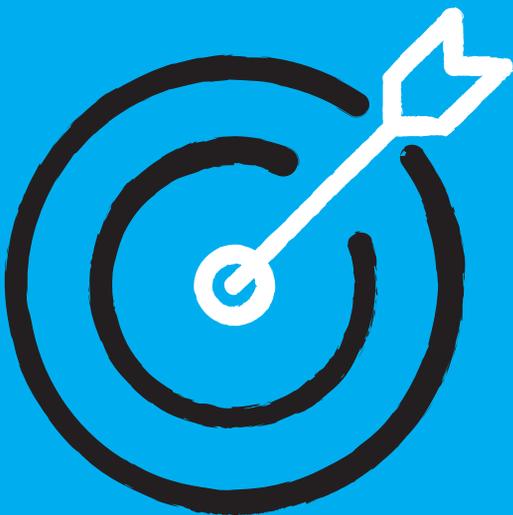


Lesson Three:

Child Labor in the Tobacco Industry

There is a lot of information about how damaging tobacco is to people who use it, but there is little discussion about how the tobacco industry exploits children to produce their products. Students will be able to use this information as they start to plan their outreach activities.



Learning Objectives

After Lesson Three, students will be able to:

- 1 Explain how the tobacco industry uses child labor practices;
- 2 Discuss how the use of child labor harms the communities where child labor exists; and
- 3 Identify tobacco industry motives for using child labor practices.

Lesson 3

Materials Needed

- Computer with ability to project images
- Access to YouTube or a USB drive with video loaded
- Image of child workers in Bangladesh
- Copies of New York Times article
- Scrap paper
- Copies of Child Labor Facts and Child Labor in Tobacco Farming factsheets
- Highlighters

Overview of Lesson

- Warm-up and Introduction: **5 minutes**
- Videos: Child Labor in Tobacco: **15 minutes**
- Video Discussion: **5 minutes**
- Factsheet: **5 minutes**
- Read New York Times article: **15 minutes**
- Socratic Seminar: **15 minutes**
- Exit Ticket: **5 Minutes**



TOTAL TIME: 65 minutes

Before the Lesson

- Prepare slides with discussion questions.
- Move extra furniture out of the way so students will have space to make a circle with their chairs.



Child workers in Bangladesh

Videos: Child Labor in Tobacco

- Before playing the two videos, ask the students to listen for things that surprise them.
- Play both videos back to back.
 - Malawi's Tobacco Children by Plan International (6:24)

 <http://www.youtube.com/watch?v=0drOzOAR250>

- MADE IN THE USA: Child Labor & Tobacco by Human Rights Watch (8:20)

 <https://www.youtube.com/watch?v=0-8TBcea05Q>



Video Discussion

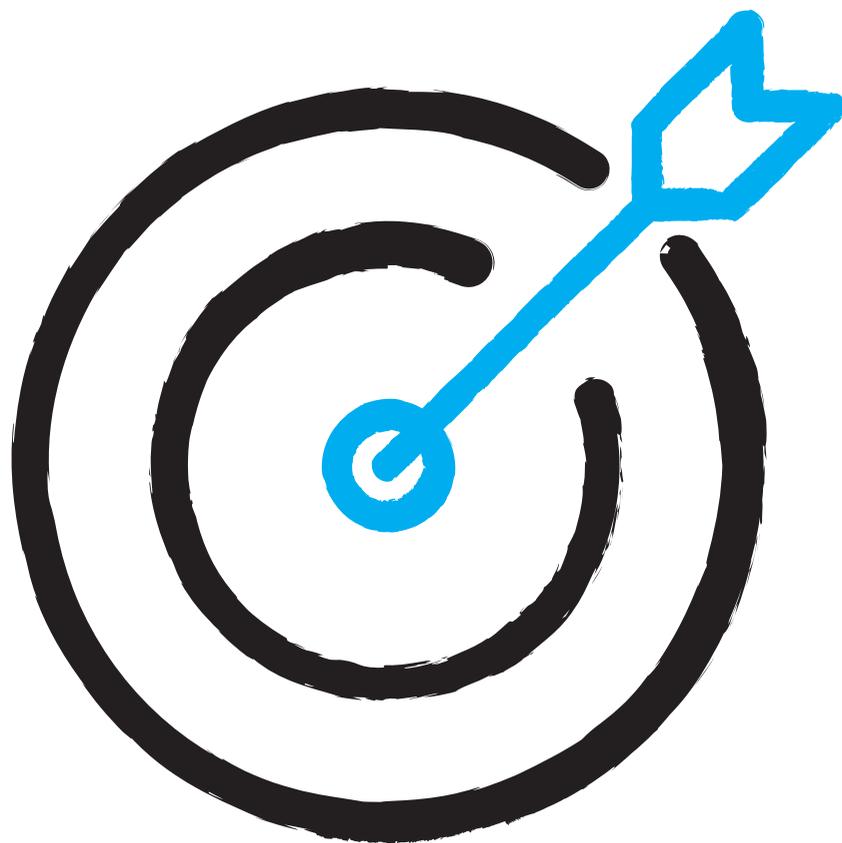
- After the videos finish, have the students share with a neighbor one thing that surprised them.
- Ask the students if they are aware that child labor takes place in the United States.
- Ask the students to share any other interesting things they saw in the videos.



Factsheet

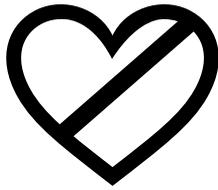
- Ask for students to volunteer to read the factsheet (pg. 101-102). Each student should read one fact.



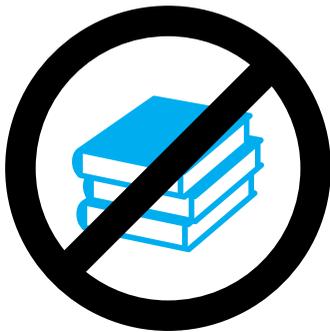


Child Labor Facts

The UN Convention on the Rights of the Child (CRC 1989) views child labor as a human rights violation.



Poverty is forcing many young children into work. Working takes them out of school.

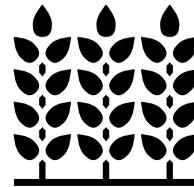


Globally, 168 million children are child laborers. Of these children, 85 million of them work in hazardous conditions.¹

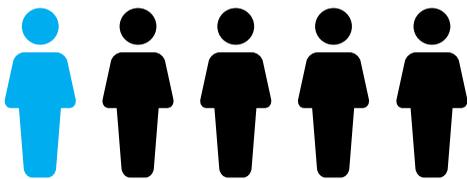
Children working in the agriculture sector are commonly exposed to dangerous pesticides. Children are more vulnerable to exposure to pesticides than adults because the absorption through their skin is greater and they are less able to metabolize toxic chemicals. Pesticides harm the immune system and many other parts of the developing human body.⁵



Fifty-nine percent of child laborers work in agriculture.¹



Only one in five child laborers is paid for their work.²



Sub-Saharan Africa is the region of the world with the highest incidence of child labor, with 59 million children involved.¹



= 59 MILLION

About 72 percent of Malawians lived below the income poverty line on less than \$1.25 per day in 2015. As a result of high poverty levels, 25.7 percent of children aged 5 to 14 were engaged in child labor.³

 **< \$1.25 PER DAY**

In Sri Lanka, more than 300,000 children ages 5 to 14 are engaged in child labor. Most of those children are working in agriculture.⁴



Child Labor in Tobacco Farming

Tobacco is labor intensive, requiring about 100 million workers in production from start to final product. ⁶ *Many of these workers are children.*



In the late 1990s, for every \$1 spent on a cigarette, *only two cents went to the tobacco farmer*, while 43 cents went to the tobacco company. ⁷



Workers in tobacco fields are *at high risk for getting Green Tobacco Sickness (GTS)*, a type of nicotine poisoning that occurs from touching tobacco plants. Symptoms of GTS include nausea, vomiting, dizziness, headaches, difficulty sleeping and lack of appetite. ⁸



Even though it is prohibited, more than *225,000 children* work in the bidi industry in India. Bidis are small, hand rolled cigarettes. ⁹ Many children roll *1,500 to 2,000 bidis each day* and work six and a half days a week. ⁹ Rolling 1,000 bidis earns workers *less than \$2.10*. India classifies Bidi rolling as hazardous because the working position causes chronic pain, harms growth, causes deformations, and can lead to lung disease from inhaling tobacco dust. ⁹

 **< \$2.10 PER DAY**



Read New York Times Article



- Print copies of article *Just 13, and Working Risky 12-Hour Shifts in the Tobacco Fields* by Steven Greenhouse

 <http://nyti.ms/1tAZY29>

- Have students pass out copies of the article and highlighters.
- Ask the students to number each paragraph.
- If possible, project a copy of the New York Times article under the document camera and number the paragraphs along with the students.
- Give the students the following directions:

1. Highlight at least three things you find interesting
2. Circle any words you are unsure of
3. Write down at least one question you have about the article

- Allow the students to independently read the article.

NOTES



Socratic Seminar

TOTAL TIME: 15 minutes



- Have the students move the chairs into a circle
- Give the students the following guidelines. If possible, have the guidelines projected on a PowerPoint slide.

1. One person talks at a time
2. You do not need to raise your hand to respond or ask a question
3. After you respond, let two other people talk before you talk again

- Start by having a student summarize the article. If their summary is incomplete, ask another student to add to the summary.
- Ask students if there are any words they want clarified. Try to have another student define the word, if possible. If students are unable to define the word, then provide a short definition.
- Ask a student to read their question. At this point, the goal is for the facilitator to let the students talk as much as possible. However, the facilitator may need to intervene if the discussion slows down or gets off track. With younger students and classes with English language learners, the teacher may need to ask a question or two to keep the discussion moving. Some questions to ask include:

1. Were you surprised that child labor happens in the United States?
2. Do you think this it is OK for kids to work these kind of jobs?
3. How old should people be before they are allowed to work?
4. Why do you think the tobacco industry uses child labor?
5. What are some of the dangers of children working in tobacco fields?
6. Whose responsibility do you think it is to help fix this problem?
7. Do you think the tobacco industry is doing a good enough job controlling the issue?

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