

Child Labour is ...

Aim: that participants examine what child labour is, what it is not and what types of work child labourers are exploited for.

Age: 11 years and older

Time: 30 minutes

Materials: Copies of fact sheets three & four for each group or each person, posters to represent the different continents.



What to do

Begin with the warm-up 'As if'. Use the following statements: Move...

- ... as if you were playing football
- ... as if you were carrying a bag full of heavy books
- ... as if you were stitching footballs
- ... as if you were carrying a sack of meal on your shoulders
- ... as if you were falling asleep in class
- ... as if you were stacking shelves in a supermarket
- ... as if you were walking through a minefield

In threes, discuss the following question: what is the difference between children working and child labour? Each group should list three differences. Ask for one point at a time from each group.

Now ask each group to list all the items that they have encountered that they think have involved child labour. Examples could include clothing, food, household items, sports equipment or things they have seen on television. Find out how many of these items the large group encountered today. Place posters around the room to represent the different continents. Ask the groups to write on the sheets where they think the items they have listed come from. Alternatively, ask the groups to collect as many items as they can from the list. What other types of child labour are there in these places?

Hand out the fact sheet on examples of child labour around the world. In small groups, ask participants to choose one of the types of work and imagine what life is like for a child doing the work.

The groups should try to answer the following questions:

- Where does the child live?
- What type of work does he or she do?
- Who is his or her employer?
- Why does the child work?
- Is the work hard?
- Does the child enjoy the work?
- Who profits most from his or her work?



Face the Facts Three

Young People and Work

A survey of schoolchildren in the Greater Dublin Area in 2000 revealed the following:

- One third of students work more than 12 hours per week, while one in six work more than 20 hours during the school term. This figure does not include Transition Year.
- One in ten students work more hours than they spend in school.
- Nearly one in six of students in Leaving Certificate year were working 20 hours or more, the figure is one in ten for Junior Certificate. Some of this minority were working substantially more than 20 hours weekly.
- The most common types of work done were working in a supermarket, restaurant, pub and baby-sitting.
- The most common rate of pay for students who work was between £4 and £5 per hour. The significant minority of students working 20 hours or more each week were thus earning in the region of £100 per week.
- Students overwhelmingly perceive the consequences of working as positive with very few negative consequences. Working allows students to "feel more independent", "have a nice holiday" and "go out more often".
- Nearly half of students believed working meant they had "less time for homework" and that they would be "tired at school", while more than one in three felt that they would "have little time for games and hobbies".
- Students felt that parents, friends and employers approved of them working during term time, with only teachers being perceived as disapproving.
- The majority of students did not regard the law on working hours as having an important role in how many hours they worked, placing much greater emphasis on their own wishes.

Source: Dublin Employment Pact (2000). School and Part-time Work in Dublin: the facts.

