



*Ali, Age: 16, Country: Jordan*

# Ali's Story

## The Impact of Child Labor

LESSON PLANS FOR MIDDLE SCHOOL STUDENTS

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# Ali's Story

## Unit Overview

**SUBJECT:** Social Studies

**LEVEL:** Middle School

## Unit Overview

**Tip!**

### Teachers' Tip

While this unit was designed to be done over two consecutive days, feel free to customize it to fit your specific curriculum schedule. You may choose to do parts of each lesson over a period of days, do the individual lessons weeks or months apart, or expand the time spent on each day's lesson to more than one class period.

**Tip!**

## Background

### Teachers' Tip

Child labor is often "invisible," as it includes children working in domestic service, in small factories or workshops, and in agricultural fields. More information on working children can be found at: [www.unicefusa.org/teachunicef/ali1](http://www.unicefusa.org/teachunicef/ali1).

*Ali's Story* is designed to use with middle school students. The content can be adapted for use with older or younger students. The 2 days' lessons are designed to:

1. Raise awareness of the impact of child labor on the lives of young people
2. Increase students' understanding of the difference between acceptable and unacceptable forms of work for children
3. Explore solutions and programs that can help end abusive forms of child labor

**Lesson 1:** Through interviews, students will explore the meaning of work in their own lives. They will then learn about the daily life of Ali, a 16-year-old who works in a restaurant in Jordan, through watching a short video and reading a story. They will also develop a chart that outlines their typical daily schedules. Students will use the chart for comparison purposes in Lesson 2.

**Lesson 2:** Students will complete the chart from Lesson 1 to compare their lives to Ali's. They will then use UNICEF readings to learn about UNICEF's views regarding acceptable child labor and UNICEF programs aimed at combating child labor. Students will also examine a statistical chart to look at the relationship between education and child labor.

According to UNICEF and the International Labor Organization (ILO), an estimated 246 million children between the ages of 5 and 17 are engaged in child labor. Some 70% of these children work in agriculture. Others work in marketplaces, on the street, in homes as domestic workers, and in factories and mines. Nearly 30% of all working children are less than 10 years old.

According to UNICEF's 1997 *State of the World's Children* report (see [www.unicefusa.org/teachunicef/ali1](http://www.unicefusa.org/teachunicef/ali1)), child labor is exploitative if it involves:

- \* Full-time work at too early an age
- \* Too many hours devoted to working
- \* Work that has undue physical, social, or psychological stress
- \* Bad working and living conditions
- \* Inadequate pay
- \* Too much responsibility
- \* Work that limits access to education
- \* Work that undermines children's dignity and self-esteem, such as slavery, bonded labor, or sexual exploitation
- \* Work that is harmful to social and psychological development

ILO Convention No. 182 (see [www.unicefusa.org/teachunicef/ali1](http://www.unicefusa.org/teachunicef/ali1)) defines the "worst forms" of child labor as:

- \* Slavery and bonded labor
- \* The use of children in armed conflict
- \* The use of children in prostitution and pornography
- \* The use of children in illicit activities such as the drug trade
- \* Other forms of work that are likely to harm the health, safety, or morals of children

An estimated 171 million children work in one of these "worst forms" of labor. Examples include mining, working with chemicals and pesticides in agriculture, and working with dangerous machinery.

Working children are less mature than adults and less aware of the risks involved in their work. This makes them especially vulnerable to injury and illness on the job. Children's right to rest and recreation is often violated by the conditions of their work, which also affects their overall health. Because they work, such children often miss out on an education that would help them find safer occupations as adults—allowing them to break out of the cycle of poverty.

## Finding Solutions

Providing safe, accessible, and high-quality education encourages families to send working children to school. However, education programs for working children must take into account the fact that these children often provide essential income for their families. Classes that are designed around the schedules of working children, or that provide stipends to families for lost income, help children pursue learning without jeopardizing the financial security of the family.

### Tip!

#### Teachers' Tip

Information on sexual violence is included as background for the teacher only; it is not mentioned in the materials for students.

## A Case Study

*Ali's Story* focuses on the life of Ali, a 16-year-old boy who works in a restaurant in Jordan. Across the Middle East and North Africa, an estimated 15% of children work. While the average income per person in Jordan is slightly less than in the region as a whole, Jordan's primary school enrollment/attendance is 99%, compared to 68% for the region. Child health and nutrition and access to water and sanitation are also better than those of the region as a whole.

However, the country is home to 1.8 million Palestinian refugees who have arrived in Jordan since 1948. They live in six refugee camps, where job opportunities are limited and programs for young people are scarce. Links to more information on UNICEF's work in Jordan can be found at: [www.unicefusa.org/teachunicef/ali1](http://www.unicefusa.org/teachunicef/ali1).

## National Standards

All TeachUNICEF lesson plans are designed to be in line with national standards. For more detail, refer to the national standards section at the back of this lesson or to the additional resources at: [www.teachunicef.org](http://www.teachunicef.org).

## Evaluation/ Assessment

Students will be evaluated based on their:

- \* Participation in class discussions
- \* Ability to identify main ideas from a text
- \* Ability to identify different approaches to addressing child labor in a program description
- \* Ability to interpret statistical tables

## Interdisciplinary Connections

Tip!

### Teachers' Tip

Students can use the U.S. Department of Labor website, linked at: [www.unicefusa.org/teachunicef/dli1](http://www.unicefusa.org/teachunicef/dli1), to find information on child labor in the United States, including tables comparing federal standards with state laws for different jobs. The site also provides links to states' departments of labor.

Given that *Ali's Story* aligns with the national Mathematics, Language Arts, Geography, and Health Standards, you may want to team teach the unit with colleagues in those disciplines. Additional interdisciplinary assignments could include:

**American History:** Have students research the history of child labor laws in the United States and answer these questions:

- \* How common was child labor in this country 100 years ago?
- \* What led to changes in laws to protect working children?
- \* How long did this process take?
- \* Do all states have the same standards for preventing child labor?
- \* Why are there differences from state to state?

## Service Learning Projects

**Language Arts:** Ask students to write a short skit in which someone tries to convince the parent of a working child that the child should be in school. The skits should explore the reasons a parent might want a child to work as well as solutions for providing educational opportunities while maintaining the family's welfare. Students can act out their completed skits.

**Mathematics:** Students can use the time clocks from Lesson 1 to calculate what percentage of a student's day is spent in school, work, recreation, and other activities. They can do the same with the estimated time clock for Ali and compare the two sets of percentages.

**Visual Arts:** Students can create a poster for a school project whose aim is to get students involved in the issue of child labor. Students can work in pairs or small groups to make decisions about the images and text they will use. They can display their work in the classroom or halls to share with other students.

Regardless of their range and scope, the best Service Learning projects are those developed and initiated by students. The projects can last an afternoon, a weekend, a week, or a month—depending on the goals students set. They can be done on an individual basis, in pairs, or in small groups. In some cases, the project may be so big that an entire class or even the whole school can get involved!

Some possible service learning projects for *Ali's Story* include:

### 1. Daily Planners

Students serve as mentors to younger children to help them organize their time. Students learn how to teach or coach children how to make a weekly schedule that accounts for school, homework, family time, play, chores, and other daily activities.

### 2. Our Story

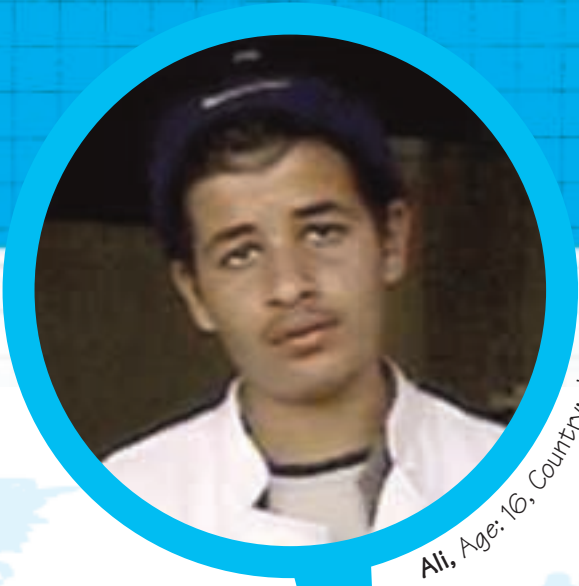
Students interview their parents, grandparents, and other adults to explore the educational opportunities and work responsibilities these family members experienced in their childhoods. Students can use the information they gather to create a family tree that shows the history of child labor in their families.

As an alternative, students can make timelines of child labor in the United States that show working and education conditions over time and the steps that were taken to improve these conditions. Students can then help to educate the community at large by sharing their findings at an open house for family and friends.

### 3. Local Heroes

Students research organizations that provide educational opportunities to children in developing countries. They can find out if there are any local connections to such groups—people within their community whose actions and efforts are helping children around the world. Students can publicize the good work of local community members or group chapters by holding an awards ceremony that the school community or larger community can attend.

# Ali's Story



Ali, Age: 16, Country: Jordan

## Lesson 1

### Child's Work

**TOTAL TIME: 45 Minutes**

#### Objectives

To raise awareness of the different types of work that children do. Students will also learn that while some work by children is normal, other kinds of work violate children's basic rights.

#### Session Plan

- \* OPENING ACTIVITY: 10 Minutes
- \* GATHERING THE FACTS: 30 Minutes
- \* HOMEWORK: 5 Minutes

#### Vocabulary

- \* Editing
- \* Falafel
- \* Recreation
- \* Refugee

## Materials Needed/ Setup

**Tip!**

### Teachers' Tip

Don't have a live Internet connection in your classroom?

No problem! The video files can be downloaded onto a computer and then saved on a USB drive, or burned onto a DVD for viewing later!

## Opening Activity

- \* Copies of Handout #1: "Interview Guide" for each student
- \* World map
- \* Computer with Internet access, connected to video display if possible. Bookmark the link for Ali's Video, which can be found at: [www.unicefusa.org/teachunicef/ali1](http://www.unicefusa.org/teachunicef/ali1)
- \* Student copies of Handout #2: "Viewing Guide—Ali's Video"
- \* Student copies of Handout #3: "Ali's Story"
- \* Student copies of Handout #4: "Time Chart"

### DIRECTIONS:

1. Ask students to form pairs. Have the students interview each other as to the work they do in and outside of the home. Students should take notes on the interview on Handout #1, "Interview Guide."
2. When the interviews are done, ask the class the following questions:
  - \* How many of you have regular chores at home?
  - \* How long do you spend on chores at home? Fewer than 5 hours per week? More than 5 hours per week?
  - \* How many of you have jobs outside the home?
  - \* How many hours per week do you work at your jobs? Fewer than 5? More than 5?
  - \* Are there differences in the work that girls and boys do, in and outside the home? If so, what are the differences?
  - \* Do you think chores and jobs interfere with schoolwork or the time you spend with friends?

## Gathering the Facts

**Tip!**

### Teachers' Tip

You may want to show the video twice, so students can record any points they may have missed on the first viewing.

### DIRECTIONS:

1. Explain that this lesson focuses on child labor and the life of a working teenager in Jordan. Have the class locate Jordan on a map.

### WATCH:

2. Distribute copies of Handout #2, "Viewing Guide—Ali's Video" to each student. Then show Ali's video. Have the class take notes on their viewing guides. Review their answers by asking and discussing the following questions:
  - \* What skills do you think Ali has?
  - \* Why does Ali work?
  - \* If Ali didn't work, how might his family be affected?
  - \* What worries Ali about working?
  - \* Why do you think Ali says he is hopeful about his future?

Tip!

**Teachers' Tip**

Although UNICEF once had programs in Israel, by 1966 Israel had achieved the goal of many developing nations—attaining the economic wherewithal to care for its children—and notified UNICEF that it no longer required assistance. At that point, Israel became a donor nation to UNICEF.

Links to more information on UNICEF programs in this region can be found at:

[www.unicefusa.org/teachunicef/ali1](http://www.unicefusa.org/teachunicef/ali1).

**Homework****Extension Activities****READ:**

**3.** Give out copies of Handout #3, “Ali’s Story” to each student. After they have read the story, have students answer the questions that follow. Discuss their answers as a group.

**ASK:**

- \* How could the film program help Ali?
- \* What other kinds of needs does Ali have?
- \* What other kinds of programs could help Ali?

**EXPLORE:**

**4.** Invite students to explore the concept of visibility by asking the following questions:

- \* UNICEF says that working children are often “invisible.” What do you think this means?
- \* How is Ali “invisible?”
- \* How does the film program help Ali become “visible?”

**DIRECTIONS:**

- 1.** Each student will create a schedule for a typical day in his or her life. Give out copies of Handout #4, “Time Chart.”
- 2.** Model for students how to follow the directions in the handout. Explain that for each activity in the first column, students will record the number of hours they spend daily in that activity. Then they will use labels and shading to show the amount of time spent in each activity on a graph in the form of a 24-hour clock. Remind students to leave the third column blank.

The following assignment can be given as part of an overall class-based research assignment. Or, it can be done by individuals as either extra credit or make-up work.

- \* Research what the Convention on the Rights of the Child (CRC) says about child labor. The following information will help you with your research:
  - The CRC is an international treaty on the rights of children
  - Article 32 of the CRC refers specifically to child labor
  - Based on the CRC, UNICEF helps governments create laws and services that will protect children’s rights

You can find links to both the full text and a shorter version of the CRC at: [www.unicefusa.org/teachunicef/ali1](http://www.unicefusa.org/teachunicef/ali1).

# Lesson 2

## Putting an End to All Work and No Play

**TOTAL TIME: 45 Minutes**

### Objectives

To encourage thinking about problems and solutions regarding child labor. Students will generate ideas about the kinds of actions that might address the needs of working children. They will also become familiar with UNICEF's work on child labor.

### Session Plan

- \* OPENING ACTIVITY: 10 Minutes
- \* WORKING IT OUT: 10 Minutes
- \* FINDING SOLUTIONS: 15 Minutes
- \* ASSESSING SOLUTIONS: 10 Minutes

### Vocabulary

**Tip!**

#### Teachers' Tip

Students can fill in definitions as they are covered during the class period or look them up for either a "Do Now" or homework assignment.

- |                |              |
|----------------|--------------|
| * Abuse        | * Morals     |
| * Alternative  | * Pesticide  |
| * Customs      | * Recreation |
| * Exploitation | * Rupees     |
| * Hazardous    | * Violates   |
| * Income       |              |

### Materials Needed/Setup

- \* Students should have on hand their copies of Handout #4, "Time Chart," from Lesson 1
- \* Student copies of Handout #5: "Excerpt: UNICEF Child Protection Information Sheet on Child Labor"
- \* Student copies of Handout #6: "UNICEF at Work: Ending Child Labor"
- \* Student copies of Handout #7: "Child Labor and Education"

### Opening Activity

#### DIRECTIONS:

1. Ask volunteers to report briefly on the time charts they made for the homework activity in Lesson 1.

**Tip!****Teachers' Tip**

Students may find that they “run out of time” for activities other than work and school. Encourage students to discuss what it might be like for Ali to not have time for activities such as playing, being with friends, and sports.

**Tip!****Working It Out****Teachers' Tip**

If necessary, refer to information in the “Background” section of this unit regarding forms of children’s work and child labor. You can also refer to UNICEF websites on child labor. Links for those sites at:

[www.unicefusa.org/teachunicef/dli1](http://www.unicefusa.org/teachunicef/dli1).

**Finding Solutions**

**2.** Ask students as a whole group to complete Handout #4, “Time Chart.” They should use Ali’s story to fill in information for Ali’s daily activities during the school year:

- \* Students should first put the heading “Ali” at the top of the third column.
- \* They can fill in the “working outside the home” data based on the video (Answer: Ali spends 8 hours a day working at the restaurant).
- \* Since Ali works 12 hours in the summer, students should figure that he spends 4 hours per day in school during the school year.
- \* With the remaining number of hours in Ali’s day, students should agree on an estimate of the time he might have for other daily activities.

**3.** Ask volunteers to compare their daily lives to a day in Ali’s life.

**1.** Give a copy of Handout #5, “Excerpt: UNICEF Child Protection Information Sheet on Child Labor” to each student. Have students read the paragraph and answer the questions on the sheet.

**2.** Ask volunteers to describe in their own words acceptable forms of children’s work and unacceptable forms of child labor.

**3.** Ask the students:

- \* Based on Ali’s time chart, do you think he is involved in an unacceptable form of child labor?
- \* Explain your reasons.

**DIRECTIONS:**

**1.** Have the students form small groups. Remind students that in “Ali’s Story” they read about a program in Jordan for young people who work.

- \* Ask students to brainstorm what other kinds of programs could be created to help working children.

- \* Ask 2-3 groups to share their suggestions.

**2.** Give each student a copy of Handout #6, “UNICEF at Work: Ending Child Labor.” Note: *Do not* copy or distribute the answer key that appears at the end of the handout section at this time.

- \* Have students read the descriptions of the types of UNICEF programs on the first page of the handout.

- \* Answer any questions that students may have about the programs.

**3.** Working in their small groups, have students do the activity on the second page of the handout. Students should correctly match

## Assessing Solutions

each real-life example to a general type of UNICEF program. Ask and discuss the following question with the whole class:

- \* Why do you think UNICEF uses so many different kinds of programs to end child labor?

Use the Answer Key to help students check their work.

### DIRECTIONS:

1. Give each student a copy of Handout #7, "Child Labor and Education." Have them read the chart.
2. After they look at the chart, ask: What is the relationship between education and child labor?
3. Ask students to think about what they have learned about child labor, and about Ali's life in Jordan. Then ask:
  - \* What kinds of programs, besides the film program, would be most helpful to Ali and children like him?

## Further Questions for Discussion

- \* How does poverty lead to child labor?
- \* How does child labor lead to poverty?

## Extension Activities

The following assignments can be given as part of an overall class-based research assignment. Or, they can be done by individuals as either extra credit or make-up work.

- \* Use the lesson plan "Himal's Story" at: <http://www.teachunicef.org> to explore the life of a domestic worker.
- \* In 2000, the UN member states agreed on the Millennium Development Goals (MDGs) for reducing poverty, improving health, education, and the environment, and addressing other important global concerns. Links to information about these goals can be found at: [www.unicefusa.org/teachunicef/ali1](http://www.unicefusa.org/teachunicef/ali1). These are two of the MDGs:
  - MDG 1: By 2015, reduce by half the proportion of people who live on less than \$1 per day
  - MDG 2: By 2015, make sure that all girls and boys complete elementary education

Discuss these two goals with your classmates to answer the following question: How might ending child labor help countries meet MDG #1 and MDG #2?

Tip!**Teachers' Tip**

Point out to students that boycotts sometime have negative effects on child laborers, because they may lose their jobs. This would cause hardship for their families. The children may end up finding new work that is even more dangerous. Encourage the class to think critically about boycotts.

- \* With a small group, choose a product (for example, an article of clothing or an electronic device) and find out if child labor is involved in making it. To do this, you can write to companies to discover their policies on the use of child labor. Some companies post this information on their websites.
- \* As a class, brainstorm ideas about things children can do to address the problem of child labor. Examples include:
  - Letter-writing campaigns to corporations that use child labor
  - Holding an assembly to educate the school
  - Writing an article for the school newspaper or a letter to the editor of the local newspaper

## National Standards

The two lessons in this unit align with the following national guidelines for curriculum standards:

### United States History

#### The Development of the Industrial United States (1870-1900)

- \* Understands how the rise of corporations, heavy industry, and mechanized farming transformed the American people
- \* Understands the rise of the American labor movement and how political issues reflected social and economic changes

#### The Emergence of Modern America (1890-1930)

- \* Understands how Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption

#### Postwar United States (1945 to early 1970s)

- \* Understands the economic boom and social transformation of postwar United States

#### Contemporary United States (1968 to the present)

- \* Understands recent developments in foreign and domestic politics
- \* Understands economic, social, and cultural developments in contemporary United States

### World History

#### The 20th Century Since 1945: Promises And Paradoxes

*The student in grades 5-12 should understand*

- \* The search for community, stability, and peace in an interdependent world.
- \* Major global trends since World War II.

### Economics

#### Role of Resources In Determining Income

*Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are*

At the completion of Grade 8, students will know the Grade 4 benchmarks for this standard, and also understand:

- \* To earn income people sell productive resources. These include their labor, capital, natural resources, and entrepreneurial talents.
- \* People's incomes, in part, reflect choices they have made about education, training, skill development, and careers. People with few skills are more likely to be poor.

## Geography

### The World in Spatial Terms

*As a result of activities in grades K-12, all students should*

- \* Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- \* Understand how to analyze the spatial organization of people, places, and environments on Earth's surface.

### Places and Regions

*As a result of activities in grades K-12, all students should*

- \* Understand the physical and human characteristics of places.
- \* Understand how culture and experience influence people's perceptions of places and regions.

### Human Systems

*As a result of activities in grades K-12, all students should*

- \* Understand the characteristics, distribution, and migration of human populations on Earth's surface.
- \* Understand the characteristics, distribution, and complexity of Earth's cultural mosaics.
- \* Understand the patterns and networks of economic interdependence on Earth's surface.
- \* Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.

### Environment and Society

*As a result of activities in grades K-12, all students should*

- \* Understand how physical systems affect human systems.
- \* Understand the changes that occur in the meaning, use, distribution, and importance of resources.

## Mathematics

### DATA ANALYSIS AND PROBABILITY

*Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer*

- \* Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population.

*Develop and evaluate inferences and predictions that are based on data*

- \* Use observations about differences between two or more samples to make conjectures about the populations from which the samples were taken.

### COMMUNICATION

*Instructional programs from prekindergarten through grade 12 should enable all students to*

- \* Organize and consolidate their mathematical thinking through communication;
- \* Communicate their mathematical thinking coherently and clearly to peers, teachers, and others;
- \* Analyze and evaluate the mathematical thinking and strategies of others;

### CONNECTIONS

*Instructional programs from prekindergarten through grade 12 should enable all students to*

- \* Recognize and apply mathematics in contexts outside of mathematics.

### REPRESENTATION

*Instructional programs from prekindergarten through grade 12 should enable all students to*

- \* Create and use representations to organize, record, and communicate mathematical ideas;
- \* Use representations to model and interpret physical, social, and mathematical phenomena.

## English Language Arts

**Standard 1:** Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

**Standard 2:** Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

**Standard 4:** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

### Health

#### Health Promotion and Disease Prevention

*Students will comprehend concepts related to health promotion and disease prevention—*

- \* Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
- \* Describe the interrelationship of mental, emotional, social, and physical health during adolescence.
- \* Analyze how environment and personal health are interrelated.
- \* Describe ways to reduce risks related to adolescent health problems.
- \* Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.

#### Influences on Health

*Students will analyze the influence of culture, media, technology, and other factors on health—*

- \* Describe the influence of cultural beliefs on health behaviors and the use of health services.



*Ali, Age: 16, Country: Jordan*

# **Ali's Story**

## **Handouts**

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# Interview Guide

## Directions:

Interview your partner about work she/he does, at home and outside the home. Use these questions as a guide and take notes. You can also add other questions of your own on the back.

1. Do you do chores at home?

Yes

No

2. If yes, what kinds of chores do you do?

.....

.....

3. About how many hours per week do you spend on chores?

.....

4. Do you get paid to do chores?

Yes

No

5. Do you work outside the home?

Yes

No

6. If yes, what kind of work do you do?

.....

.....

7. How many hours per week do you spend working outside your home?

.....

8. Does doing chores, or working outside the home, ever keep you from doing your school work or spending time with friends?

Yes

No

# Viewing Guide—Ali's Video

Ali is 16 and lives in Jordan. He works in a restaurant.

## Directions:

As you watch the video, note:

1. The types of things Ali does at work
2. Any signs that show that Ali's family is living in poverty
3. The things Ali says he doesn't have time to do

<p>What are the different things Ali does at his job? Name at least three.</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p>What signs did you see that show that Ali's family is living in poverty?</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p>What are three things that Ali says he doesn't have time for because he works?</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

# Ali's Story

Ali lives in Souf Camp. It is one of six emergency camps built in Jordan since 1948 for Palestinian refugees. Through the years, over 1.8 million people have arrived in the camps.

Every day, Ali works at a falafel restaurant. He fries chickpea patties, makes sandwiches, and cleans up. He works 8 hours a day during the school year and 12 hours a day during his summer break. While Ali works, he can see his friends laughing as they kick a soccer ball on the dusty streets. He wants to join them, but cannot. Ali knows that he must work to help his family make ends meet, because severe back and eyesight problems prevent his father from working.

For Ali, working long hours every day means more than having less time to play and be a teenager. Working has also been dangerous to his health—two years ago he nearly lost his hand when he dozed off while grinding chickpeas. Luckily, he was rushed to the hospital and his hand was saved.

Life for the 17,000 people living in Souf is difficult. Job opportunities are limited, and some refugees take temporary jobs in neighboring farms. They pick olives and work the land.

For the 3,400 teenagers in the camp, there are few places to meet and socialize. So, when a project designed to teach teenage boys and girls about filmmaking was started at Souf Camp, the young people there were happy. They began by brainstorming a good topic for their film. At the end, they decided to make a film featuring children who have to work to support their families.

The teenagers chose Ali as the main character. Then they wrote the script and did the filming, editing, and translation. "We wanted to reach out, make people living outside the camps know what our lives are like," says Ali.

**Directions:**

Using the information in the previous article, answer the following questions:

**1.** What are the main problems that Ali has faced as he works to support his family?

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**2.** Do you think working in the restaurant should be considered “hazardous” labor? Why or why not?

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**3.** Do you think Ali gets any benefits from working? Why or why not?

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**4.** How could the film project help Ali and other young people in the camp?

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## Time Chart

### Directions:

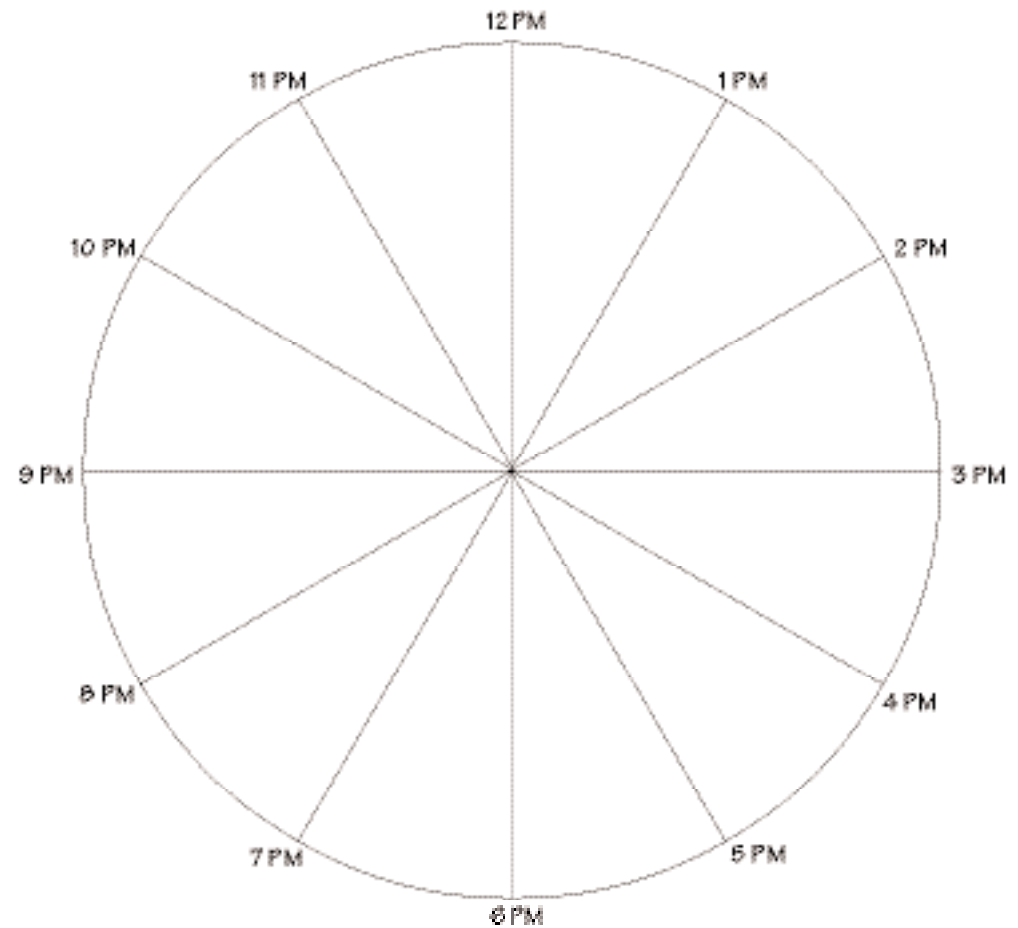
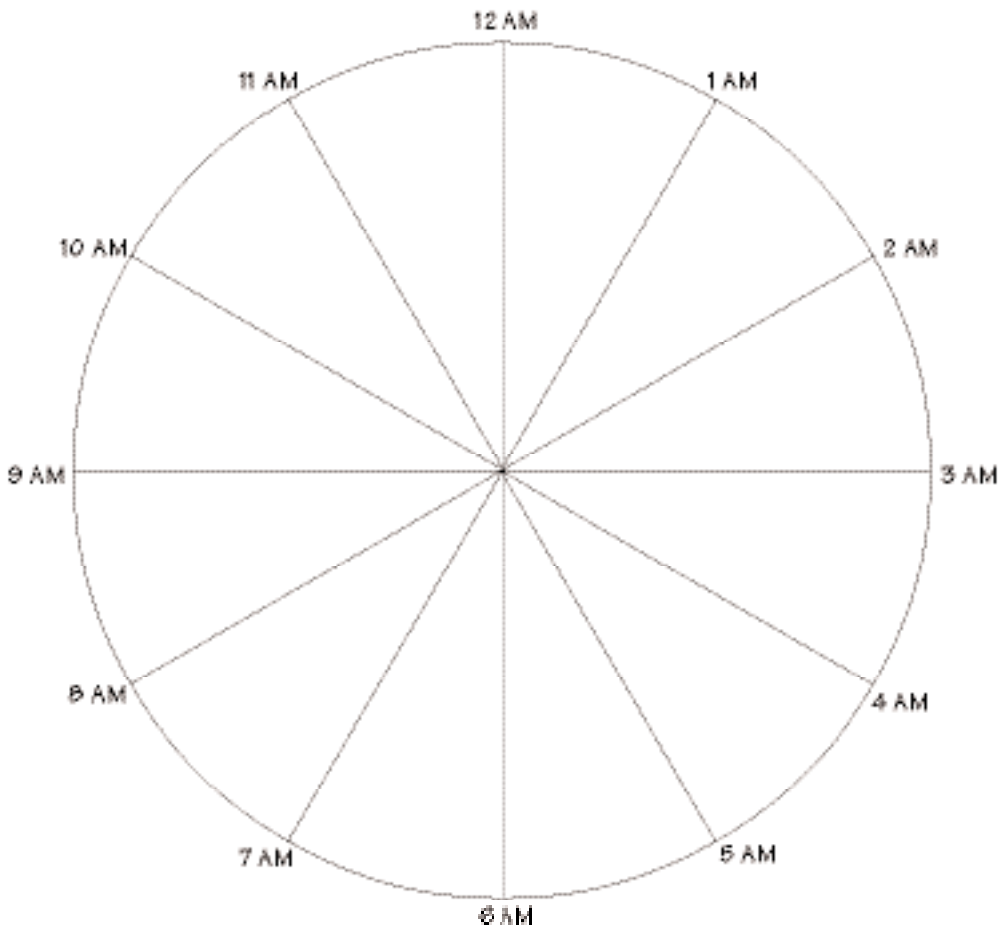
Fill in the number of hours you spend on each activity in a typical day in the second column. You may want to add other activities next to “Other” at the bottom of the chart. Leave the third column blank for now—you may fill it in later.

<i>Your daily activities</i>	<i>Number of hours you spend each weekday</i>	
Sleeping		
Eating, dressing, and so on		
School (include travel time)		
Homework		
Chores		
Recreation (playing, being with friends, watching TV, using the computer—do not include homework time)		
Working outside your home		
After-school lessons (such as music) and tutoring		
After-school activities (such as sports and clubs)		
Religious activities		
Other		

**Directions:**

Using the information in your “Time Chart,” fill in the 24-hour “clocks” below to show how much time you spend on each activity

- \* Label each section of the clock according to the type of activity.
- \* Shade in the sections, using a different color for each type of activity.



## Excerpt: UNICEF Child Protection Information Sheet on Child Labor

“Child labor and the worst forms of child labor, as defined by International Labour Organization (ILO) Conventions, damage children’s health, threaten their education and lead to further exploitation and abuse. UNICEF does not oppose work that children may perform at home, on the family farm, or for a family business—as long as that work is not a danger to their health and well-being, and if it doesn’t prevent them from going to school and enjoying childhood activities.”

### Directions:

Using the information in the paragraph above, answer the following questions:

1. How would you know when a child is involved in “harmful” work?

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2. What do you think are types of children’s work that UNICEF would not oppose?

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## UNICEF at Work: Ending Child Labor

Worldwide, 246 million children are involved in child labor. Seventy-three million of them are less than 10 years old. Nearly 70% of all working children work in hazardous conditions—in mines, using dangerous machinery, or working with chemicals and pesticides on farms. The worst forms of child labor include those that harm the health, safety, or morals of children.

Working children are more at risk of illness and injury on the job than adults, because they are less mature and less aware of dangers. Working children do not have the same opportunities for rest and recreation that nonworking children do. They also often receive less education. A good education would prepare them for work in less dangerous jobs when they become adults.

UNICEF works in many different ways to end child labor. Some of these ways include:

- 1. Immediately ending worst forms of child labor:** UNICEF works with governments to take children out of the most dangerous jobs.
- 2. Improving laws:** UNICEF urges governments to pass laws to stop child labor.
- 3. Making sure all children get an education:** UNICEF works with governments to make sure all children go to free, good-quality schools.
- 4. Changing beliefs and customs:** UNICEF works to help parents understand that education is important for all children, including girls who may not otherwise get the chance to go to school.
- 5. Raising awareness:** UNICEF assists community members and the media in raising awareness of the dangers of work and how it violates children's rights.
- 6. Special programs for working children:** UNICEF promotes schools and job-training programs that have flexible hours that allow working children to get an education.
- 7. Money for poor families:** UNICEF gives families small amounts of money to help cover the loss of children's income when the family sends their children to school.
- 8. Other help for families:** UNICEF supports job training and loans for adults who want to start small businesses to help them earn more. These adults are then more likely to send their children to school, instead of to work.

Sources: See links at: [www.unicefusa.org/teachunicef/ali1](http://www.unicefusa.org/teachunicef/ali1)

# UNICEF Projects to End Child Labor

## Directions:

Draw a line from the type of program to the sentence in the story that shows an example of it. There may be more than one match for each story. Not all the program types have a match.

<p><b>Types of UNICEF programs to end child labor:</b></p> <ol style="list-style-type: none"> <li>1. Immediately ending worst forms of child labor</li> <li>2. Improving laws</li> <li>3. Making sure all children get an education</li> <li>4. Changing beliefs and customs</li> <li>5. Raising awareness</li> <li>6. Special programs for working children</li> <li>7. Money for poor families</li> <li>8. Other help for families</li> </ol>	<p><b>India:</b> Six-year-old Shabiyullah started work as a helper in a tea stand after his father became ill. He often worked 10-hour days, earning 10 rupees (\$0.20) a day. Tea often spilled on his hands, scalding his skin. At the UNICEF-sponsored National Child Labor Project (NCLP), he has finished five years of education in just three years. NCLP provides 100 rupees (\$1.20) per month to a child laborer who stops work and starts going to school. This helps parents who fear losing their children's income.</p> <p><b>Egypt:</b> Ahmed is 14 years old and works 12 hours a day in a dry-cleaning shop in Alexandria. He collects and delivers laundry and irons clothes. But on Sundays, Ahmed goes to a club for working children sponsored by the Alexandria Sea Scouts and UNICEF. Social workers visit workplaces to find child workers, and convince employers to give young workers time off to come to the club. There, Ahmed can get health care, attend classes in reading and writing, and play sports. Social workers also work with employers to help get safety equipment to protect working children.</p> <p><b>Benin:</b> Children from poor families are often sent to cities to find work. To prevent this from happening, UNICEF held training for 170 village committees in Benin on child labor and child rights. Committee members, in turn, talked to parents about the danger of sending children to work and the value of education. Radio broadcasts and TV spots—many of which were produced with or by children—also helped to spread the word. As a result, far fewer children are now sent to cities to work.</p> <p><b>India:</b> In 650 villages throughout Uttar Pradesh, over 14,000 women have joined together to save more than 10 million rupees (\$200,000). More than half of this money is being used as loans in these villages. With the help of these funds, a woman in one village rescued her son, who had been taken away to work because the woman could not pay back a small loan.</p>
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Sources: See links at: [www.unicefusa.org/teachunicef/ali1](http://www.unicefusa.org/teachunicef/ali1)

# UNICEF Projects to End Child Labor

## ANSWER KEY

<p><i>Types of UNICEF programs to end child labor:</i></p> <ol style="list-style-type: none"> <li>1. Immediately ending worst forms of child labor</li> <li>2. Improving laws</li> <li>3. Making sure all children get an education</li> <li>4. Changing beliefs and customs</li> <li>5. Raising awareness</li> <li>6. Special programs for working children</li> <li>7. Money for poor families</li> <li>8. Other help for families</li> </ol>		<p><b>India:</b> Six-year-old Shabiyullah started work as a helper in a tea stand after his father became ill. He often worked 10-hour days, earning 10 rupees (\$0.20) a day. Tea often spilled on his hands, scalding his skin. At the UNICEF-sponsored National Child Labor Project (NCLP), he has finished five years of education in just three years. NCLP provides 100 rupees (\$1.20) per month to a child laborer who stops work and starts going to school. This helps parents who fear losing their children's income.</p> <p><b>Egypt:</b> Ahmed is 14 years old and works 12 hours a day in a dry-cleaning shop in Alexandria. He collects and delivers laundry and irons clothes. But on Sundays, Ahmed goes to a club for working children sponsored by the Alexandria Sea Scouts and UNICEF. Social workers visit workplaces to find child workers, and convince employers to give young workers time off to come to the club. There, Ahmed can get health care, attend classes in reading and writing, and play sports. Social workers also work with employers to help get safety equipment to protect working children.</p> <p><b>Benin:</b> Children from poor families are often sent to cities to find work. To prevent this from happening, UNICEF held training for 170 village committees in Benin on child labor and child rights. Committee members, in turn, talked to parents about the danger of sending children to work and the value of education. Radio broadcasts and TV spots—many of which were produced with or by children—also helped to spread the word. As a result, far fewer children are now sent to cities to work.</p> <p><b>India:</b> In 650 villages throughout Uttar Pradesh, over 14,000 women have joined together to save more than 10 million rupees (\$200,000). More than half of this money is being used as loans in these villages. With the help of these funds, a woman in one village rescued her son, who had been taken away to work because the woman could not pay back a small loan.</p>
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## Child Labor and Education

Region	Children aged 5–14 involved in child labor		Elementary school attendance rate		High school attendance rate	
	Boys	Girls	Boys	Girls	Boys	Girls
Industrialized countries	—	—	—	—	—	—
Developing countries	18%	17%	76%	72%	40%	37%
Least developed countries	29%	26%	60%	55%	21%	19%
World	18%	17%	76%	72%	40%	37%

Sources: See links at: [www.unicefusa.org/teachunicef/ali1](http://www.unicefusa.org/teachunicef/ali1)