

Enterprise versus Child Labour! *Unit 5: Our Enterprise*



Objectives

By the end of the lesson, the students will be able to:

- Understand the difference between their Aflatoun enterprises and child labour.
- Understand why child labour represents a denial to children of their rights.



Instructions

- Begin by reading the children the story of Diya found in the Materials section below.
- Put the children in groups of three and ask them to spend a few minutes discussing amongst themselves what the differences are between child labour and what Diya was doing.
- Whilst the children are discussing you should write the following six sentences on separate pieces of paper and stick them to the wall.

Diya continued with her school work and attendance.

She was having fun doing it.

She still had free time to play.

She was learning new skills: how to budget, how to plan, how to do pottery.

Diya had a choice to do it or not to do it.

What she was doing was not physically or emotionally harmful.

- After they have had five minutes to discuss, ask to hear some of their answers. Avoid correcting them at this stage. Simply express interest in their ideas and thank them for contributing.
- Now keep the children in groups of three. Make sure one child has something to write on. Explain that she is the team's writer. Make sure the other two children do not. Explain that they are the team's runners.
- Explain that the runners must run around the classroom to find the messages that you have stuck on the wall. When they find a message they must not touch it. Rather, they should quickly read and memorize it before running back to the writer. They tell her the message and she writes it down.
- Give them five minutes to complete the task and then go over the answers with them. Explain that the sort of work which Diya does is different from child labour. Child labour is a bad thing. Child labour is when the work prevents children from going to school, interferes with them playing or completing homework, when children have no choice about doing it, or when their health or happiness is at risk – any one of these negative characteristics would make it child labour. Explain to students that even when they are old enough to work, there are still jobs that are considered child labour until they are older than 18 because they are harmful for young people – such hazardous work includes for example: working in mines, industrial fishing, or other hazardous jobs.
- Finally, put children into groups of six. Using Image Theatre, ask half the groups to prepare an image of children engaged in a positive experience of a child conducting a project or activity. Ask the other half to prepare an image of children engaged in child labour.
- Try to find time to see as many groups as time permits.



Materials: The Story of Diya

I want to tell you about a friend of mine. Her name is Diya. She studies in Grade 5. Her father is a potter who makes beautiful terracotta pots, urns and many other things on his potter's wheel. Diya helps her mother mix clay before it is put on the wheel by her father when he starts making pots. She likes helping out and makes sure that she still has enough time for her schoolwork and to play with her friends.

While working with her mother she slowly started making small toys. She made small vessels, terracotta lamps, a small pig, an elephant, and a cat. Her father saw the toys and was very happy she was learning to make things with her hands. When her parents took pots to the market she went with them too.

At the market, she was fascinated with all the shops, and the many things they sold. She set herself the goal of buying a new ribbon to tie her hair with. She found out the price. She realized that if she sold six toys she had made she would be able to buy the ribbon. She was very excited. She went back to her parents' stall and started selling her toys alongside them. She sold her six toys and bought herself a ribbon. She then concentrated on selling the rest of the toys and decided that she would buy herself some books for school.

Every week she spend some time with her parents learning new techniques of mixing clay, designing new kinds of terracotta toys, making sure they were nice, firing them and packing them properly so that they did not break. She continued going to school and being a part of the Aflatoun Club. She also started learning to make urns, vases, jugs, and other things that her parents were making.