Child Labor Is Just Not Fair!

PROTECTION FROM CHILD LABOR

AGE: 11 - 16

LEARNING POINTS

1. You have a right NOT to work if the working hours interfere with your school and study times.
2. You have a right NOT to work if that work is dangerous or harmful to your health.
3. When you are of full age, you have a right to choose your work.

MATERIALS

- Class Role
- Class Rules
- Talking Stick
- Chalkboard or large paper
- Chalk or markers
- Previous mini posters
- Song: This Little Light of Mine
- Story: Rupinder
- Set of Child Labor Photos
- Mini poster: Child Labor
- CRC Article #32 and UDHR Article #23
- Word strips for "Meet the Photo"
- Photo, Young Boy in a Brickyard, copies for half the students
- "Meet the Photo" worksheet, copies for half the students
- Pencils, enough for half the students
- Quote, "Choose a Job You Love"

THE UNIVERSAL DECLARATION OF
Human Rights

RIGHT TO DESIRABLE WORK

Article 23

Everyone has the right to work, to free choice of employment, and to just and favorable conditions of work.

Everyone . . . has the right to equal pay for equal work.

Everyone who works has a right to just remuneration ensuring . . . an existence worthy of human dignity.

SIMPLIFIED

You have the right to work, to choose your work and to work in good conditions.

People who do the same work should get the same pay.

You should be able to earn a salary that allows you to live and support your family.

THE CONVENTION ON THE
Rights of the Child

PROTECTION FROM CHILD LABOR

Article 32
The Government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take advantage of you.

WELCOME (5 minutes)
Before you start, make sure that all the posters from the previous lessons are displayed where the youth can see them.

Greet each student enthusiastically. Invite them to find a place to sit down.

Song: This Little Light of Mine (Found at the back of Lesson 5 if needed.)

WARM-UP ACTIVITY: Line-up!
Say: Everybody stand up for a short game called "Line-up!"

- Let's divide into teams and then I'll tell you what to do.

Form teams of 5 or 6 if you have more than 10 or 12 participants. The facilitator calls out, "Everyone, please line up now ... from shortest to tallest when I say GO!"

Facilitator: GO!

The players race to find the right order. The team that finishes first raises their fists.

Other possible statements:
- In order of first name in alphabetical order
- In order of age, oldest at the front
- How many cousins do you have? Line up with the least cousins in front.
- In order of hair length, longest first.

You can also do this with gestures only, no words allowed! (Activity Village.co.uk)

REVIEW (5-10 minutes)

Show the mini poster from the previous lesson: "Recognition As a Person Before the Law."

Explain: The last time we met, we learned about the right we all have to be accepted everywhere as a person before the law.

Ask: Did anyone share the information on the sample birth registration form with someone in your family?

- Did you complete any information you did not know, by asking someone in your family who might have the information?

- Did you ask your parents if your birth has been registered?

Say: No two people can complete this information in exactly the same way. Your information is one of the things that makes you different from any other person in the world.

- Let's say Article 6 together:

You have a right to be accepted everywhere as a person before the law.

INTRODUCTION (10 minutes)

Say: We've been learning about the rights we have to do different things. Today we're going to talk about a right **NOT** to do something known as "child labor."

- Raise your hand if you've ever heard of the phrase "child labor."

- We'll talk about what "child labor" means after I tell you a story and we look at some pictures.

Activity: Rupinder's Story (at the back of the lesson)
After reading the story, ask: Why is Rupinder having a hard time finding work?
(He can't read or write.)

- Why can't he read or write? (He had to drop out of school to go to work.)

Say: Rupinder isn't the only one this happened to. Millions of children and youth around the world work long hours every day. The work is often hard, especially for young people. The places they work are often dirty and sometimes they are unpleasant or even dangerous.

- We call that kind of work "Child Labor."

Activity: Set of Child Labor Photographs
Hold up the set of Child Labor photos (found at the end of the lesson).

Explain: Most of these pictures were taken by women and men photographers who work for the International Labor Organization to document child labor around the world so they can show people how bad it is for children.

Show the photos individually and read the descriptions as you show them.

Tape each photo on the chalkboard or the wall as you tell about it. Ask one of the young people to help you as you show and read the descriptions.

Ask: What are some of the kinds of work these children are doing? (Accept all answers.)

- If these children are working during the day, what are some of the things they cannot do because they are working? (They cannot hang out with friends or go to school.)

Accept all answers. Write them on the chalkboard.

Ask: If the children cannot go to school and learn how to read and write and do arithmetic (or numbers), what kind of work do you think they will be able to do when they grow up? (Allow all responses.)

Explain: The people who wrote the Universal Declaration agreed that everyone should have a right to work in good conditions.

Hold up Article 23 and read it:

> *Article 23, You have the right to work in good conditions.*

Say: The people who wrote the *Convention on the Rights of the Child* agreed, but they added extra protection.

Hold up the mini poster, The Right to Be Protected from Child Labor.

Ask: What does our mini poster say – would someone please read this for us?

> *The Right to Be Protected from Child Labor.*

Place the mini poster with the others where the youth can see it.

Ask: Who would like to read for us what Article 32 of the *Convention on the Rights of the Child* has to say about child labor?

> *Article 32, The Government should protect you from work that is dangerous to your health or development, or that interferes with your education, or that might lead people to treat you unfairly.*

Ask: What are the three kinds of work that young people should not be doing?

Read Article 32 again and then guide the students to include:

- Work that is dangerous to your health or your growth
- Work that prevents your education
- Work where people treat you unfairly

Say: *The Universal Declaration* says that when you work, you should have good conditions. *The Convention on the Rights of the Child* says you should be protected from dangerous work, or work that stops you from going to school, or work where people treat you unfairly.

Ask: Does that mean children never work in bad situations and always get to go to school? (No.)

Explain: The government cannot be everywhere at once to see when children can't go to school or are working in places where they shouldn't be.

- But people can help the government know what is happening by taking pictures or writing stories about problems.

Activity: Meet the Photo (3-5 minutes)
Say: Sometimes a photograph can tell a story without using words. Right now we're going to learn an important skill. We're going to read a photo for information. This is something that will be useful to you for the rest of your life.

- I am going to give you another photograph. You will work with a partner, and try to discover the story that the photographer is trying to tell. There are three steps:

(Post the word strip MEET THE PHOTOGRAPH.)

Say**: Step Number 1**, first we will MEET THE PHOTOGRAPH.

This means that—

1. You will quickly look and decide what you notice first.
2. You will look to see if there is a caption. A caption is writing under the picture.
3. If it has a caption, you will see what it says.

(Post word strip STUDY THE PARTS OF THE PHOTOGRAPH.)

Say**: Step Number 2,** we will STUDY THE PARTS OF THE PHOTOGRAPH.
This means that you will look carefully at the people and notice:

1. WHO the people are
2. WHAT objects they are touching or using
3. WHAT they are doing

(Post the word strip MAKE SENSE OF THE PHOTOGRAPH.)

Say: **Step Number 3,** finally, you will try to MAKE SENSE OF THE PHOTOGRAPH.
This means that you will look for clues in the picture to see if you can decide what story the photographer is trying to tell.

Explain: I have a worksheet that will help us look more carefully at the photographs we see, especially when we are trying to understand what the photographer might be trying to say.

Proceed with the activity (15 minutes)
Quickly divide the youth into pairs or groups so they will be working together. If you have an extra person left over, have that student join one of the pairs.

- PHOTOGRAPHS AND WORKSHEETS: Young Boy Working in a Brickyard.You will need enough pencils and copies of the photo and the worksheet for each pair of students so that they can do the activity together.

- Ask 3 students to help you hand out pencils and worksheets and the photos of the Young Boy Working in a Brickyard.

- If you have more than 20 youth in the class, divide them into groups of 3 instead of 2. Then you will need fewer pictures and worksheets, just enough so that you have 1 picture and 1 worksheet and 1 pencil for each group.

Explain: Choose which one of you is going to write on the worksheet. As we do this worksheet, we're going to see if we can figure out what story the photographer is trying to tell with his or her photograph.

Say: As I ask the questions, talk to your group, and write your answer on the worksheet, and then we'll share your answers as we go along.

Hold up your copy of the photograph to show the youth.

Say: **Step 1,** let's MEET THE PHOTOGRAPH (Point to the word strip.) Let's look more closely at the photograph and see what we can discover.

Read the worksheet questions out loud with the students for MEET THE PHOTOGRAPH.

Ask: What is the first thing you notice in this picture?
(Give the students a few seconds to decide and write down an answer.)

- Does the picture have a caption, the small writing under the picture? Yes or no?

  WHO took the picture?
  WHAT is the boy doing?
  WHERE was the picture taken?
  WHEN was the picture taken?

FACILITATOR TIP: At the end of each section (Step 1, Step 2 and Step 3), ask the groups to give their answers before going on to the next section.

Say: **Step 2,** now that we've met the photo, let's STUDY THE PARTS OF THE PHOTOGRAPH. (Point to the word strip.)

- Who is the most important person in the photo? Write that one down first and then any others that might be there.

- What kind of objects do you see?

- What's the activity – what is the main person doing? (Be sure you don't rush this part of the activity, but don't let it drag.)

Say: **Step 3,** let's MAKE SENSE OF THE PHOTOGRAPH. (Point to the word strip.)

- What do you think this photo is about?

- What story do you think he or she is trying to tell?

Ask: Do you think the photographer was successful in telling a story? (Allow all responses.)

(This activity should not take more than about 15 minutes. Have the students help each other with writing.)

Say: Please hand your worksheets to Jamila and she'll put them here by me.

DEVELOP (20 - 25 minutes)

Say: I need two people to hold up two parts of Article 32 for us from the Convention on the Rights of the Child.

Have the volunteer students stand on either side of you.

Ask: Who would like to read the first one?

> Article 32, *You have the right not to do work that is dangerous or harmful to your health.*

Ask: Who would like to read the second one for us?

Article 32, You have the right not to work if the working hours interfere with your school and study times.

Ask: In the photograph we just looked at, how do you think the work the young boy is doing might interfere with his schooling? (Take all answers.)

- What about his health? How could this kind of work be dangerous? (Take all answers.)

- What about Rupinder, when he was a young boy – do you remember why he stopped working on the coffee plantation? (He hurt his arm.)

Say: I need one more person to hold up a sign for me. This one is from the *Universal Declaration of Human Rights* again. Who can read this for us?

Article 23, *When you are of full age, you have the right to choose your work.*

Ask the volunteer to stand next to either one of the others already up in front.

Say: Let's read all three together. (Lead the students in reading the posters.)

Show the students holding the posters where to put them so everyone can see them.

Say: Let's talk about full age. (Write the words "Full age = " on the chalkboard as you say this.)

Ask: What does full age mean? (Full age means the age when you're considered to be an adult. You are no longer a child.)

- Who knows how old you are when you are accepted as an adult? (Let students respond.)

Write the numbers 18 or 21 on the board. (Full age = 18 or 21)

Explain: In most countries, full age is usually age 18. In some countries for certain things like voting, full age might mean 21 years old.

- When you're considered to be of full age (or an adult), you have the right to choose your work.

Ask: Does that mean you can do anything you want to do?

- Can you be a doctor if you want to at age18? Why would you not be able to do that? (You still need to go to school to learn how to be a doctor.)

- Why couldn't Rupinder be a doctor when he turned 18? (He didn't know how to read or write because he had to work instead of going to school.)

Explain: Being able to choose what you want to do doesn't mean you can do it without knowing how or being prepared.

- That's why child labor is wrong. It stops your education.

- Why is education so important? (You can learn to read and write, and it helps you prepare for the kind of work you would like to do.)

CONCLUSION

Ask: Who would like to hold up one last quote as we read it?

> *Choose a job you love, and you will never have to work a day in your life.*

Ask: What do you think the person who wrote this was trying to say?

Allow all answers, but try to bring out the following:

- If we like the work we do, it won't feel like we are working.
- If we like the work we do, it might even seem like fun.
- Work can be enjoyable.

Ask: Do you agree with this person?

- What kind of work would you love to do? (Allow time for student answers.)
- What might you do to prepare for the kind of work you would love to do?

Point to the posters.

Say: Let's read these together one last time.

> *You have the right not to work if the working hours interfere with your school and study times.*
>
> *You have the right not to do work that is dangerous or harmful to your health.*
>
> *When you are of full age, you have the right to choose your work.*

CHALLENGE

Say: Think about the kind of work you might like to do when you grow up.

- Next time we meet, be prepared to share with the rest of the class what you hope to be when you grow up or are of full age.

Remind the students the time when you will meet again.

Collect all the mini posters and word strips and quotes used in the lesson today. Keep them in a safe place for future lessons.

FACILITATOR NOTES AND REFLECTIONS

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

(Adapted from Keating-Chetwynd, Sarah, ed., *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences.* Council of Europe, 2008, p. 61.)

RUPINDER'S STORY

My name is Rupinder and I am 13 years old. My parents work on a coffee plantation.

When I was young, I went to school for two years. But when I was 8, my parents told me I had to stay home and look after my younger sisters and brothers.

Then, when I was 10, I started working on the coffee plantation too, during picking seasons. I worked from 6 in the morning till 10 at night.

One day while I was working, I hurt my arm. Now I can't work on the plantation anymore.

My parents can't afford to keep me at home if I don't work, so I came to the city. I thought I could find work here. But I cannot read and write, so it is hard.

What I really want is to go to school, and learn to be an engineer or a builder.

(Source: Farm Radio International, http://scripts.farmradio.fm/radio-resource-packs/package-69-a- world-fit-for-children/protecting-children-from-child-labour/)

Children crushing limestone at a gold mine in Benin. Photographed by Gianotti E., 2001. © ILO

The International Labor Organization, also known as the ILO, is concerned about children who must work. They try to protect children from being forced to work in bad conditions or who are working instead of going to school. They send people around the world to find out how many children are working and what kind of working conditions they have.

Millions of children around the world work long hours every day, often in places that are dirty and unpleasant. Sometimes the work is hard.
Even small children may be required to work hard.

These children work for a gold mining company in Benin. They are using bricks or stones to crush a soft rock called limestone into a powder that may contain gold. The powder is then washed away and if there is gold, it is collected.

This picture was taken during the daytime.
Do you think they have time to work and also go to school?

Boy working in a pottery factory, Egypt. Photographed by Crozet M. 2008. **© ILO**

This looks like fun but it is actually
hard work for the boy.

He is getting water to be used in the
factory where he works in Egypt.

Can you see that someone is holding
the boy's leg so he does not
fall in the sewer?

How might his work be dangerous?
In what ways could he get hurt?

Boy working in a ceramic factory, Nepal. Photographed by Lissac P. 1997. © ILO

Sometimes children do work that no one else likes to do.
This boy works in a factory that makes bowls, cups and dishes.

Not only does he get dirty at work,
he may touch chemicals and other substances
that might make him sick.

He lives in Nepal.

African boys working in fields on a farm. Malawi, Africa, March 2013. © ILO

Children can be forced to do heavy work on farms.

These boys live in Malawi. They are using tools called hoes
to break up the dry soil and dig up any weeds they may find.

Their backs get very tired from bending over for many hours as they dig.

The boys are not wearing any shoes to protect their feet.
The hoes are heavy, and can sometimes slip and cut them.

Young servant girl washing clothes, Mali. Photographed by Crozet M., 2010. © ILO

The young girl is doing the laundry by hand.
The lady of the house is watching
to make sure she does it right.

Which one looks the happiest?

Many children work all day in
someone else's house
doing the cleaning or cooking,
sometimes taking care of babies
or working outside.

Often they do this just so they can have
a place to sleep and some food,
and they get little or no pay.

Sometimes they are beaten
or treated cruelly.

You have the right to work in good conditions.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

ARTICLE 23

When you are of full age you have the right to choose your work.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

ARTICLE 23

The Government should protect you from work that is dangerous to your health or development,

or that interferes with your education,

or that might lead people to take advantage of you.

THE CONVENTION ON THE RIGHTS OF THE CHILD

ARTICLE 32

You have the right NOT to work if the working hours interfere with your school and study times.

THE CONVENTION ON THE RIGHTS OF THE CHILD
ARTICLE 32

You have the right NOT to do work that is dangerous or harmful to your health.

THE CONVENTION ON THE RIGHTS OF THE CHILD
ARTICLE 32

Word strips: Meet the Photograph

Meet the **photograph**

What, Who, When, Where

Study the **PARTS** of the photograph

Who, What

MAKE SENSE of the photograph

What's the story?

Photo: Young Boy in a Brickyard

Young boy working in a brickyard in Bolivia, South America. Photographed by Crozet M. 2010. © ILO

EXAMINE THE PHOTO Worksheet

MEET THE PHOTO

What do you notice first? _____

Does the photo have a caption? YES NO

What did you learn from the caption:

Who took the photo? _____

Where was it taken? _____

When was it taken? _____

STUDY THE PARTS OF THE PHOTO

PEOPLE: Who are the people?	**OBJECTS** What is being touched or used?	**ACTIVITIES**: What are they doing?

MAKE SENSE OF THE PHOTO

What you think this photo is about? _____

_____

Why do you think the photographer wanted to take this picture – what story was he or she trying to tell?

_____

_____

Adapted from materials created by the United States National Archives and Records Administration.

THE RIGHT TO

CRC 32 and UDHR 23

Choose a job you love, and you will never have to work a day in your life.

Author Unknown