



**UI CENTER FOR HUMAN RIGHTS
CHILD LABOR RESEARCH INITIATIVE**



CHILD SLAVERY

BY
BEVERLY WITWER

SEPTEMBER 2004

SERIES EDITORS

GREGORY HAMOT, CHIVY SOK, CAROL BROWN

It is with a sense of sorrow that I rise today to speak about the practice of abusive and exploitative child labor, as well as to recognize World Day Against Child Labor, which occurred on June 12... We should not only think about these children on June 12. We should think about this last vestige of slavery every day.

U.S. SENATOR TOM HARKIN

The UI Center for Human Rights

300 Communications Center * The University of Iowa

Iowa City, IA 52242

tel (319) 335-3900 fax (319) 335-1340

<http://clri.uichr.org/> and www.uichr.org

© Copyright 2004 by The University of Iowa Center for Human Rights.

Permission is hereby granted to reproduce this publication, in whole or in part, provided that The University of Iowa Center for Human Rights is identified as the sponsor and proper notice of copyright as stated above is affixed to each copy.

The University of Iowa prohibits discrimination in employment and in its educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or as associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information on nondiscrimination policies, contact the Coordinator of Title IX, Section 504, and the ADA in the Office of Equal Opportunity and Diversity (319) 335-0705 (voice) and (319) 335-0697 (text), 202 Jessup Hall, The University of Iowa, Iowa 52242-1316.

Disclaimer



Funding for the *Child Labor Research Initiative* (Contract Number: J-9-K-1-0019) was secured by U.S. Senator Tom Harkin through the U.S. Department of Labor.

This document does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Opinions expressed in this module are the sole responsibility of the author.

Acknowledgements

The Child Labor Module Series was an enormous undertaking under the leadership of Professor Gregory Hamot who served as the team leader and thoughtful guide. The entire team owes a debt of gratitude to a number of individuals who ably assisted in both the research and development of this curriculum. We would like to recognize valuable contributions from Dr. Vassiliki Tsitsopoulou, Ms. Dilara Yarbrough, and Mr. Burgess “Jess” Smith for their selfless voluntary service to the successful completion of this project. We extend our gratitude to Jennifer Sherer and Robin Clark-Bennett for their helpful insights, advice and inspiration.

We also extend our deepest appreciation to Ms. Eugenia McGee and Mr. Brian Harvey of The University of Iowa’s Division of Sponsored Programs. Their support and guidance has enabled us to function effectively throughout the entire project period. We also are grateful to the staff at U.S. Department of Labor’s International Child Labor Program for their helpful comments throughout the editing process.

We gratefully single out U.S. Senator Tom Harkin for his unwavering support of the global effort to eradicate child labor and for making it possible for us to develop this module.

And last, but never least, we must honor Professor Burns H. Weston, Bessie Dutton Murray Distinguished Professor of Law Emeritus and the founding Director of The University of Iowa Center for Human Rights. It was his passion for and deep commitment to human rights education, especially education about child labor that breathed life into the Child Labor Research Initiative. For his life-time commitment to international human rights, we honor him by providing this useful educational tool to enable teachers across the nation to multiply knowledge about child labor and to inspire their students to change the world.

Child Labor Module Team
September 2004
Iowa City, Iowa

About the Child Labor Research Initiative



According to the latest report of the International Labor Organization (ILO), 246 million children between the ages of 5-17 engage in child labor. The majority of the world's 211 million working children between the ages of 5-14 are found in Asia (127.3 million or 60%), in Africa (48 million or 23%), in Latin America and the Caribbean (17.4 million or 8%), and in the Middle East and North Africa (13.4 million or 6%). The rest can be found in both transitional and developed economies. Asia has the highest number of child workers, but Sub-Saharan Africa has the *highest proportion* of working children relative to population.

The international community, which includes intergovernmental organizations such as the ILO, the United Nations, the World Bank, national governments, and non-governmental organizations across the globe have rallied to combat the most abusive and exploitative forms of child labor.

The University of Iowa Center for Human Rights (UICHR) joined this global effort in September 2001 when, with the kind help of Senator Tom Harkin (an honorary member of the UICHR's Executive Council), it received financial support from the US Department of Labor to implement the UICHR's Child Labor Research Initiative (CLRI), \$1.2 million to date. The initiative include the following projects:

- Child labor legislative database of 31 countries
- Child labor essay collection
- Pre-collegiate modules on child labor
- College-level course on child labor
- Child labor public education program
- Colloquium on “Using the Human Rights Framework to Combat Abusive and Exploitative Child Labor”
- Child labor occasional paper series

Complete details of the specific projects being undertaken as part of the initiative can be found in our website at <http://clri.uichr.org>.

About the Author



Beverly Witwer

Beverly Witwer spent 32 years teaching secondary Social Studies in the Iowa City Community School District. She served as City High Department chair and developed curriculum in courses such as Seminar for Gifted, Global Portraits of Change, World History for Tomorrow: Ideas that Changed the World, and the American Humanities course with interdisciplinary content from American History, English and the arts.

Witwer's commitment to human rights and social justices is a constant theme throughout her personal and professional life. Being a part of the curriculum team of the University of Iowa Center for Human Rights *Child Labor Research Initiative* has offered her a tremendous opportunity to explore the painful complexity of child slavery patterns in the global community. It is her greatest hope that this curricula and a growing network of caring teachers/activists will serve as a springboard to increased awareness and commitment to eliminate the worst forms of child labor from our world.

Since retirement from the public schools, Witwer has been a substitute teacher at the hospital school for mentally ill inpatients. She has thoroughly enjoyed supervising student teachers for the University of Iowa and Coe College. Volunteering at the Johnson County Historical Society, she has portrayed the 1876 school marm who guides 5th/6th graders through a day in a one-room school house as part of the "Be a Guest of the Past" field trip experience.

In 1996 and 1997 Witwer traveled to Belarus as an American Studies teacher for the U.S. Information Agency to help lead summer workshops for 80 English teachers. She participated in a teacher exchange to Zaporizhzhia, Ukraine in October 2000.

Witwer holds a B.A. from the University of Texas at Austin with teacher certification in both English and Social Studies. She has a Masters degree in Social Studies Education from the University of Iowa.

A note from the author

This module does not touch on general child labor problems. The lesson plans are designed specifically to introduce secondary school students to a specific form of child labor – slavery. If teachers are interested in learning about general child labor problems, please consult a separate handout designed specifically for teachers. See “Teaching Child Labor: Issues in the Classroom” prepared by Robin Clark-Bennett and Jennifer Sherer for the Child Labor Research Initiative.

Though there are four lesson plans in this module, each lesson is designed with great flexibility to allow teachers to pick and choose depending on time availability, student skill levels, and learning preferences. For example, some teachers may choose to use only Lesson 1 and Lesson 2 to introduce the concept of child slavery to their students. Others may choose to combine Lesson 2 with Lesson 3, which provides both an introductory lesson combined with a case study of a child slave under the Khmer Rouge regime. Or teachers may choose to combine Lesson 2 and Lesson 4 which allows them opportunities to introduce the problem and to meet inspirational individuals and organizations who have contributed to the global effort to eliminate child slavery.

A few words on statistics

As you will discover, it is hard to find accurate statistics on child slavery. I have reviewed many reports and studies to understand this issue and have encountered different figures depending on sources and authors. I encourage you to review the latest publication on child labor statistics, [Every Child Counts: New Global Estimates on Child Labour](#), published in April 2002 by International Labor Office in Geneva. This report will give you insight into the big picture of child labor as well as provide some useful statistics on various forms of child slavery, including children in bondage, trafficking, and in armed conflicts. I have also included sources and citation I have used in these lessons for further investigation.

There is a real international consensus to eliminate the worst forms of child labor. To do so, there is a great need to raise awareness. I hope that this module will contribute to this global effort by educating young people about child slavery.

Child Labor Module Series

Child Slavery

Module Overview and Goals



The discussion of slavery in secondary school curricula has been relegated primarily to a historical context. Contemporary forms of slavery are largely invisible to our society. Most of us have come to believe that slavery has already been eliminated when, in fact, various forms of slavery are still widespread today. It is important to create an awareness of the modern as well as historical role of slavery in the world and the effects of slavery on the lives of its victims.

A large percentage of slaves today are children who are the same age as those who sit in our classrooms. Working under harsh conditions with little or no pay, few family ties, and inadequate shelter and food, child slaves are the victims of what has come to be known as the worst forms of child labor. Child slavery will never end until it becomes an issue of global concern. Education about slavery must begin in the classroom.

The goal of this module is to increase student knowledge and understanding of child slavery. Through the four lessons, students will increase their awareness of the nature of child slavery throughout the world and learn about the work of dedicated individuals and organizations trying to eliminate it. Students will gain insight into the global community, its economic system, interlocking political organizations, and complex social interactions. This module demonstrates that all members of the world community must strive to help eliminate all forms of slavery worldwide and support a more positive global environment for all.

Major Questions to be Answered

- What does it mean to be a slave?
- To what extent does child slavery exist today?
- What is the lifestyle of child slaves today?
- How does child slavery affect the world community?
- How does child slavery touch your life, directly and indirectly?

- ☑ How can free people be enslaved by their government? What can we learn from the biography of Loung Ung, a child slave living under the Khmer Rouge in Cambodia from 1975 through 1979?
- ☑ How does the issue of child slavery intersect with international concern for human rights?
- ☑ What are some examples of the way individuals and groups work against child slavery in the global community? How might one combat child slavery in the world?
- ☑ What might our class do to contribute to the global efforts to eliminate child slavery?

National Council for the Social Studies Standards Met in this Module

The Curriculum Standards for Social Studies referred to below were developed by a Task Force of the National Council for the Social Studies (NCSS) and approved by the NCSS Board of Directors in April 1994.

- II. Time, Continuity, and Change
- VII. Production, Distribution, and Consumption
- X. Global Connections
- XI. Civic Ideals and Practices

Child Labor Module Series
Child Slavery

LESSON 1

Slavery and Child Slavery

*No one shall be held in slavery or servitude;
slavery and slave trade shall be prohibited in all their forms*

👤👤 Article 4, The Universal Declaration of Human Rights 👤👤

LESSON 1



Slavery and Child Slavery

LESSON OVERVIEW

Students will discover, explore, and interpret information about modern child slavery using the internet or current articles in prepared folders. Helping students realize that slavery still exist in many parts of the world and that many of the victims of slavery are children is important to ending the worst forms of child labor and to the promotion and protection of international human rights in general and children’s rights specifically. Some of the articles and internet sites in this lesson require advanced reading comprehension and research skills. Teachers may wish to adapt accordingly.

LESSON OBJECTIVES

Students will be able to:

- ✎ increase personal awareness of child slavery in the world today
- ✎ use current articles to investigate child slavery issues
- ✎ make a personal statement about child slavery

CONCEPTS

Slavery
Child slavery
Child labor
Bonded labor
UNICEF (United Nations Children's Emergency Fund)
ILO (International Labor Organization)

FOCUS QUESTIONS

- ➡ What does “slavery” mean?
- ➡ To what extent does child slavery exist today?

EQUIPMENT AND MATERIALS NEEDED

FORMAT #1:  *Computer Accessible Format*

- Access to enough computers for each two-person research team
- Handout #1 (Recording Research Findings) for all students
- Handout #2 (Selected Internet Resources) for all students

FORMAT #2:  *Articles-in-Folders Format*

- ☑ Folders, each containing an article about child slavery in the world economy.
Teachers can prepare folders by duplicating articles found in Research Articles section
- ☑ Handout #1 (Recording Research Findings) for all students
- ☑ Handout # 3 (Continuum Sign) for all students
- ☑ Handout #4 (Anti-Slavery International 7 types of modern forms of slavery) for all students

SUGGESTED DURATION

3-5 class periods

COURSE CONNECTIONS

- United States History: Colonial Period through the Civil War
- Language Arts
- English
- World History
- Current Events
- Global Studies

SUGGESTIONS FOR TEACHING THE LESSON

Introduction

1. Write the focus questions on the board:

 What does “slavery” mean to you? Solicit students’ responses based on the history of slavery in the U.S.

 To what extent does child slavery exist in the world today?

**2. Have students make predictions about the existence of slavery today.
Some possible introductory questions include:**

- Does slavery still exist in the world today? Why do you think so? Why not?
- Why would anyone want a slave? Would you like to have a slave? Why? Why not?
- Why do you think that nations of the world have endorsed the global effort to eliminate slavery?

3. After the initial discussion of the questions, invite the class to research child slavery and draw conclusions about the prevalence of child slavery in the modern world.
4. Show video, "A Case of Modern Day Slavery". This video can be downloaded from MSNBC website: <http://www.msnbc.com/news/675098.asp>. Click on "Play Video."

Research

1. Divide students into investigation teams of two. Student teams receive Handout #1 to record their research findings. Call attention to the model of how students are to record a main idea or significant facts from each internet source or article.
2. Students investigate child slavery using one of the two formats described below:

FORMAT #1



Computer Accessible Format : Student teams, each with access to one computer, receive Handout #2 (a list of appropriate Internet sources for this investigation). Students record research findings on Handout #1.

FORMAT #2



Articles-in-Folders Format (no computer access needed):

- i. Set up a table labeled INFORMATION CENTRAL--CHILD SLAVERY.
- ii. Eighteen teacher-prepared folders made up from the Research Articles Section of this lesson are available to student teams at INFORMATION CENTRAL--CHILD SLAVERY.
- iii. After teams finish reading a research article and record their findings, a team member should return the folder to INFORMATION CENTRAL and select a new folder to find additional information.

3. All research teams are to read and record information from a minimum of three of the articles. As teams finish their research, two teams may share the research they each gathered in preparation for class discussion of findings about the existence of child slavery.

Discussion of Findings

1. A large group discussion facilitates sharing of knowledge and insights gained. Repeat the Focus Question to open the discussion: To what extent does child slavery exist in the world today?

2. Introduce the concept of a *Continuum of Ideas* to students. A continuum is a line that represents a range of ideas between two extreme positions on a particular topic.
3. For the extreme positions of this continuum, the idea that the world has abolished child slavery is on the far left, using a sign that states: *“There is no child slavery in the world today.”* Tape this sign on the wall/chalkboard or have a student hold this sign on the left side of the room.
4. The sign on the far right states: *“Child slavery is widespread in the world today.”* Tape or have a student hold this sign on the far right of the classroom. Have students imagine a line between the two signs representing all the positions in between.
5. By standing in the middle of the continuum, a student expresses the opinion that both statements are 1/2 true. A student standing closer to the left believes that slavery barely exists in the modern world, while a student closer to the right is alarmed by the prevalence of child slavery across the globe.
6. Have students come up and place themselves along the continuum based on their research findings and ask each student to explain why he/she chose that position. All positions along the continuum are valid if students can provide evidence to justify their positions.

Continuum Sign

There is no
child
slavery in
the world
today

Child
slavery is
widespread
in the
world
today

7. Encourage the class to pay attention to any patterns in the placement of student ideas on the continuum. Ask students to consider the following questions: Where on the continuum line do most student opinions fall? Is there a consensus of opinion?
8. Provide students with Handout #3 "Slavery is outlawed...". In this article (similar to Research Article #18), Anti-Slavery International identified seven forms of child slavery. Read the article with the class and discuss the content of the article.

Individual Reflection, Thinking and Writing

After the discussion students write a personal statement about child slavery today.

Questions to stimulate a one-page, in-class writing exercise include:

- To what extent does child slavery exist in the world today?
- Draw the continuum of ideas from class on your paper and make a mark on the line that reflects your opinion. Explain your opinion.
- Find a quote, photo or fact from Handout #1 research article that stands out for you. Explain your reaction to this evidence.

Give students time to write. Announce that you will collect Handout #1 and individual writings for evaluation. Key questions that will guide the evaluation of the writings are:

Is the student's statement clear and understandable?

- Does the student's writing express ideas and feelings about the issues of child slavery?
- Does the student use detailed evidence to support his/her ideas?

Ask students to read a key sentence or passage they would like to share from their writing. Appreciate and recognize the learning students have displayed in this study of a sensitive and difficult subject.

EVALUATION

Check Handout #1 for use of three sources, for clear recording of information, and for amount of information gathered. Score both team members equally unless significant differences exist.

Evaluate the student writings. Display excellent writings with differing perspectives as models for other students. All students who write an opinion and give supporting evidence are to be commended for thinking through complex global issues.

SUGGESTIONS FOR EXTENDING THE LESSON

The teacher may search for opportunities to probe student thinking in the lesson with some of the questions that follow.

- Is slavery ever justified?
- To what extent does an individual slaveholder choose to participate in slavery? What social, economic and political factors cause some people to hold slaves?
- Do slaves have a choice about whether they are slaves or not? Why or why not? What conditions lead them to become victims of slavery?
- What conditions help to perpetuate child slavery
- How does the existence of child slavery affect the beliefs and values of people living in a society where slave labor is practiced?
- How does the existence of child slavery impact your life?
- If you knew that a favorite food or a favorite brand of clothing or a household item was made with slave labor, would that concern you? Why or why not?

RECORDING YOUR RESEARCH FINDINGS
To what extent does child slavery exist?

Investigation Team: _____

Each research team is to **gather evidence** from reputable sources concerning **child slavery today**. Decide whether the research you find documents the existence of slavery or the fight against slavery.

After reading and discussing each source, the team needs to **record the main idea and/or a significant point** from their reading in the appropriate column. Some sources may give evidence that can be placed in both columns.

Use a **minimum of 6 different sources**. Extensive reading, research, and analysis is encouraged.

Evidence of child slavery	Examples of efforts to combat child slavery

Examples of how to record what you learned from your research

The ILO estimates that 5.7 million children are in forced or bonded labor	The ILO adopted a new convention, (Convention 182) on the Worst Forms of Child Labor

continue to gather information in the two columns on the other side of this paper

(Make additional copies as needed)

Evidence of child slavery	Examples of efforts to combat child slavery
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Selected internet resources for child slavery research

http://www.mirrorimage.com/iqbal/media/jr_schlc/jr_schll.html
<http://www.iabolish.com/today/background/worldwide-evil.htm>
http://abcnews.go.com/sections/wnt/WorldNewsTonight/slavetrade_photog_010522.html
<http://childinfo.org/eddb/work/index.htm>
<http://www.hrw.org>
<http://www.mirrorimage.com/iqbal>
<http://www.readicalthought.org>
<http://quicksitemaker.com/members/immuneration/restavek.html>
<http://www.ilo.org/public/english/standards/ipecc/ratification/redcampaign/redcard.htm>
http://www.bbc.co.uk/worldservice/people/highlights/010517_girls.shtml
http://www.bostonphoenix.com/boston/news_features/top/features/documents/02161800.htm
http://news.bbc.co.uk/hi/english/world/africa/newsid_1373000/1373920.stm
http://news.bbc.co.uk/hi/english/business/newsid_1575000/1575258.stm
http://news.bbc.co.uk/hi/english/world/africa/newsid_1718000/1718545.stm
<http://www.freethechildren.com>
<http://hrw.org/children/>
<http://labor-religion.org>
<http://www.msnbc.com/news>
<http://www.commondreams.org/viewso1/0429-04.htm>
<http://www.wizard.net/~friends/saccs.htm>
<http://www.freep.com/news/nw/choc>
<http://anti-slaverysociety.addr.com>
<http://usinfo.state.gov/topical/global/traffic/02060503.htm>

Slavery is outlawed, yet the practice continues illegally. Anti-Slavery International identified seven types of modern child slavery.

Source: Anti-Slavery International

<http://www.antislavery.org/homepage/antislavery/modern.htm>

1. Bonded Labor

Bonded labour – or debt bondage – is probably the least known form of slavery today, and yet it is the most widely used method of enslaving people. A person becomes a bonded labourer when his or her labour is demanded as a means of repayment for a loan. The person is then tricked or trapped into working for very little or no pay, often for seven days a week. The value of their work is invariably greater than the original sum of money borrowed. The United Nations Working Group on Contemporary Forms of Slavery estimated in 1999 that some 20 million people are held in bonded labour around the world.

2. Forced Labor

Forced labor affects people who are illegally recruited by governments, political parties, or private individuals and forced to work, usually under the threat of violence or other penalties.

3. Worst Forms of Child Labor

Worst forms of child labor refers to children who work in exploitative or dangerous conditions. Tens of millions of children around the world work full-time, depriving them of the education and recreation crucial to their personal and social development.

According to the ILO's report, 8.4 million children are involved in the worst forms of child labor, including trafficking, forced and bonded labor, armed conflict, and prostitution and pornography.

Source: ILO, Every Child Counts, p. 25

4. Commercial sexual exploitation of children.

Children are exploited for their commercial value through prostitution, trafficking and pornography. They are often kidnapped, bought, or forced to enter the sex market.

5. Trafficking

Trafficking involves the transport and/or trade of humans, usually women or children, for economic gain using force or deception. Often migrant women are tricked and forced into domestic work or prostitution.

6. Early and forced marriage

This practice affects women and girls who are married without choice and are forced into lives of servitude often accompanied by physical violence.

7. Traditional or 'chattel' slavery

This involves the buying and selling of people. They are often abducted from their homes, inherited or given as gifts.

OTHER FORMS OF SLAVERY OR SLAVERY-LIKE PRACTICES

Domestic Servitude

The slavery of young women and girls may be hidden under the guise of "domestic servant" or "housekeeper."

Children in domestic service are among the most vulnerable and exploited of all, and are the most difficult to protect. These children are largely "invisible" workers, hidden and ignored. Most of them come from extremely poor families; many of them come from single parent families or have been abandoned or orphaned...Because of the "hidden" nature of this work, the dispersal of the children in separate households, and the informal nature of the job arrangements, it is impossible to calculate accurately the number of children in domestic service. But there is evidence that the practice is extensive.

Source: International Labor Organization, Targeting the Intolerable

Note: Around the world many people do the cleaning, cooking, and/or childcare tasks in people's homes for pay, which is a recognized occupation. But, when is a *domestic servant* actually a *slave*?

LIST OF SUGGESTED RESEARCH ARTICLES

One or two copies of each article that follows can be placed in a folder on the classroom table labeled INFORMATION CENTRAL--CHILD SLAVERY. Folders may be identified by copying this page and cutting a label for the outside of each research article folder.

Note to Teachers

The articles suggested for this lesson are diverse in content and reading difficulty. Teachers should evaluate each article based their students' analytical ability, comprehension level, and vocabulary. Though I have chosen to include 15 articles in this list, new ones are coming out regularly and most are available on the internet. Teachers should feel free to adapt reading assignments based on classroom needs.

If you have a hard time locating these articles, please call the UI Center for Human Rights at (319) 335-3900. They may be able to send you a set of hard copy.

Research Article 1:

International Labor Organization (ILO). 1999. "Child Slavery." In *Targeting the Intolerable: A New International Convention to Eliminate the Worst Forms of Child Labor*. Geneva: ILO.

Research Article 2:

Jacob, Charles. 2001. "Slavery: Worldwide Evil." *iAbolish: The Anti-Slavery Portal*.
<http://www.iabolish.com/today/background/worldwide-evil.htm>.

Research Article 3:

United Nations Children's Fund (UNICEF). 2000. "Undeclared War." In *The State of the Worlds' Children 2000*. New York: UNICEF, 2000.

Research Article 4:

United Nations Children's Fund (UNICEF). 2001. "Our Promise to the World's Children." In *The State of the World's Children 2001*. New York: UNICEF.

Research Article 5:

Bearak, Barry. "Children as Barter in Famished Land." *New York Times*, 19 April, 2002.

Research Article 6:

"A Case of Modern-Day Slavery?" 2001. *MSNBC News*. Aired 28 December, 2001. Available <http://www.msnbc.com/news/675098.asp> (accessed 17 July, 2003).

Research Article 7:

Murphy, Dennis. "Chocolate's Dark Secret." *MSNBC News*. (accessed 17 July, 2003).

Research Article 8:

International Labor Organization (ILO). 1999. "Domestic Service." In *Targeting the Intolerable: A New International Convention to Eliminate the Worst Forms of Child Labor*. Geneva: ILO.

Research Article 9:

"Restavecs: Child Slaves"

Available at <http://quicksitemaker.com/members/immunenation/restavek.html>

Research Article 10:

International Labor Organization-International Program on the Elimination of Child Labor (ILO-IPEC). "Camel Jockeying in the Middle East: Shahid from Bangladesh." Updated 12 June, 2003.) Available at:

<http://www.ilo.org/public/english/standards/ipec/themes/trafficking/casestudy.htm>.

Research Article 11:

Anti-Slavery International. "Bonded Labour." <http://www.antislavery.org/homepage/campaign/bondedinfo.htm>.

Research Article 12:

Anti-Slavery International. "What Is Modern Slavery?" <http://www.antislavery.org/homepage/antislavery/modern.htm>.

Research Article 13:

Newman, Shirlee P. 2000. "Child Slavery in Latin America." New York: Franklin Watts/Grolier Publishing Inc.

Research Article 14:

"Child Slave Trade in Africa Highlighted by Arrests." *New York Times*. 10 August, 1997. Available at <http://www.hartford-hwp.com/archives/34/036.html>.

Research Article 15:

International Labor Organization (Washington Branch Office). "Red Card to Child Labor." *ILO Focus*. 16: No. 1 (winter 2003)

NOTE

If you are having a hard time finding these articles, please contact the UI Center for Human Rights at (319) 335-3900. The staff may be able to send you a hard copy.

ADDITIONAL RESOURCES FOR TEACHERS

BOOKS AND ARTICLES

American Federation of Teachers. "A Children's Crusade." *The Child Labor Project 5* (Summer 1996).

____. "Children Without Childhoods." *The Child Labor Project* (Summer 1996)

Bales, Kevin. 1999. *Disposable People*. Berkeley: University of California Press.

Kuklin, Susan. 1998. *Iqbal Masih and the Crusaders Against Child Slavery*. New York: Henry Holt and Company.

WEBSITES

Anti-Slavery Society. 2001. "Child Labour Programme."
<http://www.antislavery.org/homepage/antislavery/childlabour.htm>

BBC World Service. 2001. "Educating the Girls of Peru."
http://www.bbc.co.uk/woldservice/people/highlights/010517_girls.shtml.

BBC News. 2001. "US to Act On Cocoa Slavery."
http://news.bbc.co.uk/hi/english/business/newsid_1575000/1575258.stm.

BBC NEWS. 2001. "African Children 'Being Held for Debts.'"
http://news.bbc.co.uk/hi/english/world/africa/newsid_1718000/1718545.stm.

Human Rights Watch. 2001. *Children's Rights*. <http://hrw.org/children>.

Millman, Steven R. L. 2001. "Child Slaves May Be Making Your Chocolate."
<http://www.radicalthought.org/>.





Price, Sean. "A Fighter For Freedom." *Junior Scholastic Magazine*. 8 April 2002.
Available at: http://www.mirrorimage.com/iqbal/media/jr_schl/jr_schl1.html.

Child Labor Module Series
Child Slavery

LESSON 2

Deeper Exploration of Child Slavery

No one shall be held in slavery; slavery and the slave-trade in all their forms shall be prohibited.

  Article 8, International Covenant on Civil and Political Rights  

LESSON 2



Deeper Exploration of Child Slavery

LESSON OVERVIEW

Students will clarify the meaning of slavery through their interpretations of Julius Lester's quote about the nature of slavery. Reading one of ten stories/visuals of individual child slaves today will help students gain insight into the lifestyle of child slaves. Students will then consider the personal and global consequences of child slavery by responding to a quote about the nature of modern slavery from Kevin Bales's well-researched book, *Disposable People*.

LESSON OBJECTIVES

Students will be able to:

- ✎ clearly define slavery and give current examples of contemporary forms of child slavery
- ✎ consider and explore consequences on the child as well as the world community

CONCEPTS

- ✎ Slavery
- ✎ Bonded labor
- ✎ Worst forms of child labor
- ✎ Trafficking
- ✎ Early or forced marriage
- ✎ Traditional or chattel slavery

FOCUS QUESTIONS

- ➔ What does it mean to be a slave?
- ➔ What is the lifestyle of child slaves today?
- ➔ How does child slavery affect the world community?
- ➔ How does child slavery touch your life directly or indirectly?

EQUIPMENT AND MATERIALS NEEDED

- ☑ Copies of Handout #1 (Julius Lester's "To Be a Slave") for each student
- ☑ Copies of Handout #2 (Thoughts on Child Slavery Today) for each student
- ☑ Five copies of each of the *Meet Child Slaves Through Stories and Visuals* #1 through #10. Each story is selected for a visual that goes with the story on one side and the story itself on the other side. Each student will receive at least one story with visual.
- ☑ Transparencies of the visuals of the ten child slaves to put on the overhead

- ☒ Overhead, chalkboard, or large paper to record questions and recognize student responses
- ☒ Collect common items that have a high likelihood of connections to child workers/slaves. Suggestions: a chocolate bar (Ivory Coast Cocoa plantation slaves), an ad for an Oriental Carpet store (Pakistan carpet factory child slaves), the name of a person in the community who has seen or experienced child slavery (Cambodian adults who may have escaped from Khmer Rouge, refugees from areas of sub Saharan Africa or Central America are possibilities)
- ☒ A world map to locate where each of the ten children live and work
- ☒ Handout #3 (Anti-Slavery 7 types of modern forms of slavery). This is an extension of the lesson that focuses on seven types of child slavery (same as in Lesson 1).

SUGGESTED DURATION


2 class periods

COURSE CONNECTIONS

- United States History (after a study of slavery in America)
- World History
- Global Studies
- Current Events


SUGGESTIONS FOR TEACHING THE LESSON

Introduction

1. Write the first focus question on the chalkboard.
 What does it mean to be a slave?
2. Distribute Handout #1 with the passage by Julius Lester from his book *To Be A Slave*. Introduce the handout by telling the class that Julius Lester is describing his understanding of slavery in America from the perspective of an African American in 1968. He designed this passage to capture the essence of slavery as experienced by enslaved Africans in America for 200 years, 1665 to 1865. Read each section of the quote aloud, and ask for student responses to the meaning. The key questions for student consideration are at the bottom of the handout.
3. Through the discussion, guide students toward recognition that slaves:

- ☒ are not paid for the work they do
 - ☒ are held against their will by violence
 - ☒ are separated from support of friends and family
 - ☒ are seen as inferior to the slaveholder to justify abusive treatment
 - ☒ experience long hours of work in hazardous and often unsanitary conditions
 - ☒ live with substandard food, shelter, and medical care and without viable means of escape
 - ☒ are deprived of education and opportunities to develop as full human beings
4. Ask students, what is the difference between a **child slave** and a **child worker**?

Meeting Child Slaves through Stories and Visuals

1. Write the second focus question on the chalkboard.
 -  What is the lifestyle of child slaves today?
2. Announce that it is time for students to “meet” ten child slaves in today's world. According to the International Labor Organization about 246 million children, ages 5-17, engage in child labor. Of those 246 million, about 8.4 million are found in what has come to be known as the “unconditional worst forms” of child labor. This include the different types of slavery or slavery-like practices discussed in the previous lesson, such as trafficking, forced and bonded labor, and prostitution. Dr. Kevin Bales estimates that there are about 27 million people living as slaves today, some of whom are children. These ten true stories are selected to help students understand the life experiences of child slaves.
3. Divide the class into 10 small groups of equal size with each group responsible for reading/discussing one of the Stories #1 through #10, or pass out Stories randomly in the classroom for individual reading.
4. Each student should be prepared to introduce the child in the story, show the photo, and talk about the lifestyle of this child. Is this child a slave or is this a child worker? Why or why not?
5. Each printed child's story can be talked about as a class, or students can form new discussion groups in which at least one student has read each of the stories #1 through #10. The reader of story #1 begins the group discussion, moving through the group until all stories have been discussed. Sometimes these are called jig-saw groups.
6. After all students have had an opportunity to hear the child slave stories, the teacher brings the class together to encourage the class as a whole to suggest some conclusions from the evidence they have experienced in class. Expect diverse views. The following

questions may help students formulate conclusions.

- ✎ How do children become slaves?
- ✎ Why are there child slaves?
- ✎ What countries are represented in these stories? (Locate the home countries of the children on a large world map)
- ✎ What do all the children in the stories have in common? (Powerlessness, poverty, desperate parents, a lack of opportunities/education/ basic necessities to sustain life)
- ✎ How many of these children do you think fit the definition of slavery?

Conclusion

1. Have the class read and consider the questions in Handout #2 individually or in pairs or as a whole class. Write the questions on the chalkboard:
 - ✎ Does child slavery touch your life directly and indirectly?
 - ✎ How does it touch you? What does that mean to you?
2. Ask students to write a response to the questions above, providing time for them to do so. Follow-up questions might include:
 - ✎ What views are developing in this class about child slavery? Ask several students to read a sentence from their writing explaining their view.
 - ✎ How many students feel that they are personally connected to child labor/slavery issue? Why? Explore this “connection.” Do students feel like they are involved in perpetuating child slavery or in ending child slavery?
 - ✎ How many students do not feel a connection? How many are not sure and need to find out more?
 - ✎ Do you have a choice about being connected to child slavery?
 - ✎ Can those of you who are concerned about global child slavery think of anything you could do to help stop child slavery?

EVALUATION

The teacher's goal in Lesson 2 is to have all students contribute thoughtfully at least once during the class time whether reading aloud, making a comment, interpreting an idea, or stating a view. If a student does not contribute orally, allow them to turn in a piece of writing for credit.

SUGGESTION FOR EXTENDING THE LESSON

Students can match the Stories #1 through #10 to the types of slavery listed in Handout #3. Adding this to the lesson organizes and reinforces the way the world discusses the various types of child slavery as introduced in Handout #3 from Lesson 1.

Lesson 2

BIBLIOGRAPHY AND ADDITIONAL RESOURCES FOR TEACHERS

BOOKS AND ARTICLES

Atkin, S. Beth. 1993. *Voices from the Fields: Children of Migrant Farmers Tell Their Stories*. Boston: Joy Street Books.

Bales, Kevin. 1999. *Disposable People*. Berkeley: University of California Press.

Kuklin, Susan. 1998. *Iqbal Masih and the Crusade Against Child Labor*. New York: Henry Holt and Company.

Lester, Julius. 1968. *To Be a Slave*. New York: The Dial Press, Inc.

Parker, David. 1998. *Stolen Dreams Portraits of Working Children*. Minneapolis: Lerner Publications.

Springer, Jane. 1997. *Listen to Us: The World's Working Children*. Toronto: Groundwood Books.

Ung, Loung. 2000. *First They Killed My Father*. New York: HarperCollins, Publishers.

The World Bank. "The Invisible Girl." *The Global Fight Against Child Slavery*. *Spectrum* Winter issue,(2001): 32-33.

INTERNET

Anti-Slavery Organization. "Arcos."
<<http://antislavery.org/homepage/resources/africagallery/photocaption3.htm>>

Anti-Slavery Organization. "What is Modern Slavery?"
<<http://www.antislavery.org/homepage/antislavery/modern.htm>>

Jacobs, Charles. 1996. "Slavery: Worldwide Evil." iAbolish The Anti-Slavery Portal. 8 April 2001.
<<http://www.iabilosh.com/today/background/worldwide-evil.htm>>

Flamm, Mikel. "Jitti." Child Labor Research Materials: Real Stories.
<http://freethechildren.com/campaigns/cl_realstories_jitti/html>

Salgado, Sebastiao. "Boy, Sudan." Amazonas Images. UNICEF.
<<http://www.unicef.org/salgado/2boysudan.htm>>

United States Department of State. "American Leads Eminent Persons Group to study Slavery in Sudan." 12 April 2002<<http://usinfo.state.gov/topical/global/traffic/02041201.htm>>

Lester, Julius. *To Be A Slave*.
New York: Dial Press, 1968. p. 28-29

--EXCERPTS--

TO BE A SLAVE

To be a slave. To be owned by another person, as a car, house, or table is owned. To live as a piece of property that could be sold--a child sold from its mother, a wife from her husband. To be considered not human, but a "thing" that plowed the fields, cut the wood, cooked the food, nursed another's child: a "thing" whose sole function was determined by the one who owned you.

To be a slave. To know, despite the suffering and deprivation, that you were human, more human than he who said you were not human. To know joy, laughter, sorrow, and tears and yet to be considered only the equal of a table.

To be a slave was to be a human being under conditions in which that humanity was denied. They were not slaves. They were people. Their condition was slavery.

They who were held as slaves looked upon themselves and the servitude in which they found themselves with the eyes and minds of human beings, conscious of everything that happened to them, conscious of all that went on around them. Yet slaves are often pictured as little more than dumb, brute animals, whose sole attributes were found in working, singing, and dancing. They were like children and slavery was actually a benefit to them--this was the view of those who were not slaves. Those who were slaves tell a different story.

Questions for students:

What does it mean to be a slave? What are the essential elements?

Can you think of ways that slavery would affect a child differently than an adult?

How does Lester's definition of slavery connect with the experiences of child slaves that you discovered in your research? What are some of the similarities or differences?

Thoughts on Child Slavery Today

After an extensive study of what he calls the "New Slavery in the Global Economy," Kevin Bales makes the following statement early in his 1999 book *Disposable People*:

"Slavery is not a horror safely consigned to the past; it continues to exist throughout the world, even in developed countries like France and the United States. Across the world, slaves work and sweat and build and suffer. Slaves in Pakistan may have made the shoes you are wearing and the carpet you stand on. Slaves in the Caribbean may have put sugar in your kitchen and toys in the hands of your children. In India they may have sewn the shirt on your back and polished the ring on your finger. They are paid nothing."

➤ **What is Mr. Bales's point? shoes...carpet...sugar...toys...shirts...a ring....**

➤ **What do you think about his idea?**

"Slavery is a booming business and the number of slaves is increasing. People get rich by using slaves. And when they've finished with their slaves, they just throw these people away. This is the new slavery, which focuses on big profits and cheap lives. It is not about owning people in the traditional sense of the old slavery, but about controlling them completely. People become completely disposable tools for making money."

➤ **Look for some clues in this paragraph as to why children are often chosen as slaves today. Can you identify some possible reasons?**

Now you have read the passage that explains the title that Kevin Bales chose for his book, *Disposable People*.

➤ **Does child slavery touch your life directly and indirectly? How does it touch you, if at all?**

Slavery is outlawed, yet the practice continues illegally. Anti-Slavery International identified seven types of modern child slavery.

Source: Anti-Slavery International

<http://www.antislavery.org/homepage/antislavery/modern.htm>

1. Bonded Labor

Bonded labour – or debt bondage – is probably the least known form of slavery today, and yet it is the most widely used method of enslaving people. A person becomes a bonded labourer when his or her labour is demanded as a means of repayment for a loan. The person is then tricked or trapped into working for very little or no pay, often for seven days a week. The value of their work is invariably greater than the original sum of money borrowed. The United Nations Working Group on Contemporary Forms of Slavery estimated in 1999 that some 20 million people are held in bonded labour around the world.

2. Forced Labor

Forced labor affects people who are illegally recruited by governments, political parties, or private individuals and forced to work, usually under the threat of violence or other penalties.

3. Worst Forms of Child Labor

Worst forms of child labor refers to children who work in exploitative or dangerous conditions. Tens of millions of children around the world work full-time, depriving them of the education and recreation crucial to their personal and social development.

According to the ILO's report, 8.4 million children are involved in the worst forms of child labor, including trafficking, forced and bonded labor, armed conflict, and prostitution and pornography.

Source: ILO, Every Child Counts, p. 25

4. Commercial sexual exploitation of children

Children are exploited for their commercial value through prostitution, trafficking and pornography. They are often kidnapped, bought, or forced to enter the sex market.

5. Trafficking

Trafficking involves the transport and/or trade of humans, usually women or children, for economic gain using force or deception. Often migrant women are tricked and forced into domestic work or prostitution.

6. Early and forced marriage

This practice affects women and girls who are married without choice and are forced into lives of servitude often accompanied by physical violence.

7. Traditional or 'chattel' slavery

This involves the buying and selling of people. They are often abducted from their homes, inherited or given as gifts.

OTHER FORMS OF SLAVERY OR SLAVERY-LIKE PRACTICES

Domestic Servitude

The slavery of young women and girls may be hidden under the guise of "domestic servant" or "housekeeper."

Children in domestic service are among the most vulnerable and exploited of all, and are the most difficult to protect. These children are largely "invisible" workers, hidden and ignored. Most of them come from extremely poor families; many of them come from single parent families or have been abandoned or orphaned...Because of the "hidden" nature of this work, the dispersal of the children in separate households, and the informal nature of the job arrangements, it is impossible to calculate accurately the number of children in domestic service. But there is evidence that the practice is extensive.

Source: International Labor Organization, Targeting the Intolerable

Note: Around the world many people do the cleaning, cooking, and/or childcare tasks in people's homes for pay, which is a recognized occupation. But, when is a *domestic servant* actually a *slave*?



Child Labor Module Series
Child Slavery

Stories & Visuals for LESSON 2

Photographs of Child Labor Available on the Internet

There are several internet galleries of different photos of child labor. Teachers may wish to visit some of these sites and pull out photos for the different stories provided here in this lesson.

David Parker's Stolen Dreams, Harvard School of Public Health

<http://www.hsph.harvard.edu/gallery/>

Anti-Slavery International Photo Gallery

<http://www.antislavery.org/homepage/resources/africagallery/gallery.htm>

Child Labor and the Global Village: Photography for Social Change

<http://www.childlaborphotoproject.org/photographers.html>

International Labor Organization Photo Gallery

http://www.ilo.org/dyn/media/mediasearch.home?p_lang=en

Labor Research Association (LRA) Child Labor Photography

http://www.lraphotography.com/essays/international/essay_child.php

Stories & Visuals

Story #1: Iqbal Masih of Pakistan

Story #2a: The Invisible Girl

Story #2b: Seba – From Mali to France

Story #3: Loung Ung of Cambodia

Story #4: Doi of Thailand

Story #5: Aarti from Nepal

Story #6: Arcos of Ivory Coast

Story #7: Ajak of Sudan

Story #8: Leelu Bai of India

Story #9: Child Slavery: The Shame (stories from Asia)

Story #10: Camel Jockeys in the United Arab Emirates

STORY #1

**Excerpts from Susan Kuklin's
Iqbal Masih and the Crusaders Against Child Slavery
Henry Holt and Company publishing © 1998
pp. 12-17**

In 1982 a baby boy was born to Inayat Bibi and Saif Masih. They named him Iqbal. Iqbal Masih.

Sometime after Iqbal's birth, Saif Masih deserted the family. While Iqbal's mother worked, his older sisters took care of him and his older siblings. Iqbal did not go to school. Education was not compulsory nor widely available in Pakistan. Very few poor children learn to read and write. He spent his earliest years playing in the fields until he was ready to help his family by going to work.

By 1986 an older son of Saif Masih was about to be married. The celebration would include feasting and processions. Weddings are very important to the people of Pakistan. Wedding celebrations are often held even if a person is short of money or out of work. Saif Masih was no exception. He knew that as father of the groom, he must pay for part of the festivities, even though he had deserted his family.

Like most poor laborers, Saif was never able to save much. No bank would give him a loan. He could not apply to the government for aid because there were few programs to help poor people. People such as Iqbal's father are forced to turn to loan moneylenders, local employers, or landlords to get the money they need. In Muridke, many poor people simply borrow from a local thekedar, an employer who owns a nearby carpet factory. In return for the loan, the employer expects collateral, a guarantee of something of value to secure the loan. Saif Masih's only valuable possessions were his children.

Saif asked Iqbal's uncle to contact the thekedar. The thekedar was willing – probably only too happy – to lend Saif money. In return, one of Saif's children would go to work in this fast-growing business. Equal, a scrappy four-year-old, was considered ready to work. The uncle borrowed 600 rupees (approximately \$12) from the contractor. Little Iqbal would weave carpets until all the money, including an undisclosed amount of interest and expenses, was paid back. This transaction is called a peshgi, a loan, and it ended Iqbal's childhood forever. From that day forward, Iqbal became a "debt-bonded laborer."

Iqbal's job at the carpet factory was essentially no different from that of millions of other young people who work day and night to help their families. At four o'clock in the morning, he was picked up by the thekedar and driven to the factory where he was to work and the next six years of his life. He was put in an airless room, big enough for about twenty looms. A small, bare light bulb gave out little light. It was sticky and hot inside the room because all the windows were sealed tight to keep out any insects that might damage the wool.

Iqbal took his place in front of a large wooden carpet loom. He was to squat on a small rutted wood platform. (In some factories children sit on cushions. Other factories have trenches dug into the floor to hold the looms in place. The weavers sit on a plank with their legs dangling into a trench. These trenches also provide sleeping places for the children who work far from their families.) Large balls of colored wool were hung because gorgeous flowers, majestic trees, exotic birds, and sophisticated geometric designs. The ustaad, teacher, explained the process called "knotting".

When Iqbal completed his work as an apprentice, he was then ready to weave carpets. He worked beside twenty other boys. His earnings amounted to one rupee a day (two cents), even though he worked from four o'clock in the morning until seven that evening. The children in the shop were not allowed to speak

to one another. "If the children spoke, they were not giving the complete attention to the product and were liable to make errors," Iqbal later told journalists. Many other freed laborers told similar stories.

Lint and fluff floated in the air. Iqbal would breathe it in and cough it out. Sweat poured down Iqbal's face as he leaned close to the loom. The thekedar screamed, "Don't soil the wool!" At night he was driven back to his family. He was too tired to play his favorite sport, cricket. "I didn't have time to play ball," he explained later. It didn't take long for the bounce to fade from Iqbal's walk.

Iqbal and his fellow weavers were warned never to leave the factory during work hours. "If we tried to escape, we were threatened with being thrown in boiling oil," he said. "If we were too slow, we often got lashed on our backs and heads." Concentration was crucial. Mistaking a single knot led to fines or beatings. Daydreaming could have serious consequences. The sharp, crescent-shaped weavers' tool would slip and nick his fingers. This happened many times.

Once, when Iqbal was so exhausted he began to doze off, the sharp knife slid, digging into the flesh of his forefinger. "Hold your hand up!" the thekedar shouted. "Don't let the blood drip!" The carpet master did not want Iqbal's blood to stain the precious wool thread. To stop the bleeding, the carpet master dripped hot oil onto the wound. The oil, used to seal the wound, stung horribly and Iqbal screamed. His screams were answered with a slap on the head and an order to get back to work.

Every afternoon the laborers were given a half-hour lunch break. Iqbal said, "We were kept hungry." The thekedar provided the youngsters a small portion of rice and lentils. Sometimes there would be a few other vegetables added to the meal. The cost of this simple meal was immediately added to the children's peshgi, increasing their debt.

The cramped, overheated conditions inside such factories often lead to disease. Weavers inhaling thousands of tiny wool fibers can get emphysema or tuberculosis. Many suffer from scabies and skin ulcers because of the "constant exposure to wool". More often than not, their posture is bowed because they are forced to squat on the wooden platform for long hours. Their hands ache with carpal tunnel syndrome and arthritis.

Iqbal said, "We weren't allowed many days off. Even sick children were not allowed to rest." If a child weaver complained that he was too sick to work, the chowkidar locked him in a dark closet known as the punishment room. "they also hung children upside down until they became sicker. Children were beaten," said Iqbal.

Although most bonded children are docile and obedient, there are not afraid to talk back. These young people are often hit, chained to their looms, or locked in dark, musty closets. Iqbal was one of the "talk back" boys. He was beaten more often than the other children because, time and time again, he defied the master. He spoke up when he thought something was not right. "Sometimes I was fined." In a way, the fines were worse than the beatings. They raised Iqbal's debt higher and higher. Instead of paying off his bondage, he was increasing the time it would take to earn his freedom.

In factories similar to the one where Iqbal worked, children are battered for all kinds of infractions. One young boy was not a good weaver, and the chowkidar constantly hit him with a stick. A researcher reports, "once, after he made a terrible mistake, the foreman took a shearing knife and made a deep cut between Salim's thumb and index finger. The boy was so terrified of the foreman that he did not dare raise complaint."

Iqbal Masih and the Crusaders Against Child Slavery
Henry Holt and Company, New York
© 1998

SUGGESTION FOR PHOTO OF IQBAL

Make a copy from Susan Kuklin's book:
Iqbal Masih and the Crusaders Against Child Slavery
New York: Henry Holt and Company, 1998

Go to page ix

STORY #2A

The Invisible Girl

Source: The World Bank's SPECTRUM (Winter 2001), p. 32

This photograph, which appeared in the World Bank publication called *The Fight Against Child Labor*, is entitled, "The Invisible Girl". What is the mood of this African family of Benin as they have their picture taken? Do you see their newborn baby that they are proudly showing off? Can you find the "invisible girl"? She is the family's seven year old domestic servant. In Benin one of every four girls between the ages of 6 and 14 live away from their parents, working in other people's homes.

STORY #2A - PHOTO



STORY #2B

Seba from Mali to France

I was raised by my grandmother in Mali, and when I was still a little girl a woman my family knew came and asked her if she could take me to Paris to care for her children. She told my grandmother that she would put me in school and that I would learn French. But when I came to Paris I was not sent to school, I had to work every day. In their house I did all the work; I cleaned the house, cooked the meals, cared for the children and washed and fed the baby. Every day I started work before 7 A.M. and finished about 11 P.M. I never had a day off. My mistress did nothing; she slept late and then watched television or went out.

One day I told her that I wanted to go to school. She replied that she had not brought me to France to go to school but to take care of her children. I was so tired and run-down. I had problems with my teeth. Sometimes my cheek would swell and the pain would be terrible. Sometimes I had stomachaches, but when I was ill, I still had to work. Sometimes when I was in pain I would cry, but my mistress would shout at me.

Source

Excerpts from *Disposable People* by Kevin Bales
(University of California Press, Berkeley, 1999)
pp. 1-2

STORY #2B - PHOTO

Photo courtesy of David L. Parker, Stolen Dreams, p. 2



Note:

This is not Seba, but an image of a servant taken from Dr. Parker's book

SUGGESTION

Teacher may also wish to look at the photo in Jane Springer's *Listen to Us the World's Working Children* which has a photo of Woineshet, a domestic servant from Ethiopia, from p. 39. It is a very powerful image.

STORY #3

Excerpts and photographs from the biography

First They Killed My Father by Loung Ung

The biography written by Loung Ung in 2000 begins when she was young and living in Cambodia. Photographs from the book are included.

Until the age of five, Loung Ung lived as a normal child in the capitol city of Phnom Penh, one of seven children of a high-ranking government official. When Pol Pot's Khmer Rouge Army took over Cambodia in April of 1975, the Ung family was forced to leave their comfortable home and hide their previous life. The Khmer Rouge ruled the people of Cambodia through fear, demanding work for the dictator. Her family was separated and endured great hardship as they worked in the fields and tried to find enough food and shelter to survive. Loung was trained as a child soldier in a work camp, while her sisters and brothers were sent to labor camps. This life of **forced labor** lasted until 1979 when the Vietnamese destroyed the Khmer Rouge.

December 1976 p. 107

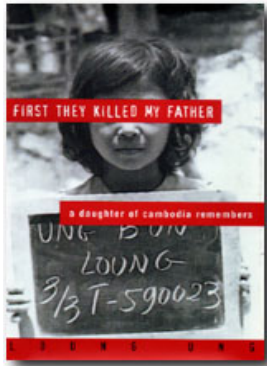
By the third day, we all know that what we feared most has happened. Keav, and now Pa, one by one, the Khmer Rouge is killing my family. My stomach hurts so much I want to cut it open and take the poison out. My body shivers as if evil has entered it, making me want to scream, beat my hands against my chest, and pull out my hair... I want my Pa here in the morning when I wake up!...I pray to the gods... Please help my Pa return home.

May 1978 p. 151

Once again our rations have been reduced and many people are becoming sick. My stomach and feet swell as my bones protrude everywhere else. In the morning I find myself short of breath just walking to the rice fields. I have lost so much weight it feels as if my joints are rubbing against each other, making my body ache. In the rice paddy, my head throbs and it's difficult to focus on the task at hand. By midday, during the lunchtime, the effort of pulling the leeches out of my toes requires more energy than I have in me. So tired....

STORY #3 - PHOTO

*Loung Ung
of
Cambodia*



Source:

photo from: <http://www.btinternet.com/~andy.brouwer/ung.htm>

STORY #4

Doi of Thailand

Excerpt from *Stolen Dreams* by David Parker
Additional information from reporter Mikel Flamm
http://freethechildren.com/campaigns/cl_realstories_jitti/html

Story from pages 71 –72

Picture from page 69

My name is Doi and I work more than 12 hours a day in a factory in Bangkok, Thailand. I help make leather handbags. The factory employees 200 children to cut, sew, and glue the leather. My job is to glue the pieces of leather together. The glue fumes give me headaches and I really don't like the work. But, I don't know what else to do. My mom depends on my money coming in.

The \$30 a month my work brings to my family is important. You see my father died and my mother just didn't have enough money to feed all my brothers and sisters, so that is why I came to work here at the leather factory.

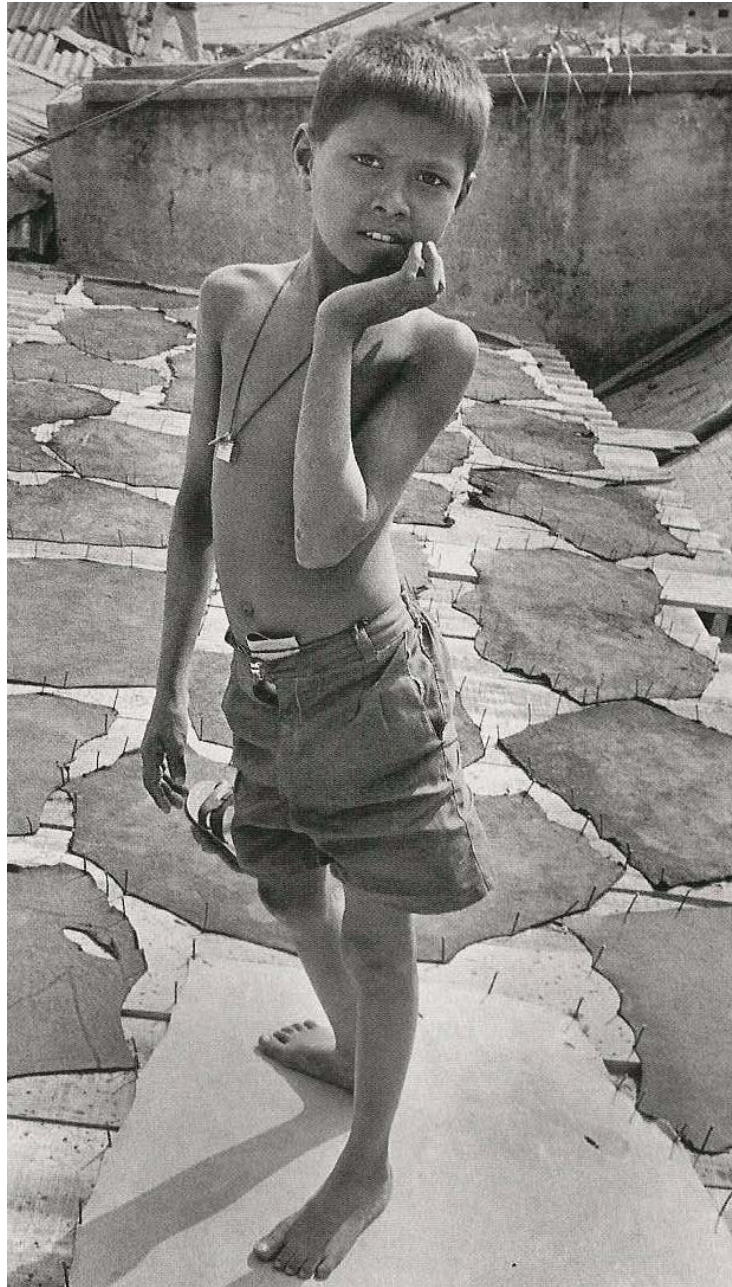
What I miss most is games. We don't have time to play any soccer or anything like that. We work so hard. I don't understand why we can't have some time in the evening to play. I suppose it is because there is so much work to do.

*Keep in mind that child labor under the age of 14 is illegal in Thailand, but the laws are not enforced. Working children often lose their health and their chance to attend school. Some of them lose their families. Kids who work don't have time to play, to run around and act silly, to dream about their future. They lose their childhoods. That is why what is happening to Doi is called one of the **worst forms of child labor.***

STORY #4 - PHOTO

Doi of Thailand

Photo courtesy of Dr. David L. Parker, Stolen Dreams, p. 69



STORY #5

Aarti from Kathmandu Valley of Nepal

Excerpts from

Stolen Dreams by David L. Parker

I am seven years old and I work in a brick factory in the Kathmandu Valley of Nepal. Scattered throughout Nepal there are thousands of these factories. They make bricks that are used for building homes and factories. Even a small factory produces more than a million bricks a year. Each brick is made by hand. That is what I do.

I work 8-10 hours a day with my father. I began working at the factory after my mom died. Making bricks takes several steps. First, my father and others dig layers of thick red clay from the earth. Then they knead the muddy clay until it is soft enough to be molded into a brick. To make a brick, I sprinkle sand into a brick mold so the mud won't stick to the mold. Next I scoop up a handful of mud and throw it into the mold. I cut the extra mud from the top and tap the mold on the ground to shape the brick. I flip the mold over, turning the brick on to the ground. It will dry in the hot sun before it is fired in the oven. I make between 1,000 and 1,500 bricks each day. We carry the bricks and stack them for people to buy. My body aches all over.

The area where I work is gray with dust and smoke, so I cough a lot. There is no fresh water. My father, sister, and I sleep on the dirt floor of a one-room hut in the factory compound. Twice a day we eat lentils and rice.

*Would you classify Aarti's work in the Brick Factory as a **worst form of child labor**? Why or why not?*

STORY #5 - PHOTO

Aarti from Kathmandu Valley of Nepal

Photo courtesy of Dr. David Parker, Stolen Dreams, p. 23



STORY #6

Arcos of Ivory Coast

Excerpts from
Anti-Slavery Organization on the Internet at
<http://www.antislavery.org/homepage/resources/africagallery/photocaption3.htm>

At 11 years old, Arcos found herself stranded in the Ivory Coast, hundreds of miles from her family in Togo. The new employer who had kept her working for the past six years had died, and there was no one to help her. She managed to make her way back to Togo and found her mother. But the reunion was tinged with sadness, as Arcos realized that her mother was unable to support her and unemployment in the area was high. When a woman offered to take her to Benin for a well-paid job, Arcos accepted, hoping she would save enough money from the new job to come back and live with her mother.

But, upon arrival in Benin, the women left her at a stranger's house and didn't return. Arcos began to panic. The woman who had promised her a paying job had deceived her. She ran to the local police station for help, but her story was met with blank faces, so she returned to the stranger's house unsure of what else she could do. A week later she was passed onto a family, and told that she would marry their son. The father paid the stranger \$24.

Arcos, now 19, lives in Benin with her husband and son, still dreaming of returning to Togo to live with her mother.

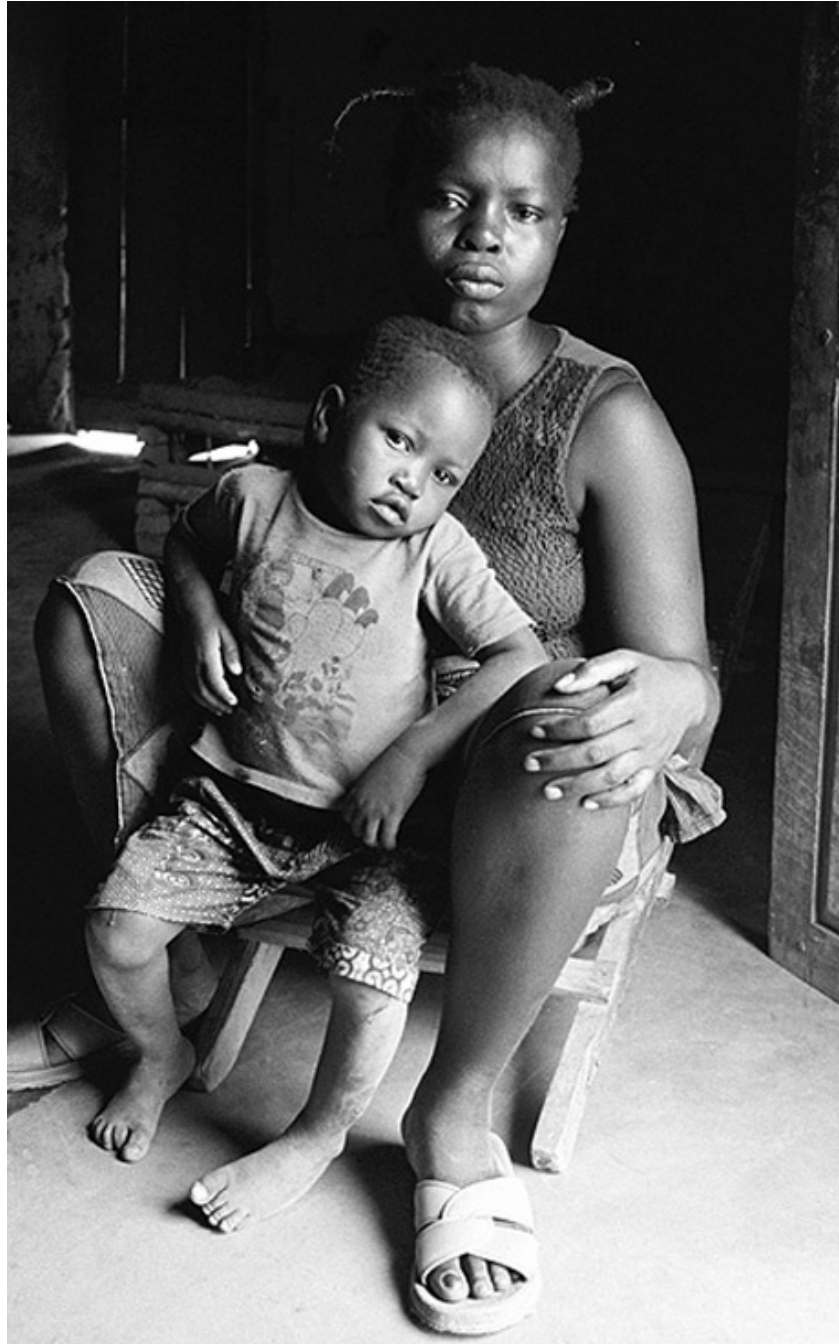
In Arcos' young life she was a victim of **trafficking** and an **early forced marriage**.

STORY #6 - PHOTO

Arcos of Ivory Coast

Photo courtesy of Anti-Slavery International

<http://www.antislavery.org/homepage/resources/africagallery/photocaption3.htm>



© Anti-Slavery International

STORY #7

Ajak of Sudan

Excerpts from

Slavery: Worldwide Evil by Dr. Charles Jacobs

<http://iabolish.com/today/background/worldwide-evil.htm>

In Sudan and Mauritania, two countries that straddle the Arab-African divide, a person can become the property of another for life, bought and sold, traded and inherited. Mauritania has outlawed slavery three times, but this former French colony of only two million people had up to 90,000 blacks living as the property of North African Arabs in 1993, according to American estimates.

In Sudan, Africa's biggest country, an 18-year old has increased the number of slaves. Arab militias, armed by the government, have been raiding African villages, shooting the men and enslaving the women and children. The women and children are kept as personal property or marched north and sold.

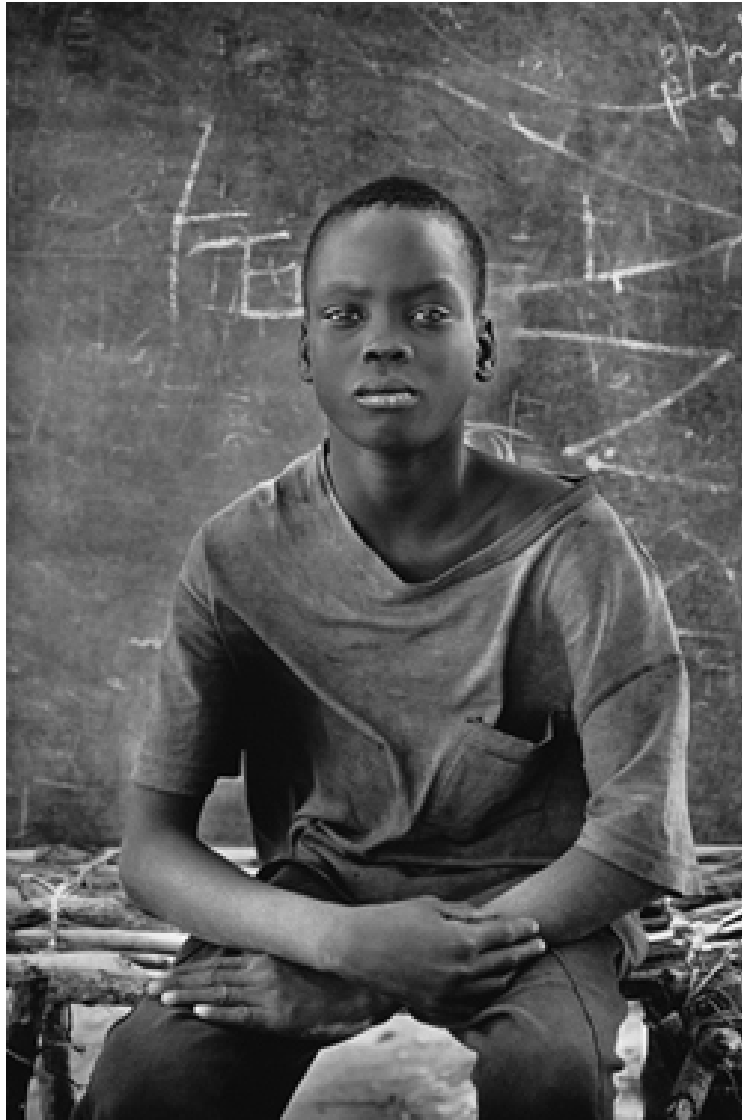
Alang Ajak was 10 years old when she was captured and made a slave. She was taken in a raid on her village in southern Sudan and was branded when her master's wife feared she would "get lost". A hot iron was pressed to her leg.

**On April 12, 2002 the United States sent a study to Sudan to study slavery. The fact finding mission was determined to find out what needs to be done to eliminate the practices of slavery, abduction, and forced servitude in the country.*

<http://usinfo.state.gov/topical/global/traffic/02041201.htm>

STORY #7 - PHOTO

Boy, Sudan



Boy. Sudan, 1995

© Sebastião Salgado/AMAZONAS Images

Photo source: <http://www.unicef.org/salgado/2boysudan.htm> m

STORY #8

LEELU BAI OF INDIA

"I became bonded after I got married to my husband 20 years ago – his family had been bonded for three generations to the same landlord – they took loans for marriage, for illness, for education and so it went on... I used to work from 6.00 am in the landlord's house – cleaning, fetching water... Then I would go to work on the farm...cutting, threshing and so on until 7.00 pm or later. Sometimes I would have to go back to the landlord's house to clean and wash everything. Only after I had finished could I go home to feed my family. My landlord never let me work with another landlord, he would abuse us and threaten to beat us if we ever went to work for someone else. If we were ill, the landlord would come to our houses and tell us that we were very lazy and so on... As women, we had to work more than men because women had to work in the landlord's house as well as the farm. Even after working on the farm, we had sometimes to go back to the landlord's house to work..."

--Leelu Bai, former bonded labourer *adivasi* (indigenous) woman from Thane District, India, 1999

#8 - PHOTO



Leelu Bai © Anti-Slavery International
Photo courtesy of Anti-Slavery International

<http://www.antislavery.org/homepage/campaign/bondedinfo.htm>

STORY #9

Siri of Thailand

Excerpts from Kevin Bale's Disposable People, p.

When Siri wakes, it is about noon. In the instant of waking she knows exactly who and what she has become. As she explained to me, the soreness in her genitals reminds her of the fifteen men she had sex with the night before.

Siri is fifteen years old. Sold by her parents a year ago, her resistance and her desire to escape the brothel are breaking down and acceptance and resignation are taking their place.

The brothel is surrounded by a wall with iron gates...Within the wall is a dusty yard, a concrete picnic table, and the ubiquitous spirit house, a small shrine that stands outside all Thai buildings. A low door leads into a windowless concrete room that is thick with the smell of cigarettes, stale beer, vomit, and sweat. This is the "selection" room.

After rising at midday, Siri washes herself in cold water from the single concrete trough that serves the twenty-five women of the brothel. Then, dressed in a T-shirt and skirt, she goes to the noodle stand for the hot soup that is a Thai breakfast. Through the afternoon, if she does not have any clients, she chats with the other girls and women as they drink beer and play cards or make decorative handicrafts together. If the pimp is away the girls will joke around, but if not they must be constantly deferential and aware of his presence, for he can harm them or use them as he pleases.

At about five, Siri and the other girls are told to dress, put on their make-up, and prepare for the nights' work. By seven the men are coming in, purchasing drinks and choosing girls, and Siri will have been chosen by one or two of the ten to eighteen men who will buy her that night. Many men choose Siri because she looks much younger than her fifteen years. Slight and round faced, dressed to accentuate her youth, she might be eleven or twelve. Because she looks like a child she can be sold as a "new" girl at a higher price, about \$15, which is more than twice that charged for other girls.

Though she is only fifteen, Siri is now resigned to being a prostitute. After she was sold and taken to the brothel, she discovered that the work was not what she thought it would be. Like many rural Thais, Siri had a sheltered childhood and she was ignorant of what it meant to work in a brothel.

Her first client hurt her.....and at the first opportunity she ran away. On the street with no money she was quickly caught, dragged back, beaten, and raped. That night she was forced to take on a chain of clients until the early morning. The beatings and the work continued night after night until her will was broken. Now she is sure she is a bad person, very bad to have deserved what has happened to her.

Siri is one of the millions of victims of trafficking across the Asia Pacific.

STORY #9 - PHOTO

Photo courtesy of Dr. David Parker's Stolen Dreams, p. 41



STORY #10

Camel jockeying in the Middle East: Shahid of Bangladesh

ILO-IPEC

<http://www.ilo.org/public/english/standards/ipecc/themes/trafficking/casestudy.htm#camel>

Shahid is now 12 years old. He was trafficked when he was only 7 years old. His father died when he was 5. He used to live with his family in Dholaikhal, Jatrabarim where his father earned an income as a truck driver. His father had two wives and Shahid's mother used to work in a garment factory.

"Five years ago one day while I was playing in front of my house, a man came and talked to my stepsister. I later found out that this man was a kidnapper. My stepsister helped the kidnapper to take me away to Dhaka. Later I came to know that my stepsister had sold me to that man.

In Dhaka, I was kept in a house in the Mirpur area for 4 months. I couldn't go anywhere. While I was there the men arranged my passport. Then we went to India crossing the Comilla border and went further on to Kolkata and to Bombay. In Bombay, I was handed over to two other men. The next night they took me to the airport in Bombay and again handed me over to an Indian lady. The Indian lady and I reached Dubai the following morning, where I was sold to an Arabian man for 30,000 Dinar. The lady was a pimp. The Arabian man brought me to his house and I was engaged as a camel jockey.

The Arabian master owned a herd of 50-60 race camels. At the beginning my master asked me to look after the camels and also appointed an instructor to train me in camel riding. After going through very strenuous training, I started to work as a camel jockey in the professional camel race. I was not paid for my work but now and then my master used to tip me 100-200 Dinar if the camel won the race. They did not give me very much food to eat, so I was always very hungry. Whenever I asked for some food, they beat me. I only weighed 20 kilo. When I grew a bit older, I was no longer fit for camel jockeying because I could not keep my weight under 20 kilo. I became useless for the Arabian Master, who asked somebody to send me back to Bangladesh.

Using the same route as when going to the Middle East, the man took me to India and left me near Comilla border in India. While crossing the border into Bangladesh, the border police arrested me and sent me to Camilla jail. I stayed in the jail for one and a half months, and then I finally came to a shelter by the help of a local NGO".

Shahid has now been living in that shelter home for more than 1 year. He studies in class 1. He practices song, dance and acting and plays football, cricket and he also love to watch TV. His mother comes to see him in the center as the case is still pending in the court. His mother came to know about her missing child from news-paper reports. Shahid wants to be an artist. In the future after finishing his studies, he would do a job as an artist and wishes to take care of his mother and build a house for her.

STORY #10 – PHOTO SUGGESTION

THERE IS A GREAT PHOTO ON PAGE 13 OF

Child Slavery in Modern Times

By

Shirlee P. Newman

New York: Franklin Watts, 2000

*Children serve as jockeys in
camel races on the coast of Oman*

Child Labor Module Series
Child Slavery

LESSON 3

Insight Into Child Slavery
The case of the Loung Ung
and the Khmer Rouge

For the purpose of this Convention, the term the worst forms of child labor comprises all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor...

††Article 3(a), ILO Convention No. 182 on the Worst Forms of Child Labor††

LESSON 3



Insight Into Child Slavery *The case of the Loung Ung and the Khmer Rouge*

LESSON OVERVIEW

The history of the Khmer Rouge control of Cambodia from 1975 to 1979 offers a vivid example to students of a government that chooses to enslave its population. Loung Ung's biography, *First They Killed My Father* tells the story of the transformation of her life from one of comfort in Phnom Penh to one of a child slave whose life is at the mercy of the dictatorship of the Khmer Rouge.

This biography provides an opportunity for students to explore one of the many processes by which a child is enslaved. As a child of the time, Loung communicates the reality of starvation, the drive for survival, the policy impact of ethnic cleansing and child soldiering, the importance of family ties, and the strength of the human spirit even when all seems to be lost.

LESSON OBJECTIVES

Students will be able to:

- ☞ become familiar with the Khmer Rouge experience in Cambodia as a case study of a government enslaving its people;
- ☞ gain insight into survival techniques, determination, and constant longing for a life with choices that is experienced by a child slave; and
- ☞ consider the ways the world has tried to prevent child slavery through the United Nations Universal Declaration of Human Rights.

CONCEPTS

- ➔ Dictatorship
- ➔ Genocide
- ➔ Ethnic cleansing
- ➔ Work camp
- ➔ Refugee camp
- ➔ Human rights

FOCUS QUESTIONS

- ➔ How can free people be enslaved by their government?
- ➔ What can we learn from the biography of Loung Ung, a child slave in Cambodia under the Khmer Rouge?

➡ How does the issue of child slavery intersect with international concern for human rights?

EQUIPMENT AND MATERIALS NEEDED

- ☒ Copy or copies of the book *First They Killed My Father* by Loung Ung: Ung, Loung. *First They Killed My Father*. New York: HarperCollins, 2000. 238 pp.
- ☒ Copies of Handout #1 of Lesson 3, a reading guide for student use as they read the biography OR a plan for journal writing as a response to the biography. (See sample journal at end of lesson)
- ☒ A map of Eastern Asia for students to locate Cambodia (formerly Kampuchea)
- ☒ Copies of the United Nations Declaration of Human Rights
Available at: www.unhcr.ch

SUGGESTED DURATION

2-3 weeks of class

- Course Connections
- American History
 - World History
 - Global Studies
 - Current Events
 - English
 - Language Arts

SUGGESTIONS FOR TEACHING THE LESSON

A biography as a resource for understanding

Reading a biography in the classroom is an effective way to invite students to explore social and political issues through the author's experiences and to compare the author's experiences to their personal lives. Several decisions are key to organizing the class before the reading begins.

Book Reading Format



Choose a format according to the number of books available and the learning preferences of students and teacher. Several options are listed below:

Option #1

One copy of the book is required. The teacher reads the book aloud to the class and discusses the book for part or all of each class period. With only one copy the teacher could opt to dedicate one day a week to the biography reading during a unit on child slavery.

Option #2

Each student is issued a book and all students read the biography in class and as homework.

Option #3

Students receive a list of books, all of which contribute to the understanding of important issues in today's world. This biography is one option on that list of book choices for the class. Students choosing the same book become a team with time to discuss the book together. Each team is assigned the task of preparing a reading and/or a presentation and/or a visual representation of the important issues of the book to share with the class.

Students who experience the reading, either individually or from the reading of the teacher, are required to learn additional information related to some aspect of the biography's content. Topics such as Pol Pot, Angkor Wat, Phnom Penh, Khmer Rouge history, and Loung's current work to eliminate land mines are areas of research that contribute to understanding of the biography.

After reading the book, students are assigned to create a book response of their own design. Dramas, reenactments, artwork, poems, editorials, posters, maps, and essays are some of the potential student creations. On a designated due date, book responses would be presented museum-style for class learning and discussion.

Student Reading Response Format

Choose a way to guide the reading process of students to maximize learning. Two formats are identified below. Another option is to allow each student to choose which format is best suited to his/her learning preferences.

Format #1

Handout#1 is a Reading Guide with questions and quotes designed to encourage thoughtful reading of the biography. The Guide is helpful to students who prefer to have specific questions to guide their written responses. Teachers may structure the progress of students by indicating the dates by which students should have reached particular pages or questions on the Guide. Class discussion can begin with questions from the Guide

Format #2


A Reading Journal is a format that provides students with a way to respond personally as they read the book. Teachers who use this approach provide students with one class period a week to read the book and write a journal entry, with the rest of the reading assigned as homework. (See sample student journal at the end of this lesson)

Students are directed to:

- write a minimum of two pages for every 80 pages read (each third of the book);
- explain and interpret events, characters, quotes, and ideas as revealed in the biography;
- relate the book to personal experiences and identify personal insights gained from the book.

Class Discussion

Write the second focus question on the chalkboard:

 What can we learn from the biography of Loung Ung?

Ask students to respond to the question referring to their Journal or their Reading Guide. Some additional questions follow to assist students in their search for insights gained from the book.

1. To what extent was Loung a slave during that time? What qualities helped her to survive and live as a free woman again despite the horror of her experiences?
2. Based on Loung's biography, what is the process by which a government can enslave its people?
3. Through Loung Ung's writing we can understand the harsh realities of losing one's citizenship as a decision-making person in a community and becoming a slave to the State or Dictator. Could that ever happen here? Why or why not?
4. What are some of the essential elements for a nation to have in order to protect the freedom of its citizens?
5. What can the world's people do to stop the enslavement of a people of a nation?

THE HUMAN RIGHTS CONNECTION

1. Pass out copies of the Universal Declaration of Human Rights. Ask small groups of students to be responsible for each article of the Declaration. Ask them to read and interpret the assigned article of the Declaration for the class.
2. The nations of the world have agreed to support this document through the action of the United Nations. Ask, what is the overall purpose of this document? Why does it exist?
 - Why is it so popular with all nations?
 - What does this document say about child slavery?
 - What does this document say about governments that enslave people?

- Why is what happened to Loung Ung considered a violation of human rights?
- What power does this document have in the world?
- Is this an important document? Why or why not?

A key point is that human rights are those rights that belong to all human beings. They are inalienable rights and cannot be taken away. Ask students to consider what they think about this document and about the concept of human rights in relation to our study of child slavery. For a concise discussion of international human rights, see Professor Burns Weston's article in the Encyclopedia Britannica. A PDF format is available by clicking on: <http://www.uichr.org/features/eb/EncyBrit.PDF>.

EVALUATION

The Reading Guide, the Reading Journal and the student creation in response to the book are three key evaluation tools because they reveal whether the student read the book, the level of understanding of Loung's life, and the insight gained about child slavery.

SUGGESTIONS FOR EXTENDING THE LESSON

Survivors of the Khmer Rouge have left Cambodia and some may be ready to tell their story. Human rights workers who have fought to end child slavery in various nations may reside in your community. Speakers who have first-hand experience help students empathize with the global effort to end child slavery. Putting students in the position to ask questions of a guest speaker is good experience. Students who ask thoughtful questions are taking a risk and should be rewarded for their help in facilitating the speaker's impact.

The PBS series *Genocide Part 3* includes a section on the Cambodian genocide that provides students with images of the place, the cultural context, and the events of 1975--1979 in a historical context. This video also explores the reasons for genocide, which is often related to slavery.

The movie *The Killing Fields* tells the story of Mr. Dith Pran, another survivor, who is now a photojournalist for the *New York Times* in the US. This touching movie provides another view of the Cambodian experience.

Print resources about the Khmer Rouge in Cambodia include *Children of Cambodia's Killing Fields* by Kim DePaul and Bree LaFreniere's book, *Music Through the Dark*.

Bibliography: Ung, Loung. *First They Killed My Father*. New York: HarperCollins, 2000.

A Reading Guide to
First They Killed My Father
A biography by Loung Ung

Prepare yourself for the true account of a survivor of the rule of the Khmer Rouge in Cambodia from 1975 to 1979. An estimated 1.7 million Cambodians did not survive to tell their story. Questions and quotes are provided to encourage your attention to Loung's experiences as a child who became a slave to the Khmer Rouge Organization known as the "Angkar."

- 1) Describe Loung's lifestyle and home in Phnom Penh in April of 1975 (p. 1-25)
- 2) Why do they have to move? What has happened to jeopardize the safety of Loung's family? (p. 26-55)
- 3) What is happening to the confident Loung who was secure in her father's love?

QUOTE:

"From now on I have to watch out for myself. Not only am I never to talk to anyone about our former lives, but I'm never to trust anyone either. It is best if I just stop talking completely so I won't unintentionally disclose information about our family. To talk is to bring danger to the family. At five years old, I am beginning to know what loneliness feels like, silent and alone and suspecting that everyone wants to hurt me." (p. 47)

- 4) How is life set up in Ro Leap? What are the RULES and the uniform? Who is the Angkar? (pp. 56-76)
- 5) Why do Khouy and Laine marry in a quiet secret ceremony? (p. 72)

QUOTE:

"The Angkar needs every teenage male and female to leave tomorrow for Kong Cha Lat, a teen work camp" (p. 73)

- 6) What is happening?

QUOTE:

"Pa, will they kill us?" (p. 75)

- 7) What is the family crime?

QUOTE:

"To fight death, the new people work hard planting rice and vegetables. Yet it seems that the more crops we plant, the less food rations we receive." (p 76)

- 8)** How and why do people face starvation? What does it do to people? What are some ways Loung copes with extreme constant hunger? (p. 77-92)
- 9)** What is the Angkar policy of "ethnic cleansing"? (p. 92)
- 10)** What happens to Keav? (p. 93-100)
- 11)** What happens to Pa? (p. 101-112)
- 12)** How does the experience of Kim and the corn turn on Loung's rage? (p. 113-119)

QUOTE:

Loung's mother, Ma, decided that they must split up to survive. *"If we stay together, we die together"* (p. 121)

- 11)** What experiences do Chou and Loung have at the camps where they live? (pp. 120-143)
- 12)** What is the difference between the two camps for teenagers?
- 13)** Who are the "Youns"? How are they portrayed and how is one to respond to them?
- 14)** Who is Pol Pot? How are youth desensitized?
- 15)** How do you think this experience is affecting Loung?
- 16)** Loung has an opportunity to be with what is left of her family again at Ro Leap and at the infirmary. At the end of this section Loung states: *"Now I no longer have to pretend to be an orphan."* What has happened to her family and to her? (p. 144-164)

The Vietnamese called "Youns" are invading Cambodia and defeating the Khmer Rouge. Loung is on the move again, searching for family and for a way to live (p 165-215). She meets the Youns she has been taught to hate and instead finds that they have *"liberated Cambodia and saved us all from the murderous Pol Pot."* (p. 173)

- 17)** What are the survival techniques she and her sisters/brothers develop?
- 18)** Why is Loung drawn to watch the execution?
- 19)** What does it mean to her and to the people of the area?
- 20)** What does Bat Deng offer Loung's family?

QUOTE:

"Meng tells our uncles that many Cambodians are leaving the country for Thailand in search of a new life and to escape the war." (p. 215)

- 21)** Who will go to start a new life? What will happen in 5 years according to Meng? (p. 215-217)
- 22)** Loung is on the move again, leaving for Phnom Penh and then on to Vietnam. Still her life is uneasy. How does she journey to the Thai refugee camp? (p. 218-238)
- 23)** How does Meng increase their chances of gaining a sponsor?
- 24)** What kind of lifestyle does Loung adopt in Vermont?
- 25)** What does Loung do in Washington DC? Why?
- 26)** How is her return to her family in Cambodia?

Conclusions

- 27) As you think about the book as a whole, what have you learned?
- 28) What will you take away from the experiences that Loung has shared with you?
- 29) What conditions did the Khmer Rouge use to enslave the people of Cambodia?
- 30) To what extent was Loung a **slave** during that time?
- 31) What factors helped her survive and ultimately live as a free woman again?

Sample of two entries in a student journal

By Chelsy Hayslett
Ideas in Conflict, 10th Grade Social Studies elective

West High School, May, 2002

First They Killed My Father

Journal after reading pp. 1-78

From what I've read so far I love the book. After reading the first few pages I couldn't put it down. Loung and her family went through a lot of tough things and I can't imagine what they will have to go through, throughout the rest of the book.

I think that my favorite character so far is probably Loung's father. He is the main person who keeps the family together and safe through their hard times. He makes sacrifices that are needed so that the family can live well and not be killed by the Khmer Rouge. "I bribed someone with one of your Ma's gold necklaces to put our names on the list so we could leave." That quote was given from the father to Loung. That's showing that he is doing all he can to help the family out.

The major conflict I think is between the Ung family and the Khmer Rouge. I think this because the Ung family is desperately trying to stay alive because if the Khmer Rouge finds out that the father worked for the government he will be killed and possibly the rest of the family. I remember Loung saying that she had heard that the Khmer Rouge was killing all people with an education, which was the whole Ung family and she was wondering if the family would be killed. I think that having that fear of not knowing if your going to live to see tomorrow would be horrible to live through and especially for a 5 year old.

"Many sick people did not make it today...I saw them on the side of the streets still in their bloody hospital robes." When I read this part in the book my mouth dropped. Just to read what a 5 year-old had to witness and live through. Another quote I found my stomach turning was, "There's a dead body in the tall grass only a few feet from where you are. That's why this spot was left empty last night." Here is another example of something that the Ung family get used to seeing. For someone living in the US, someone telling you that there's a dead body lying right beside you would be very disturbing. Reading this book makes me feel like I'm in Cambodia with the Ung family. And because of that it makes me want to keep on reading.

Journal pp. 78-155

Loung looked up to her older sister for a lot of reasons, so when she had found out that Keav had died it was a terrible time. It was also the first death of the family. When this event happened I tried to think of what it would have been like for me to lose my little sister. As much as I don't like her sometimes, the more I think about her being dead, the more I realize that I would miss her a lot.

Another thing that's changed is how scarce food is. Throughout the book there have been times when food was really hard to find. With the father died and the two oldest sons moved away, the last son, Kim, had to be the man of the hut. For a while Kim would steal food from the fields just so his family wouldn't starve. He got away with it the first few times, but then he was caught and brutally beaten. "I bite my lip at seeing my brother's body so badly beaten. Raw, red marks and painful bruises are everywhere on his rib cage and back." There was another incident when the mother was beaten because she tried to trade her ruby earrings for a chicken because the youngest child, Geak, needed to have meat...All these incidents show how much the family cares for each other. I find it really awesome how the Ung family pulls together in times of need. About 5 months after the father died, the mother forced the 3 oldest kids to leave and tell anyone they met that they were orphans. As I keep reading food becomes more and more scarce and everyone is becoming more and more weak. The mother says, "Your Pa is gone now, and I just cannot take care of you kids. I don't want you here! You are too much work for me! I want you to leave!" The three kids leave and the youngest Geak, stays with the mother. I know that if a tragedy like the one going on in Cambodia were going on here, I would want to be with family. When you're a little kid all you want is to be with your parents when you're scared. I know if I was Loung I would be really upset, but I think she deals with it really well and becomes one of the bravest little kids I know. This is one of the best books I've ever read.

Child Labor Module Series
Child Slavery

LESSON 4

*A Look at the World
and the
People Who Work
for Change*

*Neither slavery nor involuntary servitude...shall exist within the United States, or any place
subject to their jurisdiction.*

†† UNITED STATES CONSTITUTION, AMENDMENT XIII ††

LESSON 4



A Look at the World--and the People Who Work for Change

LESSON OVERVIEW

The lesson begins by increasing student awareness of the global community as a whole through a computer display called “*Miniature World*.” Building on this representation of the world, Lesson 4 asks students to view models of successful efforts in the area of child labor/child slavery. Iqbal Masih and Craig Kielburger provide students with models of dynamic youths who have worked against child slavery in the world, inspiring other youths to act against child slavery as well. Finally, students will be asked to take some action that fits with their understanding of the issues of current child slavery.

LESSON OBJECTIVES

Students will be able to:

- ☞ increase their own awareness of the inequity of the world community
- ☞ meet leaders who take action for social justice and a better world
- ☞ explore citizen actions to combat child slavery

CONCEPTS

- Change agent
- Bonded labor
- ILO (International Labor Organization)
- UNICEF (United Nations Children’s Fund)

FOCUS QUESTIONS

- How might one contribute to eliminating child slavery in the global community?
- What might our class do to help eliminate child slavery?

EQUIPMENT AND MATERIALS NEEDED

☒ The program *Miniature World* requires a computer with Internet access to be shown on a large monitor or projected on a screen with an LCD projector. If computer access is not possible, copies of the script on Handout #1 may be made for students or projected as a transparency on an overhead to facilitate discussion of the content.

☒ The video *It Takes a Child* and/or the book *Free the Children* vividly reveal the work of Craig Kielburger to oppose child slavery through the organization Free the Children. Each is available from the organization for \$20 at www.freethechildren.org or at Free the Children International, 16 Thornback Road, Thornhill, Ontario, L4J 2A2 Canada. Phone:

(905) 881-1849 Fax: (905) 881-1849

- ☒ A copied photo or transparency of Iqbal Masih
- ☒ 3-5 copies of each of the 12 articles Change Agents #1 through #12. Transparencies of the photos of the diverse change agents may be helpful during discussion.
- ☒ Varied materials for student use including markers, poster/banner paper, and colored paper
- ☒ A teacher-generated handout for students about the Class Conference: *Our Time To Stop Child Slavery* based on teacher decisions about the format.
- ☒ A Class Conference Agenda created from class decisions for use on the day of the conference. (See sample handout and schedule at the end of this Lesson)

SUGGESTED DURATION

3-5 class periods


COURSE CONNECTIONS

- American History during early Labor Movement/Progressive Reform
- World History
- Current Events
- Global Studies
- Service Learning/volunteering

SUGGESTIONS FOR TEACHING THE LESSON

An introduction to a “Miniature World: The World in 100 People”, a webmovie designed by Mr. Allysson Lucca.

Write the following question on the chalkboard or overhead:

 *If the earth was a community of 100, what would it look like?*

Project this webmovie “**Miniature World: The World in 100 People**” on a screen or television for class display and discussion. Encourage students to contemplate the world and their places in the world. If computer equipment is unavailable, read the script or make copies of Handout #1. The teacher may gather student ideas on an overhead, blackboard or large tablet.

Instructions for downloading “Miniature World”

Click on: http://www.thesustainablevillage.com/miniature_earth/miniature_earth.htm

OR

This site can also be downloaded from the Lucca homepage:

http://www.luccaco.com/luccaco_english.htm

Click on “Case 4.” Then click on “Open Case.” Scroll down and click on “English”

Ask students:

- *Which statistics stood out for you?*
- *What is the main idea the author is encouraging you to think about?*

If *Miniature World* handouts are being used with or without the computer program, have students mark the statistics that reflect their place in the world. For example, of the 100 people in the world, they would be part of the 14 in North/South America, part of the 14 who can read, and perhaps part of the 8 who own a computer. Assist students in identifying who they are in the world.

- *What do those statistics mean to you in relation to the others in each category?*
- *Do you see yourself as part of the majority in the world or the privileged minority in various categories?*
- *What is our world like for most people?*
- *What if you become convinced that this world needs some serious work? What would it be?*
- *What if you decided that you want to change the world? What can you do?*

Meet the People who Work for Change


1. In Lesson 2, the class was introduced to Iqbal Masih as a four year-old boy who worked as a bonded laborer until age 10 in the carpet factory in Pakistan. Place Iqbal's photo or a transparency of his image in front of the class (See Change Agent #1). Explain to students that Iqbal was not only a child slave; after he was freed, he became an influential activist for children's rights. Here is his story:

Iqbal was rescued from the carpet factory by the Bonded Labor Liberation Front organized by Eshan Khan. Khan dedicated his life to free children from bonded labor and to provide education for newly freed children. With Khan's help, Iqbal studied hard, learning to read and write at the Freedom School. He was a natural leader who began to take part in demonstrations, shouting to all who could hear, "We are free!" At a very young age, he worked for change and dedicated his short life to freeing other children from bondage.

Source: *Iqbal Masih and the Crusaders Against Child Slavery* by Susan Kuklin

2. Introduce students to Craig Kielburger, another child who has led the fight against child slavery in the world (see Change Agent #2). When he was 12 years old, he read about the story of child labor and Iqbal's fight against it. He started the organization Free the Children as a result of his research about child labor. He made a video of his story.
3. Show the video, *It Takes A Child: The Craig Kielburger Story*. The film recounts Craig's youth, his first interest in child labor, his founding of the organization Free the Children, his trip to meet the child slaves, and his work to join with other children to stop child slavery in the world. The video should be stopped several times to give students a chance to react and respond to the content. Key questions for discussion include:
 - *What does Craig do to start a group that becomes a world organization?*
 - *How does Craig get others involved in the issue of child slavery?*
 - *What personal qualities does he have that assist in his success?*
 - *What important things does he learn about child slavery from the children themselves?*
 - *What makes him an effective change agent (one who works for a better world)?*
4. As an excellent alternative to the video, read sections from the book *Free the Children* by Craig Kielburger, giving students a sense of Craig's discoveries and his actions in response to what he learns about child slavery. Note how he has the greatest respect for the children themselves. They are the ones who teach him the most. Handout #2 is a reading guide to Kielburger's book for students who wish to read the book and/or for teacher use in lessons.
5. Invite students to visit the website of the Free the Children organization on the Internet (www.freethechildren.org) on their own or set up a time for the class to view the site together.

Write the first focus question on the chalkboard or overhead:

 *How can an individual contribute to the global effort to end child slavery?*

6. Ask students, how did Iqbal Masih answer this question? How would Craig Kielburger answer the question?
7. Define the term CHANGE AGENT. Both Craig and Iqbal became CHANGE AGENTS in the area of child slavery in the world community: they found ways to share their beliefs and their experiences with others in a way that made a difference in how child slavery is viewed in the world. These two young people are not the only change agents working on the issue of child slavery.
8. Descriptions of Change Agents #3 through #13 are stories, visuals, and speeches of people who are working on the issue of child slavery. Each student is to read at least one of the Change Agents descriptions. Direct students to consider the following questions as they read about a Change Agent.
 - *What kind of power or position does the Change Agent have?*
 - *Why did he/she get involved in the fight against child slavery?*
 - *What is he/she doing to improve the plight of child slaves in the world?*
 - *To what extent do you think your Change Agent is effective in his/her work?*
9. Bring the class back together again after Change Agent readings. Using the key questions above, ask students to identify the characteristics of an effective change agent. Record the conclusions of the class on a large paper to be posted in the classroom.

Culminating Event--A Class Conference on Child Slavery

The class has discussed the way several Change Agents responded to personal beliefs and concerns in the world in varied ways to eliminate child slavery. The questions for students now are:

- *How would you like to respond to the existence of child slavery in the world?*
- *How would the class like to respond to learning about this issue that affects children?*

Announce that adults often have a conference of interested people who come together to discuss an important issue from many perspectives and then make a decision about what should be done. Our class is going to have a Class Conference on Child Slavery. Think of it as a “***Special Session of Class: Our Time to Help End Child Slavery.***” Every student’s participation is key to the success of our Conference. Ask students: What contribution might you make?

Leadership Role

The teacher may choose to retain the leadership position during the conference or contact the natural leaders in the class, preferably a male and a female student team, to see if they are interested in taking a leadership role in the conference setting. If so, the team would be responsible for the welcome of all to the conference, the initial statement of purpose, the order of talks/presentations, and the times for questions and responses. The leaders need to design a way to keep track of suggestions for effective action of the class, perhaps on a tablet or overhead, so that the class as a whole may discuss what they wish to do as a class to respond to this issue. The class may choose several actions carried out by several groups or vote to work on one project.

Student Roles

All students are to play a key role in the conference. Each student needs to prepare a short talk/presentation to be given at the conference, several important questions to raise, and a suggested plan for class action to help end child slavery.

Students have two choices of the kind of conference contribution they will make:

Option #1

Assume the identity of a child slave or a change agent that was read about in Lesson 1, 2, or 3. Become that person for the length of the Conference. Speak in their voice.

These students are required to:

- Write their Conference Preparation from the perspective of the particular child slave or change agent. Additional research beyond the reading provided may be helpful.

- Create a nameplate to use at the conference. Each nameplate is to display clearly the name and a visual drawing/symbol of that person. For example, a Nelson Mandela nameplate might include the map of South Africa, where he was imprisoned and then became a popular President.
- Bring/wear a prop to suggest the role being adopted on the day of the conference. For example, if a student were portraying David L. Parker, the student would carry a camera and plan to take some photos of the conference.

All those playing the role of a child slave may want to meet together to support each other at the conference and plan a strategy. Change Agents may want to meet together as well.

Option #2

Create a personal response to the issues of child slavery to be presented at the Conference. Options are a poem/story, a song, a sign and slogan, a conference banner, a letter to an important group or individual, a visual art presentation, a short video to promote elimination of child slavery, a campaign against child slavery through an organization, or a persuasive plan for class action on this issue. Practice and time your planned contribution. Let the leaders know your plan.

1. Each student is to report to the Conference Leaders and/or the teacher to get on the agenda of the conference. Planning of the whole event is flexible and responsive to student interests and creations. The teacher acts as an enthusiastic guide, encouraging each student to find a way to contribute to the class conference.
2. Students are given one or two class periods to plan and create. The Conference will take place on the third day. Allow flexibility so that the Conference may continue until all have contributed and the class has a plan. (See sample Conference handout and agenda at the end of this lesson)
3. Assist the Conference goals by helping students arrive at some consensus. Involving the class in carrying out their plan to impact child slavery is essential to encouraging students' active and caring participation in society.

EVALUATION

Each student is evaluated on participation in the discussion of "Miniature World" and Change Agents. However, the conference itself can serve as a test of the effective learning from this module. As the conference is going on, the teacher makes brief notes/comments on each student's contribution and an overall letter grade is given each student. Evaluation is based on the criteria given in the conference directions, the overall knowledge displayed in the conference, the effective use of preparation/work times, and the positive actions displayed in support of the conference goals.

BIBLIOGRAPHY AND ADDITIONAL RESOURCES FOR TEACHERS

BOOKS AND ARTICLES

Bales, Kevin. *Disposable People*. Berkeley: University of California Press, 1999.

International Labour Organization. "The ILO What it is and What it does."(pamphlet)

Kielburger, Craig. *Free the Children A Young Man's Personal Crusade Against Child Labor*. New York: HarperCollins, 1998.

Kuklin, Susan. *Iqbal Masih and the Crusaders against Child Slavery*. New York: Henry Holt and Company. 1998.

Parker, David. *Stolen Dreams Portraits of Working Children*. Minneapolis: Lerner Publications, 1998.

UNICEF. "The State of the World's Children 2001." (New York: United Nations Children's Fund)

The World Bank. "The Last vestige of Slavery." *The Fight Against Child Slavery. Spectrum* Winter 2001: 22-23.

INTERNET

BBC NEWS. 2001. "Jackson to Tackle Child Slavery." 4 July 2002
<<http://news.bbc.co.uk/1/hi/english/entertainment/music/newpid1287000/1287216.stm>>

"Colin Powell." 2 July 2002 <<http://www.lucidcafe.com/library/96apr/powell.html>>

Cunduri, Miryam. "Miryam Speaks for Indigenous children's rights." United Nations Special session on Children. 3 May 2002. 2 July 2002
<<http://www.unicef.org/specialsession/under-18/myriam-bg.htm>>

Fabrigas, Abigail Manglicmot. "Abigail's Diary." New York United Nations Special Session on Children. 3 May 2002. 2 July 2002
<<http://www.unicef.org/specialsession/under-18/abigail-4.htm>>

Free the Children. "About Craig" 1 July 2002
<http://www.freethechildren.org/info/p_aboutcraig.html>

"Kevin Bales" 4 July 2002<http://www.freetheslaves.net/kevin_bales_disposable_people.htm>

Lucca, Allyson. "Miniature World; The World in a 100 People." 4 August 2002.
<http://www.ilo.org/public/english/standards/decli/intro/ilo_movie/index.htm>

United Nations Foundation. "Graca Machel." 1 July 2002
<http://www.unfoundation.org/about/board/bio_gmachel.asp>

United Nations Special Session on Children. "What you can do." 3 May 2002. 2 July 2002
<<http://www.unicef.org/specialsession/whatyou/index.html>>

U.S. Department of State. "Powell Presents 2002 Trafficking in Persons Report." 2 July 2002.
<<http://usinfo.state.gov/topical/global/traffic/02060503.htm>>

Miniature World: the World in 100 People

If we could represent the world community as 100 people—

61 would be Asians
12 would be Europeans
13 would be Africans
14 would be from North and South America

50% would be male and 50% female
26 would be white and 74 non-white
33 would be Christian and 67 non-Christian
6 people would own 59% of the world's wealth

80 would live in poverty
33 would die of famine
14 could read
7 would get higher education
8 would own a computer

1 billion people in the world can't read

If you have never seen a relative die, never been a slave, never been tortured you are luckier than 500 million people in the world.

If you have food in the fridge, clothes in a closet, a bed to sleep in, you are richer than 75% of the world's people.

If you have a bank account you are part of the 8% wealthiest.

Source of statistics-- UNICEF Zero Population Growth

Original by Donella Meadows, 1990

Source

This site can also be downloaded from the Lucca homepage:

http://www.luccaco.com/luccaco_english.htm

Click on "Case 4." Then click on "Open Case." Scroll down and click on "English"

Free the Children

A guide to reading and discussing the book by Craig Kielburger

1. As you begin reading this book, note the map at the front. This map will help you identify the geographic locations of the places Craig visits. Read the Acknowledgements and the Prologue. Who is Iqbal?
2. How was Free the Children born?
3. How does Craig learn to speak to large groups?
4. Craig says, "*It was a turning point for my parents*" (p. 29). What does Craig mean? What is changing?
5. Who is Alam Rahman and how does he become an important part of Craig's life?
6. Craig's comment in Dhaka, Bangladesh is, "*I stand out like a light bulb!*" What is he talking about? What are his reactions to being surrounded by Bangladeshi culture?
7. What is Craig's method of communicating with shy children (see pp. 52-53)? The children show him the community's pride and joy – a pump. What does Craig learn from the pump?
8. A school...a need for a hospital. Craig thought, "*I knew my attempt at comforting him could be no more than a fleeting moment in a life marked by neglect and abuse*" (p. 56). What is Craig learning from his first-hand experiences with the children?
9. (End of chapter) What reasons are given in Bangladesh to support/continue child labor? By the end of the chapter Craig is realizing that, "*it is not enough to condemn their child-labor practices. The truth is--we are part of the problem, too*" (p. 59). What brings him to this idea? What does he mean?
10. What is Craig learning about travel as he goes from Dhaka to Bangkok?
11. How does Craig celebrate his birthday?
12. Patpong made the word EVIL come to mind. Why?
13. How is Craig touched by experiences with Buddhism?
14. What are the important "firsts" that Craig experiences in Calcutta?

15. In Kathmandu, Craig talks with street children and with those who shelter them. What does he learn here?
16. In Varanasi, Craig is involved in a rescue mission. What happens and how does he feel about the experience?
17. How does Mother Teresa touch Craig's life in Calcutta?
18. After being a child slave, rehabilitation is important. What is the process of "*bringing kids back to freedom*" that Craig explores in Delhi?
19. Asmita, Nagashir, Mohan, and Craig give their press conference in Delhi. How successful was this event in promoting their cause?
20. What do they all go through trying to get a meeting with the Prime Minister of Canada?
21. What do you think about the controversy surrounding Iqbal and the circumstances of his death?
22. The brick kiln. The child working with the syringes. Fireworks and matches factories. What stands out from Craig's experiences with child labor at these places?
23. What is different--and even encouraging--about Kerala, India?
24. What does Craig learn from Alam as the trip is coming to a close? (see p. 271)
25. Craig says, "Strange how, going back to Canada, I feel even more nervous than when I left for Asia" (p. 273). Why does he feel this way?
26. In chapter 15, 16, Epilogue and Appendix, Craig is sorting out his learning. He says, "*I divide my life into pre-Asia and post-Asia.*" The trip has changed Craig forever. As you read this last section, look for key quotes and passages as Craig brings meaning to his life and his experiences. Write down several that seem important to you and write your reaction/interpretation.
27. What message will you choose to take with you from Craig's life?

Meeting Change Agents

People and Organizations Working to End Child Slavery in the World

Change Agent #1: Iqbal Masih

Change Agent #2: Craig Kielburger

Change Agent #3: Senator Tom Harkin

Change Agent #4 : Nelson Mandela

Change Agent #5 : Graca Machel

Change Agent #6: Abigail Fabrigas

Change Agent #7: Miryam Cunduri

Change Agent #8: Kevin Bales

Change Agent #9: David L. Parker

Change Agent #10: Colin Powell

Change Agent #11: International Labor Organization (ILO) - IPEC

Change Agent #12: Amanda & Broad Meadow School

The above can be copied and become titles for folders that contain the readings. The readings are not available on the computer but in a separate packet.

Note: The list above is not exhaustive of the number of people who have worked for change. It is just enough to get you started. Teachers may wish to explore others who may have made major contributions to the global fight against child labor. You may wish to explore Global March Against Child labor and its founding chairperson, Mr. Kailash Satyarthi. A number of youth leaders in Iowa City have also done incredible work to raise awareness about child labor in their community. You may wish to explore these leaders' activities by contacting the UI Center for Human Rights at (319) 335-3900. Or explore leadership within your local community and find out what they have done to contribute to the global effort.

Sample Conference Handout and Agenda

Adults often have a CONFERENCE of interested people who come together to discuss an important issue from many perspectives and then make a decision about what should be done. Each of you has thought about this important issue of child slavery. It is time for us to have our own conference.

Special Session of our Class

Our Time to Help End Child Slavery

LEADERSHIP TEAM

The leadership team, consisting of two students and the teacher, is responsible for giving order, structure, and meaning to the conference with assistance from the rest of the class. Planning and organization are the keys to the success of the conference. Everyone's participation is important.

- **Welcome ALL to the conference** in a thoughtful and inspiring way.
- **State the purpose of this conference.** Why are we here? What do we wish to accomplish?
- **Develop an AGENDA** for the Conference so everyone knows the **order of talks/presentations**, as well as the **times for questions, reactions and discussion.**
- **Design a way to keep track of suggestions for effective action** of the class, perhaps on a tablet or overhead, so that the class as a whole may discuss what they wish to do to respond to this issue. All suggestions need to be considered in a thoughtful respectful way. The class may choose several actions carried out by several groups or vote to work on one project.

STUDENT ROLES

All students have important roles in the conference. The participation of all students is vital to the success of the conference!

Each student needs to

- Contribute to the conference discussion of child slavery
- Ask questions to help the class consider important issues
- Come up with a plan to help end child slavery in the world community

You have **two choices** about your role in the conference.

Choice #1

Assume the identity of a child slave or a change agent that we read about in our class. **Become that person** for the first part of the Conference. Speak in their voice. If you choose option # 1, you are required to:

- write your **Conference Preparation from the perspective of the particular child slave or change agent**. Additional research beyond the reading provided may be helpful.
- create a **nameplate** to use at the conference. Each nameplate is to display clearly the **name** and a **visual drawing/symbol of the child slave or change agent whose role you assume**. (For example, a Nelson Mandela name plate might include the map of South Africa, where he was imprisoned and then became a popular President.)
- bring/wear a **prop** to suggest the role being adopted on the day of the conference. (For example, if a student were portraying David L. Parker, the student would carry a camera and plan to take some photos of the conference.)

All those playing the role of a child slave or a Change Agent may want to meet with each other to plan strategy. Report your plans to the Leadership Team to be put on the agenda.

Choice #2

Create a personal response to the issues of child slavery to be presented at the Conference. Options for your personal response are a poem or story, a song, a sign and slogan, a conference banner, a letter to an important group or individual, a visual art presentation, a short video to promote elimination of child slavery, campaign against child slavery through an organization, a persuasive plan for class action on this issue. Practice and time your planned contribution. Let the leaders know your plan.

CONFERENCE PREPARATION PLAN

TIME FRAME: Planning days for the Conference:

Day 1: _____

Day 2: _____

The Special Session of our Class: Our Time to End Child Slavery will begin on

1. Circle one:

During the conference, I choose to be:

- a. a child slave
- b. a change agent
- c. myself with my ideas

2. My nameplate says: _____

3. My nameplate includes a picture of: _____

4. My prop or costume is: _____

5. What I will say, make, and do to contribute:

6. My plan of action to help end child slavery is:

** Develop your ideas further in the form of a speech, a poster or an ad.*

Tentative Agenda of Conference

Set up room so that everyone can participate. Assigned seating areas are helpful. Designate areas for child slaves, change agents and others.

I. Welcome given by _____
Welcome consists of _____
(Some suggestions for the welcome are playing music or raising a flag or banner).

II. Statement of the Purpose of this Special Session of Class given by _____

III. Introduction and Presentations of child slaves:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

IV. Time for Questions and Responses of the child slaves

Write down useful points/suggestions

V. Introduction and Presentations of Change Agents

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

VI. Time for Questions and Responses of Change Agents

Write down useful points/suggestions

VII. Introduction and Presentations by class members

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

VIII. Time for Questions and Responses

Develop a list of suggestions for what the class might do to end child slavery

IX. Open Discussion of Action Plans

- a. Leaders call on students with action plans to present
- b. Each plan is discussed by the class
- c. Proposals are made for carrying out one plan as a class or for carrying out several plans as small groups
- d. Consensus is sought through discussions, statement of pros and cons, votes

X. Closure of Conference

- a. The chosen plan or plans is/are announced
- b. Participants are thanked/appreciated Closing statement is made

Example of Children's Speech

We pledge an equal partnership in this fight for children's rights. And while we promise to support the actions you take on behalf of children, we also ask for your commitment and support in the actions we are taking, because the children of the world are misunderstood.

We are not the sources of problems;
We are the resources that are needed to solve them.
We are not expenses; we are investments.
We are not just young people; we are people and citizens of this world.

Until others accept their responsibility to us, we will fight for our rights.
We have the will, the knowledge, the sensitivity and the dedication.
We promise that as adults we will defend children's rights with the same
passion that we have now as children.
We promise to treat each other with dignity and respect.
We promise to be open and sensitive to our differences.

We are the children of the world, and despite our different backgrounds,
we share a common reality.
We are united by our struggle to make the world a better place for all.
You call us the future, but we are also the present.

Note: The above text is an excerpt from a speech delivered by two child delegates at the UN General Assembly. (Gabriela Azurduy Arrieta, 13, from Bolivia and Audrey Cheynut, 17, from Monaco). Original and full speech can be found in UNICEF's "A World Fit for Children" (2002) at http://www.unicef.org/publications/pub_wffc_en.pdf