

young stars:

India's working children

Speak out



*An educational resource
supporting grades 7 –12 civics
and social studies curricula*

Young Stars: India's Working Children Speak Out

Introduction

As young people become more aware of local and global inequalities and injustices, many will ask what they can do to make the world a better place. Most major decisions and actions in our world are taken by adults. It's often assumed they have the prerogative to do so, while children and youth do not.

According to the 1989 United Nations Convention on the Rights of the Child (UN CRC), children (under the age of 18) have the right to voice their opinions and take action in their communities and the world.

Educating young people on their rights to have their voices and opinions heard, to make decisions on issues important to them and to participate fully in society is an important part of teaching youth to be responsible global citizens.

Through this video and study guide, participants will

- reflect on their rights and responsibilities
- understand that children's rights are preserved and protected by the UN CRC
- learn about children who have spoken out and taken action in a responsible manner
- assess a number of ways citizens can voice opinions about and participate in civic and global matters
- research the contributions that young people make to their communities or regions

Young Stars Video

(total running time: 23 minutes)

The Story

In Bangalore, India, where thousands of children work in unsafe conditions, an inspiring child-rights movement is growing. This video tells the story of Akbar Ameerjhan, a young man who motivates working children in Bangalore to exercise their rights. Although Akbar has a story that begins not unlike many other child workers, he has now found his passion in the leadership of Bangalore's children's union, Yelenakshatra (Young Stars).

DVD Chapters

- Chapter 1: Introduction**
- Chapter 2: Child Labour in Bangalore, India**
- Chapter 3: Yelenakshatra Child Labour Association**
- Chapter 4: Akbar's Story**
- Chapter 5: Balancing Work, School and Play**
- Chapter 6: Conclusion**

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Using this Guide

Suggested audience and curriculum connections

This resource is appropriate for high-school classes, youth groups and adult groups addressing local and global citizenship and rights and responsibilities. In particular, it fits well with civics and social studies curricula for grades 7 to 12. The video and post-video activities raise issues related to child labour to facilitate discussion about responsible citizenship actions. For more information or suggestions for further educational resources on child labour, see page 23.

Note: The language used in this guide reflects a classroom setting, but many activities are suitable for less formal settings.

Materials needed

Television and DVD player; blackboard or flip chart; photocopied handouts (pp. 16 - 27); paper and pens; glue; markers; scissors or paper cutter; access to the Internet and newspapers.

Leader preparation

View the video. While the activities can be taught in sequence, it is possible to do fewer activities based on time availability and class objectives. Photocopy relevant pages, prepare chart paper and other relevant materials, and set up viewing space and equipment.

Time required

Allow for approximately 40 minutes per activity.

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Previewing activity I

Rights, Needs and Wants Balloon

What things are important in your life? Are these rights you are entitled to, or are they wants?

Students will

- reflect on and prioritize various rights in their lives
- understand the difference between rights, needs and wants
- understand that with rights come responsibilities

Preparation

Photocopy a class set of the student activity sheet “Rights, Needs and Wants Balloon” (p. 16).

Instructions

Ask students to brainstorm things they enjoy doing or having in their lives. Write their responses on the board

or chart paper. Ask students to determine which of these items are needs, and which are wants. Indicate their answers beside each item by marking an “N” or a “W”. Now ask if anyone can explain the difference between needs and wants. Finally, ask if anyone can define “rights.” (*Needs are things we must have to survive and thrive as human beings. Rights enshrine these needs into law [e.g. through the Convention on the Rights of the Child]. Wants are things we enjoy but are not necessary to our survival, growth or development.*)

Pass out the “Rights, Needs and Wants Balloon” activity sheet to each student. Ask students to imagine that they are alone in a hot-air balloon floating high above the ground. Tell them they each have 10 “rights, needs and wants” on board, each weighing two kilograms. Suddenly, the balloon begins to drop. To stop descending, they must throw an item overboard. Once they have tossed out an item, the balloon levels out. Soon, it begins to descend again. They must choose another item to throw out. This continues until they have only one item left in the balloon.



Adapted from: Pike, Graham and David Selby, “The Rights Balloon,” *Global Teacher, Global Learner*, Hodder and Stoughton Publishing, London (1988); and from: “The Needs Balloon,” *Children Changing the World*, SOPAR (2002) (www.sopar.ca).

Previewing activity I

Ask students to choose carefully which items from the list they are prepared to surrender, and which they want to keep as long as possible. Instruct them to make their decisions, without discussion, by putting a number 1 beside the first item they would throw overboard, number 2 beside the second and so on. They do this in the “Me” column on their sheet. The last item to remain in the balloon – and the one most important to them – is numbered 10.

Students share responses with a partner (or in groups of three). Together they discuss each other's decisions and negotiate a consensus for a new ordering of the rights if necessary. They record the agreed upon order in the “Us” column on their sheets.

Regroup as a class. Recreate the Rights, Needs and Wants Balloon chart (p. 16) on the blackboard or on chart paper to tally the class results. Lead the class in a discussion to debrief the activity.

Discussion

Discuss the activity based on the following questions.

- How did you feel doing this activity? What was easy? What was difficult? Why?
- Which items could you surrender?
- Which items are so basic you would never surrender them? Why?
- How would you define a basic or universal human right?

The concept of human rights is based on the belief that whoever or wherever we are, we have rights simply because we are human beings.

- If you have rights, you also have responsibilities. In particular, you have the responsibility not to infringe upon the rights of others. What responsibilities come with each of the rights in the rights balloon list?

For example: If I have a right to an education, I have the responsibility to come to school and the responsibility not to disrupt the learning of others.



Previewing activity 2

Children's Rights Hoopla

Learn about your rights! What's in the UN CRC?

Students will

- become familiar with the rights enshrined by the United Nations Convention on the Rights of the Child (1989) and ways in which rights are indivisible and interconnected
- categorize rights from the UN CRC into survival rights, development rights, protection rights and participation rights

Preparation

Photocopy one set of “Children's Rights Hoopla Cards” (p. 17) for each group of four students. Cut up the cards and place them in sets. Each group will need a set of cards, six blank cards, six pieces of string (about 60 cm long), extra blank cards and pieces of string, and one large piece of chart paper. Copy and display the “Types of Rights Chart” (p. 20) or distribute a copy of the chart to each group.

Instructions

Provide some background information on the UN CRC (refer to p. 19). Ask students to form groups of four. Distribute the card sets and other materials to each group. Inform the class that the cards describe many of the rights in the CRC.

Students group the cards into clusters according to the categories listed in the “Types of Rights Chart.” All cards belonging to one cluster should be encircled with string, with the title of the cluster written on a blank card. If a rights card seems to fit under more than one heading, string circles, or “hoops,” can be made to overlap so that the card appears in two or more clusters. If a group decides the categories in the chart are not helpful, they can make up their own headings. When all groups have completed the task, students circulate to review one another's work.

Discussion

Focus on cards that groups either placed under different headings or positioned within two or more clusters. The key point is that the rights in any one category help contribute to the realization of rights under the other categories. For example, the right to meet together with other children, principally a participation right, also fosters children's development. In this sense, rights are indivisible and interconnected: if one is eroded, our ability to enjoy and defend the others is weakened.

Questions to facilitate discussion:

- How did you find this activity? What was challenging? Why?
- What categories did you use? Which rights did you place under each category?
- Which rights fit under more than one category?
- How are rights interconnected or linked? For example, if a child does not have adequate health care, what other rights would be affected?

If a child is too ill, he or she might not be able to go to school or play with other children, so the right to an education and the right to play would also be denied. If the child's right to adequate health care is upheld, he or she would more likely be able to go to school and play with other children. When a right is upheld, other rights can be enjoyed too.
- In the last activity, you were asked which rights you were willing to forfeit. Having completed this activity, what would be the result of forfeiting some rights?

Video preview and debriefing

Showing the Video Young Stars: India's Working Children Speak Out

Working children in Bangalore, India, are exercising their rights. How are they doing this? What are their lives like? Which rights are upheld, and which are denied?

Students will

- identify in the video examples of survival, development, protection and participation rights being upheld or denied
- demonstrate a basic understanding of issues associated with child labour

Preparation

Photocopy a class set of the “Video Activity Sheet” (p. 21). Prepare TV and DVD player. Obtain a map of India to point out Bangalore to students.

Before showing

Explain that despite the existence of the UN CRC and the fact that most countries have signed and ratified¹ the Convention, the rights of many children around the world are not fully upheld. Children in different countries have spoken out and acted on behalf of their own rights and the rights of others. Akbar Ameerjhan is a child in South India who has done just that.

The video addresses each of the four categories of rights from the CRC: survival, development, protection and participation. If necessary, review the categories of rights from the previous lesson. To refresh students' memories of the different types and categories of rights, photocopy and distribute sheets of “Children's Rights Hoopla Cards” (p. 17).

Distribute the “Video Activity Sheet” (p. 21) for students to complete while, or immediately after, watching the video. During the video, students look for an example from each category of rights, note whether the right is being upheld or denied for children, and consider how or why it is being upheld or denied. See “Sample Responses to the Video Activity Sheet” (p. 22).

After showing

Give students time to complete the activity sheets.

Discussion

- How did you feel while watching the video? How do you feel now?
- What questions did the video raise for you?

For information on child labour, refer to p. 19 and to the resources listed on p. 23.

- What rights did you observe in the video? Which were upheld? Denied? How? Why?
- What rights does Akbar exercise?

E.g., Akbar exercises his right to voice his opinion, to hold meetings with other children, to act on issues that matter to him and other children, and to have a role in decision-making and policy-making on issues that affect him.

- What rights does he defend and demand?

E.g., Akbar defends and demands children's rights to work in safe conditions; obtain a relevant, quality education; have adequate health care; and have a continued voice and role in policy-making.

- How are the rights linked or interconnected? How does the denial of one affect others?

E.g., If a child's right not to be exploited by labour is denied, how might this affect other rights, such as the right to an education or the rights to health care or to play?

¹ When a government ratifies an international treaty, it assumes legal obligations to uphold and protect the rights enshrined in that treaty.

Previewing activity I

Responsible Voice, Responsible Action

You are moved by an issue and you want to take action. How can you do so in a way that is both responsible and effective?

Students will

- begin to understand some of the complexities associated with issues such as child labour
- consider some of the consequences, both positive and negative, of voicing one's opinions about and acting on an issue like child labour
- understand that with the right to "have a voice" and "participate in society" comes the responsibility to speak and act thoughtfully and responsibly

Preparation

Photocopy the "Responsible Voice, Responsible Action" scenario cards (pp. 24-25) and "Child Labour: A Complex Issue" (p. 26) (one set for each group of three or four students).

Read the scenario cards, excerpts on child labour and the sample responses to both scenarios provided below.

Note that these scenarios are fictional. In particular, the situation of the boy in the video is made up solely for the purposes of this activity. However, his family situation as described in the scenario is realistic. Families such as the one in this fictionalized situation do exist in South India.

Instructions

Ask students to form groups of three or four. Distribute the "Responsible Voice, Responsible Action" scenario cards and a copy of "Child Labour: A Complex Issue" quotations to each group. Students take turns reading the scenarios and child labour quotations aloud to others in the group. The group then discusses the questions on the cards.

I. Sample Responses to Video "What If?" Scenarios

Any action has consequences that must be thought through carefully before the action is taken.

- If Akbar had done nothing at all, it's likely the boy's situation would not have changed.
- If the boy had demanded more money, his employer may have beaten him, fired him or threatened his family. On the other hand, the employer might have increased the boy's pay, but he would still be working in unhealthy conditions and not attending school.
- If the boy had run away, he would have been without work and his employer may have tracked him down for the money he owed and threatened him and/or his family. On the other hand, the employer might have let the boy go, leaving him with no money and in need of another job, but without fear of this employer.
- If Akbar lobbied to end all forms of child work, children may be without the legal right to work or the legal protection to work in safe conditions. Some may be forced to go "underground" and engage in more harmful activities. On the other hand, if policies ensuring children attend school accompanied the eradication of all child labour, the boy might obtain an education. But his family still might not have enough money.

While positive consequences are possible, it is unlikely any of these scenarios would have ensured that the boy's rights to protection from exploitation, to obtain an education and to have access to adequate health care would all be fully met. And in some cases, he might have ended up in a worse situation than before.

Child labour, as with most issues, is extremely complex. Any action taken in response to any issue can have myriads of intended and unintended consequences, both positive and negative. Those of us who want to speak out or take action on an issue have the responsibility to do so thoughtfully, respectfully and carefully.

Previewing activity I

Akbar's actions were responsible and effective. He understood the issue and the interconnected rights of working children to work in safe conditions, obtain an education and have access to health care. He consulted with other working children and invited them to join him. Akbar spoke respectfully and in an informed manner to the government and acted with the children's best interests at heart.

2. Sample Responses to “Unintended Effects of Actions: Angela” Scenario

Some examples of exploitative child labour exist because of an unequal, interconnected global economy. As Canadians, we are part of this global economy, and our actions can make a difference in positive or negative ways. To be responsible global citizens, it is important that we learn as much as we can about an issue and carefully consider the consequences of our actions before we act. This scenario is intended to make students think about unforeseen impacts of the actions of people who know very little about the complexities of an issue like child labour.

- Some potential consequences of Angela's actions: if the Cool Clothes factories shut down, children working in them would be unemployed. While this ends child labour in these factories, the children will have to find other jobs, some of which might be more harmful.
- Possible alternative actions: Angela could have researched the issue and the situation of the children thoroughly and consulted working children and experts on child labour to guide her actions. She could have lobbied Cool Clothes to improve the children's working conditions (by reducing work hours; making the environment safe; prohibiting violence; providing schooling or on-site vocational training, altering work hours so the children could attend school; complying with minimum working age and wage standards; hiring adults at reasonable wages and providing health care for children and their families).

With thoughtful, responsible action, positive results are possible!



Discussion

As a class discussion, take up the questions on the scenario cards, highlighting what it means to speak and act responsibly. For example:

- Research the issue thoroughly and from different angles to understand it well. Consult people who know about the issue. Consult the people affected by the issue.
- Investigate and consider a variety of possible consequences, both positive and negative, of different actions to help you decide which actions to take.
- Involve the people who will be affected by your actions in the decision-making process and ask them to participate in any action taken. Make sure they even want something to be done.
- Respect the people who will be affected by your actions and make sure you are not furthering stereotypes of them (e.g., the notion that all working children in a country such as India are poor, illiterate victims of poverty who need someone else to act on their behalf and “save” them. Think about Akbar. Does this stereotype describe him?).
- Build regular assessments into your action plan. Once you start taking action, periodically check with everyone involved how things are going, and plan your next steps accordingly.

Previewing activity 2

Where Do We Draw the (Action) Line?

You are moved by an issue and you want to take action. How can you do so in a way that is both responsible and effective?

Students will

- demonstrate an understanding of various ways in which individuals can voice opinions about and act on important civic matters
- compare and assess the impact, effectiveness and acceptability of, as well as clarify their own attitudes toward, various forms of citizen participation and social action

Preparation

Photocopy a half-class set of “Action Statements” (p. 27); cut out each statement and paper clip them together in sets. Each pair of students will need a glue stick, a marker, a set of “Action Statements” and a long strip of paper.

Instructions

Divide the class in half and ask each student to find a partner within his or her half. Distribute a set of “Action Statements” to each pair. Ask pairs in one half of the class to organize the statements along a continuum - from actions they deem acceptable to those they deem unacceptable - sticking each statement on the long strip of paper. Statements do not have to be placed in a straight line or be equally spaced. Partners then decide at which point along their continuum they would draw a line between actions that are acceptable and those that are unacceptable. If they cannot agree on the point, each can mark his or her own point, drawing a line and initialling it; if consensus is reached, a double line can be drawn.

Ask pairs in the other half of the class to organize the statements on an effective-ineffective continuum, drawing the line between actions they would consider to be effective and those they think would prove ineffective.

Each pair from the acceptable-unacceptable group then joins with a pair from the effective-ineffective group. In their foursome, the students discuss, compare and contrast their results. The activity concludes with a whole-class discussion.

Discussion

The activity and follow-up discussion can help students clarify their own attitudes toward different forms of social action and alert them to a range of conflicting viewpoints. The action statements cover a wide spectrum of possibilities, from violent direct action against a person or to property to non-violent direct action of varying levels of risk and intensity, to action that employs well-established channels of persuasion within a democratic society. A range of important issues can thus be raised in the discussion.



Previewing activity 2

Questions to facilitate discussion:

- How did you find the activity? What was easy? Challenging?
- Which actions do you think would be most effective? Why?
- How do you define “effective”?
- What makes some actions ineffective or less effective?
- Are certain actions more or less effective, depending on the scenario?
- Does everyone agree? If not, why not?
- Which actions do you find acceptable? Unacceptable? Why?
- To what extent does the choice of action depend on the severity of the injustice being responded to?
- To what extent is it reasonable to resort to forms of action that might be considered more extreme?
- Is direct action involving a threat to a person or property ever justifiable? Is it in keeping with the values that motivated the action in the first place?
- How might you assess whether or not an action is effective? Responsible? Reasonable? Acceptable?
- How would you make some of the less effective and less responsible actions more effective and responsible? What would you have done to get your point across?



Reflective writing: What does effective, responsible action mean to you?

Ask students to reflect on what they have learned about effective, acceptable, reasonable and responsible action from this activity and the previous ones. They can think back to Akbar and the kinds of actions he took. Individually, students freely (and without concern for grammar and organization at this point) write down their ideas in sentences, point form or a brainstorming web. Ask students to form pairs and share their ideas and thoughts with their partner. Students can add to and revise their ideas as they learn from each other. Have them write a short paragraph on what they have learned about effective, responsible action. Some may wish to include an example action and a drawing.

Summative activity

Research Project: Young People Taking Action in My Community

Young people in your community or region are responsibly and effectively exercising their participation rights and affecting change. Learn about these active young citizens and tell others about them.

Students will

- research, describe and assess the contributions that young people, individually or in groups, make to the civic purposes of their communities or regions
- gather and organize a body of information from primary and secondary sources
- deliver written and/or oral presentations

Instructions

Explain to students that the objective of this activity is for them to conduct research on a young person (or a group of young people) in their community or region who has exercised the right to have a voice and participate in society. Students will create a display or report to show the results of their research, which will be used for evaluation purposes. They will be expected to draw on and demonstrate what they have learned about rights, responsibilities and effective action from the previous activities.

Tell students that it is not only children in other countries who have their rights denied, but also children here in our own country and communities. Ask them to think of local examples of children who do not have their rights met (e.g., *children who are homeless, verbally or physically abused, disabled and are not accommodated for or discouraged from expressing their opinions*). Remind students that the rights outlined in the Convention on the Rights of the Child are universal rights for every child everywhere. Advise students they can conduct research on a young person who defends the rights of children either *globally* or *locally*.

Review with students the characteristics of someone who has a responsible voice and takes responsible action.

Where to start

As a class, brainstorm ideas about where to find information on children and young people's participation. Here are some suggestions to get students started:

- look in local, regional and national newspapers and magazines
- search the Internet using search words such as "youth action" and the name of your city
- ask at your local municipal hall for examples or names of youths who have participated and contributed to the community
- ask teachers in your school
- talk to your school student council and see what its members are doing
- check out a local Girl Guide group, Boy Scout group or other youth group
- ask at your local church, temple, mosque or synagogue
- find out what youth organizations exist in your community; try to talk to the founder or one of the members, for example, *Environmental Youth Alliance* or *Youth Action Network*

Encourage students to think broadly; there are many reasons why people take action (environmental, social, etc.) and their actions can take many forms. Young people can take actions locally, as well as at the national and international levels. Actions don't need to be large; even what appear to be small actions can have significant impacts.

Summative activity

Gathering information

Once students have identified a person or group they'd like to research, challenge them to explore as many ways to gather information as possible. For example, they could

- conduct an interview in person
- make a phone call
- write Emails or letters
- talk to someone who knows the youth and can speak about his or her actions
- read print or electronic sources

Making contact

Discuss with students appropriate and acceptable ways to get in touch with people. Encourage them to use these principles of respectful communication.

- Introduce yourself clearly, stating who you are and where you are from.
- Explain why you are contacting this person and how you heard about him or her.
- Explain politely and clearly what you would like to ask and if he or she would agree to answer your questions.
- Ask this person what would be the best way to communicate with him or her – by Email, phone or in person – and when would be a suitable time to answer your questions.
- Thank the person for his or her information and time.

Some questions to explore

- How has the person or group exercised the right to voice opinions and participate in society?
- What contributions have they made?
- Why? What motivated or inspired them to do this?
- What challenges or obstacles have they faced? Have they experienced particular challenges/obstacles because of their age?
- What factors enabled them to move forward with their actions?
- What have been the consequences of their actions? What successes have they had? Have their actions been effective?
- What have they learned from voicing their opinions and taking action?
- Do they know about the UN CRC?
- What does it mean to them to have a responsible voice and to take responsible action?
- What is your assessment of their actions?
- Can you see yourself exercising your rights to voice your opinions and take action on an issue that matters to you? Why or why not? If yes, how?

Putting it all together

Challenge students to find a creative way to display and represent the results of their research. For example, students could choose to write and perform a role-play or they could create a poster, a chart with summary, an annotated timeline, a written or oral interview, a slide show, a written report or a model.

Assessment

Even though the format of students' products may vary, certain key information and skills can be expected from all. Discuss these criteria with students before they embark on their research. An evaluation rubric for this project has been included as an Appendix (p. 28), or you can create your own with your students.

Appendix I – Optional Christian Activity

God Calls a Young Person to Lead

Participants will

- learn how God calls young people and other unlikely candidates to lead
- think of times when they have taken responsibility and consider how others responded
- reflect on what it means to listen for God's call in their own lives

Preparation

Read the "Setting the context" section below and familiarize yourself with 1 Samuel 3:1-21. Gather sheets of blank paper and coloured pencil crayons (enough for each participant), chart paper and markers.

Setting the context

God called Samuel to be a prophet of Israel when Samuel was only a boy. In the story of Samuel and Eli, it is significant that God called the young, inexperienced boy rather than the elderly priest to a leadership role. Samuel had no social or religious authority in his community, while Eli was a well-respected elder and priest. Because of this, Samuel was an unlikely choice for God. Yet God saw potential in the youth, innocence and faithfulness of a young boy. God saw that calling a young person provided an opportunity for newness and change.

The call of Samuel marked a new beginning for Israel. It laid the groundwork for a renewed covenant of faithfulness for the Israelites. God gave Samuel an important role and Samuel obeyed God's call.

Instructions for the Lesson

Listening for God's call: The story of Samuel

Begin by referring to the previous activities and reminding participants of the leadership role Akbar played in his community. Tell participants that the Bible has a number of examples of God making an unlikely choice when calling a person for a special task in that person's community (for example, Sarah was called to bear a child at the age of 99; Jesus' disciples were poor, illiterate fishermen; Saul, who became Paul, was a persecutor of the church). Tell participants that they are going to look at another example of God calling someone who is an unlikely candidate in the story of Samuel. In this narrative, Samuel is an unlikely choice because he is so young.

As a group, read together 1 Samuel 3:1-21 and discuss the story using the following questions as starting points (possible answers provided in italics).

- Why didn't Eli realize (at first) that the Lord was calling Samuel? (*verse 1 tells us the word of the Lord was rare in those days; this was the first time God had spoken to Samuel; Eli may not have expected God to call to a child*)
- What did Eli tell Samuel to say in response to God? (*"Speak, Lord, for your servant is listening."*)
- When Samuel recounted the Lord's words to Eli the next morning, how did Eli respond? (*Eli listened carefully and believed what Samuel told him; Eli did not get angry with Samuel after hearing the words of the Lord*)
- Why do you think the Lord spoke to the young boy and not the elderly priest? (*God was speaking about punishing Eli and his sons; God wanted to bring the Israelites back to a life of faithfulness and a child embodies the possibility of a fresh start; God was preparing Samuel to become a prophet*)
- What does this story teach us about young people doing God's work? (*young people can participate in doing God's work on Earth; they should listen for God's call and respond; adults should support and encourage young people as they listen for God's call*)

Appendix I

Application: Drawing a life highway

1. Give each participant a blank sheet of paper and some coloured pencil crayons. Ask them to draw a long, winding road with three blank signposts and traffic lights after each signpost. Tell them that this is their “life highway.”
2. Ask participants to think about three times in their lives as a child or youth when they have been a leader or have taken responsibility (for example, running a lemonade stand, helping a younger sibling learn to read, helping to coach a sports team). Participants should write their ages at the time and a few words about the experience in each of the signposts.
3. Now ask participants to think about how others responded to them in this role. If their friends, parents, siblings or teachers were unsupportive, they should colour the traffic light red. If the response was mixed or lukewarm, students should colour the light yellow. If they felt supported and encouraged to take on this responsibility, they should colour the traffic light green.
4. Finally, ask participants to add a few images to their pictures that show how they can listen for God's call as they travel along their life highways (for example, symbols of praying, listening, talking to others).
5. Have participants share and explain their drawings with the rest of the group.



Closing Prayer

In closing, pray for your group of participants. Pray that they will feel supported when they take on responsibility in their communities. Pray that they will respond positively (be a “green light”) to other young people who strive to do the same. Pray that they will listen carefully for God's call and respond by saying, “Speak, Lord, for your servant is listening.”

Appendix 2 Rights, Needs and Wants Balloon

Rights, Needs and Wants	Me	Us
An education		
Adequate health care		
An allowance		
Have a job		
Watch TV		
My own bedroom		
Protection from abuse and exploitation		
Holidays every year		
Voice my opinions and have them heard		
Play and relaxation		

Adapted from: Pike, Graham and David Selby, "The Rights Balloon," *Global Teacher, Global Learner*, Hodder and Stoughton Publishing, London (1988); and from: "The Needs Balloon," *Children Changing the World*, SOPAR (2002) (www.sopar.ca).

Appendix 3

Children's Rights Hoopla Cards

A Summary of the UN Convention on the Rights of the Child

1. The right to express our opinions about things that affect us personally.	2. The right not to be tortured, or treated or punished in a cruel, unkind or humiliating way.
3. The right, if we belong to a minority group, to have our own culture, practise our own religion and speak our own language.	4. The right to meet together with other children or teenagers and to join and set up clubs, groups and associations.
5. The right to be protected from abuse of any kind.	6. The right to the best health care available.
7. The right to benefit from money given by the government to parents and guardians to help them raise children.	8. The right, if disabled, to special care and training that will help us lead a dignified, independent and active life.
9. The right to privacy.	10. The right to an identity, name and nationality.
11. The right to freely communicate our views to others through various media (e.g., letters, posters, petitions, artwork).	12. The right to access information and ideas from a wide variety of sources but also to be protected from information that could harm us.
13. The right not to be exploited for purposes of money-making (e.g., doing dangerous work or working long hours for little pay).	14. The right of child refugees and of children deprived of their families to special assistance and protection.

Appendix 3

15. The right to an education that considers our real needs and develops all our talents and abilities.	16. The right to living standards and conditions that enable us to grow and mature (e.g., enough food, warm clothing, money, good housing).
17. The right to be protected from drugs.	18. The right to life.
19. The right to have fun, to play and to join in leisure and cultural activities.	20. The right to be protected from bad treatment by parents and others responsible for us.
21. The right to our own thoughts and beliefs and, if religious, to practise our faith.	22. The right not to be recruited into the armed forces or to fight in wars.
23. The right to live with our parents or, if they are separated, to see both parents regularly unless it is not in our best interest.	24. The right to an education in which we learn how to live in a spirit of understanding, peace, tolerance, equality, friendship and respect for human rights and the natural environment.

Adapted from: Pike, Graham and David Selby, "Children's Rights Hoopla," *In the Global Classroom 2*, Pippin Publishing Corporation (2000). Used with permission. All rights reserved.

Appendix 4

Background Information

A) United Nations Convention on the Rights of the Child (1989)

In the early 1920s, England's Eglantyne Jebb, founder of Save the Children Fund, campaigned for the better protection of the world's children after the suffering caused by the First World War. In 1923, she drafted the first Children's Charter, considered to be the basis for the present UN Convention on the Rights of the Child (CRC). The Second World War further highlighted the particular vulnerability of children and the special consideration they deserve. Growing recognition of children's rights led to the adoption by the General Assembly of the UN of the Declaration of the Rights of the Child on November 20, 1959, and, 30 years later, to the adoption of the CRC on November 20, 1989. According to the CRC, a child is a person under 18 years of age. The document stipulates that the rights it enshrines apply to all children equally, regardless of race, color, gender, caste, class, language, religion, place of birth or any other factor. There are 191 UN member states party to the CRC. Canada signed the CRC in 1990, and ratified it a year later. India became party to the CRC in 1992.

Sources:

Mower, A.G., *The Convention on the Rights of the Child: International Law Support for Children*. London: Greenwood Press (1997).

The United Nations: www.un.org.

Office of the UN High Commissioner for Human Rights: www.ohchr.org/english/law/crc.htm (contains the full text of the UN CRC).

B) World Vision and Child Labour

World Vision's experience working in developing countries among child labourers makes one thing very clear: children will continue to work until there are viable and sustainable alternatives that reach the entire family and community. World Vision advocates a multi-pronged approach:

- ending the worst forms of child labour quickly
- persuading formal-sector employers to improve conditions and shorten hours
- creating income alternatives for families
- improving access to good-quality and appropriate education
- tackling the structural impediments that create and compound poverty

A World Vision study on child labour¹ confirmed that the underlying causes of child labour are basically structural: widespread poverty, gross inequality of income distribution and poor or inadequate education. The implementation of some of the Structural Adjustment Programmes, imposed by the International Monetary Fund onto developing countries, has also made children more vulnerable by diverting funds from areas such as health and education.

World Vision endorses the three "pillars" approach to child labour advocated by the International Labour Organization: prevention, removal and reintegration. Of these, prevention is the most challenging; it requires long-term, international, national, community and family-based solutions. In the short term, if removal is neither possible nor appropriate, World Vision urges better protection for working children.

Bonded labourers: Children who have either been pledged by their parents for small sums of money or those working to pay off debts they inherited from their parents.

Child labourers: Children doing work that deprives them of their childhood and dignity, hampers their access to education and harms their health and development.

Street children: Children living on and off the streets.

Working children: Children doing work that isn't exploitative or harmful to their development.

¹ *Good Work, Bad Work, Tough Choices: Child Labour and World Vision's Area Development Programs in Thailand, India and Philippines*, World Vision Canada (2000). To download report, visit www.worldvision.ca/home/education-and-justice/policy-analysis

Appendix 5

Types of Rights Chart	Types of Rights Chart
<p>Survival Rights: rights that ensure we survive and grow</p> <p>Development Rights: rights that enable us to develop the varied aspects of ourselves (thinking abilities, ability to distinguish right from wrong, social abilities, play and leisure activities, cultural and religious practices, etc.)</p> <p>Protection Rights: rights that protect us from harmful treatment and influences</p> <p>Participation Rights: rights that allow us to express what we think, to have a say about things that affect us, to be involved in decisions that affect our lives, and to play an active part in society</p>	<p>Survival Rights: rights that ensure we survive and grow</p> <p>Development Rights: rights that enable us to develop the varied aspects of ourselves (thinking abilities, ability to distinguish right from wrong, social abilities, play and leisure activities, cultural and religious practices, etc.)</p> <p>Protection Rights: rights that protect us from harmful treatment and influences</p> <p>Participation Rights: rights that allow us to express what we think, to have a say about things that affect us, to be involved in decisions that affect our lives, and to play an active part in society</p>

Source: Pike, Graham and David Selby, "Children's Rights Hoopla," In the Global Classroom, Vol. 2, Pippin Publishing Corporation, (2000). Used with permission. All rights reserved.

Appendix 6

Video Activity Sheet

Young Stars: India's Working Children Speak Out

Category	Example	Upheld or Denied	How? Why?
Survival right			
Development right			
Protection right			
Participation right			

Appendix 7

Sample Responses to Video Activity Sheet

(responses may vary)

Category	Example	Upheld or Denied	How? Why?
Survival right	right to adequate health care	denied	<p>The children do not have access to health care.</p> <p>Working conditions are often unhealthy, making the children sick and in the long term shortening their life span.</p>
Development right	right to education	<p>denied</p> <p>upheld</p>	<p>Children are working and education is not factored into the work day.</p> <p>Children can get an education when employers make the provision for working children to be able to attend school and work, or when an alternative form of education is provided at the work site.</p>
Protection right	right to protection from abuse and exploitation	<p>denied</p> <p>upheld</p>	<p>Many children are working in exploitative conditions, for little pay, long hours, without time to attend school and in unsafe and/or unhealthy conditions.</p> <p>Some children work in a safe, healthy environment and attend school and earn enough to help support their families.</p>
Participation right	right to voice opinions and have them heard	upheld	<p>Akbar exercises his right to voice opinions about exploitative child labour and be involved in policy-making. The Indian government listens and promises to work toward pro-child labour reform in India.</p>

Appendix 8

Child Labour Resources

Educational Resources

Clarke, Pat, Judith Coffin, Michele McManus and Ramona Sousa, *The Young and the Rightless*, British Columbia Teachers' Federation (BCTF), Vancouver (1995). To order, visit the BCTF Lesson Aids Services Web site: www.bctf.ca/LessonAids/.

Common Threads Teacher Resources, Ontario Secondary School Teachers' Federation (OSSTF) International Solidarity Program, Toronto. To order, visit www.commonthreads.ca.

Dube, Ginette, *Child Labour: Costly at Any Price*, CoDevelopment Canada, Vancouver (2004). To order, email codev@codev.org, phone (604) 708-1495 or visit the British Columbia Teachers' Federation's (BCTF) Lesson Aids Services Web site: www.bctf.ca/LessonAids/.

Pike Graham and David Selby, *In the Global Classroom*, Vol. 2, Pippin Publishing Corporation, Toronto (2000). To order, visit www.pippin.com.

Rethinking Globalization: Teaching for Justice in an Unjust World, Bill Bigelow and Bob Peterson (Eds.), Rethinking Schools, Milwaukee (2002). To order, visit www.rethinkingschools.org or phone (800) 669-4192.

Sanders, Amy, *Child Labor is Not Cheap*, Resource Center of the Americas, Minneapolis (1997). To order, visit www.americas.org/bookstore/product_2606.



Information and Reports on the Web

Free the Children www.freethechildren.org

Global March against Child Labour

www.globalmarch.org

Report on Child Labour in India,

www.globalmarch.org/resourcecentre/world/india.pdf

Review of Child Labour, Poverty and Education Agenda India 2006, www.globalmarch.org/resourcecentre/countryreports.php3

Second Children's World Congress on Child Labour and Education, Sept. 2005, www.global.march.org/events/conceptspaper_2ndcwcl.php3

Human Rights Watch www.hrw.org

Small Change: Bonded Labour in India's Silk Industry, www.hrw.org/reports/2003/india/India0103-02.htm#P301_46727

Indian Government and child labour

<http://labour.nic.in/cwl/childlabour.htm>

International Labour Organization (ILO)

www.ilo.org

Every Child Counts,

www.ilo.org/public/english/standards/ipecc/simpoc/others/globalestp.pdf

Oxfam www.oxfam.ca,

www.oxfam.org.uk/coolplanet/kidsweb/world/india/indioxf3.htm

UNICEF www.unicef.ca,

www.unicef.org/protection/files/child_labour.pdf

World Vision www.worldvision.ca,

www.child-rights.org

Appendix 9

Responsible Voice, Responsible Action

Any action in response to an issue like child labour can have both intended and unintended consequences, some positive and some negative. Before we speak about and act on any issue, we have the responsibility to think through the consequences of our words and actions carefully so they can be as effective and as positive as possible.

Read the following scenarios and discuss the questions with your partner(s).

I. Video “What If?” Scenarios:

Think back to the boy in the video who is working in the ironsmith industry. Imagine for now that his family situation is the following (note, this is a make-believe scenario for the purposes of this activity):

The boy's father recently died of tuberculosis and his mother, who is paralyzed from the waist down and cannot work, has been left with four young children to raise. This boy, who is 8, is the eldest. Before his death, the father worked at this ironsmith company and had taken a loan from the owner to pay for a small, two-room cement house, food and clothing. After the father's death, the boy's mother had no choice but to send the boy to the same company to work - for lower pay than his father had received - until the debt could be repaid. None of the children goes to school. The boy works long hours six days a week. He inhales toxic powders and has developed a bad cough and pain in his lungs.

What might have happened if Akbar had used his voice and acted differently from the ways he did in the video? Discuss in your group what might have happened to the boy's survival, development, protection and participation rights in each of the following scenarios:

- What if Akbar had done nothing at all?
- What if Akbar had convinced the boy to go to his boss and demand higher pay?
- What if Akbar had convinced the boy to break free from his bondage and run away from his employer? (Remember that the boy is working to pay off the debt owed to the owner from his father's loan.)
- What if Akbar had lobbied the government to end all child labour completely?
- What did Akbar do? Why were his actions responsible and effective?
- What does it mean to have a responsible voice and to take responsible action?

Appendix 9

2. Unintended Effects of Actions: Angela

Sometimes people who don't know much about an issue such as exploitative child labour are moved to take action to improve the lives of these children. Even with their good intentions, they can sometimes end up making things worse for children if they aren't thoughtful, respectful, careful and responsible.

A few months ago, Angela returned to Vancouver from Thailand, where she had spent a couple of months travelling around the country. While she loved Thailand, she was deeply shocked and disturbed to discover children in Bangkok working in a clothing factory owned by a multinational company called Cool Clothes, which sells clothing in Canadian department stores. The children worked long hours in dimly lit rooms basically making clothing for Canadian children! They weren't allowed to talk in case they made a mistake. They were beaten if they misbehaved, and were paid low wages. The children didn't go to school and Angela was sure they didn't have time to play as Canadian children do. Angela was outraged and vowed to end this exploitative situation completely. After she returned to Vancouver, she brought together a group of concerned citizens and, with their support and help, she successfully lobbied for the boycott of all Cool Clothes products brought into Canada. Cool Clothes factories are suffering as a result.

You may want to read the paragraphs by Bob Peterson, Global March Against Child Labour and Beatrice Newbery on the sheet entitled "Child Labour: A Complex Issue" as you discuss the following questions.

- What are some of the potential consequences of Angela's actions?
- What could Angela have done differently to ensure that these children's survival, development, protection and participation rights were met and upheld?
- What does it mean to have a responsible voice and to take responsible action?

Appendix 10

Child Labour: A Complex Issue

From “Child Labor: Pain and Resistance” by Bob Peterson

“Sometimes when people try to make things better, they actually make them worse...Stopping child labor in one industry can mean that some families will become even poorer...Children might keep working in secret or find other types of jobs even more dangerous than factory or farm work, like prostitution. The problem of child labor will not end completely through consumer boycotts or passing laws. Those are important steps, but ultimately child labor will end only when world poverty ends.”

Source: *Rethinking Globalization: Teaching Strategies for Justice in an Unjust World*, B. Bigelow & B. Peterson (Eds.), Milwaukee: Rethinking Schools (2002) 203.

From Global March against Child Labour “Review of Child Labour, Poverty and Education Agenda India 2006”

“Poverty is one of the major causes for sending children to work...Children are pushed to work in order to maintain income levels for sustenance and survival of the families, in the absence of appropriate wages for adults and seasonality of work...On the other hand child labour is the primary cause of poverty, as it pushes children early to premature work thereby denying children the opportunity to acquire the education and skills they need to obtain decent work and incomes as adults....The elimination of child labour requires a multi-pronged strategy of making schools accessible, providing quality education...and providing employment to adults.”

Source: www.globalmarch.org/resourcecentre/countryreports.php3

From “Rethinking Child Labor” by Beatrice Newbery

“In 1994 the United States threatened to boycott garments made by children in Bangladeshi factories. Scared of losing business, the factories fired nearly 50,000 Bangladeshi children, mainly girls. Most ended up breaking bricks for a living, or turned to begging, even prostitution. Rachel Marcus, research and policy adviser at SCF [Save the Children Fund], says ‘those who initiated the boycott believed they were combating an abuse of human rights. In Bangladesh it was seen as a case of Westerners selectively applying universal principles to a situation they did not understand.’”

Source: *Rethinking Globalization: Teaching Strategies for Justice in an Unjust World*, B. Bigelow & B. Peterson (Eds.), Milwaukee: Rethinking Schools (2002) 195.

Appendix II

Action Statements

<p>Sit-Down Protest</p> <p>Opponents of nuclear power mount a peaceful sit-down protest, blocking the entrance of a nuclear power station.</p>	<p>Lobby</p> <p>A group representing organizations concerned about the decline in aid to developing countries meets federal politicians to present its case.</p>
<p>Letters</p> <p>On learning that a circus is coming to town, a network of people opposed to entertainment that involves performing animals writes letters of protest to members of municipal government and to local radio stations and newspapers.</p>	<p>Break-In</p> <p>Opponents of animal research break into a laboratory and release beagles intended for use in experiments.</p>
<p>Stunt</p> <p>To draw attention to a factory that is polluting a local lake, protestors undertake a hazardous climb up the factory's tallest smokestack to hang a banner.</p>	<p>Personal Change</p> <p>An individual contributes to environmental protection by making environmentally friendly lifestyle and purchasing decisions.</p>
<p>Slogans</p> <p>Opponents of the international arms trade paint slogans on an armaments factory and put glue in the locks.</p>	<p>Petition Drive</p> <p>Members of anti-immigration groups combine to obtain signatures on a petition calling on the federal government to place severe restrictions on immigration.</p>
<p>Education and Awareness-Raising</p> <p>A group of students from Kenya organizes and holds a Kenyan Film Festival to raise awareness about cultural and political issues in Kenya. The money raised from the festival will be donated to a health clinic in a Kenyan village.</p>	<p>March</p> <p>High-school students opposed to weapons production and war join a peace march with more than a thousand other peace activists in their city.</p>
<p>Picketing</p> <p>Opponents of a very oppressive regime in a foreign country mount a regular picket outside a store that sells goods from that country, distributing leaflets to people who enter the shop, engaging them in discussion about human rights denial and requesting that they not enter.</p>	<p>Demonstration</p> <p>Opponents of welfare cuts stage a demonstration outside the legislature, break through the police cordon and temporarily occupy part of the building.</p>

Adapted from: Pike, Graham and David Selby, "Where Do We Draw the (Action) Line?" *In the Global Classroom*, Vol. 2, Pippin Publishing Corporation (2000). Used with permission. All rights reserved.

Appendix 12

Evaluation Rubric for Research Project

Name: _____

Criteria	Level 4	Level 3	Level 2	Level 1
<p>Knowledge/ Understanding</p> <ul style="list-style-type: none"> • understanding of the topic • accuracy and thoroughness of information 	<ul style="list-style-type: none"> • demonstrates thorough understanding of the topic • all information presented is accurate and thorough 	<ul style="list-style-type: none"> • demonstrates significant understanding of the topic • most information presented is accurate and thorough 	<ul style="list-style-type: none"> • demonstrates some understanding of the topic • information presented is at times accurate and thorough 	<ul style="list-style-type: none"> • demonstrates limited understanding of the topic • information presented is not accurate and thorough
<p>Thinking/ Inquiry</p> <ul style="list-style-type: none"> -problem-solving skills • questioning and research skills • planning, organization and implementation skills 	<ul style="list-style-type: none"> • material presented demonstrates a well-developed ability to ask pertinent questions and solve problems • information is drawn from several sources • ability to plan, organize and carry out research exceeds expectations 	<ul style="list-style-type: none"> • material presented demonstrates a good ability to ask pertinent questions and solve problems • information is drawn from two or more sources • ability to plan, organize and carry out research meets expectations 	<ul style="list-style-type: none"> • material presented demonstrates some ability to ask pertinent questions and solve problems • information is drawn from only one source • ability to plan, organize and carry out research is somewhat effective 	<ul style="list-style-type: none"> • material presented demonstrates a limited ability to ask pertinent questions and solve problems • information is drawn from one limited source • research effort is very limited and does not meet expectations
<p>Communication</p> <ul style="list-style-type: none"> • communication skills • organization and presentation of information • written and oral skills 	<ul style="list-style-type: none"> • demonstrates respectful communication skills • chooses a highly effective, engaging and creative way to communicate results • all written products are clear, coherent, logically organized and grammatically correct • uses visuals effectively • speaks clearly, slowly and audibly and uses eye contact, tone of voice, enthusiasm and gestures to communicate information effectively 	<ul style="list-style-type: none"> • demonstrates respectful communication skills • chooses an effective and creative way to communicate results • most written products are clear, coherent, logically organized and grammatically correct • uses visuals appropriately • speaks clearly, slowly and audibly and uses eye contact, tone of voice, enthusiasm and gestures to communicate information 	<ul style="list-style-type: none"> • demonstrates respectful communication skills most of the time • chooses a satisfactory way to communicate results • writing is generally organized but has some significant errors • uses limited visuals • speaks clearly, slowly and audibly some of the time and occasionally uses eye contact, tone of voice, enthusiasm and gestures to communicate information 	<ul style="list-style-type: none"> • communication is often disrespectful • chooses an inadequate way to communicate research results • writing is generally unorganized and has several errors, both major and minor • uses visuals ineffectively or does not use them at all • does not speak clearly, slowly and audibly and does not use eye contact, tone of voice, enthusiasm and gestures
<p>Application/Making Connections</p> <ul style="list-style-type: none"> • incorporation of previous knowledge • extension to personal life 	<ul style="list-style-type: none"> • effectively incorporates knowledge acquired through previous lessons/experiences • makes a clear and comprehensive connection to own life 	<ul style="list-style-type: none"> • incorporates knowledge acquired through previous lessons/experiences • makes a clear connection to own life 	<ul style="list-style-type: none"> • incorporates little knowledge acquired through previous lessons/experiences • makes a limited connection to own life 	<ul style="list-style-type: none"> • does not incorporate any knowledge acquired through previous lessons/experiences • makes no connection to own life

Overall Level: _____

Comments: _____

Appendix 13 Feedback Form

Young Stars

We want to hear from you! Your feedback on this video and study guide is important, as we constantly strive to measure impact and improve our resources. Please take the time to fill out this feedback form and fax or mail it to us. You can also send comments or lesson suggestions to **global_ed@worldvision.ca**.

1. How did you learn about this resource?

2. With whom did you use the resource?

3. What was your objective(s)?

4. Please rate the effectiveness of this resource in helping you to meet your objectives.

Not effective 1 2 3 4 Very Effective

Comments

5. Please evaluate the resource according to the following criteria.

Poor 1 2 3 4 Excellent

Overall quality of the resource

Clarity of the facilitator instructions

Breadth and depth of subject matter covered

Effectiveness of format/layout

Comments

6. What did you find most useful?

7. What did you find least useful?

8. Please comment on the impact(s) you perceived from using this resource (e.g., changed attitudes, actions taken by your group or yourself).

Please send this form, along with any comments, to Education and Public Engagement, World Vision Canada, 1 World Drive, Mississauga, ON L5T 2Y4 or fax to (905) 696-2166. Thank you!

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