

Born to be Free Connection

www.worldvision.org.nz/borntobefree

Welcome to the *Born to be Free Connection*. We hope this will be an exciting and rewarding experience for your students.

TEACHER RESOURCES

To make the most of the programme and to help in your planning also check out the **Teacher Resources** section:

- ▶ Using this website
- ▶ Other resources, activities and links
- ▶ Child labour social action ideas

INTERACTIVE FEATURES

Younger and older students will enjoy using the variety of interactive features:

- ▶ **Child labourers** photo albums for younger readers
- ▶ **Working Hard** photo puzzles, photo albums, opinion poll and Work Quiz
- ▶ **Child Labour handbook** with answers to FAQ
- ▶ **Online simulation game** *Eliminate – child labour*
- ▶ **Online postcards** – to the featured child labourers
- ▶ **Postcard messages** from students in the Young Pillars children's clubs in India
- ▶ **Online expert**, Reena in India, answers student questions during Term 1 and 2, 2006

PASSWORD

Your school needs to be registered to receive the password for sending postcards and asking questions.

FEEDBACK

Remember to tell us what you think by completing the feedback questions on pages 7 and 8.

TELL OTHERS

Try the 'Tell a Friend' feature on the website. Nominate a page you like and email the link to other educators to encourage them to register and use the site with their students too.

Go to the **STOP Child Labour** section and click on 'Take Action'.



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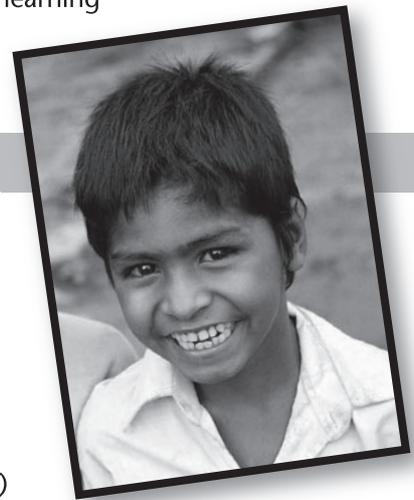
Postcards

Postcards give your students the opportunity to respond to what they are learning in a personal way. There are two opportunities for sending postcards:

- Postcards for ex-child labourers, Arvind, Priya and Sudarmathi
- Postcards to members of the Young Pillars children's club

Writing postcards to child labourers

1. Select a child from the **Child Labourers** section
2. Read their story and view their photo album
3. Draft a postcard message on the computer or on paper



SENDING POSTCARDS

1. Click on the blue 'Send a postcard' button on the left
2. Enter your first and last name
3. Select your school from the drop-down menu of registered schools
4. Enter the password: (registered schools receive this separately)
5. Enter your message (copy and paste, or type the message text)
6. Check one last time – make sure the message is appropriate and does not include any personal details
7. Select 'Send message' button and your postcard will display on the site

Postcards to Young Pillars

Students can read postcards from 10 members of the Young Pillars children's clubs including ex-child labourers, Sudarmathi, Priya and Arvind. They are very interested to know about the child labour situation in New Zealand! Encourage your students to send an online postcard to them.

WRITING POSTCARDS TO YOUNG PILLARS

1. Go to the **STOP child labour** section
2. Select 'Advocacy' and read about the Young Pillars children's clubs
3. Click the orange 'Postcards from India' button on the left to read postcards from the Young Pillars
4. Draft a postcard message on the computer or on paper
5. Click the green 'Postcards to Young Pillars' button to read postcards sent by other students

SENDING POSTCARDS

1. Click on the orange 'Send a postcard' button on the left
2. Enter your first and last name
3. Select your school from the drop-down menu of registered schools
4. Enter the password: (registered schools receive this separately)
5. Enter your message (copy and paste, or type the message text)
6. Check one last time – make sure the message is appropriate and doesn't include any personal details
7. Select 'Send message' button and your postcard will display on the site



POSTCARDS FROM INDIA

We'll forward a selection of the best postcards to the Young Pillars. So encourage your students to write some inspiring messages! We'll arrange for the Young Pillars to respond with new postcards on the site.

FINDING YOUR POSTCARDS

1. Use the 'Find your postcard' search box
2. Enter your First name and your Last name, exactly as you entered them on your postcard(s).
3. Then click 'Go'. This displays the postcards submitted under these details.
4. If you can't find your postcard(s) check the spelling of your details in case you entered them differently.

SECURITY

Only first names will display on the website to protect children's identities. If students submit personal details, address, school name, email or phone numbers we will delete or edit what has been submitted.

Interactives

Work quiz

Students can do the quiz online independently or, alternatively, try doing it as a group discussion. Go to the **Working Hard** section and click the '[Work Quiz](#)' button on the left below the menu.

1. Read out the definition of child labour from the Working Hard poster
2. Read out the scenarios, or print them on separate cards
3. Discuss each scenario and decide whether or not it's child labour
4. Enter each group's answers online and record the scores
5. Discuss the results. Change some answers to improve your score



Puzzle photos

In the **Working Hard** section, there are six Puzzle Photos, one under each type of work.

1. There are two levels of difficulty – '[Gridlines](#)' or '[No gridlines](#)'. Just click the button on the left to switch options
2. Click the '[Start](#)' button to start the timer, then race against the clock to do the puzzle
3. Click and drag each piece into position. When a piece is right it should snap into place
4. The timer stops when you've finished. See how long it takes you to do each puzzle (To see the completed photo first, start the timer then click the '[Autosolve](#)' button.)

Opinion poll

After viewing the photo albums in the **Working Hard** section, take a vote on which type of work you think is the worst for children. Submit your votes in the Opinion Poll box, below the menu. View the results to see which type of work has been voted the worst.

Calculation challenges

Read about Settu's family and calculate their finances to get them out of debt and earning enough for the future. Go to the **STOP Child Labour** section, read Settu's story on each page and click the '[Calculation challenge](#)' button.

Release: Debt Calculation Rehabilitation: Income Calculation Prevent: Opportunity Calculation

Online simulation game

Give your students the opportunity to 'step into the shoes' of a social worker with the goal to eliminate child labour in a community. Take up the challenge, one child at a time. This problem solving learning experience, based on real life, will enthuse participants and increase their understanding of why child labour doesn't work.

WHERE TO START

Print the pdf *Tips for using Eliminate – child labour* found in the **Teacher Resources** section '[Using this website](#)'. The pdf includes ideas for using the game and an instruction flowchart for students to follow.

STEPS FOR PLAYING THE GAME

1. Open the game by selecting **Simulation game** section from the side menu or use the url www.worldvision.org.nz/eliminatechildlabour
2. Register as a new player – choose a screen name and password
3. Prepare to play - explore the community map, Child labour handbook, and Glossary
4. Order the caseload - decide the urgency of each child's situation
5. Take action – make decisions about what to do to eliminate child labour
6. Results and reflection – reorder remaining cases and see changes on the map
7. Exit the game – continue playing in another session or play again



Online expert

Child labour handbook

Use the 10 FAQ from the handbook to direct your inquiry or study. The information is student-friendly with photos, graphics and web links. Go to the **Online Expert** section and click on the '[Child Labour Handbook](#)'.

1. What is child labour?
2. How many child labourers are there and where do they live?
3. What types of work do child labourers do?
4. Why do parents send their children to work?
5. Why do employers use child labour?
6. What's being done to stop child labour?
7. Do boycotts help end child labour?
8. Isn't child labour necessary for a country to develop?
9. Who's responsible for child labour?
10. Will child labour be eliminated in our lifetime?



Ask an expert

Reena is a child rights advocate who works for World Vision in India. She is answering student questions throughout Term 1 and 2 in 2006. She knows all about child labour, the *Born to be Free* project, the Young Pillars children's clubs, and she has spent time with Priya, Arvind and Sudarmathi.

WRITING QUESTIONS

1. Introduce Reena to your students and read more about her and her 2003 visit to New Zealand in the **Online Expert** section and click on '[Meet Reena](#)'.
2. Read some of the Featured Questions for some interesting examples.
3. Write questions, as a class, in groups or individually about the issue of child labour for Reena to answer.
4. Check the '[Featured questions](#)' and '[Child Labour Handbook](#)' in the **Online Expert** section to see if your question has already been answered on the website. If it has, cross it out.
5. Discuss and then finalise your questions on computer or on paper

SENDING QUESTIONS Questions can be sent by teachers or students.

1. Go to the **Online Expert** section
2. Click the blue '[Ask an Expert](#)' button or the '[Click here to ask questions](#)' link
3. Select your school from the drop-down menu of registered schools
4. Enter the password: (sent to registered schools separately)
5. Enter the class, group or first name only - so you can find your answers easily
6. Enter a keyword that describes the main topic of your questions
7. Enter the email alert to get an email when Reena has answered the questions (optional)
8. Type a short message telling Reena what you are learning about (optional)
9. Copy and paste, or type up to five questions, each one in a separate box. If you have more than five questions you need to start another question set after you have finished the first one.
10. Check the questions carefully. Make sure they're appropriate and don't include any personal details
11. Click the '[Send to Reena](#)' button (your questions should display immediately)

FINDING YOUR QUESTIONS and ANSWERS

To find your questions or questions sent by other schools:

1. Use the '[Find your questions](#)' search box
2. Select the school name from the first drop-down menu
3. Select a class, group or first name from the second drop-down menu
4. Select a keyword from the third drop-down menu or just click the '[Go](#)' button
5. This displays the sets of questions submitted under these details.
6. When Reena has answered a set of questions, the school name changes from black to orange.
7. Click '[View questions](#)' to see the questions. To print, click on the print button.

Social action

Social action provides a valuable skills-based educational experience that will develop your students' communication, event organisation, media and fundraising skills. All the ideas are on the website where you can download the pdfs.

STOP Child Labour '[Take action](#)',

Teacher Resources '[Social action ideas](#)'



COMMUNICATION SKILLS

Email a friend to tell them about child labour:

1. Go to the '[Email a friend](#)' form on the website.
2. Choose a friend or relative to email.
3. Choose a page of the *Born to be Free* website you'd like them to look at.
4. Add your own message describing what you've learnt from this page.



Write a letter:

1. Write to the editor of a newspaper (to inform others about the issue of child labour) or to a member of parliament (to ask them to take action to eliminate child labour).
2. Read the pdf called *Writing an effective letter* to get some tips.
3. Use your letter to advocate for a solution such as:
 - increase the amount of overseas aid
 - provide aid that supports primary education programmes
 - uphold child rights and enforce labour laws in developing countries

Email World Vision:

1. Go to the '[Tell World Vision](#)' form on the website.
2. Enter your details and your message.
3. Tell World Vision's Education staff what you have been learning and doing or about your plans to take social action.



EVENT ORGANISATION

Develop an action plan with students to organise an event to tell others about the issue of child labour. Ideas include:

- a concert, game, fundraiser, assembly or a real-life simulation experience
- June 12 is World Day against child labour
- download the action plan for a Sweatshop Fashion Show



Social action – continued

MEDIA SKILLS

Use tips from the *Contacting the media* pdf to attract media attention and reach a much larger audience with your efforts.



FUNDRAISING SKILLS

Born to be Free fundraiser

Raise money to eliminate child labour in the *Born to be Free* project in India.

1. Print the *Born to be Free* brochure pdf for information.
2. Set a class fundraising target.
3. Plan and take action to raise your funds using the *Fundraising ideas* pdf.
4. Send in your funds.
5. Receive a report and certificate acknowledging your contribution.

40 Hour Famine

Spread the word that child labour doesn't work. Do the World Vision 40 Hour Famine. It's an annual event, in March, where around 150,000 participants go without food, or something else, for 20 to 40 hours. Perhaps your school already takes part, but if not, why not organise with your class the school's first Famine event.

<http://www.famine.org.nz> 0800 FAMINE (326 463)

RAMPANT groups

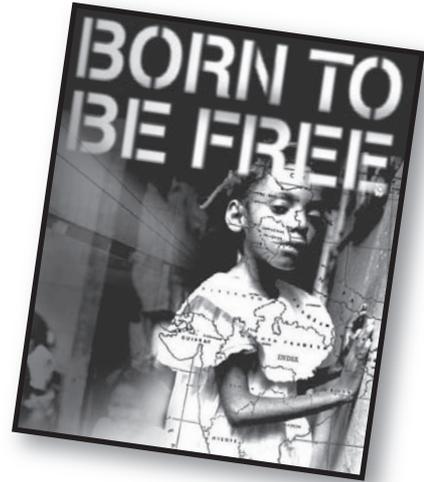
RAMPANT is an online environment for young people that is making change contagious.

1. Go to the RAMPANT website to find out about children who are in crisis.
2. Form a RAMPANT group, such as a class or group of students.
3. Get ideas and support to help your group make a real difference.
4. Set up a unique URL, create a message board, an online photo album and feature stories.
5. Select a fundraising project and receive donations online for this project.
6. Develop ICT skills and experience the impact of going global with your fundraiser.

<http://www.worldvision.org.nz/Rampant/RampantGroups>



Take Action



World Vision

40
hour
famine
your weekend
their life



Born to be Free Connection feedback

We do appreciate hearing your feedback. Please take a few minutes to answer the questions – and return by fax or post.

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World Vision
Global Education



Your name: _____ Date: ____ / ____ / ____

School/Institution: _____

Address: _____

Email: _____ Phone: (____) _____

1. What is the main topic or curriculum focus for your unit?

2. Which class levels are involved? (indicate as many as apply)

Year 1 2 3 4 5 6 7 8 9 10 11 12 13 Other _____

3. What term are you doing the unit?

Term 1 2 3 4 For how long? _____ weeks

4. Which Born to be Free / Child Labour resources are you using?

- website Born to be Free Connection
- online game Eliminate – child labour
- game pack Eliminate – child labour
- poster Working Hard
- video / DVD Life of Chains
- video / DVD The Tragedy of Child Labour
- video / DVD Young Stars
- video / DVD Working for Change
- folder Work Children Do (Y1-4)
- folder Child Labour (Y5-8)
- CD Child Labour / Work Children Do (Y1-8)
- textbook Connected (Y9-12)
- folder Connected (Y9-12)
- folder The Tragedy of Child Labour (L1 Geography)

5. Please comment on what is MOST useful about those resources and why?

Born to be Free Connection feedback

6. Which parts of the *Born to be Free Connection* website are you using?
- Child labourers section – stories, photo albums, postcards
 - Working Hard section – photo albums, puzzles, quiz, opinion poll
 - Ask an expert – child labour handbook, meet Reena, ask questions
 - Simulation game – instructions pdf
 - STOP Child Labour – photo album, calculation, postcards
 - Teacher Resources – pdfs, instructions, social action, updates

Comments:

7. What are your students enjoying most about the website?

8. Are there parts of the website that you won't use? What is the main reason for not using them?

9. If you are using the *Eliminate – child labour* online game OR game pack, describe how you are using them and how the game went.

10. What are your main reasons for registering for the Born to be Free Connection?

11. Are you seeing any changes in students' attitudes to people in need or to helping others? Describe or give an example of this change or any social action they are undertaking.

12. Will you use this unit, these resources or this website again? How and when?

Other comments or ideas:
