



# **INTERNATIONAL COOPERATION: OPPORTUNITIES FOR CANADA AND ASIA**

A Resource for BC Social Studies Grade 6

The “International Cooperation: Opportunities for Canada and Asia” resource supports the British Columbia (BC) Social Studies curriculum for Grade 6, which focuses on Global Issues and Governance. It introduces students to a key content area, international co-operation and responses to global issues, with a focus on a part of the world (Asia) that is increasingly becoming vital in the management of global conflicts and challenges.

The resource packet is comprehensive, and includes launch activities, lesson challenges, briefing sheets for nine global challenges and corresponding international agreements, a case study on the working conditions in other countries, image sets, video links, and all required activity and assessment sheets.

By engaging with these materials, students will not only learn about major global issues and international agreements forged to address them, but they will also build the following curricular competencies that have been identified by the BC Ministry of Education as priorities (see <https://curriculum.gov.bc.ca/curriculum/social-studies/6>):

- Using Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Taking stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).
- Making ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment).

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## Overarching inquiry question

*How might Canada effectively cooperate with Asia Pacific countries to address global issues?*

## LAUNCH LESSON

### LEARNING ACTIVITIES

1. Digitally display or distribute *Cooperation Image Set 1*. Inform students that their task is to examine the images and sources and to suggest what themes the images might represent.
2. Invite students to share the common themes that might be observed in the images. As students share their ideas, remind them to describe the visual clues from the image that led to their thinking.
3. If students need support identifying and explaining the messages in the images, consider demonstrating how the 5W questions can be used. Explain that one way to investigate an image is to look for details in the image that answer each of the 5W questions.
4. If necessary, guide students in reflecting on what the images reveal about international cooperation, and especially cooperation between Canada and Asia Pacific countries. Invite students to use details in the images and sources to respond to questions such as the following:
  - What countries does Canada cooperate with?
  - Why events and issues appear to prompt cooperation between Canada and Asia Pacific countries?
  - What factors might make cooperation between Canada and Asia Pacific countries challenging?
  - What might be the most important benefits of cooperation?
  - What might effective cooperation between Canada and Asia Pacific countries look like?
5. Encourage students to share their ideas and remind them to describe the visual clues from the image that led to their thinking. Consider recording and displaying student ideas about cooperation in a prominent place for use in other lesson challenges from this resource.



## Overarching inquiry question

*How might Canada effectively cooperate with Asia Pacific countries to address global issues?*

### Lesson Inquiry Question

Which global issue is the most important?

### Lesson Challenge

Develop a list of priority issues that Canada and Asia Pacific countries should focus on.

### Lesson Summary

In this lesson, students learn about the global issues facing Canada and Asia Pacific countries. To begin, students are presented with selected sources related to agreements and actions intended to address global issues. Students are invited to suggest which issue may be the most important or significant. Students use maps and data to determine how an assigned specific issue will affect Asia Pacific countries.

Students present their decisions and supporting evidence to the class. Working as a class, students then judge which global issue is the most significant for Canada and Asia Pacific countries. To conclude the lesson, students work individually or in small groups to develop and justify priority issues that should be the focus of future cooperation between Canada and Asia Pacific countries.

## LEARNING ACTIVITIES

### Judge the importance of issues

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1. To begin the lesson challenge, display or distribute *Cooperation Image Set 1*. Inform students that their task is to identify the issues represented in the news headlines, quotes, and images.
2. After students have identified the issues featured in the images, invite them to suggest which three issues are the most important.
3. Encourage students to share their decisions and the reasons for their thinking.



4. Explain to students that they have just made judgments about significance—what was important to include and what was not. While there are many important events, not all events are equally important.
5. Invite students to suggest how importance or significance might be judged or assessed. As students share their ideas, use their thinking to co-create or introduce the criteria for judging which issues are more important than others:
  - **Depth of impact:** How deeply felt or profound are the consequences of this issue?
  - **Breadth of impact:** How widespread are the consequences of this issue?
  - **Duration of impact:** How long-lasting might the consequences of this issue be?
6. Prompt students to use the criteria to revisit and perhaps revise their selection of the three most important issues. Invite students to share their decisions and the reasons for their thinking with the whole class.
7. Share the lesson inquiry question and challenge with students: “Which global issue is the most important?” Explain to students that they will be examining several global issues and using the criteria and evidence to decide which is the most important.

### Introduce global issues

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1. Organize students into pairs and provide each student with *Activity Sheet 1, Judging the Importance of Issues*.
2. Ask students to list the issues discussed in the opening activity in the left-hand column of the activity sheet. Invite students to share their lists with the class.
3. Prompt students to use the criteria for importance to quickly rate each of the issues.
4. Invite students to share their rankings and reasons with the class. Draw attention to any notable differences in the rankings and encourage students to suggest reasons for the differences. Be sure to focus student attention on the criteria, reaffirming the idea that there can be many different perspectives on the importance of events or issues.

### Assess the importance of global issues

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1. Organize students into small groups (2-4 students) and assign each group one of the global issues from the collection in *Briefing Sheet 1*.
2. Provide each group with a copy of *Activity Sheet 2, Judging the Importance of a Global Issue*. Review each part of the activity sheet with students, drawing attention to the relationship between the criteria, evidence, and ratings. Inform students that their task is to judge the importance of their assigned issue using evidence from the briefing sheet and the criteria for judging importance.



### Share the learning

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1. Provide each group with a copy of *Activity Sheet 3, Selecting the Most Important Global Issue*. Explain to students that they will use the activity sheet to rate the issues presented by other classmates.
2. Instruct each group to present to the class the rating and related evidence for their assigned issue.
3. Prompt individual students to rate the importance of each issue on *Activity Sheet 3*.

### Respond to the challenge

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1. Instruct students to review their ratings for each of the global issues. Draw students' attention to the bottom of *Activity Sheet 3* and inform students that their task is to now determine which issue is the most important for Canada and Asia Pacific countries to address.
2. Invite students to share decisions and thinking. Record and display student decisions for use in the next step.
3. Encourage students to suggest which issues should be the priorities for Canada and Asia Pacific countries. Invite students to share their thinking and their reasons.
4. Inform students that their task is to create a list of priority issues that should be the focus of future cooperation between Canada and Asia Pacific countries. Consider instructing individual students to create a list of the five priority issues, then creating small groups (2-4 students) and each group to create a list of the three priority issues.
5. Invite groups to share their decisions and thinking with the whole class. Draw attention to any notable differences in the priorities and encourage students to suggest reasons for the differences. Be sure to focus student attention on the criteria, reaffirming the idea that there can be many different perspectives on the significance of global issues.
6. To conclude the lesson challenge, ask students to reflect on the overarching issue: *"How can Canada effectively cooperate with Asia Pacific countries to address global issues?"* Encourage students to suggest how the countries might cooperate to address the priority issues. Record and display student suggestions for use in other lesson challenges.



## Activity Sheet 1: Judging the Importance of Issues

The following criteria can be used to judge the importance of an issue:

- **Depth of impact:** How deeply felt or profound are the consequences of this issue?
- **Breadth of impact:** How widespread are the consequences of this issue?
- **Duration of impact:** How long-lasting might the consequences of this issue be?

Issue	Criteria	Rating scale					Overall rating and reasons
	Depth of impact	very little 1	2	some 3	4	very much 5	
	Breadth of impact	very little 1	2	some 3	4	very much 5	
	Duration of impact	very short 1	2	some 3	4	very long 5	
	Depth of impact	very little 1	2	some 3	4	very much 5	
	Breadth of impact	very little 1	2	some 3	4	very much 5	
	Duration of impact	very short 1	2	some 3	4	very long 5	
	Depth of impact	very little 1	2	some 3	4	very much 5	
	Breadth of impact	very little 1	2	some 3	4	very much 5	
	Duration of impact	very short 1	2	some 3	4	very long 5	



## Briefing Sheet 1a: International Issues

### Child labour

Even though Asia's economies are growing rapidly, not everyone benefits from that growth, especially the children that are working. Asia is the home to a majority of child labourers in the world - about 120 million of the 152 million child workers.

Almost all of these child labourers are from underprivileged families living in poorer countries. Their jobs are not easy or fun, like babysitting or working as a camp counsellor. Instead, many of the jobs are dangerous and physically exhausting. For example, some children work all day in a mine or on a farm. Others work in factories. Some children work on the street, shining shoes, selling cheap items to tourists, or looking through garbage cans for things that can be recycled for money.

Poverty is the main reason for child labour. Many parents don't want to send their children to work, but they need their children to earn money to help the family survive. A child who works full-time may earn as little as \$1.00 a day, but that small amount of money can make a difference to the family.

Child labourers may help their families in the short term, but working causes serious problems in the long run. Jobs in mines and factories are dangerous. Mining equipment is heavy, and factories often use chemicals that can injure people or make workers sick. If children get hurt while working, their families might not be able to afford to take them to a doctor, and the injuries might not heal. That could cause them physical pain and other problems for the rest of their lives. Also, many child workers have to quit school at a young age, which means they do not get to learn basic skills like reading and math. This can make it even more difficult for them to get a better paying jobs.





## Briefing Sheet 1b: International Issues

### Factory safety

On April 24, 2013, an eight-story building called Rana Plaza collapsed in the city of Dhaka, Bangladesh. More than 1,100 people died, and more than 2,000 were injured. The factories inside the building made garments to sell in other countries, including Canada. Most of the people killed were workers in these factories.

People around the world soon learned more about the tragedy. First, the Rana Plaza building wasn't constructed properly. Second, factory workers in many other countries also faced similar dangerous working conditions. For example, in 2012, 112 people died in a garment factory fire in Bangladesh. That same year, factory fires in Pakistan killed more than 300 people and left many more with permanent injuries. These tragic events brought attention to the fact that much of what we wear: t-shirts, hoodies, shoes, and jeans are all made by the people working in similar factories.

### Why are these factories so dangerous for their workers?

Large companies like Walmart, Zara, Joe Fresh, the Gap, and other companies and businesses want customers to buy as many garments as possible. These companies introduce new styles frequently and sell them at low prices in a strategy called "fast fashion." Fast fashion puts pressure on factories to make garments quickly and cheaply. As a result, factories often pay workers very low wages. In 2013, the monthly minimum wage in Bangladesh was about US\$39. Also, many workers are forced to work overtime so that factories can meet deadlines.

Another result of fast fashion is that factory bosses often ignore unsafe working conditions. It costs time and money to fix things like exposed wires and fire escapes. It costs even more money to add more support to an overloaded building (one reason for the collapse of Rana Plaza was that it was carrying too much weight on its top floors).

Cambodia, China, India, Indonesia, Pakistan, the Philippines, and Thailand all have garment factories that support the fast fashion trend. If these factories were to shut down, millions of people would lose their job. Although the workers face safety hazards and pay is low, their families often rely on that income to get by.



## Briefing Sheet 1c: International Issues

### Farmers and international trade

Most countries around the world trade agricultural goods with each other. Trading benefits both consumers and farmers in at least two ways. First, international trade gives consumers more choices of what to buy. Growing rice, coffee, and bananas in Canada is difficult! So, Canadians purchase these things from other countries.

The second benefit of international trade is that farmers can earn money by selling their products in other countries. Canadian farmers and fishers earn money by selling things like lobsters, wheat, and apples. However, they also have to compete with farmers in other countries who are selling the same items. Sometimes to compete, farmers may have to lower their prices which can be good for consumers, because it makes food cheaper. However, it is not always good for farmers and other producers, especially if the prices are too low for them to earn enough money.

Some governments try to protect farmers from this competition by putting an extra tax on food coming from other countries. This tax is called a tariff and increases the price of food or other products from another country. For example, a tariff on apples from Japan makes Japanese apples more expensive than Canadian apples. This price difference encourages Canadians to buy local apples instead of Japanese apples. Governments can also give farmers a subsidy—this is like a payment or another kind of allowance to help Canadian farmers stay in business.

It is understandable that governments want to help their farmers, but actions like tariffs and subsidies are seen as unfair by other countries. They have the effect of making food more expensive for consumers. Subsidies are unfair if farmers in one country get payments from their government, while farmers in other countries do not.

International trade in agricultural goods can have a lot of benefits for everyone. There are also a lot of challenges in making sure everyone works fairly.



## Briefing Sheet 1d: International Issues

### Landmines

Landmines have been used as weapons in many wars and conflicts since the Second World War. A landmine is a weapon made of plastic or metal and usually placed in the ground. It explodes when a vehicle drives on it or person steps on it. Some landmines are small and light, weighing only a few kilograms. They are also cheap to make—some cost as little as \$3.

Many landmines remain in or on the ground for years, even decades after a war ends, hidden beneath the soil. Others are visible and are sometimes picked up by children who do not know that a landmine is a deadly weapon.

Every day landmines kill or injure an average of twenty-three people. Half of them die when the landmine explodes. The others suffer serious injuries, including amputation of limbs, blindness, and burns. These injuries often require many years of medical treatment. Many of the victims are innocent people, not soldiers in a war. The constant fear of injury or death from a landmine is a part of daily life in countries that have a history of conflict and war. Since 1975, landmines have killed or seriously injured about one million people.

Even after a war ends, landmines can be hard to find and remove. If they are plastic, they cannot be found with metal detectors. Highly trained people, dogs, and even rats will do an inch-by-inch inspection of areas that might contain landmines. For every hour spent on planting mines in the ground, up to 100 hours are needed to find and remove them. To remove all landmines in the world would cost about \$50 million and take over 1,000 years.

Unfortunately, these explosive threats are still being manufactured in countries like India, Pakistan, Myanmar, and South Korea. Over 60 countries still have over 110 million active landmines which threaten the lives and limbs of thousands of civilians. The countries with the most number of active landmines still hidden include Egypt (23 million), Iran (16 million), Angola (15 million), Cambodia (10 million), and Afghanistan (10 million).



## Briefing Sheet 1e: International Issues

### Palm oil, haze, and deforestation

What do shampoo, chocolate, instant noodles, dog food, and laundry detergent have in common? All contain a key ingredient called palm oil. Palm oil has many benefits. Palm oil gives some foods a creamy texture and prevents them from spoiling too quickly. In some countries, palm oil actually fuels cars as an alternative to gasoline.

Palm oil comes from the fruit of palm trees, which grow in hot and humid weather. Farmers can produce more palm oil per acre than any other kind of vegetable oil. Indonesia and Malaysia, two tropical countries in Southeast Asia, harvest 84 percent of the world's palm oil, which is very important to their economies. Agriculture makes up 14% of all business activity in Indonesia and provides jobs for over 40% of the residents, and much of this comes from Palm Oil. Malaysia is the 3rd largest economy in Southeast Asia and Palm oil accounts for about 5% of its economy.

Producing palm oil can also cause severe health and environmental problems in and near these two countries. To make room for palm tree plantations (the areas where palm trees grow), many farmers and plantation owners cut down and burn natural forests, then plant palm trees. This practice is called "slash and burn." The loss of forested areas is called "deforestation." The slash and burn method produces a thick haze in the air that millions of people breathe. In 2015, air pollution contributed to the deaths of more than 100,000 people in Southeast Asia. In 2016 after the slash and burn season started in Indonesia, there were more than 500,000 cases of respiratory infections.

Slash and burn, and deforestation also disturbs animals. It destroys the fragile habitat of endangered species like orangutans, tigers, and elephants. Only about fifteen percent of wildlife adapts to survive the change from living in a forest to a plantation. At the current rate of deforestation, Sumatran tigers in that part of Southeast Asia will survive only a few more years.

Finally, deforestation in Indonesia and Malaysia affects the 45 million people who live in the forest areas. Some of them are indigenous peoples who rely on the forests to provide food and income. Sometimes, when they try to stop palm oil plantation owners from taking their land, they are harassed, intimidated, or even murdered.

The massive production of palm oil has provided consumers all around the world with affordable products and supported economic growth for Indonesia and Malaysia. However, cheap palm oil has costs for the environment, people's health and living conditions, and wildlife in Southeast Asia.



## Briefing Sheet 1f: International Issues

### Poverty

How much money would you need every day for the things you require to survive? In most western countries, this amount is much more than in other parts of the world. Most people in countries like Canada do have enough money for daily necessities. However, there are many people in all parts of the world who live in extreme poverty and who do not have the money needed for daily necessities.

The number of people living in extreme poverty has decreased during the last 200 years, but there are still about 800 million people in the world that live on less than \$1.90 per day. This amount is often called the poverty line. Poverty generally means not having the resources required for necessities like food, housing, and clothing.

Even in wealthy countries like Canada there are people that live in extreme poverty. In most parts of the world, the number of people living in extreme poverty has decreased. However, the numbers of people living in extreme poverty in southern Africa and South Asia have increased. For example, approximately 20 per cent of India's population lives below the poverty line.

Poverty has many underlying and direct causes. It can be caused by war, overpopulation, and even climate change. While many western countries like Canada have many natural resources and industries, poorer countries often lack resources and industries that can help create wealth. In some places, members of certain cultural or ethnic groups may be more likely to be poor. Similarly, women and children are more likely to be extremely poor.

Poverty can have many direct and indirect consequences. Not having enough money for daily needs can result in poor health, sickness, and disease. In very poor countries, governments may not have enough money to build all of the parts of a community such as roads, schools, and places for people to work. Often people who are extremely poor do not have adequate housing or clothing. For children, being poor can mean fewer opportunities to go to school. This can lead to fewer opportunities for more school and better jobs in the future.



## Briefing Sheet 1g: International Issues

### Protecting the ozone layer

The ozone is a layer of gas about 15 to 30 kilometers above the Earth's surface. It acts as a shield, protecting humans, and other living species from the sun's harmful rays. The ozone layer naturally breaks down and repairs itself. When the ozone layer is in good condition, it absorbs between 97 per cent and 99 per cent of the sun's damaging rays.

Beginning in the 1970s, scientists noticed that the ozone layer was being depleted (broken down or destroyed) more quickly than it could repair itself. This was being caused by the use of ozone-depleting substances (ODSs) like chlorine and bromine. These chemicals were in everyday products and equipment such as refrigerators, air conditioners, styrofoam, and hair spray. Some of these chemicals could remain in the atmosphere for up to 100 years. In fact, about 90 per cent of the ozone-depleting chemicals in the atmosphere today were released many decades ago in wealthy countries like the United States and Canada. More recently, scientists have discovered that another ozone-damaging chemical called chloroform is entering the atmosphere, mostly from countries in east Asia. Between 2010 and 2015, there was a significant increase in chloroform that will delay the natural repair of the hole in the ozone by about eight years.

What happens if people are not protected from the sun's harmful rays? They could get skin cancer or cataract disease, which can cause blindness. Some scientists believe that too much exposure to the sun's rays can harm people's immune systems, making it harder to fight disease and illness.

A thinning ozone layer is also dangerous for green plants and marine animals like fish and shrimp. In some parts of the world, marine animals are a source of food that people rely on. If the sun's rays destroy plants and animals, food chains and the ecological balance will be disrupted.

In 1985, scientists discovered that the ozone layer over Antarctica was thinning especially fast. They discovered that the area over the North Pole was also heavily affected. They were so alarmed that they held a meeting later that year to see what the world could do to protect the ozone layer—and the Earth's species.



## Briefing Sheet 1h: International Issues

### The threat of nuclear weapons

In one of the last events of the Pacific War, the United States dropped an atomic bomb (a type of nuclear weapon) on the city of Hiroshima. It destroyed an area of more than four square miles and killed 70,000 people. Three days after it bombed Hiroshima, the US dropped a second atomic bomb on the city of Nagasaki. It killed another 35,000 to 40,000 people. In the months and years that followed, another 70,000 to 80,000 people died from injuries or the effects of radiation sickness.

Around the world, people saw images of the devastation caused by the atomic bombs. However, that did not stop other countries from developing nuclear weapons. They argued that having nuclear weapons was the only way to stop a country from attacking. By 1964, China, France, the Soviet Union, and the United Kingdom also became “nuclear weapons states.” By the end of 1999, India, Pakistan, and Israel also had weapons. In 2005, North Korea announced that it was joining the “nuclear club.”

Today, there are more than 15,000 nuclear weapons in the world. Some of these are hundreds of times more powerful than the bombs dropped on Hiroshima and Nagasaki. A nuclear war would change life for everyone on the planet. Many millions of people could die immediately from the massive explosions. Many millions more would later die from injuries and radiation sickness. The broadest impact would be something called a “nuclear winter.” The fire and smoke caused by about 1,000 weapons could darken the atmosphere so much that it would block out the sun’s rays. The whole planet would enter a mini ice age with year-round winter. The cold weather could cause food systems around the world to collapse.

Most nuclear weapons states say that the weapons are only for self-defense and that they would never be the first to attack another country. However, some people say that what is more likely is a nuclear accident: someone in one military making a mistake and launching the weapons.



## Briefing Sheet 1i: International Issues

### Whaling

For thousands of years, people have hunted whales. For people in countries near oceans and seas, whales were valuable sources of food and other products like oil. Hunting whales was done to survive, and was considered an important cultural practice by some peoples. This changed, though, when ships became bigger and the whaling industry grew, and the demand for whale products increased.

By the 1700s, many countries had developed large groups or fleets of whaling ships. Whaling changed from being a subsistence practice (hunting for what was needed) to become an industry. Whales were used for many products made during the Industrial Revolution. Whale fat was also used to make the oil needed by machines in factories. During the 1800s whale bones were used to make many products, including clothing, toys, and household items. Whale teeth were even used to make chess pieces. In fact, whale bones are often called “the plastic of the 1800s” because they were used for so many products.

The whaling industry became competitive during this time, and more countries began using larger industrial ships and technology. These changes led to more whales being killed. Some whale species were threatened or endangered. Between 1904 to 1987, approximately 16,000 whales were killed each year.

Hunting isn't the only activity that threatens whales. Commercial fishing (fishing as a business) accidentally catches about 300,000 whales and dolphins every year. Whales can also be injured or killed by large ships. Humans also pollute the oceans and affect whale habitats.

Although commercial whaling significantly decreased the numbers of whales, no species of whale was made extinct. Several species, however, were severely depleted and remain threatened. For example, the North Pacific right whale and the North Atlantic left whale species are critically endangered.

Even though fewer people eat meat or use products from whales, some countries continue whale hunts, even though whale hunting has been banned. Japan and Norway in particular continue to challenge the rules. Japan hunts whales, saying that it is an important part of research and of the country's culture and history. Japan has indicated that in 2019 it will resume whaling in its ocean areas. Similar to Japan, Norway has indicated that it wants to resume whaling because of the importance of the industry in Norwegian culture and history.





## Activity Sheet 2: Judging the Importance of a Global Issue

### Assigned issue:

Criteria	Evidence	Ratings
<b>Depth of impact</b> How deeply felt or profound are the consequences of this issue?		very little                      some                      very much 1            2            3            4            5
<b>Breadth of impact</b> How widespread are the consequences of this issue?		very little                      some                      very much 1            2            3            4            5
<b>Duration of impact</b> How long-lasting might the consequences of this issue be?		very short                      some                      very long 1            2            3            4            5

Overall importance of the assigned issue	Reasons
not important                      somewhat important                      very important 1            2            3            4            5	



## Activity Sheet 3: Selecting the Most Important Global Issue

Issue	Overall rating					Reasons
	not important		somewhat important		very important	
	1	2	3	4	5	
	not important		somewhat important		very important	
	1	2	3	4	5	
	not important		somewhat important		very important	
	1	2	3	4	5	

**My choice for the most important global issue:**

**Reasons:**



## Overarching inquiry question

*How might Canada effectively cooperate with Asia Pacific countries to address global issues?*

### Lesson Inquiry Question

How effectively do Canada and Asia Pacific countries cooperate?

### Lesson Challenge

Suggest improvements to an agreement or action used by Canada and Asia Pacific countries to address a specific global issue.

### Lesson Summary

In this lesson, students learn how Canada and Asia Pacific countries cooperate to address global challenges and consider how a current agreement or action might be improved. To begin this lesson, students rate the effectiveness of an agreement between two students in a scenario. After using the scenario to develop the criteria for an effective agreement, students suggest how the agreement might be improved.

Next, students practise using the criteria by rating the effectiveness of a sample international agreement. Finally, students use the criteria for an effective agreement or action to rate the effectiveness of an assigned international agreement or action. To conclude the lesson, students develop a list of powerful suggestions to improve the effectiveness of the assigned agreement or action.

## LEARNING ACTIVITIES

### Develop criteria for an effective agreement

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1. To begin the lesson challenge, organize students into pairs and provide each group with a copy of *Activity Sheet 4, How Fair Is the Agreement?* Inform students that their task is to judge the fairness of the agreement between the students described in the scenario.
2. Instruct students to read the scenario and to decide which parts of the agreement were fair and which parts were unfair. Guide students in noting their ideas using the chart on the activity sheet.



3. After students have judged the fairness of the agreement described in the scenario, encourage them to share their thinking with the whole class. As students share their ideas, use their thinking to co-create or introduce the criteria for an effective agreement, which could include:
  - **Fair collaboration:** Does the agreement encourage and require contributions and participation from all stakeholders?
  - **Mutual benefit:** Is there a fair benefit for all stakeholders?
  - **Effectiveness:** Does the agreement effectively address the problem?
4. Direct students' attention to the rating scale found at the bottom of the activity sheet. Prompt students to use the criteria to revisit and perhaps revise their rating of the agreement between the students in the scenario. Invite students to share their new rating and the reasons for their thinking with the whole class.
5. Invite students to suggest how the agreement might be changed to better meet the criteria. Guide students in using the criteria to inform their suggestions for improving the agreement.
6. Invite students to think of other examples of where agreements and cooperation might be found, including those between individuals, groups, and countries. Encourage students to share their thinking with the whole class.
7. Share the lesson inquiry question and challenge with students: *"How effectively do Canada and Asia Pacific countries cooperate?"* Explain to students that they will be judging the effectiveness of agreements between Canada and Asia Pacific countries.

### Practise using the criteria

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1. Inform students that the criteria used to rate the effectiveness of an agreement between students can also be used to rate agreements between countries.
2. Organize students into pairs and provide each student with a copy of *Activity Sheet 5, Rating the Sample Agreement*. Explain to students that their task is to rate the effectiveness of the sample international agreement using the criteria and evidence from the description of the international agreement.
3. Invite students to share their ratings and evidence with the whole class. Draw attention to any significant differences in the assessments and encourage students to suggest reasons for these differences.
4. Direct students' attention to the bottom of *Activity Sheet 5*. Prompt students to suggest how the sample agreement might be improved. Guide students in using the criteria to develop their suggestions.
5. Encourage students to share their suggestions for improvements with the whole class. Prompt students to reflect on how each suggestion might better meet the criteria.



### Assess the effectiveness of international agreements

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1. Organize students into small groups (2-4) and assign each group one of the international agreements from the collection in *Briefing Sheet 2*. Distribute a copy of the briefing sheet and *Activity Sheet 6, Rating the Agreement*, to each student.
2. Instruct students to use evidence from the briefing sheet and the criteria to rate the effectiveness of their assigned agreement or action. Assure students that an agreement can score high in one criterion but low in another.
3. Invite students to share their ratings and evidence with the class. Draw attention to any notable differences in the ratings and encourage students to suggest reasons for these differences. Be sure to focus students' attention on the criteria, reaffirming the idea that there can be many different and plausible conclusions about the effectiveness of international agreements.

### Respond to the challenge

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1. Explain to students that their final task is to suggest how their assigned agreement might be improved.
2. Direct students' attention to the second page of *Activity Sheet 6*. Guide students in using the criteria for an effective to suggest how their assigned agreement might be improved.
3. Invite groups to share their suggestions with the whole class. Draw attention to any notable similarities among the suggestions for improving the agreements. Prompt students to suggest what the similarities reveal about international cooperation.
4. To conclude the lesson challenge, ask students to reflect on the overarching issue: *"How can Canada effectively cooperate with Asia Pacific countries to address global issues?"* Encourage students to suggest how Canada might more effectively cooperate with Asia Pacific countries. Record and display student suggestions for use in other lesson challenges.



## Activity Sheet 4: How Fair is the Agreement?

The gym was a mess. Balls and pylons had been left everywhere, and two students were arguing about who was responsible for putting the equipment away. After listening to the students for a moment, Ms. Richards, the gym teacher, said that if they could clean up the equipment she would give each of them extra gym time the next day. Ms. Richards told the students that she would check on their work later.

Roshni and Erin thought this was a good idea, so they made an agreement about how to divide the work of cleaning up the equipment. There were ten pylons in the gym, and Erin said that she would pick them up and put them in the equipment room. This meant that Roshni would pick up the more than thirty-five balls scattered throughout the gym.

Erin quickly picked up and put away eight of the pylons and then left the gym to meet her friends. It took Roshni much longer to pick up all the balls. After she put away the last ball, she noticed there were still two pylons left in the gym. Roshni picked up the pylons and put them away in the equipment room.

When Ms. Richards returned to the gym, she was pleased to see that Erin and Roshni had put all the equipment away. The next day she gave both Erin and Roshni extra gym time.

What parts of the agreement are fair?	What parts of the agreement are not fair?

Criteria	Rating scale	Evidence
Fair collaboration	very little                      somewhat                      very much 1                      2                      3                      4                      5	a.
		b.
Mutual benefit	very little                      somewhat                      very much 1                      2                      3                      4                      5	a.
		b.
Effectiveness	very little                      somewhat                      very much 1                      2                      3                      4                      5	a.
		b.



*How might Canada effectively cooperate with Asia Pacific countries to address global issues?*

## Activity Sheet 5: Rating the Sample Agreement

In late 2015, Australia and China signed the China-Australia Free Trade Agreement (ChAFTA).

For Australia, the ChAFTA is the most important of its three Northeast Asian agreements (the other two are signed with Japan and South Korea). China is Australia’s largest trading partner and the second-largest economy in the world. There will be many business opportunities for Australian companies as China’s middle class grows rapidly.

For China, the agreement is the most ambitious and advanced that it has completed with any country. In addition to allowing Australian companies access to the growing Chinese agriculture and goods markets, the agreement opened finance, legal, education, telecommunications, tourism, and health to Australian companies. The commitments that China made in this agreement support many of its goals to focus its economy more on services and less on exports.

*(adapted from <https://www.asiapacific.ca/canada-asia-agenda/china-australia-free-trade-agreement-lessons-canada>)*

Criteria	Rating scale	Evidence
Fair collaboration	very little 1      2      3      4      5 somewhat      very much	a.
		b.
Mutual benefit	very little 1      2      3      4      5 somewhat      very much	a.
		b.
Effectiveness	very little 1      2      3      4      5 somewhat      very much	a.
		b.

How might the agreement be improved?	
Fair collaboration	
Mutual benefit	
Effectiveness	



## Briefing Sheet 2a: International Agreements

### Accord and alliance on factory safety in Bangladesh

A few weeks after the Rana Plaza factory collapse in 2013, many companies announced they would improve the working conditions in Bangladesh's garment factories. More than 200 companies signed one of two agreements that would last five years. One is the Accord on Fire and Building Safety in Bangladesh, with 180 members. The other is the Alliance for Bangladesh Worker Safety, with 29 members. Each agreement has Canadian companies as members.

Members that signed the agreements committed to a few important actions. First, companies agreed to provide information about the factories. Second, they were to report factory safety hazards and describe how to fix the problems. Finally, the member companies were to provide money to help factories make repairs and to buy new safety equipment like fire alarms.

After five years, there have been improvements in the safety of Bangladesh's garment factories. The Accord estimates that it has improved safety for 2.5 million garment workers. It also estimates that 97,000 safety hazards in 1,600 factories are fixed. The Alliance has trained 1.5 million workers on how to protect themselves in the case of a fire. No serious tragedies like the Rana Plaza collapse or the earlier factory fires have occurred since the signing of the agreements. There is hope that these commitments to safety in Bangladesh will spread to other countries that employ millions of factory workers.

However, some people say that the agreements do not do enough. For example, many factories in Bangladesh are not part of either agreement. Also, the two agreements do not deal with other serious issues, like low wages and long work hours. Finally, there are concerns about what will happen when the current agreements end. The Alliance ended after five years. The Accord agreed to extend its work until 2021. Will garment factories in Bangladesh continue to improve worker safety without the agreements and money from the companies? Or will companies be more concerned with fast fashion and making money than safety?





## **Briefing Sheet 2b: International Agreements**

### **The Minimum Age Convention and Worst Forms of Child Labour Convention**

The first significant international agreement about child labour started in 1973. More than 170 countries signed the agreement. It was called the Minimum Age Convention, and it focused on making sure young children were protected from having to work. It allowed some poorer countries to lower the minimum age for some jobs by a year or two. According to the agreement, the minimum age for dangerous jobs should be 18. For other types of work, it was 12 or 14, depending on the kind of work. In 1999, 181 countries signed another agreement called the Worst Forms of Child Labour Convention. This agreement focused on protecting children from jobs like being a soldier or selling drugs.

Since the year 2000, child labour has declined from 246 million to 152 million children. The number of children working in dangerous jobs has decreased from 171 million to 73 million children. These agreements have saved many millions of children from spending their childhood doing difficult and sometimes dangerous work. However, there are still tens of millions of child labourers throughout the world.

Why does the problem of child labour continue, especially after so many countries signed agreements to stop it? One reason is that the agreements were voluntary. This means governments, businesses, bosses, and families agreed that they would try to end the cycle of children working, but the two agreements can't force anything to change.

Another reason is that child labour often happens in secret so it can be hard for the authorities to find out about it. Finally, the two agreements do not focus on the main reason for child labour—poverty. These reasons help explain why progress in reducing child labour has slowed down in recent years.



## Briefing Sheet 2c: International Agreements

### International campaign to ban landmines (Ottawa Treaty)

In 1997, 122 countries signed an agreement known as the Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction. This agreement is often known as the Ottawa Treaty because it was signed in Ottawa. As of 2018, 164 countries had signed the Treaty.

The Treaty's goal is a total ban on making, selling, using, and stockpiling landmines. The Treaty also made money available for two actions. The first is the hard and dangerous work of removing landmines. The second is helping landmine survivors with medical treatment and getting prosthetic limbs.

The Treaty asks each member country to report every year on the number, types, and locations of its landmines. However, the Treaty does not permit countries to verify the accuracy of reports from other countries. It also does not allow countries to punish other nations that do not comply with the Treaty.

After the Treaty went into effect, the number of countries making landmines dropped from 54 to eleven. More than 50 million mines sitting in storage didn't even get planted in the ground. Most importantly, the number of people killed or injured from landmines decreased from more than 20,000 per year to an average of 5,000 per year. Some countries are trying to remove landmines from areas that could be used for farming or other productive uses.

However, the Treaty has not totally stopped the use of landmines. Landmines remain a cheap weapon that are often used by poorer countries. Not all countries have signed the Treaty. For example, Bangladesh says that Myanmar uses landmines along its shared border to stop the Rohingya (an ethnic minority in Myanmar) from leaving the country. Bangladesh has signed the agreement, but Myanmar has not. Also, more rebel and terrorist groups are using landmines. Finally, several major producers of landmines have not signed the treaty. That includes the United States, Russia, China, India, Myanmar, and Pakistan.



## Briefing Sheet 2d: International Agreements

### The Montreal Protocol (1987)

In 1985, scientists discovered that the ozone layer over Antarctica was quickly depleting. That year, 28 countries met in Austria to discuss cooperating to address the issue. After that, the United Nations (UN) prepared the way for the an agreement known as the Montreal Protocol on Substances that Deplete the Ozone Layer. This agreement described how countries would work together to limit the production and use of ozone-depleting substances (ODSs). At first, 46 countries signed the Protocol, but now all 200 UN members have signed it.

The Montreal Protocol recognized the challenges of finding substances to replace the ODSs. There were two goals initial goals:

- By 1994, reduce production and use of several kinds of ODSs to 80 per cent of the 1986 levels
- By 1999, reduce production and use to 50 per cent of 1986 levels

Since then, the agreement has been strengthened to get rid of other types of ODSs. Countries have met several times to look at how much progress they are making and to decide on changes as needed. In 1988, the year after the Protocol was signed, the world emitted 1.46 million tonnes of ODSs. In 2014, that dropped to 320,000 tonnes, even lower than the 1961 level. Although the ozone layer continued to be depleted until the early 2000s, there are signs that it has stabilized and is recovering.

An important part of the agreement was that it set different targets for wealthier countries and countries which were still growing. Wealthier countries were expected to start cutting ODSs much earlier, and less wealthy countries were given more time. A fund was set up to help growing countries replace ODSs with more environmentally friendly substances and technologies. All 142 developing countries were able to achieve their target by 2010 in phasing out ODSs.

In 2018, NASA released satellite images that showed chlorine levels dropping near the Antarctic by 20 per cent. NASA gives credit for this improvement to the Montreal Protocol.



## Briefing Sheet 2e: International Agreements

### Nuclear Non-Proliferation Treaty (1968)

Many countries around the world grew worried about the spread of nuclear weapons after atomic bombs were dropped on Hiroshima and Nagasaki in Japan at the end of the Second World War. Countries agreed they should cooperate to stop the proliferation (the spread) of these weapons. In 1968, 62 countries signed the Treaty on the Non-Proliferation of Nuclear Weapons. The countries that signed included three that already had nuclear weapons: the Soviet Union, United Kingdom, and United States. China and France signed the Treaty in the 1990s. Today, almost every country in the world (189 countries as of 2018) has signed the treaty.

The treaty's ultimate goal is the total elimination of nuclear weapons. Countries without nuclear weapons pledged never to develop them. Countries that already had nuclear weapons when they signed the treaty agreed to reduce their nuclear stockpiles. Some countries that had started developing nuclear weapons agreed to give them up. In the time since the agreement was signed, the total number of nuclear weapons has decreased from about 70,000 to fewer than 15,000. The United States and Russia have reduced their stockpiles, but they each still have about 7,000 weapons. China has about 250, but is expanding its program.

Some countries have not signed the treaty and continue to develop weapons. India and Pakistan each have between 110 and 130 nuclear weapons and are believed to be expanding their programs. North Korea is the only country to sign the Non-Proliferation Treaty and then withdraw from it. In 2006, North Korea began testing nuclear weapons, saying it needed to be able to defend itself against countries like the United States, South Korea, and Japan. Under international law, countries cannot force North Korea to stay in the agreement.

Many countries without nuclear weapons have taken steps to build peace and trust. More than 100 countries belong to a Nuclear Weapons Free Zone. These are areas where neighbouring countries pledge not to "go nuclear," or use their weapons. Such zones exist in Southeast Asia, Latin America, Africa, the South Pacific, and Central Asia.



## Briefing Sheet 2f: International Agreements

### Roundtable on Sustainable Palm Oil

The Roundtable on Sustainable Palm Oil is an international agreement that tries to reduce the harm of palm oil production to people, animals, and the environment. The Roundtable began in 2004 with different kinds of members. They include the Worldwide Fund for Nature (WWF), an organization that tries to protect endangered species around the world. It also includes companies that grow, sell, buy, and consume palm oil. There are almost 3,700 members from 92 countries.

The Roundtable's goal is not to get rid of palm oil. It would be challenging to find something to replace palm oil in so many different kinds of products. Also, ending palm oil production would put a lot of palm tree farmers and employees out of business in the two countries that produce the most palm oil: Indonesia and Malaysia.

Instead, the Roundtable wants to encourage producers to work in a way that protects the environment and the communities who live near plantations. For example, Roundtable members expect producers to decrease the use of chemical fertilizer and stop clearing more land for new plantations. Roundtable members also want to be sure that indigenous peoples and wildlife continue to enjoy the natural use of their land. Finally, they want people who work on palm plantations to have fair working conditions, including safety and decent pay.

The Roundtable asks independent inspectors to certify producers who follow these guidelines. The certification is like a report card that lets consumers know which producers are environmentally and socially responsible. Consumers who care about the environment and want to avoid harming people and animals can buy products that have the Roundtable's certification. If more consumers decide to purchase products with responsible palm oil, farmers and businesses will work to get that certification, and it could have a positive impact on the environment and local communities.

The Roundtable has made some progress, but it is not perfect. So far, only about 20 per cent of palm oil produced around the world meets the certification requirements by the Roundtable. Its members say that much more effort is required to see the benefits of change and that progress is too slow. In the future, the Roundtable wants to introduce higher standards every five years. Some people worry that producers will feel burdened by the stricter guidelines. If farmers and producers have a difficult time following the new rules, they may decide to sell their palm oil in countries that don't pay such close attention to environmental and social issues.



## Briefing Sheet 2g: International Agreements

### The International Convention for the Regulation of Whaling

The International Convention for the Regulation of Whaling was signed in 1946 by 15 countries. The convention now has 89 member countries, but that number changes when countries leave or rejoin the agreement.

The main goal of this agreement is to protect whales from overhunting and extinction. Under this agreement, there are limits on the number and types of whales that can be hunted. The agreement includes rules about the methods that can be used to hunt whales. It also protects female whales with calves.

Although the original agreement placed limits on commercial whaling (killing whales for business), many countries continued to kill whales. Some countries killed whales for scientific reasons, and others continued to hunt them for food and other products. Canada was one of the founding members of the convention in 1946 but left the convention in 1982 when countries disagreed about how whales should be protected. Canada banned commercial whaling in 1972, even though it was not part of the agreement.

In 1986, the agreement suggested that all countries should stop commercial whaling. Although many countries did support this agreement, some countries continued to hunt whales. For example, Japan, Norway, and Iceland killed more than 30,000 whales after the 1986 agreement. The International Whaling Convention is not part of the United Nations and cannot be enforced as a law or punish countries that continue to hunt for whales.

In 1994, the United Nations established the Convention on the Law of the Seas which created laws on how the world's ocean resources would be managed. There is a new United Nations focus that started in 2017 to use the UN laws to protect marine biology. The new treaty will be a part of the Laws of the Seas.

The International Whaling Convention did serve a purpose from its beginning in 1946. It had cooperation between 89 countries around the world and may have prevented some whales species from becoming extinct, but there is no enforcement of its guidelines.

In January 2009, Japan left the convention, saying it did not want restrictions placed on its whaling business. The main reason is that Japan wants to maintain control over its waters. Japan does not have restrictions on whaling near its land, but because it is still a member of the United Nations, it will need to follow other laws in the United Nations Convention on the Law of the Seas. Japan's recent decision means it will continue to hunt for whales in its waters, but not in international waters.



## Briefing Sheet 2h: International Agreements

### World Bank

The World Bank began in 1944 as countries started to rebuild from the devastation of the Second World War, and it continues to help poorer countries around the world. There are 189 countries that contribute money to the efforts of the World Bank, but is mostly controlled by the United States, Japan, the United Kingdom, Germany, China, and France. The headquarters are in Washington, DC, USA.

The World Bank has two goals: to end extreme poverty and to promote shared prosperity in a sustainable way. In 1947, the World Bank issued four loans for a total of almost \$500 million. In 2015 that grew to support for 302 global projects for a total of \$60 billion. Forty-five countries have promised over \$25 billion to help eighty of the world's poorest countries. To identify the countries that need the most help, the World Bank established an extreme poverty level of \$1.90 per day. According to the World Bank, anyone that lives with less than this amount per day is considered to be in extreme poverty.

The World Bank lends money to countries for various projects to reduce poverty and improve quality of life. Countries that receive money from the World Bank Money must follow specific rules to receive the money, and they have to pay back the loans. It takes a long time for some of these projects to make a difference in poverty, but the World Bank targets the areas that it feels will have the most benefit. It's also difficult to know which improvements are a direct result of the project and which are the result of normal growth and development.



## Briefing Sheet 2i: International Agreements

### World Trade Organization (WTO)

International trade can benefit many people around the world, but there are disagreements on how to make trade “fair” for everyone.

Started in 1995, The World Trade Organization (WTO) is an international agreement that works to promote international free and fair trade. More than 160 countries are members of the WTO. It is the largest international organization that creates rules about trade and helps to make sure that member countries follow the rules. When two or more countries disagree about trade, the WTO helps resolve the dispute.

The WTO also tries to help developing countries grow their economies through trade. To do this, it makes two sets of rules: one for richer countries and another for developing countries. For example, in 1995, rich countries agreed to reduce their tariffs on agricultural products by 36 percent (a tariff is like a tax that makes products from other countries more expensive). Wealthier countries were given six years to make this change of reducing tariffs. Developing countries had to cut their tariffs by only 24 per cent, and they were given ten years to make this change. In 2015, WTO members agreed that rich countries should get rid of all subsidies to farmers immediately. Poorer countries have until 2023 to end subsidies to their farmers (a subsidy is a payment or other kind of support from a government).

Why does the WTO have two sets of rules? Many wealthy countries have the technology to make and sell expensive products—things like cars, planes, and smartphones. Developing countries often depend on selling natural resources and agricultural products, items that are basic and need less technology. Many developing countries criticize richer countries for using tariffs or subsidies to help farmers who have access to the best technology. They say it makes it difficult for farmers in developing countries to compete. Some poor countries also use tariffs and subsidies to help their farmers, but they say these are necessary to help their farmers stay in business. If farmers in a poorer country go out of business, it can slow economic growth for the entire country.

In 2018, the Canadian government urged China and the USA to find ways to cooperate for the future of the World Trade Organization. If tensions between China and the US continue to make the WTO work too slowly, Canada has other international agreements, including some with Asia Pacific countries. For example, the Comprehensive and Progressive Agreement for Trans-Pacific Partnership was signed in 2018 and includes Australia, Brunei, Canada, Chile, Japan, Malaysia, Mexico, New Zealand, Peru, Singapore, and Vietnam.





## Activity Sheet 6: Rating the Agreement

### Assigned agreement:

Criteria	Rating scale	Evidence
Fair collaboration	very little 1      2      3      4      5 some      very much	a.
		b.
		c.
Mutual benefit	very little 1      2      3      4      5 some      very much	a.
		b.
		c.
Effectiveness	very little 1      2      3      4      5 some      very much	a.
		b.
		c.
Overall rating of the agreement	not effective ← 1 — 2 — 3 — 4 — 5 → very effective	

## Activity Sheet 6: Rating the Agreement

### Assigned agreement:

Criteria	Suggestions for improvement
How might the agreement be changed to improve the collaboration between countries?	a.
	b.
	c.
How might the agreement be changed to make sure all countries in the agreement benefit?	a.
	b.
	c.
How might the agreement be changed to improve how well it addresses the intended issue?	a.
	b.
	c.



## Overarching inquiry question

*How might Canada effectively cooperate with Asia Pacific countries to address global issues?*

### Case Study Inquiry Question

Should we care about working conditions in other countries?

### Case Study Challenge

Create a persuasive presentation or advertisement to increase awareness of the working conditions in factories used by multinational companies in some Asia Pacific countries.

### Case Study Summary

In this two-part case study, students learn about various stakeholder perspectives on the working conditions in factories used by multinational companies in some Asia Pacific countries.

To begin the case study, students are presented with a short description of a day in the life of a child factory worker. Students are asked to suggest which words accurately and vividly describe the child's life (e.g., safe, unsafe, fair, unfair, tiring). After discussing student suggestions, students work as a class to develop the criteria for safe and fair working conditions. Students then view an excerpt from a documentary that highlights the working conditions in factories used by multinational companies in some Asia Pacific countries. While watching, students work on their own to use the criteria to judge the specific working conditions in the factories. Students present their ratings to the class and discuss the reasons why such working conditions might exist in some factories located in Asia Pacific countries. To conclude part one of the case study, students determine if the issue of working conditions in Asia Pacific countries deserves attention.

In the second part of the case study, students learn about the concept of "stakeholder." Students then suggest which stakeholders may have an interest in the factory working conditions. Working in small groups, students examine a description of factory working conditions in some Asia Pacific countries to identify views that various stakeholder groups may have about working conditions. After sharing their perspectives with the whole class, students suggest why some stakeholders do not actively promote better working conditions. To conclude the case study, students work in small groups to create a persuasive presentation or advertisement to increase awareness of the working conditions in factories used by multinational companies in some Asia Pacific countries.



## LEARNING ACTIVITIES: Part One

### Develop criteria for effective descriptive writing

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1. To begin the case study, display or provide pairs of students with an effective piece of descriptive writing. Consider using the following sample of student writing found at <https://k12.thoughtfullearning.com/studentmodels/friendship>
2. Ask students to read the sample of student writing. Instruct students to identify any words and phrases that help readers visualize the main idea of the writing sample. Encourage students to attempt to group similar types of words and phrases together.
3. Invite students to share their selected words and phrases with the whole class. As students share their selections and groupings, use their ideas to explain that accurate and vivid descriptions usually include the following details:
  - Emotions (feelings, reactions)
  - Senses (sight, sound, taste, touch, smell)
  - Locations (where features are, where and when events happen)
  - Size (the amount, dimensions, or extent of something)
4. Working as a class or in pairs, ask students to classify the descriptive words and phrases found in the writing sample according to the details listed above. Explain to students that the first step in creating accurate and vivid descriptions is to identify and classify important details.

### Develop criteria for safe and fair working conditions

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1. Inform students that their next task is to create a list of accurate and vivid words and phrases to describe a day in the life of a child working in a factory. Explain that they will be viewing an excerpt from a documentary that explores the working conditions in factories used by multinational companies in some Asia Pacific countries.
2. Organize students into pairs and provide each student with a copy of *Activity Sheet 7, Describing the Working Conditions*.
3. Play one of the following the video clips that describe working conditions:
  - *The Clothes on Our Backs* <https://youtu.be/Qky39OWdXX0>
  - *Lan's Story: the Human Cost of an Inhuman Economy* <https://youtu.be/MaMtylF9I24>
4. Guide students in observing details about working conditions and classifying them according to whether they are emotion, sense, location, or size details. Instruct students to create a list of accurate and vivid words and short phrases to describe the details in each category.



5. Encourage pairs to share their words and phrases with the whole class. As students share their words and phrases, invite them to suggest criteria that might be used to judge the safety and fairness of factory work. Use students' thinking to co-develop the criteria for safe and fair working conditions, which could include:
  - **Safe conditions:** Does the employer or company focus on keeping their workplaces safe and clean? Are the machines designed to keep workers safe?
  - **Fair treatment:** Are workers treated with respect by their supervisors? Are factory rules and expectations reasonable?
  - **Fair compensation:** Do workers receive fair pay for their work? Do workers receive any benefits (e.g., health care, holidays, education) from their employer?

Consider posting or displaying the criteria for use later in the case study.

6. Invite students to suggest which criteria are met or not met in the factory described in the briefing sheet. As students share their ideas, prompt them to consider the extent to which Canadians should care about the working conditions in Asia Pacific factories. Encourage students to share their ideas.
7. Share with students the case study inquiry question, *"Should we care about working conditions in other countries?"*, and the challenge, *"Create a persuasive presentation or advertisement to increase awareness of the working conditions in factories used by multinational companies in some Asia Pacific countries."*

### Rate the working conditions

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1. Distribute a copy of *Activity Sheet 8, Rating the Working Conditions*, to each student. Inform students that they will be viewing an excerpt from a documentary that explores the working conditions in factories used by multinational companies in some Asia Pacific countries. Explain to students that their task is to judge the working conditions by using the criteria established earlier in the case study.
2. Instruct students to look for evidence in the documentary of how the factory meets or does not meet each of the three criteria. Remind students to record evidence and details from the video in the middle column of the activity sheet.
3. Play one of the following the video clips that describe working conditions:
  - *The Clothes on Our Backs* <https://youtu.be/Qky39OWdXX0>
  - *Lan's Story: the Human Cost of an Inhuman Economy* <https://youtu.be/MaMtylF9I24>
4. After viewing the video clip, prompt students to review the evidence they collected and then rate the conditions in each category.
5. Encourage students to share their ratings and supporting evidence with the class. Invite students to suggest why such working conditions might exist. As students share their ideas, once again ask them to consider the extent to which Canadians should care about the working conditions in Asia Pacific factories. Encourage students to share their thinking.



### Determine the significance of the issue

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1. Inform students that judgments about the importance of events and issues may depend on who is considering the event. For example, people in a particular city, province, or country might judge an event to be very important, while people elsewhere may judge it to be less important.
2. Ask students to suggest examples of events or people associated with their city or province that individuals living in the area might consider significant (e.g., when their city was founded, who the premier is) but that individuals in other provinces or countries may not. As students share their ideas, introduce the following categories for assessing the importance of an issue or event:
  - **Global:** Almost everyone in the world should know about it.
  - **National:** Almost everyone in the country where it is happening should know about it.
  - **Regional:** Almost everyone in the region or who belongs to a specific group(s) should know about it.
  - **Individual:** Only the families of the people involved need to know about it.
  - **Not at all significant:** No one needs to know about or remember it.

Encourage students to classify their suggestions using the above categories.

3. Provide each student with *Activity Sheet 9, Determining the Significance*. Explain to students that their next task is to use the categories to judge the importance of individuals, events, and issues. Consider working as a whole class on the first event, then instructing students to work on their own or in small groups. Instruct students to use the categories in the scale of significance to determine the level of importance of each example event.
4. Invite students to share their ratings and their thinking. Draw attention to any notable differences in the ratings and encourage students to suggest reasons for these differences. Be sure to focus students' attention on the scale of significance, reaffirming the idea that there can be many different and plausible conclusions about the importance or significance of people, events, and issues.
5. Direct students' attention to the bottom half of *Activity Sheet 9*. Explain that their next task is to use the scale of significance to determine the level of significance of working conditions in factories located in Asia Pacific countries. Prompt students to reflect on the working conditions described in the briefing sheet and the video as they decide on the level of significance.
6. Invite students to share their ratings and their thinking about the extent to which we should care about working conditions in factories located in Asia Pacific countries.



## LEARNING ACTIVITIES: Part Two

### Identify the stakeholders

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1. Begin the second part of the case study by introducing a scenario to students. Ask students to imagine that a town is considering building a skateboard park. Prompt students to suggest which people in the town might be very pleased about the skateboard park and which people might be very concerned.
2. As students share their ideas, introduce the term “stakeholders” and explain that it is used to describe the main individuals or groups who will be affected by a situation or issue. Suggest that situations are often more complicated than they appear, and that many people may be affected by an event or an issue.
3. Organize students into pairs and provide each group with a copy of *Activity Sheet 10, Skateboarders*. Guide students through the two examples, helping them to see the relationships between the relevant facts, stakeholders, and implied interests or values.
4. Instruct students to identify the relevant facts and the stakeholders involved in the scenario. Encourage students to share their ideas and thinking about the stakeholders involved in the scenario.
5. After students have shared, prompt them to suggest what values or interests each stakeholder might have. As students share their ideas, remind them that in any issue or situation there can be many stakeholders, each with valid interests and values.

### Identify stakeholder interests

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1. Invite students to think back to part one of this case study and the working conditions in factories. Ask students to suggest stakeholders that might have an interest in factory working conditions. As students share their thinking, record their ideas for use later in this case study.
2. Organize students into small groups (2-4 students) and provide each student with *Activity Sheet 11, Identifying the Stakeholders*, and *Briefing Sheet 4, Stakeholders in Factory Working Conditions*. Explain to students that their next task is to identify the stakeholders that might have an interest in factory working conditions. Guide students in using the strategy learned earlier in the case study to identify the relevant facts from the briefing sheet, the related stakeholders, and their implied interests and values. Alternatively, consider assigning groups a stakeholder group and ask each group to identify the relevant facts from the briefing sheet and the implied interests and values of their assigned stakeholder group.
3. Encourage students to share their thinking about the stakeholder group and the interests identified in the briefing sheet. As students share, invite them to suggest why some stakeholder groups do not actively promote better working conditions for child factory workers. Again, remind students that these actions are expressions of values and interests.



### Respond to the challenge

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1. Inform students that they are going to view examples of presentations, advertising, images, and posters. Explain to students that their task will be to decide which of the examples is the most persuasive. The following might be used as examples:
  - <http://www.cbc.ca/news/canada/autumn-peltier-un-water-activist-united-nations-1.4584871>
2. After viewing each of the examples, ask students to decide which was the most persuasive. As students share their decision and the reasons, use their thinking to co-create or introduce the criteria for persuasive presentation or advertisement, which could include:
  - **Catchy:** grabs the audience's attention, appeals to the target audience
  - **Concise:** requires as little reading as possible
  - **Complete:** presents all key information; e.g. stakeholders, interests, issue, relevant data
  - **Convincing:** makes viewers believe that the information on the visual is important and believable
3. Inform students that the final task is to respond to the case study by creating a persuasive presentation or advertisement to increase awareness of the working conditions in factories used by multinational companies in some Asia Pacific countries. Encourage students to reflect and use information explored in the case study, along with the criteria for a persuasive presentation or advertisement.
4. After students have completed an initial draft, guide them in sharing their early ideas and using the criteria to provide feedback on their classmates' work.
5. When students have completed their persuasive presentations or advertisements, invite them to present their work to other students or another appropriate audience.
6. To conclude the case study, invite students to respond to the overarching question by suggesting how Canada might effectively cooperate with Asia Pacific countries to address the global issues of factory working conditions and the use of child labour.

### Assess the learning

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*Assessment Materials: Assessing Thinking about Promoting Cooperation* can be used to assess students' abilities to describe cooperation between Canada and Asia Pacific countries. *Assessment Materials: Assessing the Persuasive Presentation* can be used to assess students' abilities to create persuasive presentations or advertisements.





*How might Canada effectively cooperate with Asia Pacific countries to address global issues?*

## Activity Sheet 7: Describing the Working Conditions

	Features and conditions that I noticed	Descriptive words and phrases
<b>Emotions</b> What are my feelings as I learn about the conditions?		
<b>Senses</b> What do I see, hear, taste, and feel as I learn about the conditions?		
<b>Locations</b> Where and when does this happen?		
<b>Size</b> What are the amounts, dimensions, or sizes of the conditions?		



*How might Canada effectively cooperate with Asia Pacific countries to address global issues?*

## Activity Sheet 8: Rating the Working Conditions

Criteria	Evidence	Rating scale
<b>Safe conditions</b>  Does the employer or company focus on keeping their workplaces safe and clean? Are the machines designed to keep workers safe?	a.	very little                      some                      very much 1                      2                      3                      4                      5
	b.	
	c.	
<b>Fair treatment</b>  Are workers treated with respect by their supervisors? Are factory rules and expectations reasonable?	a.	very little                      some                      very much 1                      2                      3                      4                      5
	b.	
	c.	
<b>Fair compensation</b>  Do workers receive fair pay for their work? Do workers receive any benefits (e.g., health care, holidays, education) from their employer?	a.	very little                      some                      very much 1                      2                      3                      4                      5
	b.	
	c.	



*How might Canada effectively cooperate with Asia Pacific countries to address global issues?*

## Activity Sheet 9: Determining the Significance

Scale of significance	Who would judge it significant?
<b>Global</b>	Almost everyone in the world should know about it.
<b>National</b>	Almost everyone in the country where it is happening should know about it.
<b>Regional</b>	Almost everyone in the region or who belongs to a specific group(s) should know about it.
<b>Individual</b>	Only the people involved need to know about it.
<b>Not at all significant</b>	No one needs to know about or remember it.

### How significant are these events and people?

Event	Rating	Reasons
When Canada became a nation (Confederation)	<input type="checkbox"/> <i>Global</i> <input type="checkbox"/> <i>National</i> <input type="checkbox"/> <i>Regional</i> <input type="checkbox"/> <i>Individual</i> <input type="checkbox"/> <i>Not at all significant</i>	
The person who invented the computer	<input type="checkbox"/> <i>Global</i> <input type="checkbox"/> <i>National</i> <input type="checkbox"/> <i>Regional</i> <input type="checkbox"/> <i>Individual</i> <input type="checkbox"/> <i>Not at all significant</i>	
Invention of the frisbee	<input type="checkbox"/> <i>Global</i> <input type="checkbox"/> <i>National</i> <input type="checkbox"/> <i>Regional</i> <input type="checkbox"/> <i>Individual</i> <input type="checkbox"/> <i>Not at all significant</i>	
The annual salmon run in the Fraser River, BC	<input type="checkbox"/> <i>Global</i> <input type="checkbox"/> <i>National</i> <input type="checkbox"/> <i>Regional</i> <input type="checkbox"/> <i>Individual</i> <input type="checkbox"/> <i>Not at all significant</i>	

### How significant is the issue of working conditions in factories located in Asia Pacific countries?

Rating	Reasons
<input type="checkbox"/> <i>Global</i> <input type="checkbox"/> <i>National</i> <input type="checkbox"/> <i>Regional</i> <input type="checkbox"/> <i>Individual</i> <input type="checkbox"/> <i>Not at all significant</i>	a.
	b.
	c.



## Activity Sheet 10: Skateboarders

Relevant facts	Main stakeholders	Implied interests or values
Young people have few places in the town where they can hang out.	<ul style="list-style-type: none"> <li>• <i>young people</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>fun and exercise</i></li> </ul>
Skateboarding is not allowed on city property.	<ul style="list-style-type: none"> <li>• <i>young people</i></li> <li>• <i>parents</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>freedom of opportunity and friendship</i></li> <li>• <i>children's safety and happiness</i></li> </ul>
Elderly people are frightened by the speed at which young people skate past them on city sidewalks.		
City merchants complain that skateboarders hanging around in front of their stores scare away customers.		
Many skateboarders do not like to wear protective gear when skateboarding.		
There is a small park, owned by the city.		
Local taxpayers do not want to spend more money on parks.		



*How might Canada effectively cooperate with Asia Pacific countries to address global issues?*

## Activity Sheet 11: Identifying the Stakeholders

Relevant facts	Main stakeholders	Implied interests or values



## **Briefing Sheet 3: Stakeholders in Factory Working Conditions**

### **Factory worker #1**

I feel fortunate to have my job at the factory. It can be tiring doing the same thing over and over again for hours, but my factory uses lots of technology to make my job easier. Yes, my job might be dangerous, but it is better than being a farmer - or not having a job at all! My grandfather and even my father were not as lucky because they had to work in the fields growing crops. They do not make as much money as I do so I am happy to be able to send money back to my family so they can have a better life.

### **Factory worker #2**

I saw a magazine article with pictures about working and living conditions in North America. Do people there even care about where their fancy clothes and phones come from and how they're made? I share a very small apartment with five other workers in a crowded and polluted city. It is not fair that I am making products for somebody else - things that I will never be able to afford to buy! And don't get me started on the dangers of my work - nobody ever inspects the machine I use! And the factory I work in feels so unsafe, but what choice do I have? Either I work here or I go hungry!

### **Company shareholder**

I am so glad I invested money in this company. The managers that run the business were able to find a way to spend less money by turning off the air conditioner in the factory, and that means fewer expenses and more profits and more money for me. I know that many people say that the company should pay more attention to working conditions, but at least people in that country have jobs. Even though the workers aren't paid the same as what they'd make in Canada, they are paid more than the country's minimum wage. I believe this company helps improve workers' lives by giving them jobs. We get the products we like at a fair price, and they get jobs.

### **Factory owner**

I took a business management class that made me realize we should spend a bit more money on the comfort and safety of the people who work in our factories. When they are happier and safer, workers will complete their tasks properly and make fewer mistakes. Now we have better quality products with less wasted resources. Large companies from the USA and Canada contract our factory to make the products they need. When we are more efficient, they make more money. Spending a little bit of money means our factory has a lot more profit!



*How might Canada effectively cooperate with Asia Pacific countries to address global issues?*

## **Construction contractor**

This year was the best year ever in our business of construction of factories. Last year, we built ten factories and this year we are on track to build 20. Instead of buying double the amount of the materials and supplies, my architects found ways to cut corners and do more with less. After all, my uncle knows the building inspector. I am sure that an envelope full of money will make the inspector look the other way when he is checking for safety violations.

## **Government official**

I just returned from the United Nations meeting on factory conditions. I know that my country has developed close relations with business leaders, and most of them see the importance of health and safety. Other countries have increased economic growth while also improving the working conditions in factories. In my country, there are still some factories that don't seem to get the message. We need to do a better job in forcing safety rules! Safe and productive workers mean a stronger economy, and that improves life for everyone in the country.



## Assessment Materials: Assessing Thinking About Promoting Cooperation

Aspect of understanding	Level of understanding
I understand what it means to identify opportunities and challenges.	<p>Beginning <span style="float: right;">Very strong</span></p> <p>← 1                      2                      3                      4 →</p> <p>Evidence:</p>
I can explain how there can be both opportunities and challenges presented by urbanization.	<p>Beginning <span style="float: right;">Very strong</span></p> <p>← 1                      2                      3                      4 →</p> <p>Evidence:</p>
I can explain the qualities of effective cooperation between Canada and Asia Pacific countries.	<p>Beginning <span style="float: right;">Very strong</span></p> <p>← 1                      2                      3                      4 →</p> <p>Evidence:</p>
I can identify stakeholders and their views.	<p>Beginning <span style="float: right;">Very strong</span></p> <p>← 1                      2                      3                      4 →</p> <p>Evidence:</p>
I can explain why we should be concerned about the working conditions in Asia Pacific factories.	<p>Beginning <span style="float: right;">Very strong</span></p> <p>← 1                      2                      3                      4 →</p> <p>Evidence:</p>





*How might Canada effectively cooperate with Asia Pacific countries to address global issues?*

## Assessment Materials: Assessing the Persuasive Presentation

	<b>Excellent</b>	<b>Very good</b>	<b>Satisfactory</b>	<b>Developing</b>
<b>Identifies suitable, effective details</b>	Identifies many important details about factory working conditions, including details that stand out as well as many details that are less obvious.	Identifies many important details about factory working conditions, including details that stand out and a few less obvious details.	Identifies a few important details that stand out about factory working conditions.	Identifies a few details that describe factory working conditions.
<b>Creates a persuasive message</b>	Uses strong, clear, descriptive language that conveys a convincing and compelling call to action on the issue of factory working conditions.	Uses strong, clear, descriptive language that conveys a convincing call to action on the issue of factory working conditions.	Uses strong, clear, descriptive language that conveys a convincing message about the issue of factory working conditions.	The presentation describes the basic facts of factory working conditions.

