Lesson Four: Meet Panjy / Child Labour

About this lesson
In this lesson students will meet Panjy who lives in rural Tamil Nadu, India and was taken out of school to work in the local fireworks factory. They will understand the concept and impact of child labour, look at gender inequality and think about decent employment.

Learning Objectives
● Be able to explain what child labour is and know different forms of child labour
● Understand the impact of child labour on children’s rights and the consequences for their life

Resources Required
● Zero Ten Twenty – Panjy film clip
● Watching ‘The Children of Rio’ Films handout
● Handout 4.1: Panjy’s Rights
● Handout 4.2: Problem Tree Template

Key Concepts
Child labour
UNCRC

Lesson plan

5 minutes
Start this lesson by gauging how much students already know. Write the word ‘child labour’ on the board and ask students to discuss in pairs what words and images come to mind. Then ask them to feed back to the group and note down key words on the board. Explain the learning objectives for this lesson.

20 minutes
Hand out the worksheet ‘Meet the children of Rio’ before watching the clip so students can make notes. After watching the clip, discuss as a class what they thought about the film. What did they like, what didn’t they like? Did they learn something new? What issues do people, especially girls, living in rural India face?

30 minutes
In this activity students will look at Panjy’s life and understand which of her child rights are being violated. There are several major violations in relation to child labour and Panjy’s arranged marriage. Cut out the different articles from the UN Convention on the Rights of the Child (UNCRC) and give each student one of the rights (Handout 4.1). Read out Panjy’s story and ask them to stand up if they think the right on their piece of paper is being violated. Afterwards discuss which rights are being met and which ones are not. Ask pupils to then fill in the problem tree template to enable thinking about the causes and consequences of not having access to one’s rights.

5 minutes
Hot seat plenary – ask each student to come up with two questions on what they have learnt in this lesson. Then ask students to pair up and ask each other the questions. Feed key points back to the whole class if you have time.

Extension Activity
What would life in a factory be like? If you have time, pupils can play the online game ‘Playfair’ which simulates the pressures of working in factory for an unfair wage. Follow this link: http://www.playfair2012.org.uk/game/
Handout: Watching - The Children of Rio films

Handout copies to each student before watching ‘The Children of Rio’ the films so they can record information whilst watching.

1. Who is the child in the film? Note down 3 facts about their life / way of life (e.g. about their family, home, country, means of income)
   -
   -
   -

2. What are the main issues / challenges the child in the film and his / her family and community face?

3. What key events happen throughout the 20 years of the child’s life? What changes happen?

4. How do you feel after watching the clip about this child’s life?
Panjy was born in a rural village in Tamil Nadu, India where most people work in the local fireworks factory – both adults and children as young as 10. Due to the chemicals used in the factory workers suffer a lot of health problems. For most families, the main priority is getting food on the table, and their basic needs. Most children work because their families are poor and they need to contribute to meet their basic needs.

Quick Facts on Child Labour in India

- There are 246 million children between the age of 5 and 17 working in India.
- 70% of children in India work in agriculture. Other jobs include domestic work, begging, outdoor work, and even their lives end in brick kilns or in bars, restaurants.
- About 70% of children in India work in hazardous conditions. Child labourers work in extremely hazardous work in extremely hazardous conditions. Child labourers earn just a few rupees (5p) a day,

Why do children work?

- Most children work because their families are poor and they need to contribute to meet their basic needs.

What is child labour?

- Children do extremely hazardous work in harmful conditions, putting their health, education, personal and social development, and even their lives at risk. Children work long hours for little or no pay; face abuse; have no access to education and work in dangerous conditions.

What kind of work do children do?

- About 70% of children in India work in agriculture. Other jobs include domestic work, begging, outdoor work, and even their lives end in brick kilns or in bars, restaurants.

Meet the Children of Rio

Handout 4.1 – Panjy’s Rights

4.1.2 - Panjy’s Story

Panjy was born in a rural village in Tamil Nadu, India where most people work in the local fireworks factory. Her parents are skilled fireworks workers, and Panjy wants to become a doctor so she can help people who work in the factory and those who suffer from the hazardous conditions of the job. Panjy’s father passed away from exposure to the chemicals used in the factory.

Quick Facts on Child Labour in India

- There are 246 million children between the age of 5 and 17 working in India.
- 70% of children in India work in agriculture. Other jobs include domestic work, begging, outdoor work, and even their lives end in brick kilns or in bars, restaurants.
- About 70% of children in India work in hazardous conditions. Child labourers work in extremely hazardous work in extremely hazardous conditions. Child labourers earn just a few rupees (5p) a day, working 12 hours a day, earning just 30 rupees (3p)

Why do children work?

- Most children work because their families are poor and they need to contribute to meet their basic needs.

What is child labour?

- Children do extremely hazardous work in harmful conditions, putting their health, education, personal and social development, and even their lives at risk. Children work long hours for little or no pay; face abuse; have no access to education and work in dangerous conditions.

What kind of work do children do?

- About 70% of children in India work in agriculture. Other jobs include domestic work, begging, outdoor work, and even their lives end in brick kilns or in bars, restaurants.

Meet the Children of Rio

Handout 4.1 – Panjy’s Rights

4.1.2 - Panjy’s Story

Panjy was born in a rural village in Tamil Nadu, India where most people work in the local fireworks factory. Her parents are skilled fireworks workers, and Panjy wants to become a doctor so she can help people who work in the factory and those who suffer from the hazardous conditions of the job. Panjy’s father passed away from exposure to the chemicals used in the factory.

Quick Facts on Child Labour in India

- There are 246 million children between the age of 5 and 17 working in India.
- 70% of children in India work in agriculture. Other jobs include domestic work, begging, outdoor work, and even their lives end in brick kilns or in bars, restaurants.
- About 70% of children in India work in hazardous conditions. Child labourers work in extremely hazardous work in extremely hazardous conditions. Child labourers earn just a few rupees (5p) a day, working 12 hours a day, earning just 30 rupees (3p)

Why do children work?

- Most children work because their families are poor and they need to contribute to meet their basic needs.

What is child labour?

- Children do extremely hazardous work in harmful conditions, putting their health, education, personal and social development, and even their lives at risk. Children work long hours for little or no pay; face abuse; have no access to education and work in dangerous conditions.

What kind of work do children do?

- About 70% of children in India work in agriculture. Other jobs include domestic work, begging, outdoor work, and even their lives end in brick kilns or in bars, restaurants.
Article 1:
A child is anyone under the age of 18 and the convention applies to all children in the world.

Article 2:
The convention applies to everyone regardless of their race, religion, abilities or their parents’ origins.

Article 3:
The best interest of the child should be considered at all times by the government and all adults.

Article 4:
Governments have to use all their power to ensure that children have all their rights.

Article 5:
Governments should respect the rights and responsibilities of families and the community to give children help and advice about the rights set out in the convention.

Article 6:
Governments should recognise that children have the right to life and ensure the survival and healthy development of the child.

Article 7:
Children have the right to a legally registered name and nationality, to know their parents, and as far as possible be looked after by their parents.

Children have the right to a legally registered name and nationality, to know their parents, and as far as possible be looked after by their parents.

If they think their right is being violated in Panjy’s story, ask them to stand up.

If students have some students take two. If they think their right is being violated in Panjy’s story, ask them to stand up.

If the number of pupils is smaller than the number of articles, give one to each pupil.
Article 9:
Governments should ensure that children are not removed from their parents unless it is in the best interests of the child. Children should be given the chance to participate in making the decision. Children have the right to stay in touch with both parents unless it might be harmful.

Article 10:
Families who live in different countries should be allowed to move between countries so that parents and children can stay in touch or get back together as a family.

Article 11:
Governments should take steps to stop children being taken out of their own country illegally.

Article 12:
Children have the right to express their views in all matters affecting them and have their views taken seriously.

Article 13:
Children have the right to receive and to share information, as long as the information is not damaging to them or to others.

Article 14:
Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.

Article 15:
Children have a right to privacy. The law should protect them from attacks against their way of life, their family and their home.

Article 16:
Children have the right to meet together and to join groups and organizations, as long as they do not stop other people from enjoying their rights.

Article 17:
Children have the right to reliable information from the mass media which should provide socially and culturally beneficial material in a way that is not harmful. Information should also be provided in different languages for children in minority or indigenous groups.
Article 18:
Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents to support their children, especially if they have to work.

Article 19:
Governments should do all they can to ensure that children are properly cared for, including education, training, and a clean environment so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 20:
A child with a disability has the right to a full and happy life, and should have access to education, training, and employment and recreation. Governments should share information about the best treatment for children with disabilities.

Article 21:
When children are adopted, the first concern must be the best interests of the child, whether it is in the country of birth or another country.

Article 22:
If a child moves to a country as a refugee, that child should have the same rights as children born in that country.

Article 23:
Respect their religion, culture and language. If a child cannot be looked after by their parent, alternative care must be provided by people who respect their religion, culture and language.

Article 24:
Violence, abuse and neglect by their parents or carers. Governments should do all they can to ensure that children are properly cared for, and protect them from such harm. For each child, governments should help parents by providing services to support them, especially if both parents work.
Article 27: Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28: Children have a right to an education. Discipline in schools should respect children’s human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29: The education provided for children should help them develop their personal and ethical beliefs to the full. Children have a right to learn and use the language, customs and religion of their families. Whether these are shared by the majority of people in the country or not.

Article 30: All children have a right to a range of activities. What is to be provided by the community or the family, education, culture, other cultures, and the environment.

Article 31: All children have a right to relax and play and to join in a wide range of activities. Children have a right to be protected from both work that is dangerous or that might harm their health or their education.

Article 32: The government should protect children from work that is dangerous or that might harm their health or their education.

Article 33: The government should ensure that children are protected from dangerous drugs.

Article 34: The government should ensure that children are protected from sexual abuse.

Article 35: The government should ensure that children are not abducted or sold.
Article 36: Children should be protected from all other people or activities that could harm their development.

Article 37: Children have the right to be protected from torture or other bad treatment. Children should only be arrested or held in detention as a very last resort. Children should not be put in prison with adults and should be able to keep in touch with their family and have their privacy respected at all times.

Article 38: Governments should take all reasonable measures to prevent children under the age of 18 from directly participating in armed conflict.

Article 39: Children who have suffered from neglect or abuse should receive special help to restore their self-esteem.

Article 40: If a child is accused of breaching the law, they should be treated with dignity and respect. They should be helped by a lawyer and have their privacy respected at all times.

Article 41: The government should make the Convention known to all parents and children.

Article 42: Instruct adults and governments on how they should work together to ensure that children have all their rights respected.

Article 43-54: Children should be protected from all other people or activities that could harm their development.
Handout 4.2 - Problem Tree Template

Causes:
List the causes of child labour around the roots of the tree (e.g. poverty)

Effects:
List the effects of child labour on the leaves/branches (e.g. not in school)

Solutions:
List the solutions to child labour on the fruits (e.g. improve education)

www.tve.org/reframing-rio