

# BE THE CHANGE

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| <b>Grade:</b> 5-8  |  | <b>Topic:</b> Protection  |  |
| <b>Curriculum Area:</b> Language Arts  |  | <b>Title:</b> Money Makes the World Go Round  |  |
| <b>U.N. Rights of the Child Article(s):</b> <ul style="list-style-type: none"> <li>Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect (Article 19)</li> <li>Governments should protect children from work that is dangerous, or might harm their health or education (Article 32)</li> <li>Children have a right to an education (Article 28)</li> <li>All children have a right to relax and play, and to join in a wide range of activities (Article 31)</li> </ul>   |  | <b>Teaching Strategies</b>  |  |
| <b>Information Studies: Overall Expectations</b><br>Inquiry and Research <ul style="list-style-type: none"> <li>Identify varied ways of organizing information</li> <li>Collaborate with others to share findings and ideas</li> <li>Synthesize findings and formulate conclusions</li> <li>Use information technology to explore information, collaborate with others, test ideas and present findings</li> </ul>   |  | <b>Session 1</b><br>In small groups or pairs have students discuss the pros and cons of having a part-time job at their age, if it were legal. Broaden the discussion to the whole class and record their ideas. Read <b><i>The Roses in My Carpets</i></b> . Do the students side with the main character's opinion of school? How many would prefer to learn a trade at their age? Now read <b><i>The Carpet Boy's Gift</i></b> , which is based on a true story. Have students express their feelings about Nadeem's job. Using the <a href="#">Points of View Venn Diagram</a> have students compare and contrast the views of the two main characters and their situations. Instruct students to leave the third Venn circle blank for now. Leave the students with a thinking question: 🤔 Who should have the right to decide whether or not a child should work? |  |
| For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).  |  | <b>Session 2</b><br>Revisit the students' Venn diagrams having them share their findings and thoughts with a partner. Have students share if their views on having a job have changed after reading the two stories. Students will now investigate what laws govern the working world in our country. Have students record the ones that directly apply to them. Direct them to the following website resources: <ul style="list-style-type: none"> <li><a href="#">UNICEF</a></li> <li><a href="#">Facts on Child Labour</a></li> <li><a href="#">Guide to Child Labour Laws in Canada</a></li> </ul>  |  |
| <b>Resources:</b> <ul style="list-style-type: none"> <li><i>Iqbal Masih and the Crusaders Against Child Slavery</i></li> <li><i>The Roses in My Carpets</i></li> <li><i>The Carpet Boy's Gift</i></li> <li><i>The Treasure Chest</i></li> </ul> <b>Black Line Masters:</b> <ul style="list-style-type: none"> <li><a href="#">Points of View Venn Diagram</a></li> </ul> <b>Websites:</b> <ul style="list-style-type: none"> <li><a href="#">UNICEF</a></li> <li><a href="#">Facts on Child Labour</a></li> <li><a href="#">Guide to Child Labour Laws in Canada</a></li> <li><a href="#">Free the Children</a></li> </ul> |  | <b>Session 3</b><br>Have students brainstorm the importance of an education. From their investigation, have students discuss the various laws in place to protect children and ensure they get an education. How important are these laws? Read <b><i>Iqbal Masih and the Crusaders Against Child Slavery</i></b> p.11-top portion of 22 p.51-59 Using the Corridor of Voices technique ( <b><i>The Treasure Chest p.111</i></b> ) divide students into groups and have them take turns being Iqbal walking through the corridor surrounded by his thoughts, feelings and fears of his situation. Debrief activity by having students discuss how they felt in Iqbal's shoes. Have students go back to the Venn diagram they began earlier and fill in the last circle with Iqbal's views of work.  |  |
|  |  | <b>Session 4</b><br>As a culminating activity, have students work through the <b>Children of Conflict</b> web quest provided in this package.   |  |
| <b>BE THE CHANGE... Suggestions for Action</b> <ul style="list-style-type: none"> <li>Become informed about Craig Kielburger's <a href="#">Free the Children</a> mission, what started him on this journey and what he has accomplished with the organization?</li> <li>Make a commitment to speak up on important matters, become active in a mission that you feel passionate about</li> </ul>   |  |   |  |