



**UI CENTER FOR HUMAN RIGHTS
CHILD LABOR RESEARCH INITIATIVE**



HAZARDOUS CHILD LABOR

BY

LOIS CROWLEY AND MARLENE JOHNSON

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SERIES EDITORS

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Hazardous child labour is a betrayal of every child's rights as a human being and is an offence against our civilization.

UNICEF

State of the World's Children 1997

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Disclaimer



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Opinions expressed in this module are the sole responsibility of the author.

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We gratefully single out U.S. Senator Tom Harkin for his unwavering support of the global effort to eradicate child labor and for making it possible for us to develop this module.

And last, but never least, we must honor Professor Burns H. Weston, Bessie Dutton Murray Distinguished Professor of Law Emeritus and the founding Director of The University of Iowa Center for Human Rights. It was his passion for and deep commitment to human rights education, especially education about child labor that breathed life into the Child Labor Research Initiative. For his life-time commitment to international human rights, we honor him by providing this useful educational tool to enable teachers across the nation to multiply knowledge about child labor and to inspire their students to change the world.

Child Labor Module Team
September 2004
Iowa City, Iowa

About the Child Labor Research Initiative



According to the latest report of the International Labor Organization (ILO), 246 million children between the ages of 5-17 engage in child labor. The majority of the world's 211 million working children between the ages of 5-14 are found in Asia (127.3 million or 60%), Africa (48 million or 23%), Latin America and the Caribbean (17.4 million or 8%), and the Middle East and North Africa (13.4 million or 6%). The rest can be found in both transitional and developed economies. Asia has the highest number of child workers, but Sub-Saharan Africa has the *highest proportion* of working children relative to population.

The international community, which includes intergovernmental organizations such as the ILO, other UN agencies, the World Bank, national governments, and civil society organizations across the globe, have rallied worldwide to combat the most abusive and exploitative forms of child labor.

The University of Iowa Center for Human Rights (UICHR) joined this global effort in September 2001 when, with the kind help of Senator Tom Harkin (an honorary member of the UICHR's Executive Council), it received financial support from the US Department of Labor to implement the UICHR's Child Labor Research Initiative (CLRI), \$1,2 million to date. The initiative includes the following projects:

- Child labor legislative database of 31 countries
- Child labor essay collection
- Pre-collegiate modules on child labor
- College-level course on child labor
- Child labor public education program
- Colloquium on "Using the Human Rights Framework to Combat Abusive and Exploitative Child Labor"
- Child labor occasional paper series

Complete details of the specific projects being undertaken as part of the initiative can be found in the UICHR's website at www.uichr.org.

About the Authors



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Lois Crowley teaches Global Studies and American History at Northwest Junior High in Iowa City, Iowa. She has been an educator for 30 years, the last 26 years in Iowa City Schools. In 1993, Ms. Crowley was awarded the Distinguished Teaching Award in Geography Teaching by the National Council of Geographic Education. She also received the State Farm Good Neighbor Award in 1994 for excellence in teaching Geography. Ms. Crowley is a graduate of the Instructional Leadership Institute for National Geographic Society and received her BA and her Masters degrees from the University of Iowa.

MARLENE JOHNSON

Marlene M. Johnson teaches American history and ancient cultures to three sections of social studies students in the fifth and sixth grades at Hoover Elementary School in Iowa City, Iowa. She participated at the World History Conference in 2002 in Seoul, Korea as a presenter, received three Korean Society Travel Grants, an Ackerman Citizenship Award, and a Keizai Koho a Fellowship to do research in Japan. She has been a presenter for the National Council for Social Studies, University of Iowa, and the Iowa Council for Social Studies. She has also collaborated on articles concerning local and global service learning projects. Finally, she has engaged her students on projects related to Child Labor issues. Marlene Johnson holds a B.S. degree from Penn State University and a M.S. degree from the University of Pittsburgh.

A note from the authors



This module does not touch on general child labor problems. The lesson plans are designed specifically to introduce elementary school students to a specific form of child labor – hazardous child labor. If teachers are interested in learning about general child labor problems, please consult a separate handout designed specifically for teachers. See “Teaching Child Labor: Issues in the Classroom” (appendix) prepared by Robin Clark-Bennet and Jennifer Sherer for the Child Labor Research Initiative.

Though there are six lesson plans in this module, each lesson is designed with great flexibility to allow teachers to pick and choose depending on time availability. For example, some teachers may choose to use only Lesson 1 and Lesson 2 to get insights into the lives of child laborers through stories. Others may choose to combine Lesson 2 with Lesson 4 and 5 to determine the relationship between the students and the children engaged in hazardous work.

Lesson 6, which utilizes the “Academic Controversy” process is fairly rigorous and is recommended only if you have the time to teach most of the lessons in this module. This lesson is also useful for you to gauge your students’ ability to absorb most of the materials in Lessons 1-5. All handouts for this lesson can be downloaded from the Wide Angle website. A link has been provided for your convenience.

A few words on statistics

As you will discover, it is hard to find accurate statistics. We have reviewed many reports and studies to understand this issue. We encourage you to review the latest publication on child labor statistics, *Every Child Counts: New Global Estimates on Child Labour*, published in April 2002 by International Labor (ILO) Office in Geneva. This report will give you insight into the big picture of child labor as well as provide some useful statistics. We encourage you to also review the ILO’s International Program on the Elimination of Child Labor (IPEC). There is a special section dedicated to “hazardous work” at <http://www.ilo.org/public/english/standards/ipecc/index.htm>. Click on “Subject Areas” to access materials on hazardous work.

There is a real international consensus to eliminate the worst forms of child labor. To do so, there is a great need to raise awareness. We hope that this module will contribute to this global effort by educating young people about the use of children in hazardous forms of work.

Child Labor Module Series
Hazardous Child Labor

Module Overview and Goals



According to the latest report of the International Labor Organization (ILO), 246 million children between the ages of 5-17 engage in child labor. The majority of the world's 211 million working children between the ages of 5-14 are found in the Asia-Pacific region (127.3 million or 60%), Sub-Saharan Africa (48 million or 23%), Latin America and the Caribbean (17.4 million or 8%), and the Middle East and North Africa (13.4 million or 6%). The rest can be found in both transitional and developed economies. Asia has the highest total number of child workers, but Sub-Saharan Africa has the *highest proportion* of working children relative to population.

Of the 246 million working children worldwide, approximately **171 million** are estimated to engage in what can be called **hazardous child labor**.

They work under hazardous conditions in brick factories, mines, carpet-weaving centers, leather tanning shops, glass and match factories, and plantations growing products such as coffee, tea, tobacco, etc. They work as domestic servants and as scavengers. And because they work long hours under abusive conditions, they are not able to obtain the education necessary to improve their lives. Furthermore, their health is often severely damaged through years of exposure to hazardous materials and substances. Many, if they survive, are crippled, mangled, and deformed before they are able to properly mature.

The development of this module is guided by two international conventions relevant to child labor: the United Nations Convention on the Rights of the Child (CRC) and the International Labor Convention No. 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor (C-182). We recognize that there are many other international conventions that are applicable to hazardous child labor, but for purposes of these lessons, we will only refer to the two mentioned in this module.

Article 32 of the CRC states that:

“State 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”

Article 3 of C-182 states that:

For the purposes of this Convention, the term the worst forms of child labour comprises:

(a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;

(b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;

(c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
(d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children [hazardous labor].

In this module, students will be introduced to the concept of hazardous child labor through stories, posters, maps, and other audiovisual aids. They will be introduced to U.S. child labor laws as well as other efforts aimed at reducing hazardous labor.

MAJOR QUESTIONS TO BE ANSWERED

- Where does hazardous child labor exist?
- What conditions have led to the existence of hazardous child labor?
- What are some of the problems associated with hazardous child labor?
- How has physical geography played a role in hazardous child labor?
- What measures have been taken to protect children from hazardous child labor in the United States?

SELECTED CONVENTIONS THAT APPLY TO THIS MODULE ARE

- Convention on the Rights of the Child (Adopted on November 20, 1989; entered into force, September 2, 1990)
- International Labor Organization Convention No. 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor (Adopted on June 17, 1999; entered into force on November 19, 2000)

NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS

The Curriculum Standards for Social Studies referred to below were developed by a Task Force of the National Council on Social Studies (NCSS) and approved by the NCSS Board of Directors in April 1994.

V. Individuals, Groups, and Institutions

VI. Power, Authority, and Governance

IX. Global Connections

X. Civic Ideals and Practices

Child Labor Module Series

Hazardous Child Labor

LESSON 1

*Introduction to
Hazardous Child Labor
in U.S. History
and U.S. Child Labor Laws*

People around the world need to know about child labor so they can respect and help children who are treated so unfairly. Every child should experience freedom and democracy.

-Walker Minot, Hoover Elementary School of Iowa City, Iowa

LESSON 1



INTRODUCTION TO HAZARDOUS CHILD LABOR IN U.S. HISTORY AND U.S. CHILD LABOR LAWS

LESSON OVERVIEW

Child labor affects children worldwide. While certain forms of work provide many benefits, there are risks associated with hazardous work for children. For instance, a working child must sacrifice his or her childhood, health, and education for economic gains. This interdisciplinary lesson will acquaint students with the definition and realities of hazardous working conditions that existed for many children in the United States less than 100 years ago.

LESSON OBJECTIVES

Students will be able to:

- Define and provide examples of hazardous working conditions for children. Students will read a short story and view historical photographs of children who were crippled because of hazardous working conditions. Students will also review web sites pertaining to hazardous child labor
- Calculate the amount of time a child laborer spends in order to produce a simple luxury item afforded to most American children today
- Recognize the injustices against child laborers in the past
- Identify the function and impact of labor laws, declarations, agencies, and programs designed to protect children in the United States

CONCEPTS

- Hazardous working conditions
- Child labor laws

FOCUS QUESTIONS

- What is hazardous work for child laborers in the United States?
- What are examples of hazardous working conditions that once existed in our country?
- What are some of the injustices that existed for the child who lost his arm?
- How have working conditions changed for American children today?

EQUIPMENT AND MATERIALS

- Dime and nickel
- Overhead transparencies/projector and markers
- Calculator

- Hazardous working condition posters or web-site www.historyplace.com (follow the prompts to child labor in America 1908 – 1912; or go directly to: <http://www.historyplace.com/unitedstates/childlabor/index.html> or see Handout #1
- WebQuest on Child Labor Laws (See Handout #2)
- Overview of Federal Child Labor Laws at www.stopchildlabor.org or see Handout #3
- Computers and Projector if web site is used.

SUGGESTED DURATION

3-4 class periods

COURSE CONNECTIONS

Social Studies, Global Studies, History

Suggestions for Teaching the Lesson

Session 1: Hazardous working conditions

1. Hold up a dime and a nickel: Ask the students what kind of work or how much work they would do for fifteen cents. Give them time to respond.
2. Ask the students to raise their left hand if they are willing to sacrifice their right hand for this money.....wait.....
3. Hold up the 1910 poster of the boy missing his right arm and say, “I know a six year old boy who did.”
4. Read the caption on the bottom of the poster and pass it around.
5. Turn on the overhead and ask the students to define ‘Hazardous Work.’”
6. Ask for examples of hazardous working conditions. Write them on the overhead as the students offer examples.

HAZARDOUS EMPLOYMENT: DEFINED BY THE FAIR LABOR STANDARDS ACT (FLSA)

Jobs involving the following activities or machines are prohibited for people under the age of 18:

1. Manufacturing or storing explosives
2. Driving a motor vehicle and being an outside helper on a motor vehicle
3. Coal mining
4. Logging and sawmilling
5. Power-driven wood-working machines
6. Exposure to radioactive substances and to ionizing radiations
7. Power-driven hoisting equipment
8. Power-driven metal-forming, punching, and shearing machines
9. Mining, other than coal mining
10. Meat packing or processing (including power-driven meat slicing machines)

11. Operation of bakery machines
 12. Operation of paper-products machines
 13. Manufacturing brick, tile, and related products
 14. Power-driven circular saws, band saws, and guillotine shears
 15. Wrecking, demolition, and ship-breaking operations
 16. Roofing operations
 17. Excavation operations
7. If you are not using the child labor website, read the next 6 posters of hazardous child labor. Pass them around. (We strongly recommend the www.historyplace.com website to explore dozens of photographs of child labor in America. Have students choose pictures to share with the class that represent good examples of hazardous child labor. Pass around the website response sheet for them to document the photograph they chose to illustrate hazardous child labor. (Handout #1)
 8. Return to the overhead. Review the initial definition of hazardous work. Expand the examples of hazardous working conditions. (Machine accidents, contagious disease, noise, air pollution, late nights on streets, exhaustion (20-40 hour shifts, nature of labor), carpal tunnel syndrome, toxins, coal mines, fire, furnaces and other heat sources...etc. Have students share the examples that they generated in their web search to expand the list.

Session 2: Salary Calculations

1. Randomly select a student and ask, "What is your favorite possession? How much did it cost?" (e.g. soccer ball)
2. Calculate with the class the number of work hours it would take the six-year-old boy to buy a soccer ball earning 15 cents an hour.
3. Once the students have computed the hours, exclaim, "But wait! This boy has only one arm. He is 1/2 as efficient. His boss cut his salary by 5 cents. Now how many hours does it take to earn this soccer ball earning 10 cents an hour?"
4. Once the students compute the number of hours with the adjusted wage, exclaim, "But wait! When our little friend lost his arm, he had to go to the hospital for two days. The medical attention cost him \$100.00. The employer did not pay for it, even though the accident occurred on the job. The boy had to pay for it. Calculate the number of hours it will take the boy to pay for the hospital bill. Add this to the total number of hours he must work to buy the soccer ball making 10 cents an hour.
5. Once the students have determined the total number of working hours at ten cents an hour including the hospital bill, have them translate the number of hours into days, weeks, months and years of uninterrupted work for a common modern possession.
6. Translate this to the students' lives. For example, calculate the number of days and nights they would have to sit in class if they were paid students. Explain that this means uninterrupted months of class time without breaks, meal times, sleep, or vacation.

Session 3: Labor laws

1. Tell the students that there is good news and bad news.
2. Compare the working conditions today against those of the six-year-old boy in 1910.

3. Ask: “What led to this difference?”
4. The good news is that we have labor laws in the United States. Hand out a worksheet (or website) describing labor laws, institutions and programs that have improved working conditions in the U.S. for children and adults alike. (Handout #3)
5. Distribute a web quest response sheet for students to complete using the information provided (Handout #2).
6. Talk about Occupational Safety and Health Act and other laws that were intended to eliminate hazardous working conditions for children in the U.S.

EVALUATION

Have students respond in an oral or written format to the following questions:

1. Could the students define hazardous working conditions?
2. Did the students relate to the injustices perpetrated against the 6-year-old boy?
3. Were the students aware of the labor laws protecting children in America from hazardous working conditions today?
4. Did the students expand the list of hazardous working conditions after reviewing the posters of children working in early America? Did they revise the definition of hazardous work?
5. Could the students calculate the number of hours an early American child would have to work to earn a common luxury today?
6. Did they acknowledge that it was wrong that the child’s salary was reduced as a result of his injury, which occurred on the job?
7. Did they acknowledge that the employer should bear the medical expenses for injuries that occur on the job?
8. Could the students respond to the questions outlined on the labor laws and programs matching worksheet?
9. Have students write their reactions to the lesson. They can either choose to write an essay or a poem.

Suggestions for Extending the Lesson

This lesson can be extended as part of a series of lessons.

- Students could also read: *Cheap Raw Material* (see bibliography).
- Have students draft a ‘help wanted’ ad for a child labor position in 1900.
- Interview a senior citizen about his/her first job, salary and working conditions.

Student Assignment on Hazardous Child Labor

INSTRUCTIONS

1. Log onto the internet
2. Enter www.historyplace.com
3. Scroll down to “20th Century Topics”
4. Click on the first bullet: Child Labor in America 1908 – 1912
5. Check the page. Read headers to see what types of industry employed child labor.
6. Click on pictures to enlarge them.
7. Research a hazardous work condition. Write the story and hazardous conditions on the back of this sheet.
8. If you finish early, you may continue to look at the photographs.

Student Name: _____

The picture that I want to share about is:

The working conditions were hazardous because:

Child Hazardous Labor Laws
Web Quest Search

Name: _____

- 1) What is the minimum age of employment for non-agricultural workers?
- 2) What are the maximum hours of employment for young workers?
- 3) What is the federal minimum wage?
- 4) Which federal act regulates child labor?
- 5) List 10 hazardous forms of work prohibited by this law:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

- 6) Which federal department implements this law?

An Overview of Federal Child Labor Laws

The Fair Labor Standards Act (FLSA) establishes standards regarding minimum wage, overtime pay, record keeping, and child labor. The FLSA standards affect full-time and part-time workers in the private sector and in federal, state, and local governments.

The FLSA's child labor provisions are designed to protect the educational opportunities of minors and prohibit their employment in jobs and under conditions detrimental to their health or well-being.

Non-Agricultural Employment

Minimum Age for Employment:

The minimum age for employment in the United States is 14 years old. There are some exceptions such as newspaper delivery; performing in radio, television, movie, or theatrical productions; and work for parents in independently owned non-farm business (except in manufacturing or in hazardous jobs).

Hours of Employment:

- 14- and 15-year-olds may be employed outside of school hours for a maximum of 3 hours per day and 18 hours per week when school is in session and a maximum of 8 hours per day and 40 hours per week when school is not in session. This age group is prohibited from working before 7 a.m. and after 7 p.m., except during summers when they may work until 9 p.m. (from June 1 through Labor Day).
- 16- and 17-year olds may be employed for unlimited hours. There are no federal laws restricting the number of hours of work per day or per week.

Hazardous Employment

Jobs involving the following activities or machines are prohibited for people under the age of 18:

1. Manufacturing or storing explosives
2. Driving a motor vehicle and being an outside helper on a motor vehicle
3. Coal mining
4. Logging and sawmilling
5. Power-driven wood-working machines
6. Exposure to radioactive substances and to ionizing radiations
7. Power-driven hoisting equipment
8. Power-driven metal-forming, punching, and shearing machines
9. Mining, other than coal mining
10. Power-driven meat-processing machines, slaughtering, meat packing or processing
11. Operation of bakery machines
12. Operation of paper-products machines

13. Manufacturing brick, tile, and related products
14. Power-driven circular saws, band saws, and guillotine shears
15. Wrecking, demolition, and ship-breaking operations
16. Roofing operations
17. Excavation operations

There are additional prohibited occupations for 14- and 15-year-olds. Check with the U.S. Department of Labor for more information.

Agricultural Employment

Minimum Age for Employment:

- **10- and 11-year-olds may perform jobs on farms owned or operated by parent(s), or with a parent's written consent, outside of school hours in non-hazardous jobs on farms not covered by minimum wage requirements.**
- **12- and 13-year-olds may work outside of school hours in non-hazardous jobs, either with a parent's written consent or on the same farm as the parent(s).**
- 14- and 15-year-olds may perform any non-hazardous farm job outside of school hours.
- 16-year-olds and older may perform any farm job, whether hazardous or not, for unlimited hours.

Hours of Employment

Youth under the age of 16 are restricted from employment during school hours.

Hazardous Employment

Youth under the age of 16 are prohibited from certain occupations and activities that the U.S. Secretary of Labor has determined to be hazardous. Contact the U.S. Department of Labor for more information.

Family Farms

The above restrictions do not apply to youth who are employed by their parents on a farm owned or operated by their parents.

Wages

The federal minimum wage is \$5.15 per hour. Overtime pay at a rate of not less than one and one-half times their regular rates of pay is required after 40 hours of work in a workweek (except in some agricultural employment).

Youth Minimum Wage

A minimum wage of not less than \$4.25 an hour is permitted for employees under 20 years of age during their first 90 consecutive calendar days of employment with an employer. Employers are prohibited from taking any action to displace employees in order to hire employees at the

youth minimum wage. Also prohibited are partial displacements such as reducing employees' hours, wages, or employment benefits.

Subminimum Wage Provisions

The FLSA provides for the employment of certain individuals at wage rates below the statutory minimum. Such individuals include student-learners (vocational education students). Such employment is permitted only under certificates issued by the U.S. Department of Labor's Wage and Hour Division.

A Note on Federal and State Child Labor Laws

Most states have child labor laws. A few states rely solely on the federal laws found in the FLSA. State child labor laws may be more restrictive or less restrictive than the federal child labor laws (FLSA). In other words, states may have different minimum ages for employment, different hours of work restrictions, and additional occupations identified as hazardous.

If the employment falls under FLSA jurisdiction, then both federal and state laws apply--and the most restrictive law (whether it is the state or the federal) is followed.

Note: For Questions About Federal Child Labor Laws, visit the U.S. Department of Labor's Web site, or contact DOL's Wage and Hour Division and ask to speak to the Child Labor Contact. For section on Child Labor Provisions, you can visit: <http://www.dol.gov/esa/regs/compliance/whd/hrg.htm#9>.

CONTACT INFORMATION FOR STATE CHILD LABOR LAWS:

Call Philadelphia at (215) 597-4950 if you live in these states: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, Virginia, West Virginia.

Call Atlanta at (404) 562-2201 if you live in these states: Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Kentucky, Tennessee.

Call Chicago at (312) 353-8667 if you live in these states: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, Wisconsin.

Call Dallas at (214) 767-6895 (extension 227) if you live in these states: Arkansas, Colorado, Louisiana, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, Wyoming.

Call Kansas City at (816) 426-5386 if you live in these states: Iowa, Kansas, Missouri, Nebraska.

Call San Francisco at (415) 975-4562 if you live in these states: Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington.

Child Labor Coalition, c/o National Consumers League, 1701 K St., NW, #1200, Washington, DC 20006; Phone 202-835-3323; Fax 202-835-0747.

ADDITIONAL RESOURCES FOR TEACHERS

WEBSITES

The History Place. 1998. *Child Labor in America 1908-1912: Photographs of Lewis W. Hine*.
The History Place. <http://www.historyplace.com/unitedstates/childlabor/index.html>.
Photographs of American child laborers.

National Consumers League. *Clocking in for Trouble: Teens and Unsafe Work*.
<http://www.nclnet.org/childlabor/jobreport.htm>.
Contains an overview of federal child labor laws.

Borisovets, Natalie. *American Labor History Resources*. Rutgers University Library. <http://newark.rutgers.edu/~natalieb/laborhis.htm>.

International Institute of Social History. WWW Virtual Library: Labour History. <http://www.iisg.nl/~w3vl/>.
History of labor laws.

US Department of Labor. 1984. Employment Standards Administration Wage and Hour Division. *Child Labor Requirements in Agriculture Under the Fair Labor Standards Act*.
Child Labor Bulletin No. 102. <http://www.abe.iastate.edu/safety/pdf/clb102/pdf>.
Children in agriculture.

Child Labor Coalition. *Child Labor Around the World*. <http://www.stopchildlabor.org/internationalchildlabor/claroundworld.htm>.

The National Labor Committee. *End Child Labor and Sweatshop Abuses*. <http://gbgm-umc.org/umw/endchild.html>.

Yahoo Search Directory
http://dir.yahoo.com/Society_and_Culture/Cultures_and_Groups/Children/Child_Labor/.
Child labor.

Unite Here. *Apparel and Textile Workers*. <http://www.unitehere.org/about/apparel.asp?offset=3>.
Vietnam Labor Watch. *Boycott Nike*. <http://www.saigon.com/~nike.index.htm>
Sweatshop Watch. *The Garment Industry*. <http://www.sweatshopwatch.org/>.
Sweatshops—Textile and Garment Workers

Activists' Center for Training in Organizing and Networking. *Corporate Accountability Project*.
<http://www.corporations.org/>.
Corporate responsibility site.

POSTERS

Documentary Photo Aids. *Child Labor*. Mount Dora, FL. n.d.
Available at the University of Iowa Curriculum Laboratory (331.3C536).
Jackdaw Photo Collection. 1997. *Child Labor: The Shame of the Nation..* Amawalk, NY:
Jackdaw Publications. ISBN: 1-56696-156-4
Available at the University of Iowa Curriculum Lab (331.3C53ba).

VIDEO

Free to be Kids: Democracy in Action. 15 min. Produced by Silver Burdett & Ginn. 1991.
ISBN 0-382--20801-3.
This 15-minute video contrasts child laborers today against child labor 90 years ago in the United States. It reveals the miserable conditions under which child laborers worked. It also addresses the reforms made in labor laws and the struggle to achieve them.
Ordering instructions:
Silver Burdett & Ginn Customer Service Center; PO Box 2649; 4350 Equity Drive
Columbus, OH 43216 1-800-848-9500

Stolen Childhoods. 85 min. Produced and directed by Len Morris. Galen Films and Romano Productions: 2003. <http://www.stolenchildhoods.org>

BOOKS

Bethell, Jean. 1980. *Three Cheers for Mother Goose*. Holt, Rinehart, and Winston: New York.
ISBN: 0-03-054831-4

Campbell Bartoletti, Susan. 1996. *Growing up in Coal Country*. Houghton Mifflin: New York.
ISBN: 0-395-77847-6
This book gathers the voice of the people of Coal country who lived and worked in northeastern PA in the late 1800s and early 1900s. Bartoletti has also provided a detailed and expert account of the process of mining coal.

Gourley, Catherine. 1999. *Good Girl Work*. The Millbrook Press: Brookfield, CT.
ISBN: 0-7613-0951-9

McCully, Emily Arnold. 1996. *The Bobbin Girl*. Penguin. New York.
ISBN: 0-8037-1828-4.

Meltzer, Milton. 1994. *Cheap Raw Material*. Penguin Group. New York.
ISBN: 0-670-83128-X
This 150 page book covers 14 chapters. Chapter titles: Children have always worked; Bargains Black and White; The Cheapest Raw Material; No Flowers Anywhere; Mills, Mines and

Sweatshops; The Most Beautiful Sight is the Child at Labor; Did Anyone Care?; Fast Food – High Abuse; If They Can Get Away With It; I Looked Up, and My Leg Wasn't There; Work—Or Education; All Around the World; Can Something Be Done?; What You Need to Know About Teenage Jobs.

Tucker, Terry Ward. 1998. *Moonlight and Mill Whistles*. Summerhouse Press: Columbia, SC.
ISBN: 1-887714-32-4

TEACHER'S UNIT

West, Jean M. (ed.). *Child Labor in America: Teaching With Primary Sources Series*.

Peterborough NH: Cobblestone Publishing. ISBN: 0-942389-23-9.

Cobblestone Publishing; 7 School Street; Peterborough, NH 03458

Contains 50 photographs, letters and testimonies of child laborers, and 13 activities for students

Child Labor Module Series

Hazardous Child Labor

LESSON 2

***Geography of
Hazardous Child Labor***

Every child deserves a reason to laugh. Child laborers live and work in such poor conditions that their lips would probably crack if they smiled.

- Zoe Grueskin, Hoover Elementary School of Iowa City, Iowa

LESSON 2



Geography of Hazardous Child Labor

LESSON OVERVIEW

Article 32 of the UN Convention on the Rights of the Child (CRC) states that:

State 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.

The CRC is the most universally *ratified* human rights convention in the world. Once a nation ratifies a convention, it becomes a "State Party" to the treaty and is legally bound to uphold the provisions in the treaty. Therefore, all State Parties to the CRC are legally bound to all provisions in the CRC. In the United States, ratification requires two-thirds vote from the U.S. Senate. The U.S., along with Somalia, has not ratified the CRC.

To further aid in the fight against hazardous child labor, the International Labor Conference adopted the International Labor Organization (ILO) Convention No. 182, commonly known as the Convention on the Worst Forms of Child Labor or C182. As of February 13, 2004, 147 countries have ratified C182. Article 3 of C182 identifies four types of the worst forms of child labor. In this module, we are primarily concerned with Article 3(d) which identifies "*work which, by its nature or the circumstances in which it is carried out, is likely to harm the safety or morals of children.*" This is commonly known as "hazardous work" and is considered to be one of the worst forms of child labor.

Examples of hazardous occupations include mining, brick-making, agricultural work, carpet weaving, construction work, tannery, deep-sea fishing, glass factories, matches and firework factories, scavenging, slate making, domestic work, working on plantations such as tobacco, etc. It is important to note that while C-182 prohibits hazardous child labor work, it is up to each government to define what constitutes hazardous work.

While we have an idea of what kind of work is considered to be hazardous, we face an immense challenge of capturing the scope and magnitude of the problem. The ILO, in its 2000 estimate, found that approximately 171 million children between the ages of 5-17 are found in hazardous occupations. These are the children laboring in the types of occupations noted in this lesson. Therefore, this lesson aims to introduce school children to different forms of hazardous work and ask them to analyze the impact such work has on the life of a child.

LESSON OBJECTIVES

Students will be able to:

- gain insight into the global scope of hazardous labor
- identify types of hazardous occupation through stories and excerpts from books or articles
- identify countries where hazardous labor exists by using world maps and atlases
- gain insights into the physical and emotional impacts hazardous work has on child laborers
- identify some factors that contribute to the existence of hazardous child labor

CONCEPTS

- Hazardous child labor
- Poverty
- Developing World

FOCUS QUESTIONS

- What does hazardous work mean to you?
- Where do you think hazardous child labor exists?
- Why do you think the type of work described by the children in the stories is considered to be hazardous?
- What are some of the consequences of children trapped in hazardous work?

EQUIPMENT AND MATERIALS NEEDED

- Handout #1 (Stories #1-8)
- Blank world map
- Colored pencils
- Class set of atlases
- Access to internet for further student research
- List of selected countries where hazardous child labor is found

SUGGESTED DURATION

1-2 class periods

COURSE CONNECTIONS

Geography, Social Studies, Global Studies

SUGGESTIONS FOR TEACHING THE LESSON

Have students break up into 5 groups of 4-5 students. Pass one child labor story to each group and ask them to read it individually.

Ask each group to select a group leader.

After each group finishes reading each story, ask them to jot down 3-5 reasons why they consider this work to be hazardous and list some of the consequences of such hazardous work.

Have them color the map of the country of where the child laborer works.

Instruct students to research on the internet to find out if the same kind of hazardous work occurs in other continents. Provide websites (or provide hard copies of short research articles on each topic) where students can access stories and research materials about the same kind of work in different parts of the world.

Have them color code those countries where they find the same form of hazardous work. It need not be exhaustive. The goal is to illustrate that similar kinds of hazardous work can exist in different countries on different continents.

At the end of the session, invite each group leader to share the story of their group. Have them describe the conditions that the child worker endures, and describe the country where this hazardous child labor exists.

EVALUATION

Evaluation of students will be based on how accurately they locate countries using the provided list and atlas and whether they were able to identify the hazards of each occupation the stories provided. A follow-up evaluation can be based on students' abilities to identify on an unlabeled map ten countries in which hazardous child labor exist in different continents.

Suggestion: For extra credit, offer students the opportunity to write a poem reacting to the stories they have read in this lesson. Teacher may wish to submit the best poem to an organization working on child labor to publish on their website.

SUGGESTIONS FOR EXTENDING THE LESSON

For an activity that “extends the lesson” activity, introduce the satellite picture “Earth at Night,” displaying the correlation between availability of electricity and economic development.

http://antwarp.gsfc.nasa.gov/apod/image/0011/earthlights_dmsp_big.jpg

Put up the list of countries where the most hazardous forms of child labor exist based on the exercises. Use the satellite image of the “Earth at Night” to establish a correlation between countries that have few lights (lack of electricity indicates poverty). According to the astronomer’s explanation of “Earth at Night,” light and darkness display the stark contrast between developed and underdeveloped nations. “Human-made lights highlight particularly developed or populated areas of the earth’s surface, including the seaboard of Europe, the eastern United States, and Japan. Particularly dark areas include the central parts of South America, Africa, Asia and Australia.” The image of “Earth at Night” provides a visual representation of the world that can be used to discuss the relationship between the existence of poverty and the existence of the most hazardous forms of child labor in a given country.

The astronomer’s explanation of “Earth at Night” can be found at:

<http://antwarp.gsfc.nasa.gov/apod/ap001127.html>.

Explore other variables consistent with this pattern (literacy, per capita income, infant mortality). Relate these concepts back to child labor. Through group discussion, explore the impact that child labor may have on a country.

Scavenging in Nepal

Pramila's Story

Pramilla lives in Kathmandu, Nepal. She grew up in the slums and began scavenging trash for money. She tells what her life was like.

My father walked out on my mother two months before I was born. When I was not even two, we were thrown out of the house because my mother could not pay the rent. I started working when I was six. I learned to scavenge from the ragpicker boys who came to the riverbank to look for pieces of plastic. I had to fend for myself. My mother went without food or she would just have some tea. Only in the evenings could we eat rice, but not always. So I had to buy food out of my own earnings. I woke up with the sun and went to scavenge.

There is only one incident that happened to me those days that I will never forget. One day, I went before dawn to Soaltee Lane to look for empty beer cans, bottles, and food in the garbage containers that had been thrown away by the nearby Hotel Soaltee Oberoi. I climbed into the container and searched for things I had come for. I was disappointed when I could not find anything. When I jumped down in haste, I stepped on a broken piece of glass. I slashed my left foot badly as I was not wearing any slippers. When I stared at my foot with the blood gushing out, I felt nauseous. I sat down, and out of fear and pain, I began to cry. I tried to tear off a piece of cloth to bind the cut, but the skirt I was wearing was of old polyester and would not tear. I tried to stop the blood but it just gushed from in between my fingers. I felt so helpless and I thought I was dying.

It was just about morning, and some people were passing by. A man stopped and gave me a note of 2 rupees. "Go get medicine for yourself," he said. The sight of the money made me realize how hungry I was. I had not eaten anything the night before. I stood up. I put a piece of newspaper over my bleeding foot and walked to a shop on my toe. I bought a cup of tea for myself. I did not go to the medical shop because I felt the hunger more than the pain.

Source:

Parker, David L. 1998. *Stolen Dreams: Portraits of Working Children*. Minneapolis: Lerner Publications Co. .

Domestic Servitude in Haiti

A Day in the Life of Seven Year-Old Marie

Marie is a “restavek” – Creole for rester avec – the local term for a type of child domestic found all over the world, one who has been handed over by a poor rural family to live with and provide domestic “help” for a usually urban, wealthier family.

She gets up at five in the morning and begins her day by fetching water from a nearby well... She prepares breakfast and serves it to the members of the household. Then she walks the family’s five-year-old son to school; later, at noon, she brings him home and change the clothes.

Next, she helps prepare and serve the family’s lunch before returning the boy to school. In between meal times, she must buy food in the market and run errands, tend the charcoal fire, sweep the yard, wash clothes and dishes, clean the kitchen, and – at least once a day – wash her female boss’s feet.

She is given leftovers or cornmeal to eat, has ragged clothes and no shoes and sleeps outdoors or on the floor.

She is not allowed to bathe in the water she brings to the household.

She is regularly beaten with a leather strap if she is slow to respond to a request or is considered disrespectful.

Needless to say, she is not allowed to attend school.

Source:

UNICEF. *The State of the World’s Children 1997*. (Oxford: Oxford University Press, 1997), 32.

Needle Sorter in India

Muniannal

The young girl was alone. We asked if we could come in and talk with her. She nodded. We approached her, only to draw back slightly in astonishment. Before her lay a heap of used syringes.

Even though I was seeing it with my own eyes, it was difficult to believe. The girl, no older than eight, was pulling apart the syringes and depositing the parts into three separate bins. She wore nothing on her feet, and no protection of any kind on her arms.

“The outer plastic part goes there,” she said, pointing to one bin, “the inner plunger here, and the needle tip in that one.”

Her name was Muniannal. Her little hands picked up the syringes one at a time and went about the job of separating them, as if it were the most natural thing in the world to be doing. She wore a pretty yellow-and-purple dress and bangles about her wrist; her black hair was tied back with colorful ribbon. She looked as if she should have been going to a birthday party.

“Where did these come from?” I asked. “From the hospitals, the streets, garbage,” the translator told me. “The parts are resold.”

Using a pen, I pushed some of the syringes around and saw that many still had their metal tips in place. They were all dirty, many with dried blood caked to the insides.

Yet the girl was handling them so mechanically that sometimes she didn’t even look at the syringes as she pulled them apart. As I raised one of my feet, I realized that the floor felt tacky. It was covered with a build-up of medical waste from the hundreds, more likely thousands, of syringes the girl had separated there.

Once the bins were full, she stood up and carried them to the other spot. She paid little heed to where she walked. I cringed to see her step on syringes with her bare feet.

“This is very dangerous,” I said to her, almost pleading with her to stop what she was doing. “Are you careful not to cut yourself with the needles?” She was shy and slow to answer, perhaps still wondering why this group of people, one with a camera, was so interested in her.

“Sometimes, I cut myself,” she said, her voice a bare whisper. She did not know her exact age. She had attended school, but stopped going because of the poverty in her family. She worked eleven hours a day and was paid less than two cents per hour.

Source:

Craig Kielburger, *Free the Children: A Young Man’s Personal Crusade Against Child Labor* (New York: Harper Collins, 1998), 239-241.

Background Note: Craig Kielburger is the founder of a children’s rights organization headquartered in Canada, with chapters all over the world. In 1995, Craig traveled throughout Asia to speak with child laborers. In this excerpt from *Free the Children* he is in Madras, India where he met Muniannal.

A Typical Working Child on Tobacco Plantations in Tanzania

Samson

Samson (not his real name) is a 15 year-old boy working on a tobacco plantation in Urambo. He moved to Urambo from Kigoma with his parents. Like his brothers and sisters, he started working on the plantation when he was nine years old, during holidays and on weekends, to pay for his school fees. He has since completed his primary education and now works full-time.

Samson works 10-12 hours a day, felling trees and weeding to clear fields for cultivation; transplanting tobacco seedlings and tending the farms; and plucking and curing leaves. He is paid weekly and he uses his income to purchase personal effects and gives the rest to his parents for food and basic household items.

Samson works barefoot and thorns often prick him. He complains of back pain especially after carrying bags of tobacco leaves to the weighing station five kilometers away. There is no safe drinking water on the plantation and Samson and his friends frequently suffer from diarrhea and typhoid. All medical expense are deducted from his salary. He looks anaemic and has several burn scars on his arms.

Source:

A. Masudi, A. Ishumi, F. Mbeo, W. Sambo, *Children Working in Commercial Agriculture – Tobacco: A Rapid Assessment* (Geneva: ILO-IPEC, 2001), vii.

Voices of Child Laborers from Ecuador's Banana Plantations

Humberto Rojas, a fourteen-year-old boy who began as a banana worker at age thirteen, explained, "Sometimes I spray pesticides with the tank in the packing plant. It [the tank] has a hose. I don't [wear] protective equipment. No gloves, no mask." He continued, stating that there was "no orientation. They teach you how to use the tank, [but] only how to use the tank. Nothing about protection."

Similarly, **Armando Heredia**, an eleven-year old boy, explained that he applied fungicides in a packing plant on plantation San Miguel in the canton of Naranjal, approximately fifty miles south of Guayaquil in Southern Guayas province, and that "they don't give you masks...Lately, my gloves were damaged, and I began to apply the pesticides with my hands. My dad [had] bought me my gloves. There they don't give them to you."

A number of children described feeling ill after direct exposure to the chemicals applied to the bananas in the packing plants. **Ricard Leiva**, a twelve-year-old, told Human Rights Watch that when he was eleven, working on a plantation he called "Paladines" in the canton of Balao, "I got sick...I had a headache, fever, [and] cough. I was applying pesticides in the packing plant. The liquid got on my face. I didn't say anything to my boss. I kept on working." Leiva later added, "I never wear gloves. I don't wear anything. They don't give you equipment."

Teresa Rivera, a seventeen-year old girl stated that for a short time...she applied fungicides in a packing plant on Balao Chico, wearing an apron, gloves, and mask, but that "when I applied the pesticides, my head hurt. That's why I left there.

Marcos Santos, a twelve-year old boy, explained that he became sick simply from working near pesticide application occurring in a packing plant on Guabital. He explained that, when he was eleven, he was working near pesticide application and "twice I got sick...I vomited. I had a headache. Both times, I went home. The first time I told the boss...He said, "Wash your face. Wash your hands. Go home."

Source:

Human Rights Watch, *Tainted Harvest: Child Labor and Obstacles to Organizing in Ecuador's Banana Plantations* (New York: Human Rights Watch, 2002), 31-32.

Background Note:

Human Rights Watch interviewed forty-five children on banana plantations in Ecuador during a fact-finding mission in May 2001. In the above excerpt from the report they published children describe their exposure to pesticides on these banana plantations.

Leather Factory Worker in Thailand

Jitti Tumrin

Jitti Tumrin, 13, arrived in Bangkok, Thailand, from his northern village a few months ago to work in a leather factory. From the day he arrived, Jitti has worked 11 to 14-hour days, with two days off every month. His job is to glue pre-cut pieces of leather together. For his efforts, he receives \$45 a month, \$16 of which goes to a middleman.

While the glue fumes give him headaches and he dislikes the work, Jitti seems to have resigned himself to his fate. Although laws exist to protect him from this kind of exploitation, he is not aware of them.

"I don't know what else to do," he says in his native Thai. Knowing how his parents depend on his earnings, he says, "I cannot disappoint them and tell them the truth: that I am very unhappy."

Source:

World Vision Canada, *Childview*, February-March, 1995, available at:
http://www.freethechildren.org/youthinaction/child_labour_personal_stories.htm.

Brick maker in Pakistan

Ashique - brick maker - 11 years-old

Ashique works in a brick kiln at Lahore, Pakistan. He has been working there for six years, along with his father and three brothers. His family is now bonded because they took a loan of (P)Rs.2000 (US\$94.50) 2 years ago. They had to take the loan for the dowry for his elder sister's marriage.

"I work everyday except Sunday. My father, 3 brothers and myself are paid together a sum of (P)Rs.30 (US\$1.4) per 1,000 bricks. We can make approximately 2,500 - 3,000 bricks in a day. But during the monsoon we cannot produce the same amount.

Our wage is cut by 50% for loan repayments. We do not understand the loan interest which seems to be always increasing. Now the loan has gone up to RS.5000(US\$237). I work very hard from 2a.m. to 6-7p.m. in the evening and get only one 1/2 hour break from 8 to 8:30 a.m., for a meal. There are 30 - 35 families working in the brick kiln."

Ashique was sent to school for 3 months by his father, but the owner removed him and put him back to work. His father was punished because of the matter. Ashique liked going to school. He said he wanted freedom and wants to leave his place of work.

Source:

World Vision Canada, *Childview*, February-March, 1995, available at:
http://www.freethechildren.org/youthinaction/child_labour_personal_stories.htm.

The Hazards of Herding Sheep

Uttungamma

(Spokesperson for 823 working children from six villages, Karnatak, India, 2001)

We take 500 sheep to a distance of 10-15 kilometres for rearing. We walk a long distance and work in the sun. It is difficult to bear scorching heat. We carry drinking water from home. We may not find fodder for the sheep in the field. We have to climb trees and cut the leaves for the sheep. We are prone to health problems like headaches and burning eyes, hand and legs. It causes heatstroke. We have to stop the sheep from straying. It is dangerous for us and the sheep if a jackal attacks.

Sometimes we have to spend the night with the sheep in the field. We don't get food or sleep if we stay there overnight. We have to make temporary shelters, which we have shift every day. If there is an emergency we don't have any support. We cannot play or rest. If it rains we have to take the sheep home. Generally when it doesn't rain we take the sheep out for three days at a time. Girls face a lot of problems while herding sheep. Boys cause problems in the field for girls.

Source:

International Labor Organization (ILO), *A Future Without Child Labor: Global Report Under the Follow-up to the ILO Declaration on Fundamental Principles and Rights at Work for the ILC's 90th Session 2002*. (Geneva: ILO, 2002), 25.

SELECTED RESOURCES ON HAZARDOUS CHILD LABOR

BOOKS/REPORTS

UNICEF. 1997. *State of the World's Children*. Oxford: Oxford University Press.
Provides useful introduction to various forms of hazardous child labor (see pp. 32-44).

Kielburger, Craig. 1998. *Free the Children: A Young Man's Personal Crusade Against Child Labor*. New York: Harper Collins.

Craig Kielburger traveled through 5 Asian countries when he was 12 years old. Through his travel, he and spoke with children working in various forms of hazardous child labor. This is an excellent introduction from a young man's perspective.

Human Rights Watch. 2002. *Tainted Harvest: Child Labor and Obstacles to Organizing in Ecuador's Banana Plantations*. New York: Human Rights Watch.

This short report provides useful insights into the hazardous conditions children are exposed to during the process of harvesting and packing bananas in Ecuador (see pp. 20-56, which focus specifically on child labor).

International Labor Organization (ILO). 2001. *Children Working in Commercial Agriculture (Tanzania)—Tobacco, 2001-2002 : A Rapid Assessment Questionnaire*.

Available at: <http://www.ilo.org/public/english/standards/ipecc/simpoc/question/ra.htm>. This is a good resource for understanding working and living conditions of child laborers on the tobacco plantations of Tanzania.

International Labor Organization (ILO). 2002. *A Future Without Child Labor: Global Report Under the Follow-up to the ILO Declaration on Fundamental Principles and Rights at Work for the ILC's 90th Session 2002*. Geneva: ILO.

U.S. Department of Labor (DOL). 2002. *Advancing the Campaign Against Child Labor*.

DOL. Available at: <http://www.dol.gov/ILAB/programs/iclp/main.htm>.

This report has useful profiles on the worst forms of child labor, including hazardous work, of 33 countries around the world. Teachers can request a copy and it is also available online at the US-DOL website:

U.S. Department of Labor (DOL). 2001. *Findings on the Worst Forms of Child Labor*.

DOL.

This report has useful profiles of 124 countries and 14 Territories. Great resource for getting to know the situation of each country. Teachers can request a copy and it is also available online at the US-DOL website: <http://www.dol.gov/ILAB/programs/iclp/main.htm>.

WEBSITES

Fields of Hope

<http://www.fieldsofhope.org/day/>

Great resources on types of child labor and different stories. Also contains teacher's guide and other valuable resources

Publications and Resources on Hazardous Work:

International Labor Organization - International Program on the Elimination of Child Labor (ILO-IPEC). "Hazardous Work." <http://ilo.org/public/english/standards/ipec/simpoc/index.htm>.

International Labor Organization, World Bank Group, UNICEF. *Understanding*

Children's Work: An Inter-Agency Research Co-operation Project on Child Labour.

<http://www.ucw-project.org/index.html>.

This website has some information in relation to specific country statistics. There are maps with specific information about countries that have ratified the ILO Convention 182.

US Department of Labor. <http://www.dol.gov/dol/ilab/public/programs/iclp/TDAnotice.htm>.

Child Labor Module Series

Hazardous Child Labor

LESSON 3

***Comparing Economies of Countries Where
Hazardous Child Labor Persists***

Children should be taught about child labor because when they grow up they won't know what the real world is like. When they grow up and still don't know about it, they won't make a difference.

- Chris Owen, Hoover Elementary School, Iowa City, Iowa

LESSON 3



Comparing Economies of Countries Where Hazardous Child Labor Persists

LESSON OVERVIEW

According to UNICEF's 1997 *State of the World Children* report, "[t]he most powerful force driving children into hazardous, debilitating labor is the exploitation of poverty. Where society is characterized by poverty and inequity, the incidence of child labour is likely to increase, as does the risk that it is exploitative" (p. 27).

Poverty is indeed the most prominent explanation of persistent child labor. There is a consensus that it perpetuates the problem. However, child labor also perpetuates the cycle of poverty. While it is a prominent explanation, it is not the only cause of hazardous child labor. Many other factors also contribute to this worldwide problem: lack of education and alternatives, traditional values and expectations, HIV/AIDS, natural disasters where entire families and communities are destroyed, gender biases, etc.

In this lesson, students will gain greater insight into the hazardous child labor by learning and comparing economies of different countries. Through the exercises in these lessons, they will also understand factors that contribute to poverty and its implications for higher incidence of child labor. Students will select and be assigned several indicators to research, chart, and analyze information to gain a better understanding of the relationship between poverty and child labor.

LESSON OBJECTIVES

Students will be able to:

- Develop a set of ten indicators they can use to compare and contrast economies across cultures and regions
- Compare approximately twenty different countries by collecting and using data on the ten indicators
- Describe three patterns by analyzing their data
- Develop generalizations to explain the relationship between poverty and child labor

CONCEPTS

- Poverty
- Child Labor
- Gross National Product (GNP)
- Gross Domestic Product (GDP)

FOCUS QUESTIONS

- What are some common denominators between countries where hazardous child labor exists?
- What economic conditions might have led to hazardous child labor?
- Does physical geography contribute to the existence of hazardous child labor?
- How do you evaluate economic conditions in a country?

EQUIPMENT AND MATERIALS NEEDED

- Class set of almanacs
- CIA FACT File <http://www.cia.gov/cia/publications/factbook/>
- Poster Board or Newsprint paper with dimensions around 24" X 32"
- Markers
- List of selected countries where hazardous child labor exists

SUGGESTED DURATION

3-4 class periods

COURSE CONNECTIONS

Geography, Economics

SUGGESTIONS FOR TEACHING THE LESSON

1. Brainstorm with students the factors that distinguish countries with high incidence of hazardous child labor from countries with low rates of hazardous child labor.
2. Describe the economic variables that students could research to gauge the development levels of individual countries: Gross National Product (GNP); Gross Domestic Product (GDP); life expectancy; infant mortality rate; fertility rate; literacy rate; daily calorie supply; population density; type of government; major religions, doctor per capita rate, per-capita income, distribution in wealth, currency exchange rate, etc.
3. Select 20 countries to research (including developed and developing countries and representing every region of the world) for each of those indicators.
4. Form student groups and assign each group three to four countries to research and chart. Each group member should be assigned a role (materials manager, researcher, reporter, etc).
5. Once the data is collected, the students will organize their group data on a spreadsheet (or a chart).

6. Analyze the data for each variable. Look for correlations: Consider GNP, for example. Have the students organize the GNP by high and low, and high rate of child labor and low rate of child labor. Is there a trend? Follow this pattern for other variables.
7. Have each group present a different economic indicator analysis to the class. Have the class compare their group analysis with those presented.
8. Collect the group chart and combine into one collective chart. Separate developed countries from developing countries to display the contrast.
9. Generalize the indicators that one will find in a country with a high rate of hazardous child labor child labor.

EVALUATION

Students can be assessed on the following:

1. Completion of their chart following the terms of the assignment, whether or not they used examples to support their generalizations and assess their level of cooperation during the activity.
2. Quiz. Ask each group to write one quiz question based on their presentations. Prepare the quiz using the students' questions, and some of your own. Administer the quiz individually or in the cooperative groups.

<h2>SUGGESTIONS FOR EXTENDING THE LESSON</h2>
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- Have students use spreadsheets to organize and display their data.
- Have students analyze the economic data to identify common denominators between rich and poor countries.
- Students can understand the logic behind the economic variables used to determine the wealth of a country (e.g. inverse relationships between agriculture production and degree of development)

ADDITIONAL RESOURCES FOR TEACHERS

U.S. Department of Labor (DOL) Bureau of International Labor Affairs. 2002. *Advancing the Campaign Against Child Labor*. DOL. Bureau of International Labor Affairs.

This report has useful profiles on the worst forms of child labor, including hazardous work, of 33 countries around the world. Teachers can request a copy and it is also available online at the US-DOL website at: <http://www.dol.gov/ILAB/programs/iclp/main.htm>.

U.S. Department of Labor (DOL) Bureau of International Labor Affairs. 2001. *Findings on the Worst Forms of Child Labor*. DOL. Bureau of International Labor Affairs.

This report has useful profiles of 124 countries and 14 Territories. Great resource for getting to know the situation of each country. Teachers can request a copy and it is also available online at the US-DOL website: <http://www.dol.gov/ILAB/programs/iclp/main.htm>.

United Nations Development Program (UNDP). 2003. *Human Development Report 2003*.

Available at: <http://hdr.undp.org/reports/global/2003/>.

This report focuses on the UN's Millennium Development Goals or MDG. Indices on page 237 to 250 are useful for evaluating the different variables discussed in this lesson.

Child Labor Module Series

Hazardous Child Labor

LESSON 4

*How American Lives
Are Touched by Child Labor*

Child labor needs to be taught in schools so other kids can get involved in it and try and help the kids that had to go through child labor.

- Adam Prybil, Hoover Elementary School of Iowa City, Iowa

LESSON 4



How American Lives are Touched by Child Labor

LESSON OVERVIEW

Americans are directly and indirectly connected to hazardous child labor conditions through various goods we use or consume. Consider, for example, the fact that there was an output of 136 million tons of sugar in 2002 and that sugarcane is grown mainly in Asia, South America, and the Caribbean where child labor has been reported by the U.S. Department of Labor and the International Program on the Elimination of Child Labor (IPEC). Consider, for example, the use of cotton in textile production. China, India, Pakistan, the US, and Uzbekistan are the top five producers of cotton and that some are used internally and others may be exported to manufacturing facilities that end up producing products for consumption. Child labor has been documented in many other industries, including coffee and tea plantations. Bananas are grown in developing countries like Ecuador where hazardous forms of child labor have been documented. And we purchase this product for about \$0.29 to \$0.69 per pound in our supermarket.

There is evidence of child labor in the production of these goods. However, it has been hard to accurately determine the exact point in the supply chain. The goal of this lesson is to raise student awareness about hazardous working conditions under which the products they routinely use or consume might be made. Students will use literature and poetry to relate to child labor experiences. They will then reflect on the role that child labor plays in their personal lives by writing down the origin of 20 products they own and routinely use in their household. They will list the origins of their product on a chart highlighting countries where hazardous child labor exists.

LESSON OBJECTIVES

Students will be able to:

- Gain an appreciation for the challenges associated with child labor by listening to child labor stories and poetry;
- Examine the role that child labor plays in their every day lives by identifying the country origin of 20 products that are routinely used in their household; and
- Cross reference the list of countries where their products originate against the 'geography of child labor' chart, and determine whether their possessions may have been made using child labor under hazardous conditions.
- Review US labor laws and the geography of child labor (countries that host sweatshops);

CONCEPTS

- Child Labor
- Product origin
- Hazardous Conditions

FOCUS QUESTIONS

- What are some of the challenges that the Bobbin Girl experienced as a young worker?
- What measures have been taken to protect children today from this hazardous condition?
- Where else does hazardous child labor exist?
- How do you think your life might be affected by hazardous child labor?

EQUIPMENT AND MATERIALS

- Handout 1 - Country and Possessions Chart
- Picture book depicting hazardous working conditions. [Recommended: Emily Arnold-McCully, *The Bobbin Girl* (Penguin: New York, 1996) ISBN: 0-8037-1828-4.]
- Handout 2 - Child Labor poems, available at: http://www.rethinkingschools.org/Archives/11_04/swetm.htm
- Handout 3 - Overview of Child Labor Laws,

SUGGESTED DURATION

1-2 class period

COURSE CONNECTIONS

Social Studies, Global Studies, Geography, Literature, History, Economics

SUGGESTIONS FOR TEACHING THE LESSON

1. Read *Bobbin Girl*, by Emily Arnold-McCully (or other relevant selection) to the class to introduce or review hazardous conditions that once existed in the U.S.
2. Compare working conditions for children today in the US with those of 100 years ago. Review the laws protecting American children from hazardous labor conditions (See Handout 3).

3. Ask students how their lives are affected by child labor today. Some questions you might consider can include, but are not limited to:
 - How many of you play soccer?
 - Raise your hand if you play softball.
 - Raise your hand if you wear clothes.
 - Raise your hand if you eat bananas.
 - Raise your hand if you eat chocolate.
 - Raise your hand if you own plastic toys.
 - Raise your hand if you wear shoes.
4. Hand out the Rethinking Schools poems about Child Labor (Handout 2).
5. Read the poems with the students and relate them to their lives
6. Challenge students to find a 'made in' label....
7. Survey the room and evaluate where most of the 'made in' products originated.
8. Pass out the country chart (Handout 1) and assign the homework. Students are to document the origin of 20 routine products they or their family members use or consume every day at home or in school representing a variety of functions in their lives. Multiple countries and products will be documented. Teachers may want to have IPEC's Fact Sheets on coffee, tea, cotton, sugarcane, and oil palm readily available (see "Additional Resources" in this lesson for details).

EVALUATION

Have students respond in an oral or written format to the following questions:

1. Did the students draw conclusions about the working conditions revealed in *The Bobbin Girl*, or the poetry?
2. Did the students remember the labor laws protecting US children today?
3. Did the students understand and complete the product origin assignment? Did the products represent a wide variety of activities in daily lives?
4. Did the students make connections between the origin of his or her "every day products" and child labor geography?
5. Did the students show interest in the lesson and participate? Assign students the option of writing either an essay or a poem based on this lesson.

SUGGESTIONS FOR EXTENDING THE LESSON

The students can:

1. Write to the manufacturers of the products they use every day to inquire about the labor inputs and child labor.
2. Write poetry about child labor in early America or about how they feel about the different products they have documented.
3. Draft an editorial or letter to the editor expressing their reaction to hazardous child labor.
4. Prepare a scavenger hunt listing products made from specific countries.
5. Analyze the prices of the products listed in the chart. What bearing does child labor have on these prices? What would happen to these prices if child labor was not involved?

Three Child Labor Poems



POEM 1: Gates of Thebes

POEM 2: Masks

POEM 3: Nike

Download these poems from this link below

Source:

Bigelow, Bill. "The Human Lives Behind the Labels: The Global Sweatshop, Nike, and the Race to the Bottom." *Rethinking Schools* 11, no. 4 (1997).

Available at:

http://www.rethinkingschools.org/Archives/11_04/swetm.htm

CONTACT

Rethinking Schools
1001 E. Keefe Ave.
Milwaukee, WI 53212 (800-669-4192)

An Overview of Federal Child Labor Laws

The Fair Labor Standards Act (FLSA) establishes minimum wage, overtime pay, record keeping, and child labor standards affecting full-time and part-time workers in the private sector and in federal, state, and local governments.

The FLSA's child labor provisions are designed to protect the educational opportunities of minors and prohibit their employment in jobs and under conditions detrimental to their health or well-being.

Non-Agricultural Employment

Minimum Age for Employment:

The minimum age for employment is 14 years old. There are some exceptions such as newspaper delivery; performing in radio, television, movie, or theatrical productions; and work for parents in their solely-owned nonfarm business (except in manufacturing or in hazardous jobs).

Hours of Employment:

- * 14- and 15-year-olds may be employed outside of school hours for a maximum of 3 hours per day and 18 hours per week when school is in session and a maximum of 8 hours per day and 40 hours per week when school is not in session. This age group is prohibited from working before 7 a.m. and after 7 p.m., except during summers when they may work until 9 p.m. (from June 1 through Labor Day).
- * **16- and 17-year olds may be employed for unlimited hours. There are no federal laws restricting the number of hours of work per day or per week.**

Hazardous Employment:

There are seventeen prohibited jobs for youth under the age of 18.

1. Manufacturing or storing explosives
2. Driving a motor vehicle and being an outside helper on a motor vehicle
3. Coal mining
4. Logging and sawmilling
5. Power-driven wood-working machines
6. Exposure to radioactive substances and to ionizing radiations
7. Power-driven hoisting equipment

8. Power-driven metal-forming, punching, and shearing machines
9. Mining, other than coal mining
10. Meat packing or processing (including power-driven meat slicing machines)
11. Power-driven bakery machines
12. Power-driven paper-products machines
13. Manufacturing brick, tile, and related products
14. Power-driven circular saws, band saws, and guillotine shears
15. Wrecking, demolition, and ship-breaking operations
16. Roofing operations
17. Excavation operations

There are additional prohibited occupations for 14- and 15-year-olds. Check with the U.S. Department of Labor for more information.

Agricultural Employment

Minimum Age for Employment:

- * **10- and 11-year-olds may perform jobs on farms owned or operated by parent(s), or with a parent's written consent, outside of school hours in nonhazardous jobs on farms not covered by minimum wage requirements.**
- * **12- and 13-year-olds may work outside of school hours in non-hazardous jobs, either with a parent's written consent or on the same farm as the parent(s).**
- * 14- and 15-year-olds may perform any non-hazardous farm job outside of school hours.
- * 16-year-olds and older may perform any job, whether hazardous or not, for unlimited hours.

Hours of Employment:

Youth under the age of 16 are restricted from employment during school hours.

Hazardous Employment:

Youth under the age of 16 are prohibited from certain occupations and activities which the U.S. Secretary of Labor has determined to be hazardous. Contact the U.S. Department of Labor for more information.

Family Farms:

The above restrictions do not apply to youth who are employed by their parents on a farm owned or operated by their parents.

Wages

The federal minimum wage is \$5.15 per hour. Overtime pay at a rate of not less than one and one-half times their regular rates of pay is required after 40 hours of work in a workweek (except in some agricultural employment).

Youth Minimum Wage: A minimum wage of not less than \$4.25 an hour is permitted for employees under 20 years of age during their first 90 consecutive calendar days of employment with an employer. Employers are prohibited from taking any action to displace employees in order to hire employees at the youth minimum wage. Also prohibited are partial displacements such as reducing employees' hours, wages, or employment benefits.

Subminimum Wage Provisions: The FLSA provides for the employment of certain individuals at wage rates below the statutory minimum. Such individuals include student-learners (vocational education students). Such employment is permitted only under certificates issued by the U.S. Department of Labor's Wage and Hour Division.

Federal and State Child Labor Laws

Most states have child labor laws. A few states solely rely on the federal laws found in the FLSA. State child labor laws may be more restrictive or less restrictive than the federal child labor laws (FLSA). In other words, states may have different minimum ages for employment, different hours of work restrictions, and additional occupations identified as hazardous.

If the employment falls under FLSA jurisdiction, then both federal and state laws apply--and the most restrictive law (whether it is the state or the federal) is followed.

Note: Please visit the U.S. Department of Labor for further details of the Fair Labor Standards Act, Child Labor Provisions at: <http://www.dol.gov/esa/regs/compliance/whd/hrg.htm#9>

ADDITIONAL RESOURCES FOR TEACHERS

WEBSITES

ILO-IPEC. Internet Resources on Hazardous Work: <http://www.ilo.org/public/english/standards/ipec/themes/hazard/index.htm>.

This site provides useful fact sheets on 1) Overview of Hazardous work in agriculture, 2) Coffee, 3) Cotton, 4) Cocoa, 5) Palm Oil, 6) Tobacco, 7) Tea, and 8) Sugarcane.

The History Place. 1998. *Child Labor in America 1908-1912: Photographs of Lewis W. Hine*. The History Place. <http://www.historyplace.com/unitedstates/childlabor/index.html>. Photographs of American child laborers.

National Consumers League. *Clocking in for Trouble: Teens and Unsafe Work*. <http://www.nclnet.org/childlabor/jobreport.htm>. Contains an overview of federal child labor laws.

Rethinking Schools. A comprehensive list of resources including web sites, videos and documents: http://www.rethinkingschools.org/Archives/11_04/swetr.htm.

POSTERS

Documentary Photo Aids. *Child Labor*. Mount Dora, FL. n.d. Available at the University of Iowa Curriculum Laboratory (331.3C536).

Jackdaw Photo Collection. 1997. *Child Labor: The Shame of the Nation..* Amawalk, NY: Jackdaw Publications: ISBN 1-56696-156-4. Available at the University of Iowa Curriculum Lab (331.3C53ba.)

VIDEOS

Free to be Kids: Democracy in Action. 15 min. Produced by Silver Burdett & Ginn. 1991. ISBN 0-382--20801-3.

This 15-minute video contrasts child laborers today against child labor 90 years ago in the United States. It reveals the miserable conditions under which child laborers worked. It also addresses the reforms made in labor laws and the struggle to achieve them.

Ordering instructions:

Silver Burdett & Ginn Customer Service Center; PO Box 2649; 4350 Equity Drive
Columbus, OH 43216 1-800-848-9500

Stolen Childhoods. 85 min. Produced and directed by Len Morris. Galen Films and Romano Productions: 2003.

When Children Do the Work. 30 min. Produced by the California Working Group. 1996.

When Children Do the Work borrows key segments from the National Labor Committee's video, *Zoned for Slavery* and an episode of the PBS series "Rights and Wrongs" to alert viewers to the use of child labor around the world. The narration opens with the claim that as a society "we" did away with child labor at the turn of the century, suggesting that child labor is a problem only in other countries, and closes glibly with a list of U.S. firms that have pledged not to use child labor - neglecting to mention that, to date, none of them has promised to pay a living wage to its workers. Nonetheless, the segments are short, hard-hitting, and offer a dramatic introduction to the global workplace exploitation of children.

The "Rights and Wrongs" segment features an interview with a Pakistani carpet factory manager who matter-of-factly reports that he has 40 looms worked by 100 children. "We chain them three or four hours a day to teach it not to run away," and adds that the children also sleep chained to their looms. But scenes of abuse are also paired with instances of resistance, and the video highlights the story of Iqbal Masih, a former child worker, who became an activist with the Bonded Labor Liberation Front.

Tomorrow We'll Finish. 26 min. Produced by UNICEF. 1994.

Tomorrow We'll Finish dramatizes the lives of three Nepalese girls in a rug factory in Katmandu. Although it may feel a bit melodramatic or contrived to older students, the video is an effective introduction to child labor in the rug industry. Its attention to details - the rigors of the girls' working conditions, their sexual harassment by their "middleman" overseer, the pressure to produce in order to pay back loans to their families - lends the video a feeling of authenticity and invites students to look at life from the girls' points of view.

**Sweating for a T-Shirt.* 24 min. Produced by Medea Benjamin. 1999.

Narrated by first-year college student, Arlen Benjamin-Gomez, *Sweating for a T-Shirt* may be the best video introduction to the issue of global sweatshops. It opens with Benjamin-Gomez buying her sister a UCLA t-shirt made in Honduras, and then wandering the campus asking students where their clothes were made. It's an engaging lead-in to her visit to Honduras with her mother, Medea Benjamin, a long-time social justice activist and co-founder of Global Exchange.

In Honduras, the video contrasts comments by industry PR representatives with interviews of sweatshop workers and union organizers, and visits to workers' homes. No problems here, say the industry folks. "I hate that word, 'sweatshops,'" complains an Apparel Manufacturers spokesman.

But the video demonstrates convincingly that there are problems here, and that the word "sweatshop" is well-deserved when applied to Honduran maquiladoras, producing for global giants like Fruit of the Loom, Dockers, and Nike. Workers make around \$3 a day, but the cost of living is \$8 per day; hours are long; air in the factories is poor, and health problems such as severe bronchitis and skin allergies are common; companies allow no talking and bathroom breaks are few; workers are fired for illness but especially for organizing unions; pregnant workers are fired and denied maternity benefits; youngsters regularly begin factory work around the age of 12 and are unable to pursue further schooling.

* *Zoned for Slavery: The Child Behind the Label*. 23 min. Produced by The Labor Committee for Worker and Human Rights. 1995.

This 23-minute video explores the lives of teenage females who work in the maquiladora in El Salvador. The National Labor Committee (NLC) looks at the exploitation of these young women and explores issues such as subsistence wages, lack of access to education, health and safety issues affecting the young workers, harassment, and forced contraception. The video provides detailed interviews with the workers as well as with the Director of the NLC, Charles Kernaghan.

Note: All videos marked with an asterisk (*) are available from the Network of Educators on the Americas' "Teaching for Change" catalog: www.teachingforchange.org, or write to:

PO Box 73038, Washington, DC 20056; 202-238-2379;

Abstract of each video does not represent the opinion of this module.

BOOKS

Bethell, Jean. 1980. *Three Cheers for Mother Goose*. New York: Holt, Rinehart, and Winston.
ISBN: 0-03-054831-4

Campbell Bartoletti, Susan. 1996. *Growing up in Coal Country*. New York: Houghton Mifflin
ISBN 0-395-77847-6

This book gathers the voice of the people of Coal country who lived and worked in northeastern PA in the late 1800s and early 1900s. Bartoletti has also provided a detailed and expert account of the process of mining coal.

Gourley, Catherine. 1999. *Good Girl Work*. The Millbrook Press: Brookfield, CT.
ISBN: 0-7613-0951-9

McCully, Emily Arnold. 1996. *The Bobbin Girl*. New York: Penguin..
ISBN: 0-8037-1828-4.

This is a story about a young girl who was working in a garment factory under extreme conditions. She leads a strike in an effort to improve working conditions, and assumes a great deal of risk in the process.

Meltzer, Milton. 1994. *Cheap Raw Material*. New York: Penguin Group.
ISBN: 0-670-83128-X

This 150 page book covers 14 chapters: Children have always worked; Bargains black and white; The Cheapest Raw Material; No flowers anywhere; Mills, mines and Sweatshops; The most beautiful sight is the child at labor; Did anyone care?; Fast food – High Abuse; If they can get away with it; I looked up, and my leg wasn't there; Work—or education; All around the world; Can something be done?; What you need to know about teenage jobs.

Oppenheim, Shulamith Levey. 1999. *Yanni Rubbish*. Honesdale, PA: Boyds Mill Press. ISBN 1-56397-668-4

Parker, David L. 1998. *Stolen Dreams: Portraits of Working Children*. Minneapolis: Lerner

Publications Company.

Springer, Jane. 1997. *Listen to Us: The World's Working Condition, A Book for Kids*. Emeryville, CA: Publishers Group West:

Tucker, Terry Ward. 1998. *Moonlight and Mill Whistles*. Columbia, SC: Summerhouse Press. ISBN: 1-887714-32-4

Human Rights Watch. 2002. *Tainted Harvest: Child Labor and Obstacles to Organizing in Ecuador's Banana Plantations*. New York: Human Rights Watch. ISBN: 1-46432-273-4
This report is also available at: <http://hrw.org/reports/2002/ecuador/>.

Wallace, Ian. 1999. *Boy of the Deeps*. Toronto ON: Groundwood Books.
This historical fiction story relays the catastrophic experience a young boy had working in a coal mine with his father.

TEACHER'S UNIT

West, Jean M. (ed.). *Child Labor in America: Teaching With Primary Sources Series*. Peterborough NH: Cobblestone Publishing. ISBN: 0-942389-23-9.

Cobblestone Publishing
7 School Street
Peterborough, NH 03458

Contains 50 photographs, letters and testimonies of child laborers, and 13 activities for students

Child Labor Module Series

Hazardous Child Labor

LESSON 5

*American Students as Consumers
How They Can Contribute to the Global
Effort to Eliminate Hazardous Child Labor*

Child labor is horrible. These children get hurt, maimed, even killed. And guess what? Most kids in schools don't even care. That is why we need to learn about this in school. To make a difference.

- Weston Engstad, Hoover Elementary School of Iowa City, Iowa

LESSON 5



American Students as Consumers: How they can contribute to the global effort to eliminate hazardous child labor

LESSON OVERVIEW

The previous lesson, *How American Lives are Touched by Child Labor* explores how our lives are affected by child labor. This lesson supplements the previous one by asking students to explore their role as consumers and to analyze how we as consumers might impact hazardous child labor. The main purpose of this lesson is to empower students to realize that although child labor is a pervasive global condition, there are measures we can take to prevent and/or improve the conditions under which children work. As residents of the U.S., we have tremendous purchasing power. The dollars we spend can impact social, environmental and economic conditions around the world. This lesson will correlate our purchasing patterns with our role in promoting better working conditions for children. The students will survey and analyze the origin of 20 products such as clothing or food items, toys, sports equipments, etc, and determine if they were made using child labor based on the geography of the product origin. They will be challenged to identify purchasing patterns and explore the relationship between such patterns and child labor around the world.

Teachers are urged to use caution and employ sensitivity in this process. It can be easy for students to feel guilty and blame themselves or their families. Child labor is an extremely complicated subject and there is not one strategy to deal with the problem. But being aware of their direct and indirect relationship is an important first step toward taking action to improve the situation for many children around the world.

LESSON OBJECTIVES

Students will be able to:

- Identify, analyze and chart the origin of 20 products they routinely use or consume
- Research background information on each country where products were made
- Evaluate their spending patterns and determine the relationship to child labor
- Explore ways that they, as consumers, can oppose child labor
- Consider the relationship between dollars and consumer action votes

CONCEPTS

- Child Labor
- Supply and Demand
- Consumer action
- Dollar:Vote Correlation

FOCUS QUESTIONS

- Where are products that we use every day produced or manufactured?
- What do we know about these countries where these products are made?
- What role do students play as consumers of these products?
- What is the dollar/vote correlation and how do spending habits promote values/behaviors?
- What can students do to ensure that their role as consumers of these products contribute improved working conditions of children?

EQUIPMENT AND MATERIALS

- Handout 1 - “Made In” country/product chart
- One dollar bill
- Overhead projector

SUGGESTED DURATION

1-2 class periods (additional time will be needed to organize a service learning activity)

COURSE CONNECTIONS

Geography, Economics, Business

SUGGESTIONS FOR TEACHING THE LESSON

1. Challenge students to find “Made in” or “Manufactured in” labels.
2. Survey the room and ask students to share where products originated.
3. Pass out the country chart, Handout 1. Students are to document the origins of 20 products they use every day at home or in school representing a variety of functions in their lives. Multiple countries and products will be documented.
4. Have students research child labor conditions of the countries where these products were made. There are two very useful resources you may wish to have available in your classroom. The first is the U.S. Department of Labor’s publications. Both are available on the internet. *2001 Findings on the Worst Forms of Child Labor* can be downloaded from <http://www.dol.gov/ILAB/programs/iclp/main.htm> and *Advancing the Campaign Against Child Labor: Efforts at Country Level* (2002) can be downloaded from <http://www.dol.gov/ILAB/programs/iclp/main.htm>. The second source is the Global March Against Child Labor website on country data. It is available at: <http://www.globalmarch.org/worstformsreport/world/country.html>
5. Analyze the country origin data from the country charts, separating each country data.

6. Explore the patterns. Are most of the products manufactured in developed countries? Or are they manufactured in underdeveloped countries where hazardous child labor is prevalent?
7. Ask students to examine our role as consumers and how we directly or indirectly relate to child labor through these products.
8. Discuss the dollar: vote correlation and our spending habits and how it is related to hazardous child labor.
9. Have each student use his or her product list to consider his or her individual impact on the continuing practice of hazardous child labor. Students should ask themselves: Did my purchases support corporations which employ children under hazardous conditions, or did they support corporations which oppose child labor?
10. Brainstorm measures we can take as individuals and as a class to help end hazardous child labor. Record them on an overhead projector for the rest of the class to see.

EVALUATION

Have students respond orally or written to the following questions:

1. What is the relationship between spending habits and perpetuating or opposing hazardous child labor (dollar/vote analogy)?
2. What conclusion did the students reach about ways in which consumers support or oppose child labor?

Check for further understanding as discussion ensues and evaluate students' ability to find relationships between the products they use or consume and how their lives are connected to hazardous child labor.

SUGGESTIONS FOR EXTENDING THE LESSON

- Use this brainstorming activity as a stepping stone for a service learning project to follow. Service learning projects are student led activities in the local community or abroad to address a social, environmental, or human rights issue.
- Students can research the origin of 100 products representing a wide variety of objects.
- Students can visit a store that promotes itself for 'buying American' and document where the majority of its products are manufactured. (e.g. Wal-Mart);
- Students can research child labor service learning opportunities in journals and web sites. (e.g. www.rethinkingschools.org);
- Students can prepare and deliver a presentation on hazardous child labor to community organizations, churches, or local libraries.
- Students can generate a scavenger hunt listing products made from specific countries.

Our possessions come from what country?

Find the origin of 20 products routinely consumed in your household.

Put a check mark next to the country that manufactured it.

One country may have multiple entries.

<u>Country Origin</u>	Product	Product	Product	Product
Gambia				
Nigeria				
Congo				
Guinea				
Haiti				
Brazil				
Philippines				
Indonesia				
Nepal				
Thailand				
India				
Peru				
Colombia				
Guatemala				
Mexico				
China				
Egypt				
Russia				
Tanzania				
Pakistan				
Other (name country)				
Other (name country)				
Other (name country)				
Other (name country)				

ADDITIONAL RESOURCES FOR TEACHERS

VIDEO

Free to be Kids: Democracy in Action. 15 min. Produced by Silver Burdett & Ginn. 1991. ISBN 0-382--20801-3.

This 15-minute video contrasts child laborers today against child labor 90 years ago in the United States. It reveals the miserable conditions under which child laborers worked. It also addresses the reforms made in labor laws and the struggle to achieve them.

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Silver Burdett & Ginn Customer Service Center; PO Box 2649; 4350 Equity Drive
Columbus, OH 43216 1-800-848-9500

BOOKS

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ISBN: 0-03-054831-4

Campbell Bartoletti, Susan. 1996. *Growing up in Coal Country.* New York: Houghton Mifflin.
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This book gathers the voice of the people of Coal country who lived and worked in northeastern PA in the late 1800s and early 1900s. Bartoletti has also provided a detailed and expert account of the process of mining coal.

Gourley, Catherine. 1999. *Good Girl Work.* Brookfield, CT: The Millbrook Press.
ISBN: 0-7613-0951-9.

Kuklin, Susan. 1998. *Iqbal Masih and the Crusade Against Child Slavery.* New York: Henry Holt and Company. ISBN: 0-8050-5459-6.

An inspiring story about a modern slave boy that was once chained to a loom 12 hours a day in Pakistan. When liberated, Iqbal became an international spokesperson against child labor. This story uncovers Iqbal's experience as a child slave and his ensuing crusade against child labor.

McCully, Emily Arnold. 1996. *The Bobbin Girl.* New York: Penguin. ISBN: 0-8037-1828-4.

Meltzer, Milton. 1994. *Cheap Raw Material.* New York: Penguin Group.
ISBN: 0-670-83128-X.

This 150 page book covers 14 chapters. Chapter titles: Children have always worked; Bargains black and white; The Cheapest Raw Material; No flowers anywhere; Mills, mines and Sweatshops; The most beautiful sight is the child at labor; Did anyone care?; Fast food – High Abuse; If they can get away with it; I looked up, and my leg wasn't there; Work—or education; All around the world; Can something be done?; What you need to know about teenage jobs.

Oppenheim, Shulamith Levey. 1999. *Yanni Rubbish*. Honesdale, PA: Boyds Mill Press. ISBN: 1-56397-668-4.

Parker, David L. 1998. *Stolen Dreams: Portraits of Working Children*. Minneapolis: Lerner Publications Company.

Springer, Jane. 1997. *Listen to Us: The World's Working Condition: A Book for Kids*. Emeryville, CA: Publishers Group West. ISBN: 0-88899-307-2.

Tucker, Terry Ward. 1998. *Moonlight and Mill Whistles*. Columbia, SC: Summerhouse Press.ISBN: 1-887714-32-4.

Wallace, Ian. 1999. *Boy of the Deeps*. Toronto ON: Greenwood Books.
This historical fiction story relays the catastrophic experience a young boy had working in a coal mine with his father.

TEACHER'S UNIT

West, Jean M. (ed.). *Child Labor in America*. Teaching With Primary Sources Series.
Peterborough NH: Cobblestone Publishing. ISBN: 0-942389-23-9.
Cobblestone Publishing; 7 School Street; Peterborough, NH 03458
Contains 50 photographs, letters and testimonies of child laborers, and 13 activities for students

WEBSITES

The History Place. 1998. *Child Labor in America 1908-1912: Photographs of Lewis W. Hine*.
The History Place. <http://www.historyplace.com/unitedstates/childlabor/index.html>.
Photographs of American child laborers.

National Consumers League. *Clocking in for Trouble: Teens and Unsafe Work*.
<http://www.nclnet.org/childlabor/jobreport.htm>.
Contains an overview of federal child labor laws.

POSTERS

Child Labor: Documentary Photo Aids (15 pictures and guide)
Box 956, Mount Dara, FL 32757
Available at the University of Iowa Curriculum Laboratory (331.3C536)

Jackdaw Photo Collection: Child Labor: The Shame of the Nation. 1997.
(12 Lewis Hine large photograph posters and guide)
ISBN: 1-56696-156-4
Available: University of Iowa Curriculum Lab 331.3C53ba
Compiled by Enid Goldberg and Norman Itzkowitz
PO Box 503, Amawalk, NY 10501 Phone: 914-962-6911
Handout #1

Child Labor Module Series

Hazardous Child Labor

LESSON 6

*Hazardous Child Labor:
An Academic Controversy Debate*

“Children should not have to do work that is too hard for them to do for the amount they are paid. It’s not right that people take advantage of children because they are younger and weaker than everybody else.”

- Adam Ledger, Hoover Elementary School of Iowa City, Iowa

LESSON 6



Hazardous Child Labor: An Academic Controversy Debate

LESSON OVERVIEW

This lesson will utilize an existing method to challenge students to analyze hazardous work in depth and to prepare for an “Academic Controversy” process to enhance their learning of this complex and challenging issue.

The challenging process of Academic Controversy can be a valuable method for exploring global issues in the classroom. Developed by cooperative learning experts David and Roger Johnson, it engages students in a deep exploration of complex issues, pushing their thinking beyond the boundaries and limitations of traditional debate.

In both Academic Controversy and traditional debate, students research and argue one side of an issue or question. In Academic Controversy, however, students go on to switch sides, making the case for the opposing position. Both sides then work together to reach a resolution that synthesizes elements of both positions.

Instead of a win-lose, competitive framework, Academic Controversy utilizes a collaborative process of communication, perspective-taking, and problem-solving. This enables participants to move away from a narrow focus to a vision that encompasses broader contexts and brings to view the underlying needs of both sides.

Source: <http://www.pbs.org/wnet/wideangle/classroom/>

The previous lessons in this module have introduced basic issues and concepts about hazardous child labor and the global context. However, what we have not done is explore the pros and cons of our actions on hazardous work.

It is important to realize that there is not one simple answer to this vastly complicated issue. Hazardous work has been deemed by the international community as one of the worst forms of child labor and is therefore in need of immediate abolition. However, it is also important to realize that the actions we take may or may not adversely impact the lives of the children we are trying to help. An estimated 1.2 billion people around the world live with extreme poverty, earning less than one dollar a day. For many families, a child’s income can make up to 25% of the entire family’s income. So, for these families, this 25% may mean the difference between eating and not eating. It is therefore important to engage in a process to think critically of the impact of our action.

It is highly recommended that this lesson be used after students have had a chance to work on other lessons in this module. This is a fairly rigorous process and background knowledge about the issue will aid in the controversy process.

LESSON OBJECTIVES

Students will be able to:

- Locate and research articles on hazardous child labor in preparation for the academic controversy;
- Learn how to search and locate web sites on the Internet;
- Synthesize information from their research to identify pros and cons for hazardous child labor; and
- Participate in an academic controversy.

CONCEPTS

- Child labor
- Hazardous child labor
- Developing countries
- Extreme poverty
- Controversy
- Consensus
- Debate

FOCUS QUESTIONS

- What are possible word choices to use to conduct a search for hazardous child labor on the Internet? (Example: Child labor and sweatshops)
- What are the economic reasons countries perpetuate hazardous child labor?
- What are the impacts of hazardous work on the child, their families and the country?
- Are there advantages for the children and their families of having children engage in hazardous work?
- What might be some of the long-term effects on a country where hazardous child labor persists?
- What might be some of the long-term effects on the child engaged in hazardous child labor?
- Should hazardous child labor be completely banned? Why or why not? What are some of the implications for each action?

EQUIPMENT AND MATERIALS

- Overhead projector
- Computers with Internet access for class research
- Selected Research Articles
- Materials and Handouts for Academic Controversy: Available at <http://www.pbs.org/wnet/wideangle/classroom/index.html>

SUGGESTION DURATION

3-5 class periods

COURSE CONNECTIONS

Language Arts, World History, Global Studies, Debate

SUGGESTIONS FOR TEACHING THE LESSON

1. On an overhead or the chalkboard, generate class discussion on words to use in the Internet search.
2. Students can conduct the search or suggest the following web sites for them to research:
<http://childlabor.social.uiuc.edu/>
www.globalmarch.org
<http://www.childlaborphotoproject.org/childlabor.html>
3. The teacher should go to the **Academic Controversy** web site:
<http://www.pbs.org/wnet/wideangle/classroom/index.html>.
Here you will find an overview of how students will participate in the Academic Controversy. There are 7 self-explanatory handouts to use as you prepare students for this activity. Give students Handout 5 –Research Note-taking Form. Discuss general directions on how to make notes in the appropriate columns. Students can work in pairs or individually to record the information they gained from the web site on their research note-taking form.
4. Day 2 – Students will continue to research information and record notes in preparation for the academic controversy process.
5. Day 3- After students have completed the note-taking activity, guide them through the steps of the Academic Controversy using Student Handout 1 from the website.
6. Decide as a group what the Issue/Question will be for the class. Example: “Child Labor: Pro and Con.” Groups of 4 should be organized per directions from the web site. Students should finalize group preparations for Academic Controversy. Review student handouts 2-4 with students. This covers the rules and the rubric for evaluation.
7. Day 4 – Students participate in Academic Controversy – begin with Step 2 on Student Handout 1. Students will be recording notes on Student Handout 6.
8. Day 4 or 5 – Explain to students that a solution that represents a synthesis of the reasoning behind both positions needs to be agreed upon. Students should use Student Handout 7.
9. Day 5 or 6 –Debrief with students the consensus forms and the arguments for and against child labor. Review focus questions and discuss what they learned from their research about child labor.

EVALUATION

Use the Rubric from Student Handout 3 to assess student reports.

SUGGESTIONS FOR EXTENDING THE LESSON

- Roles could be assigned to students: President of a country, CEO of a corporation, an NGO researcher, UN official, ILO representative, World Bank representative, child laborer, and parents of a child laborer.
- Have high school debate team model presenting pro and con information and reversing positions.

ADDITIONAL RESOURCES FOR TEACHERS

Country Background Notes (U.S. Department of State) <http://www.state.gov/r/pa/ei/bgn/>

National Reports in preparation for the UN General Assembly Special Session on Children http://www.unicef.org/specialsession/how_country/index.html

Click on this page. Scroll down to "National Reports" and select your country. These national reports contain general information on the state of children, but will generally have a section on child labor.

U.S. DEPARTMENT OF LABOR'S BUREAU OF INTERNATIONAL AFFAIRS (ILAB)
INTERNATIONAL CHILD LABOR PROGRAM PUBLICATIONS.

1) Advancing the Campaign Against Child Labor: Efforts at the Country Level (July 2002)

<http://www.dol.gov/ILAB/media/reports/iclp/Advancing1/overview.htm>

This reports has information on child labor of 33 countries: Bangladesh, Benin, Bolivia, Brazil, Cambodia, Costa Rica, Dominican Republic, Egypt, El Salvador, Ethiopia, Ghana, Guatemala, Haiti, Honduras, India, Indonesia, Kenya, Lesotho, Mali, Nepal, Nicaragua, Nigeria, Pakistan, Panama, Peru, Philippines, Romania, South Africa, Tanzania, Thailand, Togo, Uganda, Zambia.

2) Findings of the Worst Forms of Child Labor (July 2002)

<http://www.dol.gov/ILAB/media/reports/iclp/TDA2001/overview.htm>

This reports contain profiles of the worst forms of child labor of 138 countries and territories.

U.S. Department of State Human Rights Country Reports

<http://www.state.gov/g/drl/hr/c1470.htm>

General human rights situations of every country.

U.S. Department of State "Trafficking in Persons Report" <http://www.state.gov/g/tip/rls/tiprpt>

Human Rights Watch Reports

<http://www.hrw.org/research/nations.html>

There is an annual "World Report" by year. You can also do you search by themes and issues (children, women, refugees, etc), or by country. Their reports are available on-line. If you want hard copies, you will need to purchase them.

Global March Against Child Labor

<http://globalmarch.org/index.html>

To search for country information, especially on the forms of child labor, click on "**Worst Forms Report**", then click on "**Read More**" the scroll down and click on "**Read More**" again. You can search for the worst forms of child labor by country, region, category, etc. Check for statistics and issues for each country.

SUGGESTED RESEARCH ARTICLES FOR ACADEMIC CONTROVERSY EXERCISE

NOTE : Teachers should feel free to adapt and select articles they find most appropriate for their students. Below are only a few suggestions to get you started.

Article 1: Human Rights Watch (Excerpt from “Broken Promises” (December 1999))

Available at <http://www.hrw.org/campaigns/crp/promises/labor.html>)

Article 2: Human Rights Watch

(Excerpt from “Turning a Blind Eye: Hazardous Child Labor in El Salvador’s Sugarcane Cultivation (June 2004 Vol. 16, No. 2 (B))

Full report available at: <http://hrw.org/reports/2004/elsalvador0604/>

Suggestion: use pages 11-25

Article 3: Save the Children’s Position on Children and Work (2003)

Available at: <http://www.savethechildren.net/alliance/resources/publications.html#exp>

If you have trouble accessing this PDF, go to homepage of Save the Children

International: <http://www.savethechildren.net>

Click on “Resources,” then “Publication.” Scroll down to “Exploitation and Abuse.”

You will see headline “Children and Work.” Click on this link to access the PDF publication.

Article 4: ILO-IPEC “Child Labor in Agriculture” in *A Future Without Child Labor:*

Global Report Under the Follow-up to the ILO Declaration on Fundamental Principles and Rights at Work for the ILC’s 90th Session 2002. (Geneva: ILO, 2002)

Suggestion: use pages 24-27 from original report. This report is available at this link:

http://www.ilo.org/dyn/declaris/DECLARATIONWEB.GLOBALREPORTDETAILS?var_language=EN&var_PublicationsID=37&var_ReportType=Report#

Note: If you have trouble downloading this report, go the www.ilo.org, scroll down to “Fundamental Principles at Work” and click on link to get to it’s homepage.

<http://www.ilo.org/dyn/declaris/DECLARATIONWEB.INDEXPAGE>

On you left-hand side, you will see a section on “Global Reports.” Click on the link for “child labour and you will be able to access the PDF of this report.

Article 5: ILO-IPEC “Child Labor in construction, mining and quarrying” in *A Future Without Child Labor: Global Report Under the Follow-up to the ILO Declaration on*

Fundamental Principles and Rights at Work for the ILC’s 90th Session 2002. (Geneva: ILO, 2002). Suggestion: use pages 30-31. This report is available at this link:

http://www.ilo.org/dyn/declaris/DECLARATIONWEB.GLOBALREPORTDETAILS?var_language=EN&var_PublicationsID=37&var_ReportType=Report#

Note: If you have trouble downloading this report, go the www.ilo.org, scroll down to “Fundamental Principles at Work” and click on link to get to it’s homepage.

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