



Lesson 3: Quality of life of children in Pakistan

Learning objective	To understand how quality of life for children can vary across Pakistan.
Lesson objectives	By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • identify factors that can improve the quality of life of children in Pakistan • compare the lives of children in different areas of Pakistan • suggest UN goals that best help overcome challenges faced by children in Pakistan.
Vocabulary	Gender Equality, Inequality, The United Nations (UN), Sustainable Development Goal, The Rights of Child
Previous learning	Learners have covered Lesson 2: Comparing quality of life in rural and urban areas of Pakistan

Plan

Activities	Resources
Beginning (5 mins)	The Rights of the Child https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2019/11/UN0332751.pdf
Middle (50 mins)	World Data Bank https://data.worldbank.org/country/pakistan <i>Searching by 'Theme' and 'SDG Goal' provides statistics on children</i>

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ranked the nine factors. (Slide 7) Do they notice any patterns across the class? Show Slide 8 and introduce the idea of the UN's Sustainability Development Goals (SDGs) and Rights of the Child. Let learners colour code their diamond. Do they notice a pattern in where the factors they have selected as most important come from?

Learners now have the opportunity to research and compare the lives of children in different areas of Pakistan. They may choose to compare provinces or cities, and the teacher can encourage lower ability learners to research their own area and compare it to another part of Pakistan. Learners may wish to compare children in rural and urban areas, or compare children in families of differing wealth. The important focus is on comparison.

Learners can work individually or in pairs. In pairs they can each research a region and then combine notes. Creating an infographic would help visual learners, and tracing two hands on their pages to write corresponding facts of comparison on each finger would also help both visual learners and learners who may struggle with organising information in research tasks.

The websites in the Resources section are useful, but it is not an exhaustive list; other sources should also be consulted.

Extension ideas: After reading about Mobile Schools and Night Schools in Pakistan, learners can read about the floating school in Bangladesh and consider if a similar idea could be adopted in Pakistan but for remote areas. What is the learner's proposal? Where would the travelling school be set up? How would it operate? What would the children learn? How could they encourage participation? How would such an example improve the quality of life of children in Pakistan?

If the use of the Bangladeshi school is inappropriate, the learners can use the two Pakistan examples (mobile and night) for inspiration and design a third example for a remote area.

Misconceptions: With the Diamond 9, it is important to note that 'decent work' does not refer to better working conditions for child labour, nor does it necessarily refer to child labour. Some of the Rights of the Child have different titles such as 'Protection from Harmful Work' but cover the same theme as a SDG. It is also important to remind learners that the factor they put at the bottom of the diamond doesn't lack importance, it is just not the greatest priority at present.

Gender disparity in Education

https://asERPakistan.org/document/infographics/2019/ASERPakistan_Female_Gender_Gap.pdf

Save the Children Charity

<https://www.savethechildren.org.uk/where-we-work/asia/pakistan>

Unicef

<https://www.unicef.org/pakistan/>

Mobile Schools

<https://www.arabnews.com/node/2612730/pakistan>

Night School

<https://www.weforum.org/stories/2018/07/at-pakistan-s-slum-school-child-labourers-can-get-a-formal-education-at-night/>

End (5 mins)

The End task is designed to let learners review their research and link it back to the Sustainable Development Goals and Rights of the child. By explaining their reasoning to their partner they are consolidating their understanding of challenges to quality of life

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facing children in Pakistan. You may wish for each pair to share one challenge and reflection on UN goals with the class.

Reflection and evaluation

Reflection:

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