

## Warm-up

First, tell students to work with a classmate to research the brand of one of the pieces of clothing that they are wearing. Then, they should research the materials the piece of clothing is made of, the country it is made in, and the labor laws exist in that country. Afterward, tell students to share anything surprising that they found out.

## Teaching Tip

### For Exercise 3

Before class, find a video tutorial on making a similar simple craft (knitting a scarf or upcycling an old T-shirt). During class, show the video and tell students to note down important language (sequencers, the imperative) used in the video that could be helpful for their use. Next, divide students into two groups. Then, tell one group to form a smaller circle facing outward and the other to create a larger circle around the other circle, facing inwards. Each student should face another student. Tell students to discuss the first question below for one minute. Afterward, tell the outer circle to step to their right so that they are working with another student. Give them another minute to discuss question two. Continue until all questions have been discussed.

1. *What can you do to reduce the demand for child labor?*
2. *Are there ever any situations when child labor is acceptable?*
3. *What do you think it is like to be a child working in a factory?*
4. *What can governments do to reduce child labor?*
5. *Who is to blame for child labor?*

Finally, ask volunteers to share their answers with the rest of the class.

## Differentiation Strategy

### For Exercise 2

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2c.



10.2

### Back to the Salt Mines

The Industrial Revolution was a period of great innovation and change. Inventors designed new machines that revolutionized the production of goods and manufacturing. With the increase in factories, new jobs were born, and the number of workers needed increased, bringing more women and children into the workforce than ever before.

Factory jobs were repetitive, specific, and required little training. In cloth factories, giant looms were powered by steam engines. The factories were loud, dark, and damp. Children as young as eight years old, being smaller and nimbler, were used to collect fibers that fell under the machines. This work was dangerous, since the movement of the machines was unpredictable, meaning that limbs could get caught in moving parts. Working at a factory for 12 hours a day meant that few children could afford the possibility to improve their future prospects since they could not go to school.

Many children nowadays face similar challenges. Nearly 60 percent of the global workforce, adults and minors, work in the informal sector, meaning they lack workplace protection. More than 20 percent of young people worldwide are neither employed nor studying, meaning they have reduced opportunities for the future. Young women are twice as likely as men to be in this position. Despite the advances that societies have made, the well-being of young people needs to be addressed to support the human rights of everyone, especially those in marginalized situations.

### 01 Present!

Once your Maker is done, name and label your weavings. Hang them in the classroom like an art gallery. Alternatively, create an online gallery display to share with family and friends.

### 02 Discuss!

- › How do you think children felt about working to help their families?
- › How do you think children felt about working in factories?

### 03 Get Informed!

Create a video tutorial of how to make the loom and your weavings. Share it with younger students to teach them how to make their own.

### 04 Take It on the Road!

Research the use of child labor in your country. Create an exhibition or blog to share your findings with your community.

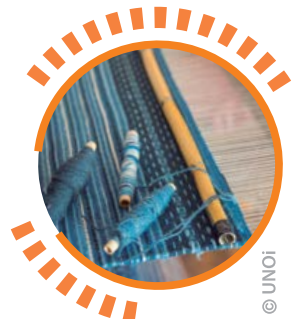
DO

## Cardboard Loom



In this Maker, you will create a loom. Before factories began mass-producing cloth and clothes, most were made at home. Children would aid their parents, learning a trade and essential skills, and it was much safer than factory work. Although nowadays we are used to buying clothes at stores, making fabric at home with a homemade loom is possible.

1. Cut a rectangle of cardboard approximately 40 cm X 25 cm. Cut two strips of cardboard 25 cm X 3 cm wide and glue them to either end of the larger cardboard, leaving 2 cm along the edge. Let dry.
2. Make slits along both shorter edges of the larger cardboard 1 cm apart.
3. Tape a piece of string to the back of the loom. Bring it forward through the top slit and then down through the corresponding bottom slit. Bring the string along the back of the loom and down through the top second slit. Continue until the loom is fully and strung tightly. Tape the end of the string to the back.
4. Weave different fabrics and materials over and under the strings until the strings are full of fabric.
5. To remove your weaving, cut the strings, leaving approximately 3 cm on the ends. Tie the neighboring knots so that the material doesn't fall off. If desired, make a hanging by tying the strings to a stick.



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## Teaching Tip

### For Exercise 2

Before students begin writing their affirmations, write jumbled affirmations on the board. Then, ask students to unscramble them with a classmate. Finally, encourage students to use the language from the sample affirmations to write their own in Exercise 2.

## Wrap-up

Before class, write the key words from each day on four blank sheets of paper, one page each day. During class, divide students into four groups and hand one set of key words to each group. Then, using the words, ask students to remember the lesson's content, write their ideas in a mind-map, and try to use at least some of them. Once finished, hang the mind-maps on the wall for other groups to see and review before completing Exercise 1. As a digital alternative, the exercise can be organized using a digital platform such as Canva or Miro. Then, working in small groups, tell students to choose one of their affirmations from Exercise 2. Next, tell the group to turn the affirmation into a poster and hang it on the wall when it is finished. After all groups have finished, conduct choral repetition, reading the affirmations on the wall aloud two times each. Finally, ask students to reflect on their thoughts, feelings, bodily sensations, and surroundings while repeating the affirmations.



## BE Aware of Your Progress

**01** It's time for your assessment. First, ask a classmate to help you assess your performance during this week (Peer Assessment). Allow your classmate to provide you with some feedback. Later, assess yourself (Self-assessment) based on how you felt during this week.

VG – Very Good

G – Good

N – Need to Improve

I can...

Peer Assessment

Self-assessment



analyze some strategies for building healthy self-esteem.




describe how a spectrograph works and what it determines.




link the innovations in the past with the ones in the present.




describe the characteristics of independent cinema.




understand and use **Verbing** to transform nouns into verbs.



**02** Reflect on your performance this week. Write four affirmations to help you recognize your effort.  
Answers will vary.

DRAW YOUR FAVORITE CHARACTER FROM A HORROR MOVIE.

