
Key Stage 2

Lesson 3

Learning Objective:

Investigate causes and effects of problems faced by children in parts of Kenya and Uganda

National Curriculum links:

Geography (PoS 1a, 1c, 2d, 6b)
English (speaking and listening)
PSHE (1a, 4b)

Resources:

- Irine and Clapton case studies
- Irine and Clapton photocards
- Problems at home and school table (for teacher's information)
- Problem jigsaw home and problem jigsaw school (cut these up for the children and put in an envelope)
- Problem cards (for Core and MA)
- Blank cause and effect diagram (for Core)

Starter:

- Ask pupils to work in pairs to read the case studies of Irine and Clapton. Ask them to highlight in one colour any problems that are mentioned to do with school and to highlight in a second colour any problems that are mentioned to do with life at home.
- Ask pupils to feed back to the class and complete a table on the board to show some of the problems children face at school and at home. Use the document '**Problems at home and school**' to help you to scaffold the children's thoughts and create a similar table from their ideas.

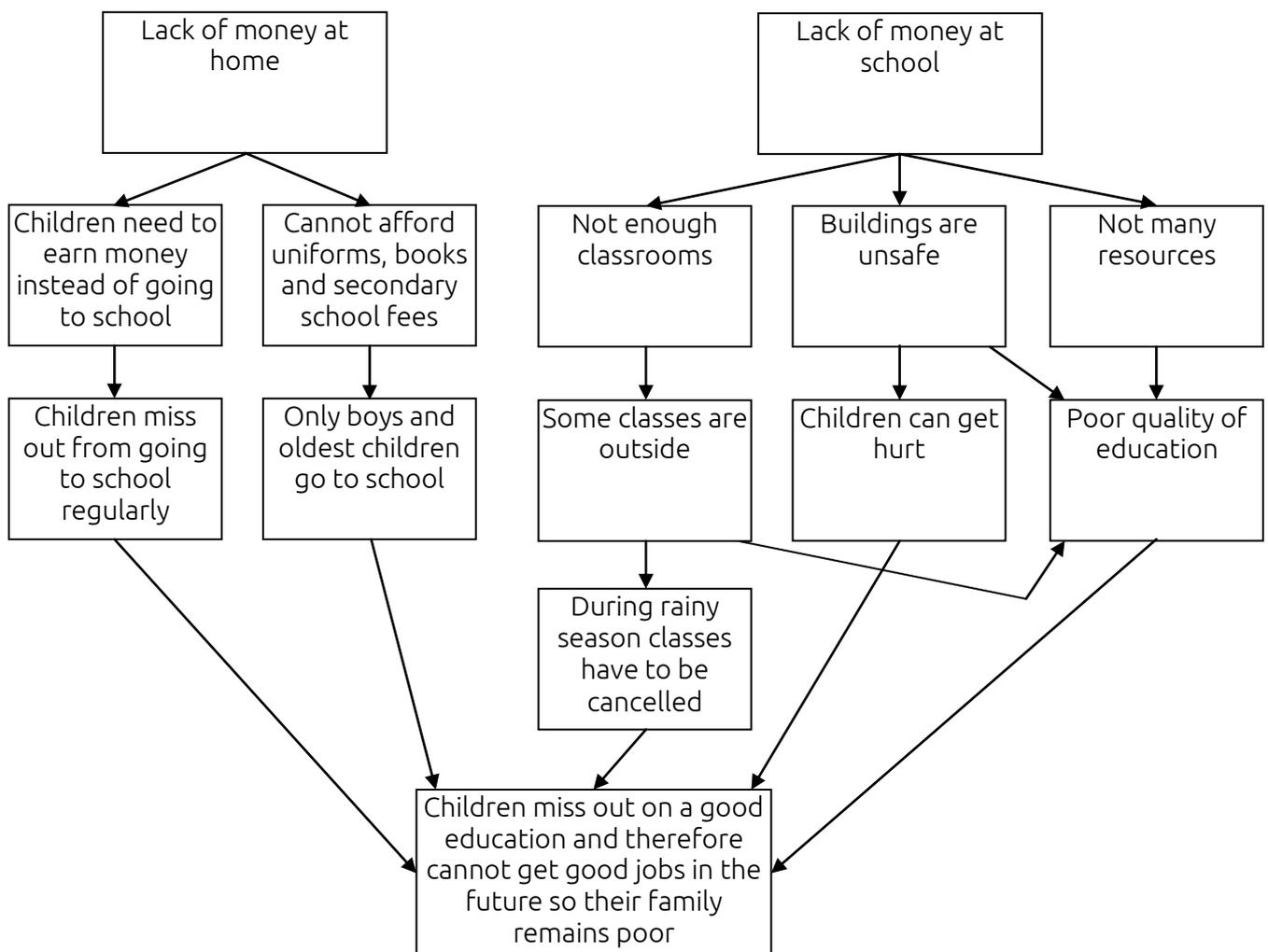
Main Activity:

- Use the table to stimulate discussion about how a lot of the problems come down to a lack of money at home and at school and consequently many of the problems are linked. Explain that problems at home directly affect the quality of education that children receive as well as their ability to go to school.
- Demonstrate the independent work by introducing a '**cause and effect diagram**'; take one of the problem cards as an example and show how it is possible to think about the effects of the problems using the information gathered in the table and in the case studies. Show how to record this by writing notes and linking them with arrows as shown below (under MA).

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Independent work

- LA** Ask pupils to work in pairs and provide each with an envelope of jigsaw pieces. Pupils work to put the jigsaw puzzles together with the 'problem' in the centre and the various effects of this problem around the edge. Encourage pupils to read the words on the puzzle pieces and discuss what they mean. When the puzzles are complete, challenge them to think of another effect of the problem that they can write it onto the blank jigsaw piece.
- Core** Ask pupils to work in pairs to create a **'cause and effect diagram'** using what they have learnt from reading the case study. Provide each pair with a blank diagram template. Ask pupils to take turns to take a problem card and write it in one of the boxes at the top of the diagram. Pupils then work together to discuss what two effects of this problem might be and write them onto the diagram. Challenge pupils to look for connections between the problems and to draw arrows across the diagram to show any they think of.
- MA** Ask pupils to work in pairs to create a **'cause and effect diagram'** using what they have learnt from reading the case study. Ask pupils to take turns to take a problem card and write this at the top of their page. Pupils then discuss what the effects of this problem might be and what further problems it could cause. They record their thoughts on the diagram using arrows and words, for example:



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Some pupils may start to make suggestions about how some problems are linked and that problems at home can affect school. They can show these links on their diagram using arrows.

Plenary:

Key Question: What is the overall outcome of these problems?

Discuss how each problem affects the quality of education that children receive. You may want to contrast the resources and school buildings with your own school's to remind pupils of the importance of looking after your resources and making the most of the opportunities they have for a good quality education.

Key Question: What might the outcome of a poor education be on a child's future?

Discuss how a good education is often needed in order to get a good job that will earn enough money to comfortably support a family in the future. Explain how without a good education a 'cycle of poverty' develops which can be very hard to escape.

Irine's Story



My name is Irine and I am 9 years old.

I love going to school because I want to be a nurse when I grow up so it will be very important for me to get a good education. But getting a good education is not always very easy. I feel very lucky to be able to go to school because some families cannot afford to send girls to school and only the boys are allowed to go. Even then a lot of families in my village are very poor and so they can't afford to buy the school uniform and books that you need!

I'm often tired by the time I get to school because I have been up early doing my chores as well as walking a long way to school. My job in the morning is to collect water. I have to walk for 20 minutes with a large container which I fill up from the borehole (a deep hole in the ground). It is very heavy as I carry it home. I also have to help my Mum to cook the breakfast over a fire for all the family; we eat porridge made out of a grain called millet. We all enjoy eating breakfast because we know we won't get any more food until the evening. Families around here are too poor to give children a packed lunch for school and schools cannot afford to provide school dinners. Sometimes children fall asleep in lessons because they are tired and hungry. Our school also doesn't have any water so cooking food would be very difficult. It's also not very hygienic because we can't wash our hands after the toilet. The toilets are my worst thing about school because we have to share them with the boys and there are only 4 of them for the whole school!

When I get to school I meet my friends in our classroom. It has a grass thatched roof supported by wooden poles but there are no walls. This means that when it is raining or windy our lessons get disrupted. The floor gets muddy very quickly. I would like to be in a proper classroom because then the rain cannot enter and it is warm. I have very bad handwriting because we are very cramped together in our classroom. It can be very hard to concentrate on lessons sometimes having so many people close together, feeling squashed and having the sun or rain beating down on us but I feel lucky to have the opportunity to learn and be at school.

Clapton's Story



My name is Clapton and I am 10 years old.

I am the eldest child in my family so my parents send me to school. My younger brothers and sisters are not so lucky because my family cannot afford to buy the uniforms and books for us all so they must stay at home. Sometimes though my family needs me to stay at home too, especially during harvest time when we need to cut the grain quickly. A lot of children miss school at harvest time. Families in my village are known as subsistence farmers, we need to grow and harvest grain in order that we have the food to survive. If it is a good harvest we sell some grain at the market, my parents can then use this money to pay for me to go to school.

I get up very early each morning to do my chores before school. My jobs are to tie up and feed the goats and chickens and then I have to walk to fetch water from the river which is far away. We eat porridge made out of maize for breakfast; I make the most of every mouthful because I know I'll feel hungry at school later because we don't have any dinner at school.

I walk to school and go to meet my friends in our classroom. We have a classroom without walls and if it rains we get wet or if it is windy the earth is blown up from the floor and covers our books. When I was in one of the younger classes we used to have our classroom outside under a tree because the school does not have enough classrooms for everyone, so at least this is better than that!

I enjoy coming to school but I don't always think that I learn very much. My teacher is very kind but she doesn't always know how to explain things. She told us that she loves being a teacher but she hasn't been able to get any training how to do her job. She only completed primary school herself as her family could not afford the fees for her to go to secondary school. I think this is a problem because if she can't get any training then how can she teach us properly? We don't even have textbooks to learn from because they are too expensive for the school to buy.



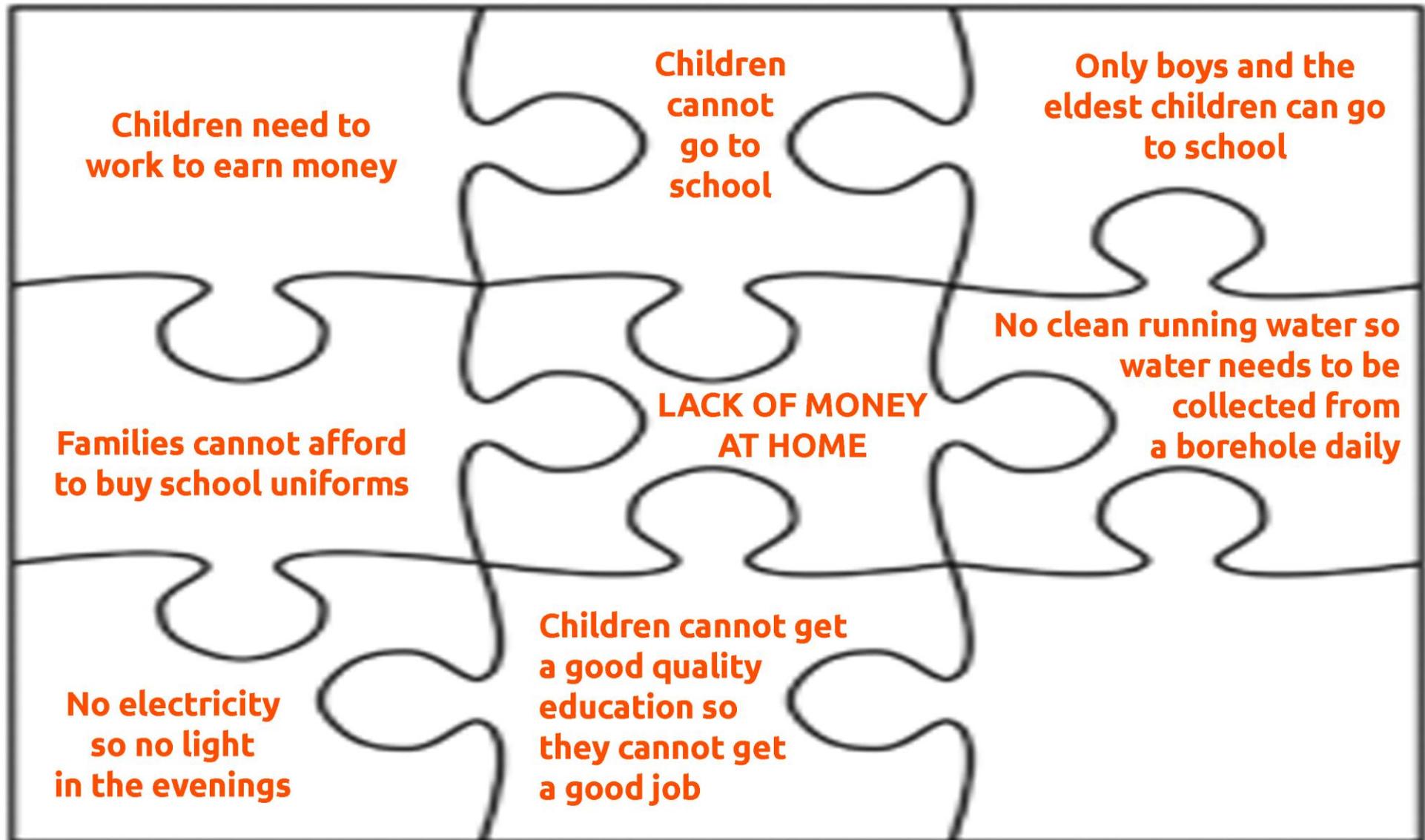
Irine

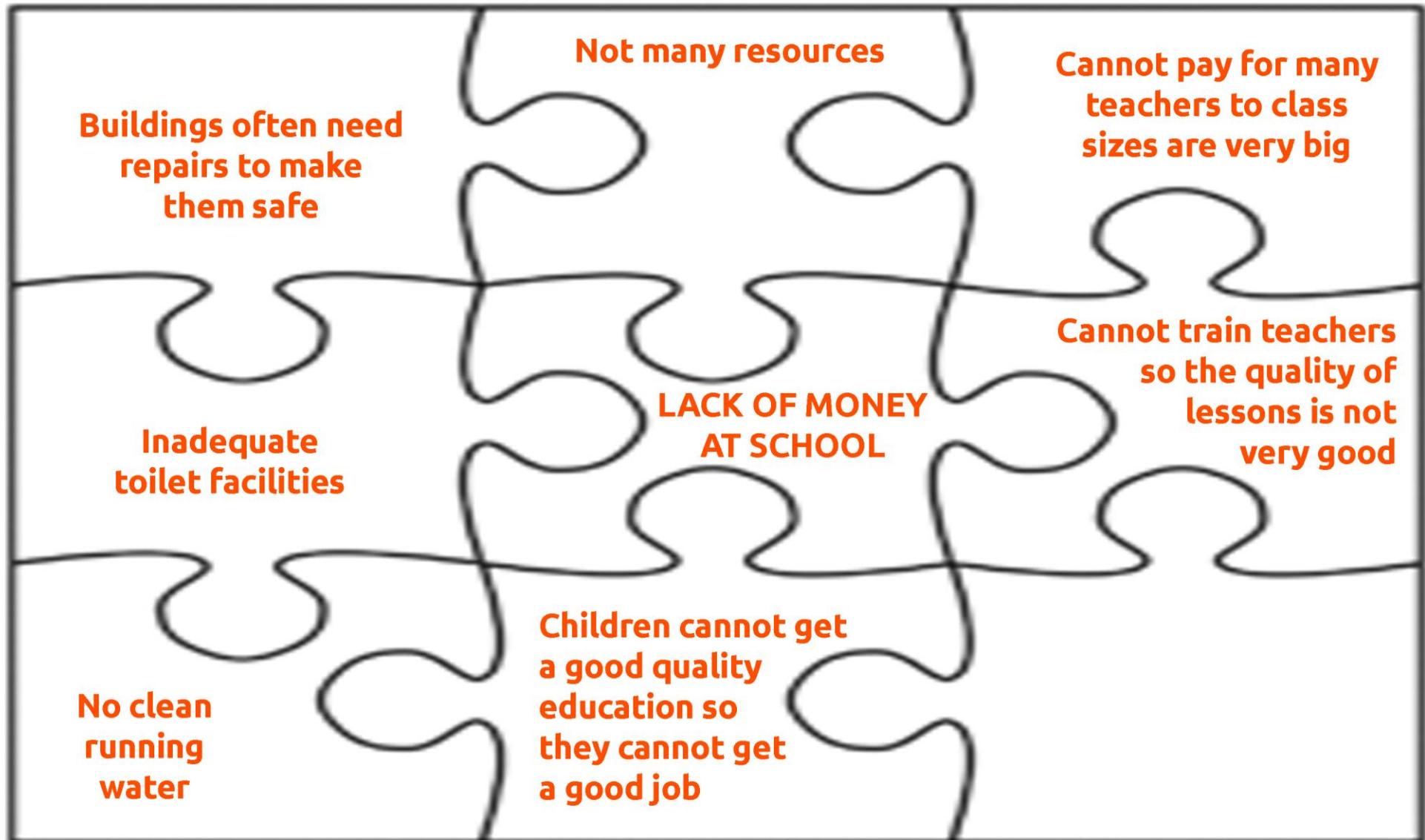


Clapton

A table showing some of the problems faced by children in parts of Kenya and Uganda

Problems at home	Problems at school
Lack of money to buy school uniforms and books (or to pay for secondary school fees)	Lack of enough classrooms so class sizes are very big or sometimes outside under a tree
If a family is very poor and there are lots of children then the boy's education will be prioritised	Lack of enough teachers especially in rural areas where there is often little accommodation provided
Need the children to work to make money for the family especially at harvest time	Teachers are not always trained and sometimes have not completed school themselves so the quality of teaching is not always very good
Some children need to stay at home to look after members of the family who are unwell	Lack of teaching resources
Lots of household chores need to be done in order for the family to survive and these all take a long time e.g. fetching water or fuel for a fire, cooking, feeding animals, tending crops	School buildings often need repairs and can be unsafe e.g. holes in the walls or roof
No electric lights so homework and chores need to be done under a lamp but fuel for the lamp is expensive	Lack of tables and chairs for children to work at so children sit on the floor (especially in younger classes)
Not enough money for food so children are hungry when they are at school	Lack of water on the school site which creates hygiene problems
	Inadequate toilet facilities





Lack of money at home	Not enough class rooms
Lack of water at home	Not enough teachers
No electricity at home	Not enough trained teachers
Lack of water at school	Lack of money at school

Primary Key Stage 2

Lesson 3: Cause and effect diagram

