

EDUCATION

SECONDARY LEVEL

Lesson plan for the secondary classroom

Rationale

On April 19, 1995, Free The Children was born. Every April we 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:** secondary
- **Themes:** health, poverty, education, clean water, sanitation and freedom
- **Estimated time:** 210 minutes
- **Learning goals**
 - Students will:
 - Formulate and share opinions on global issues and problems.
 - Demonstrate research skills by compiling information from a wide 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 on a global issue of importance.
- **Resources required**
 - Writing materials
 - Drawing materials
 - Blank paper
 - Projector and screen



- Computers and internet
- 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) - Blackline Master 3 (B.L.M.3)
- **Assessment**
 - Appendix 1: Assessment Rubric for Student Work

Education: Uncovering Exploitation

- **Purpose:** The purpose of this activity is for students to learn about exploitation issues around the world and the prevalence of exploitation in the global community.
- **Instructional method(s):** class discussion, partner work
- **Differentiated instruction:**
 - Simplified: Pairs choose one country to focus on for the data analysis activity and report their findings to the class.
 - Advanced: Pairs present their findings in a written report.
- **Curriculum connections:** Canadian and World Studies, English, Health and Physical Education, Mathematics, Science, Social Sciences and Humanities, Technological Education.
- **Estimated time:** 1 hour
- **Steps:**
 1. Write the word “Exploitation” on the board. Ask students the following suggested questions to prompt discussion:
 - What is exploitation? What classifies an individual as being exploited?
 - What causes exploitation? What are the mechanisms that cause the cycle of exploitation to grow and continue?
 - Does exploitation take on different forms in different parts of the world? How?
 - Is it possible to bring an end to exploitation? How?
 2. 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.
 3. Ask students to describe how these statistics made them feel.
 4. Divide the class into pairs and distribute B.L.M.2 and B.L.M.3 to each pair.
 5. 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. Explain that these countries were selected because of their struggles with issues such as disease, exploitation, thirst and poverty.
 6. Distribute B.L.M.2 and ask students to colour in and label these seven countries.
 7. Introduce the idea of looking at numbers, graphs and charts as evidence to support or refute a position on a topic.
 8. Distribute B.L.M.3. and explain that in this worksheet they will find a data chart outlining different indicators for those seven countries. Allow them the opportunity to look over the chart and ask any questions they may have regarding the data and what it means.
 9. Ask pairs to discuss the different indicators together so that they can gain an understanding of what they mean.
 10. Following this discussion, ask the pairs to analyze the chart and identify the following:
 - Visible effects of exploitation in each country.
 - The areas of most need in each country.
 - Possible solutions to the country’s struggle with exploitation.
 11. Have each pair compile their theories and hold a class discussion around students’ correlations and findings.
 12. Before concluding this activity ensure students are aware there are people around the world who are victim to situations of exploitation. Encourage them to develop an appreciation for the freedom and fair treatment they receive in their own country and their ability to access education.

Education: 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.

Education: The Education Pillar 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 presentations
- **Differentiated instruction:**
 - Simplified: Pairs present their research findings using a medium of choice (e.g.: visual Bristol board).
 - Advanced: Students complete the project independently.
- **Curriculum connections:** Business Studies, Canadian and World Studies, English, Health and Physical Education, Science, Social Sciences and Humanities, Technological Education.
- **Estimated time:** 1 hour of class time followed by homework hours and scheduled presentation time.
- **Steps:**
 2. Divide the class into pairs.
 3. Explain to students that in their pairs, they will create a 10-minute PowerPoint presentation on one of the seven countries Free The Children works in and one of the education projects Free The Children implements there.
 4. Assign each pair one of the following countries: China, Ecuador, Haiti, India, Kenya, Sierra Leone and Sri Lanka.
 5. Once pairs have been assigned their country, ask them to begin researching the country, identifying any relevant exploitation information and potential opportunities for education projects.
 6. When this research is complete, instruct each pair to choose a type of education project (outlined in the Core activity) that is used in their selected country and explain the components of this project, the demands for this project in their chosen country and the change this project will bring about to communities in this country.
 7. With this information, pairs must create a 10-minute PowerPoint presentation to be presented to the class.
 8. In this PowerPoint presentation students must include the following from their research:
 - Country profile.
 - Potential opportunities for education projects in the country.
 - Components of the education project they selected
 - Change the education project will bring about to communities in this country.
 9. When PowerPoint presentations are complete, students will present them to the class.
 10. Students can be assessed on the quality of the information in their presentation.

Education: Five Days for Freedom Campaign

- **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:**
 1. Simplified: Teacher guides the students, prompting them with questions and ideas for the campaign.
 2. 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
- 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
- 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
- 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 and The Education Pillar

Assessment Rubric for Student Work

Performance Factors	Outstanding	Very Effective	Effective	Marginally Effective	Ineffective
Producing Quality Work	Produces high quality work.	Produces quality work.	Produces good quality work.	Produces work with limited quality.	Produces work with no quality.
Using Work Time Effectively	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.
Knowledge of Topic	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.
Communicating Effectively	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.
Originality	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.

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.

World Map

