Global Child Trafficking and Labor
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MSU Human Rights Education Internship

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**Lesson Title:** *Global Child Trafficking Through Forced Labor*

**Grade/Course:** Human Rights Day **Lesson duration:** 30 Min

**Date:** May 11, 2020 **Topic of Lesson:** A short lesson on global child trafficking in the area of forced labor around the world.

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| **Central Focus:** At the end of this lesson, students should be able to know what child trafficking is through forced labor, the various aspects and affects of trafficking through forced labors, and possible solutions regarding this issue. |

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| **Essential Question(s):** * What is child trafficking through forced labor?
* What are some complications regarding this issue?
* What are steps we can take to help combat this issue?
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| **State/Disciplinary Standards:** <https://www.state.nj.us/education/cccs/2014/ss/> * 6.1.12.A.15.c - Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations
* 6.1.12.B.16.a – Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources, with at least one solution.
* 6.1.12.D.16.a – Analyze the impact of American culture on other world cultures from multiple perspectives.
* 6.1.12.D.16.c - Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
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| **Daily Performance Objectives:** * Define child trafficking through forced labor and its affect in various countries
* Know the various types of forced child labor, along with the goods produced from each of them.
* Describe one solution of combatting this issue.
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| **Prior Knowledge Resources:** A misconception is that slavery does not exist as much. However, the truth is that slavery still exists in the modern world in the form of human trafficking and child labor.. As the International Labor Organization states, child forced labor is a part of “modern-slavery.” |

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| **Academic Language:** Child Trafficking, Forced Child Labor, Fast Fashion, Agriculture, Mining, Manufacturing |

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| **Materials and Preparation:*** PowerPoint with speaker; converted into a watchable YouTube video
* *Medium* article “Bithi’s Story: Child labor in the textile and apparel industries”
* Hand-out: flyer of solutions that students can adhere to in order to combat against forced child labor
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| **Assessment/Evaluation—note: all lessons *must* include checks for understanding**Based on the closing activity, did students gained any knowledge from this lesson, were they able to learn about the various types of forced child labor around the globe along with goods produced. |

**Lesson Progression** (add rows as necessary): *Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Please note all assessments that were described in the previous section.*

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| **Duration:** | **The teacher will…** | **The student(s) will…** |
| **15 minutes** | Explain about the topic: Give facts and definitions, along with providing examples and anecdotes to enhance the information. | Listen to the video, takes notes. |
| **10 minutes** | Give students some time to read article and pick quotes for the activity. | Read the article and highlight 2-3 quotes from the article that stood out to them. Find quotes that show what mean to you, how they relate to the topic of child labor, and your own opinions and emotion about your chosen quotes.Prepare to discuss the quotes. |
| **10 minutes**  | Have students group up with 2-3 other students to discuss their quotes. | Students will split into groups of 3-4 each and discuss their chosen quotes. They will discuss what these quotes mean to them, how they relate it to the topic of child labor, and their own opinions and emotion regarding their chosen quotes. |
| **3-5 minutes** | Hand out flyers and discuss ways for students to help combat child labor | Take the flyers and read over them together |
| **Homework:*** Look over provided links on flyer and in the YouTube description box for more information.
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**Article:** [https://medium.com/@worldvisioncan/bithis-story-child-labour-in-the-textile-and-apparel-industries-40b6da0c1521](https://medium.com/%40worldvisioncan/bithis-story-child-labour-in-the-textile-and-apparel-industries-40b6da0c1521)

**Video Presentation:** <https://www.youtube.com/watch?v=RWv7anTpMyg&authuser=1>

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**How YOU Can Help Combat Child Labor!**

**1. Call the Human Trafficking Hotline (US): 1-888-3737-7888
 -Phone numbers range depending on which country you are calling
 from/for**

**2. Be mindful of where the products you buy come from
 -Check out websites such as ResponsibleSourcingTools.org or the
 Department of Labor’s List of Goods Produced by Child Labor or Forced
 Labor to see where your clothing and food are from
 -When shopping for clothing and accessories, pay special attention to
 where it was made along with the price, and the company they are from**

**3. Support, volunteer, and donate to organizations that help fight against child labor**

 **-Make a fundraiser for these organizations
 -Use social media or talk to others to raise awareness of these
 Organizations
 -Look for anti-trafficking community services in your area**

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**Annotated Bibliography:**

**Whoriskey, Peter. “On Valentine's Day, a Push to Keep Companies from Making
 Chocolate with Cocoa Grown with Child Labor.” *The Washington Post*, WP Company,
 14 Feb. 2020
washingtonpost.com/business/2020/02/14/valentines-day-push-keep-companies-making-chocolate-with-cocoa-grown-with-child-labor/.**

 This *Washington Post* article by Peter Whoriskey discusses the U.S. Customs and Boarders Protection’s attempts to halting the world’s largest chocolate companies from importing their cocoa from Ivory Coast with the use of forced or trafficked child labor. Ivory Coast, along with many other parts of West Africa, is rich in sources of cocoa. As a result, successful chocolate companies - such as Nestlé, Hershey, and Mars - are well-known for importing cocoa from those areas. However, for years, the U.S Customs and Boarders Protection has been constantly finding evidence of these companies’ forced and trafficking child labor, despite them constantly denying the use of child trafficking. Banning cocoa and chocolate trade from West African territories can help reduce child trafficking and forced labor; however, such an action could hinder international relationships between the United States and West Africa. This article provides strong insight into how these large chocolate companies are frequently caught and denied the use of child labor and trafficking. It also discusses the shaky situations of solving the issue at hand.

**Radfar, Amir, et al. “Challenges and Perspectives of Child Labor.” *Industrial Psychiatry
 Journal*, Medknow Publications & Media Pvt Ltd, 2018,** [**www.ncbi.nlm.nih.gov/pmc/articles/PMC6198592/**](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC6198592/)**.**

This scholarly article by Amir Radfar goes in-depth about the various reasons for child labor taking place throughout different countries. These reasons can range, depending on the needs of each country. The article also discusses the negative aspects of child labor and trafficking, and why it serves as a public health hazard. Thus, Radfar’s article could be used to highlight the reasons people turn to child trafficking and labor, based on the environments they live in. Thus, it can give various perspectives on child labor from other country’s views. In the end, it prominently highlights the negative aspects of implementing child labor, which can help students learn why it is a public health hazard.

**Love146. “CHILD TRAFFICKING: SOME FACTS & STATS .” *Love146*, 10 Feb. 2020,
 Love146.org/child-trafficking-some-facts-stats/.**

This non-profit organization provides facts about child trafficking that may serve as a useful guide for students who are particularly new or unfamiliar with the concept of child trafficking. These facts can help give students the proper knowledge they need to truly grasp the notion of child trafficking. By doing so, students would be more aware of what truly define child trafficking, along with how to spot possible scenarios and situations of it. This organization is dedicated wholly to combatting child trafficking, especially in the area of child forced labor. Through their website, students will be able to access numerous articles from the organization itself.

**BUREAU OF INTERNATIONAL LABOR AFFAIRS. “US Department of Labor's 2018
 List of Goods Produced By Child Labor or Forced Labor.” *U.S. Department of Labor*,  2019,** [**www.dol.gov/sites/dolgov/files/ILAB/ListofGoods.pdf**](http://www.dol.gov/sites/dolgov/files/ILAB/ListofGoods.pdf)**.**

The U.S. Department of Labor is a government department that overlooks occupational safety. Their purpose is extended towards global labor, which includes forced child labor and trafficking. As such, the Department offers a well-detailed list of various goods that children around the globe and trafficked for. It also has a list of which countries those goods are from, along with what kinds of goods are most prominently made by child labor and trafficking. Thus, the U.S Department of Labor’s report is beneficial in providing the students with a concrete list of goods that children are trafficked for. It helps them get a sense of what exactly traffickers are forcing children into creating, depending on what part of the world they are in.

**Baloch, Shah Meer, and Hannah Ellis-Petersen. “'Coal Workers Are Orphans': the
 Children and Slaves Mining Pakistan's Coal.” *The Guardian*, Guardian News and
 Media, 19 Feb. 2020,**[**www.theguardian.com/global-development/2020/feb/19/coal-workers-are-orphans-the-children-and-slaves-mining-pakistans-coal**](http://www.theguardian.com/global-development/2020/feb/19/coal-workers-are-orphans-the-children-and-slaves-mining-pakistans-coal)**.**

This news article discusses child forced labor and endangerment in forcing them to work in brutal mines while being mistreated and getting little to no pay in return. The article mentions how many of these children are orphaned; often, the orphans either have no family and are forced to work in the mines, or have other relatives that are stuck working there. There have even been reports of these orphans undergoing sexual abuse, or at a heightened risk of going through such traumatic incidents. Overall, orphans are forced into debt bondages by working in these mines within poor conditions and are a prime example of modern-day slavery that defines child trafficking. This article can help students learn how a vulnerable group of people such as orphaned children can easily fall victim to child trafficking, especially if they do not have the guidance of a trustworthy adult to lend them their aid. It shows how such a vulnerable group is easily manipulated, and the effects and reproductions it can have on them.

**Doward, Jamie. “Children as Young as Eight Picked Coffee Beans on Farms Supplying
 Starbucks.” *The Guardian*, Guardian News and Media, 1 March
 2020,**[**www.theguardian.com/business/2020/mar/01/children-work-for-pittance-to-pick-coffee-beans-used-by-starbucks-and-nespresso**](http://www.theguardian.com/business/2020/mar/01/children-work-for-pittance-to-pick-coffee-beans-used-by-starbucks-and-nespresso)**.**

This news article gives a noteworthy example of children as young as eight years old being exploited in forced labor for common goods such as coffee beans. It also depicts two specific coffee chain that is popular among the students’ age range that incorporates child trafficking and forced labor: Starbucks and Nespresso. The article goes in depth of how little children are paid while working up to eight hours a day undertaking laborious tasks to create these coffee beans, along with the coffee farms from Guatemala that each corporate are linked to. Additionally, it showcases how higher-up folks - such as “the advertising face of Nespresso” George Clooney, and Nespresso’s sustainability advisory board Anthony Barnett - had negatively reacted upon their finds of evident child labor from these coffee corporations. Lastly, it shows how the two corporations - Starbucks and Nespresso - had both made statements that revoke the claims of them utilizing child labor in Guatemalan coffee farms. This article can help shed a different light on coffee companies that are beloved by many in society, especially for those in the students’ age demographic. It will certainly give the students a broader view on how large corporations such as Starbucks and Nespresso receive their materials.

**World Vision Canada. “Bithi's Story: Child Labour in the Textile and Apparel Industries.” *Medium*, Medium, 2 May 2018,** **medium.com/@worldvisioncan/bithis-story-child-labour-in-the-textile-and-apparel-industries-40b6da0c1521****.**

 This article tells a personal story of a young girl who was forced to work in a textile factory in order to earn extra income for her family. While managing the job, Bithi had to drop out of school in order to work full-time. She works with machines, sewing pockets for the whole day for the US equivalent of $1.07 a day. The article also goes in depth of how thousands of other girls such as Bithi are toiling through much similar jobs while earning miniscule wages. Some of them are lured with false promises of an education or plentiful of meals. These textile companies mainly aim for younger girls, as they work “faster” with their tinier fingers; as a result, these companies had most young girls such as Bithi as their workers. In the end, Bithi is remorseful of the fact that she would be stuck working in a textile factory, rather than receiving an education similarly to many others her age. This article can certainly help students understand forced child labor, as it provides a touching anecdote of a young girl alongside facts related to the story.