

Barriers and Breakthroughs



Topic	Barriers and breakthroughs
Mapping	<p>Global Citizenship</p> <ul style="list-style-type: none"> Using images to ask questions and challenge stereotypes. Considering the complexities and multiple barriers to learning facing children living in remote areas of the world; Asking questions and critical thinking to consider the consequences of inequality in education and ask, what is inclusive education. <p>Geography</p> <ul style="list-style-type: none"> Investigating life in Sankhuwasabha region of Nepal; Exploring what people have in common as well as celebrating diversity; Applying learning to real world contexts.
Lesson objectives	<ul style="list-style-type: none"> To explore barriers to learning children like Kanchi encounter, and creative ways to access quality and inclusive education. To explore the consequences of an event or action in Kanchi's life. To learn about the realities of inclusive education from Kanchi. To question the global significance of local actions and events, and vice versa.
Activities	<p>Asking questions</p> <ul style="list-style-type: none"> What does the phrase 'barriers to learning mean? Can learners think of an example? How might this barrier become a breakthrough? What is inclusive education? <p>Intro</p> <ul style="list-style-type: none"> In this lesson, learners meet Kanchi from Sankhuwasabha region of eastern Nepal. They learn to read images, learn from Kanchi about the barriers to education facing girls in remote parts of the world, and how inclusive education can improve life for all.

Activities (continued)

Main

- Read Kanchi's story and watch Kanchi's film and discuss.
- Choose one of the images from Kanchi's story. Learners work in groups of three or four. Look at the photograph and discuss what they know about it, and what they would like to know. Write questions around the photograph e.g., Where is this place? What is happening? Learners could zoom into a part of the photograph and consider how this part connects to the whole; and how the whole connects to a different part. And/or learners could consider what may be beyond the photograph? What may have happened before the photograph was taken and what might happen afterwards, and why?
- Imagine people in Nepal learning about education in the USA, which photograph would learners choose to share with them and why? How might this photograph challenge possible stereotypes?
- What does inclusive education mean? UWS champions inclusive, innovative, and sustainable education. UWS lessons aim to bring happiness, knowing that our lives are all different and yet the same. Differences in gender, culture, class, nationality, religion, ethnicity, language, and status are celebrated as part of UWS's belief that every child can learn. See Kanchi's story for a fuller description.
- What barriers to inclusive education did Kanchi experience? In what ways has Kanchi's life gotten better since she has been attending UWS in Helabuwesi and why?
- In pairs, threes, or as a whole class, choose an event or action that Kanchi has been involved with, e.g., cutting grass in the fields; or going to a new UWS school in Helabuwesi.
- Write a consequence of this event or action. Add as many consequences as possible. For example: Kanchi doesn't have much time for studying; or Kanchi discovers she likes math.
- Consider the consequences of these consequences, and add to the list, and so on. For example: Kanchi continues to help on the farm; or Kanchi is able to help other learners with their math.
- Each item can be colored depending on whether it is a positive or negative consequence, or both.

Making connections

- In what ways do events or actions in Kanchi's life connect to learners' lives? How do learners' wheels raise questions about inclusion in their school? How might global actions and events affect people locally, and vice versa?

Whole Group

- Share with the whole class. Discuss how to learn more about these consequences. In what ways might learners help turn barriers into breakthroughs, or see breakthroughs in barriers, in their own lives and for children like Kanchi. Consider ways to sustain breakthroughs?

Stretch and support

A Letter to Kanchi

- Explore what is similar and different between learners' lives and Kanchi's life. What would they like to say to Kanchi?

Hopes and Dreams

- What are your hopes and dreams for Kanchi now and in her future?

Stretch and support (continued)	<p>Presence, Participation and Achievement - UWS's guiding principles</p> <ul style="list-style-type: none">• UWS is guided by inclusion to ensure the presence, participation, and achievement of all students. In groups, choose one of the following statements relating to inclusive education to create a list of positive consequences that result from United World Schools' beliefs about schooling.• Presence: We believe that all children have the right to a quality education and should have equal opportunity to access it; We recognize and try to reduce the barriers that exclude some children from attending school; We work with families and local communities to improve enrollment, attendance and retention.• Participation: We ensure all children are treated equally in every aspect of school life, including equal access for boys and girls; We ensure the safety of all children and empower them to speak out; We promote a positive ethos in schools, where differences between students are seen as opportunities to enrich learning, rather than as problems to be fixed.• Achievement: We teach children to read, write and count, focusing on life skills and social-emotional learning; We adapt teaching and learning to meet the different needs of students; We promote new ways of teaching that encourage student collaboration and choice.
Resources	<ul style="list-style-type: none">• Nepal Fact Sheet• Kanchi's Story – Case study article• Kanchi's video