

CHILDHOOD REGAINED – RESOURCES FOR TEACHERS AND TEACHER-LIBRARIANS

The stories in this anthology breathe life into situations buried deep in mind-numbing statistics. Each told from a different child's point of view, the stories depict the realities of work environments that still exist today and the hardships the child labourers are made to endure. Although fictional, all of the heartrending yet hopeful stories have been researched and written specifically for this project and have not been published elsewhere.

GUIDELINES FOR EDUCATORS

Why use this book? These stories will make a valuable additional classroom resource for any teacher who would like to raise the global awareness of their students in Grades 4 to 9. These well-written fictional stories are designed to engage and captivate young people and transport them effortlessly to another world radically different from their own. This will not only increase students' understanding of social issues in other countries, but will also help them appreciate our quality of life here in Canada. In addition, it may even inspire them to find concrete ways to make a difference for other children who, through no fault of their own, have been thrown into an intolerable existence.

Order of the stories: The stories are roughly arranged in order by reading level, complexity, and sophistication, to appeal to students from Grade 4 to Grade 9. Stories at or near the beginning are aimed at Grades 4 and 5, and those at or near the end will be of most interest to students in grades 8 and 9. Most of the stories work very well for Grade 6–7 students, so for sharing the stories with 11- to 13-year-olds, just choose by protagonist, writing style, and situation.

Teachers and teacher-librarians across Canada can meet many of the **Grades 6 to 8 Social Studies curriculum expectations** by sharing these stories with their students and using the situations brought to life here as a springboard for more discussion and spin-off activities and projects.

Please see **Student Activities** on page 249 for specific classroom activities, including writing, graphing, mapping, research, and creative arts. **The Canadian Teachers' Guide includes many more student activities.**

Thinner **student versions** of this book are also available at a lower cost, with the stories divided up by division. Order your copies of all editions through Amazon or through Cobalt Books at info@CobaltBooks.net. **Discounts for bulk orders.**

Canadian Student Edition, Grades 4 to 6: ISBN 978-0993700484

Canadian Student Edition, Grades 6 to 8: ISBN 978-0995297005

Canadian Student Edition, Grades 7 to 9: ISBN 978-0993700491

A **Canadian Teachers' Guide**, without the stories but with plenty of related resources, is also available to accompany the above student editions. The teachers' edition includes a list of the stories in each grade grouping above, with reading levels, brief story descriptions, and questions and answers for each story. It also includes definitions of child labour, child slavery, and the worst forms of child labour; factual information on child labour in various sectors in South Asia, related grade-level expectations from Ministry of Education curriculum documents, nine pages of student activities and discussion topics, and several useful Appendices. See the end of this book for the **Table of Contents of the Teachers' Guide**.

Order: *Childhood Regained, Canadian Teachers' Guide*, 102 pages,

ISBN 978-0995297012. \$9.95 Can. **Free with orders of 10 or more print books through Cobalt Books.** Also available on Amazon, in both print and e-book.

About the organizer and editor:

Jodie Renner is a former middle-grade teacher and teacher-librarian (B.C. and Ontario). She was a classroom teacher for 24 years, mainly Grade 5 and 6 English and Social Studies and Grades 4 to 8 French, and was a teacher-librarian in a JK to Grade 8 school for two years. Ms. Renner enjoyed creating special projects and fun learning activities for her students in English, Social Studies, and French.

We appreciate input from teachers and teacher-librarians and will seriously consider your requests when updating this edition or creating other editions. If we use your suggestions, we'll thank you in the Acknowledgments in the next printing, so your name will appear in the book if you wish. Please send any suggestions you may have to Jodie Renner, organizer and editor, Cobalt Books, at info@CobaltBooks.net. Thank you.

All books are also available through Amazon in both print and e-book form.

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RECOMMENDED STORIES BY DIVISION

Three thinner student editions are available, using the titles listed below. Or you can use these recommendations with the stories in this edition.

Grades 4 to 6

Invisible
Don't be Afraid of the Dark
Seeds of Slavery
The Torn Carpet
The Ghost Bazaar
Laila's Story
When the Rains Come
Rajesh's Garden
Funny Dance
River of Life

Grades 6 to 8

Funny Dance
The Torn Carpet
Seeds of Slavery
The Ghost Bazaar
Don't be Afraid of the Dark
Namaste
Brick by Brick
River of Life
Treasure of the Mind
Dreams of Arsenal
Life Study in Charcoal
Dreams Are for Sleep

Confessions of a Suicide Bomber
Frozen Tears

Grades 7 to 9

Funny Dance
The Ghost Bazaar
Namaste
Brick by Brick
River of Life
My Name is Raj
Sanjay's Mountain
Treasure of the Mind
Dreams of Arsenal
Life Study in Charcoal
Dreams Are for Sleep
Confessions of a Suicide Bomber
Frozen Tears

Also included in student editions:

Glossary
Story questions
Student activities
Organizations and how we can help

Look for the thin Teachers' Guide, which covers Grades 4 to 9.

STUDENT ACTIVITIES

WRITING:

Write a **diary entry** from the viewpoint of a secondary character in one of the stories. Write about the day of a friend, sister, brother, or co-worker of the main character in the story.

Write a **conversation** between the main character of one of the stories and someone else in his or her life (boss, parent, co-worker, friend, sister, or brother).

Write a **short story** in the voice of a child worker. Include information on their age, where they work, and the working conditions there. How do they feel physically? What do they hope to do some day?

Write two parallel **poems**, contrasting the life of a child or youth worker in a developing country with your own life. Suggested framework for poems:

I am...

I live...

I work...

I sleep...

When I am hungry...

When I am sick...

When I am tired...

When I get hurt...

In my free time...

I learn...

When I grow up...

MAPPING:

Find these **countries of South Asia** on a map:

India, Pakistan, Nepal, Bangladesh, Sri Lanka, and Bhutan.

Draw or trace a map that includes the above countries. Label the countries in small printing on your map. Put a dot for each of the largest cities of South Asia and label them. Label the Indian Ocean. Shade the ocean shores with blue pencil crayon. Draw a line where the equator is. Show the Himalaya Mountains. Can you find Mount Everest?

RESEARCH

Major cities in South Asia:

Google “List of urban agglomerations in Asia” or “largest cities in South Asia.” Make a short table or list that includes the population and population density of these cities: Delhi, Mumbai, Karachi, Kolkata, Dhaka, Kathmandu. Include the country for each city. What does population density mean? Find the population (and population density, if possible) of your city or the nearest large city in your province or a neighbouring province.

Research the **major religions** in South Asia. Show them on a map.

Give three important facts about each religion.

Do some research to find out the **area** and **population of India**. **Compare** that with the **area** and **population of Canada**. What is the **population density** of each country?

How has the high population density of India affected resources and quality of life there?

Research the **major religions** in South Asia. Show them on a map. Give three important facts about each religion.

Research the life and work of **Mother Teresa**, now Saint Teresa. What was her life's work? Share four of her famous quotes.

GRAPHING:

Make a **double line graph** comparing **average monthly temperatures for a year** in a city of India with your town or city.

Or make **two double line graphs**, one for a city of India and one for your city or town in Canada. One line is for average monthly high temperatures and the other line is for average monthly low temperatures.

Find out the **population of the three largest cities in India**. Do the same for the **three largest cities in Canada**. Make a **bar graph** to illustrate the differences.

ART:

Create an **award** for a person or organization (local/national/global) working to improve the rights or lives of children. Write a brief explanation of why the individual or organization deserves this award.

Create a **poster** to draw attention to an unfair situation involving child labour. Why is the situation unfair? What should be done to improve the situation?

DRAMA:

Funny Dance – Act out a scene from the first few pages of the story, “Funny Dance.”

Struggling Asian Family – Students form small groups to take the parts of members of different Asian families with limited-income sources and expenses that change with yearly circumstances (drought, crop failure, accidents, illness, illness, debts, etc.). The family must adapt to changing circumstances by making choices about how to make the money they need to survive. Practice and present to the rest of the class.

CLASS PRESENTATIONS

Students read one or two of the stories as well as the related factual information later in the book. Based on that and possibly further research, design a presentation, either individually, in pairs, or in a group of three or four.

The presentation should:

~ State the human rights being addressed, beginning with “Every child has the right to...”

~ Give details or examples on how the child labourers in the stories are denied some, many, or all of these rights

~ Name an organization or person whose aim is to help children in these situations. What actions are they taking?

~ Suggest a possible action or actions students and their parents could take to address the issue

(idea from Atlantic Canada Grade 6 Social Studies curriculum: World Cultures – Unit 3, World Issues)

See the teachers' edition for many more student activities.

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Atlantic Canada School Curriculum

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