
EDUCATION

SECONDARY LEVEL

Free From Exploitation Activity

- **Purpose:** The purpose of this activity is for students to realize the ways people are affected by exploitation around the world as well as the solutions Free The Children puts in place to help combat this global problem.
- **Instructional method(s):** class discussion, group work
- **Differentiated instruction:**
 - Simplified: Groups are assigned one project and must present their findings to inform the rest of the class.
 - Advanced: Students work independently and choose one project on which they create a diagram and written report.
- **Curriculum connections:** Business Studies, Canadian and World Studies, English, Health and Physical Education, Science, Social Sciences and Humanities, Technological Education.
- **Estimated time:** 1 hour
- **Steps:**
 1. Distribute B.L.M.1 and ask students to independently read “The Struggle to Stay in School.” 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?
 1. Following this discussion, 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 Free The Children is working to free communities from exploitation.
 3. Divide students into groups of four.
 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. The following is a list of education projects Free The Children has implemented in one of the seven countries they work in. In their groups, ask students to go down the list and conduct a brainstorm around each project by answering the five W’s (who, what, when, where, and why) and the impact they believe each project could have to help free communities from exploitation.
 - 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.
6. When this is complete, hold a class discussion around student's ideas.

Blackline Master 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.