

# EDUCATION

## ELEMENTARY LEVEL

Lesson Plan: For the elementary classroom

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### Rationale

On April 19, 1995, Free The Children was born. To celebrate our sixteenth anniversary, from April 11 to 15 we will go back to our roots to put the focus on some of the issues that fueled Free The Children in the beginning. Free from poverty and exploitation, free from disease and thirst. These four freedoms are the inspiration for our Adopt a Village model, a model which we feel creates the basis for change in the international communities we work in.

This lesson plan was created to provide educators with a comprehensive lesson on the purpose and inner workings of the education pillar from Free The Children's Adopt a Village model. With this knowledge students will learn the value of their participation in Free The Children programming and understand the contribution they have made to free global communities from exploitation. With this knowledge we encourage students to exercise their freedom to act by taking part in Free The Children's Five Days for Freedom campaign through dynamic fundraisers and awareness raising events.

This lesson is organized into four parts—orientation, core, conclusion and extension activities—and is followed by Blackline Masters and an assessment rubric. At the conclusion of this lesson, students will participate in Free The Children's Five Days for Freedom campaign as an engaging outlet for action.

Thank you for your ongoing contribution to Free The Children and the global community.

### Details

- **Grade level:** elementary
- **Themes:** health, poverty, education, clean water, sanitation and freedom
- **Estimated time:** 165 minutes
- **Learning goals**
  - Students will:
    - Formulate and share opinions on global issues and problems.
    - Demonstrate research skills by compiling information from a variety of print and electronic resources.
    - Participate in active group work and class discussions.
    - Communicate effectively in written, oral and artistic forms.
    - Further develop the ability to think critically.
    - Raise awareness about an important global issue.
- **Resources required**
  - Writing materials
  - Drawing materials
  - Blank paper
  - Screen and projector



- Blackboard, white board or chart paper
- Freedom Fest Guide, Freedom 101 and Five Days for Freedom Action Guide
- Blackline Master 1 (B.L.M.1) and Blackline Master 2 (B.L.M.2)
- **Assessment**
  - Appendix 1: Assessment Rubric for Student Work

## Free From Exploitation: Understanding Exploitation

### Orientation Activity

- **Purpose:** The purpose of this activity is for students to build an understanding of exploitation by relating an interactive and tangible “follow the leader” activity to situations of exploitation around the world.
- **Instructional method(s):** class discussion, partner activity
- **Differentiated instruction:**
  - Simplified: The classroom teacher is the leader while the students are the followers and must do as the teacher says.
  - Advanced: Carry out the follow the leader activity for the entire day and ask students to write a written reflection describing the relationship between exploitation and child labour.
- **Curriculum connections:** Grades 2 – 8, Language Arts and Social Studies.
- **Estimated time:** 30 minutes
- **Steps:**
  1. Ask students to get into pairs.
  2. Have the pairs number themselves off, 1 and 2.
  3. Tell the class that everyone who identified themselves as 1 is the “leader” while everyone who identified themselves as 2 is the “follower.”
  4. Explain that the followers are under the leader’s mercy and must do everything the leader says. This means the leader can instruct their follower to carry their backpack around for them, tell them to clean their desk, do their homework etc. The followers are not allowed to utter any words of complaint during this process. This activity will progress for 15 minutes.
  5. Allow the activity to begin. At this time, circulate the room and record any interesting comments you hear from the leaders and followers (e.g.: I feel powerful).
  6. When the activity is complete, gather the class back together and read back to them all of the interesting comments heard throughout the activity. Now reflect on the activity by asking the following suggested questions:
    - How did it feel to be the leader?
    - How did it feel to be the follower?
    - As the leader, how did you feel about the follower? How did you treat them? Is this how you would regularly treat someone?
    - As the follower, how did you feel about the leader? Why did you do as the leader instructed? Would you regularly abide by someone’s requests in this way?
  7. Explain to students that this activity was an example of exploitation. Exploitation is where a person abuses their power and takes advantage of another person by forcing them to do what they demand. These demands are often harmful and violate the human rights of those being exploited. Ask students the following suggested questions about exploitation:
    - How did this activity demonstrate exploitation?
    - What are some examples of exploitation? (e.g.: child labour) Write these examples on the board.
    - When children are being exploited in situations like child labour, what do they miss out on in their life?
  8. After this discussion, tell students the following statistics:
    - Worldwide, 121 million children of primary school age are not in school.
    - An estimated 158 million children aged 5-14 are engaged in child labour— one in six children in the world.

- It would cost less than 1% of the world's annual weapons budget to put every child in school.
9. After hearing these facts ask students the following suggested questions:
    - How did these statistics make you feel?
    - Why was this exploitation activity important? What did it teach you about exploitation?
  10. Before concluding this activity ensure students are aware there are people around the world who are victim to situations of exploitation and that this is detrimental to the quality of their life. Encourage them to develop an appreciation for the freedom and fair treatment they receive in their own country.

## Free From Exploitation: Exploitation 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.

## Free From Exploitation: The Education Pillar Activity

### Concluding Activity

- **Purpose:** The purpose of this activity is to educate students on Free The Children's education pillar in order to learn about ways communities around the world can be freed from exploitation.
- **Instructional method(s):** class discussion, partner work, class presentation
- **Differentiated instruction:**
  - Simplified: Teacher demonstrates what the different projects look like prior to partner work.
  - Advanced: Students work independently on their poster.
- **Curriculum connections:** Grades 4 – 8, The Arts, Health and Physical Education Program, Language, Science and Technology and Social Studies.
- **Estimated time:** 1 hour
- **Steps:**
  1. Tell students that Free The Children works in a variety of ways to help break down the barriers to education and free children from exploitation. Show the class the following video to provide further information about Free The Children's Adopt A Village, Education pillar:  
<http://www.freethechildren.com/whatwedo/international/aav/education/>
  2. After viewing this video, ask the students to reflect on the ways in which Free The Children is working to free communities from exploitation.
  3. Divide the class into pairs.
  4. Explain to pairs that every country and community faces different challenges whether it's high prevalence of child labour, the isolation of rural communities, or the lack of quality education. Based on these challenges Free The Children chooses an appropriate education project that will help free the specific community from exploitation. Note to students that these projects are continually evolving as new technologies are developed and needs arise.
  5. Explain that each pair is going to choose an education project Free The Children has implemented in one of the seven countries they work in. When they have chosen their project, they must work together to create a poster that shows how this type of education project frees communities from exploitation.
  6. Allow students to choose one of the following education projects:
    - Primary schools – building new primary schools providing accessible primary education to community youth.
    - Secondary schools – building new secondary schools providing accessible secondary education to community youth.
    - Teacher accommodations – building teacher accommodations in schools. This retains quality and experienced teachers in the community.
    - Teacher training – provide teachers with proper training to increase their capacity to run a school and educate community youth.
    - Renovations – reconstruct old, run-down schools by adding large windows and creating classrooms that are bright, roomy and safe.
    - School equipment – ensuring schools are equipped with all the necessities for learning including furniture, school supplies and updated curriculum materials. As well as adding libraries, computer labs and science labs to schools in order to create a more advanced learning environment.
  7. When pairs have completed their posters, ask them to explain their education project to the class, outlining its benefits and how it works.
  8. Display completed posters around the school to educate the student body on projects helping to free communities around the world from exploitation.

## Lesson Plan: Extension Activity

Extension activity: Five Days for Freedom

- **Purpose:** The purpose of this activity is to provide students with an outlet for action by engaging them in Free The Children's Five Days for Freedom campaign.
- **Instructional method(s):** class discussion
- **Differentiated instruction:**
  - Simplified: Teacher guides the students, prompting them with questions and ideas for the campaign.
  - Advanced: Allow the students to lead the discussion and determine what actions to take for the campaign.
- **Estimated time:** 25-30 minutes
- **Steps:**
  1. Ask students to reflect on all they have learned throughout the lesson.
  2. Explain to them that Free The Children's Five Days for Freedom campaign is a call to action, a tangible way that they can fundraise and raise awareness to protect children's freedoms around the world.
  3. Following this group work, further introduce the campaign by viewing the videos on the following websites:
    - Five Days For Freedom <http://www.fivedaysforfreedom.com/>
    - Free The Children's YouTube or TeacherTube channel "It's Not Charity" - <http://www.youtube.com/watch?v=ZJjSYkGi1dk&feature=relmfu> or [http://www1.teachertube.com/viewVideo.php?video\\_id=210849&title=It's Not Charity Kenya](http://www1.teachertube.com/viewVideo.php?video_id=210849&title=It's_Not_Charity_Kenya)
  4. Divide the class into small groups and distribute campaign resources to each group: Five Days for Freedom Action Guide, Freedom 101 Guide, and Freedom Fest Guide. Allow them five minutes to sort through the resources.
  5. Gather the students attention and ask them the following suggested questions about the Five Days for Freedom campaign:
    - Why is this campaign important?
    - What are the goals of this campaign?
    - How can we use this campaign to help free communities from exploitation?
    - How can we use the knowledge learned during the course of this lesson to support our campaign initiatives?
    - What are the steps to take to participate in this campaign?
    - What do we want to achieve by the end of the campaign?
  6. Following this discussion, have students turn to the Five Days For Freedom Action Guide and determine an action plan for their campaign.

## 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 Five Days for Freedom campaign – [www.freethechildren.com/fivedaysforfreedom](http://www.freethechildren.com/fivedaysforfreedom)
- Free The Children “It’s Not Charity” video - <http://www.youtube.com/watch?v=ZJjSYkGi1dk&feature=relmfu> or [http://www1.teachertube.com/viewVideo.php?video\\_id=210849&title=It\\_s\\_Not\\_Charity\\_Kenya](http://www1.teachertube.com/viewVideo.php?video_id=210849&title=It_s_Not_Charity_Kenya)
- Free The Children’s “Youth Impact” video - <http://www.youtube.com/watch?v=xvArZFUUpUKk> or [http://www1.teachertube.com/viewVideo.php?video\\_id=210862&title=We\\_Day\\_Your\\_Actions\\_Your\\_Impact](http://www1.teachertube.com/viewVideo.php?video_id=210862&title=We_Day_Your_Actions_Your_Impact)
- Global Voices column archives - <http://www.thestar.com/comment/columnists/94598>
- Adopt A Village Clean Water pillar - <http://www.freethechildren.com/whatwedo/international/aav/water/>
- Adopt A Village Alternative Income pillar - <http://www.freethechildren.com/whatwedo/international/aav/altincome/>
- Adopt A Village Education pillar - <http://www.freethechildren.com/whatwedo/international/aav/education/>
- Adopt A Village Health pillar - <http://www.freethechildren.com/whatwedo/international/aav/health/>

## Appendix 1

Use the below assessment rubric to evaluate students' comprehension of issues and participation in the lesson plan activities. This rubric can be used in the following activities: Exploitation, Free From Exploitation and The Education Pillar.

### Assessment Rubric for Student Work

<b>Performance Factors</b>	<b>Outstanding</b>	<b>Very Effective</b>	<b>Effective</b>	<b>Marginally Effective</b>	<b>Ineffective</b>
<b>Producing Quality Work</b>	Produces high quality work.	Produces quality work.	Produces good quality work.	Produces work with limited quality.	Produces work with no quality.
<b>Using Work Time Effectively</b>	Always remains on task, showing exemplary adherence to boundaries and rules.	Consistently remains on task, showing respect to boundaries and rules.	Sometimes on task, showing inconsistent observance of boundaries and rules.	Sometimes on task, showing limited observance of boundaries and rules.	Not on task, showing no observance of boundaries and rules.
<b>Knowledge of Topic</b>	Demonstrates thorough knowledge and understanding of concepts.	Demonstrates considerable knowledge and understanding of concepts.	Demonstrates some knowledge and understanding of concepts.	Demonstrates limited knowledge and understanding of concepts.	Demonstrates no knowledge and understanding of concepts.
<b>Communicating Effectively</b>	Expresses and organizes ideas and information with a high degree of effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with no effectiveness.
<b>Originality</b>	Presents or selects a fresh and original idea.	Presents or selects a somewhat original idea.	Presents a somewhat predictable response to the topic.	Presents a predictable response to the topic.	Restates topic using no original ideas.

B.L.M.1

### **The Struggle to Stay in School**

Sohan Meena's parents believe that you learn more by working than at school, no matter what age you are. But that is not the whole reason why Sohan and his younger brother were working in the alcohol business before either had turned 10.

Sohan's father grows maize for his family and works in construction. His mother, in addition to taking care of her eight daughters and two sons, works at the construction site alongside her husband. In the unforgiving land around the village of Lai Gow near Udaipur, India, the Meena family is doing everything it can to put food on the table.

As the eldest son, it is Sohan's responsibility to put aside his own future to help feed his younger siblings. But despite what his parents said, he was determined to go to school. After a few years of working in the city, a Free The Children school was built right in his own community. Sohan returned home, thrilled to have the chance to get a good education.

His family still needed money, so Sohan also got a job cooking for a crew of a nearby stone quarry. He would wake early and quickly clean the kitchen and cook breakfast for the crew. From 10:30 a.m. to 4:30 p.m. Sohan would be in school, where he made many friends and received good marks in all his subjects. After school however, he would immediately return to the quarry to make tea then dinner for the workers.

Between school and work, Sohan would only see his family once every two weeks. He hoped to finish school so he could get a better job and maybe even play a part in making his dream come true, to bring electricity to his village.

In 2009, when Sohan was just 13 years old, the owner of the quarry took him to the city of Udaipur to work in his house as a cook. Sohan left his school and his community to help support his family, hoping that his younger siblings will be luckier than he.

# World Map

