



Applying the New Tactics Resources to the Topic:

Exploitation of Children through Labor

Classroom resources, exercises and lesson plans

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Topic: Exploitation of Children through Labor

Introduction:

The number of children engaged in labor across the world is significant and problematic. As a result of this labor, and particularly the worst kinds of it, children are put in hazardous situations, often harmed, and miss out on opportunities to partake in the educational system. Child labor can be found in developed, developing, and undeveloped countries. Efforts continue to be made by many organizations to end child labor exploitation and to impose restrictions on labor that is allowed by law.

Goals:

- Introduce Ss to the topic of child labor through a variety of resources as well as critical engagement.
 - gain insight into the global scope of exploitation through labor
 - identify types of occupations through stories and excerpts from books or articles
 - gain insights into the physical and emotional impacts labor has on children
 - identify some factors that contribute to the existence of child labor
- Give Ss a background in tactics that have been successfully used to fight against child labor and invite them to consider additional tactics that could be used.
- Provide Ss with a practical means by which to address the issue of child labor as well as a means by which to apply tactics used by NGOs to combat this issue across the world.

Materials:

For a basic information regarding what child labor is a good resource is the Child Labor Public Education Project which can be found at:

http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/what_is_child_labor.htmlhttp://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/global_economy.html,
http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/international_trade.html
http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/international_workers_rights.html

Films

Soldier Child (1998)

Child Labor (ILO) (<http://www.ilo.org/public/english/bureau/inf/wdacl/index.htm>)

The Dark Side of Chocolate (<http://www.thedarksideofchocolate.org/>)

Child Camel Jockeys- Modern Day Slavery
(<http://www.ansarburney.org/videolinks/video-hbo1.html>)

Invisible Children: Rough Cut (www.invisiblechildren.com)

Stolen Childhoods (www.stolenchildhoods.org)

Books

Kielburger, C. and Major, K. *Free the Children: A Young Man Fights Against Child Labor and Proves that Children Can Change the World*

McDonnell, F. J.H and Akallo, G. *Girl Soldier: A Story of Hope for Northern Uganda's Children*
Derby, C.N. *Contemporary Slavery*

Bales, K. and Soodalter, R. *The Slave Next Door: Human Trafficking and Slavery in America Today*

ILO. *Child Labour: A textbook for university students* (International Programme on the Elimination of Child Labour) This textbook is available online at <http://www.ilo.org/ipec/facts/lang--en/index.htm>. It can be found on this page under "Related Information".

Documents

- **Fields of Peril: Child Labor in US Agriculture**
<http://www.hrw.org/en/reports/2010/05/05/fields-peril-0>
- **Off the Backs Of Children** (Talibs in Senegal)
<http://www.hrw.org/en/reports/2010/04/15/back-children-0>
- **Workers in the Shadows** (Indonesia)
<http://www.hrw.org/en/reports/2009/02/10/workers-shadows>
- **Bottom of the Ladder** (Guyana)
<http://www.hrw.org/en/reports/2007/06/14/bottom-ladder-0>
- **Child Domestic: The world's invisible workers**
<http://www.hrw.org/en/reports/2004/06/10/child-domestics-worlds-invisible-workers>

Organizations (a sampling)

- www.fieldsofhope.org
- www.unicef.org
- www.savethechildren.org
- www.unhchr.ch
- <http://www.stopchildlabor.org/>
- <http://www.laborrights.org/child-and-forced-labor>
- <http://www.globalmarch.org/>
- <http://www.ilo.org/ipec/>
- <http://www.freethechildren.com/getinvolved/geteducated/childlabour.htm>
- http://www.unicef.org/protection/index_childlabour.html
- <http://www.childlaborphotoproject.org/childlabor.html>
- <http://uk.oneworld.net/guides/childlabour>
- <http://stopchildslavery.com/>

Treaties and Conventions

- International Labor Organization's Convention 138 on Minimum Age for Admission to Employment
- International Labor Organization's Convention 29 on Forced Labour
- International Labor Organization's Convention 182 on the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour
- Universal Declaration of Human Rights Article 4
- United Nations Slavery Convention
- United Nations Convention on the Rights of the Child
- United Nations Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution, and child pornography
- United Nations Protocol: Involvement of Children in Armed Conflict
- United Nations International Covenant on Economic, Social, and Cultural Rights
- Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse

New Tactics in Human Rights

- Building Child Friendly Villages: Using village strengths to combat child labour and other exploitive practices
<http://www.newtactics.org/en/ChildFriendlyVillages>
- Phasing out child labor in the garment industry and providing education for ex-workers
<http://www.newtactics.org/en/tactics/phasing-out-child-labor-garment-industry-and-providing-education-ex-workers>
- Embarrassing public officials to make them comply with child labor laws
<http://www.newtactics.org/en/tactics/embarrassing-public-officials-make-them-comply-child-labor-laws>
- Labeling products to assure consumers child labor was not used
<http://www.newtactics.org/en/tactics/labeling-products-assure-consumers-child-labor-was-not-used>
- Creating a child board and village child protection networks to combat child abuse and trafficking
<http://www.newtactics.org/en/tactics/creating-child-board-and-village-child-protection-networks-combat-child-abuse-and-traffick-0>

- Concentrating production of soccer balls in monitored facilities to prevent child labor
<http://www.newtactics.org/en/tactics/concentrating-production-soccer-balls-monitored-facilities-prevent-child-labor>
- Strategy for addressing child labor, sexual abuse and trafficking in the entertainment industry
<http://www.newtactics.org/en/tactics/strategy-addressing-child-labor-sexual-abuse-and-trafficking-entertainment-industry-0>
- Providing parents with funds that allow them to send their children to school rather than to work
<http://www.newtactics.org/en/tactics/providing-parents-funds-allow-them-send-their-children-school-rather-work-0>
 - Creating a venue on the internet for former child soldiers to share their stories and develop new skills (<http://www.newtactics.org/en/tactics/creating-venue-internet-former-child-soldiers-share-their-stories-and-develop-new-skills-0>)
 - Informing potential victims of their rights when there is a time limit on protecting those rights (<http://www.newtactics.org/en/tactics/protecting-rights-time-limit>)
 - Using international monitoring bodies to pressure government to address violations and establish mechanisms for protection (<http://www.newtactics.org/en/tactics/using-international-monitoring-bodies-pressure-government-address-violations-and-establish-m>)
 - Using participatory research to advance children's social and economic rights (<http://www.newtactics.org/en/tactics/using-participatory-research-advance-children%E2%80%99s-social-and-economic-rights>)
 - Mobilizing advocates to pressure local governments to pass resolutions against legislation that violates human rights (<http://www.newtactics.org/en/tactics/mobilizing-advocates-pressure-local-governments-pass-resolutions-against-legislation-violate-0>)
 - Children in Colombia hold election-organizing children as activists (<http://www.newtactics.org/en/tactics/creating-unity-through-participation-symbolic-efforts>)
 - Leveraging shareholder power to press corporations to adopt socially and environmentally responsible policies and practices (<http://www.newtactics.org/en/tactics/leveraging-shareholder-power-press-corporations-adopt-socially-and-environmentally-responsib>)
 - Using the power of the media to send targeted messages to people in a position to end abuses (<http://www.newtactics.org/en/tactics/using-power-media-send-targeted-messages-people-position-end-abuses-0>)
 - Building coalitions to affect local, regional, and international policy using a rights and health-based approach (<http://www.newtactics.org/en/tactics/building-coalitions-among-diverse-constituency-groups-affect-local-regional-and-international>)
 - Engaging locally respected leaders to end customary practices that violate human rights (<http://www.newtactics.org/en/tactics/engaging-locally-respected-leaders-end-customary-practices-violate-human-rights>)

- Using a code of conduct to protect labor rights in the garment industry (<http://www.newtactics.org/en/tactics/using-code-conduct-protect-labor-rights-garment-industry>)
- Mobilizing public resources for victims of human rights violations (<http://www.newtactics.org/en/tactics/mobilizing-public-resources-victims-human-rights-violations>)
- Using a historic garment factory to promote dialogue on sweatshop issues (<http://www.newtactics.org/en/tactics/using-historic-garment-factory-promote-dialogue-sweatshop-issues>)
- Empowering children with information, skills and formal structures to advocate for their own rights (<http://www.newtactics.org/en/tactics/empowering-children-information-skills-and-formal-structures-advocate-their-own-rights>)
- Training local level monitors to document and seek redress for human rights violations (<http://www.newtactics.org/en/tactics/training-local-level-monitors-document-and-seek-redress-human-rights-violations>)
- Building a coalition of all human rights organizations in a country to speak with one voice against abuses (<http://www.newtactics.org/en/tactics/building-coalition-all-human-rights-organizations-country-speak-one-voice-against-abuses>)
- Visually representing human rights violations to build awareness (<http://www.newtactics.org/en/tactics/visually-representing-human-rights-violations-build-awareness-0>)
- Supporting non-governmental organizations in their use of international mechanisms to press government for change (<http://www.newtactics.org/en/tactics/supporting-non-governmental-organizations-their-use-international-mechanisms-press-governmen>)
- Incorporating human rights education in the public school system (<http://www.newtactics.org/en/tactics/incorporating-human-rights-education-public-school-system>)
- Action Theatre to mobilize communities for change (<http://www.newtactics.org/en/tactics/action-theatre-mobilize-communities-change-0>)

Dialogue

“Engaging Youth in Non-Violent Alternatives to Militarism”

<http://www.newtactics.org/blog/new-tactics/engaging-youth-non-violent-alternatives-militarism>

Exercises and Assignments for Guiding Issue Research

- Choose one of the books listed and assign the Ss to read it one week prior to class. To stimulate critical thinking, in-class small group discussions centered on a pre-chosen set of questions

pertaining to the book are discussed. The same can be done with the documents and dialogues listed.

- Choose several laws, treaties, or conventions that you would like Ss to have knowledge of and discuss. Assign groups of students to read one of the laws, treaties or conventions. (Each group should have the same number of Ss as the total number of laws, treaties, or conventions that will be looked at.) Ss will first meet in their groups to discuss and review the specific mechanism that their particular law/treaty/convention provides in terms of 1) eliminating child labor 2) helping victims and 3) punishing perpetrators. Ss will then disperse with one student from each group moving to a different group to share their information.
- Research what the issues are in enforcing child labor laws already in existence. Detail what efforts have been made by NGOs to ensure enforcement.
- Have Ss identify a job/occupation often performed by children along with the countries in which it often occurs, the conditions where they work, the hazards of performing this job, and the health consequences.
- Ss should select a country and research what data is available regarding child labor. They will compile this information and create a presentation to be shared with your class.
- Ss should read through the myths on child labor found on the Global March website (http://www.globalmarch.org/resourcecentre/child_labour/index.php) and write a reflection paper. Ss may want to consider writing on those myths that you had believed, which ones are most detrimental, the reason that these myths are perpetuated, etc.

Resources for Practical Application from New Tactics in Human Rights Project:

Tactics Specific to the Topic

- Building Child Friendly Villages: Using village strengths to combat child labour and other exploitive practices (<http://www.newtactics.org/en/ChildFriendlyVillages>)
- Phasing out child labor in the garment industry and providing education for ex-workers (<http://www.newtactics.org/en/tactics/phasing-out-child-labor-garment-industry-and-providing-education-ex-workers>)
- Embarrassing public officials to make them comply with child labor laws (<http://www.newtactics.org/en/tactics/embarrassing-public-officials-make-them-comply-child-labor-laws>)
- Labeling products to assure consumers child labor was not used (<http://www.newtactics.org/en/tactics/labeling-products-assure-consumers-child-labor-was-not-used>)
- Creating a child board and village child protection networks to combat child abuse and trafficking (<http://www.newtactics.org/en/tactics/creating-child-board-and-village-child-protection-networks-combat-child-abuse-and-traffick-0>)
- Concentrating production of soccer balls in monitored facilities to prevent child labor (<http://www.newtactics.org/en/tactics/concentrating-production-soccer-balls-monitored-facilities-prevent-child-labor>)

- Strategy for addressing child labor, sexual abuse and trafficking in the entertainment industry (<http://www.newtactics.org/en/tactics/strategy-addressing-child-labor-sexual-abuse-and-trafficking-entertainment-industry-0>)
- Providing parents with funds that allow them to send their children to school rather than to work (<http://www.newtactics.org/en/tactics/providing-parents-funds-allow-them-send-their-children-school-rather-work-0>)
- Creating a venue on the internet for former child soldiers to share their stories and develop new skills (<http://www.newtactics.org/en/tactics/creating-venue-internet-former-child-soldiers-share-their-stories-and-develop-new-skills-0>)

Tactics Non-specific to the Topic

Prevention Tactics

- Informing potential victims of their rights when there is a time limit on protecting those rights (<http://www.newtactics.org/en/tactics/protecting-rights-time-limit>)
- Using international monitoring bodies to pressure government to address violations and establish mechanisms for protection (<http://www.newtactics.org/en/tactics/using-international-monitoring-bodies-pressure-government-address-violations-and-establish-m>)
- Using participatory research to advance children's social and economic rights (<http://www.newtactics.org/en/tactics/using-participatory-research-advance-children%E2%80%99s-social-and-economic-rights>)

Intervention Tactics

- Mobilizing advocates to pressure local governments to pass resolutions against legislation that violates human rights (<http://www.newtactics.org/en/tactics/mobilizing-advocates-pressure-local-governments-pass-resolutions-against-legislation-violate-0>)
- Children in Colombia hold election-organizing children as activists (<http://www.newtactics.org/en/tactics/creating-unity-through-participation-symbolic-efforts>)
- Leveraging shareholder power to press corporations to adopt socially and environmentally responsible policies and practices (<http://www.newtactics.org/en/tactics/leveraging-shareholder-power-press-corporations-adopt-socially-and-environmentally-responsib>)
- Using the power of the media to send targeted messages to people in a position to end abuses (<http://www.newtactics.org/en/tactics/using-power-media-send-targeted-messages-people-position-end-abuses-0>)
- Building coalitions to affect local, regional, and international policy using a rights and health-based approach (<http://www.newtactics.org/en/tactics/building-coalitions-among-diverse-constituency-groups-affect-local-regional-and-international>)

- Engaging locally respected leaders to end customary practices that violate human rights (<http://www.newtactics.org/en/tactics/engaging-locally-respected-leaders-end-customary-practices-violate-human-rights>)
- Using a code of conduct to protect labor rights in the garment industry (<http://www.newtactics.org/en/tactics/using-code-conduct-protect-labor-rights-garment-industry>)

Restorative Tactics

- Mobilizing public resources for victims of human rights violations (<http://www.newtactics.org/en/tactics/mobilizing-public-resources-victims-humanrights-violations>)
- Using a historic garment factory to promote dialogue on sweatshop issues (<http://www.newtactics.org/en/tactics/using-historic-garment-factory-promote-dialogue-sweatshop-issues>)
- Empowering children with information, skills and formal structures to advocate for their own rights (<http://www.newtactics.org/en/tactics/empowering-children-information-skills-and-formal-structures-advocate-their-own-rights>)
- Training local level monitors to document and seek redress for human rights violations (<http://www.newtactics.org/en/tactics/training-local-level-monitors-document-and-seek-redress-human-rights-violations>)

Building Human Rights Culture and Institutions

- Building a coalition of all human rights organizations in a country to speak with one voice against abuses (<http://www.newtactics.org/en/tactics/building-coalition-all-human-rightsorganizations-country-speak-one-voice-against-abuses>)
- Visually representing human rights violations to build awareness (<http://www.newtactics.org/en/tactics/visually-representing-human-rights-violations-build-awareness-0>)
- Supporting non-governmental organizations in their use of international mechanisms to press government for change (<http://www.newtactics.org/en/tactics/supporting-non-governmental-organizations-their-use-international-mechanisms-press-governmen>)
- Incorporating human rights education in the public school system (<http://www.newtactics.org/en/tactics/incorporating-human-rights-education-public-school-system>)
- Action Theatre to mobilize communities for change (<http://www.newtactics.org/en/tactics/action-theatre-mobilize-communities-change-0>)

Engagement:

Critical Thinking/Guiding Questions

- What is child labor (given that various cultures put their kids to work at a range of ages)?

- What are the harms of child labor?
- Why should we object to child labor?
- What is *exploitation*?
- Why is the *young age* a wrong-making feature? (For example, different human development projects occur at different ages. Some of these projects, if not undertaken in a timely manner, mean that they can never be successfully completed, etc.)
- What is the relevance of consent?
- What is the relevance of the identity of the employer? Is family work different than commercial work?
- Are wages relevant to the determination that child labor is wrong?
- What conditions have led to the existence of child labor?
- What are some common denominators between countries where child labor exists?
- What efforts could be made to help prevent children from leaving school and entering the labor market?
- What changes do you believe could be made to the educational system to encourage parents and/or children from leaving it to enter the labor market?
- What statistics have been put together in your country to regarding child labor? What methodology was used to compile this information and how current is it?
- Consider the situations in which it might be acceptable for a child to work. What kind of work might a child do? What restrictions would need to be in place?
- What myths exist about child labor and how are they perpetuated?
- Enforcement of child labor laws continues to be problematic. Why is this so?

Exercises and Assignments for Practical Application Using New Tactics Materials

- Ss may choose two of the tactics specific to child labor and debate the pros and cons of using each within their home country. Ss should create a paper or presentation that outlines which would be most beneficial, why, and what adjustments might need to be made in order for the tactic to work.
- Ss are assigned (or may choose) a tactic non-specific to child labor and determine how this tactic could be reinterpreted to fight against child labor.
- Critical thinking/guiding questions can be used in a variety of ways: Ss may choose one and write a response paper, questions can be discussed in small groups, a fishbowl technique in which a small group discusses a question while the rest of the class listens and can offer ideas.
- Ss can work individually or in groups to adapt a tactic from the New Tactics website so that it is applicable to fighting child labor. Presentations or a written piece are possibilities.
 - Adapting Tactics—Workbook Tools and Resources-- pg. 4
<http://www.newtactics.org/sites/newtactics.org/files/resources/18tools.pdf>
 - Tactic Presentation—Workbook Tools and Resources—pg. 5
<http://www.newtactics.org/sites/newtactics.org/files/resources/18tools.pdf>

Exercises and Assignments Engaging Organizations Combating Child Labor

- Ss should research one organization that is working against child labor. They will identify the organization's main focus, the country(ies) in which it works, its goals, where its funding comes from, and its future goals. Ss will prepare either a paper or a presentation of their findings.
- Ss will organize an awareness campaign about child labor on your campus. They should consider the objectives of the campaign and their audience. Following the campaign, Ss should evaluate the results of their efforts.

- Ss work in groups and decide upon an organization to contact that works to end child labor in another country. Ss should engage the organization in a virtual or phone interview to highlight the particular areas of concern in their region. Individual reflection papers can be written following the interview.
- A panel (live and/or virtual) composed of representatives of organizations working to end child labor can be brought to the classroom to provide information on:
 - Current and local impact.
 - Share how they are working to address the issue (prevention, intervention, restoration – ie victim services, building institutions and cultural practices to address the root causes)
 - Share case examples of survivors they have worked with and outcome results.

Title of Lesson: Exploitation of Children through Labor

Goals of the Lesson:

- Introduce Ss to the topic of child labor through a variety of resources as well as critical engagement.
 - gain insight into the global scope of child labor
 - identify types of child labor occupation through stories and excerpts from books or articles identify countries where labor exists by using world maps and atlases
 - gain insights into the physical and emotional impact labor has on children
 - identify some factors that contribute to the existence of child labor
- Give Ss a background in tactics that have been successfully used to fight against child labor and invite them to consider additional tactics that could be used.

- Provide Ss with a practical means by which to address the issue of child labor as well as a means by which to apply tactics used by NGOs to combat this issue across the world.

Timeframe: Three lesson plans are included below. The first is for a class taking 1.5 hours, the second for 3 hours of class time, and the third for 6 hours of class time.

Learner Outcome(s):

- Students can explain the local and global issue of child labor
- Students can describe, compare, and analyze the current laws, treaties, and conventions that are being used to end child labor exploitation.
- Students can discuss anti-child labor tactics that have been successfully used by activists and organizations.
- Students can assess other tactics that might be used to prevent or intervene in child labor, restore victims, or build human rights cultures and institutions against trafficking.

Essential Questions (critical thinking)

- What is child labor (given that various cultures put their kids to work at a range of ages)?
- What are the harms of child labor?
- Why should we object to child labor?
- What is *exploitation*?
- Why is the *young age* a wrong-making feature? (For example, different human development projects occur at different ages. Some of these projects, if not undertaken in a timely manner, mean that they can never be successfully completed, etc.)
- What is the relevance of consent?
- What is the relevance of the identity of the employer? Is family work different than commercial work?
- Are wages relevant to the determination that child labor is wrong?
- Where does child labor exist?
- What conditions have led to the existence of child labor?
- What are some common denominators between countries where child labor exists?
- What efforts could be made to help prevent children from leaving school and entering the labor market?
- What changes do you believe could be made to the educational system to encourage parents and/or children from leaving it to enter the labor market?
- What statistics have been put together in your country to regarding child labor? What methodology was used to compile this information and how current is it?
- Consider the situations in which it might be acceptable for a child to work. What kind of work might a child do? What restrictions would need to be in place?
- What myths exist about child labor and how are they perpetuated?
- Enforcement of child labor laws continues to be problematic. Why is this so?

For a basic information regarding what child labor is a good resource is the Child Labor Public Education Project which can be found at:

http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/what_is_child_labor.html,
http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/global_economy.html,
http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/international_trade.html,
http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/international_workers_rights.html

1.5 hours of class time (Undergraduate Class)

1. Assign 3-5 Ss to each of the following reports to be read before class. Ss will remain in these groups to complete the work assigned during the class period.
 - Fields of Peril: Child Labor in US Agriculture
<http://www.hrw.org/en/reports/2010/05/05/fields-peril-0>
 - Off the Backs Of Children (Talibs in Senegal)
<http://www.hrw.org/en/reports/2010/04/15/back-children-0>
 - Workers in the Shadows (Indonesia)
<http://www.hrw.org/en/reports/2009/02/10/workers-shadows>
 - Bottom of the Ladder (Guyana)
<http://www.hrw.org/en/reports/2007/06/14/bottom-ladder-0>
 - Child Domestic: The world's invisible workers
<http://www.hrw.org/en/reports/2004/06/10/child-domestics-worlds-invisibleworkers>

2. Working in their groups, Ss will be assigned to one of the following tactics. Ss should carefully consider the tactic and work together to create a presentation that considers how this tactic might be used to help the children described in the report they read prior to class. Ss should consider how NGO (in the tactic) is creatively working on child labor issues to address the problems of 1) eliminating child labor or enforcing child labor laws, 2) helping victims, and 3) punishing perpetrators.
Note: This assignment will likely not be completed during class time and should be assigned as homework.
 - Building Child Friendly Villages: Using village strengths to combat child labour and other exploitive practices
(<http://www.newtactics.org/en/ChildFriendlyVillages>)
 - Phasing out child labor in the garment industry and providing education for ex-workers (<http://www.newtactics.org/en/tactics/phasing-out-child-labor-garment-industry-and-providing-education-ex-workers>)
 - Embarrassing public officials to make them comply with child labor laws (<http://www.newtactics.org/en/tactics/embarrassing-public-officials-make-them-comply-child-labor-laws>)

- Labeling products to assure consumers child labor was not used (<http://www.newtactics.org/en/tactics/labeling-products-assure-consumers-child-labor-was-not-used>)
- Creating a child board and village child protection networks to combat child abuse and trafficking (<http://www.newtactics.org/en/tactics/creating-child-board-and-village-child-protection-networks-combat-child-abuse-and-traffick-0>)
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- Creating a venue on the internet for former child soldiers to share their stories and develop new skills (<http://www.newtactics.org/en/tactics/creating-venue-internet-former-child-soldiers-share-their-stories-and-develop-new-skills-0>)

3.0 hours of class time (Graduate Class)

1. Ss should either read Kielburger and Major's book *Free the Children: A Young Man Fights Against Child Labor and Proves that Children Can Change the World* prior to class. A short reflection paper on the book may be assigned.
2. Ss should be placed in groups and assigned 1-2 of the treaties and conventions listed below. Ss should discuss and review the specific mechanism that their particular treaty or convention provides in terms of 1) eliminating child labor 2) helping victims and 3) punishing perpetrators. Ss will then report their findings to the class.
 - International Labor Organization's Convention 138 on Minimum Age for Admission to Employment
 - International Labor Organization's Convention 29 on Forced Labour
 - International Labor Organization's Convention 182 on the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour
 - Universal Declaration of Human Rights Article 4
 - United Nations Slavery Convention

- United Nations Convention on the Rights of the Child
 - United Nations Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution, and child pornography
 - United Nations Protocol: Involvement of Children in Armed Conflict
 - United Nations International Covenant on Economic, Social, and Cultural Rights
 - Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse
3. Ss are assigned a particular tactic in order to determine how NGOs are creatively working on child labor issues to address the problems of 1) child labor exploitation, 2) helping victims, and 3) punishing perpetrators.
- Building Child Friendly Villages: Using village strengths to combat child labour and other exploitive practices (<http://www.newtactics.org/en/ChildFriendlyVillages>)
 - Phasing out child labor in the garment industry and providing education for ex-workers (<http://www.newtactics.org/en/tactics/phasing-out-child-labor-garment-industry-and-providing-education-ex-workers>)
 - Embarrassing public officials to make them comply with child labor laws (<http://www.newtactics.org/en/tactics/embarrassing-public-officials-make-them-comply-child-labor-laws>)
 - Labeling products to assure consumers child labor was not used (<http://www.newtactics.org/en/tactics/labeling-products-assure-consumers-child-labor-was-not-used>)
 - Creating a child board and village child protection networks to combat child abuse and trafficking (<http://www.newtactics.org/en/tactics/creating-child-board-and-village-child-protection-networks-combat-child-abuse-and-traffick-0>)
 - Concentrating production of soccer balls in monitored facilities to prevent child labor (<http://www.newtactics.org/en/tactics/concentrating-production-soccer-balls-monitored-facilities-prevent-child-labor>)
 - Strategy for addressing child labor, sexual abuse and trafficking in the entertainment industry (<http://www.newtactics.org/en/tactics/strategy-addressing-child-labor-sexual-abuse-and-trafficking-entertainment-industry-0>)
 - Providing parents with funds that allow them to send their children to school rather than to work (<http://www.newtactics.org/en/tactics/providing-parents-funds-allow-them-send-their-children-school-rather-work-0>)

- Creating a venue on the internet for former child soldiers to share their stories and develop new skills
(<http://www.newtactics.org/en/tactics/creating-venue-internet-former-child-soldiers-share-their-stories-and-develop-new-skills-0>)

4. Homework

Ss may choose two of the tactics specific to child labor and debate the pros and cons of using each within their home country. Ss should create a paper or presentation that outlines which would be most beneficial, why, and what adjustments might need to be made in order for the tactic to work.

6.0 hours of class time (Two Graduate Classes)

1. Follow the first 3 hours of class time lesson plan
2. In the first part of class, watch one of the following movies:
 - The Dark Side of Chocolate
<http://www.thedarksideofchocolate.org/>
 - Child Camel Jockeys- Modern Day Slavery
<http://www.ansarburney.org/videolinks/video-hbo1.html>
 - Invisible Children: Rough Cut
www.invisiblechildren.com
 - Stolen Childhoods
www.stolenchildhoods.org
3. Ss can work in groups to adapt a tactic from the New Tactics website so that it is applicable to eliminating child labor. Presentations or a written piece are possibilities but should only be considered for homework not in-class

Adapting Tactics—Workbook Tools and Resources-- pg. 4

<http://www.newtactics.org/sites/newtactics.org/files/resources/18tools.pdf>

Tactic Presentation—Workbook Tools and Resources—pg. 5

<http://www.newtactics.org/sites/newtactics.org/files/resources/18tools.pdf>

OR

A panel (live and/or virtual) composed of representatives of organizations working to eliminate child labor can be brought to the classroom to provide information on:

- Current and local impact.
- Share how they are working to address the issue (prevention, intervention, restoration – i.e. victim services, building institutions and cultural practices to address the root causes)
- Share case examples of survivors they have worked with and outcome results.

4. Homework

- If option one is chosen for section 3, the homework should be the written piece or a presentation for the next class.
- An alternative would be to have Ss should research one organization that is working against child labor. They will identify the organization's main focus, the country(ies) in which it works, its goals, where its funding comes from, and its future goals. Ss will prepare either a paper or a presentation of their findings.