

# CHILD LABOUR

## 1. Practical information

<b>Theme</b>	Child labour
<b>Goal</b>	The pupils get to know more about the life of a child labourer and look at how a day in the life of that person looks like.
<b>Level</b>	3 ASO/TSO
<b>Time</b>	± 50 minutes ± 20 minutes at home
<b>Type</b>	- Class activity and group work - Reading - Listening - Writing

## 2. Preparation

<b>Preparation time for teacher</b>	± 10 minutes <i>To do...</i> - (Print the tasks) - Collect a computer and a beamer - Prepare the fragments (links or DVD)
<b>Materials</b>	- Dictionaries - Beamer and computer to show fragments - Fragments (links or DVD) - Task (on sheets of paper or on screen)

## 3. Objectives

<b>VOET</b>	<b>Gemeenschappelijke stam:</b> 2, 5, 13, 18, 20, 27 <b>Context 2:</b> 1 <b>Context 3:</b> 3, 9 <b>Context 4:</b> 4 <b>Context 5:</b> 3, 4 <b>Context 6:</b> 3 <b>Leren leren:</b> 7
<b>Formation objectives: English</b>	<i>Language</i> - The pupils are able to read a testimony of a child labourer and create a day in the life of that character.
<b>Formation objectives: Human rights</b>	Personality formation - The pupils are able to create a day in the life of a child slave and compare it to a day in their life. World view - The pupils increase their knowledge about the reality of child labour. - The pupils realise that in some countries children their age have to work all day and earn almost nothing. They realise that these children do not have the opportunity to go to school. - The pupils develop a positive attitude towards human rights. By doing all kinds of activities they obtain insights, become aware of and adapt their own attitudes considering certain human rights.

<b>Final attainment goals</b>	<i>Listening: 3</i> <i>Reading: 10, 11, 13</i> <i>Speaking: 20</i> <i>Writing: 31, 32</i>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>- The pupils are willing to show interest towards the subject of the text.</li> <li>- The pupils are willing to read a text and find out new things about child labour.</li> <li>- The pupils are willing to read a text carefully to concentrate on what they need to find in the text.</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>- The pupils are able to use a dictionary.</li> <li>- The pupils are able to make up a story about a day in the life of a child labourer.</li> <li>- The pupils are able to look for solutions for the issue of child labour.</li> <li>- The pupils are able to find the meaning of new, transparent words.</li> </ul>

#### 4. Remarks

<b>Remarks</b>	The evaluation doesn't have to be done on a worksheet. You can use the cards with the information and the blackboard as well. Divide the blackboard in two parts (child labour / no child labour) and use magnets to place the cards on the blackboard.
----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 5. Activity and instructions

ACTIVITY	INSTRUCTIONS
<b>Introduction</b>	<p><b>STEP 1: putting pupils to work</b></p> <p>In the introduction, you are going to use your pupils as 'child labourers'. Indicate some pupils to do some silly things. Here's a list with activities you can have them do.</p> <ul style="list-style-type: none"> <li>- Pick up the bin and put it somewhere else</li> <li>- Clean the blackboard</li> <li>- Pick up some trash lying around</li> <li>- ...</li> </ul> <p><b>STEP 2: discussion</b></p> <p>Afterwards, you are going to ask the pupils the following questions.</p> <ul style="list-style-type: none"> <li>- What did I make you do? (work)</li> <li>- Did it really feel like working?</li> <li>- Do you have to do chores like that at home, e.g. doing the dishes or mowing the lawn? What kind of chores do you have to do?</li> <li>- How do you feel about that? Do you think that's unfair? Why (not)?</li> <li>- Do parents have the right to make their children "work hard" like that?</li> <li>- ...</li> </ul>
<b>Reading</b>	<p><b>STEP 1: pre-reading</b></p> <p>Tell the pupils that they are going to get a worksheet with several situations of children working or doing chores. They have to read them and indicate in which of the situations we talk about child labour. Hand out the worksheets.</p> <p><b>STEP 2: reading</b></p> <p>The pupils read the situations and try to give the answers.</p> <p><b>Remark:</b> You can have them do this in pairs to stimulate discussion. In some classes, you might even want to do this with the entire class. Alternatively, you can use the situation cards: hand them out to several pupils and have them read them in front of the class</p> <p><b>STEP 3: post-reading</b></p> <p>Discuss the different solutions with the pupils.</p> <ul style="list-style-type: none"> <li>- Child labour: situations 2, 3</li> <li>- No child labour: situations 1, 4, 5, 6, 7</li> </ul> <p>Afterwards, try to elicit what the pupils thought of the different situations by asking following questions.</p> <ul style="list-style-type: none"> <li>- What did you think of situation x? Why?</li> <li>- Do you agree that that is (not) child labour? Why (not)?</li> <li>- ...</li> </ul>

<p><b>Listening</b></p>	<p><b>STEP 1: pre-listening</b>  Tell the pupils that they are going to watch a footage on child labour in Africa. Tell them that they have to answer some multiple choice questions. Hand out the worksheets and make sure the pupils understand the questions they have to solve.</p> <p><b>STEP 2: listening</b>  Show the pupils the fragment : <b>Labour in Africa</b>.  <a href="http://www.youtube.com/watch?v=ZbLfTzTokQ">http://www.youtube.com/watch?v=ZbLfTzTokQ</a></p> <p><b>STEP 3: post-listening</b>  Correct the answers with the pupils.  1. A  2. C  3. A  4. B  5. 12 June  The statements in the exercise can be used to have a class conversation.  - <i>Why does the local woman that was interviewed have to work?</i>  - <i>How can you work for the freedom of your child? Do the children want to go to school?</i>  - <i>Is the work they do healthy? Why (not)?</i></p>
<p><b>Evaluation: writing (speaking)</b></p>	<p><b>STEP 1: pre-writing</b>  Tell the pupils that they are going to have a look at an information sheet about a child labourer.  Hand out Ashique’s life facts. Give the pupils a minute or 2 to read it, then ask them the following questions.</p> <ul style="list-style-type: none"> <li>- How much does the family earn?</li> <li>- <i>How long will it take until the parents have paid their debts?</i></li> <li>- <i>Can you tell me any differences between your life and Ashiques?</i></li> <li>- Why can’t Ashique go to school? Does she want to go?</li> <li>- <i>Is there child labour in our country? Where? What kind of child labour?</i></li> <li>- What is your opinion, should children have to work?</li> <li>- <i>Can you think of any advantages for a working child’s development?</i></li> </ul> <p>Afterwards, divide the pupils in groups of 4 or 5 pupils. Explain what they have to do: they have to create an imaginative story about a day in the life of Ashique.</p> <p><b>STEP 2: writing</b>  While the pupils write their story, walk around the class and help where needed. You might want to have some dictionaries with you to help the pupils.  <b>Remark:</b> You have several options here. You can choose to do this as a writing exercise or as a speaking exercise with the help of key-words (if the level of your class is elevated enough). You can also choose to have the pupils doing this in the third person singular, or in the first person singular (which puts the pupils a bit closer to the situation).</p> <p><b>STEP 3: assessment</b>  Assess the pupils’ tasks.</p>

## 6. Enclosures

- 6.1 Worksheet: Child labour
- 6.2 Child labour: situation cards
- 6.3 Worksheet: "UNICEF: World Day against Child Labour"
- 6.4 Ashique's life facts

## 7. Sources

- UNICEF: World Day against Child Labor. (Verified 19 May 2010).  
<http://www.youtube.com/watch?v=ZbLftzTokQ>
- Vormen VZW –COMPASS, A Manual on Human Rights Education with Young People. II. (Verified 19 May 2010).  
<http://www.vormen.org/Kompas/index.html>

## Child Labour

Read the following situations and indicate whether there is child labour in those situations or not.

### Situation 1

On Sunday Lien, 15 years old, works at the supermarket. She does this because she wants to buy a scooter in the near future.

### Situation 2

Marco is 15 years old. He has a very dangerous job. He has to do it because his parents do not earn enough money. To make sure his parents and he survive, he has to go with them to work.

### Situation 3

During the week Sammy works in a factory where people make windows. He is 16 years old. He has no shoes, and at his job this is a very dangerous thing, because there is glass all over the floor. He has to do this job because his parents can't even pay for his education.

### Situation 4

Marjan is 16 years old and she worked in the local pub during the summer holidays.

### Situation 5

A couple of children in this school play music during the breaks.

### Situation 6

Franky is sick and tired of doing all kinds of jobs at home: he has to do the washing-up, mow the lawn, ... and every two weeks he even has to wash the car!

### Situation 7

Every week after school, the 13 year old Ben helps his parents on the land. His parents are farmers.

CHILD LABOUR	NO CHILD LABOUR

## **Child labour: situation cards**

### **Situation 1**

On Sunday Lien, 15 years old, works at the supermarket. She does this because she wants to buy a scooter in the near future.

### **Situation 2**

Marco is 15 years old. He has a very dangerous job. He has to do it because his parents do not earn enough money. To make sure his parents and he survive, he has to go with them to work.

### **Situation 3**

During the week Sammy works in a factory where people make windows. He is 16 years old. He has no shoes, and at his job this is a very dangerous thing, because there is glass all over the floor. He has to do this job because his parents can't even pay for his education.

### **Situation 4**

Marjan is 16 years old and she worked in the local pub during the summer holidays.

### **Situation 5**

A couple of children in this school play music during the breaks.

### **Situation 6**

Franky is sick and tired of doing all kinds of jobs at home: he has to do the washing-up, mow the lawn, ... and every two weeks he even has to wash the car!

### **Situation 7**

Every week after school, the 13 year old Ben helps his parents on the land. His parents are farmers.

## **“UNICEF: World Day against Child Labour”**

### **1. Local men and women started working in the mining site because ...**

- a. they didn't have a choice. They needed the money.
- b. they want to get rich. Working in a mining site is an unhealthy job and that is why they earn more than by doing a 'normal' job.
- c. they want to. They get money for a job they really like to do.

### **2. Children ...**

- a. have to go to work, because there are no schools in the area.
- b. aren't obligated to work. They work because they do not want to go to school.
- c. have to work in the mining sites. They can't go to school because of the work.

### **3. Which statement is correct?**

- a. The child of the woman in the fragment helps in the mine and goes to school. The woman in the fragment works for the freedom of her child.
- b. The working site has its own school, so children can go to school and work during the breaks
- c. The child of the woman in the fragment helps in the mine, so he doesn't go to school.

### **4. A lot of people working in the same area...**

- a. spreads a sense of teamwork. For many people teamwork is a motivation to keep doing what they do, so it's healthier than working in small groups.
- b. could spread diseases and such. For many people in poverty this could be a disaster
- c. is good for your health, because everyone helps each other.

### **5. When is the World Day against Child Labour celebrated?**

.....

## Ashique's life facts(1)



### Personal data

<i>Name</i>	Ashique Hashmir
<i>Age</i>	11 years old
<i>Nationality</i>	Pakistani
<i>Family</i>	parents, 2 grandparents, 1 sister and 3 brothers
<i>Family income</i>	about €70/month

### "Professional" data

<i>"Profession"</i>	works in a brick factory
<i>Working Hours</i>	12 to 16 hours a day (break of 30 minutes), 6 days a week
<i>Working production</i>	about 600 bricks a day
<i>Wage</i>	€ 1.3 for 1000 bricks (but 50% goes for repayment of a loan made by his family)
<i>Working</i>	since 5 years old

### Extra information

His family has been bonded for two years because they took a loan of about 110 €. Now, with the interest, the amount owed is about 280 €. Ashique was sent to school for 3 months by his father but the factory owner took him away and put him back to work. His father was punished because of what he had done. The family income is very low and consequently insufficient to send the children to school and to adequately provide food and health care.

*This is a real life situation...*

<sup>1</sup> Free the Children campaigns: [www.freethechildren.org](http://www.freethechildren.org)