

Lesson 9A - Child Labor Is Just Not Fair

Freedom from Child Labor

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

The Universal Declaration of Human Rights, Article 23

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 Convention on the Rights of the Child, Article 32



Learning Points

You have the right to:

1. Choose your work and to be treated fairly.
2. Work in safe conditions.
3. Get an education.

1. WELCOME (5 minutes)

Sing the song, “Be Our Best” (page 4)

2. REVIEW

- Who remembered to ask about your Birth Registration?
- Someone tell us what you learned about it.

3. INTRODUCTION (15 minutes)

Show the **Child Labor** mini poster (page 54)

Questions

- Raise your hand if you have ever heard of the phrase “child labor.”
- What do you think it means?
- What kind of work is not “child labor”?

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**.

Let’s read the articles from the UDHR and the CRC that help us define “child labor.”

Have 2 students read **Article 23 from the UDHR** and **Article 32 from the CRC** (page 53).

Activity: Picture This and Pair Share (page 52)

- Divide the youth into pairs for discussion. Then divide the group into 3 sections, giving each section a different story.
- One student in each section will read the story and then the section will break into pairs to discuss these questions:
 1. Does this situation describe “child labor”?
 2. What part of the articles about child labor was not honored?

4. DEVELOPMENT (5 minutes)

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

- How are these stories similar?
- How does it impact your community or the youth if they do hard labor or work long hours when they are young?
- What is the difference between children doing chores, or helping at home and child labor?

Optional questions at the back of the lesson.

5. CONCLUSION (5 minutes)

Have a student read CRC Article 32 again (page 53).

Questions

- How does this right protect you against Child Labor?
- What are the 3 kinds of work that young people should not be doing? (*Write on the board as they answer: Dangerous, prevents education, unfair treatment.*)
- If the children cannot go to school and learn how to read and 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 Teresa, Kojo and the field workers with your family and friends.
- Ask how they feel about Child Labor.
- Write down your thoughts and feelings about Child Labor to share with us next time.

Lesson 9A - Child Labor Is Just Not Fair

Activity: Picture This and Pair Share



Teresa was offered a job in another city and told that she would have time to go to school. When she arrived there, she found that the good job was really a trap, and she wasn't allowed to go to school. Her "boss" took her work papers, and she was forced to work 18 hours a day doing housework. She had no holidays or days off. She was constantly threatened with being sent home without money or education.



Kojo works in a ceramic factory that makes plates, bowls and cups. He often has to get into the ceramic pit and gets coated with the chemicals. No one else likes to get in that pit, but he has to do that dirty job.



These boys work in the fields where the soil is dry and hard. They use sharp hoes to break up the ground and dig up weeds. Their backs get tired and sore from bending over all day as they work. They are not wearing shoes to protect their feet from the heavy hoes that might slip and cut them.

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Additional Discussion Questions

- How did these stories make you feel?
- What is the biggest challenge you and your family have with work?
- How can you prepare yourself while you're young to support yourself and your family when you're an adult?



Remember to fill in your brief **Facilitator Notes and Reflections** (page 68).



The Right to Protection from Child Labor

UDHR 23 and CRC 32

Lesson 9B - Child Labor Is Just Not Fair

Freedom from Child Labor

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Learning Points

1. You have the right NOT to work if the working hours interfere with 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.

1. WELCOME (5 minutes)

Sing the song, “Be Our Best” (page 4)

2. REVIEW

Show the **Child Labor mini poster** (page 54). Who would like to share your thoughts or feelings about child labor?

3. INTRODUCTION (15 minutes)

Activity: Rupinder’s Story

Read or have a student read the story in Rupinder’s own words. After the story ask the questions on page 56.

This is a true 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 until 10 at night. One day while working, I hurt my arm.

Now I can’t work on the plantation any more. My parents can’t afford to keep me at home if I don’t work, so I came to the city, but I couldn’t find work here. It’s difficult because I cannot read or write. I really want to go to school, and learn to be an engineer or a builder.

4. DEVELOPMENT (5 minutes)

Activity: Rupinder’s Shoes (page 56)

Explain: We are going to step into Rupinder’s shoes and

think about his situation. After the activity, have each group briefly report.

Questions

- What do you want to learn to do when you grow older?
- Can you think of a way that you can become an engineer or builder?
- What can you do to get more education?
- What have you learned by being a good observer?
- Who can help you?

Explain: Rupinder isn’t the only one this happened to. Millions of children and youth around the world work long, hard hours every day. The places they work are often dirty and sometimes unpleasant or even dangerous. We call that kind of work “Child Labor.”

5. CONCLUSION (5 minutes)

Show **Child Labor Photos** (page 52)

Questions

- What kinds of work are these children doing?
- If they work during the day, what are they not doing?

Have a student read **UDHR 23** (page 56).

- What does it say about working conditions?

Have another student read **CRC Article 32** (page 56).

- What should government do to protect you from Child Labor?
- If these rights are not honored, what can you do to work around it?
- As a facilitator, what can you do to help? See suggestions on the next page.

6. CHALLENGE

- Think about work you would like to do when you grow up, and what training you will need.
- Be prepared to share your thoughts with the rest of the class next time.



Remember **Facilitator Notes and Reflections** (page 68).

Lesson 9B - Child Labor Is Just Not Fair

Activity: In Rupinder's Shoes

Divide the class into 4 groups. Give each one a different section of the story with questions to discuss among themselves. They can choose a spokesperson to report when they get back together.

- **Young Rupinder, you may go to school.**

What are you able to do?

What can you do to learn all you can in school? How will school help you?

- **8-year-old Rupinder, you cannot attend school anymore.**

"We need you to take care for your younger siblings, so we can work on the coffee plantation."

Is there a way you can keep studying at home?

Can you talk to your teacher or another adult?

What can you learn while caring for young children?

What can you do to make your home a learning place? What can you teach your siblings?

- **10-year-old Rupinder, you must now work on the coffee plantation.**

"We need the money in order to feed the family."

Is there any way you can go to school before or after you work?

How can observation help you by using your eyes, ears and mind to learn important things about working on the plantation?

Are there ways you can keep learning in the ways that you learned in school?

How can you learn to be more effective in your work?

How can you work with others to improve conditions and success?

How can you learn to be safe in your work? How can you keep up with the long hours of work?

- **Older Rupinder, I'm sorry that you got hurt working on the coffee plantation.**

"We cannot keep you at home if you cannot work. Go find work in the city."

Where will you go to find work?

What skills do you need in order to find work?

Where will you live and what will you eat?



As a facilitator, you may have students who are struggling with these issues. Consider ways in which you might be able to help. Perhaps you can discuss this as a school community, beginning with other teachers, school administrators and parents.

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