



**Activity 3: My education plan for Mount Kilimanjaro Primary School**

**KS2, 120 minutes**

<b>My education plan for Mount Kilimanjaro Primary School</b>	<b>Resources</b>	<b>Curriculum links</b>
<p><b>Part 1</b> Learners work in groups on Activity sheet 3: <b>‘My education plan for Mount Kilimanjaro Primary School.’</b> You are the Headteacher of Mount Kilimanjaro Primary School in Tanzania. You have been given an additional budget of £5,000 by the Minister of Education to expand the school so that you can provide an education for 200 pupils in your area. Your task is to decide how to spend this budget taking into account the information you have been given on the activity sheet as well as what you have learnt from reading Baby’s story (in the previous activity).</p> <p><b>Part 2</b> Each group prepares a 2-3 minute report outlining how they have spent the £5,000 and why. Be as creative as you like with the format. The rest of the class represents the Ministry of Education, and puts the group in the ‘hot seat’.</p> <p><b>Part 3</b> As a whole class compare and contrast the way in which you decided to spend the money.</p> <ul style="list-style-type: none"> <li>• What was the most difficult decision you had to take?</li> <li>• Which group’s approach do you think might be the most effective?</li> <li>• Is there anything else you could ask the government to prioritise for the future which would help children get to school?</li> </ul>	<p>Activity sheet 3: ‘My education plan for Mount Kilimanjaro Primary School’</p> <p>Calculator</p>	<p><u>Citizenship key stage 2 – programme of study</u> Knowledge, skills and understanding 2a. to research, discuss and debate topical issues, problems and events</p> <p><b>New primary curriculum</b> <u>Historical, geographical and social understanding – programme of learning</u> <u>Breadth of learning</u> 4. explore issues of justice, rights and responsibilities in their own contexts and the wider world.</p> <p><u>Mathematical understanding – programme of learning</u> Breadth of learning 5. use mathematics to manage money, make sense of information, assess likelihood and risk, predict outcomes and construct reasoned arguments</p> <p><u>Essentials for learning and life</u> Numeracy 3. interpret and interrogate mathematical data in graphs, spreadsheets and diagrams, in order to draw inferences, recognise patterns and trends, and assess likelihood and risk 4. use mathematics to justify and support decisions and proposals, communicating accurately using mathematical language and conventions, symbols and diagrams.</p>