

GIVE 21 HOURS: MEET NAZEEB

Discussions, Bible studies, films and games to help lay good foundations for Give 21 Hours. Help you group understand the issues of trafficking.

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Total resource time: ⌚ 2hrs, 0mins

Egg and Spoon Race



Game



10mins

Introduction:

Help your group bond right at the beginning of Give 21 Hours and introduce a theme that's coming later on.

Object of the game:

This is a relay race with teams made up of four to six members (depending on what works for your group size). Each team member has to go one at a time to the end point and back to their team, as quickly as possible. Once back with their team, they pass on the spoon and egg to the next team member, who does just the same, and so on, until all team members have completed the race.

You will need:

- Enough hard boiled eggs for all the teams (plus a few spare)
- A spoon for each team
- A prize
- A way to mark a start and end line e.g. tape, chairs, cones

How to win:

The team with all members who have completed getting to the end point and back first, with everyone sitting down, wins.

Steps / rules:

1. Divide your group into teams of four to six members (depending on what works for your group size)
2. Give each team one spoon and one hard boiled egg
3. Explain the object of the game
4. Start the race with a countdown: THREE, TWO, ONE, GO...
5. If an egg is dropped midway through, the racer must start back at the beginning with your team and attempt the whole track again!
6. Keep using dropped eggs until they no longer hold their shape to stay in the spoon. Replace totally broken eggs with your spares
7. When all your team members have completed the race, sit down as quickly as possible
8. Award prize to the winners

Conclusion:

Eggs! How do you like your eggs cooked?

Scrambled, fried... sunny side up or easy over, poached, hard boiled?!

Well, did you ever think that eggs might help to prevent a child from being trafficked? More about this later...

Leaders' notes

- Be on hand with extra eggs to handout if some get seriously smashed!
- The longer you can make your race track, the better.

Trafficking is caused by poverty

 Discussion  5mins

Introduction:

Help your group to start building an idea about what poverty is and some of its causes. Ultimately, poverty is a complex issue, with many different aspects to it, many of which are interlinked and these underlying causes are what put people at risk of being trafficked.

Get the group into groups of two or three, and give them a couple of minutes to discuss the question. Then, get the groups to shout out their answers.

Questions:

1. What is poverty?

Conclusion:

Try to draw out as many different angles and aspects from the group as possible.

Recap the groups answers, and you might want to draw on some of the below, poverty is:

- One definition says: lacking sufficient money to live at a standard considered comfortable or normal in a society; the state of being economically poor. This is the definition we see most regularly in the news.

In reality, poverty is much more than this...

- It's hunger, lack of shelter, not being able to read or go to school, being sick but not being able to see a doctor, not having enough money to pay the rent, living one day at a time, powerlessness, not having the choices we take for granted, more than a billion people on our planet live in extreme poverty.

Hold up the ball of wool, or show the picture:

Quite often we can look at the ball of wool and feel unsure of where to begin. If we find a loose thread and start to pull it, we think we're getting somewhere, but then it becomes stuck again. In many ways tackling poverty can feel like that. If we try to fix education and start making progress there, we then find that lack of safe water and toilets is an issue. If we start to help people get access to medication they need, we can then find that they don't have enough food to eat and so the medicine is less effective. One approach to deal with individual issues will only ever go so far.

And, poverty does more than exhaust, starve, trap and kill people. It destroys peoples' sense of worth, limits horizons, robs people of the chance to reach their full potential. Poverty often leaves people feeling powerless and hopeless.

Leaders' notes

You'll need a tangled ball of wool, or a picture of one up on a screen

Nazeeb's Story

 Video  5mins

Introduction:

This is a true story about a boy called Nazeeb, who is now 15 years old.



(<https://www.youtube.com/watch?v=aPbPbkqeRP4>)

Nazeeb's Story - What did you think?

 Discussion  10mins

Introduction:

Provide space for your young people to react to what they have seen. For each question, get them to chat in pairs or groups of three to four first, and then ask the whole group to feedback to each other.

Questions:

1. What stood out to you in this film?
2. Was there something that you felt really deeply?
3. What gave you hope in this film?
4. If younger than 14: What do you hope to be doing when you are 14?
5. If older than 14: What were you doing when you were 14?

Conclusion:

Draw out the contrast:

At the age of 14, Nazeeb had to drop out of school and find work, because his family didn't have enough to eat. He was offered 6,000 rupees a month (that's about £60) and had to travel 2,000km to get to Punjab, where the work was.

Nazeeb was forced to work 21 hours a day, 6 days a week. That's roughly 504 hours a month. So he was offered 11.9p per hour!

Can you imagine what it would have been like to sleep for just three hours a night on the floor consistently?! And remember, Nazeeb was only 14 years old and away from his family.

On top of this, Nazeeb wasn't even allowed to go to hospital when he got typhoid and rather than his employers letting him take rest to get better, they took his job away from him without paying him for any of the work he did there. Nazeeb didn't earn anything for all of his hard work!

News Flash! Poverty is causing trafficking

 Activity  8mins

Object of the activity:

It's important to explore why children are vulnerable to the risk of trafficking. This activity will help your young people begin to unpack this as they work together to perform a 30 second news bulletin.

You will need:

- Scenarios printed out for each pair (see link below for handout)

Steps / rules:

1. Get your young people into groups of four
2. Give them one of the 3 scenarios
3. Ask them to chat through what they would do
4. As a group, they then need to plan a 30 second news slot performance to relay the scenario and what they think should happen next
5. Some ideas: (a) News reporter interview with a family (b) Breaking news with one person (c) a roving reporter at the scene
6. Ask a few groups to perform what they have prepared

Conclusions:

Poverty is a main cause and driver of trafficking: where there are few job opportunities, traffickers can lure vulnerable people with the promise of work and young people, like Nazeeb are often tricked, and forced into slave labour.

The desperation that poverty causes makes families and children vulnerable. Parents and children who are struggling to provide for their family due to lack of jobs and incomes are often preyed upon. Without the basic finances needed to support their family's existence (e.g. food, water, shelter and clothing), situations can often look more hopeful than they are in reality.

Like Nazeeb, traffickers deceive the parents, promising to send money back as the child earns their keep in a job, which is often portrayed, as respectable. The reality is that most families do not see this income sent back and many never see their children return home. There are also thousands of children who've lost homes and families who are now vulnerable to traffickers.

Leaders' notes

Be creative! Use a cut out cardboard box as a TV, create a news studio from a desk or give a fake microphone with news emblem to each group.

What Would You Do: Activity Sheet

 Link

Make sure you print enough of these out for each group to have one.

<http://labs.rhythms.org/Give21Hours/NCT15-G21H-scenarios.pdf>

Nazeeb worked 21 Hours a Day

 Image



Heads or Tails

 Game  5mins

Introduction:

This is human 'Heads or Tails', a guessing game to raise energy levels in the room.

Object of the game:

To guess the outcome of a series of coin tosses. Keep guessing right and you'll stay in the game.

You will need:

- A coin
- Lots of energy!

How to win:

Be the last one standing. Simple.

Steps / rules:

1. Ask the group to stand.
2. Explain that you are going to flip a coin.
3. If people think it's going to land on heads - they should put their hands on their heads (get everyone to do this at once)
4. If people think it's going to land on tails - they should put their hands on their bottom... Let's face it, if humans had tails, this is where they'd be! (get everyone to do this at once)
5. If people guess the right side of the coin, they stay standing
6. If people guess the wrong side of the coin, they sit down
7. Repeat steps 3 to 6
8. You could start with a practice round

Leaders' notes

Once you're down to the final five or six - get them to the front to ensure no cheating.

Geographical Context - Bihar

P Paragraph

Text:

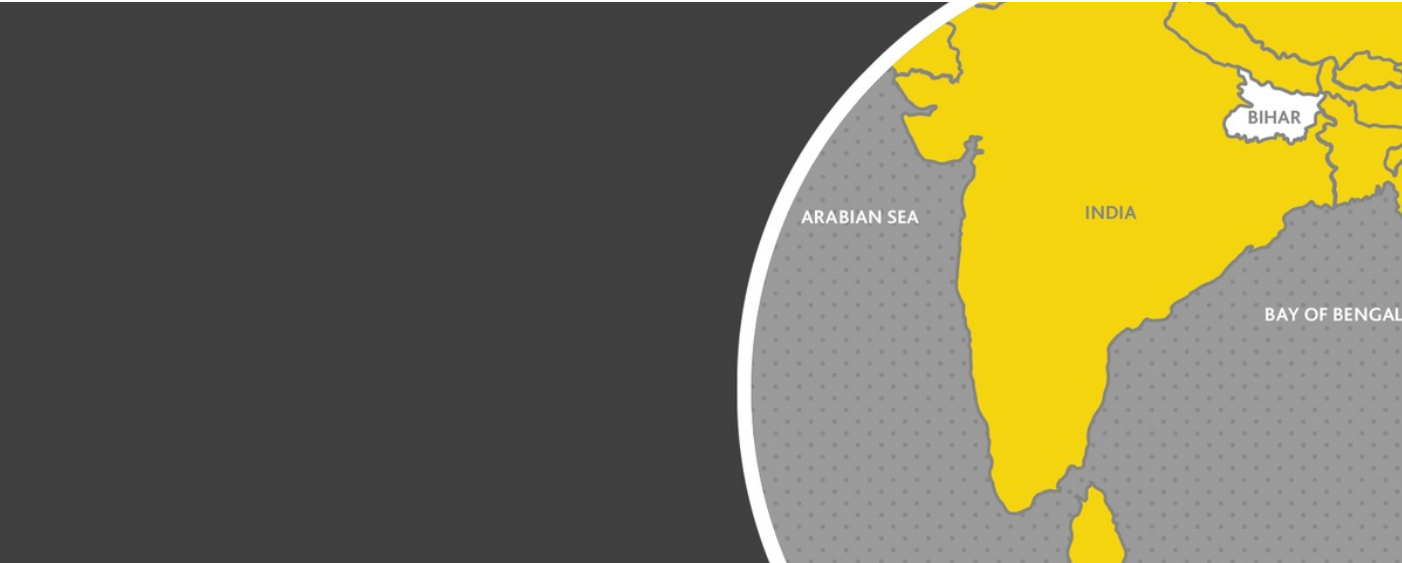
As you probably know, India is much bigger than Britain. And Bihar, the state where Nazeeb comes from, is much bigger than any of our villages, towns, cities or counties. Bihar alone is about three-quarters the size of England (about 100 million people living there! And it's just one little part of India.

In Bihar, lots of people struggle to get the food they need each day. Nazeeb's family was just like this. His mum tried hard to make sure her five children had enough food to eat, even if it sometimes meant that she didn't eat anything. But even with this, she only managed to get just enough for two meals each day.

As we saw in the film, to help his family, Nazeeb took the offer from an agent to work in Punjab.

Bihar

 Image



Understanding Nazeeb's journey

 Activity  5mins

Object of the activity:

This is all about helping your young people get a feel for the scale of the journey that Nazeeb had to make in order to find work. You will need the small map of India downloadable from tearfund.org/nochildtaken. Gather your young people in groups of four around each map printout.

You will need:

- Enough maps for the groups
- A pen per group

Steps / rules:

1. Use the downloadable map to trace out Nazeeb's journey.
2. Ask: How long do you think it took Nazeeb to get there?
3. Reveal: It took Nazeeb three days to get there... Can you imagine what that was like?
4. Ask: How would you feel if you had to go a long, long, long way from home?

Conclusions:

Some families are so desperate for basic needs, like food, clean water, clothes and shelter - that their only option is to allow their precious children to make such long journeys in order to find work.

Nazeeb had to go a long, long way away in order to find work. It was a big change for him: he was from a small village in a big state. He hadn't even been further than his nearest town.

Not only did Nazeeb have to travel a very long way away from home, he had to work really hard for long hours...

Context: Map

 Link

For activity: Understanding Nazeeb's Journey

http://www.tearfund.org/~media/Images/Main%20site/NCT15/childrens%20online%20items/NCT%2015_WORLD%20MAP.pdf

What's your favourite task?

 Activity  10mins

Object of the activity:

Get your group thinking about the kind of 'work' they do each week.

You will need:

- Small rectangular pieces of paper - enough for each young person to have five or six each
- Pens for each young person
- String hung up like a washing line for each group
- Pegs (enough for every rectangular piece of paper you've handed out)

Steps / rules:

1. Get the young people into groups of four to six
2. Hand out the rectangular pieces of paper to each group
3. To do on their own: Think about all the different tasks they might do in a week
4. To do on their own: Write each task separately on each piece of paper and note how long they'd spend in a day doing it
5. To do as a small group: Share what tasks they do
6. Get them to talk about: Do you like doing them? What would they rather do? Are they easy or hard? How do they make them feel?
7. To do in your group: Order all of the tasks listed in your group from top to bottom (decided collectively). What would it be like if you had to do it ALL DAY LONG? Can you imagine? How would you feel? What about having to sleep on the floor, after all that hard work?
8. Ask each group to hang their tasks in order up on the washing line with favourite tasks to the left and most boring tasks to the right
9. Get each group to leave one spokesperson with the list which is hung up
10. Ask each spokesperson to share why their group ordered the list in the way they have and if anything in particular stood out
11. Ask each group to choose one task. What would it be like if you had to do it ALL DAY LONG? Can you imagine? How would you feel? What about having to sleep on the floor, after all that hard work?

Conclusions:

The tasks you've listed in some way are optional and we don't actually spend that long doing them. If you were to pick your most boring task - can you imagine what would it be like if you had to do it ALL DAY LONG?!

It's very sad to think about children suffering like this in different places in the world. Remember from

the video, 4,000 children are trafficked every month in Bihar. Nazeeb was one of these children and worked 21 hours a day and then slept on the factory floor.

But the good news is, Nazeeb's story doesn't end there.

Leaders' notes

If your group gets stuck for what tasks they do, here are some to spark ideas: e.g. Looking after pets, laying the table, making bed, tidying room, washing up, clearing the table...

What stands in the gap?

 Activity  10mins

Object of the activity:

To help your group think through what solutions might help to prevent children, like Nazeeb, from being trafficked.

This activity will help the group transition from what may seem like hopeless situations like Nazeeb's, to places where Tearfund is working to solve the problem of trafficking.

You will need:

- Three chairs per group of five
- Six pieces of paper and a pen per group
- String or masking tape per group
- A beginning line and an end line (10 metres apart, or the length of your room)

Steps / rules:

1. Divide the group into mini groups of five, with three chairs per group, behind the start line
2. Ask: what is it that causes children to be vulnerable to trafficking? Each group should come up with three ideas and write one on each piece of paper, attaching each idea to a chair (ideas: lack of food; lack of education around trafficking; lack of job opportunities locally)
3. Explain: As a group, you have to work together to get to the end point, without touching the floor - which represents the point at which you have been taken away
4. Count the teams down and shout 'GO!'. Keep an eye out that they don't touch the floor
5. Ask: what if we turned around - what three things would you put in place to ensure that children are not vulnerable to trafficking? Each group should come up with three ideas and write these on the back of each piece of paper, attaching the new idea to a chair (ideas: training to run a family business; education to raise awareness about the dangers of trafficking; tool kits to help families start their business)
6. Count the teams down and shout 'GO!'. Keep an eye out that they don't touch the floor

Conclusions:

Explain: As you can see - by taking simple steps, children can be protected from the dangers of trafficking. Tearfund stands in the gap between vulnerable children and traffickers.

Finding a solution to the problem

P Paragraph

Text:

Can you remember what happened to Nazeeb that changed his life for the better?

A poultry farm!

Emmanuel Hospital Association (EHA), one of Tearfund's partners came alongside Nazeeb and his family - they helped them set up a poultry farm – giving them chicks and feed. EHA also showed them how to raise them. Now, Nazeeb and his family trade the chickens and invest the money in order to grow the business.

This also helped Nazeeb's mum be part of a self-help group: she is able to put money earned from her poultry farm into a communal loan group, investing regularly, which allows her to take out money at later dates to buy things she may need, like food and equipment. Not only this, Nazeeb's mum has grown in confidence!

Chicks!

 Image



One solution is chickens!

 Discussion  8mins

Introduction:

Tearfund's response to support families like Nazeeb's is to work with and through the local partners where possible. The way we work in local communities may be a little different to what young people expect.

Questions:

1. Why do you think Tearfund's local partner helped the family to set up a chicken farm rather than just giving them food?
2. Why do you think Christians are helping Nazeeb and other people in his village?

Conclusion:

1. If EHA gave the family food alone, this would help them to not go hungry for a short time, but it wouldn't solve the bigger problem for the family - a lack of ongoing, stable income. It would leave the family dependent on the gifts of food and not allow them to use their own skills to bring in money. With a bit of help to set up the business, they have something they can do themselves that will help for the long-term and it means they are using the skills God has given them, too.

2. Because God cares about every single person, wherever they are in the world, whatever their situation.

And, as followers of Jesus, we're called to love our neighbour - and that includes those in our local community and those in our global community, like Nazeeb.

Nazeeb used to work in a dark factory. He had to work lots of hours and he wasn't even paid.

This is not okay.

In fact, God thinks this is terrible. It upsets him when he sees his children being hurt. And we are called to respond - which is exactly what we're doing through Give 21 Hours.

Poverty, Poultry & Protection

P Paragraph

Text:

We talked earlier about how poverty is a main factor in causing trafficking. Desperate parents who are struggling to provide for their family due to lack of livelihood are preyed upon to sell their children. Without the basic finances needed to support their family's existence (e.g. food, water, shelter and clothing) – the opportunity to send their children off to take on work can seem like an attractive solution.

By empowering Nazeeb's family to run their own business, like a poultry farm, they are no longer in that desperate position, keeping children in a safer place.

Nazeeb's mum said: "Thanks to Tearfund's help and advice, life is much better, my children are safe and now we have enough to eat."

Not only does EHA and Tearfund empower families to run businesses, they also work with local volunteers to raise awareness of trafficking in the community, so that families are not deceived by the false promises of traffickers. This means that their children are protected from being forced into slavery, just like Nazeeb was.

We're going to hear a story about another time that God's people were held in slavery and we're going to find out what he did to save them.

Rock, Paper, Scissors



Introduction:

Get people moving again, this time - rock, paper, scissors... WITH A TWIST.

Object of the game:

To be the person who progresses furthest in the game by winning the classic game of Rock, Paper, Scissors, becoming an egg, dinosaur and princess in the process!

How to win:

Win all your games of Rock, Paper, Scissors

Steps / rules:

1. Explain the three actions: rock (fist clenched); paper (flat hand); scissors (two fingers open like a 'V', horizontal hand!)
2. Everyone starts out on the same level. They find someone else and do a play off:
3. THREE, TWO, ONE and ACTION!
4. Rock beats scissors (smashes it!), scissors beat paper (cuts it!), paper beats rock (wraps around it!)
5. The person who wins becomes an egg (crouches down and jumps) and needs to find another egg. The person who lost stays the same, and finds someone else who is not.
6. Play-off again. Eggs who win become dinosaurs (stands up, roars and makes claws with their hands!) the person who loses goes back to normal. Each player has to find someone who is mimicking their own action
7. Play-off again. The winning dinosaurs become fairytale princesses (stands up tall, back of their hand on their forehead, swanning around, making a wooing noise), the dinosaurs who lose go back to being eggs. Each player has to find someone who is mimicking their own action
8. Play-off again. The princesses who win step out of the group (a circle should start to form, around players who are left in!), the person who loses goes back to be a dinosaur and has to find someone who is mimicking their own action
9. Ultimately, you'll be left with one person left in the middle!

Exodus The Movie

 Video  4mins

Introduction:

Show this video to introduce the Bible study.



(<https://www.youtube.com/watch?v=t-8YsulfxVI>)

Leaders' notes

You may want to mention that since this is a film trailer - not everything that's referenced is biblical!... But it does help to build a picture of the scale and plot of the story.

Warning

This video contains some scenes which may scare younger kids

God's people in slavery

 Bible study  5mins

Introduction:

The Moses trailer video showed us some of the history of God's people, the Israelites. Throughout the Old Testament, they were treated badly in society – their only value, often was to be slaves to the more important people such as the Egyptian Pharos.

God looked at His people and with great compassion made a way for them to be freed from their slavery.

The passage we're about to read is from Isaiah, a prophet sent by God to speak to the Israelites. They had forgotten their history and forgotten what it meant to serve and live for God. When God speaks through Isaiah to His people, he's reminding them of the slavery they once suffered.

Passages:

- Isaiah 58: 6 - 12 [↗ Bible Gateway](#)
- Matthew 25: 34 - 46 [↗ Bible Gateway](#)

Questions:

1. What does this tell you about how God feels about people?
2. What behaviour does God require of His people? Make a list.
3. What do you think it means to 'spend yourself on the hungry and satisfy the needs of the oppressed, in order that your light might shine' (verse 10)
4. Do these verses remind you of someone else's words? Check out Matthew 25: 34 – 46
5. Do you think it is significant that Jesus repeats these words? What does it tell you about the importance of this idea in the Kingdom of God?

Conclusion:

This passage is a compelling reminder about the plans and purposes God has for his people – who are called to spend themselves on behalf of the hungry, the broken and those in poverty.

Into one of the darkest of human scandals (slavery) – God requires His people to be bringers of light. This isn't passive, it is active, on purpose – bringing glory to God.

Before concluding further, head to the next section.

What about today?

 Bible study  15mins

Introduction:

The passages we read together were written to the Israelite nation or to disciples more than 2,000 years ago. If we're not over 2,000 years old (in which case we're looking good for our age!!) or if we're not part of that Israelite nation – what do these words mean for us?

Are they still relevant today?

This passage is written to the church after Jesus has died and risen again, with advice about how to live out Jesus' example and values.

Passages:

- Galatians 3: 26 – 29 [↗ Bible Gateway](#)

Questions:

1. What does this passage tell you about God's perspective on inequality and injustice?
2. How do you think God feels about the fact that every 30 seconds a child is trafficked?
3. If there is 'no longer slave nor free' – whose responsibility is it to demonstrate God's heart?
4. If we 'belong to Christ then we are Abraham's people' – what does this mean about our perspective on the history we just read and watched?
5. If we now have shared history – how can we be people who bring light in the darkest places?

Conclusion:

The earlier passages are totally relevant to us – even if we are not actually related to the Israelite nation. As followers of Jesus, we have inherited a history and a calling so compelling and life-giving for every person in our world.

As William Wilberforce said “Now that you have seen, you cannot pretend you didn't know”. We have seen the horrors of trafficking, seen the calling God chooses for His people and we will step up as people of light and #livedifferent, spending ourselves on behalf of those in poverty and following Jesus, bringing light to situations of great need.

What Can We Do?

P Paragraph

Text:

We've seen that Tearfund partners focus on prevention work by conducting trafficking-awareness workshops through local volunteers. This training equips children, families and whole communities to stay safe and make good decisions.

We've also seen that Tearfund helps families to set up businesses, providing them with the skills they need to earn a stable income, giving them purpose and safety.

Dennyson, the local volunteer in Bihar said:

"The need here is enormous; there is still a lot of work to be done. But as a global church, if we stand together, we can stop children being taken."

And that's where we come in, as part of the global church. That's why we're here today, taking part in Give 21 Hours.

God wants to use each of us here, to help protect vulnerable children from trafficking, disease and disaster.

We can pray. We can raise money to support Tearfund partners like EHA. We can campaign.

We're going to do all three of these over the next 19 waking hours remaining!

Sign The Petition

 Activity  10mins

Object of the activity:

One important thing we can do in fighting trafficking is tackling systems and circumstances that keep people in poverty. One of these issues is the increasing impact of climate change. We're petitioning the UK Government in the run up to a big climate summit in Paris to do more about climate change so that less people are pushed into trafficking.

Amber Rudd is Secretary of State for Energy and Climate Change which means that she is responsible for improving how we, as a country produce and consume energy along with reducing the impact and lowering the risks associated with climate change.

Because of the changing climate, and the increase of more extreme weather events such as floods and droughts, people all over the world are struggling to rely on the things that sustained them for centuries.

You will need:

- The petition form (see link below)

Steps / rules:

1. Explain to the young people what the campaign is about
2. Get each member of your group to sign it.
3. Post the signatures back to us (Tearfund Youth Team, 100 Church Road, Teddington, TW11 8QE).

Conclusions:

We can use our voice to speak up and stand for justice - which is what we've just done, together as a community.

Sign The Petition: Form

 Link

Download and print this petition for the activity above

<http://labs.rhythms.org/Give21Hours/NCT15-PetitionForm-G21.pdf>

What are you expecting?

 Discussion  5mins

Introduction:

Before the real challenge begins, it's important that your group have a chance to reflect on what's ahead and how they're feeling.

Explain to your group...

This is going to be challenging - you're all about to experience a pretty intense day or two... Remember, this isn't about pointless, hard-work activities; we're doing this in order to experience a little bit of the reality of what thousands of children around the world like Nazeeb experience on a daily basis.

For this reason, we're not going to tell you the exact schedule for the rest of our time together (now you could explain our 'You Might Want To' section and set some ground-rules).

Check to see if anyone in the group has any questions.

Then...

Get them to think on their own and write their thoughts down on their personal log (this is the time to explain what the personal log is about).

Ask them to share their thoughts in two and threes and finally, get some to feed back to the whole group.

Questions:

1. What are you most looking forward to?
2. What are you most nervous about?
3. How are you hoping this experience will impact you?

Conclusion:

Finish by praying for the time ahead!

My Personal Log

 Link

A handout to give each young person the chance to write down their own thoughts and feelings at different points throughout the experience.

http://labs.rhythms.org/Give21Hours/NCT15-G21H-Personal_Log.pdf

Leaders' notes

We suggest that you hand these out at the right points, and take them back in after to keep them safe.



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