

Speak out for teachers

#OneBillionVoices

Duration: 3 sessions.

1st session: Levels 1 and 2. **2nd session:** Levels 3, 4 and 5. **3rd session:** Level 6.

Materials: The game will be played using a physical game board or a digital one (Genially).

- **1st session:** The materials for the first session are whatever the teachers and students decide to use to make a microphone or craft. Remember: It's important that the materials are recycled or reusable!
- **2nd session:** The materials for the second session will be detailed in levels 3, 4 and 5 of the game.
- **3rd session:** The materials for the third session will be specified in the "Get up and speak up!" activity where the students will create a news item.
- Board for printing in A3 format and game piece for each element.
- Puzzle.

Objectives: 1. To highlight the importance of the key role of teachers in education.

2. To learn about the reality of the differences existing between the situation of teachers in the global south and north.

3. To value the right to education as the pathway to other rights, as set forth in Agenda 2030-SDG4, with the goal of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

4. To generate critical awareness around educational inequalities and promote individual and collective mobilisation.

5. To create a news item for our channel to speak out with those #OneBillionVoices, in order to raise awareness among the general public regarding the importance of the key role teachers play, and access to quality education (SDG4). This activity can then be shared on the streets of your city or in your education centre.



Please note

This year we have prepared a game to help you work through GAWE (Global Action Week for Education), which is designed to be adaptable to you and your students' reality. This game features different levels that will allow you to do the full pack or just do the levels that you consider best suited to your classroom. If you find you don't have time to get through everything, **don't worry**, there are more options. You might even come up with a better combination of your own!

We're here to adapt. We've learned a lot about that lately, so we're proposing that you:

Work all the game levels: Full proposal developed in this PDF to be conducted over three sessions. Continue reading overleaf (First, the rules of the game-Instructions for teachers).

Choose which levels to play (Ladder element used to go from one level to another). Continue reading overleaf (First, the rules of the game-Instructions for teachers).

Go directly to the mobilisation activity (Last level in all proposals). In this case, you won't be using the game board, instead you'll be going directly to the proposal, which is to develop a newspaper piece after some prior awareness raising.

Levels 1 and 2: Get Motivactivated! and craft

It's important in all the options that you read the first level to your students to give them context and motivation for what you're about to propose, and it only takes 5 minutes. For the craft we propose an artistic activity that you'll be able to develop across the board in other subjects.

The idea is that the creative product will be useful later for the activity in level 6. If you don't have time to do it, take the ladder from annex 3 and jump with your students to awareness levels 3, 4, and 5.

Levels 3, 4 and 5: Global connection and teacher figure

Here you can also choose what levels you want to work, use the ladder form Annex 3 to skip whichever one you want. These are the awareness-raising levels for students on this year's theme: **The role of teachers in achieving quality education.**

Level 6: Mobilise and speak out!

This is the culmination and we think it's important; it's the product we'll be using to speak out with and what we'll bring to the mobilisation event held either at our school or on the streets. In this case, it's a **newspaper piece.**

If you go straight to that level, we propose that you read the introductory document for context, and invite the students to reflect by posing the questions included at the end of levels 3 and the kahoot in Annex 8.



First, the rules of the game

Instructions for teachers

We present the Didactic Units proposal for GAVE 2022, which are based on a board game! **In this activity, students have to complete a series of different levels** in which they are presented with different dynamics relating to our central theme, **ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4)**, and the theme of GAVE 2022, **the key role of teachers**, under the slogan #OneBillionVoices.

To play, you will find a **printable game board** in Annex 1, however, there is also a more dynamic online version available on Genially, via the following link: <https://acortar.link/JyMjxA>. With each level the students complete, the whole class will receive one of the 6 puzzle pieces you can find in Annex 2, until they reach the final level and complete the puzzle.

Each of these pieces will enable them to create the thing that's necessary for teachers to speak out, like cracking a code they need to move forward.

When all the puzzle pieces come together, **they form a microphone, which is the symbol of this year's theme.**

The microphone represents giving a voice to teachers, who are a key part of the student education process and who last year spoke out in defence of the right to education of the 1.5 billion children and youths who were unable to attend school during the pandemic, taking into account that there regions where schools still remain closed.

In this second cycle primary stage (news), the puzzle pieces presented are the ones that feature a part of the microphone and each piece also has a capital W, for the 6 Ws that represent the journalistic techniques used to create a news item as objective, critical and thorough journalists, which is what the students are intended to become as they play this game.

The puzzle pieces are specified as follows:

Level 1: Get Motivated!

Delivery of piece 1: **W Who.** The people featured in the reality we're going to describe, the teachers.

Level 2: Craft

Delivery of piece 2: **W What.** Ideas, actions, events... what I want to tell about the reality we're describing.

Level 3: Global Connection

Delivery of piece 3: **W Where.** Space or place where the reality we're describing takes place.

Level 4: Global Connection

Delivery of piece 4: **W When.** Specific timeline of the reality we're describing.

Level 5: Teacher silhouette

Delivery of piece 5: **W Why.** Reasons, causes and background explaining the reality we're describing.

Level 6: Mobilise and speak out!

Delivery of piece 6: **W How.** Circumstances in which the reality we're describing takes place.

There are 5 different game boards for each educational stage (infants, junior cycle primary, middle cycle primary, senior cycle primary, secondary and adult) and each one will be tackled through a different communication medium.

The dynamics proposed for each medium of communication are devised based on the level of education and the learning process of the students of

that age, but if you prefer to work in another medium, just adapt the proposed dynamics accordingly.

The media are as follows:



Infants
Lipdub



Junior cycle
primary
Televisión



Middle cycle
primary
Newspaper



Senior cycle
primary
Podcast



Secondary
and adults
Advocacy video

This year, we are working through **media and networks** because these are important educational channels and have a significant influence on education.

They will help us give a voice to students, teachers and society about the key role of teachers in the education process.

We receive information, we analyse it and learn from it, we also grow our experience in the world and gradually change our social and cultural values and, thus, this media function can contribute to the homogenisation of society to a uniform thought or lifestyle, or it can be the complete opposite.

The media keeps the citizens informed from different perspectives and, to a great extent, contributes to maintaining our society's democracy, conveying political and social justice information inside and outside our borders.

At the same time, media can facilitate relations between families, friends and acquaintances (we chat, share experiences with others on social media, we watch TV, we go to the cinema, we discuss certain shows...)

This activity aims to promote a global connection in order to learn about other realities and shine a light on

the key role of teachers. The structure of the game is divided into 3 sessions, conducted as follows:

First session

The first session works through Level 1, which contains the game instructions and Level 2, which proposes the creation of a craft, which will be used for the Final Level: Mobilise and speak out!

So, we propose that Level 2 be conducted outside the standard classroom, in an arts and crafts class or similar subject, and in a space the teacher deems suitable, in order **to get other teachers involved in GAWE 2022**, or even set it as a homework assignment, to get the families involved

Please note that for the craft (level 2), the teacher will have to prepare the materials in advance.

Second session

The second session will address Levels 3, 4 and 5. These levels contain different activities that will help students to learn and reflect on the importance of SDG4. Specifically, the role of teachers in the achievement of **the right to a quality education**.

These levels will promote Transformational Education for Global Citizenship (TEGC) focusing on the right to education.

Third session

The third session will address Level 6, referred to as... Mobilise and speak out! This level is where the game culminates, proposing the creation of media content suitable for each educational level. Thus, students will be asked to write a news item about the subject of **the key role of teachers in achieving SDG4**.

Remember, the first annex of the Didactic Units contains a game board you can use to play the game, and we have prepared a more dynamic online version on the Genially platform, which can be used as an interactive board game projected in the classroom.

Follow this link: <https://acortar.link/JyMjxA>. If you decide to print the board (in A3 size), in Annex 3, you will find cut-and-paste game pieces that you can use to go from level to level.

Remember to print on recycled paper to minimise our impact on the environment.





Level 1: Get Motivactivated!

Time: 5 minutes.

Materials: Board, puzzle piece 1 and introductory text to be read in class.

GAWE is here once again: **Global Action Week for Education**, in which we invite you to take a stand for education. We're counting on you because we believe in education as a tool for changing the world.

Last year, in the #OneBillionVoices campaign, we spoke out on behalf of the 1.5 billion children and youths all over the world whose right to education was affected. Teachers in the different countries across the world have spent the last two years watching how the barriers preventing inclusive, equitable, quality education from being a reality for all have grown and multiplied... and yet this has not stopped them. They have reinvented themselves to continue fighting every day, giving voice to the different realities, trying to remedy the gaps and inequalities that, although already present, have been brought to the surface and amplified by the pandemic.

That is to say, they have cried out with all of their might in defence of the right to Education, to the point that, today, our teachers have lost their voices and need us more than ever. **Will you help them to get their voices back?**

In this game, you will find different levels, each one posing different challenges, reflections and dynamics that will test your creativity... only when you successfully complete each challenge as a team will you obtain a puzzle piece. Hold on to all of them, you'll need them to give voice back to the teachers of the world! But... just a minute... How are we going to make sure those voices are truly heard all over the world?

I have an idea! We'll become journalists and through the newspaper piece we're going to write, we'll be able to defend the right to education and show that teachers play a key role in guaranteeing an inclusive, equitable, quality education and promoting lifelong learning for all.

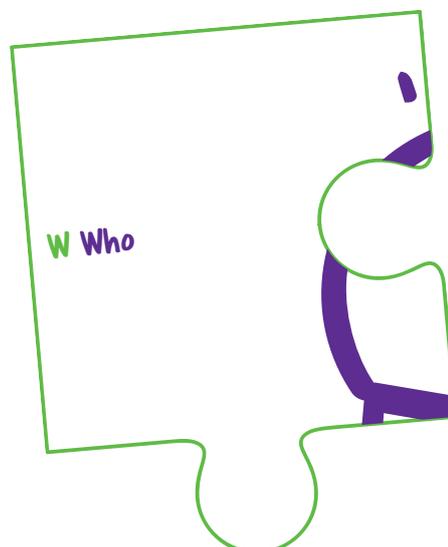
Let's get to work. There's no time to lose! Everyone on your marks, the game is about to begin and we can do it as a team!

To get the first puzzle piece, you will have to answer the following questions.

- Who are we speaking out for this year?
- Can you think of the most important things needed to ensure an equitable, fair, quality education?

After the explanation is finished and the two questions are answered, level 1 will be complete! The first puzzle piece will be handed over.

This piece features a part of the microphone and W for Who: The people featured in the reality we're going to describe, the teachers. The teachers will stress the importance of the reality we are going to portray and will consistently encourage the students to act as critical, objective and thorough journalists throughout the game.





Level 2: Craft

Recycled paper or coffee-stained parchment

Time: 40 minutes.

Materials: Board, puzzle piece 2, bucket of water, skimmer, liquidiser, blender, old newspapers, used paper, old sheet.

This level will prepare us for the final level, the proposal **to be journalists and write our own news item**. But how will they write a news item without materials? To successfully complete Level 2, students will have to turn their hand to a craft, the results of which will be used later in the development of Level 6: Mobilise and speak out!

The craft will be **to make recycled paper** in a fun and dynamic way. Check out the YouTube link below for help developing the activity: <https://www.youtube.com/watch?v=14bYs9DDQHg> (Reference: ExpCaseros 4: 24 minutes)

The aim is to create sheets of recycled paper in groups and when the sheets have dried, they will be used to write the news items in groups during class.

Making recycled paper

The idea will be very simple and should be developed if possible during the class time allotted for arts and crafts, or any other suitable period, and in a space the teacher deems appropriate. Students will be given the opportunity to create the necessary material for the recycled paper newspaper piece. If it's not possible to involve other classrooms in the centre, it may also be an option to set this as a homework assignment to do with the family.

This will be used as the front page of our newspaper, where **we will add the headline and news piece we want to put out into the world on the topic of the key role of teachers** and their fundamental work towards achieving inclusive, equitable, quality education for all, all over the world.

Making coffee-stained parchment

We also propose the option of making coffee-stained parchment, as a group activity. This is done using old, used paper (leftover photocopies or pages used on one side). It's important that the other side is usable, since that's where the news item will be written.

To get the parchment effect and give an antique look to our newspaper, we'll crumple the sheet up into a ball and then flatten it back out. The next step will be to dip

cotton wool into coffee and dab it on the creases left after flattening out the page. Once its dry, our parchment will be ready for our newspaper piece. Materials: Coffee, used paper, cotton wool.

Regarding materials, GAWE firmly believes in fulfilling all the SDGs and SDG4 relates to the right to a quality education.

Thus, we believe that to comply with all the SDGs, **it is necessary to educate the students on the value of sustainability**, which is why the craft should be carried out with recycled or reusable materials, and remember that **by defending education, we also sustain the world**!).

In all of this, we must not lose sight of the fact that the aim of this craft is to show the world that students, too, can mobilise in favour of inclusive, equitable, quality education for all, all over the world (SDG4), which is why it will be put on display at the Main Event held as part of Global Action Week for Education, set to take place on the last week of April 2022.

After the craft is concluded, level 2 will be complete! The second puzzle piece will be handed over.

This piece features a part of the microphone and W for What: Ideas, actions, events... what I want to say about the reality we're describing. The teachers will stress the importance of the reality we are going to portray and will consistently encourage the students to act as critical, objective and thorough journalists throughout the game.

Let's
make a
newspaper!





Level 3: Global connection

Time: 15 minutes.

Materials: Board, puzzle piece 3, note, news, recycled paper for commonalities and differences, photograph, tablets.

The teacher arrives into the classroom and tells the students that today, when they left home, they found this note on the doormat, alongside this news piece. The teacher asks: Would you like me to read it? The class responds: Yeeesssssss. The note for the teacher to read to the class can be found in Annex 4.

Using this news piece (Annex 5: A teacher's story: Miriam Cabeza), the students will collaborate with the teacher to do some **"investigative work"** and discover what country the letter came from.

Before reading, each student, working individually, will write down on a sheet the commonalities and differences they find with their own teachers (words, emotions, phrases and ideas about the news item on Miriam Cabeza).

Step 1: What was Miriam's experience like?

Once the teacher finishes reading the news item, the whole class (even if separated into groups for step two), will share the points that stood out to them, what Miriam did at her school, and how that is different from their own experience, as they jotted down on the "commonalities and differences" sheet.

The idea is **to showcase the work of teachers**, and so the class teacher will ask what the students would highlight about their teachers both during the pandemic and during this school year. With these observations, we will try to draw connections between the difficulties teachers face and the difficulties of accessing education and SDG4. And we will discuss the key role of teachers, not just in emergency situations, but in their daily educating work. And if *¿Miriam had not walked to her students' houses to bring them their assignments, what education level would those students have after two years of pandemic?... Class reflection.*

The students will be shown a projected photo of teacher Miriam (Annex 6).

Step 2: In what country is the school in which Miriam works?

Now we know a little more about Miriam and the mother of one of her students, with the photo we just projected. Where do you think this news story comes from? The students will suggest countries. We will remind them

that we have another clue: The headline of the news item said that the students were from Apurimac. Does anyone know where Apurimac is?

With this information, like good investigative journalists, we can consult our tablets to see where is Apurimac, and find out that it's in Peru.

This game will help the children get a more in-depth knowledge of other cultures and different ways of life to their own, from a comprehensive and global viewpoint, with their riches and their shortages, to be able to exercise the right to quality education and be capable of putting themselves in the shoes of a person who lives in another country, in this case, Peru.

Step 3: A little information about Peru and education?

Now that we have identified the country in which Miriam lives, the teacher will explain some unknown and interesting facts about life there, and also do a small research task on the reality of education in Peru (see additional information in Annex 7). At this moment in time, schools in Peru remain closed due to the pandemic.

Other questions teachers may wish to use for discussion here:

- What is the school like and the education shown there? Is it like ours? Why? What is the teacher like? What might that class be like?
- What do they teach? What is/are the teacher(s) like?
- What are the students like? What materials do they use? What activities do they do?

After the activity is concluded, level 3 will be complete! The third puzzle piece will be handed over.

This piece features a part of the microphone and W for Where: Space or place where the reality we're describing takes place. The teachers will stress the importance of the reality we are going to portray and will consistently encourage the students to act as critical, objective and thorough journalists throughout the game.



Level 4 Global Connection

Time: 10 minutes.

Materials: Board, puzzle piece, Kahoot, tablets, coloured cards.

This level **analyses the situation of teachers in different realities.**

We will work through the questions the teachers put up on the board, in Kahoot or card format.

The activity will be done in the same groups as the previous activity.

Using Kahoot

Each teacher will have to create a Kahoot if they want to do it this way. Annex 8 contains the questions and answers proposed, with correct answers marked in green. A series of questions will be displayed with 4 multiple choice answers for each one, and students must guess which one is correct.

In Kahoot, the groups must give the answer they think is correct within minutes, and then there will be discussion time, after each question. If one group got the answer right, they will explain to the rest of the class why it's correct and help the whole class learn.

The idea is to **strengthen knowledge and learning, not to competitiveness** -this way we all win.

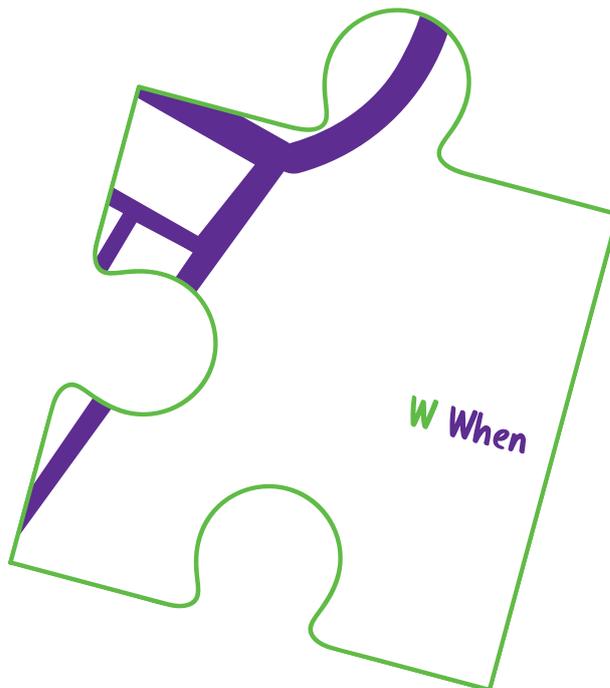
Using cards

If there is no internet connection, the Kahoot questions can be found in Annex 8. In this case, the teacher should project the questions and their 4 possible answers on the board, or write them up on the blackboard, and the students will answer in groups using coloured cards (the teacher will indicate which answer corresponds to which colour), by raising the correct coloured card in response to each question.

Each response can be a different colour (green, blue, yellow or red, like in Kahoot).

After the activity is concluded, level 4 will be complete! The fourth puzzle piece will be handed over.

This piece features a part of the microphone and W for When: Specific timeline of the reality we're describing. The teachers will stress the importance of the reality we are going to portray and will consistently encourage the students to act as critical, objective and thorough journalists throughout the game.





Level 5: Teacher silhouette

Time: 15 minutes.

Materials: Game board, puzzle piece 5, roll of paper (for painting the silhouette), pens and markers, paints and related items.

This time, the students will be asked to draw the outline of the teacher on the rolled out paper. Annex 9 includes an example of a teacher silhouette.

The students will draw a silhouette of their teacher (the teacher can lie on the floor and have them draw their outline), and the students will then write and classify some associated words, drawings, emojis... (whatever is suitable for their age) on **what characteristics teachers should have to play their key role in education;** especially to guarantee the right to equitable, quality education for all (SDG4). The silhouette will be split into 4 different zones that will each represent different ideas, so students should be split into 4 groups in the classroom, each given one of 4 different symbols (Annex 10). Annex 11 contains a news item that can help you pinpoint these characteristics and Annex 12 provides a series of illustrations associated to each of the groups listed below.



Surroundings Zone

Around the silhouette (outside the outline, making reference to the teacher's context/ surroundings), all the characteristics that a teacher's context should have to guarantee they can fulfil their key role in education (Annex 13: Decalogue provides prompts). Students will be given a **symbol of the world.**



Emotions Zone

In the heart area of the silhouette, we will represent the emotional skills a teacher needs to successfully embrace their role key role in education. Students will be given a **symbol of a heart.**



Knowledge Zone

In the brain area of the silhouette, we will represent the knowledge a teacher needs to successfully fulfil their role key role in education. Students will be given a **symbol of a light bulb.**



Actions Zone

In the hands area of the silhouette, we will represent the actions a teacher should take to successfully fulfil their role key role in education. Students will be given a **symbol of a pair of hands.**

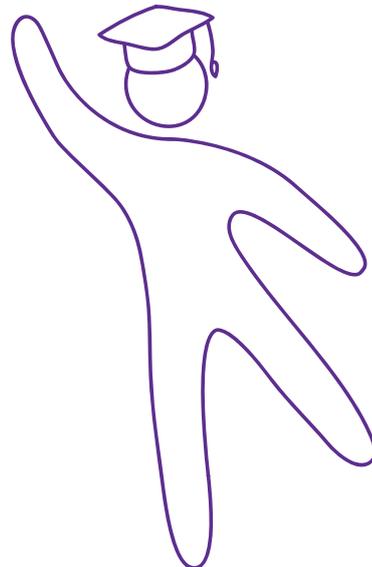
Each group will explain their reflections to the rest of the class while illustrating them on the silhouette and attaching the symbols on the key zones.

The teachers will explain to the students that, in order to have all these characteristics, it is essential to guarantee SDG4, inclusive, equitable, quality education, and its funding. For this purpose, we encourage the teachers to explain the needs they have, sharing their own experience.

Lastly, **we will make use of all the work carried out during the activity and display it to the whole centre!**

We will take the paper silhouettes and all the brainstormed ideas and hang them up in a visible place in the centre, such as the corridor or main entrance. In this way, the needs of the teachers will reach many and we will give visibility to the GAWE, helping achieve SDG4! We can also put on display the microphones the students obtained when they successfully completed each of the different activities.

After the silhouette activity is concluded, level 5 will be complete! The fifth puzzle piece will be handed over.



This piece features a part of the microphone and W for Why: reasons, causes and background

explaining the reality we're describing. The teachers will stress the importance of the reality we are going to portray and will consistently encourage the students to act as critical, objective and thorough journalists throughout the game.



Level 6:

Mobilise and speak out!

Time: Full session.

Materials: Board, puzzle piece 6, pens, recycled paper, paints, markers.

We've reached the final activity! but you still need the final puzzle piece to find out what the GAWE 2022 symbol is. Do you know what the last W you need is if you want to report like a real journalist? Actually, this word doesn't begin with a W, but it ends in one. What could be missing to complete the journalist skills list with all the other Ws? The students will shout out ideas until they reach the conclusion that the W is from the word HOW.

Reaching the end of this game means that the students have been able to successfully complete each level, working cooperatively, thereby gaining knowledge around the key role of teachers and the right to inclusive, equitable, quality education (SDG4). **So, it's time for the students to mobilise and put all they have learned into practice.** In the next suggested production activity, students and teachers will use the media to speak out for education and particularly the figure of the teacher.

Teachers will hand over the last puzzle piece, with the **W of HoW: Circumstances in which the reality we're describing takes place.** The teachers will stress the importance of the reality we are going to portray and will consistently encourage the students to act as critical, objective and thorough journalists throughout the game.

Remember that news informs, questions and challenges, and each W will give you clues. Do it well! Now that we have all the Ws, the teachers will recap each W to help the students work on creating a headline and a news piece.

To conduct the final activity, **students will be asked to develop a newspaper piece!**

The teacher will tell them they have to make a newspaper piece that they will then photograph or photocopy and place it in an envelope addressed to: Globe-trotting Journalist) and leave on the doormat at the entrance to the school or in the letterbox so that the globe-trotting journalist (who left the news item about Miriam on the teacher's doormat in Level 2) can continue with their investigation, bringing our news to other schools around the world so that they can learn about the reality of our school and the key role teachers play.

The aim of the headline and the news item is to raise public awareness around the key role of teachers, the

difficulties they may encounter and the importance of everyone all over the world having access to inclusive, equitable, quality education (SDG4). The activity is free form and can be conducted however the teachers and students prefer, but here are some ideas to guide the session: **The central theme will be the key role of teachers and the right to an inclusive, equitable, quality education (SDG4).**

The work will be done in groups and each group will write a different news piece with its own headline; reflecting everything they have learned about the key role of teachers throughout this game and discuss the learnings and teachings of the different teachers who have impacted them as individuals and as a group. The teacher silhouette (level 4) will be present in the classroom to provide ideas for writing their news piece.

Questions the teacher can pose to the class to prompt preliminary reflection among the groups:

- Is there any teacher you have a special memory of? Why?
- If you could write a headline about teachers or education, what would it be? What is the most important thing about a teacher: their likes, hobbies, studies, knowledge, values, emotions? What would you highlight about your teachers? What things do you think could be improved about school?
- Imagine one day you come to school and the teacher's not there, but there's no one to replace them. What would you do? And if this happened day after day... all year long? Would you like it? Why?

During this discussion, we will highlight the diversity of teachers and the importance that teachers are always well trained and motivated, have the necessary material and resources and good working conditions to be able **to provide quality education, in a healthy and peaceful setting.** We will also point out their experience as well as the emotional support they provide for students.

To achieve this reality, political commitment and budgets that are in alignment with the needs of each region are fundamental to accomplishing Agenda 2030 and ensuring no child is left without access to quality education.

As discussed earlier, in order to develop the activity we will gather up the puzzle pieces we have obtained in each level representing the key Ws for journalistic reporting.

Developing the news item in groups:

1 The class is divided up into groups of 6 collaborators, with each one taking responsibility for a specific task. Each group will be made into a mini newspaper editing room:

- Person 1: Define the headline.
- Person 2: Respond to the **Who**: What teacher will we write about? Will we invent a name?
- Person 3: Respond to the **What**: What traits does a teacher have to have? (we can use the level 4 silhouette for reference)
- Person 4: Respond to the **When** and **Where**: Have there been changes in the school over the years? Where is the teacher we're featuring from? Describe the school they teach in. What is it like? What's the school building like? What materials are in the classroom? How many students are in the class?...
- Person 5: Respond to the **Why**: Why do we need teachers at school? Could we come to school without teachers?
- Person 6 : Respond to the **How**: How can we achieve inclusive, equitable, quality education for all, all over the world (SDG4)?

2 To respond to the different Ws, students can resolve doubts by holding interviews with their class teacher or other teachers in the school.

To get even more into the role of global reporters, they can use a microphone, if the school has one, to conduct interviews like real reporters.

3 Once they have a draft headline and news piece it's time to transfer it onto the recycled paper (Level 2: craft). One member of each group will transcribe everything they want to include in the news item while the rest of the group shares the conclusions of the investigation with the rest of the class. There should be enough recycled paper for each group writing up a news piece.

4 At the end of the session, a photo or photocopy will be taken of each group's piece to leave them on the doormat or in the letterbox in an envelope addressed to the globe-trotting journalist, since they have to travel light. And so, we can bring the news pieces created to the Main Event run at the centre or organised in your city.

5 The news piece created by the students can be uploaded to any online platform, such as the website

and social media accounts of the centre, so that other centres, families and interested parties can view them.

6 If the centre has a YouTube channel, radio, magazine, journal or similar platform, the programme can be shared there during GAWÉ.

7 You can also share it with GAWÉ

info@cme-espana.org. Please note that, in order to publish and share images, videos or other materials featuring students, it is essential that consent be duly obtained. All indications in this regard are set forth in Annex 14.

Lastly, we must not forget that GAWÉ is being held in the last week of April! This would be the ideal time to

upload the news item created to the school website and social media accounts with the hashtag #OneBillionVoices and make the biggest impact.

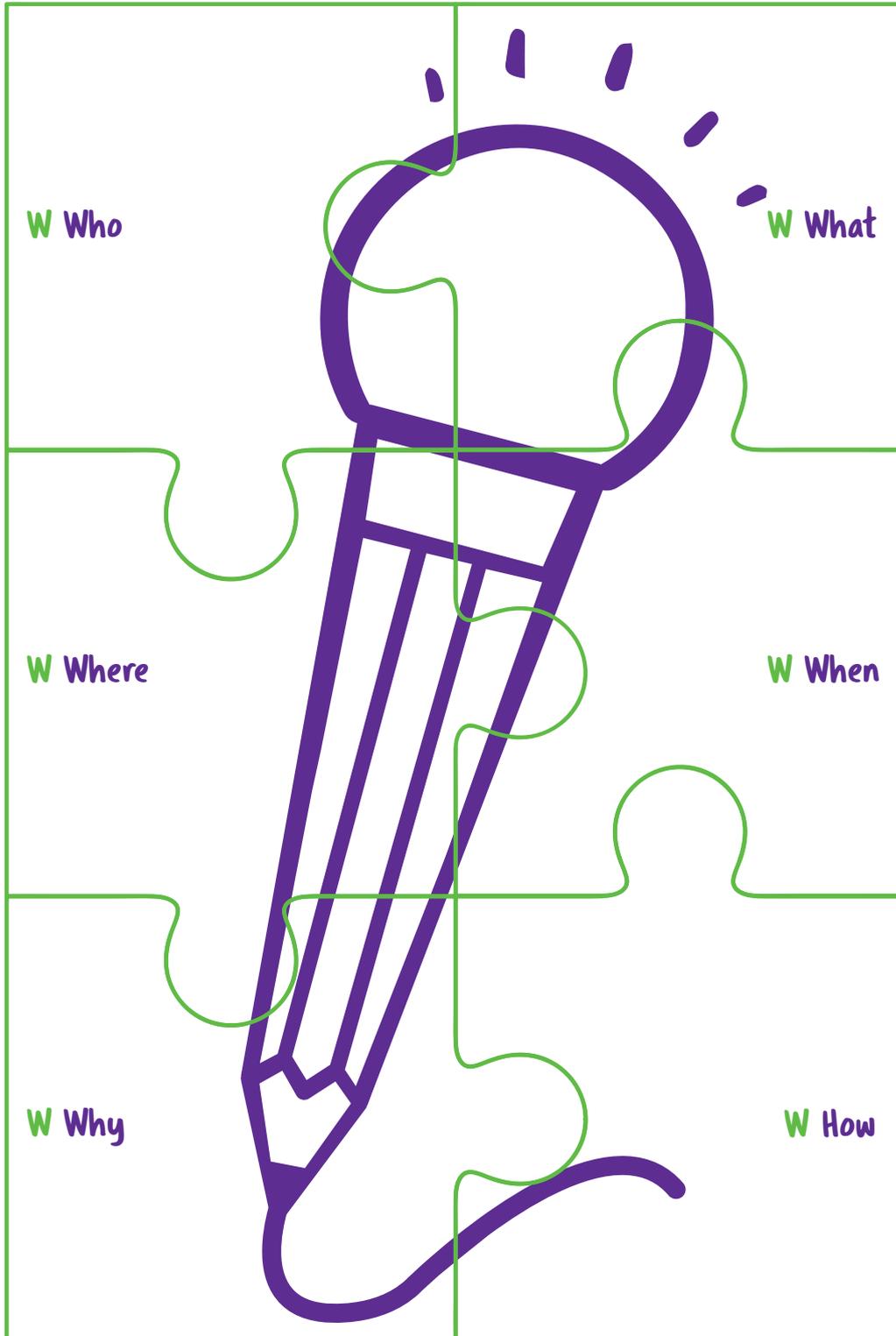
In addition, during that same week we will hold the Main Events of the GAWÉ everywhere, so the students can view the news contact live! We can also discuss our experiences and everything we learned during GAWÉ. Your actions will join forces with other actions proposed by the Global Campaign for Education (GCE/CME).



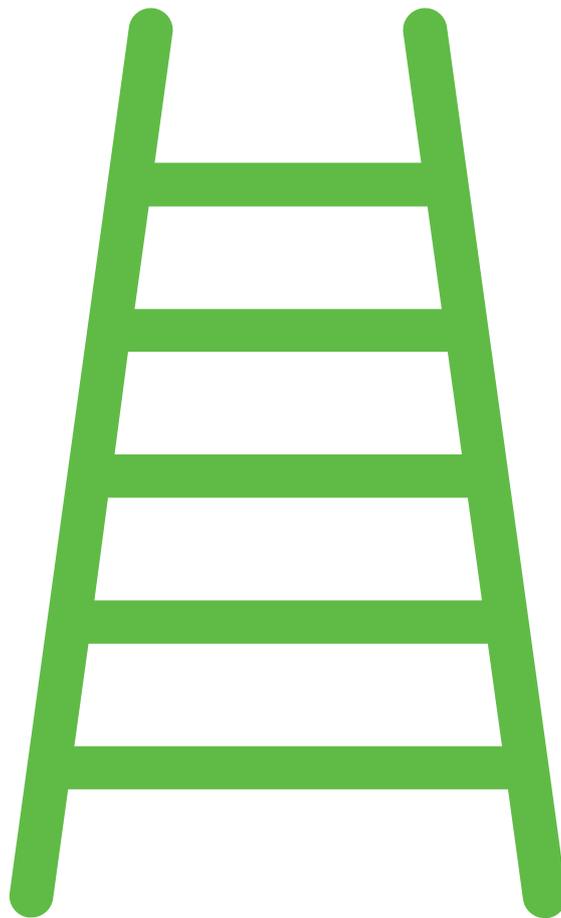
Annex 1: Game board



Annex 2: Puzzle pieces



Annex 3: Game piece and ladder





Annex 4: Note for teachers

Note for the teacher to read aloud:

Hello.....(insert teacher's name). I know you are a teacher at the education centre (insert name of centre) and that today you have class with (insert grade and section).

I am a globe-trotting journalist and I need your help. Will you help me? I'm travelling the world, learning about different education centres, because last year many children were unable to go to school. Did you know that some schools have still not reopened? It's awful whenever I arrive at those schools.

Yesterday I found this newspaper page with a story about a teacher and I have no idea where it could be. If I tell you about it, will you help me find out so that I can continue my investigative journalism around the world?



Annex 5: News: A teacher's story: Miriam Cabeza

Miriam Cabeza is an example of true teaching vocation

Despite difficulties and limitations, she continues to teach her first grade students, in Apurimac. The teacher at Santiago Pata school doesn't mind walking for hours to deliver teaching materials.

17 June 2020 | 17:53 h Updated on 17 de June 2020 | 18:48 h. *Although this news piece is dated June 2020, there are many schools that are still closed now.*

Being a **school teacher** is an extremely hard task that requires a lot of effort and dedication. Doing it during a healthcare crisis is twice as admirable. Since **virtual classes** started, thousands of teachers have had to come up with multiple ways of teaching their students. This task is even more complicated in **rural areas** due to scarce access to the Internet and technological equipment.

However, for **Miriam Cabezas Flores** that's not so. According to her, the task is "difficult, but not impossible". She doesn't mind walking for hours to ensure that her 16 first-grade students from school 55006-11 Santiago Pata, in Apurimac, can learn to read and write.

"The children I have under my charge are new to the school. For me, it was very difficult to communicate with someone that I didn't even know and had never met. So, what I did was go and find them at their homes and get to know the difficulties each one had", she told La República.

The teacher became known after distributing several boxes of essential learning materials.

These boxes were made from recycled materials and contained **legos**, alphabet letters, reading cards, short texts, flash cards and a pouch with a journal for each student to draw in.

The teacher also helped set up spaces in their homes so that the students could do their school work. She called the children's parents –at her own expense– to dictate **classes over the phone**.

She explains that many of them don't have electricity supply or radio to listen to the 'Learn at Home' programme.

"We are aware that the **pandemic hit** us when we weren't ready for this type of training, especially not in a rural setting. I'm grateful to the parents, because they are now the teachers in their homes. If it weren't for them, it would be much more complicated (...) The only thing I would ask of Minedu is that they look into how we can have access to technology in rural areas, because that way we could do a much better job", she concluded.

Denisse Torrico, 'La maestra que lleva materiales a los alumnos que no tienen electricidad en sus casas', La República: <https://larepublica.pe/sociedad/2020/06/17/coronavirus-en-peru-maestra-lleva-materiales-a-alumnos-que-no-cuentan-con-electricidad-en-apurimac-minedu/>

Annex 6: Photo of teacher Miriam Cabeza



Source: <https://larepublica.pe/sociedad/2020/06/17/coronavirus-en-peru-maestra-lleva-materiales-a-alumnos-que-no-cuentan-con-electricidad-en-apurimac-minedu/>



Annex 7: Additional information for Teachers

(Dated September 2021- Testigos del Sur)

Education: After 18 months in a state of emergency, the majority of the schools are still closed. The experience of virtual learning revealed enormous challenges. The country has very limited capacity to offer distance learning in rural areas, with teachers learning how to work in this context as they go. The lack of coverage and difficulties in the digital literacy process meant that over 400,000 students were left without classes last year. Reduced school attendance was a generalised phenomenon but the quality of virtual education has been very uneven, depending on the level of interaction between teachers and students allowed by the resources available to each family.

Due to the negative effects on the Education System as a result of the pandemic, the education sector was declared an emergency until 2022, with the goal of recovering and consolidating the learning of students in basic education, returning to in-person lessons in a gradual, flexible, safe and voluntary manner, and providing pedagogical strategies to develop skills, reinsertion and educational continuity, support and socio-emotional development and improvement of the infrastructure conditions in schools; strengthening teacher professional development, working on technological innovation and educational competitiveness; fostering changes in higher education, consolidating the implementation of distance learning and hybrid learning; as well as giving comprehensive attention to rural, indigenous, Afro-Peruvian communities and persons with disabilities by improving the conditions of the educational institutions and programmes, and encouraging the participation of parents and the community.

Source: NGDO Coordinator of Navarra: <https://www.congdn Navarra.org/2021/12/23/covidtestigosdelsur/>



Annex 8: Kahoot questions and answers

1. According to the Unesco Institute for Statistics (UIS), it will be necessary to hire teachers in order to guarantee the standardisation of primary and secondary education from now to 2030 (Agenda 2030).

Responses:

- None. All education centres have teachers per classroom
- **69 million**
- 200 million
- 1 million

The teacher will stress how important it is that there are teachers in classrooms, with a dignified ratio to be able to offer quality education. The majority is needed in Sub-Saharan Africa. Reality in Spain and locally (additional information) The total number of primary and secondary school teachers around the world increased by 41% between 2000 and 2020, from 50 million to 71 million; while in Sub-Saharan Africa, this increase more than doubled (174%) from 2.9 million to 8 million, responding to the rapid growth in the school age population and the variable progress in reducing the number of children not attending school. However, the scarcity of teachers continues to be more acute in Sub-Saharan Africa, where in 2019 there was a gap of 4.1 million teachers needed to cover universal primary and secondary education: almost 1 million in primary and 3.3 in secondary education.

Source: <https://teachertaskforce.org/sites/default/files/2021-10/2021%20World%20Teachers%27%20Day%20fact%20sheet%20EN%204Oct%202.pdf>

2. In order to provide inclusive, equitable, quality education, we need teachers

Responses:

- **Trained and Motivated**
- Friendly
- That don't come to class
- That have not studied

From the GCE, we wish to convey two fundamental premises that are necessary for a truly quality education. The first of these relates to the need to have a motivated teaching force that is well trained and has good working conditions. This is a right of the children, youths and adults. The second relates to the fact that the teaching profession and teachers themselves are fundamental parts of the teaching-learning process. Moreover, it's important that the teaching profession be present in the decision-making debates on educational policies.

Teachers need to be training to cope with managing diversity in the classroom and the different age ranges that may sometimes coincide in a class group (such as in post-conflict countries), to manage possible situations of violence, or support children and promote equality.

Source: <https://cme-espana.org/materiales/> 2013: «¡Sin profes no hay escuela!»

3. Do you know what date is teachers' day?

Responses:

- 3 January
- **5 October**
- 21 September
- 5 June

On World Teachers' Day, we want to pay tribute to all teachers who, despite working in unfavourable conditions, continue to stay the course and, against all odds, make it possible for school to happen. In this space, you can find different testimonies by teachers from around the world, to give your students a sample of other realities of access to quality education.

Source: <https://www.educo.org/blog/educar-en-la-adversidad>

4. In a primary school class in Ethiopia there are students.

Responses:

- 30
- **54**
- 21
- 60

Source: <https://elordenmundial.com/mapas-y-graficos/ratio-alumnos-por-clase/>
<https://datos.bancomundial.org/indicador/SE.PRM.ENRL.TC.ZS?locations=ET>

More information in the introduction to GAWE 2022:

The teacher shortage and high student-teacher ratio is added to the list of challenges the teaching profession is facing. According to data by the UNESCO on World Teachers' Day 2021, the average ratio of students to skilled teachers worldwide in primary education was 27: 1, with vast differences, from 56: 1 in Sub-Saharan Africa, to 17: 1 in Europe (20:1 in Spain during the 2020-21 school year, down by 1.7 students on the previous year).

The correct answers are highlighted.

1. According to the Unesco Institute for Statistics (UIS), it will be necessary to hire teachers in order to guarantee the standardisation of primary and secondary education from now to 2030 (Agenda 2030).

None. All education centres have teachers per classroom

69 million

200 million

1 million

2. In order to provide inclusive, equitable, quality education, we need teachers

Trained and Motivated

Friendly

That don't come to class

That have not studied

3. Do you know what date is teachers' day?

3 January

5 October

21 September

5 June

4. In a primary school class in Ethiopia there are students.

30

54

21

60



Annex 9: Teacher silhouette



Annex 10: Symbols for the silhouette





Annex 11: News item on a teacher

highlighting the qualities of a teacher committed to quality education

Qualities of a good teacher

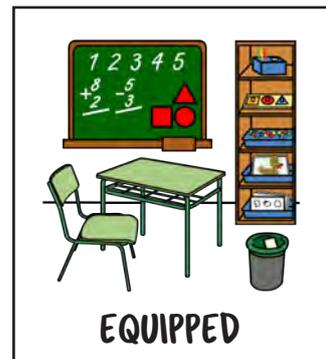
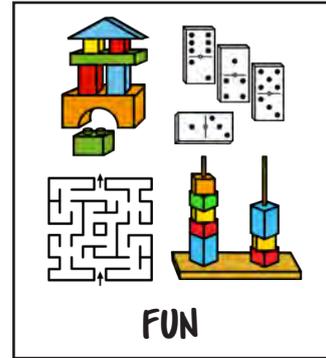
Teaching in impoverished areas is a real challenge. But the success of our projects encourages us to share the qualities held by professionals like Carolina, who are working in difficult settings.

1. Always ensure that the children feel **useful, heard and loved**.
2. **Build enough trust** in the children for them to discover their inner talents.
3. **Promote cooperation**, not competition, because when they are an example for others a positive change happens in them and this has repercussions on those around them.
4. **Get to know the students** so you can know how to help them. This is the true purpose of teaching.
5. **Be a creative person** so you can capture the interest of those who are looking for an answer.
6. Understand education as a **social commitment** that goes beyond knowledge that can be shared.
7. Provide the necessary tools for **students to better understand the world** in which they live and can develop themselves in it.
8. Understand learning as a way of granting a person the possibility of **building and developing affectivity** and community relations.

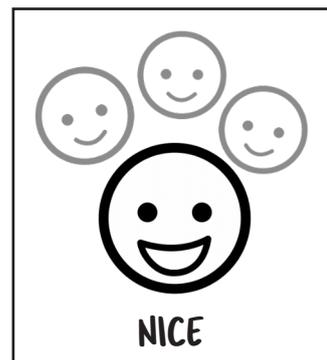
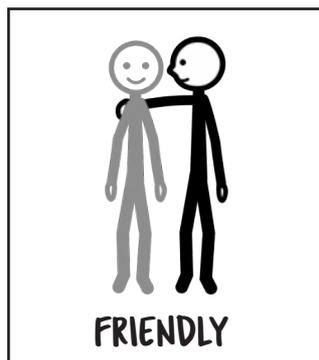
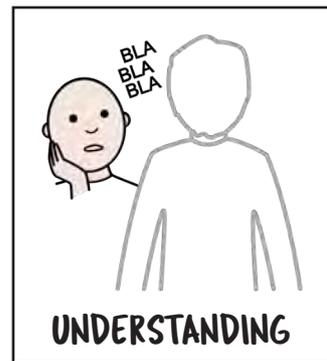
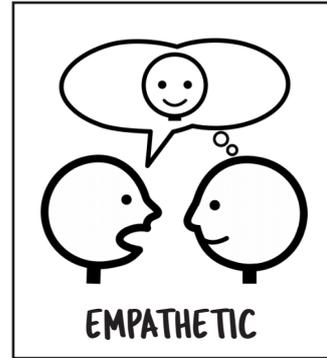
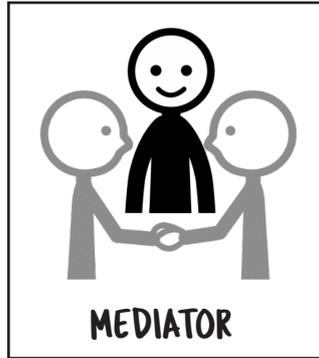
Taken from article: Arnaiz, B. (2019) "Las 8 cualidades fundamentales de una buena profesora". Ayuda en Acción:
<https://ayudaenaccion.org/ong/blog/educacion/cualidades-de-una-buena-profesora/>

Annex 12: Pictograms

Surroundings



Emotions



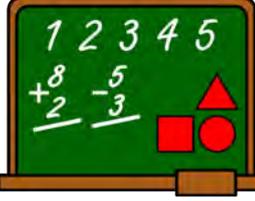
Knowledge



PATIENT



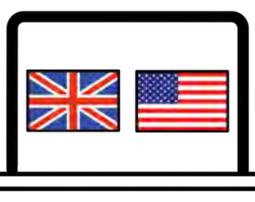
MUSIC



MATHEMATICS



LANGUAGE AND LITERACY



ENGLISH



PLASTIC AND VISUAL ARTS



PHYSICAL EDUCATION



STORIES

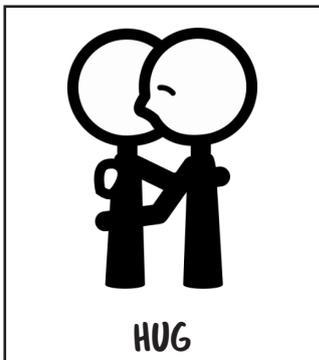
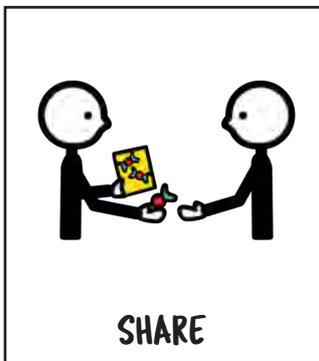
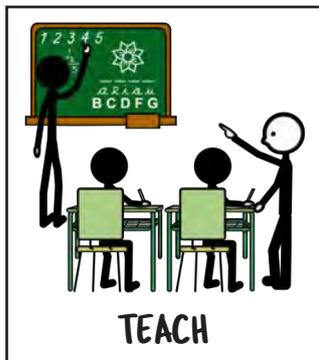
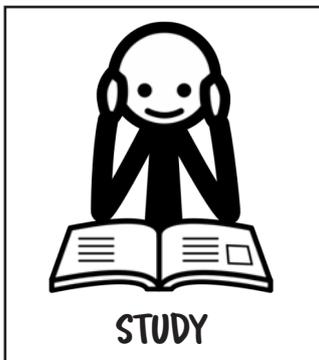
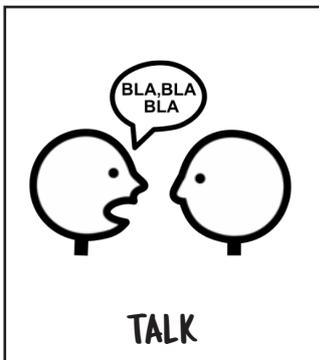
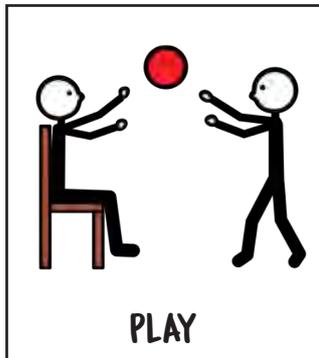
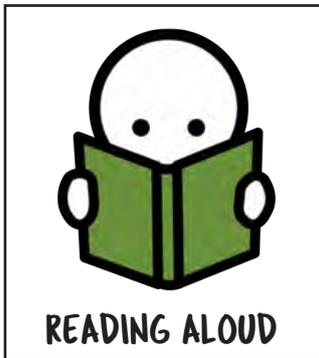
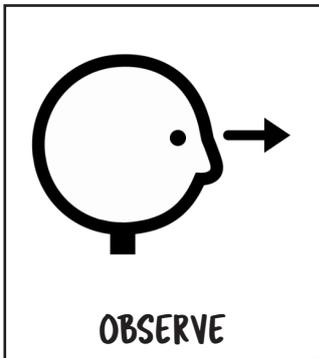


CREATIVE

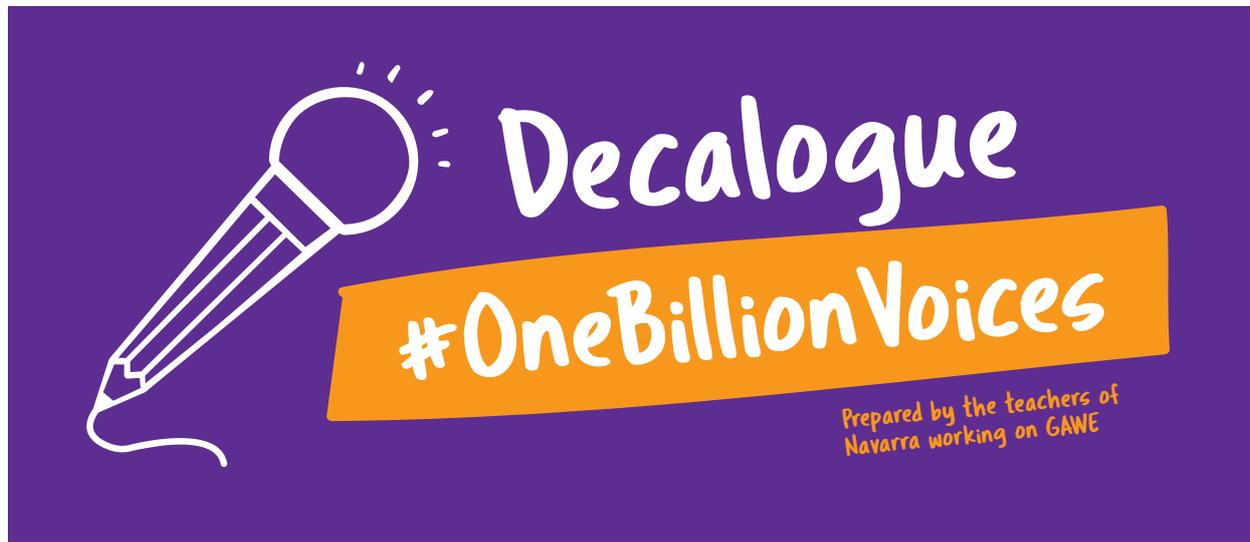


LANGUAGES

Actions



Annex 13: Decalogue



- 1** Promote equality in the basic material, human and educational resources needed to access education.
- Avail of more personal resources to be able to meet the emotional needs of all students and teachers. **2**
- 3** Assess and convey the importance of education and adequately trained professionals.
- Raise awareness among governments, promoting stable legislation and strong investment in material and personal resources. **4**
- 5** Promote inclusion and foster skills among students with difficulties and issues.
- Guarantee that education is universal and that everyone can access it in order to work towards social equality. **6**
- 7** Understand that education has to be systematic and it is essential to work together with families to ensure it is of the best quality.
- Develop an education that is not only instructive but also encompasses other dimensions of personal growth. **8**
- 9** Secure free education for all, with teachers who are equipped to cope with adversity and are well trained.
- Increase economic and human resources and specific training adapted to the students. **10**



Annex 14: Authorisation

Please be reminded that in order to publish and share images, videos or other materials featuring students, it is essential to obtain the appropriate consent from parents/guardians, stating that they are aware that the images will be disseminated by the World Campaign on social media and via the channels of the campaign's partners.

In order to disseminate your work and for you to speak out via the social media accounts of the Global Campaign for Education (Facebook, Instagram, Twitter, Flickr, the website or other media channels) dedicated to promoting GAWE and fighting to achieve SDG4, as the main goal, we encourage you to:

Share materials and photos on the website and/or on social media of your education centres and spaces, tagging the GCE (list of CME España accounts below). Furthermore, from the GCE (CME España), we will be able to further disseminate the work and speak out on your behalf.

You can also share it with the Global Campaign for Education (CME España) by sending the material to comunicacion@cme-espana.org

The email should include the following basic information:

- Name of the education centre/space:
- Who has taken part (Grades/Group/Class):
- Date and place (town, municipal area, region):

N.B. Please include the following paragraph in the email:

"[ENTITY], as participant in the activities carried out within the framework of the Global Campaign for Education, hereby grants to the entities comprising the Global Campaign for Education (GCE/CME) permission to process the personal data and images of the participants in these activities that are being shared in this email. The purpose of this data processing is to raise awareness and promote the Global Campaign for Education, as well as to disseminate the image, voice and materials of the participants through any of the media accounts or communication channels of the entities comprised in the GCE/CME. You may exercise your right to access, rectify, delete, contest or otherwise by emailing dataprotection@educos.org and the privacy policy can be found here: <https://cme-espana.org/politica-de-privacidad/>. [ENTITY] hereby guarantees that it has obtained the pertinent consent from the parents/guardians/legal representatives of the children and young persons subject to data and image processing, for submission to the member entities of the GCE/CME."

I have read and accept: _____



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