

Our Connected World

Lesson Title: Our Connected World	Grade: 6-7	Subject: Social Studies	Time: 2 hours	Unit: Interactions and Interdependence on Nations; Resources and Wealth	Topic: Child Labour	Cross-Curricular Components:
URL: http://www.soschildrensvillages.org.uk/how-to-help/Uganda_ChildSoldier_LessonPlan.pdf						
Lesson Description: → Students will create a visual representation of global interconnection, which will set them up for a discussion on equity and trade. → The success of the first seven Millennium Development Goals is dependent on a concrete commitment to uphold this eighth MDG, which calls for global partnerships to support development. The existing global partnerships benefit rich countries, especially when it comes to the issue of trade. Many countries are still struggling to pay only the interest on loans they acquired decades ago, making actual repayment of the principal impossible.			Curriculum Outcomes: • Outcome: IN6.3 • Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean. • Outcome: RW6.1 • Examine and analyze factors that contribute to quality of life, including material and non-material factors. • Outcome: IN7.1 • Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries. • Outcome: IN7.2 • Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries. • Outcome: RW7.2 • Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.			
Materials: -World Map -Small stickers			Assessment:			

Procedure:

1. Ask students to look at the tags on their clothes, shoes and backpacks, the food in their lunches (fruits with stickers, pre-packaged items, etc.) and other possessions to find out where they were made or grown. Ask students to create the following chart to complete this exercise:

Item Description - Where did it come from?

- For every item, put a sticker on the country of origin on a map of the world. (Note: Students can take turns putting stickers on the map. Some countries may require multiple stickers. In this case, stickers can be put on a piece of paper beside the country.) Once possessions have been exhausted, move on to ask where students' families, however many generations back, came from in the world. Again, mark these locations with thumb tacks on the map.
- At this point, the map should be covered with stickers or thumb tacks, creating a visualization of the international connections of our everyday lives.

Transition:

- In a large group, talk about the reasons behind the specific aims of the eighth Millennium Development Goal. This discussion is intended to summarize the ideas of inequality brought up by previous MDG lessons. To simplify the discussion for your students' understanding, tell them to think of "global partnership" as a strategy for reaching out to other countries and helping people.
- Here are some specific questions to address through the discussion:
 - If we believe our lives are globally interconnected as we saw on the map, how can the eighth MDG benefit all countries?
 - For example, how does a better life for children in China benefit people in North America?
 - The reality that a large part of the population in many countries remains in poverty creates a dilemma.
 - We have so much while other people have so little. How can we make the world a fair place for everyone?
 - Ask students what they think may be the advantages and disadvantages of creating global partnerships.
 - From this discussion, have students complete a Pro/Con table for their notes.
 - What are some solutions to making things fair (e.g. fair trade, no sweatshops, etc.)?

Note for Educators: Some students may think the current situation is fine since it seems to work in the favour of developed countries like the United States and Canada. Encourage these students to think about a child in a place like China, who has to work in a small factory making fireworks to pay for school fees because his or her family only makes an annual income of \$90 US. Or reread one of the stories to encourage students to empathize.