



**ICANADAPT Unit
Human Rights, Child Labour**

**Ms. Gina Durand
Spanish**



Articulation Spiral Points

- @ Identify jobs, hours, conditions
- @ Outline causes and factors of child labour
- @ Compare children’s rights across countries
- @ Synthesize preventions and awareness plan

Stage 1: What are the Desired Results?

Culture

Enduring Understandings	Essential Questions	Intercultural Transfer Targets	Mediation for Transfer
* Child labour deprives children from their childhood.	? Why do children work? ? What is childhood?	<ul style="list-style-type: none"> • I can identify jobs done by children. • I can ask questions on how child labour affects 	<ul style="list-style-type: none"> • Bridge and exchange ideas and concepts on the prevention of child labour.

<ul style="list-style-type: none"> * Child labour is accepted in some cultures as contributing to the home. * Demographics can influence child labour. 	<ul style="list-style-type: none"> ? To what extent do demographics determine who works? ? How does where you live influence why and how you work? 	<p>children’s safety and wellbeing.</p> <ul style="list-style-type: none"> • I can compare examples of children’s rights and protection laws in different countries. • I can gather information from my own and other cultures to develop an awareness and prevention plan. 	<ul style="list-style-type: none"> • Refer to visuals to indicate jobs that are inappropriate or dangerous for children. • Use songs and music videos to clarify issues • Explain and compare with a chart to highlight laws, awareness and action.
--	--	---	--

Stage 2: Determine Acceptable Evidence:

Communication

Novice High

<p>Context for the Summative Performance Assessment</p>	<p>Summative Performance Assessment task</p>
<p>The Pan American Development Foundation, is providing a campaign to get informed about child labour. The campaign needs materials to create awareness and promote prevention of child labour that affects millions of children.</p>	

Interpretive (IN)	Interpersonal (IP)	Presentational (PR)
<p>Students will listen to the song “ No nos hagan trabajar” and list the jobs that the children mention and what they would rather do with their hands instead of working. Students identify the jobs with pictures provided and write 3 questions on the video content.</p>	<p>Students talk with each other about how the children are affected by child labor in the song and ask 3 follow up questions.</p>	<p>The students will create a song video presentation that have the list of jobs, causes and effect of child labor as a way to create awareness and promote prevention of child labor. The students will sing the song and share the video with the school and considering sending to an organization called “ Iniciativa “ La musica contra el trabajo infantil” which promote awareness about child labor.</p>
Interpretive Can Dos	Interpersonal Can Dos	Presentational Can Dos
<p>I can listen to the song “ No nos hagan trabajar” and write down the list of jobs that children do and also write down a list of what things children would rather do instead of working.</p>	<p>I can converse with a partner about how children are affected by child labor according to the song and label the authentic pictures with the corresponding job.</p>	<p>I can create a simple diamante poem or rap on child labour.</p>

Stage 3: Learning Experiences and Instruction: Connections-Comparisons-Communities

Formative Assessments during lessons	Mode	Performance Assessment Specific Statements I can...	Vocabulary and Grammar Review (R) same year Spiral (S) previous year New (N) for this unit.	Intercultural Transfer Targets I can...
<p>The students will look at videos about child labor in Mexico and write down a list of jobs and conditions that children do due to poverty.</p> <p>https://www.youtube.com/watch?v=MvmJbqfR87U</p> <p>https://www.youtube.com/watch?v=RpwcEFBbBJk</p>	IN	<p>I can recognize the different jobs that children do in Mexico.</p> <p>I can understand words regarding child labor</p>	<p>Child labor in Mexico (N)</p> <p>PADF (New)</p> <p>Child labor (S)</p> <p>Child labor Demographics (N)</p>	<p>I can understand the type of jobs Mexican children do in regards of child labor.</p> <p>I can converse with a partner and list the several ways that child labor can affect children (Demographics,</p>

<p>Students will converse with each other about how the children are affected by child labor in all aspects. They will mark in a chart “Yes” “No” in which they will identify (Age range, day or night jobs, child’s safety, demographics etc)</p>	IP	<p>I can talk with my partner and list the several ways that child labor can affect children by marking “yes” No” chart I can identify age range, day</p>	Poverty (S) Child labor vocabulary (R)	<p>age range, day or night jobs, child’s safety.</p>
<p>Students will do an informative brochure highlighting the effects of child labor on children</p>	PR	<p>or night jobs, child’s safety, demographic etc. I can create an informational brochure about child labor.</p>		<p>I can create a brochure that highlights the effects of child labor.</p>

<p>The students will read an article and highlight the reasons of child labor in detail and use the chart to categorize it. As well, they will write 3 questions of what caught their attention in the article.</p> <p>https://desinformemonos.org/mexico/-existen-2-6-millones-ninos-trabajan/</p> <p>The students discuss with a partner the causes of child labor and ask 3 follow up questions.</p> <p>With a partner, students brainstorm to create and present a Venn Diagram to compare and contrast the rights of children in the U.S compared to children in Mexico in regard to child labor.</p>	IN	<p>I can categorize information and write 3 questions related to the content.</p>	<p>Child labor in Mexico (N)</p> <p>PADF (New)</p> <p>Child labor (S)</p> <p>Poverty (S)</p> <p>Child labor vocabulary (R)</p>	<p>I can discuss on child labor in Mexico and categorize the reasons of this issue.</p> <p>I can converse with a partner about the factors that result in child labor.</p>
	IP	<p>I can discuss with a partner the factors that result in child labor in Mexico.</p>		<p>I can create with a partner a Venn Diagram in which it compares and contrast the rights of children in Mexico and the United States in regards to child labor.</p>

<p>I can create and present with my partner a Venn Diagram to compare and contrast the rights of children in Mexico and the United States in regard to child labor.</p>	<p>PR</p>	<p>I can create and present with my partner a Venn Diagram to compare and contrast the rights of children in Mexico and the United States in regard to child labor</p>		
<p>Students read an article on the prevention and enforcement of child labor and paraphrase the article highlighting the important facts of the content.</p> <p>I can paraphrase the article and emphasize the importance of preventing child labor.</p> <p>https://www.unicef.org/protection/57</p>	<p>IN</p>	<p>I can paraphrase the article and emphasize the importance of preventing child labor.</p> <p>I can discuss with a partner and debate a</p>	<p>Child labor prevention and enforcement (N)</p> <p>PADF (New)</p> <p>Child labor (S)</p> <p>Poverty (S)</p>	<p>I can explain a plan of action to effectively create awareness and promote prevention of child labor.</p> <p>I can discuss/ debate a plan of action to create awareness and promote prevention of child labor.</p>

<p>929 child labour.html</p> <p>Students will discuss with each other a plan to effective combat child labor and create a broader awareness of the issue.</p> <p>Students will create a video presentation promoting child labor prevention measures.</p>	<p>IP</p> <p>PR</p>	<p>plan of action to effectively create awareness and promote the prevention of child labor.</p> <p>I can gather information on child labor prevention methods and create a presentation promoting the prevention of child labor.</p>	<p>Child labor vocabulary (R)</p> <p>Child labor in Mexico (N)</p>	<p>I can gather information on child labor prevention methods and create a presentation promoting the prevention of child labor.</p>
---	------------------------	---	--	--