



Global Voices Information Sheet

Superate: Lessons on the quality of Education



Background Info

- From 1980-1992, El Salvador endured a brutal civil war, fought between the government and rebel militias. Internal fighting exhausted many of the country's resources, and 75,000 were killed.
- El Salvador became heavily dependent on food and military aid from the United States.
- El Salvador's government had less money for public spending on things like education. The government cut the public school day in half because there were not enough classrooms and teachers to accommodate all of the students for the entire school day.
- El Salvador is one of the world's cocoa producing countries, and many parents in poor, rural areas will pull their children out of school to help with the cocoa harvest.
- Gang culture in El Salvador is a big problem in the country. Corrupt government leaders will often let gang leaders operate without punishment. For many poor kids who are vulnerable to peer pressure, gangs are very appealing because they claim to offer protection.
- Superate was founded in 2004 to help improve the quality of education in El Salvador. Superate now has seven centres across the country, each one sponsored by a local business.
- Superate is more than just a school. Some centres offer free dental and medical check-ups, sports programs and free classes for parents.

Key terms

- **Precarious**—dangerously lacking security or stability; dependent on uncertain factors.
- **Developing country**—there is no single definition, but it is usually described as a poor country that is reliant on a farming economy, but wants to advance more socially and economically.
- **Millennium Development Goal**—in 2000, world leaders convened to develop the Millennium Development Declaration, committing their nations to achieve eight goals to better the world, like reducing extreme poverty and providing universal education, by 2015. These became known as the Millennium Development Goals.
- **Ethics**—moral principles that guide a person's behavior
- **Plantation**—a large farm or estate on which coffee, cocoa or sugar is harvested.

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Themes: education, volunteerism, learning, peer pressure.
- Course Connections: Language, Social Studies.

Materials

- Chart paper or blackboard
- Global Voices column

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Reading Comprehension

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary from the column.
 - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
 - c. Reading steps:
 - i. Go around the circle and have each student read a section of the column to the class, so that everyone gets a turn to read.

- ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
- d. Post reading steps:
 - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.

Knowledge and Understanding

1. Discussing the Global Voices Column (estimated time: 10 minutes)
 - a. After students have finished reading, encourage an active discussion around the Global Voices column to increase their media literacy:
 - b. Ask students the following suggested questions about the column:
 - i. What is the title of this column?
 - ii. What is the purpose of the column?
 - iii. What were the major themes of this column?
 - iv. What did you learn from this column?
 - v. What statistics or facts are listed in the column?
 - vi. How might other people understand this message differently than me?
 - vii. What values, lifestyles and points of view are represented in this column? Which ones are left out?
 - viii. Why has this message been created?
 - ix. Do you agree with this message?
 - x. What do you know? What are you unsure of? What would you like to know?
 - xi. Who is Jaime Palacios? What did you learn about him? What challenges did he overcome?
 - xii. Where is El Salvador?
 - xiii. How is schooling in El Salvador different than your home country?
 - xiv. What does it mean to be an “at risk” teen?
 - xv. Using evidence from this column, what do students need to succeed?
 - xvi. What is Superate? What are the benefits of this educational program?

Thinking

1. My learning style (estimated time: 15 minutes)
 - a. This week’s Global Voices column explains that it is important to focus on the quality of learning rather than the amount of students attending school.
 - b. Ask students to think about the ways they learn best and express this to the class.
 - c. Explain to students that everyone learns differently and it is important to understand the way you learn best in order to be as successful as you can be during lessons in the classroom.
 - d. Tell students that there are three main types of learning styles: Auditory (hear), Visual (see), and Kinesthetic (touch). Explain that most people learn best through a combination of the three types of learning styles, but everybody is different.
 - e. Ask students to select which learning style they feel best suits them.
 - f. Thinking about their chosen learning style, ask students to determine five different strategies they can adopt to help them learn better in the classroom (e.g.: having written material to follow along to during an auditory lesson).
 - g. When students have completed their five strategies, discuss them as a class and determine different techniques they can adopt together to cater to everyone’s needs.

Communication

1. Peer Pressure (estimated time: 20 minutes)
 - a. The Global Voices column distinguishes Jamie Palacios as an at-risk teen. Ask students to explain why he is considered to be at risk. Encourage them to use examples from his life and explain the obstacles he has had to overcome.
 - b. Explain to students that Superate targets at-risk teens. Ask them to explain what it means to be at-risk. Ask them to list the factors in their own community that might make a child become at risk.
 - c. In the column, it is explained that teens in El Salvador tend to be pressured to join gangs or become involved with drugs and violence.
 - d. Explain to students that peer pressure can be defined as pressure by a peer group to take a certain action, adopt certain values or otherwise conform in order to be accepted as part of a group.
 - e. Split the class into small groups and ask them to discuss the following suggested questions:
 - i. What things might a friend ask you to do that may go against your beliefs or values?
 - ii. Discuss different ways that friends may pressure you to do things that you don't want to do, i.e. threats to withhold friendship; start calling you names, threats of violence etc.
 - iii. Explore how you could say no or get out of a situation without causing offence?
 - f. When small group discussions are complete, bring the class back together and share feedback on the exercise.

Application

1. Volunteerism (estimated time: 20 minutes)
 - a. As stated in the Global Voices column, Superate puts a large focus on volunteer opportunities in their programming. Ask students to explain the benefits of volunteering as an educational experience. Write suggestions on the board.
 - b. Discuss the different types of volunteer opportunities Superate offers their students and what students would learn from these experiences.
 - c. Ask students to think about how they could personally benefit from volunteer opportunities.
 - d. Divide the class into pairs.
 - e. In their pairs, ask students to think about the different subjects they study in school (e.g.: Art, Mathematics etc.). Then, ask them to determine a different volunteer opportunity for each subject that would benefit their learning in that field of study.
 - f. When pairs have completed their brainstorm, bring the class back together and discuss students' ideas.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children – www.freethechildren.com

We Day Teach - <http://www.weday.com>

Superate - <http://www.fundaciongloriakriete.org/index.php/en/our-programs/excel-your-self>