

# WORKSHOP: SEND ALL OUR FRIENDS TO SCHOOL

Age range: 11 - 14

Time: 50 – 60 minutes

## Outline

Children with disabilities face exclusion from school for a variety of complex and interrelated reasons. This workshop is based on interviews carried out in Vietnam in late 2013. Linh is seven years old and has suddenly been paralysed in one leg. She can no longer walk and risks dropping out of school. The workshop uses a *bricks and hammers* activity to identify the barriers Linh faces and the possible solutions. Ideas developed during the workshop can be used to write *Send All Our Friends to School* buddies.

## Learning Objectives

- To use case study evidence to identify barriers to education for children with disabilities and suggest solutions.
- To learn to 'read between the lines' and make well-considered conclusions.
- To evaluate how different factors combine to produce barriers to education.

## Learning Outcomes

- Identify and summarise the different barriers facing Linh as she progresses through school.
- Suggest practical solutions to the barriers.
- Use these solutions to draft 'buddy messages' for *Send All Our Friends to School*.

## Key Questions

- Vietnam has well resourced education and health services. Why then does Linh risk dropping out of school?
- Linh, her parents and her teachers all want to her stay in school. What needs to happen if specialised help is to be provided to support her?

## Resources

- Sheet 1: Introduction
- Sheet 2: Linh and school
- Sheet 3: Linh and the health service
- Sheet 4: Linh and her family
- Hammers (for the *Bricks and Hammers* activity)

## Key curricular links

### England

- KS 3 & 4 Citizenship (2014) – Purpose of study, aims, subject content.

### Wales

- ESDGC (Choices and Decisions) and PSE (Active Citizenship) – National Curriculum for Wales.

### Scotland

- Social Studies – Scottish Curriculum for Excellence.

**Starter activity (10 mins)**

Explain that this workshop is about the barriers to education experienced by children with disabilities and how these barriers can be overcome. It is based on a true case study.

Ask the group to stand up. Imagine they are suddenly paralysed in their right leg. They can stand on their left leg but cannot move or put any weight on their right leg.

Ask how easy it is to do simple tasks, such as sitting in a chair, standing up from sitting or moving to another desk. Remind the group to be careful not to hurt themselves as they try these activities.

Ask the group to think more broadly about what it would be like to live with this disability.

- What *physical barriers* would they face in attending school?
- How would their disability make them *feel*? How might these feelings affect their attitudes towards school? (For example, think about how they might feel when they saw their friends play at break time and they could no longer join in as before).

Finish the starter by telling the group that they now have some insight into the experiences of Linh from Vietnam. Her right leg suddenly became paralysed during the summer holiday.

**Main activity (20 - 30 mins)**

Context: Vietnam is classified as a Lower-middle-income country by the World Bank. It has improved education and health services for its citizens although challenges still remain. For example, the photo on Sheet 2 suggests a reasonably well resourced school.

1. The group is going to do a *bricks and hammers* activity. The activity is explained in the Get Global resource – see <http://bit.ly/N2rHpi> page 42. The *bricks* represent the barriers to education and the *hammers* represent the solutions to these barriers.  
First the young people should draw a brick wall on a piece of sugar paper. There are hammer templates provided with this resource.  
The young people should work in pairs or small groups. They should read the four resource sheets in turn and write as many separate barriers to education as they can identify on the bricks, one per brick.
2. Next the young people should think about the solutions to the barriers they have identified. Some of these may be suggested in the resource sheets and some will be decided by the young people based on the evidence. The young people should write the each solution on a hammer and attach their hammers to the relevant bricks.

**Plenary (10 mins)**

This activity is based on the case study of Linh, one of millions of children who have a disability. The plenary asks the young people to *generalise* from this one example.



To do this the group should finish by reviewing the solutions they have written on the *hammers* and provide feedback on the three most important solutions they think apply to the majority of children with a disability.

**Further ideas**

- The solutions young people decide upon could be used in *buddy messages* for the *Send All Our Friends to School* campaign

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