

Resources to integrate child labor lessons into the classroom

Please visit www.iccle.org for links to all of this curricula.

American Federation of Teachers' Lost Futures, the Problem of Child Labor

This **teacher's guide** includes background information, nine *lesson plan suggestions* intended for "a wide range of students" addressing child labor and differentiating between a minimum and living wage, a *play*, two *stories*, six *poems*, *Documents* of relevant U.S. and international law, and additional *Resources*. Types of activities include movie questions, a crossword puzzle, a child labor debate and writing assignment ideas.

The guide accompanies a 16-minute **video for middle school students** covering a brief history of child labor in the U.S., a description of global child labor, the story of Iqbal Masih - a freed child laborer and martyr from Pakistan, and how American several schools have joined in the fight to end child labor.

The *Lost Futures* video can be ordered by sending \$10 (\$15 to non-AFT members) to: Child Labor Video, AFT, 555 New Jersey Avenue, NW, Washington, D.C. 20001-2079. (Please make checks payable to AFT--all orders must be prepaid.) Four clips from *Lost Futures* are now available for viewing online at: <http://www.aft.org/international/child/instructional.html>

ILO-IPEC's Supporting Children's Right through Education, the Arts and the Media (SCREAM), Stop Child Labor, Education Packet

SCREAM was developed in Ireland working with 15 to 18-year-olds. It has a **leaflet** and **education packet** to download, including *sixteen books*: Basic Information; Collage; Research and Information; Interview and Survey; The image; Role-Play; Art Competition; Creative Writing; Debate; Media Radio and Television; Media Press; Drama; World of Work; Community Integration; User's Guide; and *International declarations and conventions* as well as *16 images/photos of child labor* (on CD).

The SCREAM program is an excellent way to raise awareness in countries where child labor is both prevalent and where it is not and provide young people with the inspiration knowledge and skills they need to take action. It works with the creative arts and functions through deep-learning methodologies - the most effective learning process. SCREAM is all about process. The output, whatever it may be, e.g. a drama performance, is a spin-off effect. The impact of this pedagogical process on young people is significant and has a lasting effect on personal and social development, as well as attitudes and behavior. It renders young people the change agents in society by encouraging them to do their own research, interviews, surveys, and so on. SCREAM is a community-based methodology. Hence, classroom projects reach out to the immediate school community and then to the wider community beyond.

This curriculum is available to download online at:
<http://www.ilo.org/public/english/standards/ipecc/scream/index.htm>

ILO-IPEC's Child Labor – An Information Kit for teachers, Educators, and their Organizations

This kit contains an introduction, two books intended for teachers, 17 or so *Poems and Songs* (words only), two *short stories* about child labor, a primary school *play*, a *board game*, a *video*, and *teaching tools*. This curriculum is more geared toward the mid-upper primary grades.

Book 1 provides teachers with basic info about *child labor*, *children's rights*, and the role of *Education*, and offers topics for discussion with colleagues, class, parents and the community.

Book 2 covers the *teacher's and other actor's roles in combating child labor*. It describes various efforts to return children to school, mobilize teachers, schools and the community, and provide basic education to girls and in remote areas in Tanzania, India, Thailand, Brazil, Nepal and Egypt.

The **teaching tools** include *Stop Child Labor stickers* and teacher *ideas for classroom activities related to child labor*. Many of these activities are geared toward children in communities where there is child labor. These tools are *not* available online. For more information visit: <http://www.ilo.org/public/english/standards/ipec/publ/info-kit.htm>

Maine Association of School Libraries, Child Labor is not Cheap

The Maine Association of School Libraries, *Child Labor is not Cheap: Social Responsibility Vs. the Bottom Line* is an instructional unit developed by Maine educators for *grades 8-12 and adults*. It includes 28 reproducible pages of handouts, posters, maps, Web sites and other sources. In the first of three lessons, students research the background of child labor, including current events and issues. The heart of this unit, *Lesson 2: A Case Study*, requires students to incorporate their findings into a contemporary case study via *role playing*. In the final lesson students explore *change efforts by other youths* and implement their own action plan.

Standards Alignment: Based on Maine's Learning Results Outcomes. It correlates well with other State Standards as well, and provides a foundation for evaluating and refining this curriculum to local or state needs.

The curriculum has been published by the Resource Center of the Americas. It is available in print for \$14.95. Ordering information is available on their web site at <http://www.americas.org>, specifically

http://www.americas.org/bookstore/search_result.php?quick=child+labor+is+not+cheap. Copies are available at the libraries of Maine colleges and universities with teacher education programs, as well as the Maine State Library.

The Resource Center recommends using the video, *Zoned for Slavery*, in conjunction with this curriculum. (Order separately for an additional \$25)

University of Iowa Center for Human Rights (UICHR), Child Labor Research Initiative

Under this initiative the UI Center for Human Rights will complete *six replicable pre-college child labor course modules* for inclusion in *secondary-school* classrooms. The first module introduces students to the concept of *human rights* and, particularly, children's rights. The remaining five modules focus on specific "*worst forms*" of *child labor*: hazardous work, child slavery, child soldiers, trafficking for sexual exploitation, and use of children in drug trade. All

modules are designed to enable *teachers of economics, social studies, world history, and other subjects (e.g., literature)* to integrate them into their regular courses.

Currently the modules are being tested in Iowa schools. Once completed (September 2004), they will be disseminated across the U.S. and abroad. The UICHR will make all of the modules available at <http://www.childlaborlaws.org/projects/curricula/3B/index.shtml>

Teachers interested in receiving a hard copy, may e-mail uichr@uiowa.edu. On the "Subject" line, please insert "Request for Pre-College Modules on Child Labor."

Stanford University, Global Investigation of Child Labor

The Stanford Program on International and Cross-Cultural Education's, Global Investigation of Child Labor: Case Studies from India, Uganda, and the United States is for *Grades: Secondary – Community College*. It is 170 pages/3 lessons and includes 26 images as transparencies, and UN Convention on the Rights of the Child booklet.

This unit allows students to gain a broader perspective on child labor and become more familiar with the issues, controversies, and debates that surround it. The three case studies highlighted in this curriculum illustrate many complex aspects of child labor: the different types of child labor, its causes, consequences, and approaches to intervention. (Published in 2001) The web site suggests Connections to Curriculum Standards.

This curriculum may be ordered online at:

http://spice.stanford.edu/ldml/viewpub_sp.lasso?id=12022

The price is: \$64.95

Internet based

Scholastic News on Child Labor Around the World

Scholastic News provides information on children either working or attending school in the U.S. fields, Brazil, Kenya, Turkey, Mexico, Indonesia, and India. Additionally, there are online activities for youth: 1. a *quiz* on child labor in Mexico; 2. a *child labor map*; 3. *videos* on children either working or going to school in Brazil, India, Mexico, and Kenya; and 4. a *scavenger hunt* on child labor and ILO C 182.

Scholastic News on global child labor is available online at:

http://teacher.scholastic.com/scholasticnews/indepth/child_labor/child_labor/index.asp?article=migrant

Fields of Hope web site [www.fieldsofhope.org]

This web site geared specifically to child labor in *agriculture* (e.g., tobacco, fishing, sugar, fruits and vegetables, and domestic service) offers a downloadable and printable Teacher's Guide with eight educational activities for young persons 12-15 years old (grades 6-8) using the content contained in the site and other sites devoted to child labor.

The Fields of Hope web site also contains: a *quiz* on child labor in agriculture; national child labor and education laws as well as ratification status of relevant international law; a *chalkboard* to share experiences, ideas, feelings and thoughts; and *Resources* (related news, links to child labor web sites, youth activism, literature and resources).

Hard copies of a brochure and **poster** can be obtained by contacting the American Federation of Teachers. Pdfs of the poster and brochure pages can be downloaded from <http://www.fieldsofhope.org/resources/education.asp> (Adobe Acrobat Reader required).

UNICEF Voices of Youth, Children and Work

Voices of Youth is an Internet site created by the United Nations Children's Fund (UNICEF) for young people who want to know more, do more and say more about the world. Its about linking children and adolescents in different countries to 1.) *explore child rights*, education, HIV and AIDS, and the media; 2.) *speak out by joining discussion boards* for young people to talk to one another over the Internet, in French, Spanish, and English; and 3.) *take action*, where you learn how to turn your ideas into action and make a difference and can find out about youth-led initiatives around the world and ways to link up and provide support.

Pages related to child labor include a look at aspects of the international effort to achieve the Millennium Development Goals related to education. They also tell the *stories* of children around the world who are benefiting from educational projects — and, in many cases, taking a lead themselves.

In the Explore sections users will find: *facts* about issues; lots of *information* to make sure you are in the know; *stories* of young people from around the world; *quizzes*; *games*; *photo journals*; *videos*; and more.

Available online at: <http://www.unicef.org/voy/meeting/lab/labhome.html>

Complementary Teaching Tools

'Stolen Childhoods' film

Stolen Childhoods is a feature-length (86-minute) documentary film shot in 7 countries, profiling laboring children and the pioneering efforts to get them educated, break their family's cycle of poverty and lead them into a hopeful future.

Stolen Childhoods was completed in December 2003. Educational screenings can be arranged by contacting Galen Films, Inc.:

18 State Road

P.O. Box 4219

Vineyard Haven, MA 02568

Fax: 508-696-7649; E-mail: galen@vineyard.net

For more information visit: <http://www.stolenchildhoods.org/webfs.html>

A DVD version of Stolen Childhoods is being prepared for classroom use. The film will be translated into Spanish, Portuguese, Russian, Hindi and French.

Partnership with Scholastic Inc. Magazine articles for Junior Scholastic and Scholastic Senior have been ongoing for the past year, based on research from filming and photos shot for the production. Scholastic, Inc. have created a special child labor section on their web site. They will continue publishing feature articles in their classroom magazines and on the web site.

With over 4,000 still photos and transcripts from 200 interviews, a large-format *Companion Book* on the subject of child labor is currently being explored.

Survey on Resource List

Please fill out and mail your thoughts on this Resource List back to us at:

**ICCLE
1925 K Street, Suite 300
Washington, DC 20006**

Thank you.

1. Do you find the resource list helpful?
2. Is the list easy to follow? Why or why not?
3. Do you know of any resources that are missing from this list?
4. Do you feel that the list has enough variety of resources?
5. Do you feel that the resources listed are accurate/reliable sources? Why or why not?