



# 100 MILLION CAMPAIGN

## TEACHERS' ACTION GUIDE



FREE. SAFE. EDUCATED.

Millions of young people around the world are taking action with the 100 Million campaign. Together, they will be challenging thousands of parliamentarians and local officials to end the extreme marginalisation of 100 million children and young people; what will they do to ensure every child in our community and every community are free, safe, and educated?

At the heart of global inequality is a system that allows over 100 million young people to be denied their most basic rights. They are victims of child labour, violence, and trafficking; the world has never been richer yet they are forced to work to survive instead of going to school. But young people from Delhi to Monrovia, from Lima to Tokyo have had enough: they are standing together to demand that every child is included.

This pack provides resources for teachers to help their school take action with the 100 Million campaign:

- **Frequently asked questions about the campaign**
- **Guide to screening the film (see below)**
- **45minute lesson plan**
- **Lesson handouts**

These materials have been designed for students to understand more about their rights and the rights being denied to the world's most marginalised children. The activities support young people to realise their power in creating a better world.

From **Wednesday 14th November**, there is also the opportunity for your students to join with other students all over the world in the global school screening of **THE PRICE OF FREE**. This new documentary follows the true stories of children rescued from child labour in India and their journey to freedom. Winner of the Grand Jury Prize at Sundance Film Festival, the film is being released at the end of November ahead of the 2019 Oscars. As part of the film's commitment to young people, schools around the world will be able to screen it for **free**, until the 27<sup>th</sup> March, 2019.

The film tells the story of how Bachpan Bachao Andolan (Save the Childhood Movement) has freed more than 86,000 children from forced labour and slavery, and how we can end child labour for good. It is a call to action for a world where every child is free, safe, and educated and we would love you to be part of it.

Please join us in our fight for justice for every young person.

# THE PRICE OF FREE AND THE 100 MILLION CAMPAIGN: FAQs

## *What is happening around the world?*

This year with the 100 Million campaign, millions of young people around the world will meet with parliamentarians and local decision-makers to challenge them to ensure that all children in their communities are free, safe, and educated. Schools will also have the opportunity to join the film screening for the powerful new film, THE PRICE OF FREE about our campaign co-founder and Nobel Peace Laureate, Kailash Satyarthi's work to end the marginalisation of children. Supporting the policy demands decided by leading child and youth organisations together with young people, in each country, taking action with the 100 Million campaign will offer an opportunity for schools, campuses and youth organisations to come together and demand justice for the most marginalised children.

## *Does my school have to take part in everything?*

It's up to you! Schools, universities and young people everywhere will be doing different activities with the campaign. Depending on what time you have available, you can decide what activities you'd like to do. The Bridges and Barriers lesson plan included in this pack works as a standalone activity, and there's also a short reflection activity to accompany the film, if you would like to use it. The film screenings will start from Wednesday 14<sup>th</sup> November and will be available to watch for free. If your decision-maker can't attend, your activity will still count! Let us know what you do, and we can send you a certificate celebrating your participation.

## *What age is THE PRICE OF FREE suitable for?*

As a documentary, THE PRICE OF FREE does not have an age classification, but we recommend that it is most suitable for children aged 11 upwards. The film tackles the important subjects of child labour and child slavery by telling the story of young children who have been rescued. It has already been screened to children aged 11 years and teachers have been happy to recommend the film.

## *How can my school take part?*

You only need to do two things:

- **Register your interest** either online at [action.100million.org](http://action.100million.org) or by emailing the registration form at the end of this pack to us at [campaign@100million.org](mailto:campaign@100million.org)
- **Invite your decision-maker** to take part (a draft letter is included to make this easier)

## *Does this fit in with the curriculum?*

Yes. The materials have been designed by teachers to fit in with the curriculum. The focus is on an educational experience for both students and decision makers, and everything has been designed bearing this in mind.

## *What if we want to do other things during the visit from our decision-maker?*

If your decision-maker decides to visit we know that there may be other activities that you would want to do with them. As long as the visit includes the enclosed session where young people teach the MP, your school will be counted and listed as part of the global activities.

## *My member of parliament is not available, can I invite a local councillor or another decision maker?*

Yes. The 100 Million campaign is encouraging decision makers to go back to school and whilst we expect thousands of parliamentarians to participate we also expect thousands of other decision makers to take part such as local councillors, local education officials and community leaders. It is up to you.

### ***What is the 100 Million campaign?***

The 100 Million campaign is an open call to action for a world where all children and young people are free, safe and educated, focusing on the rights of those who are most marginalised and consistently excluded from justice. Our collective aim is to support a generation of empowered young people to take the lead in changing the world one community at a time.

We were co-founded by Nobel Peace Laureate Kailash Satyarthi, the child rights activist who has worked tirelessly to end the suppression of the rights of children and young people. Open partnership is at the heart of our model to achieve long-term, sustainable solutions. Young people are already working together in local groups in communities, schools and universities across the world, supported by National Planning Groups and international partners. You can find out more about the 100 Million campaign in our guiding principles document [here](#).

### ***What does the campaign mean by free, safe, and educated?***

This was developed following meetings of national planning groups in Delhi and Mumbai. For every child and young person to enjoy their childhood, they must be able to realise their rights to freedom, safety, and education. Free from child slavery, child labour, child trafficking and child marriage; Safe, with protection from violence, war and natural disaster; and Educated, with access to free, inclusive and quality education.

We are focused on the most marginalised and will be encouraging communities, countries and the world to ensure every child is included. Every National Planning Group is encouraged to set specific demands for their country and local youth groups are encouraged to make local demands to decision-makers about how to end child marginalisation in their community.

### ***How can students get further involved?***

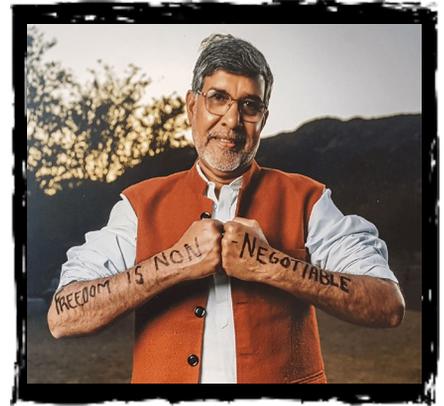
Students who are 13 and over can sign up for more information on how they can be involved with the 100 Million campaign. We will also be providing more materials to those teachers who would like further information. You can find out more about how young people are starting groups in schools, universities and communities across the world to continue learning about and supporting the rights of all children at [www.100million.org](http://www.100million.org).



# FILM SCREENING GUIDE



**THE PRICE OF FREE** opens our eyes to the injustice of child labour, told through the true stories of children rescued by Nobel Peace Prize winner Kailash Satyarthi. Kailash has challenged the marginalisation of children for over three decades, rescuing over 86,000 children from forced labour and slavery, and building a global movement for child rights. The film illustrates the reality of human rights abuses faced by children in the 21<sup>st</sup> century, and inspires us all with what is possible when we work together to create change.



This award-winning film (Sundance Film Festival's Grand Jury Prize) will be made available to **schools, colleges and youth organisations** from the **14<sup>th</sup> November** until 27<sup>th</sup> March, 2019 to watch for **free**. We hope as many young people as possible will learn about the injustices faced by the most marginalised children, and what can be done to change this.

Your school and students can take part in the film screening from the 14<sup>th</sup> November. Thousands of schools across the world will be taking part – find out more by following **#PriceofFree**



*"Children and youth have enough energy & power to make our society safe, but every hour some people are practising violence on children. Why? And till when? I cannot accept this."*

**SHUBHAM RATHORE** – former child labourer, engineer and child rights activist

*"The stories that were shared were harsh and they truly moved me. But the film also gave me hope since it shows the selfless work of activists, who were willing to give up their lives to save others."*

**KHIABET SALAZAR** – National Youth Coordinator, 100 Million Peru



Register at [actionweek.100million.org/take-part](https://actionweek.100million.org/take-part) to make sure you receive the link to watch the film for **free**.

We have also worked with teachers to develop a short activity that will encourage students and young people to interact with the issue of child labour and to look at how it might intersect with their own lives. There is an assembly plan for a short activity with the audience around the film, as well as a lesson plan for a more in depth activity that helps develop critical thought and active citizenship skills and prepares the students for engaging with a decision maker.

This inspirational true story of how change is possible will help educate and inspire active citizenship for millions of students around the world. To find out more and register your school please email [campaign@100million.org](mailto:campaign@100million.org) or visit [actionweek.100million.org/take-part](https://actionweek.100million.org/take-part).

# ABOUT THE FILM

Running time: 1 ½ hours | Available languages: English, Français, Español, Português and more

## TEACHER NOTES

- This activity is designed to accompany a screening of the documentary
- The exercise is suitable for students 13 – 18 years old and has been developed by teachers and young people
- This film and activity fits within the curriculum
- It is a short activity created to help young people watching the film to engage with the issues covered in the film, and encourage them to take action
- Depending on the length of discussions, we suggest allowing 10 minutes either side of the film for this activity.

## FILM ACTIVITY

By watching the film, students will get the chance to learn more about the lives of marginalised children around the world and how change is possible. To help the reflection and learning we have devised this short activity for schools before and after the film.

### 1) BEFORE THE FILM

If in a classroom, mark one end of the room as ‘strongly agree’ the opposite ‘strongly disagree’ and the middle point as ‘not sure’.

Then, read aloud some (or all) of the statements in the **black box** opposite and ask everyone to choose a place to stand in the classroom based on how much they agree or disagree with what has been said. If the film is being screened where it’s difficult to move around, young people can raise their hands depending on what they think.



You can ask people to share why they have chosen to stand in this place/raised their hand, and ask to share what they think about the issue.

### 2) AFTER THE FILM

Repeat the activity above, asking the same questions, and see if there is a shift in how much people agree or disagree. If they have, ask why they have changed their minds, or what they have learnt based on watching the film.

Finally, read out the statement in the **red box**. Ask those that show they agree, or strongly agree what it is they are going to do!

## WHAT NEXT?

If the film and activity has made viewers feel angry, sad, inspired or motivated, plan how to support them to turn these emotions into action. Join the 100 Million campaign at [www.100million.org](http://www.100million.org) and take action to help end child labour (and more!), with regular actions every month, starting from Human Rights Day on the 10th December. You can also find other ways to be involved in the week of global action at [action.100million.org](http://action.100million.org).

I KNOW WHAT CHILD LABOUR IS

I AM NOT CONNECTED TO CHILD LABOUR

GIRLS ARE AT RISK OF ADDITIONAL VIOLENCE IN CHILD LABOUR

I AM CONFIDENT TALKING ABOUT THE CAUSES OF CHILD LABOUR

THERE ARE MORE THAN A MILLION MARGINALISED CHILDREN

WE COULD STOP CHILD LABOUR

I AM GOING TO TAKE ACTION TO HELP END CHILD LABOUR

# LESSON ACTIVITY

## FREEDOM, SAFETY, AND EDUCATION IN YOUR COMMUNITY: BRIDGES AND BARRIERS

**Key stage:** 3,4 and 5 (13-18 years old)

### Curriculum areas:

- Human rights education
- Citizenship
- Global citizenship

### Sustainable Development Goals



### Knowledge areas:

- Child labour
- Child rights
- Social policy
- Current affairs
- Democracy, politics and government

### Skill areas:

- Critical thinking
- Problem solving
- Negotiating
- Team-working
- Leadership

## VISION AND OBJECTIVE

Students will learn about the barriers young people face around the world in realising their right to be free, safe, and educated

They will develop critical thought and active citizenship skills by engaging with peers and decision-makers on potential solutions to ensure a world where every child realises their rights.



# DELIVERING THE ACTIVITY:

The main activity is asking students to imagine the journey needed to build a world where all children are free, safe, and educated. They are encouraged to think of the barriers facing children in their communities and around the world, while working in groups to explore potential ways to end the injustice and to create a map to visualise this.

TIME (45 mins total)	ACTIVITY
5 minutes	<p><i>For those students that took part in the film screening, ask them to remember the things they learnt in the film, and share with one another their thoughts and reflections.</i></p> <p>Ask students to form groups and give each one a fact sheet, activity guide and journey template included with this plan.</p>
20 minutes	<p>Ask groups to use the fact sheet and follow the instructions on the handout to create a visual map of the journey to their chosen goal. Encourage them to think primarily about the barriers they might face along the way and then to add potential solutions as bridges at the end. The more creative, the better – if possible, encourage students to add colour and decoration to their journeys.</p> <p><i>All the information they need to complete the activity is on the guide and fact sheet included in this pack. However, if there is time the students can do further research using the accompanying links and their own knowledge.</i></p>
20 minutes	<p>Once the students have finished creating their journeys, ask each group to prepare how they will present them back to the rest of the class.</p> <p>If you have a decision-maker visiting, encourage students to think about the key facts they'd like to convey and any questions they would like to ask. For example, students could ask them what actions they are already taking to end the marginalisation of children in their constituency? Are they inspired by what they've heard to day? Are there ways to continue to work together to make sure children everywhere are free, safe, and educated?</p> <p>If you don't have a decision-maker visiting, explain how contacting local representatives by letter and email is an important part of democracy. Ask if any of the students would like to contact their parliamentarian on this issue. If so, ask a volunteer or a small group to plan and send a letter to their parliamentarian. Remember to include the key questions from the class and encourage students to think about how to make their letters stand out.</p> <p><i>Where possible, you could also display the posters around your school for the rest of the student population to engage with.</i></p>

# PRESENTATION TO A DECISION-MAKER:

Below are ideas for ways students could present their work to a decision-maker. You can choose any presentation method the students would like - be as creative as you wish, the format it is entirely up to you. If possible, mentioning decision-makers around the world are also meeting their young constituents as part of the same event this week will increase the global connectivity of the day.

If you are able to take a photo or a selfie of the decision maker with the students at the end, this will provide a good record of the event for everyone involved. If you send it to [campaign@100million.org](mailto:campaign@100million.org), we can share it with those who have done the same activity around the world and send your class a certificate signed by Nobel Peace Prize Winner, Kailash Satyarthi, for taking part.

## DECISION-MAKER PRESENTATION IDEAS

**1) Reverse lesson:** You could ask the decision-maker to sit in the classroom as the students take on the role of a teacher, presenting their journey as a poster, PowerPoint or in a speech. Students can pose questions to their 'class' when finished, with the decision-maker taking on the role of student in responding and asking follow-up questions in return.

**2) 100 Step Walk:** You could take the decision-maker on a physical walk of 100 steps around the school using the students drawn journey as a guide, stopping at the different barriers identified to ask the decision-maker their thoughts on how to solve this issue. This interactive activity would inspire the decision-maker with the actions young people are taking across the world to protect the most marginalised children.

**3) If you watched the film:** Students that were able to take part in the film screening could share if and how their understanding and feelings on child labour have changed. They could discuss a moment that stood out to them in the film, one they felt was particularly powerful and how it might have inspired them to take action, inviting the decision-maker to join.

**4) School presentation:** If your decision-maker has been unable to join, alongside writing a letter, you can make sure your students still have the opportunity to present their journeys in a student-led assembly to the rest of the school. The reverse lesson or 100 step walk could also work as a peer-to-peer exercise.



# FOLLOW-UP:

Here are some suggested follow-up activities – these can be done by the school but if some of the students are interested, they can take a lead and it will be a useful extension of the learning involved.

1. Send a thank you letter to the decision-maker with a print out of the photo taken at the end. The letter could remind them of any commitments they made and ask them to keep you informed on what they are able to do for the most marginalised children in their local community and around the world.
2. Students can see photos from other events around the world and send messages to the organisers on the website [www.100million.org](http://www.100million.org), or by joining us on Twitter @100Milcampaign #100Million.
3. Those who want to get further involved (and who are over 13) can choose to become a change-maker for all young people to be free, safe and educated. They can connect with other young people across the world and join as a school or community group or as an individual to drive local change that has a global impact at [www.100million.org](http://www.100million.org).
4. If you would like a more activities that helps develop critical thought and active citizenship skills further, as well as creative ways for young people to engage with decision-makers, visit [www.100million.org/campaign-tools](http://www.100million.org/campaign-tools).



# ACTIVITY GUIDE:

Thousands of young people like you, in classrooms across the world, are creating their own journeys towards a world where every child is free, safe, and educated.

Using your factsheet and any other information you have found, discuss with your group what you want your journey to be toward: what is your end goal? It could be a community goal (e.g. no products made using child labour will be sold in my community), a national goal (e.g. no child in my country goes without education) or a global goal (e.g. every child fleeing conflict is protected from violence).

## STEP 1: BARRIERS

As a group, discuss together the types of barriers you might face when trying to reach your goal. What kinds of things would be a challenge to overcome? Are there different challenges facing girls, children with disabilities or the world's poorest children? For example, if your goal is *no child goes without an education*, then a potential barrier could be *poverty is forcing families to send children to work instead of going to school*. Cut out a barrier symbol and stick it onto your journey, writing a description of the barrier below.

## STEP 2: BRIDGES

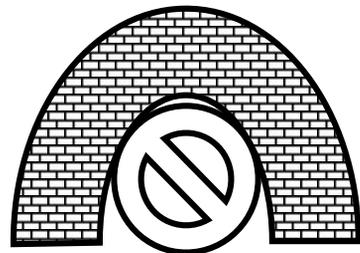
Now your group has discussed the barriers you might face on this journey, try to think of ways these problems could be solved. For example if you've identified a barrier to the goal of *all children in my community are in school as family poverty*, a bridge could be *free school meals for children who go to school*. Cut out a bridge and stick it onto your journey, adding a description of your solution above it.

Keep going until you cannot fit any more barriers and bridges onto your journey! Run out images to cut out? You can draw them!

STEP 1



STEP 2



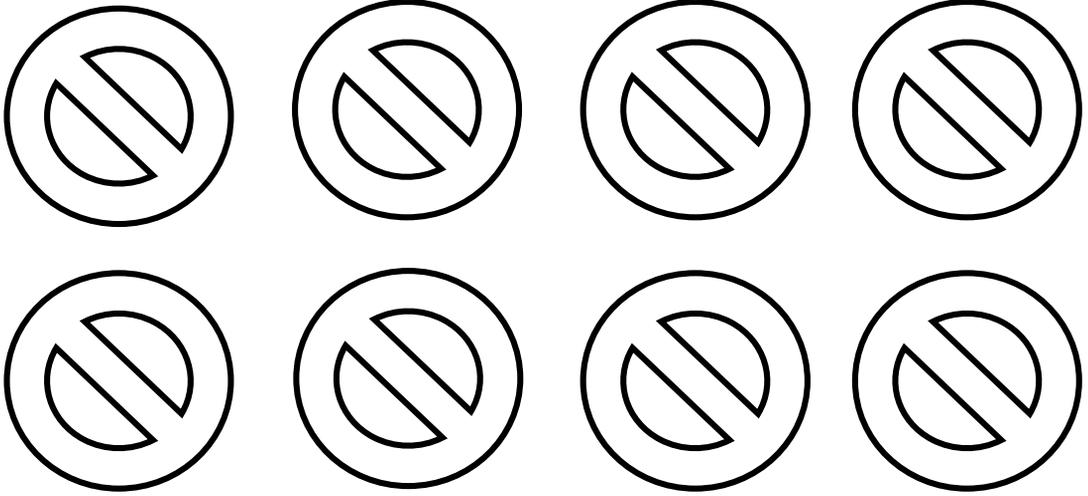
YOU CAN MAKE THE MAP AS COLOURFUL AND DECORATIVE AS YOU'D LIKE!



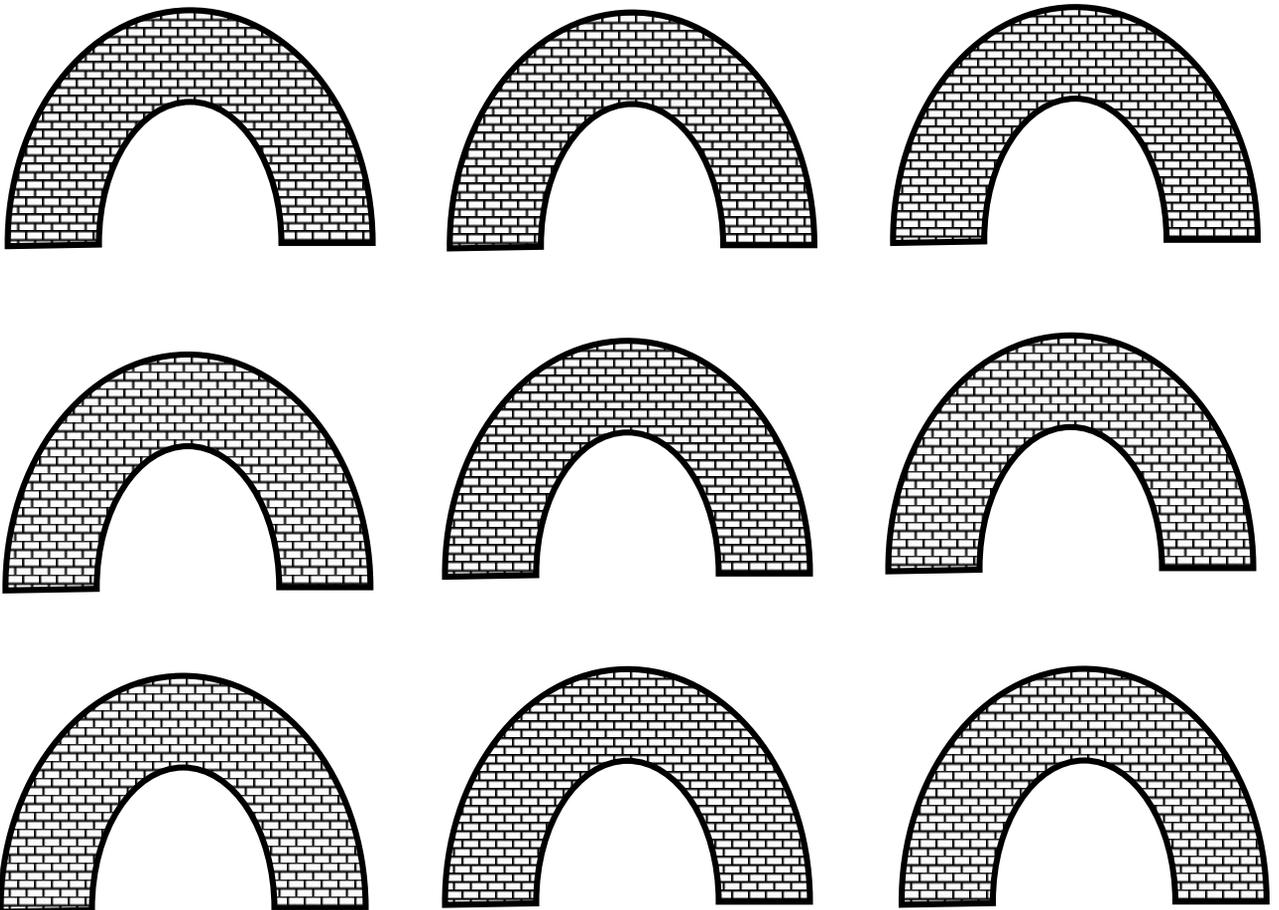
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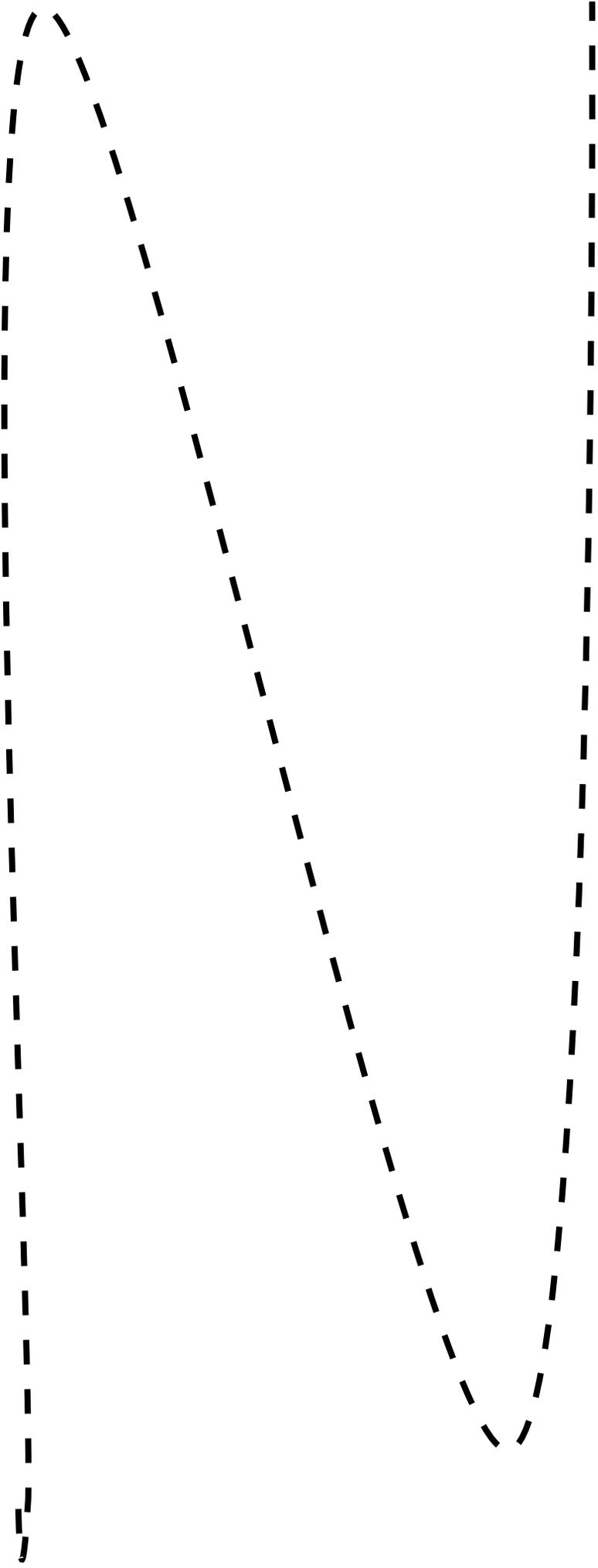
**BARRIERS**



**BRIDGES**



**START**



**END GOAL**



FREE.SAFE.EDUCATED.

# CHILD LABOUR FACT SHEET



“Why are some people born to work at the cost of their childhood?”

— Kailash Satyarthi

**152 million**

boys & girls are in child labour worldwide.

**36 million**

child labourers aged 5-14 years old are not in school.

**½ of child labourers**

are in hazardous work, like mining & prostitution.

## CHILD LABOUR IS GLOBAL

48% of child labourers are 5-11 years old, and 52% are 12-17 years old. Africa, Asia Pacific and the Americas are home to the most child labourers. But all countries are complicit, whether they use child labour or benefit from the products children make.



## CHILD LABOUR IS VARIED

At least 4.3 million children below 18 years old are in extreme forms of labour, including child soldiers, working in drug gangs, or in child prostitution.

## CHILD LABOUR IS ILLEGAL

All children have the right to a childhood and everything that involves: playing, exploring, learning and growing. In international law, child labour must be completely eliminated. There are at least 134 million fewer child labourers now than in 2000.



## GENDER

Girls are often expected to cook or clean at home and some marry very young, meaning they don't have time to play or learn.



## CONFLICT

In warzones, schools and homes may be destroyed – many children migrate to other countries and are at risk of being trafficked.



Fardeen was sold to a denim factory in Delhi and forced to work at the age of 11. The conditions were very bad and he worked long hours every day. He explains, “I had several scrapes and injuries at my work in the factory... we were beaten by whatever the owner could lay his hand on.”

At 14, Kailash Satyarthi's organisation Bachpan Bachao Andolan rescued him and removed him. Fardeen now lives at one of the BBA's children's homes and aspires to be a doctor when he grows up: “I will stay here, study and take care of my sister when I start earning.”

**“These parents are very vulnerable. Parents of these children are illiterate, most of them are very poor...we must address the problem of child labour from many corners.”**

— Kailash Satyarthi

Children in extreme poverty are at much higher risk of dying before age 5, being out of school, being chronically malnourished, forced into child labour or early marriage, and giving birth while they are still children. 1 billion children live in countries in which extreme poverty is high. Nearly 20% of children in developing countries live in extreme poverty.

**“If the world has moved to bring 9 out of 10 children to freedom and education, why can't we do the same for the one who is left out?”**

— Kailash Satyarthi

### **INDIVIDUALS CAN:**



- Raise awareness for the rights of every child and young person.
- Speak to decision-makers about their commitments youth rights.
- Demand freedom and justice for all, wherever and whoever they are.

### **COMMUNITIES CAN:**



- Make sure every local child or young person is going to school.
- Make sure child labour does not exist anywhere in the community.
- Demand transparency from businesses and decision-makers.

### **GOVERNMENTS SHOULD:**



- Implement laws that will end child labour
- Deliver strong and quality services, including free education and healthcare.
- Pass laws that ensure decent working conditions and a living wage for adults.

Passing a law is not the same as implementing it. As individuals working together in our communities, we must demand businesses and local government end the exploitation of children. Ways to hold our decision-makers to account include writing letters, organising marches or arranging meetings. This is not a gesture of charity, but an act of justice.

### **USEFUL LINKS**

- [Global March Against Child Labour](#)
- [ILO - Global Estimates of Child Labour](#)
- [Bachpan Bachao Andolan \(BBA\)](#)

FOR MORE INFORMATION AND TO GET INVOLVED, VISIT:  
VISIT [WWW.100MILLION.ORG/CAMPAIGN-TOOLS](http://WWW.100MILLION.ORG/CAMPAIGN-TOOLS)

**WHAT OTHER THINGS  
CAN YOU, YOUR  
COMMUNITY AND  
COUNTRY DO?**



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