



EDUCATION

SECONDARY LEVEL

Uncovering Exploitation Activity

- **Purpose:** The purpose of this activity is for students to learn about exploitation issues around the world and the prevalence of exploitation in the global community.
- **Instructional method(s):** class discussion, partner work
- **Differentiated instruction:**
 - Simplified: Pairs choose one country to focus on for the data analysis activity and report their findings to the class.
 - Advanced: Pairs present their findings in a written report.
- **Curriculum connections:** Canadian and World Studies, English, Health and Physical Education, Mathematics, Science, Social Sciences and Humanities, Technological Education.
- **Estimated time:** 1 hour
- **Steps:**
 1. Write the word “Exploitation” on the board. Ask students the following suggested questions to prompt discussion:
 - What is exploitation? What classifies an individual as being exploited?
 - What causes exploitation? What are the mechanisms that cause the cycle of exploitation to grow and continue?
 - Does exploitation take on different forms in different parts of the world? How?
 - Is it possible to bring an end to exploitation? How?
 2. 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.
 3. Ask students to describe how these statistics made them feel.
 4. Divide the class into pairs and distribute B.L.M.2 and B.L.M.3 to each pair.
 5. Explain to students that Free The Children works in seven marginalized countries around the world, these countries are: China, Ecuador, Haiti, India, Kenya, Sierra Leone and Sri Lanka. Explain that these countries were selected because of their struggles with issues such as disease, exploitation, thirst and poverty.
 6. Distribute B.L.M.2 and ask students to colour in and label these seven countries.
 7. Introduce the idea of looking at numbers, graphs and charts as evidence to support or refute a position on a topic.
 8. Distribute B.L.M.3. and explain that in this worksheet they will find a data chart outlining different indicators for those seven countries. Allow them the opportunity to look over the chart and ask any questions they may have regarding the data and what it means.
 9. Ask pairs to discuss the different indicators together so that they can gain an understanding of what they mean.
 10. Following this discussion, ask the pairs to analyze the chart and identify the following:
 - Visible effects of exploitation in each country.



- The areas of most need in each country.
 - Possible solutions to the country's struggle with exploitation.
11. Have each pair compile their theories and hold a class discussion around students' correlations and findings.
 12. Before concluding this activity ensure students are aware there are people around the world who are victim to situations of exploitation. Encourage them to develop an appreciation for the freedom and fair treatment they receive in their own country and their ability to access education.

World Map

