Education looking at the impact of Covid 19 on Education

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| Subject | Teacher |
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Overview

Covid has shone a light on areas of inequality in the education system. In this lesson students will reflect on their learning experiences during covid and discuss learning experiences in a range of contexts. Students will go consider the impact of privilege in education and create their own privilege walk.

This lesson is designed for a TY group but could be adapted to suit any group of second level students. Differentiation would vary depending on the group and student’s needs.

The plan is for one 80 minute lesson or 2x40 minute lessons. Timings are a rough guide only and flexibility should be allowed for student discussion and interest.

Key words

Education, right, privilege, impact

| Phases | Content & Materials | Instructions |
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| Learning intentions | * Students will consider what education means to them individually. * Class will recognise the impact of privilege in education. * Students will critically consider their own privilege. * Class will discuss the impact of Covid on education in an Irish context. * Class will discuss the impact of Covid on education in an Irish context. * Class will consider barriers and supports to learning during Covid. * Class will create a privilege walk. | Set Up  Before class starts ensure that there is an open space prepare six posters; education, rights, and privilege x2 lines .  Abreviations  T – Teacher  S – Student  SS – Pairs  SSS – Small groups  SSSSS – Whole Class |
| Ice Breaker (5 mins) | Where in the world would you like to go on holiday?  Students will use the open space to create a ‘map’.  A map of the world will be displayed. | SSSSS will stand in an open space. A world map will be displayed.  T will introduce the activity [Imagine that this space is a map of the world (indicate north and south).  If you could go anywhere in the world on holiday where would you go? Stand in the place where that country would be on our map.]  S-SSS each student will say which country they would visit and give a short explanation  OR  S-S |
| What does it mean  (12 mins) | Introducing the learning intentions.  Brainstorming the key words: Education, privilege, right  There will be two lines of key word posters.  Timer. | T will introduce the topic and learning intentions.  T will introduce key words and explain the next activity.  SSS will work in groups of 6 groups of 5.  Each group will have 3 minutes to brainstorm each key word and write on the poster.  T will display a digital timer on the projector.  When the 3 minutes are up SSS will rotate to the next poster.  They will have 3 minutes to write on each poster.  S will return to their seats. |
| Education as a right  (8 mins) | Discussing the UN Convention on the Rights of the child.  Considering what students’ value in education.  PowerPoint.  Printed copy of the UNCRC will be available for students. | T will elicit information on rights and the UNCRC from S S S.  TSSSSS will discuss how the UNCRC links to education using slide with quotes as a promote.  S will write a short statement about ‘What education means to them’.  SS will discuss and compare their statements. T will remind SSSSS that the statements are individual and there is no single ‘right answer’. |
| Where in the world would you like to be educated?  (10 minS) | Repeating the ‘Where in the world’ activity from the start of the lesson with the question ‘Where in the world would you like to go to school?’  A map of the world will be displayed. | S S S S will be asked to explain their choices.  Students will be asked if the education system in their chosen country matches their statement from the previous exercise.  Why?  TSSSSS will discuss education in different parts of the world.  SSSSS will discuss if;  -people have the same access to education across the world.  -people have the same access to education across Ireland. |
| Education during covid  (20 mins) | Discussing the following in groups:  -Do you think that education changed during Covid?  -What did school look like in Ireland during Covid lockdown.  -What did school look like across the globe during Covid lockdown.  - What acted as barriers to education during covid?  -What supported learning during covid?  Read texts from UNICEF’s Keeping the world’s children learning through COVID-19  Working in small groups.  Filling in a ‘placemat’.  Feeding back to the class and comparing ideas.  PowerPoint  Posters  Markers  Photo prompts  UNICEFS Keeping the world’s children learning through COVID-19 | T will ask students to stand up if they think education changed during Covid lockdown.  SSS will work in small groups. Each group will have an A2 sheet and markers.  SSS will appoint a timekeeper, a note taker and a reporter.  SSS will create a poster using a PowerPoint slide as a template.  SSS will discuss their own experiences during Covid lockdown.  SSS will discuss different experiences within Ireland.  [T can give photo prompts if SSS are struggling.]  SSS will discuss experiences during Covid lockdown in other countries.  [T will hand out stories from UNICEF’s Article to prompt discussion.]  SSS will be asked to discuss barriers to learning during Covid  [T can prompt discussion with if the world were 100 people infographic, information about access to school books etc.]  SSS will discuss factors that aided learning during Covid lockdown.  [T can give photo prompts if SSS are struggling.]  Designated reporters will feedback from each group. |
| Privalage Walk  (20 Mins) | Watching video of TCD Privilege walk.  Looking at Privilege Walk questions.  Designing Privilege Walk focusing on learning during Covid lockdown.  PowerPoint  TCD Privilege Walk video  Sample Privilege Walk questions  Posters from previous activity | SSSS will watch the video of the TCD privilege walk and discuss their observations and opinions.  S will write a question for an ‘education during lockdown Privilege Walk’.  SSS will be put in new groups and appoint a timekeeper, a note taker and a reporter.  Each group will create a 10-question Privilege Walk.  T will combine the questions.  [If time allows: SSSSS will do a Privilege walk.] |
| Reflection  (5 Mins) | Students reflect individually.  Students share their reflections in small groups. | S will reflect on their learning individually.  SS will discuss their reflections. |
| Extension Activity | Create video of Privilege Walk  Organise school wide Privilege Walk  Research experience of education during lockdown during Covid across the globe and carry out a worldwide Privilege walk  Research ‘If the world was 100 people’  Create a class Convention on the rights of the child |  |

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| Requirements |  | Notes |
| * A large open space * A map of the world * Flip charts * Markers * Timer * Children’s version of the UN converntion of the rights * Photo prompts | * (Powerpoint and projector) * Printed copy of the UNCRC * Printed stories from UNICEF’s Keeping the world’s children learning through COVID-19 * If the world were 100 people website | This lesson could be adapted to look at the impact of Covid in other areas OR privilege in education. |