

Child Labour in Developing Countries

Lesson Title: Child Labour in Developing Countries	Grade: 6 and 8	Subject: Social Studies	Time: 1 hour	Unit: Resources and Wealth	Topic: Child Labour	Cross-Curricular Components:
URL: http://news.bbc.co.uk/cbbcnews/hi/teachers/citizenship_11_14/subject_areas/human_rights/newsid_1794000/1794309.stm						
<p>Lesson Description: This activity looks at the interdependent nature of the world using industry in China as an example.</p> <p>It explores the idea of global citizenship using the UN Convention on the Rights of the Child as a values framework.</p> <p>This is a lesson plan that can be used as part of UNICEF's National Non-Uniform Day that raises money for getting children in Bangladesh and Brazil out of labour and into school.</p> <p>Learning aims</p> <ul style="list-style-type: none"> • To be introduced to the UN Convention on the Rights of the Child and how it aims to improve the lives of children across the globe • Learn how child labour impedes children's rights • Think about how the world is interdependent and their own role as global citizens • To be part of/learn about UNICEF's National Non-Uniform Day 			<p>Curriculum Outcomes:</p> <ul style="list-style-type: none"> • Outcome: RW6.1 g Compare and contrast the quality of life in Canada with the quality of life in a selection of countries bordering the Atlantic Ocean using various sources of data including a quality of life index, maps, graphs, and charts. • Outcome : RW6.2 b Investigate how individual local consumer choices may affect people elsewhere in the world (e.g., child labour, enslavement, sweat shops, consumption of scarce resources, prosperity through employment). • Outcome: IN6.3 d Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean. • Outcome: IN7.2 a Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries. • Outcome: RW8.2 Assess the implications of personal consumer choices. 			
<p>Materials:</p> <ul style="list-style-type: none"> • Computer, Internet, Projector, Screen • Story of Life in China UN Convention on the Rights of the Child - http://www.unicef.org/crc/files/Rights_overview.pdf • World Map • Atlases (10) 			<p>Assessment:</p> <ul style="list-style-type: none"> -Teacher provided exit slip 			

Procedure

Before: Teachers' Background

- The UN Convention on the Rights of the Child is an agreement between countries to obey the same laws and all but 2 countries have signed up to the Convention.
- With rights come responsibilities and that as global citizens we all have responsibilities.
- Paying low wages means the whole family suffers. If poor parents can't afford to provide decent shelter or nutritious food then children have to work to help pay for these rights. Thus the child loses their right to an education. Without an education the cycle of poverty continues.
- Even when education is free, uniform, schoolbooks and exam fees often are not, and so families still cannot send their children to school.
- UNICEF's National Non-Uniform Day, Day for Change is an annual event held in thousands of schools all over the UK. This year, NNUD is raising money for UNICEF's education projects in Bangladesh and Brazil. To register your school email day4change@unicef.org.uk and receive further lesson plans and resources free.

Icebreaker

Ask the class:

- Can you remember a time when you felt exhausted?
- Were you allowed to rest?
- How would it feel if you have not been able to rest?
- Or, if you were prevented, how did that feel?

During:

Show or read the Story of Life in China.

Wei Qui and Ma Pinghui, both 16-year-old Chinese girls, were daughters of farm families in China and were “unskilled peasants.” One day, they saw an advertisement for a job opportunity to make false eyelashes in the city of Anshan. The advertisement promised salaries of \$120 US per month. The ad was sponsored by the Labor Bureau of Huairan County. The girls decided to accept the job offer.

When they reached the factory where they were to work, however, they discovered that the contract they were to sign offered \$24 US per month, as well as a \$13 US room-and-board fee. In order to leave before the contract was over, they would need to pay a \$58 US fee to the factory boss. Conditions of the factory were no better, and the girls worked 14-hour shifts making intricate patterns with human hair to create the eyelashes. It was impossible to meet the quotas which were necessary for bonuses, so their pay rate remained the same. All meals consisted of porridge and potatoes. When they decided they wanted to leave, they found they couldn't pay the \$58 US fee required for early termination of their contract. They decided that escape was the only way out. However, when attempting to escape, both girls broke their legs and were hospitalized. They were later released from the factory, and the factory itself was shut down.

Ask the class:

- Is it fair that the characters have to pay an impossible-to-reach fee to terminate their contract?
- Is it right that they have to work?

****Make the point that child labour denies children their rights and refer to**

Articles 19, 28 and 32 from the UN Convention on the Rights of the Child.

http://www.unicef.org/crc/files/Rights_overview.pdf

Ask the class why they think children work?

After: Divide class into groups of 4 or 5 and give each group an atlas. Ask students to look at the labels in their clothes and using an atlas find out where they are made. Make a list of the countries.

Students should read out their lists. Which countries were the most popular?

- Place stickers on relevant countries on a map of the world.
- Explain what a developing country is. Ask why they think that most of the countries we import our clothes from are developing countries?
- When we have the skills and technology in Canada to produce them, does it make environmental sense in terms of fuel consumption to fly such products across the world.

Extension:

Students could write a letter to a clothing or sports shop to ask if the workers who make the clothes they sell get a fair wage.

Say why cheap labour is unfair and who suffers as a result. The point is not to demand an end to trading with developing countries, but to demand that workers receive a fair wage and that the UN Convention on the Rights of the Child is respected.