

Child Labor Is Just Not Fair!

PROTECTION FROM CHILD LABOR

AGE: 6 - 10

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.



MATERIALS

- Class Roll
- Class Rules
- Talking Stick
- Song, Here We Are Together
- Chalkboard or flipchart
- Chalk or markers
- Word strips for Article 6
- Story: Rupinder
- Set of Child Labor Photographs
- Photo, Young boy in brickyard, prepared before class according to instructions in the lesson
- Human Rights mini posters, including The Right to Protection from Child Labor

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.

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.

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.

WELCOME (5 minutes)

Before class, put the human rights mini posters around the room for everyone to see. Welcome each child warmly by name and show them where to sit.

Song, Here We Are Together (Music found at the back of the lesson.)

Sing with enthusiasm!

Warm-up Activity: Cover your Ears

Say: Last time we talked about Horton, the kind elephant with the big ears. Today we're going to cover our ears and play a game.

- The players sit in a circle. One player is chosen as the leader, and places both hands over her ears.
- The player to the left of the leader places his right hand over his right ear. The player to the right side of the leader must place his left hand over his left ear. (In other words, the ears nearest to the leader are covered).
- The leader removes both hands and points to another player in the circle to be the leader.
- *The new leader* puts both hands over his ears. Again, players immediately to the left and right of the leader cover their "near-side" ears. The new leader then points to another player to be the leader, and the game continues as quickly as possible.
- Any player who is slow to cover an ear, or who makes a mistake, is out of the game. The winner is the last player left in the game.

REVIEW (5 minutes)

Ask: Did anyone have someone in their family who helped them fill in the birth certificate? What information did they give you? (Allow children time to answer.)

Ask: What did your friends think of Horton, the elephant?

- Did you remember what he said about small people? (Take all answers. Congratulate anyone who remembers that "A person's a person, no matter how small.")

Say: Very good! It's great that you remember so much!

FACILITATOR TIP: If they can't remember, give them a prompt such as the beginning of the phrase, "A person's a person . . ." – slowly so they can join as they remember the rest.

After they answer, ask three children to come up and stand with their backs to the other children. Give each child one of the word strips for UDHR Article 6, **out of order**.

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

Explain: You have the words for Article 6 of the *Universal Declaration of Human Rights*. I want you to try to put these in the right order and then turn around and show everyone.

When they turn around, stand behind them and say to the class: Hold up your thumb if you agree with me.

Then hold your hand above the head of the child with the first word strip and say to the class: Do you agree that this one is right?

If most of the children hold up their thumbs, move to the next child, and hold your hand above his or her head and say: Do you agree that this one is right?

Do the same for the third child.

If they are all in the right order, congratulate and thank them and let them sit down.

If they are not right, ask the class to help them put the words in the right order.

When the words are properly arranged, say: Let's say it together one last time.

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

INTRODUCTION (5 minutes)

Say: We have many rights that allow us to do many different things. Today we're going to talk about another one, but first we're going to be **detectives**.

- We need to use our brains and our eyes and our ears. We need to use our mouths, too, but only when we're holding the talking stick.
- I have a photograph I want to show you.

Show the picture of the boy in the brickyard, *covered with another sheet of paper that has a hole cut out of it so that the children can see only the boy's head.*

Ask: What do you see? (A boy's head.)

Rip off the bottom right corner, about 3-4 inches up, to show the bricks.

Ask: What do you see now? Does it change your opinion of what it's about? (Allow the children to answer.)

Rip off the top left corner, showing the women and some bricks.

Ask: What are your eyes telling you now – what do you think this photograph is telling us? (Accept all answers as the children pass the Talking Stick to each other.)

Remove the rest of the paper.

Say: This photographer is trying to tell us a story about children who have to do dangerous and difficult work.

Activity: What's the Story?

Ask: What *is* a photographer? That's a big word and we haven't talked about that yet. (Allow answers.)

Say: A photographer is a person who takes pictures. He or she usually has a story to tell, such as where something is happening or when or to whom it's happening.

- Let's use our detective skills to meet the photo and make sense of the story the photographer is trying to tell us.

Ask: Who is in the picture and what is happening?

- What is the boy doing? (Pushing a very heavy wheelbarrow full of bricks.)
- What are some of the ways he could hurt himself? (Accept all answers.)
- How old do you think this boy is? (Allow all answers.)
- If this photograph was taken during the day time, what are some of the things the boy cannot do because he is working? (He cannot play or go to school.)
- How does the picture make you feel? (Accept all answers, guiding the children to recognize that:
 - they feel sad for the boy
 - that it is very hard work for a young child
 - that it is not fair)

Activity: Rupinder's Story

Say: I want to tell you about another young boy who had to go to work. This is what he said happened to him.

Read Rupinder's Story, Part 1 (found at the back of the lesson).

Ask: Why do you think Rupinder's parents sent him away? (Allow all responses.)

Guide the children to recognize that it wasn't Rupinder's fault.

- His parents were poor and they didn't have enough money.
- They had a lot of children to take care of.

Ask: What do you think is going to happen to Rupinder? (Take all responses.)

- Why do you think that's not fair?

Explain: Some work is good for children. It helps them learn how to care for themselves. It also helps their families when their children help with chores at home and in the fields.

- Sometimes hard work harms children. That's what we call "child labor" and it is not a good thing.

- Let's all say that together: Child Labor.

Say: We're going to be detectives today and look at some pictures of children doing hard work. With each one, use your detective skills to see what's happening in the picture.

Activity: Child Labor Photos

Show the photos one by one and read the descriptions on the back of each.

Young girl doing laundry
Boys working in the field
Girls in the gold mine

Say: Let's pretend we're in these pictures doing child labor.

Hold the 3 photos so that the children cannot see the front side of the photographs.

Stand in front of one of the students and let him or her choose one of the photos and show the class. Explain the photo and then stand in front of another student and do the same. Repeat this with a third child.

Depending on which photo is picked, say:

- (Boys in the field) Show me how hard you're hoeing. Good, let's all do it together while we count to 10.
- (Gold mine) What should we do to show that we're crushing the rock into powder? Let's ALL do it while we count to 10.
- (Laundry) Somebody show me how we would do the laundry. Okay, let's all do the laundry while we count to 10.

Say: Well done! Now everyone turn, turn, turn, and let's sit down, down, down.

Explain: There is an organization that worries about children who have to do such hard work. They try to protect them from being forced to work in bad conditions or who are working instead of going to school.

- The pictures that we looked at were taken by their photographers. They travel around the world to find out how many children are working and what kind of working conditions they have.
- Millions of children work long hours every day, often in places that are dirty and unpleasant. Sometimes the work is hard. Even small children can work hard.

DEVELOP (15 minutes)

Show the mini poster, The Right to Protection from Child Labor.

Say: This says you have the right to be protected from Child Labor.

- I'm going to read what Article 32 of the *Convention on the Rights of the Child* says about child labor.
- Listen carefully and raise your hand if you hear what it says about your health, or if you hear something about your education, which means going to school.

Read: *You should be protected from work that is dangerous to your health . . .*

Pause and ask: What kind of work?

(Allow children to answer, "Work that is dangerous to your health.")

Then continue to read: . . . *or work that interferes with your education.*

Explain: "Interfere" means to stop or interrupt or make things hard. So it's talking about work that would stop your education by making it hard for you to go to school.

Ask: What happens when you cannot go to school?

- 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.)

DISCUSSION

Ask: Does this mean that children should not do any kind of work, or that you shouldn't help with chores at home? (No, of course not.)

- What are the kinds of work that we've just learned about that children should NOT do?

Guide the children: Work that is dangerous or harmful to their health or that stops them from going to school and studying.

Ask: What is the difference between the kinds of work or chores you do at home and the kinds that are called "child labor"? (The things you do at home usually aren't dangerous to your health and they shouldn't keep you from going to school and studying.)

- What was wrong with the kind of work that Rupinder was doing? (He couldn't go to school, and he got hurt so it must have been dangerous to his health.)

CONCLUSION (5 minutes)

Activity: Child Labor Is Just Not Fair!

Say: This is what Rupinder says about child labor.

Read Rupinder's response, Part 2 (at the end of the lesson).

Ask: Why does Rupinder think education is so important?

Guide the children to recognize:

1. Without education, children grow up to be uneducated and poor.
2. Without education, the children will remain poor.
3. Without education, things will never change (especially the financial situation).

Say: Let's read the article again. It's Article 32 of the Convention on the Rights of the Child, so this is especially to protect children.

Read and say together:

*You should be protected from work that is dangerous to your health
or work that interferes with your education.
(Article 32 of the Convention on the Rights of the Child)*

CHALLENGE (5 minutes)

Ask: What have we learned about today? (Take all answers.)

Say: You've learned about child labor today.

- You've learned about using detective skills when you look at photographs to see what's happening and what story the photographer is trying to tell and how it makes you feel.
- You can share these skills with your family and friends. It makes pictures more interesting.
- You can also tell them about Rupinder and child labor and why it's bad for you.

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| <ol style="list-style-type: none">1. Remind the children of the time for the next meeting.2. Gather the mini posters and lesson materials to save for future lessons. |
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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.)

AS A PERSON
BEFORE THE LAW

TO BE ACCEPTED
EVERYWHERE

YOU HAVE A RIGHT



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

RUPINDER'S STORY

Part 1

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.

RUPINDER'S RESPONSE

Part 2

I know it's hard for parents who don't have enough money, or who have lots of children. I understand that there are families in villages that need their children to work on the farm. I understand that if the children didn't work, the family might not eat very well.

But the important thing is: How are the children being treated? Are they being asked to do things that are hurting them? Are they going to school even part-time?

If a working child doesn't get an education, that child will grow up to be uneducated and poor. And his children will remain poor. It will never change.

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

**The Right
to
PROTECTION
from
CHILD
LABOR**



CRC 32 & UDHR 23

SET OF CHILD LABOR PHOTOGRAPHS



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

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?



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

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.

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.

THE CONVENTION ON THE RIGHTS OF THE CHILD

Article 32, Protection from Child Labor

You should be
protected from work
that is dangerous
to your health . . .

. . . or work that
interferes with
your education.

Here We Are Together

The musical score is written in 3/4 time with a key signature of one flat (Bb). It consists of three systems of music, each with a vocal line and a bass line. Chord markings (F, C7) and fingerings (1, 4, 5) are indicated above the notes. The lyrics are: "Here we are to - geth - er,* to - geth - er, to - geth - er; Oh, here we are to - geth - er in our hap - py club. There's (name) and (name) and (name) and (name); Oh, here we are to - geth - er this bright, sun - ny day.†"

Here we are together,* together, together;
 Oh, here we are together in our happy club. †
 There's (child's name) and (another name) and (another name) and (name);
 Oh, here we are together this bright, sunny day. †

***Alternate phrases:** Here we go a-snapping (snap your fingers)
 Here we are a-blinking (blink your eyes)
 Here we are a-clapping (clap your hands)
 (all jumping, all hopping, all stamping, etc.)

†Alternate phrases: on this rainy day
 because we're okay

Example:
 Here we go a-snapping, a-snapping, a-snapping,
 Oh, here we go a-snapping on this rainy day.
 There's (name) and (another name) and (another name) and (name);
 Oh, here we go a-snapping on this rainy day.

Improvise actions as suggested by the words, or other phrases.

To hear the melody: <https://www.lds.org/music/library/childrens-songbook/here-we-are-together?lang=eng&r=1>