

Child Labour Activity # 2

Procedure

Lesson Title: Child Labour Activity # 2	Grade: 6	Subject: Social Studies	Time:	Topic: Child Labour	Cross-Curricular Components
Unit: Interactions and Interdependence of Nations; Dynamic Relationships; Resources and Wealth; Power and Authority					
URL: http://www.un.org/works/goingon/labor/lessonplan_labor.html					
Lesson Description: <p>This lesson presents an overview of where, why, how, and in what conditions child labour occurs. Students will identify the physical and emotional challenges that children forced into labour face. Students will study the efforts by the international community to prevent children from working in hazardous environments.</p> <p>In many places around the world children are forced to work, sometimes in brutal conditions and dangerous environments that are threatening to their lives and health.</p> <p>Typically, children who are forced into labour don't go to school or participate in recreational activities.</p> <p>Child labour exists for many reasons, mainly economic gain.</p> <p>Many products we use have possibly passed through the hands of a child labourer in the process of being made.</p> <p>Children forced into labour deserve empathy.</p>			Curriculum Outcomes: <p>Outcome: IN6.3</p> <ul style="list-style-type: none"> Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean. (b,d,e,f) <p>Outcome: DR6.2</p> <p>Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.</p> <p>Outcome: PA6.1</p> <p>Examine the relationship between an individual's power and authority and the power and authority of others.</p> <p>Outcome: RW6.1</p> <p>Examine and analyze factors that contribute to quality of life, including material and non-material factors.</p> <p>Outcome: RW6.2</p> <p>Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.</p>		
Materials: → Computer & Television. → Handout #1 Convention on the Rights of the Child . → See website for links to resources.			Assessment: Assess students' knowledge and understanding based on the four 'After' questions.		

Procedure

Before:

- In groups of three, have students come up with a list of reasons why children might be forced to work. After they have brainstormed for 5-7 minutes ask someone from each group to present the reasons they thought might be a cause of child labour.

Answers should include:

- Lack of decent jobs for adults.
- Large families require a variety of incomes to feed their members.
- Some jobs require small hands and bodies (sewing, crawling in small spaces, etc).
- Agriculture jobs pay by the amount of produce picked. This system encourages families to bring more children into the field to help collect farmed goods.
- Poor families can't afford to send their children to school.
- It is cheaper to pay small children because they are less likely to complain than adults.
- Many families around the world are unfamiliar with the rights of their children and deem it acceptable to send children to work.
- Girls are often kept at home to look after younger children and do household chores.
- Families think that school won't help their children survive. Therefore, they send children to work where they can make money to feed themselves and family members.
- Migrant children don't live in one place long enough to attend school; instead they work in the fields with their parents.

2. Ask students: Do any of the above reasons justify child labour? Should children work to help feed their families? What if a parent is disabled or incapable of providing food for the family, should the child forego school and work instead?

These questions are likely to spark a debate in the classroom. None of these questions have right or wrong answers. Explain to the students that these are issues that people grapple with often.

3. Ask students: Are there any jobs that children, under any circumstance, should not be permitted to do? Make a list on the board that children can refer to.

Answers should include: Any jobs that are considered 'hazardous work.' Any hazardous work threatens the life of the employees. According to The Fair Labor Standards (FLSA), the following jobs are prohibited by anyone under the age of 18:

- Manufacturing or storing explosives
- Driving a motor vehicle and being an outside helper on a motor vehicle.
- Coal mining.
- Logging and sawmilling.
- Power-driven wood-working machines.
- Exposure to radioactive substances and ionizing radiant's.
- Power-driven metal forming, punching, and shearing metal.
- Mining, other than coal mining.
- Meat-packing or processing (including power-driven meat slicing machines).
- Operation of bakery machines.
- Operation of paper product machines.
- Manufacturing brick, tile and related products.
- Power driven circular saw, band saws and guillotine shears.
- Wrecking, demolition and ship breaking operations.
- Roofing operations.
- Excavation operations.

During:

Screen the documentary 'What's Going On?' Child Labour in Brazil

"In a dump on Recife's outskirts, 12-year-old Eleandra picks garbage seven days a week, and a boy named Reina earns a few pennies pounding rocks into gravel. Susan Sarandon interviews them."

<http://catalog.socialstudies.com/c/ZP865DV.html?s@DrgUuTOM2cjiA>

After:

1. Ask students what actions they think the rest of the world can do to eliminate child labor. Who is responsible for taking action ?
2. Ask students how they think they could help reduce the amount of child labor worldwide?

Answers should include: don't purchase materials that might have been made by children, boycott companies that have children in their work force.

3. There are many NGOs and members of civil society who work extremely hard to eradicate child labor.
 - a. International Labor Organization (ILO) works to raise awareness and promote the collection of information about the plight of child laborers.
 - i. ILO website <http://www.ilo.org/>
 - ii. List of Countries that have ratified Convention No. 138
<http://webfusion.ilo.org/public/db/standards/normes/appl/appl-byConvYear.cfm?hdroff=1&Lang=EN&conv=C138>
 - iii. World Day Against Child Labor <http://www.ilo.org/public/english/standards/ipecc/wdacl/2005/index.htm>
 - b. UNICEF is a United Nations agency that works to implement the Convention on the Rights of the Child. UNICEF works with families and communities to provide psychosocial support, education, vocational training for child laborers.
 - i. UNICEF website <http://www.unicef.org/>
 - ii. Child Labor http://www.unicef.org/protection/index_childlabour.html
 - iii. UNICEF in Action http://www.unicef.org/protection/index_action.html
(See below for more organizations)

4. Discuss ways that students will get involved in the fight against child labor.