

THOUGH MANY, WE ARE ONE

UNIT 7

Making a Difference in the World

Lesson 7

Child Labour Around the World

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Lesson Overview

Children around the world are being exploited and working in dangerous conditions. This lesson will try to illuminate some of these conditions to the students.

CURRICULUM CONNECTIONS

Religious Education:

Grade 4 - 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 - LS 2: Fundamental love for the poor and vulnerable

Grade 5 - BL3.1: Examine the Parable of the Rich Young Man to identify what it means to strive for a life of holiness (God is the source of holiness; to strive for holiness we are to obey the commandments, follow Jesus Christ and live a life of justice and charity toward God and neighbour.

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:

Community, Participation, Solidarity, Rights and Responsibilities

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:

- Students will use the parable of the Good Samaritan as a starting point to think about how we can do good things for people in need. Students should make a connection between the parable and the conditions that children their age face to survive in many countries.

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Scripture Passages:

- Luke 10:25-37 - *The Parable of the Good Samaritan*

LEARNING GOALS

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

- understand and be able to identify the conditions that child labourers face around 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:

- 3D (Dangerous, Dirty, Degrading)
- Labour

Materials:

Resources:

- Video: World Vision Child Labour
<https://www.youtube.com/watch?v=Bcl4l3arrHI>
- **No Child For Sale** information sheet (*See Appendix 1*)

MINDS ON

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

The teacher will read the *Parable of the Good Samaritan* (Luke 10:25-37) to the class. Invite students to identify situations in which they may have been a Good Samaritan.

Students will then watch the World Vision Child Labour video
<https://www.youtube.com/watch?v=Bcl4l3arrHI>.

After the video, the teacher will start the conversation by asking:

1. “How is Pharady’s life different from yours?”
2. “How is Pharady like the man left of on the road in the parable?”
3. “What does Pharady need from a good Samaritan?”

The teacher will moderate a full class discussion in which students compare their life to what is happening in the video, and relate it to the parable of the good Samaritan.

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ACTION

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

Distribute or project the information sheet **No Child For Sale**. (*Appendix 1*)

Students will read through the handout in groups of four and describe what 3 D means in reference to child labour.

Students will be expected to answer the follow questions either independently or within a group:

- 1) Where is the highest amount of child poverty in the world?
- 2) What is the worst form of child labour?
- 3) What is the root cause of child labour?
- 4) What are Canadians willing to do to end child labour?

CONSOLIDATION

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

Invite students to share what they found the most surprising from the article, and any new learning.

- Ask how we as a class, could help to raise awareness about child labour.
- If possible, follow through on student suggestions.

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Visual Arts: Students could make posters, with both images and text, to raise awareness for child labour, and promote ideas on how to end child labour.

