiative is really necessary for a smooth transition into the education system."

At Illeys Primary school, which Nur has been attending for over a month, the student-teacher ratio is 168 to 1 with many children forced to learn outside in the heat and dust. In preparation for the new term, UNICEF has erected tents to cope with the increasing enrollment and has provided basic education materials.

"The school was established in 1992, when the first wave of refugees arrived in Dadaab, fleeing the civil war in Somalia. Currently it accommodates 4,036 pupils, 58 teachers in just 25 classrooms, despite the large student population.

Illeys is one of the two schools in Dagahley which is running an accelerated learning courtesy through a partnership between CARE International and UNICEF. It was identified as a centre for the accelerated learning as it is the nearest to the camp's outskirts where the vast majority of the new arrivals live.

One of Nur's favourite teachers is Hassad, who sees education as an important step in rebuilding the fractured refugee society. "Some of them (children) are stressed, some of them are traumatized, others are discriminated against, others are lost children. So they are confused," explains Hassad. "It is important to give them this education so they will understand the importance of their colleagues and the importance of society in general."

World Food Program provides an afterschool feeding programme to help the process along and UNHCR covers the cost of the incentives that the teachers like Hassad receive on weekly basis. The schools also provided vital opportunities to promote health and hygiene, as part of efforts to reduce the threat of disease outbreaks in the camps, and afford important protection for children amidst the mass of population now filling Dadaab.

Now that the new term has opened, Nur has been able to join the regular classes.

"Children went through very difficult times to arrive here and today is their first day of schools," says UNICEF's Mizunoya. "For me today is a very good day, almost like a celebration. Here is the place where their new life starts."

Nur is a fast learner and enjoys leading the class in song. His greatest hope is that somehow he can get a school uniform. "Since my father is dead and my mother is in Somalia, what I really need help with are clothes for school. 🏠"



Source: [www.youtube.com/watch?t=13&v=eM9M-3nFF94](https://www.youtube.com/watch?t=13&v=eM9M-3nFF94)



# SCHOOL AS A LIFELINE

*Print and cut out the task cards below, and distribute them among the students in your class.*

## Task



Go to YouTube. Search for the UNICEF clip using the phrase 'lifeline for children' or go to this URL:  
[www.youtube.com/watch?v=3K-PkholCoI](http://www.youtube.com/watch?v=3K-PkholCoI)



Watch the clip.  
**Focus on:** What are the **health** issues that can prevent children from getting an education? How are these overcome?



Discuss in your group and then report your findings back to the whole group.

## Task



Go to YouTube. Search for the UNICEF clip using the phrase 'lifeline for children' or go to this URL:  
[www.youtube.com/watch?v=3K-PkholCoI](http://www.youtube.com/watch?v=3K-PkholCoI)



Watch the clip.  
**Focus on:** What are the **overcrowding** issues facing these schools? Why are they happening? Are they expected to get better or worse? Why?



Discuss in your group and then report your findings back to the whole group.

## Task



Go to YouTube. Search for the UNICEF clip using the phrase 'lifeline for children' or go to this URL:  
[www.youtube.com/watch?v=3K-PkholCoI](http://www.youtube.com/watch?v=3K-PkholCoI)



Watch the clip.  
**Focus on:** What **resources** do these students and teachers have? Are there enough? Are there enough teachers? Why or why not?



Discuss in your group and then report your findings back to the whole group.

## Task



Go to YouTube. Search for the UNICEF clip using the phrase 'lifeline for children' or go to this URL:  
[www.youtube.com/watch?v=3K-PkholCoI](http://www.youtube.com/watch?v=3K-PkholCoI)



Watch the clip.  
**Focus on:** How do **schools** help the students? What do they provide? What do they teach?



Discuss in your group and then report your findings back to the whole group.







## Importance of education

Education is a fundamental human right. Every child is entitled to it. It is critical to our development as individuals and as societies, and it helps pave the way to a successful and productive future. When we ensure that children have access to a rights-based, quality education that is rooted in gender equality, we create a ripple effect of opportunity that impacts generations to come.

## What is the reality?

Globally, there **61 million children** who are not in school or who receive a sub-standard education. Two thirds of the **781 million** illiterate people in the world are women, making them markedly more disadvantaged than men. Without a quality education, a child is not likely to reach their full potential or be able to follow their dreams.

## What are the benefits of a quality education?

- Reduces poverty and disease
- Provides a foundation for sustainable development
- Increases gender equality
- Opens up employment opportunities
- Increases rights and involvement in decision making

People who are educated are better able to protect themselves from HIV and other sexually transmitted diseases. They have fewer children and they are more likely to send their children to school, creating generational change. They also earn more; every extra year of primary education boosts earnings by up to 10%. This in turn assists the economic growth of countries.

## How does UNICEF help?

UNICEF aims to bring quality education to the world's most disadvantaged children. It has a focus on gender equality to ensure that girls have the same opportunities as boys. The UNICEF programs are innovative and tailored to vulnerable communities.

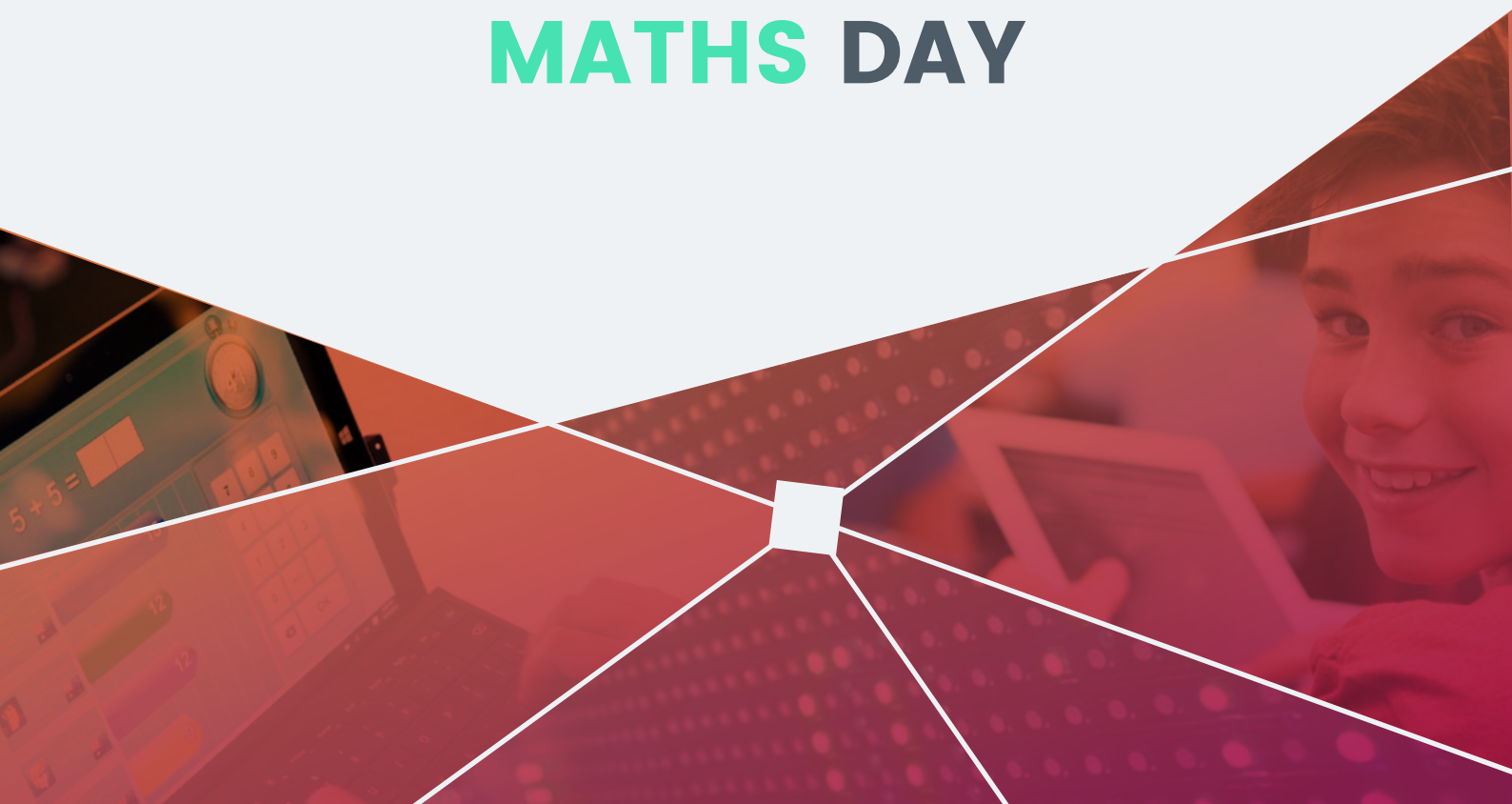
UNICEF works with a broad range of local, national and international partners to realise the educational and gender-equality goals established in the Millennium Declaration 6 and the Declaration on Education for All, and to bring about essential structural changes that are necessary to achieve social justice and equality for all.

Whether in times of crisis or periods of peace, in cities or remote villages, UNICEF is committed to providing quality education for all.

**Source:** UNICEF, [www.unicef.org/education/](http://www.unicef.org/education/)



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