

# Lesson 9A–Protection from Child Labor

## Protection from Child Labor

### Article 32

(1) States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

(2) States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

- a. Provide for a minimum age or minimum ages for admission to employment;
- b. Provide for appropriate regulation of the hours and conditions of employment;
- c. Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

*Convention on the Rights of the Child*

### Learning Points

1. Students will describe the difference between helping at home and being involved in child labor.
2. Students will identify their protections in work they do outside the home.
3. Students will review what protections their government has put in place regarding minimum ages, hours and conditions of employment for children.

# Lesson 9A—Protection from Child Labor

## Lesson Outline

### 1. Welcome

Select a song, poem, or activity from your country or culture.

### 2. Review

#### Questions

Who did you talk to about the importance of having a birth registered and obtaining a birth certificate? Describe your experience.

Can someone share a small portion of your personal story that you wrote or drew?

### 3. Introduction

#### Show The Right to Protection from Child Labor mini poster (p. 60)

#### Questions

1. What is child labor? What do you think it means? *Unjust labor or work*
2. What are some examples of child labor? *Children working in dangerous conditions; children working long hours and missing school; children not allowed time to rest and eat*
3. Is the work you do to help at home child labor? *No, we are part of a family and have a responsibility to help maintain our family.*

So far, we've been learning about the rights we have to help us do different things. Today we're going to talk about a right that protects us.

#### Read CRC, Article 32 (p. 58)

#### Questions

1. Who are States Parties? *Countries that express their consent to be bound by a human rights treaty under international law.*
2. What does economic exploitation mean? *Using someone to make money without regard for their needs.*
3. What does the article identify as work exploitation? Work that is:
  - *Hazardous or dangerous*
  - *Interfering with a child going to school*
  - *Harming a child's health or physical, mental, spiritual, moral or social development*
4. What laws protect you from child labor?
  - *Minimum ages for admission to employment*
  - *Appropriate regulation of hours and conditions of work*
  - *Penalties or sanctions for employers who violate the law*

### 4. Development

#### Activity: Picture This and Pair Share (p. 61)

Read the stories and follow the instructions to complete the activity.

#### Instructions

- Divide the youth into pairs for discussion.
- Divide the group into 3 sections, giving each section a different story.
- One student in each section will read the story, then the section will break into pairs to discuss these questions:
- Does this situation describe child labor?
- What part of Article 32 about child labor was being violated in these stories?
- Call the sections back together after their short discussion. Allow one minute for a student from each group to show their picture and describe what is happening.

#### Questions

1. How are these stories similar?
2. How does it impact your community or the youth if they do hard labor or work long hours when they are young?
3. What is the difference between children working at home and child labor?
4. What is the biggest challenge you and your family have with work?
5. How can you prepare yourself while you're young to support yourself and your family when you're an adult?

### 5. Conclusion

#### Read Article 32 again (p. 58)

#### Questions

1. How does this article protect you from the exploitation of child labor? Work that is:
  - *Hazardous or dangerous*
  - *Interfering with a child going to school*
  - *Harming a child's health or physical, mental, spiritual, moral or social development*
2. What laws protect you from child labor?
  - *Minimum ages for admission to employment*
  - *Appropriate regulation of hours and work conditions*
  - *Penalties for employers who violate the law*
3. If children cannot go to school and learn how to read, write and do math, what kind of work do you think they will be able to do when they grow up?

### 6. Challenge

- Share the stories of Arkar, Pharady, and Ebo with your family and friends.
- Identify ideas about how to stop child labor.



# Right to Protection from Child Labor

## Lesson 9A—Protection from Child Labor

### Development

#### Activity: Picture This and Pair Share

**Arkar must carry heavy baskets** of mud on his head, walking eleven miles. He was hit by a motorbike and got 18 stitches. After that he was not as strong as other workers. After carrying 15 baskets his head hurts and his legs ache, but he still has to carry at least 85 more baskets.

<https://www.dol.gov/agencies/ilab/our-work/child-forced-labor-trafficking/My-PEC>



**Pharady gets up every morning** to pull a cart of water through town. When it is full, it weighs 450 pounds. She does chores, then goes to the brick factory to haul bricks all day. She is paid for the number of bricks she hauls. It is hot, hard work. She has nothing to protect her hands. She works from six am to six pm.

<https://www.youtube.com/watch?v=uBrnWBB0Wo0>



**Ebo spends long hours, every day,** in highly dangerous conditions paddling a canoe, casting nets and diving deep to untangle them. He has very little to eat, endures scorching heat and has survived storms that upended his boat. When Ebo is not working on the lake, he has to smoke and package the fish for sale at the market. “I work from four am til noon, then from two pm to six pm; then I go to cast the last net at night,” says Ebo, adding that he is often beaten and insulted if he makes a mistake.

<https://www.ohchr.org/en/stories/2014/11/worst-forms-child-labour-ebos-story>



# Lesson 9B–Protection from Child Labor

## Protection from Child Labor

### Article 32

(1) States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development.

(2) States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

- a. Provide for a minimum age or minimum ages for admission to employment;
- b. Provide for appropriate regulation of the hours and conditions of employment;
- c. Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

*Convention on the Rights of the Child*

### Learning Points

1. Students will describe the difference between helping at home and being involved in child labor.
2. Students will identify their protections in work they do outside the home.
3. Students will research what protections their government has put in place regarding minimum ages, hours, and conditions of employment for children.
4. Students will identify questionable techniques used to trap children in unsafe working conditions.

# Lesson 9B—Protection from Child Labor

## Lesson Outline

### 1. Welcome

Select a song, poem, or activity from your country or culture.

### 2. Review

#### Question

What is child labor? *It's not doing chores at home. It is when children are forced to do jobs that require working long hours in unclean, dangerous environments, and they are not allowed to go to school. This affects their health, and their mental and physical well-being.*

“Child labor is a global human rights challenge that affects 160 million children worldwide. Nearly one in ten children is working as a child laborer in the global economy.”

<https://www.amigosii.org>

What do you think can be done to stop child labor?

### 3. Introduction

#### Question

What are some of the causes of child labor?

- **Poverty**—Children are needed to help support the family.
- **Lack of education**—In some places, schools are not available or fees make it too expensive for families already facing food insecurity.
- **Societal norms**—The problems have been around for so long, that the conditions are normalized. It has become a tradition.
- **Lack of awareness**—We might not know what is happening in our community and how harmful it is. No community or nation is immune from child labor.

<https://www.amigosii.org>

**Activity: Miguel's Story (p. 64)**

### 4. Development

**Activity: In Miguel's Shoes**

#### Instructions to Teacher

Divide the class into 4 groups. Give each group a different section of the story with questions to discuss among themselves. Choose a spokesperson to report when the class gets back together. Have each group briefly report.

#### Section 1

“Miguel, you may go to school.”

1. What do you do at home to help your family?
2. What can you do to learn all you can in school?
3. How will school help you in your life?

#### Section 2

“Miguel, you cannot go to school. We need you to care for your younger siblings so we can work on the coffee plantation.”

1. Is there a way you can keep studying at home?
2. Can you talk to your teacher or another adult?
3. What can you learn while caring for young children?
4. What can you teach your siblings?

#### Section 3

“Miguel, you must now work on the coffee plantation. We need the money in order to feed the family.”

1. Can you go to school before or after you work?
2. How can observation help you by using your eyes, ears, and mind to learn important things about working on the plantation?
3. Are there ways you can keep learning like you did in school?
4. What were the violations of child labor protections in the work you were doing on the plantation?
5. How can you work with others to improve conditions and success?
6. How can you be safe in your work?

#### Section 4

“Miguel, we're sorry that you got hurt working on the coffee plantation. We cannot afford to keep you at home if you cannot work. There is more work in the city.”

1. Where will you go to find work?
2. What skills do you need in order to find work?
3. Where will you live and what will you eat?
4. Where can you get help?
5. What dangers come from accepting work in other countries?

### 5. Conclusion

**Have a student read Article 32 (p. 62)**

#### Questions

1. How can government protect you from Child Labor?
2. If these rights are not honored, what can you do?  
*Research the sources of help available in your community.*
3. As a facilitator, what can you do to help? *Work with your school community, other teachers, and parents.*

### 6. Challenge

- Think about work you would like to do in the future and what training you would need.
- Make a plan of training you would need to meet your goals. Draw a map of your plan to illustrate your ideas. Share it with your family and friends. Be prepared to share your thoughts with the class.

### Introduction



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### Activity: Miguel's Story

Miguel's father owned a small piece of land that produced crops that the family sold at the market. They had food and Miguel could go to school. He liked to learn and hoped one day to be a doctor.

When Miguel was eight years old, the climate got warmer. The nearby coffee plantation expanded and used more of the available water. Miguel's father decided to join his neighbors in selling their land to the owners of the plantation. Both his mother and father went to work on the coffee plantation. Miguel stayed at home caring for his younger brothers and sister.

Miguel's parents worked long hours on the plantation picking the coffee cherries and drying the beans. They could not make enough money to support their family. They needed Miguel to work with them on the coffee plantation. The picking made Miguel's hands hurt. The chemicals they

sprayed made his lungs ache. The hours were long. The harvesting bags heavy. One day Miguel was climbing to a row near the top of the plantation. He lost his footing, fell, and injured his arm.

When Miguel could no longer work because of his fall, his family could not afford to feed him. They told him it would be better to work in the city where there were more jobs he could do.

When he got to the city, Miguel did not know what to do. He could not find a job.

A man approached him one day about working in another country. He offered Miguel a passport and said that he could go to school while he worked.