Lesson 9A - Child Labor Is Just Not Fair

Protection from Child Labor

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 (Child Friendly Version), Article 32

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. **Child Labor isn't the same as helping with chores at home.**

Teacher preparation: Cut out the word strips (page 53).

1. WELCOME

Song, "Be Our Best" (page 36)

2. REVIEW

Questions

- If you found your birth certificate, how did you find it?
- What is your nationality?

Activity: Order in the Court, Word Strips (page 53)

- Ask three students to come up and stand with their backs to the class.
- Give each student one of the word strips for UDHR Article 6, out of order.
- Explain that you want them to put the words in order and then show them to the class.

When the words are properly arranged, **repeat Article 6** together (page 46).

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

3. INTRODUCTION

Show Child Labor mini poster (page 55).

- Raise your hand if you have ever heard of the phrase **Child Labor**.
- What do you think it means?

Read or have a student read CRC Article 32 (page 53). Before reading, tell the students to listen carefully and raise their hands if they hear what it says about their health or anything that interferes with going to school.

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

Questions:

- What kind of work? *Wait for answers. Work that is dangerous to your health.*
- What else? *Work that interferes with your education.*

Interfere means to stop or interrupt or make things hard. Work that would stop your education by making it hard for you to go to school is called **Child Labor**.

4. DEVELOPMENT

Questions

- What happens when you can't go to school?
- What kind of work do you think you will be able to do when you grow up if you can't go to school and learn how to read and write and do mathematics?

Activity: Child Labor Photos/Pantomime

Follow the instructions and prompts (page 53). Show the photos and read the descriptions (page 54).

5. CONCLUSION

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

Ask for two reasons why Child Labor is bad.

- *It is bad for your health.*
- *You can't go to school.*

6. CHALLENGE

- Tell your family or friends about Child Labor.
- Explain why Child Labor is bad: it is bad for your health, and you can't go to school.
- Tell them about the difference between Child Labor and helping with family chores.

Activity: Order in the Court, Word Strips

Cut out and mix up the word strips below so that they're not in the proper order.

Ask the students to put the words in order and then turn around to show everyone.

When they turn around, stand behind them.

Tell the class to hold up their thumbs if they agree with what you are going to say.
- Hold your hand above the student with the first word strip and say: "This one is right."
- If most students hold up their thumbs, move to the next student and do the same. Repeat.
- If they're all in the right order, congratulate the three students and let them sit down.
- If they're not right, ask the class to help them put the words in the right order.

When the words are properly arranged, repeat Article 6 together.

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

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 Convention on the Rights of the Child (Child Friendly Version)

Activity: Child Labor Photos/Pantomime

Show the photos on page 54 and read the descriptions. Have all the students stand up.

Let's pretend we are in these pictures working and we'll pantomime what they're doing.

Examples:
- **Boys in field:** Show me how hard you are hoeing. Good. Do it together while we count to ten.
- **Girls in gold mine:** What should we do to show that we are working really hard crushing the rock into powder? Do it while we count to ten.
- **Boy in ceramic factory:** How fast can you pull the dishes out of the chemicals? Count to ten as we pull.

Show each photo again. Have each student turn to someone next to them. Tell them why this is Child Labor.

Activity: Child Labor Photos



These boys live in Malawi. They work all day in the fields and cannot go to school. They're 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 aren't wearing any shoes to protect their feet. The hoes are heavy and can sometimes slip and cut them.



These girls work for a gold mining company in Benin. They're using bricks or stones to crush a soft rock called limestone into a powder that may contain gold. The powdered limestone is toxic and gets in their lungs because they're not wearing masks.

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



This boy works in a ceramic factory in India that makes plates, bowls and cups. He works all day and often has to get into the ceramic pit to pull out the dishes. He gets coated with the bad chemicals. No one else likes to get in the pit, but he has to do that dirty job.

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The Right to Protection from Child Labor

UDHR 23 and CRC 32 (Child Friendly Versions)

Lesson 9B - Child Labor Is Just Not Fair

Protection from Child Labor

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The Convention on the Rights of the Child (Child Friendly Version), Article 32

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. **Child Labor isn't the same as helping with chores at home.**

1. WELCOME

Song, "Be Our Best" verse 3 (page 36)

2. REVIEW

Show a photo from last week's lesson.

Questions

- Last week we talked about children who sometimes have to work too hard. Who remembers what we call that kind of work?
- Why is Child Labor bad?

3. INTRODUCTION

Activity: Rupinder's Story, Parts 1 and 2 (page 57)

- Rupinder was only ten years old when he had to start working on a coffee plantation.
- Read Rupinder's story to the students in his own words. Ask questions after each part.

Part 1: *Questions*

- Why did Rupinder's parents take him out of school?
- Why did Rupinder go to the city?
- What do you think is going to happen to Rupinder?
- What was wrong with the kind of work that Rupinder was doing?

Part 2: *Question*

- Why does Rupinder think education is so important?

4. DEVELOPMENT

- Does this mean that children shouldn't do any kind of work, or that you shouldn't help with chores at home?
- What is the difference between the kinds of work or chores you do at home and the kinds that are called **Child Labor**?
- Is some work too dangerous for children?

Activity: Thumbs Up!

Tell the students to show you a **thumbs up** for the kinds of work that are **not** Child Labor.

- Weed the family garden
- Crush rocks all day to find gold
- Wash the dishes after dinner
- Hoe the fields all day wearing no shoes
- Look after your little brothers and sisters while your mom cooks dinner
- Look after your little brothers and sisters all day, every day

Point to the **Child Labor mini poster** (page 55).

- What are the problems that you see with the jobs that are too long and dangerous?

Read CRC Article 32 together (page 53).

- Who is supposed to protect children?
- What are at least two kinds of work that are bad for children?

5. CONCLUSION

Explain that when students are able to go to school, they also have some responsibilities.

Questions

- What is your responsibility when you get to go to school?
- What kind of work would you like to do when you grow up?
- What should you be doing now so that you can be ready to do that kind of work?

6. CHALLENGE

- Tell your family about Rupinder.
- Tell them about the difference between Child Labor and helping with family chores.

Activity: Rupinder's Story

Part 1: My name is Rupinder and I am thirteen years old. My parents work on a coffee plantation. When I was young, I went to school for two years. But when I was eight, my parents told me I had to stay home and look after my younger sisters and brothers. When I was ten, I started working on the coffee plantation during picking seasons. I worked from six in the morning until ten 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 can't 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.

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 may never change.

