
EDUCATION

ELEMENTARY LEVEL

Education Around the World Activity

Core Activity

- **Purpose:** The purpose of this activity is for students to learn about the seven countries Free The Children works in around the world and the ways exploitation affects the livelihood of the people in these countries.
- **Instructional method(s):** class discussion, independent work
- **Differentiated instruction:**
 - Simplified: Choose one statistic in the statistics activity and focus on it by breaking it down and explaining it to the students.
 - Advanced: Students will read the story on their own and come to independent conclusions.
- **Curriculum connections:** Grades 4 – 8, Health and Physical Education Program, Language, Mathematics and Social Studies.
- **Estimated time:** 45 minutes
- **Steps:**
 1. Explain to students that Free The Children works in seven marginalized countries around the world, these countries are: China, Ecuador, Haiti, India, Kenya, Sierra Leone and Sri Lanka.
 2. Explain that these countries were selected because of their struggles with issues such as disease, exploitation, thirst and poverty.
 3. Distribute B.L.M.2 and ask students to colour in and label these seven countries.
 4. While students are working on their maps, write the following words on the board: literacy rate, child labour, under 5 growth stunting, primary school attendance, unemployment rate and poverty line.
 5. Tell students they are going to participate in a statistics demonstration, but first they must learn what the different statistics mean. Explain that all of the words on the board are development indicators. These are numerical measurements of the quality of life in a country. Run down the list of indicators and explain what each one means.

Teacher Note:

Literacy rate: the percentage of the population that can read and write.

Child labour: Percentage of children aged 5 to 14 years of age involved in child labour activities.

Under 5 growth stunting: the amount of children under age 5 who suffer from reduced growth rate

Primary school attendance: the percentage of children in the age group who attend school.

Unemployment rate: the percentage of the labour force that is without jobs.

Poverty line: is the minimum level of income deemed necessary to achieve an adequate standard of living

6. Discuss when an indicator suggests a low quality of life versus a high quality of life.

7. Begin the demonstration:

Teacher Note: Go down the list below one at a time, asking students to sit after each demonstration. At that time, ask them to write the information they learned on their map and discuss its meaning.

- Ask 2/3 of the class to stand up (in a class of 20 this is 13 students). Tell them that this is the amount of people in Haiti who do not have a formal job.
 - Ask 26% of the class to stand up (in a class of 20, this is 5 students). Tell them that this is the amount of children in Kenya who are forced to work.
 - Ask 15% of the class to stand up (in a class of 20, this is 3 students). Tell them that this is the amount of children under age 5 in China who suffer from stunting (reduced growth rate). This is due to inadequate nutrition.
 - Ask 83% of the class to stand up (in a class of 20, this is 17 students). Tell them that this is the amount of primary school children in India who attend school.
 - Ask 23% of the class to stand up (in a class of 20 this is 5 students). Tell them that this is the amount of people in Sri Lanka who live below the poverty line.
 - Ask 84% of the class to stand up (in a class of 20 this is 17 students). Tell them that this is the amount of people in Ecuador, age 15 and over, who are literate.
 - Ask 46% of the class to stand up (in a class of 20 this is 9 students). Tell them that this is the percentage of girls age 15 – 24 in Sierra Leone that are literate. Following this, ask 66% of the class to stand up (in a class of 20 this is 13 students). Tell them that this is the percentage of boys age 15 – 24 in Sierra Leone that are literate.
8. When this activity is complete, revisit the list of indicators and seven countries using the following suggested questions:
- Why do these countries need to be freed from exploitation?
 - Why is it important that Free The Children has chosen to work in these seven countries?
9. Ask students to formulate a list of educated guesses that indicate any correlations between the indicators and exploitation (e.g.: low primary school attendance may indicate children are being exploited by being forced into child labour and therefore are unable to attend school). Encourage students to think critically to find these relationships.
10. When this discussion is complete gather the class together and read them the story “The Struggle to Stay in School” on B.L.M.1. After the completion of the story, ask students the following suggested questions:
- What is the major dilemma Sohan and his family were facing?
 - How is Sohan’s story an example of exploitation?
 - What is child labour?
 - How is Free The Children helping Sohan and his family?
 - Why is it important for Sohan to attend school?
11. To conclude this activity, ask students to write a reflection from Sohan’s point of view about how education can help free him and his siblings from exploitation.
12. Students will hand in their reflections for grading.

Participate in Free The Children’s Five Days for Freedom campaign as an engaging outlet for youth action. Check out www.weday.com/takeaction to learn more.

World Map

