



FREE THE CHILDREN
children helping children through education

Getting Started

An Overview, Assessment Sheets,
Foundation Lessons

Junior World-Changers Kit

A Note from Craig & Marc

Welcome to the Junior World-Changers Kit!

We are thrilled to present to you Free The Children's first comprehensive educational resource specifically created for Grades 4, 5 and 6. It has been a long time coming, and we could not be more proud to support so many dedicated teachers as they inspire and motivate the young world-changers in their classrooms.



Thanks to supportive parents and incredible teachers, both of us were involved in social issues at a young age, from raising awareness about environmental cleaning supplies to fighting to save a local library. These were life-changing experiences for us, yet they were anything but easy. When Free The Children was born, Craig was in Grade 7 and knew all too well how it felt to be ignored because he was "just a kid." In those early years, we came up against a lot of resistance trying to make a difference in a world where children have little to no voice in important social issues.

Since 1995, Free The Children has been fortunate to be part of giving young people a voice and helping them discover that no matter what age they are, they can make a difference in their communities and in the world.

The Junior World-Changers Kit has been created to support teachers in Grades 4, 5 and 6 because we believe that these are crucial years for students. Helping them develop a global perspective, while giving them opportunities to get involved in the issues they connect with, can lay the foundation for a lifetime of compassion, awareness and active global citizenship.

We are proud to be part of this effort and we are deeply grateful to all the educators like you who dedicate their time and energy to fostering a generation of world-changers. Without you, a better world would not be possible.

Be The Change,

CRAIG KIELBURGER
CO-FOUNDER OF FREE THE CHILDREN

MARC KIELBURGER
CO-FOUNDER OF FREE THE CHILDREN

About Free The Children

Free The Children is the world's largest network of children helping children through education, with more than one million youth involved in our innovative education and development programs in 45 countries.

Free The Children was founded in 1995 by a group of 12-year-olds, led by international child rights activist Craig Kielburger, who dreamed of changing the world. Since then, it has grown into a youth movement that spans the globe. The primary goals of the organization are to free children from poverty and exploitation and free young people from the notion that they are powerless to effect positive change in the world.

YOUTH EMPOWERMENT AND INTERNATIONAL DEVELOPMENT PROGRAMS

Through youth empowerment programs, Free The Children educates, empowers and engages young people to develop as socially conscious global citizens and become agents of change for their peers around the world. The immediate impact of our programs is significant. We can tally the hours youth log as volunteers, and count the dollars they fundraise to support overseas development. But the long-term impact is immeasurable: lifelong global citizens who put their global family at the forefront of their choices.

Our international development model, called Adopt a Village, is designed to meet the basic needs of developing communities and eliminate the obstacles preventing children from accessing education. Both holistic and sustainable, Adopt a Village is made up of four pillars crucial to lifting communities from poverty: education, alternative income, health care, and clean water and sanitation.

EDUCATIONAL PARTNERS

Free The Children works closely with a broad network of educators and school boards around the world as partners in education on global citizenship, character education and service learning. Our programming provides educators and students with lesson plans, learning tools, innovative engagement opportunities and fundraising and awareness campaigns that create tangible connections for students with the world around them.

Our programs:

- Improve student engagement and success
- Increase levels of student achievement
- Close the achievement gap
- Improve school visibility and reputation

Our goal and passion is to create a generation of active global citizens who are:

- Educated about the world around them and inspired to care about the issues
- Engaged in action to create positive social change
- Empowered to lead social action

Junior World-Changers Kit

WHAT'S IN THE KIT?

Getting Started

This booklet contains Foundation Lessons to begin a global journey into social justice, as well as assessment rubrics, learning goals and the different tracks for using the Junior World-Changers Kit.

Educate

Following the Foundation Lessons, Educate introduces students to the seven countries where Free The Children works, then dives into four key social issues: education, health care, poverty and clean water and sanitation. Educate wraps up with a guided reading activity that connects students to their peers at home and around the world.

Empower

Focusing on the skills of citizenship, communication and team building, Empower helps students develop the skills and confidence needed to be active global citizens. Each section contains three activities of varying lengths and involvement, and cater to different learning styles.

Engage

With the knowledge and skills of a world-changer, students are encouraged to actively engage with the issues they are learning about. Engage helps teachers guide their students through the action planning and execution process, introducing Free The Children's youth-led campaigns and providing students with ways to get involved in their local and global communities.

Country Guides

Six fun country guides take students on journeys through each of Free The Children's Adopt a Village countries, introducing them to the culture, language, geography and social/environmental challenges of each one.

Stories from Around the World

This compilation of stories from Free The Children's international network spans tales of friendship and compassion, stories of hardship and the strength of a community, and snapshots of inspiring youth in North America striving to make the world a better place.

Adopt a Village Poster

Hung in the classroom, the youthful, engaging poster can be used to track students' fundraising efforts, keeping them engaged throughout the year. The poster also serves as a visual tool to teach about social justice, community development and the Adopt a Village model.

Kit CD

The Kit CD supplements all the educational materials with a multimedia experience. It contains videos and pictures from Free The Children's international projects, episodes of *Shameless Idealists*, PDF versions of all the resources in the Junior World-Changers Kit and separated PDFs of Blackline Masters for easy printing.

PURPOSE OF THE JUNIOR WORLD-CHANGERS KIT

Free The Children's Junior World-Changers Kit was created to give teachers of Grades 4, 5 and 6 a fun and practical resource to introduce younger students to social justice issues and to inspire them to stay involved throughout their lives.

We have chosen to focus this resource on Grades 4, 5 and 6 because this is a critical age for students as they begin to develop their interests and make choices that influence their growth as individuals. We hope this resource will encourage young students to begin thinking about their global community and their place in it.

The Kit emphasizes hands-on activities that illustrate the daily reality for many of their peers around the world, while providing them with positive outlets to turn their raw emotional reactions into constructive action. Furthermore, the Kit's diverse activities cater to multiple learning styles to engage each student in the class. This multi-disciplinary approach allows each student to show their strengths in the context of social justice, giving them the confidence to become passionate world-changers.

Through the Educate, Empower, Engage model, the Junior World-Changers Kit helps create a positive feedback loop for students. When they engage with the material, put what they learn into action, and ultimately witness the impact they can have, these experiences will transform into a lifestyle of active global citizenship. The lessons and activities in the Kit do not just introduce students to a range of cultures and issues. They lay out a path that students can take throughout their lives, for whichever issue or issues they become passionate about and for whichever skills they need to achieve their goals.

LEARNING GOALS

Throughout this resource, students will develop knowledge and practical skills that will help them develop as well-rounded individuals, ready to take action in their local and global community. Students will:

- Develop and express responses to various challenges.
- Reassess their responses to issues on the basis of new information.
- Participate in active and collaborative group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express and defend a position on an issue and explain how to put the ideas into action.
- Learn how to apply their knowledge and skills into real life scenarios.
- Develop an understanding of social justice, and the role they can play.
- Express and organize ideas around complex global issues.
- Recognize themselves as citizens, communicators and members of a team.
- Develop the following attributes: responsibility, awareness, passion, trust, cooperation, respect, knowledge, empathy and honesty.

Junior World-Changers Kit

MULTI-DISCIPLINARY APPROACH

This resource is multi-disciplinary and can compliment curriculum in the following subject areas:

- The Arts
- Health and Physical Education
- Language Arts
- Mathematics
- Science and Technology
- Social Studies

HOW TO USE THE JUNIOR WORLD-CHANGERS KIT

The Junior World-Changers Kit can come to life in the classroom in a variety of ways. There are two main streams: a Comprehensive Study and a Fast Track.

1) Comprehensive Study

The Kit is designed to build on itself, so that each lesson or activity follows from the one before it and leads into the one after it. The Comprehensive Study makes the most of this arrangement to give students a solid foundation in global issues, social justice and active global citizenship. To further customize, there are three tracks that cover all the material in different ways:

Track A – Guided by teacher

- Track A covers all the material in the Junior World-Changers Kit in a thorough and supportive manner. Guided by the teacher, students mainly work together as a class to explore difficult issues.
- Start with the Learning Passport activity, which is the thread throughout the Kit as it is added to after each activity and lesson.
- With Passport in hand, dive into the It Takes A Child lesson to begin to engage students in learning about other cultures and global issues. Continuing on to the Educate booklet, begin with the country guides activity and follow each lesson as laid out in the section.
- Note: For the four Adopt a Village core activities, keep the same four groups in each lesson, rotating the stories they read so that each group looks at a different issue in each of the stories.
- This lesson-by-lesson approach allows the class to take their journey together, emphasizing camaraderie between students as they move through both exciting discoveries and challenging issues.
- After completing the Educate lessons, or even alongside them, go through the Empower activities, skill by skill. Complete the course with Engage, first by action planning with the class, then have a discussion to decide which Free The Children campaigns to do throughout the school year. The teacher can let students take on their individual roles with minimal supervision, stepping in to keep the group on track and to liaise with the school administration, if and when necessary.

Track B – Student-directed

- Track B splits the class up into groups, covering all the material in less time while encouraging independence, group collaboration and student-directed learning.
- Start with the Learning Passport activity, then the It Takes a Child lesson, as in Track A. Moving into the Adopt a Village lessons in Educate, complete all four orientation activities as a class. For the core activities, divide the class into four groups where each group is assigned a different pillar. Come back together as a class and allow each group to be experts on their assigned reading as the class compares their findings through active discussion. Complete the Adopt a Village concluding and extension activities as a class. Break up into four groups again for the final concluding activity for the Educate section (guided reading of Stories from Around the World).
- For Empower, divide the class into three leadership groups. Each group is responsible for the activities under one skill—citizenship, communication or team building. Once each group has a handle on their activities, the class comes together again as each group leads the other two through its activities.
- In Engage, once students have their team roles, the teacher steps back and lets the students decide which and how many campaigns to do. Students can be encouraged to come up with their own fundraisers and awareness raisers, to get permission from the school administration and to reach out to the larger community for sponsorship, advertising and/or venue space.

2) Fast Track

- The Fast Track allows classes to get a taste of active global citizenship without committing too much class time.
- Begin with the Learning Passport activity, then the It Takes a Child lesson, as in the Comprehensive Study tracks. For Educate, choose one country and one pillar to focus on as a class. Complete the country guide activity and the Adopt a Village lesson for the chosen country and pillar.
- For Empower, choose one activity within each skill. Alternatively, choose just one skill to focus on.
- For Engage, assign students roles and complete the action planning activity for one fundraising or awareness raising event, in support of the country and pillar chosen in the Educate section. Then choose one Free The Children campaign to take on during the year.

ADDITIONAL RESOURCES

The Junior World-Changers Kit comes with a colourful educational poster for teachers to hang in their classrooms. The poster is intended to be used as a fundraising tracker. As students fill up the poster with stamps/stickers, they can watch their progress towards a specific goal. In this way, the poster helps teach about Adopt a Village, helps engage students in their actions and serves as a daily reminder of their responsibility as active global citizens.

The Kit CD contains photos, audio files and videos to go along with the country guides, Adopt a Village lessons and Empower activities. These multimedia connections are specified in the lessons and activities. The Kit CD also has PDF versions of all materials, plus separated Blackline Masters and assessment rubrics for easy printing.

After the guided reading activity at the end of the Adopt a Village lessons, Stories from Around the World can live in the classroom library for easy reference or to revisit as often as students wish or need. Students should also be encouraged to pick up the compilation for free reading.

Assessment

Assessment 1

PROJECT RUBRIC

TITLE OF PROJECT: _____

STUDENT NAME: _____

PERFORMANCE FACTORS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Producing quality work	Produces work with limited quality.	Produces quality work.	Produces good quality work.	Produces high quality work.
Using work time effectively	Sometimes on task, showing limited observance of boundaries and rules.	Sometimes on task, showing inconsistent observance of boundaries and rules.	Consistently remains on task, showing respect to boundaries and rules.	Always remains on task, showing exemplary adherence to boundaries and rules.
Knowledge of topic	Demonstrates limited knowledge and understanding of concepts.	Demonstrates some knowledge and understanding of concepts.	Demonstrates considerable knowledge and understanding of concepts.	Demonstrates thorough knowledge and understanding of concepts.
Communicating effectively	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with a high degree of effectiveness.
Originality	Presents a predictable response to the topic.	Presents a somewhat predictable response to the topic.	Presents a somewhat original idea.	Presents a fresh and original idea.

ORAL PRESENTATION

TITLE OF PROJECT: _____

STUDENT NAME: _____

NONVERBAL SKILLS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Eye contact	No eye contact with audience, entire report is read from notes.	Minimal eye contact with audience, reading mostly from notes.	Consistent use of eye contact with audience, but still refers to notes.	Holds attention of audience with use of direct eye contact, seldom refers to notes.
Body language	No movement or descriptive gestures.	Very little movement or descriptive gestures.	Made movements or gestures that enhanced articulation.	Movements seem fluid and help the audience visualize.

VERBAL SKILLS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Enthusiasm	Shows no interest in topic.	Shows some negativity toward topic.	Occasionally shows enthusiasm toward topic.	Demonstrates strong enthusiasm toward topic.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly.	Student's voice is low, pronounces terms incorrectly and volume is inconsistent.	Student's voice is clear, they pronounce most words correctly and volume is good.	Student uses a clear voice. correct pronunciation of terms and volume is excellent.

CONTENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Subject knowledge	No grasp of information. Student cannot answer questions about the subject.	Student is uncomfortable with the information. Student is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions.	Student demonstrates full knowledge by answering all class questions with explanations and elaborations.
Organization	There is no sequence of information.	There is poor sequence of organization.	Information is presented in a logical sequence.	Information is presented in a logical and interesting sequence.

STUDENT PARTICIPATION RUBRIC

STUDENT NAME: _____

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3
Behaviour	Sometimes on task. Inconsistent observance of boundaries and rules.	Consistently on task. Respect boundaries and rules.	Always on task. Shows exemplary adherence to boundaries and rules.
Preparedness	Sometimes brings required materials to class. Inconsistently engages in classroom activities. Inconsistently completes assignments on a timely basis.	Consistently brings required materials to class. Consistently ready to engage in daily classroom activities. Consistently completes assignments on timely basis	Is always prepared with required materials. Is always ready to engage in daily classroom activities. Exemplary effort displayed in completing assignments.
Classroom interaction	Inconsistent participation in classroom activities. Unwilling to volunteer to answer questions, read aloud, etc.	Active participation in classroom activities. Willing to volunteer answers to questions, read aloud, etc.	Consistent leader of classroom activities. Always volunteers to answers questions, read aloud, etc.
Attitude	Displays inconsistent attitude. Sometimes unwilling to accept feedback. Finds it difficult to work with others.	Displays positive attitude. Is willing to accept feedback. Is willing to work with others.	Displays an exemplary and consistent attitude. Graciously accepts feedback and is able to use it constructively. Is always willing to work with others.

Foundation Lessons

Learning Passport

RATIONALE

Passports are international documents that people use to confirm their identity and citizenship for the purpose of travel. Passports act as travel logs, each stamp reflecting a different journey and experience.

In school, students embark on journeys every day. They travel to far off places during geography lessons; they take trips through time during history lessons; they take mathematical expeditions during math lessons; and they create their own journeys during art lessons.

In this activity, students will create personal "Learning Passports." In their passports, students will document their learning during a lesson using pictures, words and other creative means. With each learning journey they take, students will fill out a page in their passport, encouraging them to recognize and appreciate the learning journeys they take during regular school days.

LEARNING GOALS

Students will:

- Document learning in a variety of tasks and subjects.
- Participate in active self-reflections.
- Communicate effectively in written and artistic forms.
- Demonstrate knowledge through creative means.

Materials:

- Blank paper
- Stapler and staples
- Writing and colouring utensils
- *It Takes a Child* by Craig Kielburger

ACTIVITY

STEP 1: DESCRIPTION OF A PASSPORT

Purpose: This step informs students about the use of an international passport, leading the way for their learning passports.

- Open to the front page of *It Takes a Child*. Show students the picture of Craig Kielburger's passport.
- Explain to students that a passport is an international document that confirms your identity and citizenship. It is issued by the government of your country so that you can travel around the world and discover new places. Passports have to include: name, date of birth, sex and place of birth.
- Tell students that when you visit other countries, you need to show your passport at the customs desk in order to enter the country. Upon entrance, you will receive a national stamp on one of the pages in your passport confirming your entrance.

It Takes a Child Lesson

STEP 2: CREATE LEARNING PASSPORTS

Purpose: Students create their learning passport and understand its use.

- Explain to students that they are going to create a learning passport to document their learning throughout the school year.
- Instructions to create a learning passport:
 - Align four pieces of blank paper.
 - Staple the pages down the left hand side making a book.
 - For the cover page, either ask students to copy the proper image from their country of residence on their cover or ask students to be creative and draw what they think belongs on the front of their passport.
 - View the passport displayed inside the cover of the *It Takes a Child* book. Ask students to draw a picture of themselves and fill in their information according to this picture.
 - Students will fill in the remaining pages as they learn different things throughout the school year. If they fill them up quickly, students can staple extra pages to the back.
- Once their passport is complete, students will use their passport to reflect on different learning tasks they complete in the classroom or at home. Similar to a national stamp, students will fill a page of their passport with words and pictures identifying what they learned.

RATIONALE

On April 19, 1995, 12-year-old Craig Kielburger came across the following headline over breakfast: “Battled Child Labor, Boy, 12, Murdered.” The story of Iqbal Masih sparked young Craig’s interest and led to the creation of what we now know as Free The Children.

It Takes a Child is an inspirational story about a young boy fueled by passion and determination. The story teaches its readers that you are never too young to make a difference in the world. Using this children’s book and lesson plan, take your students on their own It Takes a Child journey. Tap into their prior knowledge about world issues and poverty, inspire them to create critical learning questions and lead them through a stations activity where they will create and explore different areas of the story. These learning tools will enhance your students’ creativity and curiosity and help guide them onto a path of active global citizenship.

Themes: Poverty, child labour, children’s rights, childhood, generosity, activism, charity, friendship, India, culture

Estimated time: 190-290 minutes

LEARNING GOALS

Students will:

- Formulate and share opinions on global issues and problems.
- Demonstrate research skills by compiling information from a variety of sources.
- Participate in active group work and class discussions.
- Practice their reading comprehension skills.
- Communicate effectively in written, oral and artistic forms.
- Use inquiry skills to guide learning.
- Contribute to collaborative projects.

Materials:

- *It Takes a Child* by Craig Kielburger
- Blank paper
- Pencils, coloured pencils and markers
- Chart paper
- Scissors
- Scarves for the Stations activity. (Ask students to bring in scarves from home prior to this activity).
- Newspapers
- Glue
- Blackline Master (BLM 1) and Blackline Master 2 (BLM 2)

It Takes a Child Lesson

LESSON

STEP 1: TOPICS OF STUDY

Purpose: This step helps students identify the topics of study that will be explored throughout the course of the lesson. This will provide students with direction and purpose before they embark on this learning journey.

- Explain to students that throughout the upcoming learning unit, they will explore a series of topics of study. As they participate in class activities, they will learn about these topics, eventually becoming experts on these areas.
- Tell the following topics of study to the students:
 - Child Labour
 - India
 - Free The Children
 - Friendship
 - Poverty
- Write these topics on the board or somewhere in the classroom to remind student of the general themes of the lesson.

STEP 2: PRIOR KNOWLEDGE

Purpose: This step explores students' prior knowledge of the topics of study through active discussion.

- Begin by giving students a few quiet moments to consider the topics of study.
- Divide the class into small groups and ask them to brainstorm ideas around the following two questions:
 - What do you know about the topics of study?
 - What questions do you have about the topics of study?
- When students have finished their discussions, bring the class back together for a group discussion.
- Write the topics of study on the board as headings.
- Begin with the first question and ask students to volunteer things they already know about each of the topics of study. Record answers.
- Move onto the next question and ask students to volunteer any questions they have about each of the topics of study. Record these answers under the appropriate headings.
- Choose one strong question for each of the areas of study. Explain to students that these questions are their "investigation questions." As a class they will keep these questions in mind as they participate in different learning task. It is the goal of the unit to perform investigations and answer these questions by its conclusion.

STEP 3: READING

Purpose: This step guides students through a class reading of the children's book *It Takes a Child*.

- Predictions:
 - Read the title of the book and show students all the pictures.
 - Ask students to make predictions around the events in the book and what they think is going to happen.
- Vocabulary:
 - Identify new vocabulary in the book. Places such as: Pakistan, South Asia, Bangladesh, India, and Madras. Things such as: carpet loom, Bengali, Hindi, syringe, rupee, rickshaw, saris, tea stall, carpet factory, hand-pump, organization, abuse, child labour, battled, murdered, poor, rag-pickers, and metal factory. Names such as: Iqba Masih, Khasia, Muniannal, Munnial, Jean Chretien and Mother Teresa.
- You may choose to read the book to the class, or have the students read the book in a guided reading fashion. Make sure to show students the illustrations and answer any outstanding questions at the end of each page.
- When reading is finished, ask students the following discussion questions:
 - Who is Craig Kielburger?
 - What inspired Craig to go on a journey to India?
 - Where is India? Encourage students to find India on a map.
 - What did Craig learn while he was in India?
 - What is child labour?
 - What lessons can we learn from Craig's journey?
 - What has Craig done with all of the information he has learned?

STEP 4: PROJECT-BASED LEARNING ACTIVITY – IT TAKES A CHILD STATIONS

Purpose: This step guides students on their It Takes a Child journey as they work through organized, creative stations in collaborative groups.

- Section off five areas of the classroom to be used for each of the five stations.
- Assemble instructions and all necessary material, placing them together in their proper place.
- Explain to students that they will be going on a *It Takes a Child* journey.
- Divide the class into five groups.
- Explain to the groups that on this journey, they will visit five stations and at each station they will experience a different part of Craig's journey from his discovery of Iqbal's story in the newspaper, to India, to the creation of Free The Children.
- Explain the following stations to the students:
 - Station 1: Free The Children**
 - At this station, provide students with blank pieces of paper, pencils and coloured pencils and allow them to look at *It Takes a Child* for guidance.

It Takes a Child Lesson

Teacher Note: Students can also use computer programs at this station to help generate comic strips.

- Explain to students that at this station they are asked to create a comic strip of Craig's journey from his discovery of Iqbal's story to his return home from India, highlighting what he plans to do next.
- When each group visits this station, they must plan and complete part of the comic strip. Each group will add to it as they go, building off the other groups' ideas and adding their own. **This is a collaborative class project; students should take their time to ensure that all members of the class are able to make a significant contribution to the comic strip.**
- In the end the class will have created a dynamic comic strip that can be displayed and inform other of Craig's journey and how Free The Children came to be.

Station 2: Iqbal

- At this station, provide students with current newspapers.
- Students must search through the newspaper for an article that sparks their interest. This article could be on a social issue they feel passionate about, international news, news from their community, an article about a public figure that inspires them, etc.
- When students find this article, they must rip it out of the newspaper, just like Craig did.
- Students must create a collage using words and pictures cut-out from the article, as well as their own drawings and handwriting, to create a message about what they learned from the article.

Station 3: India

- At this station, students will travel to India and explore the things Craig discovered during his travels, including clothing, language, song, food and traditions.
- Provide students with the following tools: scarves, blank paper, world map, computer and internet.
 - Geography: provide students with a world map (BLM 1) and ask them to identify the location of India and label all of the cities Craig visited while he was there.
 - Language: students must create an acrostic poem for "Hello" in Hindi: "Namaste." Have students write NAMASTE vertically down the side of a page. When they have done this, ask them to go back to each letter and think of a word, phrase or sentence that starts with that letter and describes India.
 - Dress: encourage students to use the scarves to dress themselves in saris.
 - Traditions: Learn about cultural practices, foods, and culture by exploring *It Takes a Child* and performing additional research.
- Encourage exploration and imagination at this station.
- Ask students to compile the information they learn either into a PowerPoint presentation or into their learning passports.
- Before the rotation is complete, take a picture of the students in their saris, displaying their creations.

Station 4: Child Labour

- On his journey through India, Craig meets a variety of child labourers who are working to support their family. At this station, students will flip through *It Takes a Child* and visit each of these child labourers, just like Craig did.
- After reading about each child labourer in *It Takes a Child*, students must choose one of the children and create a poster of them, telling their story and highlighting the difficulties they face in their life.
- The child labourers from the book are as follows:
 - Small boy working at a tea stall.
 - Group of children working as rag pickers
 - Khasia, a young boy working at a metal factory
 - Muniannal, a young girls working with needles.
 - Group of children working in a firework factory.
 - Munnial, small boy who was rescued from a carpet factory.
- Display final posters around the school.

Station 5: Children's Rights

- Throughout *It Takes a Child*, we encounter many instances where children are not being granted their rights.
- Explain to students that children (under the age of 18) have basic human rights to which they are entitled. However, despite efforts to ensure these rights, there are still many young people around the world who are denied their rights.
- At this station, students will explore a list of children's rights adapted from the United Nations Convention on the Rights of the Child (UNCRC).
- Cut out the boxes on BLM 2 and have students play a game of charades, drawing from a hat and acting out the right to their fellow group members.
- Once each right has been acted out and correctly identified, each student must select one right and write a short story about what their life would be like if they were not granted that right.
- Explain to students that the stations activity is a collaborative project within their groups and in the case of station one and three, within the class. Explain to the groups that they should spend the first 3-5 minutes at each station planning out what they would like to produce. Then groups will use the remainder of their time at the station to produce their work.
- Groups can remain at each station from 15 minutes to 1 hour, depending on time available for this activity.
- Begin the stations activity.
- Before students rotate to the next station, go around the room and take a picture of what each group produced to document their journey.

It Takes a Child Lesson

STEP 5: CONCLUSION

Purpose: This step encourages students to demonstrate what they have learned throughout the lesson. Students will also revisit the initial investigation questions created as a class, and answer them together using their newly acquired knowledge.

- Bring the class back together after the groups have completed all of the stations.
- Hold a discussion around the lesson using the following suggested questions:
 - What did you learn during this lesson?
 - What did you learn at each station?
 - What was your favourite activity?
 - What had the greatest impact on you?
 - How did each of the stations relate to each other?
 - Now that you have learned all of this information, what will you do with it?
- Explain to the class that to sum up their learning from the lesson, each group is required to perform a one-minute skit around something they learned during the stations activity. This can involve a skit about child labour, children's rights, Iqbal, India or the Free The Children story.
- Provide groups with an appropriate amount of time to plan and practice their skits. When this time is up, have each group act out their skits in front of the class.
- Following the performance, revisit the investigation questions that were at the beginning of the lesson. Go over each question as a class and ask students to volunteer answers. By the conclusion of this discussion, your investigation questions should be answered and learning outcomes achieved.

STEP 6: DEMONSTRATION

Purpose: This step gives students the opportunity to demonstrate and reflect on their learning by teaching their peers.

- Compile all pictures taken throughout the lesson and display them to show the students journey.
- Display students' work around the room and invite other classes to visit. Have your students act as guides and lead the visitors on the It Takes a Child journey, using the work they created to demonstrate their learning and inform their peers.

ADDITIONAL INVESTIGATION PROJECTS

- Create a class blog, outlining the journey the class has taken and the information they have discovered.
- Write a letter. Students can write a letter to young Craig about what they thought of his journey through India, or to the leader of their country to raise awareness about child labour.
- Present at a school-wide assembly. Students can write and act out plays, perform songs or write short speeches to share with their peers what they are learning.
- Make a documentary. Students can use a video camera to create a documentary to depict certain social issues around the world.
- Create board games. Using the facts they have learned about social issues, students can design games for other students to play.
- Publish a newspaper on social issues. Assign various roles—editor, reporter, photographer, etc.—and have them create a newspaper on social issues they have learned about to share with their school, families and/or community.
- Design a poster campaign. This information campaign can provide information on social issues that will be displayed in the hallways of the school or in the community.
- Create picture books. Encourage students to create picture books, on their own or in groups. Encourage students to draw themselves as world-changing superheroes.
- Invite guest speakers. Students can research leaders and experts in their community to come in and talk about their experiences or the ways they give back to the global and/or local community.
- Create a class mural about active global citizens. The mural can incorporate pictures, letters, poems or collage materials suggesting how kids can become active global citizens.

BLM 1: World Map



BLM 2: The Rights of a Child

EVERY CHILD HAS THE RIGHT TO ...

Healthy food and nutrition	Medical treatment	A loving and caring family
A safe home	Clean water	Play and rest
A proper education	Protection from harm	Love, care and understanding
Freedom of speech	Meaningful relationships	Ability to make decisions
Grow to their full potential	Be free from labour	Participate in their community

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