

THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 8

Child Labour In Bangladesh

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Child Labour in Bangladesh

Lesson Overview

Students will learn about the child labour conditions in Bangladesh.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4 Believing

BL 3.2: Describe the many ways that the Catholic and Christian Churches work to respond to the gift of unity Christ gave to the Church and to promote unity as a reality in the face of signs of disunity

Grade 5 Living in Solidarity

LS 2: Fundamental love for the poor and vulnerable

Grade 6 Celebrating

CL 3.1: Make connections between the Church's Liturgy of the Word (i.e. Gospel) celebrated during Lent and Easter and the themes of reconciliation and salvation

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Solidarity, Rights and Responsibilities, Community

The Ontario Catholic School Graduate Expectations evident in this lesson include:

A Self Directed Life-Long Learner who:

CGE4c: takes initiative and demonstrates Christian leadership

A Responsible Citizen who:

CGE7a: acts morally and legally as a person formed in Catholic tradition

A Discerning Believer who:

CGE1i: integrates faith with life

GUIDING QUESTIONS (coming out of the Big Idea)

Big Idea:

- The students will understand the conditions faced by children in Bangladesh, and empathize with the plight of children forced into labour.

Scripture Passage:

- Proverbs 22:6**

Train children in the right way, and when old, they will not stray.

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LEARNING GOALS

At the end of this lesson, students will know, understand and/or be able to:

- develop an understanding of the reasons why child labour is so prevalent in some parts of the world.

Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

- UNICEF
- Urbanisation
- slums

Materials:

Resources:

- Pages 1 and 2 of the UNICEF report *Child Poverty and Disparities in Bangladesh*, found at: http://www.unicef.org/sitan/files/Bangladesh_Child_Poverty_Study_2009.pdf
- *Child Labour Worksheet (See Appendix 1)*
- *Exit Card (See Appendix 2)*

MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

The teacher will lead a discussion with the students using the following questions:

1. “What is one thing you could do without?”
2. “What is one thing you couldn’t do without?”
3. “What would happen at home if your mom or dad lost their job?”
4. “How do you help out at home?”

Students will have the chance to discuss their responses orally with the class, and this should set the students up to connect with the subject matter of the article.

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ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

The teacher will make photocopies of pages one and two of the UNICEF report *Child Poverty and Disparities in Bangladesh*

http://www.unicef.org/sitan/files/Bangladesh_Child_Poverty_Study_2009.pdf

The teacher will explain to the students that they are going to read an article about Child Labour in Bangladesh. The teacher will read over the questions that each student will need to answer as they read the article, making sure that they understand the expectations of the questions.

Distribute one copy of *Appendix 1* to each group of four students.

**Differentiated instruction: Teacher may strategically group students based on needs. Students may use Kurzweil or other assistive technology to complete written task.*

In groups, students will discuss and collaborate to complete the assignment sheet.

CONSOLIDATION

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Students will share their responses with the rest of the class, discussing how they see the life of a child labourer in Bangladesh.

- By completing an exit card (*Appendix 2*), students can share further thoughts about child labour.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- As a class, in discussion with the teacher, students could try to give something up in the class as a way of building empathy with children who are not as fortunate as the class. An example of this might be spending a day of school without a chair to sit on in the class.

APPENDIX 1

Child Labour in Bangladesh

Name: _____

1) How many children between the ages 5-17 are working? _____

2) Why do employers prefer to employ children? _____

3) In the slums, how many children are child labourers? _____

4) What is the criteria for hazardous work? _____

APPENDIX 2

Exit Card

What did you originally think child labourer meant?

After reading this article, what is the most important thing you have learned about child labour?