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# EDUCATION

## ELEMENTARY LEVEL

### Understanding Exploitation and Education

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#### Orientation Activity

- **Purpose:** The purpose of this activity is for students to build an understanding of exploitation by relating an interactive and tangible “follow the leader” activity to situations of exploitation around the world.
- **Instructional method(s):** class discussion, partner activity
- **Differentiated instruction:**
  - Simplified: The classroom teacher is the leader while the students are the followers and must do as the teacher says.
  - Advanced: Carry out the follow the leader activity for the entire day and ask students to write a written reflection describing the relationship between exploitation and child labour.
- **Curriculum connections:** Grades 2 – 8, Language Arts and Social Studies.
- **Estimated time:** 30 minutes
- **Steps:**
  1. Ask students to get into pairs.
  2. Have the pairs number themselves off, 1 and 2.
  3. Tell the class that everyone who identified themselves as 1 is the “leader” while everyone who identified themselves as 2 is the “follower.”
  4. Explain that the followers are under the leader’s mercy and must do everything the leader says. This means the leader can instruct their follower to carry their backpack around for them, tell them to clean their desk, do their homework etc. The followers are not allowed to utter any words of complaint during this process. This activity will progress for 15 minutes.
  5. Allow the activity to begin. At this time, circulate the room and record any interesting comments you hear from the leaders and followers (e.g.: I feel powerful).
  6. When the activity is complete, gather the class back together and read back to them all of the interesting comments heard throughout the activity. Now reflect on the activity by asking the following suggested questions:
    - How did it feel to be the leader?
    - How did it feel to be the follower?
    - As the leader, how did you feel about the follower? How did you treat them? Is this how you would regularly treat someone?
    - As the follower, how did you feel about the leader? Why did you do as the leader instructed? Would you regularly abide by someone’s requests in this way?
  7. Explain to students that this activity was an example of exploitation. Exploitation is where a person abuses their power and takes advantage of another person by forcing them to do what they demand. These demands are often harmful and violate the human rights of those being exploited. Ask students the following suggested questions about exploitation:
    - How did this activity demonstrate exploitation?
    - What are some examples of exploitation? (e.g.: child labour) Write these examples on the board.

- When children are being exploited in situations like child labour, what do they miss out on in their life?
8. After this discussion, tell students the following statistics:
    - Worldwide, 121 million children of primary school age are not in school.
    - An estimated 158 million children aged 5-14 are engaged in child labour—one in six children in the world.
    - It would cost less than 1% of the world's annual weapons budget to put every child in school.
  9. After hearing these facts ask students the following suggested questions:
    - How did these statistics make you feel?
    - Why was this exploitation activity important? What did it teach you about exploitation?
  10. Before concluding this activity ensure students are aware there are people around the world who are victim to situations of exploitation and that this is detrimental to the quality of their life. Encourage them to develop an appreciation for the freedom and fair treatment they receive in their own country.

**Participate in Free The Children's Five Days for Freedom campaign as an engaging outlet for youth action. Check out [www.weday.com/takeaction](http://www.weday.com/takeaction) to learn more.**