



Activity 1: Education for all – Heads and tails

KS2, 60 minutes

Heads and tails

You could organise this activity in different ways. For example, working in groups, learners could be given all the case studies to read and discuss and then complete the 'Heads and tails' activity. Alternatively you could follow the example below which encourages learners to work in teams and find out and then share information from other groups.

Part 1

Learners work in six groups. Each group is given one case study and the Activity sheet 1a: '*Heads and tails*.' Their first task is read and discuss the case study and use the information to match up the 'head and tail' about this child on their activity sheet.

Part 2

In order to complete the remaining 'Heads and tails' learners could take it in turns to leave their group and find out information from another group. You could make this harder by letting them ask a limited number of questions. Each person then reports back to their group with the information they have found. Continue until each group has finished the task.

Part 3

As a whole class, think about the following:

- What have you learnt about the reasons why some children are either able or unable to go to school?
- What is the most surprising or interesting thing you have learnt?

Resources

Activity sheet 1: '*Heads and tails*'

Case studies:

Eduardo (Angola)
Mahder (Ethiopia)
Maua (Tanzania)
Namayani (Tanzania)
Neema (Tanzania)
Raheem (India)

Curriculum links

Primary curriculum

Citizenship key stage 2 – programme of study

Knowledge, skills and understanding
2a. to research, discuss and debate topical issues, problems and events

New primary curriculum

Historical, geographical and social understanding – programme of learning

Breadth of learning
4. explore issues of justice, rights and responsibilities in their own contexts and the wider world.

Essentials for learning and life

Learning and thinking skills

- **investigate**, asking relevant questions, identifying problems, analysing and judging the value of information and ideas, questioning assumptions.

Social skills

- work collaboratively towards common goals