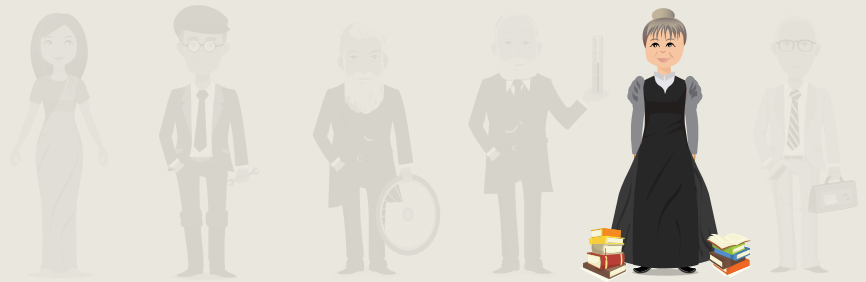




Lesson Activities

Margaret Byers



Lesson Activities

This lesson focuses on Victorian schooling and why Margaret Byers' ideas were so innovative. Children will look at what education was like in Victorian times, and the differences for poor and rich, male and female children. The lesson concludes with a comparison between Margaret Byers' work and Malala Yousafzai's campaign.

If you are doing this lesson as part of a larger scheme of work on the Victorians, you may wish to skip some of the research work that is described at the beginning of the lesson.

Schools in Victorian Times

Divide the class into groups of four or five. Give each group a copy of one of the tables from Resource 1. Each group, depending on the table they have received, will be looking at one of the following:

- Poor boy
- Poor girl
- Rich boy
- Rich girl

Explain to the class that they are going to research what school was like for the character that they have been given. They can use textbooks and the internet to find out more. The websites below contain images and videos which are particularly useful:

- [BBC Victorian Britain: Children at School](#)
- [British Library: Education in Victorian Britain](#)

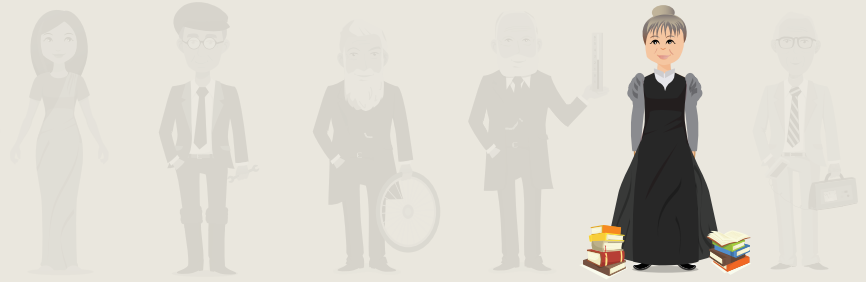
In their groups the children complete the table in Resource 1.

Tell the groups that they must select one member of their group to go to the other groups in the class. This child will take on the character that they have been exploring i.e. rich/poor girl or boy. They will answer questions from the other



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group about what school is like for them. The remaining members of the group will ask questions about the schooling of the visiting child and make notes on what they find out. Give each group a minute to ask their questions.

Continue this activity until all groups have had a chance to talk to all the different characters. At the end, ask the children to go into their original groups and share the information they have gathered with the child who was selected to go to the other groups.

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Ask the children to read through the Margaret Byers' section of the 'Our Innovators' website. In their groups ask them to discuss why Margaret's ideas and the school she founded were innovative. Prompt questions might include:

- Why did girls not learn subjects like Science and Latin in most other schools?
- Do you think it was fair that girls in most schools did not learn a range of subjects?

Victoria College Advertisement

Ask children to create an advertisement for Victoria College in the year 1887 (the year the school was renamed). The purpose of the advertisement is to persuade girls to come to the school.

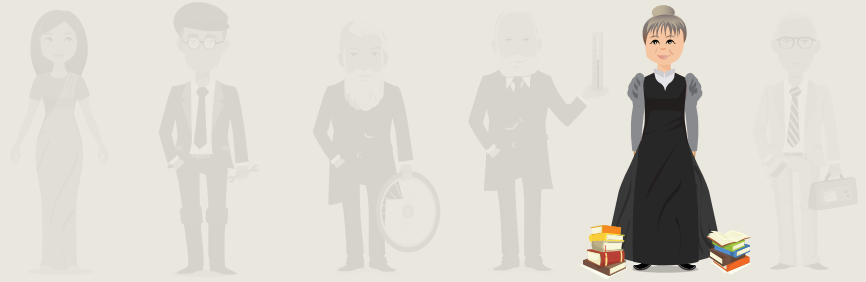
Ask the children to consider what it was about Victoria College at the time that made what they offered to girls different to what may have been offered in other schools. Alternatively they can create an advertisement for their own school.

If you have more time you may wish to get children to use ICT to prepare a booklet for prospective pupils. Children could complete this activity in groups, with each member having a responsibility for different tasks such as, writing, selecting and preparing images or using the Desktop Publishing software.



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Malala Yousafzai

Explain to the children that in some parts of the world even today, some people believe that girls should not get the same education as boys.

Share the story of Malala Yousafzai with the children (Resource 2). If you have time, encourage the children to carry out more research on Malala online. The following websites are particularly useful:

- [Malala Fund](#)
- [BBC Profile: Malala](#)
- [Message from Malala \(TED 2014: Youtube\)](#)

Ask the children to discuss in pairs the key points of Malala's life and her campaign for girls' education. Are there similarities between Malala's campaign and Margaret Byers' work? Are there differences? Ask them to fill out the Compare and Contrast template (Resource 3).

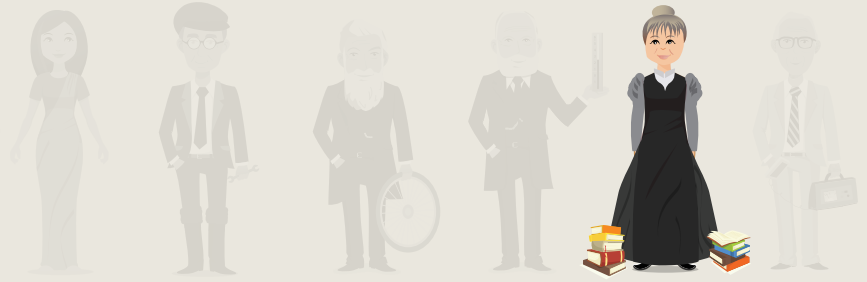
Reflection

Ask the children if they have found out anything more about innovation throughout this lesson. Encourage them to add to the KWL grid that they started in the 'Let's Plan' lesson.



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What's Next?

