



## Teaching plan

### Summary

<b>School names</b>	Saint Steven Church School, Makó (Hungary) Kelly's Vocational Agricultural Secondary School, Hastings (Sierra Leone)
<b>Involved class(es) in Country A</b>	mixed
<b>Involved class(es) in Country B</b>	mixed
<b>Project title</b>	Physically Challenged – A Challenge for All
<b>Period</b>	1 <sup>st</sup> semester/ trimester (September – December 2013)
<b>Number of lessons</b>	10
<b>Overall description/educational goal</b>	<p>The main aim of the project was to start a discussion between various groups: children and adults, the abled and the disabled, the European and the African. All the activities were centered around the MDGs of the UN, especially MDG 1 and 2. We wanted to see how much poverty influences the lives of physically disabled children, what obstacles poverty may mean to them and also how much their primary school education can be improved.</p> <p>The topic of physical disability fits in the reality of the Sierra Leonian school because they have such students and physical disability is a real social problem. We found that this topic can be relevant in Hungary, too, just because of the lack of knowledge and limited number of encounters with this problem. We wanted to draw our students' attention to this problem, invite them to an extensive discussion on the topic. This way they had the chance to understand the African children and their everyday problems.</p> <p>The focus was on working against stereotypes and not to reinforce them. The Hungarian students should not simply feel sorry for the difficult situation and circumstances of the disabled children, but they should look at the resources, concentrate on and show these resources to the others. In this respect a great emphasize was put on how school can integrate the students with disabilities.</p>
<b>Subjects</b>	In Country A: English, project work  In Country B: agricultural science
<b>MDG links</b>	MDG 1 and MDG 2
<b>Curricular links</b>	In Country A: extra-curricular activity  In Country B: extra-curricular activity
<b>Ways of working</b>	Presentations, research (questionnaire, interviews), games, visual methods (photo, video), drama



**Process**

<b>First contact between students</b>			
Topic/lesson	Introduction		
Aim	The aim of this session was to introduce the topic itself to the students and also the partner country that is Sierra Leone.		
Timing	1 session (45 min.)		
Materials/links/resources needed	Camera; computer; Internet		
Steps-by-step methodology (concrete tasks, exercises)	<p>The students in Hungary listened to a presentation on Sierra Leone and the partner school, this way they could feel them closer. They showed great interest in the topic and the whole project. An introductory video was shot in which the students talked about Hungary, Makó and their school.</p> <p>Students in Sierra Leone were also presented the project and the partner school.</p>		
<b>Offline teaching</b>			
Topic/lesson	Disability		
Aim	To delve into the issue deeper and focusing on its local and global relevance		
Timing	1 session		
Materials/links/reources needed	Oral presentations; film (the Intouchables)		
Steps-by-step methodology (concrete tasks, exercises)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>In Hungary, students watched a film, titled The Intouchables, which - even though it presented a unique situation – proved to be a good start for the later discussion on the situation and problems of the physically disabled people. A special emphasize was put on the</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Students in Sierra Leone met a disability and inclusion consultant, who led a 30 minutes presentation on the local perception of Poliomyelitis, its causes and treatment. This was followed by a 25 minutes presentation on Poliomyelitis, its causes and treatment, and World Polio</p> </td> </tr> </table>	<p>In Hungary, students watched a film, titled The Intouchables, which - even though it presented a unique situation – proved to be a good start for the later discussion on the situation and problems of the physically disabled people. A special emphasize was put on the</p>	<p>Students in Sierra Leone met a disability and inclusion consultant, who led a 30 minutes presentation on the local perception of Poliomyelitis, its causes and treatment. This was followed by a 25 minutes presentation on Poliomyelitis, its causes and treatment, and World Polio</p>
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	financial situation of these people and how poverty can influence their equal rights.	Day ("4th October, 2013)  Students spent 15 minutes together in small groups and reflected on the new information.
<b>Individual / group work (student „research“)</b>		
Topic/lesson	Research on and with the disabled	
Aim	To ask about personal experience, and to investigate on different levels  To have first hand information on the experiences of the disabled people (especially young people and children)	
Timing	2 sessions	
Materials/links/reources needed	questionnaires; flyers, presentations, posters	
Steps-by-step methodology (concrete tasks, exercises)	In Hungary, a questionnaire on the topic was put together and done at home and among friends and neighbours.  Afterwards, the collected information was put together to see what it was like in various places. In groups the students discussed the results of their individual research. They came to a conclusion and created posters and PPT presentations on three issues (disability, polio and paraolimpics).	In Sierra Leone, a small leaflet on poliomyelitis was developed and distributed to all the students to take home to read. An assignment was also given to them. They were to go home to find out more on poliomyelitis and how it is affecting their communities
<b>Sharing results with partner school</b>		
Topic/lesson	Sharing the outcomes of individual and group work with the partner school	
Aim	To inform them about the situation in the country	

Timing	1 session (45 min)	
Materials/links/reources needed	Internet; computer;	
Steps-by-step methodology (concrete tasks, exercises)	Exchanging a written report with the partner teacher about what kind of activities have been realized.	
<b>Feedback</b>		
Topic/lesson	Feedback on the other country's results	
Aim	To give and get feedback and reflect on the situation in both countries	
Timing	1 session (45 min)	
Materials/links/reources needed	-	
Steps-by-step methodology (concrete tasks, exercises)	The results of the work done in Sierra Leone were not only discussed in small groups of children but they also appeared in the school newspaper. This way everybody got a broader view of the work done. Hungarian students could form an opinion.	
<b>Action</b>		
Topic/lesson	Hungary: Exchange with disabled children	Sierra Leone: Drama performance about polio
Aim	- To learn more about the lives of disabled children - To increase awareness about the resources they have	To increase the awareness of the whole school community
Timing	2 sessions	3 sessions
Materials/links/reources needed	Camera, sports equipment	Camera
Steps-by-step methodology (concrete	<u>„Action 1”. Visiting a school for disabled children.</u>	<u>The pre - ‘Action’. Group Work</u>

<p>tasks, exercises)</p>	<p>It was one of the most valuable and memorable activities during the project. The school in the nearby town could not accept more than 6 children so it was a real privilege to be able to take part in it. In the school the students had the opportunity to see the life of physically disabled children. They could also take part in some everyday activities and developing activities and they also had the chance to talk to them and gain real first hand information on their lives and problems they have to face. Returning to the school, the participating students shared their opinions and experiences with the others.</p> <p><u>„Action 2”. Sports day</u></p> <p>The next step was also very important for the success of this project. We invited some of these kids to our school to participate in a special sport competition. The aim of this activity was to bring these kids and their problems closer not only to the students taking part in the project but also to the whole school community. We wanted to increase awareness how valuable these people are. The sport day was a great success: unique both for the healthy as well as the disabled children.</p> <p><u>Evaluation. Making a film</u></p> <p>The film summarizes the students' findings, thoughts and ideas on the topics discussed during the sessions.</p>	<p>The students agreed to make a skit and present it to the whole senior school immediately after the school's daily devotion on the 24th October, 2013 (World Polio Day)</p> <p>Students went into 2 groups to develop 1 negative scenario and 1 positive scenario on how families respond to the onset of poliomyelitis</p> <p><u>The 'Action': Presentation of skit to the entire school on World Polio Day (24th October, 2013).</u></p> <p>2 skits presented to the whole school after the assembly for devotion at the start of the school day. A short talk on the challenges of poliomyelitis in the family followed given by one of the students with disability. The skits and the talk were recorded digitally on video</p> <p>A 10 minute question and answer session was done to answer questions from the audience</p> <p><u>Evaluation of the presentation</u></p> <p>1 evaluation session held with the 25 students to assess the skit and talk</p> <p><u>Other activities undertaken during this period included the annual school athletics meeting. The following activities were done:</u></p> <p>Each of the students with disabilities were paired with a friend to spend the day together</p> <p>A 100 meters race for wheelchair users was included in the programme</p>
<p><b>Closure</b></p>		

Topic/lesson	Evaluation; Dissemination
Aim	To see how much the students have learnt from the project; to see how much their opinions and understanding have changed
Timing	1 session (45 min.)
Materials/links/reources needed	Computer
Steps-by-step methodology (concrete tasks, exercises)	At the end the project the Hungarian students were asked to give feedback on the work done so far. All in all, they were all happy to be able to participate in this project. Some emphasized the outstanding opportunity of getting to know an African country, its school and children better. Others said that the topic was unique and added a lot to their personalities. The posters, presentations, photos, videos were sent to the partner school in Sierra Leone.