

SWEATSHOPS


GLOBAL AWARENESS



**Learning
ZoneXpress™**

Sweatshops

GLOBAL AWARENESS



AN ACTION CURRICULUM

GENERAL OVERVIEW

Description:

- 🌐 Geared toward high school students
- 🌐 Five-90 minute sessions
- 🌐 Participatory learning activities
- 🌐 Web-based research activities
- 🌐 Action-component

Methodology:

Start from student role as consumer of:

- 🌐 Food (strawberries, bananas, chocolate).
- 🌐 Apparel (brand-named t-shirts, pants, and coats).
- 🌐 Sport equipment (brand name sneakers, baseball caps, soccer balls, baseballs, sports apparel).
- 🌐 Electronics (cell phones, computer hard drives).
- 🌐 Encourage students to find out where they are produced, who produces them, under what conditions.
- 🌐 Reflect on issues of justice and rights regarding the working conditions and wages of workers that produce these goods.

- 🌐 Build bridges between students and workers and their communities.
- 🌐 Emphasis is on solidarity not charity.
- 🌐 Students will become citizens and future workers of the global economy.

Overall Objectives:

- 🌐 Motivate students to explore what lies “behind the label” of the goods they consume.
- 🌐 Understand the interconnectedness between consumers in the United States and workers’ living conditions producing many of the goods that we buy.
- 🌐 Introduce issues of human and labor rights in the global economy.
- 🌐 Understand some of the most important economic factors behind sweatshop and child labor.
- 🌐 Empower students to become active around issues of sweatshops and child labor by showing what others like them are already doing.

Each of the Five Modules Include:



- 🌐 Themes (geared to teachers to help them prepare the sessions)
- 🌐 Learning Objectives
- 🌐 Activities
- 🌐 Materials to be used during the session
- 🌐 Web-based resources

Session I: Equality and Inequality in a Globalizing Economy

THEMES:

Present to students the existing inequality and huge disparity in wealth between different people and nations around the world. Explain the increasing interconnectedness of the global economy.

Objectives:

-  Learn about the growing wealth gap that exists in the world today.
-  Understand that we live in an interconnected world that is changing the way people live and relate to one another.

Activities:

- 1. Ten Chairs of Inequality (30 minutes) (Taken from activity developed by the organization United For a Fair Economy.)**

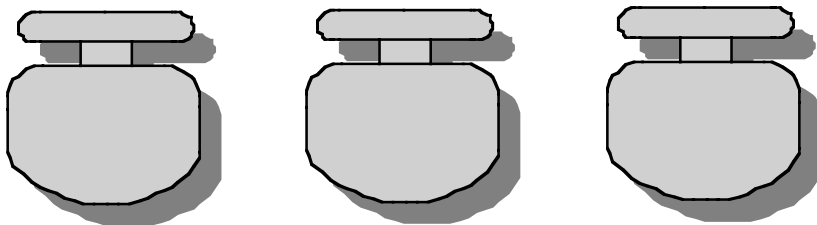
Materials: 10 chairs

This activity illustrates the inequality of wealth found in the United States and starts students thinking on these issues, setting the groundwork to make it easier to move on to the issues of globalization, sweatshops and child labor.

- A. To begin the simulation, have 10 students volunteer to line up at the front of the room, seated in their chairs and facing the rest of the class. Explain that each chair represents 10% of the wealth in the United States and each occupant represents 10% of the population; thus when each chair is occupied by one student, the wealth is evenly distributed.
- B. Ask the students to estimate how much wealth, in thousands of dollars, each family would have if the wealth were equally distributed in the United States. The answer is \$250,000 (many students may be surprised that it is this high). Ask them what it

would feel like if every family would have an \$100,000 home, \$10,000 car paid for, and \$140,000 in savings.

- C. Tell students that in the United States wealth is nowhere nearly divided equally. The poorest 20% of the population is in debt and the next 30% averages only \$5,000 in wealth (primarily in home equity). Have one student volunteer to be the richest 10%; have students speculate how many chairs belong to the richest student. In 1998 the richest 10% owned 71% of the wealth, thus the richest student gets to occupy seven chairs. Tell the students sitting in the six chairs next to the wealthiest student to move to sit on the laps of the students sitting in the three remaining chairs. Invite the wealthiest student to lie across and relax in all of her/his seven chairs. To play up the wealthiest student's role offer him/her a drink or some food.
- D. Ask the remaining nine students crowding around three chairs to tell what life is like at their end of the line. Some questions you can ask students that will create lively classroom discussions are:
- What do those in power say to justify this dramatic inequality?
 - Who does the wealthiest 10% want students to blame for the tough economic conditions of so many in the United States?
 - Why don't the nine students crowded around three chairs get organized to force a redistribution of the wealth?
 - Ask students to describe the super rich and how possible it is for a one of the students crowding around the three chairs to move up, closer to the wealthiest person.



2. Our Champagne Glass World (30 minutes)

Handout 1: Our Champagne Glass World: Trickle Down or Trickle Up? (one copy per student)

- A. Explain that unequal distribution does not only exist in the United States, but that it is one of the defining characteristics of the world economy. Just like income is unequally distributed in the United States, it is even more so in the rest of the world.
- B. Give out the Handout Our Champagne Glass World: Trickle Down or Trickle Up? Ask students to take the time to review the information. You can help them by mentioning that the information presented on this handout can be used to inform students about three contemporary trends:
- The magnitude of existing global disparities: The distribution of wealth in the world looks like a champagne glass. The richest 20% of the planet's population concentrates almost 85% of all economic activity (gross national product, trade, domestic savings, investment).
 - The distorted nature of the world's consumption patterns based on this distribution of wealth.
 - The fact that income inequality in the world has been rising over time. At no other point in history of humanity, has income been so unequally distributed.

Discussion:

- Do you find the information presented on the sheet shocking? Or did you already know that such inequality exists?
- What do you think causes such inequality? (Students might brainstorm on the ideas of imperialism, industrialization and the increasing usage of sweatshops around the world, which make the rich richer and the poor poorer.)

3. Multinational Corporations: A Key Agent Promoting Economic Interdependence (30 minutes)

The following activity aids in helping students understand how such a disparity in wealth occurs in relationship to the production of goods. The following visual helps explain how the price the consumer pays at the cash register, for a shoe, is divided in the industry.

Handout 2: Behind the Industry: The Real Price of a U.S. \$100 Shoe

- A. In order to help your audience visualize the distribution of retail dollars in the apparel industry, try making a model shoe, like the one provided, on a piece of construction paper or tag board—or just photocopy the example. Cut the model shoe into pieces—one piece representing the amount of money that goes to the retailer, one representing how much goes to the brand, how much to wages and so on.
- B. Ask the students what percentage of the price consumers pay goes to production, wages, advertising, etc.
- C. Ask the students to share their estimates—distribute the piece of the shoe that represents each part of the retail chain. Reassemble the picture of the shoe together in place where all the students can see the whole picture.

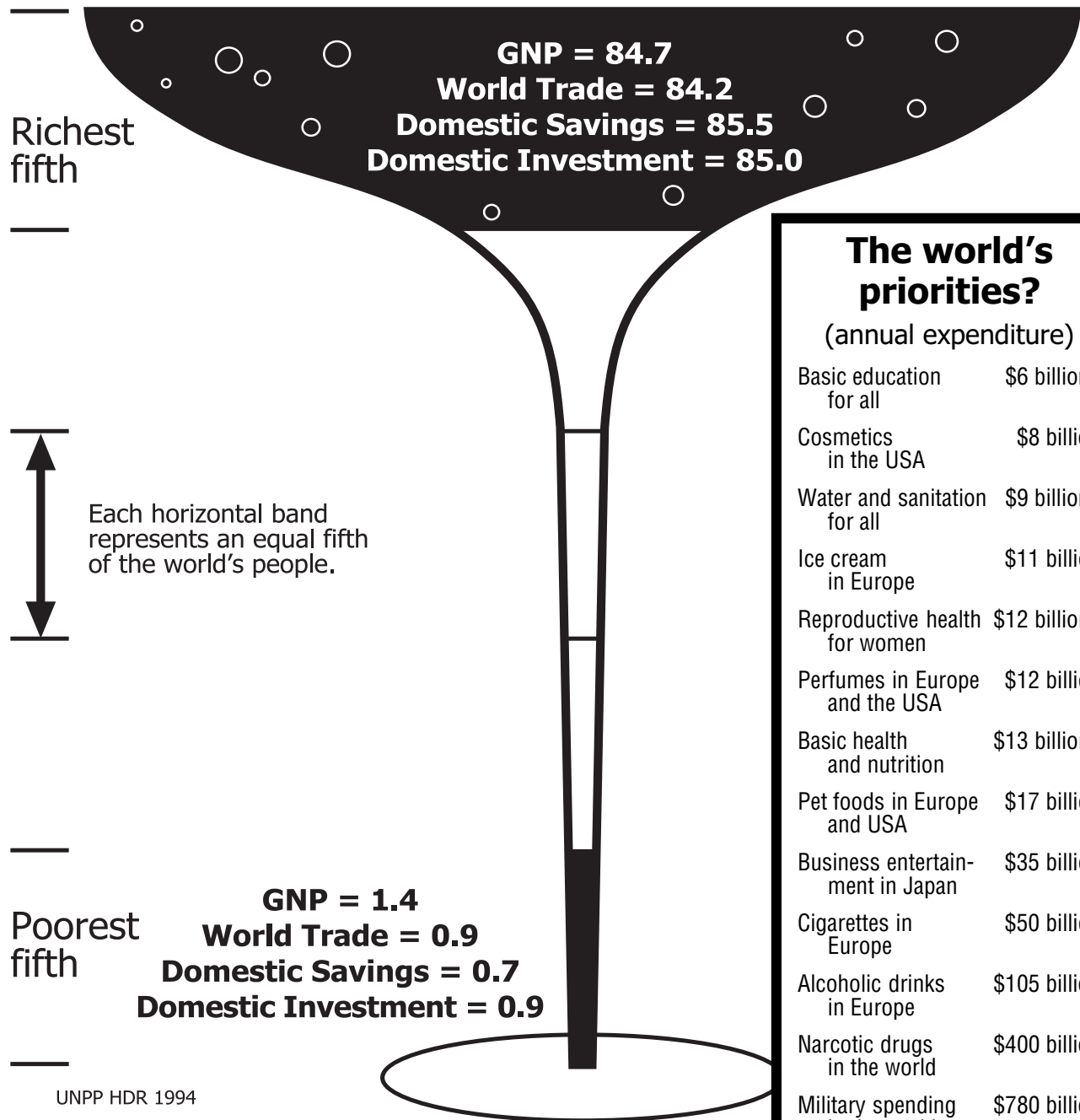
Discussion:

- Is this distribution of the retail dollars fair?
- If you were an executive of the shoe company—what arguments might you give for distributing the money in this way? What might influence you, as the executive of the shoe company, to distribute the money differently? Would you have to raise the price of the item in order to pay factory workers more?
- As a consumer, how would you like to see the money you pay at the cash register distributed? What arguments would you use if you lobbied a shoe company to change how the money you spend on their product is distributed?



OUR CHAMPAGNE GLASS WORLD: TRICKLE DOWN OR TRICKLE UP?

Distribution of Economic Activity (percentage of world total)



The world's priorities?

(annual expenditure)

Basic education for all	\$6 billion*
Cosmetics in the USA	\$8 billion
Water and sanitation for all	\$9 billion*
Ice cream in Europe	\$11 billion
Reproductive health for women	\$12 billion*
Perfumes in Europe and the USA	\$12 billion
Basic health and nutrition	\$13 billion*
Pet foods in Europe and USA	\$17 billion
Business entertainment in Japan	\$35 billion
Cigarettes in Europe	\$50 billion
Alcoholic drinks in Europe	\$105 billion
Narcotic drugs in the world	\$400 billion
Military spending in the world	\$780 billion

* Estimated additional annual cost to achieve universal access to basic social services in all developing countries.

UNPP HDR 1998

by Fernando Leiva

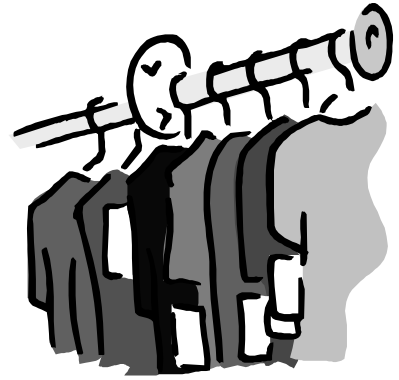
THE REAL PRICE OF A US \$100 SHOE



Wages paid to assembly workers
for \$100 pair of shoes: \$0.40

Session II: Global Production Networks & Sweatshops

An increasing amount of what we consume every day is produced abroad. Multinational corporations that fragment production all over the world also produce it. These corporations seek to lower costs and maximize profits. One of the outcomes of this strategy is the development of global sweatshops.



THEMES:

Help students understand the interconnectedness between what they consume in the United States (food, clothing, sports equipment, and electronics) and workers' living conditions in the factories that produce them.

Objectives:

- 🌐 Sweatshops: What are they? Where are they? Why do they exist?

Activities:

- 1. Behind the Label: Identifying where our clothes and footwear are made.**
(First Part: 10 minutes, Discussion Section: 30 minutes)

Materials: Large world map with all countries identified, placed up in front of class, small sticky notes

- Have students examine the clothing labels on their shirts, jackets and shoes. Ask them to write down where the clothing is made and what brand makes it.
- Have students put the country name and brand name on little sticky notes. Tell them to go up to the board and place them in the correct spot on the world map.
- After every student has gone up to the board and is in their seats, examine where the biggest amount of sticky notes are. Are they in Mexico? Central America? Asia?

D. Engage the students in a discussion of the following questions:
(First, try to answer them on the basis of what you already know.)

- Why do you think that our clothes are being produced in these countries?
- Are they former colonies?
- Do they tend to be countries that are predominantly white or are they populated by people of color?
- Who sewed or made them?
- How much do you think they are paid per hour?
- How much do you think they should be paid? (living wage, portion of market value of them)

After everyone has had a chance to answer these questions in a small group discussion, use the Internet to try to broaden your answers. (See list of web resources at the end of this curriculum.)

Optional: Videos are also a great way of exposing students to the world of sweatshops. If possible, a film could be shown to students after the first introduction to sweatshops. Some great films are: Mickey Goes to Haiti and Zoned for Slavery by the National Labor Committee, SWEAT, Sweating for a T-shirt

2. Fill-in Sweatshop Fact Sheet (20 minutes)

Handout 3: Sweatshop Fact Sheet (one per student)

Handout 4: Sweatshop Fill-In Sheet (one per student)

Materials: a small, blank world map (one per student)

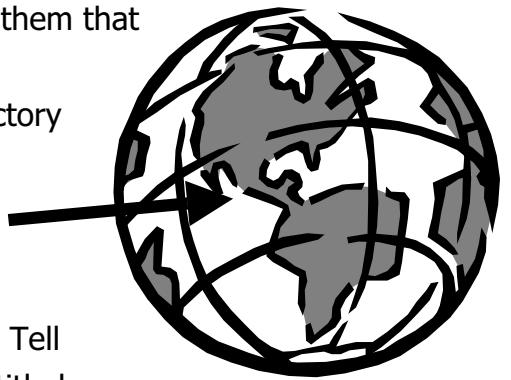
- A. Pass out to each student a copy of the Sweatshop Fact Sheet, and the Sweatshop Fill-In Sheet and a blank world map.
- B. Have students read through the Sweatshop Fact Sheet (as a group or individually).
- C. After reading tell students to choose four countries to focus on and to fill in the information asked in the Sweatshop Fill-In Sheet for those four countries, using the information provided in the Sweatshop Fact Sheet.

- D. Have students cut out the four different information boxes on the fill-in sheet. Ask them to locate where the countries they wrote about are on the map and to label and color those four countries on the map.
- E. Divide students into small groups of four or five and have them briefly discuss the following questions:
- In general, what did you notice about wages for “sweatshop” workers in the world?
 - In your opinion, what is important about what you discovered about sweatshops?

3. An Example of a Sweatshop: The Case of DoALL in El Salvador (30 minutes)

Handout 5: Maquiladoras, A Case Study (one copy per student)

- A. Hand out a copy of the sheet to every student. Tell them that you are going to be looking at a specific case of the working conditions and wages at a maquiladora (factory that produces products for export) in El Salvador (it might be helpful to locate El Salvador on a map in relationship to the United States).



- B. As a class, read through the first part of Handout 5. Tell students to take note of the information in the box titled “Production and Profits in DoALL—Liz Claiborne Jackets”.

- C. As a class, or in small groups, have students answer all the questions on the back. Discuss your answers. Note the amount of money the company makes in one day in comparison to the daily wage bill of the workers.



Handout 3: Sweatshop Fact Sheet

Indonesia

Workers in Indonesia have been organizing for their rights. The minimum wage was raised, but according to human rights observers the average Nike shoe worker in Indonesia still makes only \$1.25 per day, working sometimes as long as 10 or 12 hours per shift. According to the Clean Clothes Campaign, this wage is still only about two-thirds of what is necessary to cover basic needs for a single person. In 1997, Nike spent \$978 million on advertising, including big contracts with the national Brazilian soccer team and U.S. basketball stars like Michael Jordan. Nike currently pays Tiger Woods \$55,555.00 per day to be their spokesperson.



Haiti

A garment worker in Port-au-Prince, Haiti, paid the legal minimum wage and working 50 hours a week, would need to work 8.8 hours in order to purchase 5 pounds of beans; 4 hours to purchase 5 pounds of rice; 6.7 hours for 1 pound of yams and 5.6 hours to purchase 1 pound of charcoal for cooking. In Haiti, half a week's pay is required to purchase just these four essential items! Most factories pay their workers on a piece basis, though they are required by law to pay at least the minimum wage of 36 gourdes per day – about \$2.17. In violation of the law, workers in some factories do not earn the minimum wage if they do not reach their production quota.

Factory workers told Christian Peacemaker Team delegation members from Italy that \$2.17 is not enough money to live on. When asked what would be a fair wage, workers generally replied that \$4.50 would be acceptable.

United States of America

Instead of going to school, hundreds of thousands of children work in the fields of California and other agricultural states picking fruits and vegetables. They get paid more than kids around the world, but things cost a lot more in the U.S.A. Sometimes they work in the fields 12 hours a day, six days a week. They get paid by the amount of baskets they fill with strawberries or other fruits and vegetables. For example, in 1998, Sani H., then sixteen, picked

chile peppers at the rate of 50 cents per bag (about the size of a bushel). He worked from 7:00 a.m. until 3:00 p.m. and earned about \$20 a day, for an average hourly wage of \$2.50.

Vietnam

Seventeen-year-old women work 9 to 10 hours a day, seven days a week, earning as little as 6 cents an hour in the Keyhinge factory in Vietnam making giveaway promotional toys – especially Disney characters for McDonalds. At the end of 1997, 200 workers fell ill, 25 collapsed, and three workers were hospitalized as a result of acute exposure to acetone. The wages earned by the women don't even cover 20% of a worker's daily food and transportation costs.

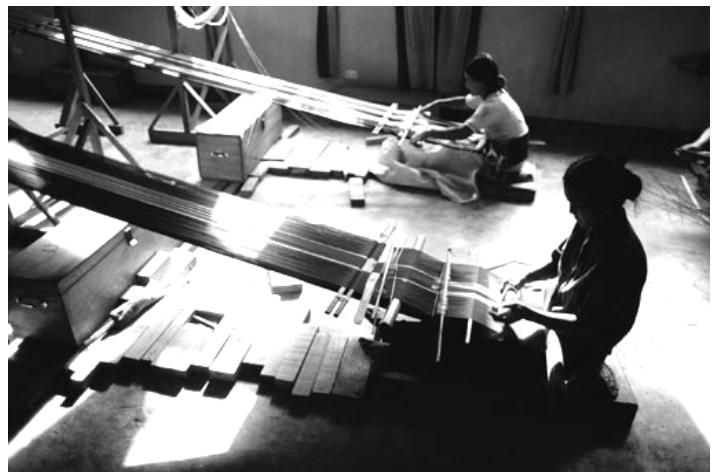


El Salvador

At the Hermosa factory in El Salvador, workers are paid about 60 cents per hour working up to 70 hours per week. At peak times they have worked a 19.5-hour shift (6:30 a.m. to 2:00 a.m.) with workers forced to sleep on the factory floor. They get paid 29 cents for each \$140 Nike NBA shirt they sew: 30 cents for each \$100 pair of NBA Nike shorts they sew. The drinking water at the factory is contaminated – bacteria levels are 429 times greater than internationally permitted norms. Women raise their babies on coffee and lemonade because they can't afford milk.

Egypt

Ten-and eleven-year old girls work at looms, making carpets. They work from 8:00 a.m. to 6:00 p.m. in violation of Egypt's labor laws. They work six days a week and make \$5 per week.



Bangladesh

At the Beximco factory in the Export Processing Zone of Khaka, Bangladesh, young women sew shirts and pants for Wal-Mart and other retailers. The workshift is from 7:30 a.m. to 8:00 p.m., seven days a week. The one-hour lunch break is not paid. Sewing operators make 20 cents an hour and helpers make 9 cents an hour. Even though the law requires it, Wal-Mart

and its contractor do not pay overtime premiums (extra money after 48 hours). There is no maternity leave and no health care provided for workers. In Bangladesh's Export Processing Zone, unions are outlawed.



Guandong, China

At the Ming Cycle factory in Guandong, China, workers aged 17 to 25 work in four factories, making Wal-Mart mongoose bicycles. The base wage is 20 cents an hour, but with overtime pay it increases. One pay record shows a skilled assembly line worker in April 2000 working 84 hours a week, and earning 30 cents an hour. At the factory, if a worker is caught dozing off, exhausted by the long hours, he or she is fined a half-day's wages and can be fired.

Qingdao, China

At the Daesun Electronic Corp. in Qingdao, China, workers make top-of-the-line Alpine car stereos, some costing up to \$1,300 each. They are made by young women who are paid an average (according to the company) of 27 cents to 31 cents an hour. (Starting pay is 20 cents to 22 cents an hour.) They sit hunched over, staring at microscopes over nine hours a day, six days a week, soldering parts of stereos. Above the women is an electronic scoreboard that monitors their progress toward the daily production quota of 720 units.

Honduras

At the Evergree factory in the Rio Blanco Industrial Park, 630 workers sew Wal-Mart's McKids clothing and Arizona clothing for J.C. Penney. The majority of workers are young women of 14, 15, and 16. They are forced to work overtime.

Sources: All sources given as listed in the book: *Rethinking Globalization: Teaching for Justice In An Unjust World*. Edited by Bill Bigelow and Bob Paterson.

Indonesia: Clean Clothes Campaign www.cleanclothes.org and www.nikewages.org

Haiti: www.citinv.it/associazioni/CNMS/ve/welcome_sp.html

United State of America: www.hrw.org/reports/2000/frmwkrkr

Vietnam: National Labor Committee, www.nlcnet.org/DISNEY/mcdisalt.htm

El Salvador: National Labor Committee, www.nlcnet.org.elsalvador/0401/hermosa.htm

Egypt: U.S. Department of Labor

Bangladesh: Wal-Mart's Shirts of Misery, July 1999, by the National Labor Committee

Guangdon, China: National Labor Committee, www.nlcnet.org/golden_grinch/walmart_mongoose_bikes.htm

Qingdao, China: Made in China, report by the National Labor committee, www.nlc.net, May 2000

Honduras: www.nlcnet.org/walmart/honwal.htm

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Handout 4: Sweatshop Fact Fill-In Sheet

Country:	Continent:
Product:	Company/Brand:
Age of Workers:	Hourly Pay:
Daily Wage:	Weekly Wage:
Annual Wage:	Comments:

Country:	Continent:
Product:	Company/Brand:
Age of Workers:	Hourly Pay:
Daily Wage:	Weekly Wage:
Annual Wage:	Comments:

Handout 5: Maquiladoras, A Case Study

Maquiladoras in El Salvador:

- 225 maquilas in El Salvador
- Employ about 68,000 workers
- Produce 1.2 billion garments
- Average wage is \$4.79 a day

Working Conditions:

- Mandatory pregnancy tests
- Forced overtime, 12 to 15 1/2 hour shifts, six days a week
- Enormous pressure to meet excessively high daily production quotas
- Monitored and limited access to bathrooms and no clean drinking water
- Excessive heat and dust
- Routine denial of access to Social Security Health Care (which the workers pay for)
- Base salary of 60 cents an hour, below subsistence, which meet less than one-third of the cost of living for the average sized family
- All-pervasive fear – the fear that you could be arbitrarily fired if:
 - ✓ you were even seen “grouping together” or meeting, since the company suspected you were up to no good or you were seen with fired workers
 - ✓ you didn’t stay for overtime or had to take a sick day
 - ✓ you couldn’t even reach the production quota
 - ✓ they suspected you of organizing a union



Production & Profits in DoALL

Liz Claiborne Jackets

- 🌐 60 workers produce 600 jackets in an 8-hour shift
- 🌐 Average hourly rate is \$0.92 an hour
- 🌐 Market price of a Liz Claiborne jacket is \$194

According to FUNDE, a highly respected Salvadoran non-governmental research organization, a family must earn:

- 2,516 colones per month to live in relative poverty
- 4,739 colones to live with decency

DoALL workers earn just 1,274 colones (\$145.43) per month. With these wages, workers cannot afford to purchase basic staples like milk or vitamins for their children. Nor will they ever be able to afford the clothing they produce.

Source: www.nlcnet.org



Name : _____

Group Members : _____

DoALL and Liz Claiborne Jackets Worksheet

Working with your group, figure how to calculate the following assuming:

- All of DoALL's workers have the same productivity
- DoALL's owners recap the full market price of the jacket

1. **Market Value of Daily Output** – What is the final market value of DoALL's daily output?
2. **DoALL's Daily Wage Bill** – What is DoALL's daily wage bill if we assume that workers only work an 8-hour day?
3. **Profits and Cheap Labor** – What proportion of the market value of daily output do labor costs represent?
4. **The Economics of Lengthening the Working Day** – What is the economic incentive do DoALL's owners have for extending the length of the working day?
5. **The Economics of Speed Up** – How would profits increase if workers can be made to work at a faster rate of say 5%?
6. **Controlling Workers in Extreme: Limiting Bathroom Breaks** – What is the profit given up during a worker's 10-minute bathroom break using the following information:

How many jackets a single worker produces during a day?

Next, how much value the worker produces per minute,

Next, the wage of the worker per minute,

Figure out the profits during a worker's 10-minute bathroom break:

Answer Key: DoALL and Liz Claiborne Jackets Worksheet

1. **Market Value of Daily Output** – What is the final market value of DoALL's daily output?

$$194 \times 600 = \$116,400$$

2. **DoALL's Daily Wage Bill** – What is DoALL's daily wage bill if we assume that workers only work an 8-hour day?

$$.92 \times 8 = 7.36 \times 60 = \$441.60$$

3. **Profits and Cheap Labor** – What proportion of the market value of daily output do labor costs represent?

$$\text{Less than 1 \%} - .38\%$$

4. **The Economics of Lengthening the Working Day** – What is the economic incentive do DoALL's owners have for extending the length of the working day? (Compare the extra value of 1 hour's production with the extra labor cost of 1 hours added production.)

$$\$75 \text{ jackets per hour: } 14,550 (75 \times 194) - 55.20 (\text{labor cost}) = \$14,494.80$$

$$\text{Labor cost} = (.92 \times 60)$$

5. **The Economics of Speed Up** – How would profits increase if workers can be made to work at a faster rate of say 5% (assuming an 8-hour day)?

$$600 \times 5\% = 30 (\text{more jackets}) \times 194 = \$5,820$$

6. **Controlling Workers in Extreme: Limiting Bathroom Breaks** – What is the profit given up during a worker's 10-minute bathroom break using the following information:

How many jackets a single worker produces during a day? **10**

Next, how much value the worker produces per minute, **$1,940 \div 480 = \$4.04$**

Next, the wage of the worker per minute, **.15**

Profits during a worker's 10-minute bathroom break: **$40.40 - .15 = 404.05$**

Session III: Exploring the Connections between Maquiladoras, Family Life and Globalization

THEMES:

Have students get into the mindset of sweatshop workers and their families through role-playing and decision making in different scenarios.

Objectives:

- 🌐 Understand life as a maquiladora worker in Mexico.



Activities:

You as a Member of the Ortiz Family of Matamoros, Mexico (90 minutes)

Through the use of role-playing, this exercise allows participants to understand how families and households are critical sites for responding to the impact of globalization, as well as for shaping the process of globalization itself.

Handout 6: The Ortiz Family of Matamoros

Handout 7: Role-Playing Exercise: Maquiladora Workers and Their Families

Handout 8: Wages and Living Cost Data for the Ortiz Family

Handout 9: The Peculiar Role of Unions in Mexico

- Divide the class into 5-person groups. Explain that the purpose of this session is to explore the impact of globalization on households and families of maquiladoras workers. Each group member will be asked to role-play one of the Ortiz Family members.
- Give enough time so that everyone can read Handout 6: The Ortiz Family of Matamoros. Distribute the different roles to each group member.
- Distribute Handout 7: Role-Playing Exercise: Maquiladora Workers and their Families and the supporting materials, Handout 8: Peculiar Role of Unions and Handout 9: Wage and Living Cost Data. Give the group enough time so that they can read the materials
- Discuss in your small group, how the family will respond to each of the five situations outlined below. Treat each one of these impacts as separate and distinct events. The group has to collectively decide how they are going to confront each of the impacts.

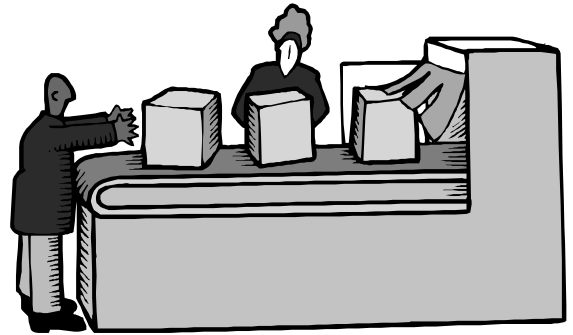
Handout 6: The Ortiz Family of Matamoros, Mexico

Exploring the Connections between Maquiladoras, Family Life and Globalization

By Fernando Leiva

All characters are fictional, and even though Auto Trim closed its doors in 2000, all situations depicted in this exercise are based on reality.

We are the Ortiz family. We live in Matamoros, a city located directly across from Brownsville, Texas on the southern bank of the Rio Grande.



Our family first came to Matamoros almost 30 years ago, around the time that the first maquiladoras appeared here. Our grandparents left the countryside attracted by the possibility of getting good-paying industrial jobs in this city.

Matamoros grew steadily over the years, but a real jump in its growth occurred after 1994, when our country signed the North American Free Trade Agreement (NAFTA) with the United States and Canada. Since then, the number of plants, the number of workers, and the population of Matamoros skyrocketed.

This rapid growth of Matamoros creates many problems for us. Since there is shortage of housing, rents have gone up; roads are not well paved and because of congestion, it takes longer and longer to get anywhere. The city's infrastructure and social services are being pushed to the limits; there are growing environmental and occupational health problems because many plants dump their industrial wastes in the Rio Grande and in unregulated city dumps.

"Building a New Partnership" is the slogan that the radio and TV bombards us every day. They say that this is so that Mexico and Matamoros can succeed in the new global economy. Yet, no matter how hard we work, our dreams for a better life seem to be slipping away from us. The greater the number of foreign assembly plants that spring up in our city's industrial parks, the harder we have to work and the more our paychecks shrink. Despite all these hardships, our family bonds remain strong. Through hard work, a bit of luck, and the help of our Virgin of Guadalupe, better times will come.

I am Roberto Ortiz, 36 years old, an electrician, and the father of the family. I am married to Rosalia and we have three children.

My parents were farm-workers from the interior of Tamaulipas. During the 1940's, my father had worked in the U.S., entering as a legal migrant worker under what was then called the Bracero Program. When at the end of the 1940's, that program was ended, my father moved from place to place, looking for work. My mother and the four of us kids followed him from job to job, until finally he was able to get a factory job here in Matamoros. He moved the family into a colonia (settlement) that had no electricity or running water, but through much sacrifice, he was able to build a home and create a community, where I grew up. So even though I was born in Ciudad Juarez, I have lived in Matamoros since 1973 and consider this my home.

I was always good with my hands. I am curious about how things work. I did relatively well in school; I was able to go on to vocational school to become an electrician.

In 1990, I started working at Belphi. Even though I started as an electrician's helper, I worked hard, and was eventually promoted to electrician first class. In those years, I made good money, enough so that Rosalia could stay at home and care for the kids when they were small.

Everything changed in September of 2000, when I was involved in an accident at work. Really, it wasn't my fault. I had been asked to do maintenance on the production equipment. The Production Manager, Sr. Jones, refused to stop production for the 30 minutes that the routine maintenance procedure required. He said that we needed to fill an important order of auto-parts on time. He ordered me to service the equipment while production continued. A transformer I was working on blew up on me. Two coworkers and I were injured. We all got burned in different parts of our bodies, but I also lost vision in my right eye. After I got out of the hospital, the company refused to let me go back to work, and after a while they told me that they were letting me go.



With the little compensation money I received, I started a home-based electrical repair/service shop. People in the neighborhood like to call on me to fix their appliances, but they sure take a long time in paying for my services. The people that have money and could pay, like the professionals and plant managers, don't live in Matamoros. Their homes are in Brownsville, across the border, and they commute every day. Being self-employed is not the same as being an electrician in a plant.

Because my income is so uneven, I used most of the family savings to start a “Taqueria”, with two of my sisters. Most of the money to get it started came from my brother Pedro, who lives with his family in Los Angeles, California. While my sisters prepare the food that we sell mostly at lunchtime to the workers of the FINSA Industrial Park, I’m basically in charge of buying the groceries and being the cashier. This leaves me time to go around in the afternoon offering my services as an electrician.



I make much less money than I used to before the accident and it really bothers me that I can’t seem to provide for my family like they deserve. When I go around the plants, they are only interested in hiring women or very young men right out of high school. Our family is having a harder time making ends meet. I want my children to finish their education, so that they can have a better life, but many nights I think that I have to do something different because things are not working like I wanted.

I am Rosalia Quiñones— mother, maquiladora worker, 35 years old

When Roberto lost his job after the accident, I had no choice but to go and work in a factory.

It was hard to leave my home and go back to the assembly plants. Not so much because it went against my mother’s antiquated notions, that “decent women don’t work outside their home,” but mostly because of my own previous experience in a maquiladora. When I was still a teenager and before getting married, I worked for a couple of years at Deltronics soldering components for telecommunications equipment. The conditions at the plant were horrible. After I got married, I promised myself that I would never go back to such a place. Roberto was just as happy and proud, as my mother was that I could stay at home.



After our kids were born and our family grew, it got increasingly hard to make ends meet with just Roberto’s income. We made a lot of sacrifices during those years, but I was happy to stay with the kids, and be a good wife and mother.

One thing I have learned: life always finds a way of reminding you never to say “never”. After Roberto’s accident and unjust firing, I went back to the plants. It is now going to be 9 years. I

work at Auto Trim, where we make leather steering wheels and stick shift knobs for General Motors, Ford and Daimler-Benz/Chrysler.

When I started at Auto Trim, my wages very low, but because of seniority they have improved over the years. Many friends my age have been fired because management considers that they have gotten too old. After almost 10 years, I am one of the oldest women in my section. I am still working because I have a reputation as a responsible and hard worker.



There are almost 1,400 workers at Auto Trim, counting all those employed in the two plants that operate close to the FINSA Industrial Park. I work in Plant #2, which is next to the Motorola plant.

My co-workers trust me and always seek my advice. I have joined the Comité de Obreras Fronterizo (COF) [Border Committee of Women Workers], but do not want to be very public since I can't risk losing this job. We are facing a number of problems that the official union refuses to address. In addition to the low wages, the main problems we face are lack of adequate ventilation and protective equipment, and we are exposed to many toxic solvents and chemicals.



Since Breed International took over Auto Trim, there has been a steady effort by management to speed up production. In addition to sickness and miscarriages due to chemicals we use to glue and work the leather, many workers are being affected by repetitive stress syndrome.

There are many days when I think that I can't take it any more. I feel that the world rests on my shoulders. Thank goodness Roberto and the kids help at home, but I still don't want to disappoint them. At the plant, not a day goes by without one of the younger workers talking to me about the need to change the working conditions. I don't want to disappoint them either.

I am Angelica Ortiz – Daughter, 19 years old

I am Angélica, the oldest of the Ortiz children. I have always admired my father and mother, because they have worked so hard to educate us and give us everything we need.

After finishing high school, I wanted to study nursing. Though my grades were good and my teachers had written wonderful recommendation letters, I had to postpone the application, since it was unrealistic given our family finances.

To help my parents, I got a job at the plants. My mother did not want me to apply at Auto Trim because so many of her friends were getting sick, so I ended up working in Obion textiles. My mom had warned me that it would be really hard at first to adjust to the noise, heat and hectic pace. It took some effort, but after a couple of days, with the help of my co-workers I got the speed to meet the minimum daily quota of pants, and successfully passed the 3-month trial period.



I work very long hours. When I started I was told that as new workers, we would work a 48-hour week. In reality, many times we end up working 14-hour days and 60-hour weeks. We are expected to do overtime, and many times I do two continuous shifts. Almost all the workers are women; the supervisors are all male and very strict. They are always hovering over you, controlling your every move. They are particularly strict about pregnancy tests. We have to sign statements saying that we are menstruating, regularly having to prove it by taking tests or exams. When we consistently meet our quotas, the company rewards our section by organizing Friday dance nights at the local dancing. They provide us with buses and meal tickets to celebrate the timely completion of a particularly large or important order.

Despite the speed-ups and abuses, I have made many good friends here and I can't imagine leaving. I know that by turning most of my wages over to my father and mother, I am making a big contribution to the well-being of my family and to the possibility of my siblings going on to higher education.

I am Julio Ortiz – 15 years old

I am Julio Ortiz, son of Jose and Rosalia. I am in 10th grade and a member of my school's soccer team. I study in what is called a vocational school, where in addition to the traditional courses, we concentrate on technical training. I am interested in becoming an electrical technician. If I do well, and things line up, maybe I will even study electrical engineering.

Sometimes I help my father at the shop. He has taught me a lot of very useful stuff based on his own experience that I only get to read about in school. When work at the repair shop slows down, as it has lately, I try to make some extra money to pay for my schoolbooks and utensils by working at my other two "gigs". I work a couple of days as a bagger at the new downtown supermarket, and sometimes when my friend Andres can't do it, I fill-in for him washing windshields of cars stopped at a traffic light on Juarez and Centenario.



At the supermarket they now want me to pay for my own uniform. Windshield washing has become more dangerous. It seems that everyday there are more and more people fighting for access to the traffic lights. Andres got a bloody nose the other day, defending his spot.

My parents and Angelica insist that my priority should be my studies. But I know that every peso helps. My baby sister says that I spend too much time playing soccer, but chasing that ball and when I score a goal, I get the greatest feeling in the world and I feel happy.

I am Marcela Ortiz – 11 years old

I am sick and tired of everyone calling me the “baby” of the family, especially since I am more than perfectly able to take care of myself. While everyone is still at work, or out playing soccer way past the time they are supposed to be home, I fix dinner, prepare my clothes for the next day and do my homework, all without the need of any kind of supervision. Yet they still call me the “baby.”

I love school and I am finishing fifth grade. I try to do all my homework and study hard because I already know that I want to do when I grow up: become a lawyer. I see many abuses here in our colonia (settlement) and I want to study law so that I can fight for what is just.



One of the reasons my family babies me so much is because of my asthma. Sometimes I have trouble breathing. My parents don’t want me to be outside for a very long time, especially if it is windy. Angelica says that it is because of the “florita,” that whitish powder piling up at the Dupont plant. According to Angelica, it is toxic. Instead of spending the money to dispose of it properly, Dupont is using it to fill the many potholes in our unpaved roads.

Matamoros has about half-a million inhabitants and it has grown very rapidly since our family first moved here. The main reason for this growth has been the expansion of the maquiladoras – the 140 foreign-owned plants that here in Matamoros assemble products mostly for the U.S. market. Matamoros is the third-largest maquiladora center in Mexico and one of the oldest.

Handout 7: Role-Playing Exercise Maquiladora Workers & Their Families

by Fernando Leiva

Impact 1:

Roberto has been thinking more and more about going to live with his brother Pedro in California. He thinks that it will be easier to find a better paying job in L.A. He then would be able to send money to support his family. He has observed that the number of customers at the Taqueria has declined by 30 percent. Roberto is unsure whether this is the result of recent economic policy measures, or due to the latest reorganization of the maquiladoras. Everyone tells him that they have to save and can't afford to pay for lunch. What is clear is that the Taqueria is not making enough money to help him contribute to family finances.

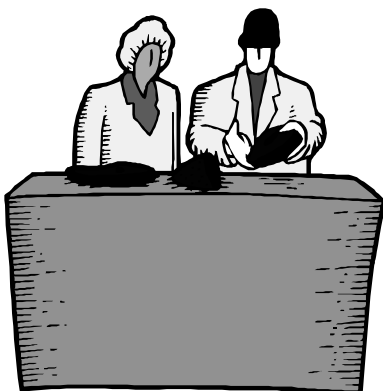
Since he does not have a visa to the United States, he would have to enter undocumented. Rosalia is opposed to this idea because it is too dangerous. Besides, they would have to use all their savings and borrow most of the U.S. \$1,000 required to pay the coyote's fee. (A "coyote" is a member of a network specialized in taking people illegally into the U.S.) In addition, Rosalia, points out that it could be many months before Roberto can start sending money back to his family.

For Roberto, however, risking crossing the Rio Grande and the desert, and living as an undocumented worker in the United States, seems like the only feasible alternative left open to him. What do you think? Should he do it? How would this affect the family?



Impact 2:

Ernesto, a married supervisor has been constantly hovering over Angelica Ortiz at work. He has told her that he expects her to go out on a date with him. Her co-workers tell many stories about Ernesto and warned Angelica as soon as they saw him making eyes at her. They say that Ernesto raped Beatriz, the last co-worker he dated, but that she was too scared to denounce him. They also say that another co-worker, Juana, who refused to go out with him, was fired a couple of days later. Angelica does not want to lose her job because she knows how important her wages are for her family. What should she do?



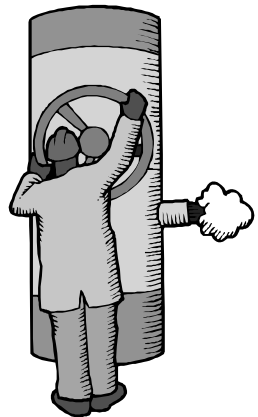
Impact 3:

Julio is seriously thinking about going to work at the assembly plants in Matamoros. Many of the companies in the area are offering a "fourth" and a "fifth" shift, with working hours that start on Thursday afternoon for four hours, and include Friday, Saturday and Sunday (12 hours a day) to avoid having to pay overtime. This is also seen as a way of attracting students.



Given the precarious family finances, Julio faces stark choices. Save the family the U.S. \$15 in monthly fees for vocational school, and transfer to the less expensive but discredited public high school, giving up his dream of becoming an electrical technician. Or he can obtain regular work at the maquiladoras. Angelica and his soccer team classmates tell him that after the first week, he will be too tired and won't be able to keep up with the school work; that he'll end up dropping out of school and becoming nothing more than a low-skill maquiladora worker.

Do you think he should sign up for the fifth shift or should he stay in school but drop out of his technical training? What are the consequences of this choice? Study the family finances and support your reasoning.



Impact 4:

More and more workers at Auto Trim are convinced that the chemicals and solvents they use for producing the leather covered steering wheels and gear shifts produce harmful effects. In addition to rashes, headaches, many of women working at the plant have given birth to babies with congenital malformations. As one of the older workers at Auto Trim, her co-workers see Rosalia as a natural leader by her co-workers. They know she belongs to the Comité de Obreras



Fronterizas (COF), though she has not been willing play a public role. A group of workers, tired with the inaction of the official union, have approached Rosalia, asking her to lead a drive to form an independent union that will be more effective in defending workers interest.

What should Rosalia do? She knows that she would have the support of a majority of workers. What does she risk? What can she gain?

Impact 5:

During a particularly severe coughing attack, Roberto took Marcela to the public hospital. After a three-hour wait, the doctor told her father, that Marcela is at high risk of developing more severe and potentially incapacitating respiratory problems. She recommended that the family move her as soon as possible to a healthier environment, hopefully by the seaside.

Marcela, is resisting the confinement within the house, which her parents have imposed on her to try to protect her from the effects of the “florita”. Her parents don’t know what to do.

What should her parents do to protect her health? Should they leave what has been their home and neighborhood for so many years? How will Marcela react?



Handout 8: Wages and Living Costs

Matamoros - 2000

(U. S. \$1 = 8 pesos)

The following is background information for the Ortiz Family.

Housing, Transportation and Related Items in Matamoros

	<u>Monthly in Pesos</u>	<u>Weekly in Pesos</u>
Rent	720	166
Electricity	228	53
Gas (cooking)	134	31
Water	121	28
Transportation	399	92
TOTAL	1602	370

Clothing Costs in Matamoros

	<u>Yearly</u>	<u>Weekly</u>
2 Sets Men	213.08	4.10
2 Sets Women	127.33	2.45
4 Sets Boys	136.76	2.63
4 Sets Girls	197.41	3.80
7 Sets Babies	374.31	7.20
TOTAL	1048.89	20.18

Non-Consumables

Building a household requires the use of items for washing, cleaning, eating and drinking. Some of these items such as furniture, dishes, pots and pans, are bought once and then we have them for years. Other items, such as mops, brooms, sponges, and similar items, need to be replaced as they wear out.

	<u>Yearly</u>	<u>Weekly</u>
Wear Out on Regular Basis	676	13
Small items	676	12
Savings for Larger Appliances (Radio, TV, Refrigerator)	1404	27
TOTAL	2756	52

Food

	<u>Daily in Pesos</u>	<u>Weekly in Pesos</u>
Men	43.30	303.13
Women	37.48	262.39
Boys	25.48	178.35
Girls	25.48	178.35
Babies	28.18	394.58
TOTAL	159.92	1325.80

Summary:

Survival Costs for a Family of Four (2 adults, 2 children) Matamoros

	<u>Weekly in Pesos</u>
Housing and Related Costs	370.00
Clothing	12.98
Non-Consumables	52.00
Food	922.22
TOTAL	1357.20

Remember that there are five members in the Ortiz family! The above data has to be adjusted at least for food and clothing.

Average Wages of Maquiladora Workers in Matamoros

On the basis of paystubs, the reality of the wages being paid in the maquiladoras emerges. In Matamoros, take-home wages, including all benefits and incentives as additions as well as legal deductions, ranged from 286.95 pesos to 805 pesos, with the vast majority of workers having take-home wages of less than 389 pesos.

Ortiz Family Wages	<u>Average Weekly Income in Pesos</u>
Roberto	400.00
Rosalia	500.00
Angelica	390.00
Julio	60.00
TOTAL FAMILY INCOME	1359.00

Sources: The data on living costs comes from the study Making the Invisible Visible: A Study of the Purchasing Power of Maquila Workers, 2000 by Ruth Rosenbaum. The study was sponsored by CREA, Center for Reflection, Education and Action, Inc., The Coalition for Justice in the Maquiladoras, and the Interfaith Center on Corporate Responsibility. For more information contact crea-inc@crea-inc.org.

Handout 9: The Peculiar Role of Unions in Matamoros

Workers in Mexico do not have independent unions. Existing legislation sanctions the formation of official unions, which affiliated to Confederación de Trabajadores de México (CTM), respond more to the interests of employers and the government than workers. This phenomenon is particularly strong in Matamoros. To find out about the peculiar role of unions, read the following excerpts of the article by Greg Bloom.

Workers and Unions on the Tamaulipas Border

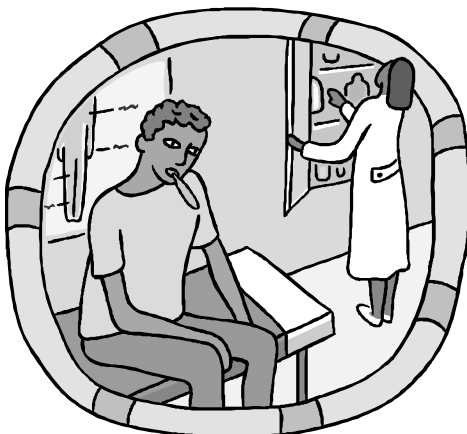
by Greg Bloom, FNS Editor

Tamaulipas has the strongest unions on the US-Mexico border according to Cirila Quintero Ramírez, a labor researcher. In Matamoros and Reynosa, cities across from Brownsville and McAllen, Texas respectively, unionization is nearly 100%. All the construction trades are unionized as are restaurant employees like servers and cooks. Quintero said that when McDonalds came to Tamaulipas even it had to have a unionized work force.



An even more impressive aspect of union strength in these cities is that workers in Matamoros and Reynosa do not go to companies to obtain jobs. Rather they must go to the unions and get put on a list to later be placed at a job by the unions, according to Quintero. Workers must often wait for a month or two to gain employment.

While the unions in these cities could use their strong position to further worker safety and salaries it appears that they do not do so. Workers interviewed for this story mentioned repeatedly that they often fear advocating for better safety conditions and compensation because they believe that the unions can retaliate by black listing them from the hiring lists. A



few workers even stated their position is so weak in the plants, despite belonging to a union, that they face company disciplinary action if they go to a hospital for a work-place injury before receiving permission from the plant doctor. The workers state that this is because companies do not report injuries that are treated in the plant infirmary. Only injuries that are reported outside of the plants, in hospitals, are included in the official accident reports, they say.

The Case of Labor and the Duro Maquiladora in Río Bravo

Over the past year workers at the Duro Bag Manufacturing maquiladora in Río Bravo, Tamaulipas tried to establish an independent union in their plant and were met with open hostility. Worker organizers were fired from the company and one organizer's house was burned down. Workers at the Río Bravo plant were forced to vote in front of the management after being told that they would be fired if they voted for the independent union. Workers were told that Duro would shut down its operation and move to another city if the independent union was voted in at the plant. When considering these threats and allegations that workers were harassed in other ways, the final outcome of the vote is not surprising.

One part of the campaign to help the Duro workers was a request that people write letters to President Vicente Fox and other government officials asking that a safe and secret vote be allowed in the plant. Since the vote was later held inside the plant in front of CROC and Duro officials many people were left wondering why President Fox, a man who ran for election on a pro-democracy campaign, did not try to support voting freedoms in a union election.



Fox's economic and social plans depend greatly on continued and expanding economic growth in the country and a scary border-labor scene could negatively impact investment in the region and country, they say.

Forces for Change

In the future it will be basic, worker-guided, plant-based work like this that will create gains for workers, according to García and Quiroz. No one else is going to help them get ahead they say, certainly not the unions and definitely not the companies. If workers want to protect themselves from lead-based fumes and hand-chewing chains and want to earn wages that allow them to feed, clothe, house and educate their families then they will have to advance on their own, they believe.



Session IV: Child Labor

THEMES:

- 🌐 The extent of child labor in the world.
- 🌐 One out of every five children is working, not studying or playing.
- 🌐 Worldwide, 250 million children aged 5-14 are engaged in some kind of work.
- 🌐 In Latin America, 15 million children are engaged in child labor.
- 🌐 Causes of child labor:

Cause 1: Poverty: As part of the survival strategy of households, children work.

Cause 2: Changes in labor legislation, make it easier for employers to hire and fire workers, and to hire children.

- 🌐 Policies to deal with child labor: Prohibition or Attacking the Root Causes?



Objectives:

- 🌐 Educate students about the magnitude of child labor in the world today.
- 🌐 Discuss the causes of child labor.
- 🌐 Envision what students can do to help eradicate child labor.

Activities:

1. The Rights of the Child (10 minutes)

Handout 10: Declaration of the Rights of the Child (one copy per student)

- A. As a class, have students briefly brainstorm a big list of rights. These should be written on the board for all students to see. Discuss if everything on the list is a “right” or merely a “desire” that would be nice to have but that isn’t essential for a good life.
- B. Give each student a copy of the adapted Declaration of the Rights of a Child. Discuss the difference between students’ lists and with the declaration. *(Make sure to mention that the only two countries that have not ratified the Declaration of the Rights of a Child are Somalia and the United States.)*

2. Story of a Child Worker (30 minutes)

Materials: Strawberries (one for each student)

Handout 11: Child Labor is Cheap – and Deadly: The Testimony of Augustino Nieves (one copy for each student)

- A. Bring enough strawberries for every student to have one. Give each student a strawberry and ask them to write down observations and thoughts about it. Have them briefly share their observations. Let them eat their strawberries and pass out the article.
- B. Read and discuss article Child Labor is Cheap—And Deadly together.
- C. Ask students to identify what rights, as defined in the Declaration of the Rights of the Child are violated in the situations described in the reading.
- D. Ask students to draw up a list of demands that would substantially improve the conditions for Augustino Nieves and his co-workers. What needs to change beyond the workplace that would make a positive difference in Augustino’s life? Think globally. How might things need to change in other countries?

Discussion:

- Should Augustino's parents allow him to work in the fields?
- What advice would you give Augustino?

3. Causes of Child Labor Research (30 minutes)

Handout 12: Child Labor Fact Sheet (one copy per student)

Research the general characteristics and causes of child labor by having students use the Internet to find the answers to the questions found of the Child Labor Fact Sheet. Or hand out the portion of the International Programme on the Elimination of Child Labour's "Every Child Counts—New Global Estimates on Child Labour" report, which is provided. Good web sites to visit are:

www.freethechildren.org

www.ilo.org

www.americas.org

www.unicef.org



Discussion:

Discuss answers found to questions on Child Labor Fact Sheet as a class or in small groups.

- Come to a consensus on what students think are the two biggest reasons why children work around the world.
- Ask students what they think is the best solution to ending child labor.
- Remember to stress that it is not simply an issue of parents not loving or neglecting their children, but a complicated issue related to globalization and how the world economy works).

Handout 10: Declaration of the Rights of the Child

**By the General Assembly of the United Nations as Unanimously
Adopted on November 20, 1959**

All children, without regard to race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, are entitled to the rights set out in this Declaration of the Rights of the Child.

The child shall enjoy special protection and be given opportunities and facilities to develop physically, mentally, morally, spiritually, and socially.

The child shall be entitled to a name and a nationality.

The child should have the right to adequate nutrition, housing, recreational, and medical services.

The child who is physically, mentally, or socially handicapped shall be given special treatment, education and care.

All children need love and understanding. Whenever possible, the child should grow up with his or her parents. Society and public authorities have the duty to extend special care to children without a family and means of support.

The child is entitled to free and compulsory education. Education should promote the child's culture, and help the child become a useful member of society. The child shall have the opportunity for play and recreation.

The child shall always be among the first to receive protection and relief.

The child shall be protected against all forms of neglect, cruelty, and exploitation. Children should not be allowed to work until an appropriate minimum wage. In no case, should the employment of children put them in danger, or harm their health or education.

The child shall be protected from practices that discriminate against people—especially against people's race or religion. The child shall be brought up in a spirit of understanding, tolerance, and friendship among peoples, peace and universal brotherhood.

Handout 11: Child Labor is Cheap - And Deadly

The Testimony of Augustino Nieves

Child labor does not happen only in the Third World. It also happens in the United States. This is the story of Augustino Nieves, a 14-year-old boy born in Mexico. When Augustino was 13, he began working with his parents as a farm worker. He testified in 1990 before the Employment and Housing Subcommittee of Congress, chaired by Rep. Tom Lantos of California. Through a translator, he told the Lantos Subcommittee about his life as a migrant farm worker:

I have been working in the fields of California for the past two years. We began picking grapes in Madera and then moved to Orland where we pick olives. I was unable to begin school in September 1989 because we were still working in the fields. I was not able to enroll in school until January 1990. I missed three months of school.

My job consists of moving up and down long rows of strawberry plants, bent over looking for strawberries. I pick only the good strawberries and place them in a packing box. I move my pushcart up and down the field. I may spend the whole day working in a stooped position.

When there are a lot of ripe strawberries in the field our crew begins work at 6:30 a.m. and continues working until 8:30 p.m. We work 6 days a week. The boss does not pay us by the hour. On a good day, I can pick about 30 boxes of strawberries. If the strawberries are for the market, they pay us \$1.25 a box. If I work really hard, I can make about \$36.50 for a 13-hour day. That comes out to about \$2.80 an hour.

The conditions in the field are oftentimes very difficult. Since we are working on a piece-rate basis, the boss does not allow us to take 15-minute breaks in the morning or afternoon. We have to work through our breaks. We take only 20 minutes for lunch. By the end of the day, our backs hurt and we are very tired. The boss is supposed to have clean bathrooms and water for us out in the field. However, there are many days when there are no bathrooms in the field. When there are bathrooms, they are usually several hundred meters away from us, and oftentimes are very dirty. The boss puts the bathrooms so far away because he wants to discourage us from taking breaks.



Augustino wanted to work in the same crew with his father, but the company didn't want to hire him. They said he needed a permit to work. So he went to the company where his uncle worked and they hired him. They knew he did not have an official permit or even a Social Security card, but they hired him.

One of the worst things about working in the strawberry fields is that every eight days, the ranchers apply sulfur to the fields as a pesticide. When we bend over to pick the strawberries, the sulfur gets into our eyes. The sulfur stings our eyes and burns our throats. We have been working – we have to keep working even though we are in great pain.



The foreman always puts great pressure on us to work as fast as we can. The foreman comes up behind us and yells at us to work faster and faster. Oftentimes, he insults me because I am a Mixtec Indian. They scream, "Hurry up, work faster you *pinche Oaxaqueño*." The foreman especially puts a lot of pressure on me because I still cannot work as fast as an adult man.

We face many indignities in the field. We know that the boss exploits us. However, we cannot complain or the foreman will fire us. There are plenty of people who want our jobs, and we have to put up with these abuses or we will not be able to work.

The boss often didn't provide them with drinking water. When they were lucky enough to have water, instead of having disposable drinking cups, they all used the same cup.

I wish I did not have to work in the fields but my family needs all the money that I can earn. When my whole family is working in the fields, we can eat meat and drink sodas. When there is no work, we only eat tortillas and beans.



My father has many responsibilities. I have three younger siblings who are still in Mexico, and we need to send them money so they can eat and go to school. My father also has to pay a lot of money for rent. The rent of our apartment is \$750 a month. About 25 people live in our three-bedroom apartment.

My parents, my sister and myself all sleep on the floor in one of the bedrooms. Next fall, I will begin my first year of high school. Hopefully, my family will be able to stay in Santa Maria for the whole school year.

My dream is to graduate from high school. However, if my family needs me to go out to work in the fields, that is where I will be.

Source: Cheap Raw Material: How Our Youngest Workers are Exploited and Abused, New York: Viking, 1994, pp. 101-104.

Name: _____ Hour: _____

Child Labor Fact Sheet

Information taken from the International Programme on the Elimination of Child Labour's April 2002 report "Every Child Counts—New Global Estimates on Child Labour".

1. How many million children between the ages of 5 and 14 are at work in economic activities, as estimated in 2000?
2. How many of these children are less than 10 years old?
3. What are the gender differences in the global incidences of children at work?
4. What region of the world harbors the largest number of child workers between the ages of 5 to 14?
5. How many million are there in that area?
6. What is the proportion of child workers in Sub-Saharan Africa?
7. What are the difference between child labor and economically active children?
8. How many million children between the ages of 5 and 17 can be classified as child laborers?
9. What is the percentage of economically active children, and also that of child laborers that work in hazardous conditions?
10. Name three of the worst forms of child labor. List how many million children work in each of the three worst forms listed.

Child Labor Fact Sheet Answer Key

1. How many million children between the ages of 5 and 14 are at work in economic activities, as estimated in 2000? *211 million children are engaged in economic activities.*
2. How many of these children are less than 10 years old? *73 million children are less than 10 years old.*
3. What are the gender differences in the global incidences of children at work? *Estimates show that there are no significant gender differences in the global incidence of children at work.*
4. What region of the world harbors the largest number of child workers between the ages of 5 to 14? *The Asian-Pacific region.*
5. How many million are there in that area? *A total of 127.3 million.*
6. What is the proportion of child workers in Sub-Saharan Africa? *One child in three below the age of 15 is economically active in the region.*
7. What are the difference between child labor and economically active children?

Child labor is a narrower concept than "economically active children", excluding those children 12 years and older who are working only a few hours a week in permitted light work and those 15 years and above whose work is not classified as "hazardous".

8. How many million children between the ages of 5 and 17 can be classified as child laborers? *246 million children in child labor.*
9. What is the percentage of economically active children, and also that of child laborers that work in hazardous conditions? *A total of about half of economically active children and more than two thirds of child laborers.*
10. Name three of the worst forms of child labor. List how many million children work in each of the three worst forms listed. *Trafficking (1.2 million); forced and bonded labor(5.7 million); armed conflict (0.3 million); prostitution and pornography (1.8 million); and illicit activities (0.6 million)*



International Programme on the Elimination of Child Labour
(IPEC)
Statistical Information and Monitoring Programme on Child Labour
(SIMPOC)

Every Child Counts

New Global Estimates on Child Labour

International Labour Office
Geneva
April 2002

PREFACE

Six years have passed since the ILO published its global estimate of 250 million child workers. The number drew international attention to the magnitude and scope of the child labour problem worldwide. It was widely publicised; hardly any article on child labour failed to mention it. It not only had a forceful impact on public opinion, but it also helped to mobilize many governments and civil society groups into action.

As the global movement against child labour grows, the need for more precise and detailed estimates of child labour has become apparent. Data from SIMPOC, the statistical unit of the International Programme on the Elimination of Child Labour (ILO/IPEC), and other sources as well as new analytical tools have enabled us to calculate the estimates contained in this report. They also enabled us for the first time to estimate the magnitude of children in hazardous work and in other worst forms of child labour.

This report is intended to serve both the interested public and professionals in the field of child labour studies. It will provide a basis for advocacy and further research. We have tried to be as clear, transparent and concise as possible, explaining every step of the methodology used to arrive at the final results.

The project on the new global child labour estimates provided an important input into two major ILO activities: (a) the drafting of the 2002 Global Report on Child Labour and (b) IPEC research on the economic costs and benefits of the elimination of child labour.

My sincere thanks to the team of staff and consultants, including statisticians, researchers and child labour standards specialists, for their tireless efforts in collecting and interpreting the vast amount of data required to prepare this report. Special thanks as well to the ILO's Bureau of Statistics (STAT), for a major contribution and to the joint ILO-UNICEF-World Bank project "Understanding Children's Work" (UCW) which provided valuable assistance.

We expect that these estimates will help to further improve awareness and understanding of child labour and reinforce efforts to eliminate it. Since the contours of child labour constantly evolve, both with regard to its incidence and distribution, we intend to repeat this undertaking on a regular basis.



Frans Röselaers
Director
International Programme on the Elimination of
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International Labour Office
Geneva, April 2002

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Summary of highlights

As part of its effort to increase the knowledge base on child labour, the ILO prepared new global estimates on the overall magnitude and distribution of working children. This includes estimates on economically active children, children in child labour that requires elimination and the extent to which children are engaged in hazardous work and other worst forms of child labour.

Children at work in economic activity. It is estimated that there were some 211 million children ages 5 to 14 at work in economic activity in the world in 2000. This accounts for a little less than one-fifth of all children in this age group. About 73 million working children are less than 10 years old. The total economically active child population 5-17 years old is estimated at 352 million children. The estimates show that there are no significant gender differences in the global incidence of children at work. In both the 5-9 and 10-14 year age brackets, boys and girls are equally likely to be engaged in economic activity. Only as boys and girls grow older do we observe a widening gap, with more boys working than girls. *Children at work in economic activity* is a broad concept that encompasses most productive activities by children, including unpaid and illegal work as well as work in the informal sector. It is, however, not the same as child labour which needs to be eliminated as per the ILO Minimum Age Convention, 1973 (No. 138) and the ILO Worst Forms of Child Labour Convention, 1999 (No. 182).

Global estimates of economically active children ages 5 to 17 in 2000

Age group	Total population (‘000s)	Number at work (‘000s)	Work ratio (%)
5-9	600,200	73,100	12.2
10-14	599,200	137,700	23.0
5-14	1,199,400	210,800	17.6
15-17	332,100	140,900	42.4
Total	1,531,100	351,700	23.0

Regional distribution. The Asian-Pacific region harbours the largest number of child workers in the 5-14 age category, 127.3 million in total. It is followed by Sub-Saharan Africa and Latin America & the Caribbean with 48 million and 17.4 million, respectively. Developed economies and transition economies have the lowest absolute numbers of child workers. Seen in relative terms, Sub-Saharan Africa has the highest proportion of working children. The estimates show that almost one child in three below the age of 15 is economically active in the region. The child work ratios in other major world regions are all below 20 per cent. In Asia-Pacific and Latin America & the Caribbean the incidence is 19 and 16 per cent, respectively. In the Middle East and North Africa, it is 15 per cent.

Regional estimates of economically active children ages 5-14 in 2000

Region	Number of children (in millions)	Work ratio (%)
Developed economies	2.5	2
Transition economies	2.4	4
Asia and the Pacific	127.3	19
Latin America & Caribbean	17.4	16
Sub-Saharan Africa	48.0	29
Middle East & North Africa	13.4	15
Total	211	18

Child labour. Child labour is a narrower concept than “economically active children”, excluding all those children 12 years and older who are working only a few hours a week in permitted light work and those 15 years and above whose work is not classified as “hazardous”. It is estimated that there were about 186 million child labourers below the age of 15 in the world in 2000. About 110 million were below the age of 12. Among children in the larger age group 5-17 there were approximately 246 million children in child labour. On average, more boys tend to be exposed to child labour than girls, both in absolute as well as in relative terms.

Children in economic activity, child labour, and hazardous work in 2000

Age group	Economically active children (‘000s)	Child labour (‘000s)	Children in hazardous work (‘000s)
5-14	210,800	186,300	111,300
15-17	140,900	59,200	59,200

Children in hazardous work. An estimated 171 million children ages 5-17 were estimated to work in hazardous situations or conditions in 2000. In other words, children in hazardous work constituted about half the total number of economically active children and more than two thirds of those in child labour. A stunning 55 per cent of very young child labourers (i.e. those below 12 years of age) were already working in a hazardous occupation or situation. Boys outnumber girls in hazardous work across all age groups. Seen in relative terms, among all children about one-half of the working boys were in hazardous situations as compared with a little more than two in five working girls.

Children in unconditional worst forms of child labour. In addition to the number of children in hazardous work, it is estimated that there were about 8.4 million children involved in other worst forms of child labour as defined in ILO Convention No.182, Art. 3. This includes trafficking (1.2 million); forced and bonded labour (5.7 million); armed conflict (0.3 million); prostitution and pornography (1.8 million); and illicit activities (0.6 million).

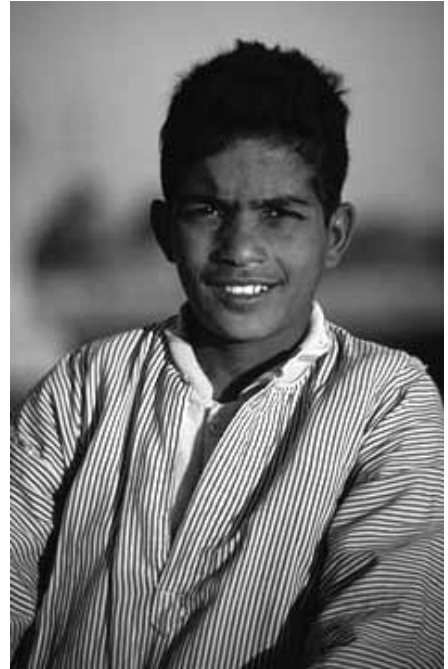
Estimated number of children in unconditional worst forms of child labour

Unconditional worst form of child labour	Global estimate (‘000s)
Trafficked children	1,200
Children in forced & bonded labour	5,700
Children in armed conflict	300
Children in prostitution & pornography	1,800
Children in illicit activities	600
Total	8,400*

*The total excludes the category of trafficked children because of the risk of double-counting.

Session V: Taking Action & Developing an Action Plan

Despite appearances, you are not powerless to influence the course of globalization. Youth, human rights, faith-based, community, and workers organizations all over the planet are striving to defend their livelihoods in the face of the negative effects of globalization. In this session, you will study examples of how grassroots action has successfully contributed to create a more just world.



THEMES:

- 🌐 Inform students about the numerous organizations that are working against sweatshops and child labor.
- 🌐 Look at the different goals and strategies that the various organizations have implemented to bring about change.
- 🌐 Encourage students to take action against sweatshops or child labor in your own communities.

Objectives:

- 🌐 Learn about different anti-sweatshop/child labor organizations.
- 🌐 Identify areas in you own community and school that are connected to sweatshops and what changes could be made.

Activities:

1. Analyze and Discuss Case Study (30 minutes research, 10 minutes discussion)

Research online (if you have no access to a computer, the teacher can print out two different case studies from the web sites of the listed organizations).

Assign different organizations to small groups of students. Ask students to write down:

- What is the name of the organization?
- Who founded it?
- What are the organization's goals?
- What is the purpose?
- What campaigns does it organize?
- Where it is based in the world (is it a local or worldwide organization)?
- Did it start out small and get big?
- What event sparked the start of the organization?

Organizations:

Free The Children

Jobs with Justice

United Students Against Sweatshops

United for a Fair Economy

Clean Clothes Campaign

Sweatfree Schools Campaign (NYS Labor-Religion Coalition)

Workers Rights Consortium

Coalition for Justice in the Maquiladoras

Sweatfree Communities

Global Exchange

Oxfam

International Labour Organization

UNICEF

Discussion:

- What are the different strategies and goals of the different organizations researched?
- What similarities and what differences do you see between the organizations?
- What organizations could be linked together in that their goals are the same?
- Give examples of different campaigns that the organizations researched do.

2. Key Ingredient for Success: Solidarity versus Charity (10 minutes)

Hand out or write on the board the following quote by Latin American author Eduardo Galeano:

"Charity consoles but does not question. 'When I give food to the poor, they call me a saint,' said Brazilian bishop Helder Camara. 'And when I ask why they have no food, they call me a communist.'

Unlike solidarity, which is horizontal and takes place between equals, charity is top-down, humiliating those who receive it and never challenging the implicit power relations. In the best of cases, there will be justice someday, high in heaven.

Here on earth, charity doesn't worry justice, it just tries to hide it."

Source - from *Upside Down: A Primer for the Looking-Glass World*, New York, Metropolitan Books, 2000. pp. 311-312.

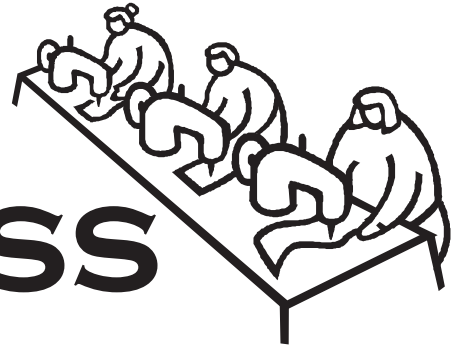
Discussion:

- What is the message of this quote? What message do you think the author is trying to convey?
- Do you agree with Galeano's quote? Does charity just try to hide injustice?
- Why would it be in your self-interest to contribute to workers and child rights?
- What can you do?
- Have a brainstorming session on what students can do to change all that they have read about. Look at all the different organizations researched and maybe pick one to work with on one of the campaigns.



Sweatshops

GLOBAL
AWARENESS



RESOURCES

NATIONAL LABOR COMMITTEE

(212) 242-3002 – www.nlcnet.org

An Example of Working Conditions in a Sweatshop

Mandatory 11 to 12 hour daily shifts, from 7:00 a.m. to 6:00 p.m., five and six days a week. At the extreme, workers could be at the factory 61 to 69 1/2 hours a week.	Workers earn just 24 cents for each \$50 Sean John sweatshirt they sew; 15 cents for each \$40 long-sleeved T-shirt they sew for Sean John or Rocawear, and just 5 cents for each short-sleeved T-shirt they sew. Wages amount to less than one-half of one percent of the retail price.
75 to 98 cents an hour wages, or \$33.15 to \$50.18 , for an average 51-hour workweek.	Mandatory pregnancy tests, women testing positive are immediately fired.
There is no overtime pay.	Speaking is prohibited.
Drinking water is filthy , containing fecal matter, and access to drinking water is monitored and limited.	Guards give body searches to the workers when they enter or leave the factory.
Workers report suffering from repetitive motion wrist and back injuries.	Workers need permission to use the bathroom, and must present a 'toilet pass' stamped by a supervisor to the security guard at the toilet.
Denial of freedom of association and an atmosphere of intimidation and fear. In June and August, 15 workers suspected by the company of organizing were fired.	The SETISA company has not inscribed its employees in the country's Social Security Health Care system, which is mandatory for all companies.
Excessively high production goals. Workers cannot leave the factory until their production goal is completed. Workers can be suspended for three days or more, without pay, for failing to reach their production goal.	Corporate audits a farce: Visits are known in advance. The factory is cleaned, and soap and toilet paper are put in the bathrooms. Workers are coached and threatened to lie, instructed to tell the auditors that factory conditions and treatment are good.

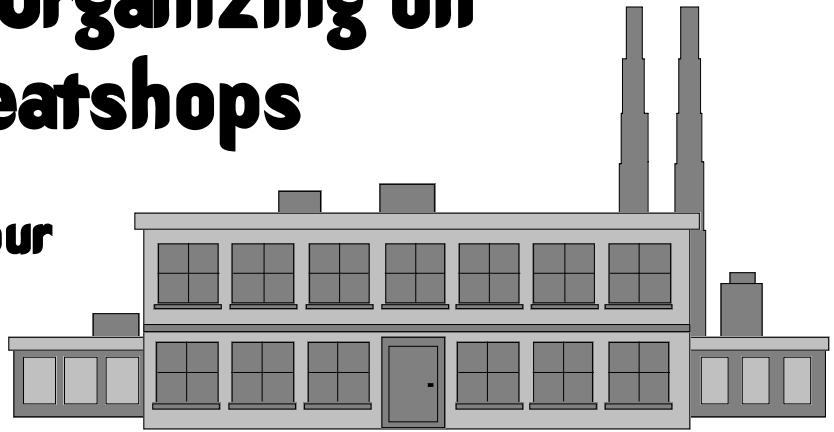
WEB SITES ON SWEATSHOPS

Find Out For Yourself!

Resource Center of the Americas (follow youth organizing link)	www.americas.org
Behind the Label	www.behindthelabel.org
Nike Living Wage Project	www.nikewages.org
National Labor Committee (& Student Committee Against Labor Exploitation)	www.nlcnet.org
Maquila Solidarity Network	www.maquilasolidarity.org
U.S. Labor Education In The Americas Project	www.usleap.org
Campaign for Labor Rights	www.campaignforlaborrights.org
Sweatshop Watch	www.sweatshopwatch.org
UNITE! (U.S. Garment Workers Union)	www.uniteunion.org
AFL-CIO	www.aflcio.org/sweatfree/index.htm
CorpWatch	www.corpwatch.org (Issues-Sweatshops)
Community Aid Abroad's Nikewatch	www.caa.org.au/campaigns/nike
Global Exchange	www.globalexchange.org
Clean Clothes Campaign	www.cleanclothes.org
Co-Op America	www.sweatshops.org
Responsible Shopper (research companies/brands you like)	www.responsibleshopper.org
United Students Against Sweatshops (college level activism)	www.usanet.org
Workers Rights Consortium (independent factory monitoring group)	www.workersrights.org
Hands Across the Border Foundation, Inc.	www.handsacrosstheborder.org
Environmental Education Exchange	www.eeexchange.org

YO! Youth Organizing on Sweatshops

Students - Raise Your Voice for Social Change!



WHO: **YO!** is a group of high school and junior high students who are interested in finding out more about **SWEATSHOPS** and **WORKERS RIGHTS** and who want to take effective actions to make our world a better place to live for everyone.

WHAT: A Youth Organizing group, based out of the Resource Center of the Americas. We give presentations in classes, help students start groups at their own schools, and are active in local and national efforts **to STOP sweatshop practices** worldwide. We run the **MINNESOTA SWEATFREE SCHOOLS CAMPAIGN**, which was just successful in Minneapolis and now is expanding to other districts. We offer speaker training and leadership opportunities in abundance.

WHERE: The Resource Center of the Americas, 3019 Minnehaha Ave., South, just off Lake Street in Minneapolis.

WHEN: We meet every other Monday from 6:30 p.m. – 7:30 p.m. at the Resource Center.

Come, join us and learn how **YOU CAN HELP** end the exploitation of workers and young people around the world!

Learn what you can do to be in solidarity with workers and how you can promote **HUMAN RIGHTS** and **JUSTICE** for all of us.

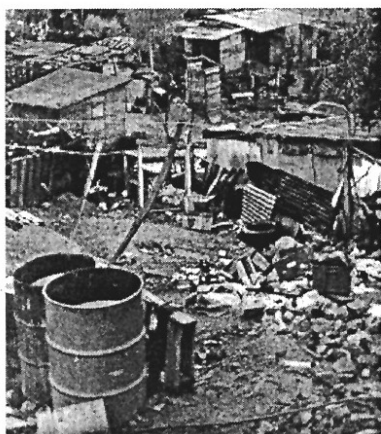
Questions, comments, concerns: Call us at **612-276-0788 ext. 18**,
or email us at **yo@americas.org**

Sweatfree Minneapolis

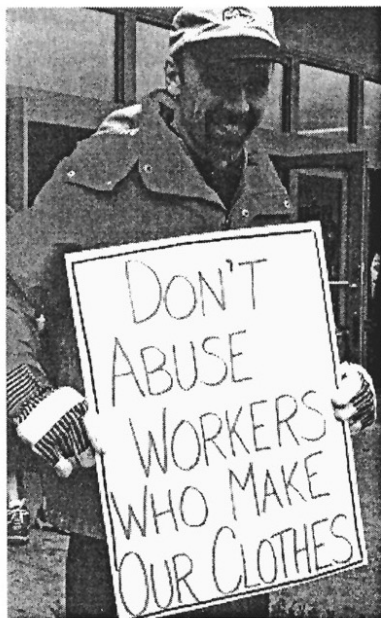
**An initiative for partnering with the City of Minneapolis
for a sweatfree apparel and footwear purchasing policy
and to inform the public about sweatshop abuses**



Garment sweatshop worker – Nicaragua



Sweatshop workers' housing – Mexico



The problem

Most apparel and footwear sold in this country are made under highly abusive conditions. The great majority of workers in these industries face wages that do not provide basic necessities for their families, extremely long hours of work, and denial of their right to freely form or join unions. Various other abuses including child labor, forced labor, dangerous work conditions and pregnancy discrimination can also be found in these industries.

The solution

In recent years students, faith-based communities, trade unionists and others have worked to clean up these industries, often partnering with sweatshop workers. The objective is to improve the conditions in the factories, not to shut them down. Now anti-sweatshop groups have begun working to have cities, counties, states and school districts adopt sweatfree purchasing policies.

The Sweatfree Minneapolis initiative calls upon the City of Minneapolis to adopt such a sweatfree purchasing policy. This policy would require that apparel and footwear purchased or rented by the City of Minneapolis (mostly uniforms) be manufactured under conditions that respect workers' basic rights, provide at least a non-poverty wage, provide a safe and healthy workplace, do not require inhumanely long work hours, and respect environmental protection laws. In cases in which no supplier that meets these criteria can be found, a preference for vendors that come closest to these standards would be shown.

What you can do

Help educate and organize! Talk with your friends and neighbors about sweatshop conditions and the Sweatfree Minneapolis initiative.

Community members and groups can arrange for a presentation to their group about sweatshop abuses and how, as a community, we can help to change current sweatshop practices.

City workers: talk with your co-workers! Uniformed union members can work together with members of their locals to help ensure that their uniforms are made under fair conditions.

Get involved today! For further information

Call the Resource Center of the Americas at 612-276-0788 x 31

Please see other side for FAQs about Sweatfree Minneapolis

Frequently Asked Questions about SweatFree Minneapolis

Why should I care about sweatshops?

Everyone who wears clothes is affected by sweatshops. Some three-quarters of the clothing sold in the United States is made in sweatshops. Apparel and footwear purchased or rented by the City of Minneapolis may be made under sweatshop conditions. The proliferation of sweatshop production in many industries has also contributed significantly to the loss of decent-paying U.S. manufacturing jobs.

What would a sweatfree purchasing policy require?

It would require that apparel and footwear purchased or rented by the City of Minneapolis be made in workplaces in which workers have their rights are respected, are paid a non-poverty wage, are not forced to work inhumanely-long hours and in which workers' health and safety and the environment are protected.

Are there sweatfree sources for apparel and footwear?

There are sweatfree sources for most of the apparel goods that the City of Minneapolis purchases. If a sweatfree source cannot be found for a particular item, the City of Minneapolis could select a supplier that comes closest to adhering to the purchasing policy.

However, part of the reason that school districts, cities, counties, and states are being asked to adopt a sweatfree purchasing policy is to begin to provide incentive for apparel and footwear manufacturers to clean up the sweatshops in their industry. As more and more public-sector purchasers adopt sweatfree purchasing policies, manufacturers will have to begin competing for business on the basis of adherence to fair business practices. The City of Minneapolis can become one of the nation's leaders in this effort.

Will it be expensive for Minneapolis to switch to sweatfree uniform apparel and footwear?

No. Labor costs in the manufacture of apparel and athletic equipment are usually one percent or less of the retail cost of the item. Significant improvements in wages paid to sweatshop workers would affect the cost of the products to the City of Minneapolis only slightly. Moreover, some products made in non-sweatshop conditions are readily available and most sell for prices similar to those for products made in sweatshops.

How would the City of Minneapolis enforce a sweatfree purchasing policy?

The City of Minneapolis would require vendors to vouch that the products they provide are made under conditions that comply with the sweatfree purchasing policy. They would also be required to disclose the locations of the factories where the products are made. Vendors that supply false information would be subject to termination.

How can I help?

Set-up a presentation in your community group, union local or neighborhood to get the word out about sweatshop abuses and how, as a community, we can help to change current sweatshop practices. Please call the Resource Center of the Americas at (612) 276-0788 ext. 31, to arrange a visit today.

Resource Center of the Americas
3019 Minnehaha Ave
Minneapolis, MN 55406
612-276-0788
www.americas.org

Books and Curricula for Global Justice

Note: All books and curricula that are starred are available from the Teaching for Change catalog, www.teachingforchange.org, or 800-763-9131.

THE GLOBAL ECONOMY: FRAMING THE ISSUES

Against Empire

Michael Parenti.

San Francisco: City Lights Books, 1995.

Critical essays on U.S. foreign policy.

The Case Against The Global Economy

edited by Jerry Mander and Edward Goldsmith.

San Francisco: Sierra Club Books, 1996.

An impressive collection of essays on all aspects of globalization from some of the most distinguished activists and scholars around.

A Citizen's Guide to the World Trade Organization

Steven Shrybman.

Toronto: James Lorimer and Co. and Canadian Centre for Policy Alternatives (www.policyalternatives.ca), 1999.

A valuable overview of the effects of the World Trade Organization and the regime of free trade.

Corporations Are Gonna Get Your Mama: Globalization and the Downsizing of the American Dream

Kevin Danaher, ed.

Monroe, ME: Common Courage Press, 1996.

A collection of short critical essays on globalization and resistance.

Democratizing the Global Economy

Kevin Danaher, ed.

Monroe, ME: Common Courage Press, 2001.

Short articles describe popular challenges to the policies of the International Monetary Fund and the World Bank. Many of these could be used with students.

***Eyes of the Heart: Seeking a Path for the Poor in the Age of Globalization**

Jean-Bertrand Aristide.

Monroe: ME: Common Courage Press, 2000.

A short but moving book about the plight of the poor in a time of market domination. Clear and brief chapters could be used with students.

***The Field Guide to the Global Economy**

Sarah Anderson and John Cavanagh, with Thea Lee.

New York: The New Press, 1999.

Illustrated with charts, graphs, and political cartoons, this accessible and engaging guide reveals the harmful effects of corporate-driven globalization. It explains current trends in the global economy, the driving forces behind globalization, and the organi-

zations and individuals working to reverse these destructive forces.

50 Years is Enough:

The Case Against the World Bank and the International Monetary Fund

edited by Kevin Danaher.

Cambridge, MA: South End Press, 1994.

A short but important book that offers a devastating overview of the negative impact of the debt crisis and "structural adjustment programs." Lots of case studies that could be drawn on for classroom activities.

Global Ethnography: Forces, Connections, and Imaginations in a Postmodern World

Michael Burawoy, et al.,

Berkeley: University of California Press, 2000.

A collection of provocative ethnographies which look at the interaction between local struggles and global forces.

Global Village or Global Pillage: Economic Reconstruction from the Bottom Up

Jeremy Brecher and Tim Costello.

Cambridge, MA: South End Press, 1994.

Provides a helpful wider framework to consider the "race to the bottom," but also focuses on grassroots responses worldwide. Good source of examples and quotes to share with students. [See also the video of the same title.]

Globalization from Below

Jeremy Brecher, Tim Costello, and Brendan Smith.

Cambridge, MA: South End Press, 2000.

A useful book to reflect on organizing choices to confront globalization from above.

Globalize This!

The Battle Against the World Trade Organization and Corporate Rule

edited by Kevin Danaher and Roger Burbach,

Common Courage Press, 2000.

A valuable collection of short readings that capture the breadth of the anti-globalization movement that coalesced in Seattle in late 1999.

***Invisible Government:**

The World Trade Organization — Global Government for the New Millennium?

Debi Barker and Jerry Mander. San Francisco:

International Forum on Globalization, 1999.

The best short introduction to the rationale behind and the workings of the World Trade Organization. The authors provide several case studies to highlight their points.

From *Rethinking Globalization • Teaching for Justice in an Unjust World*, edited by Bill Bigelow and Bob Peterson.

***No Logo: Taking Aim at the Brand Bullies**

Naomi Klein.

New York: Picador, 1999.

A lively and wide-ranging book that takes a critical look at corporate marketing and production strategies. Klein also documents the contradictions of many of these corporate policies and how they contribute to the growth of opposition movements.

***A People's History of the United States**

Howard Zinn.

New York: HarperCollins, 1995.

The best single-volume U.S. history. Lays the groundwork for understanding the role of the United States in world affairs.

Shifting Fortunes: The Perils of the Growing American Wealth Gap

Chuck Collins, Betsy Leondar-Wright, and Holly Sklar.

Boston: United For a Fair Economy, 1999.

Very readable handbook with many charts and graphs showing the increasing wealth divide in the United States.

***Upside Down:**

A Primer for the Looking-Glass World

Eduardo Galeano.

New York: Henry Holt, 2000.

A funny, brilliant, wide-ranging look at the latest incarnation of globalization. Much of this book could be excerpted for classroom use.

Views from the South:

The Effects of Globalization and the WTO on Third World Countries

edited by Sarah Anderson.

San Francisco: International Forum on Globalization, 1999.

Defenders of corporate globalization are fond of criticizing opponents as ex-hippies and "paid union activists," and claim that people in the Third World are hungry for more not less globalization. Here is a book that presents essays by such prominent Third World scholar-activists as Vandana Shiva, Walden Bello, Martin Khor and Orono Douglas that reveal the concrete effects of capitalist globalization.

***The War on the Poor**

Randy Albelda, Nancy Folbre, and the

Center for Popular Economics.

New York: New Press, 1996.

A readable description of how current U.S. welfare policy harms the poor and doesn't eliminate domestic poverty. Great graphics, classroom-friendly.

COLONIAL ROOTS OF GLOBAL INEQUALITY

Capitalism and Slavery

Eric Williams.

University of North Carolina Press, 1994.

A look at the relationship between the rise of capitalism and the transatlantic slave trade.

The Colonizer and the Colonized

Albert Memmi.

Boston: Beacon, 1967.

A classic critical treatise on colonialism.

Discourse on Colonialism

Aimé Césaire.

New York: Monthly Review, 1972.

A succinct, angry, poetic indictment of colonialism by the Martinique scholar-activist, Césaire. Parts could be used with students.

How Europe Underdeveloped Africa

Walter Rodney. Washington, DC:

Howard University Press, 1981.

A detailed and well-documented analysis of the impact of European colonialism on Africa.

King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa

Adam Hochschild.

New York: Mariner Books, 1998.

An in-depth look at the history of colonialism and resistance in central Africa. An excellent book to complement Barbara Kingsolver's *The Poisonwood Bible*.

No Trespassing: Squatting, Rent Strikes, and Land Struggles Worldwide

Anders Corr.

Cambridge, MA: South End Press, 1999.

A fine account of struggles throughout the world, from the homeless of New York City's Tompkin Square to the agricultural workers on Chiquita banana plantations in Honduras. Several uplifting stories worth sharing with students. Excellent bibliography.

***Open Veins of Latin America: Five Centuries of the Pillage of a Continent**

Eduardo Galeano.

New York: Monthly Review Press, 1998.

The classic indictment of imperialism in the Americas.

School of Assassins

Jack Nelson-Pallmeyer.

Maryknoll, NY: Orbis Books, 1997.

Presents the case for closing the School of the Americas, which trains military officers from countries of Latin America, some of whom have been implicated in torture and suppression of people's movements in their country.

Stolen Continents: The "New World" Through Indian Eyes Since 1492

Ronald Wright.

New York: Viking, 1992.

An examination of the "discovery," resistance, and rebirth of five major Native nations: Aztec, Maya, Inca, Cherokee, and Iroquois.

What Do You Know About Racism?

Pete Sanders and Steve Meyers.

Copper Beach Books, 1995.

A children's book from England that directly addresses racism with clear definitions and realistic comic strips. Gr. 4/up.

GLOBAL SWEATSHOPS

Behind the Swoosh: The Struggle of Indonesians Making Nike Shoes

edited by Jeff Ballinger and Claes Olsson.

Upsalla, Sweden: Global Publications Foundation, 1997.

A collection of articles and documents about Nike.

The Global Factory: Analysis and Action for a New Economic Era

Rachael Kamel.

Philadelphia: American Friends Service Committee, 1990.

A bit dated, but offers still-useful short examples about the effects of globe-trotting factories and the variety of ways people resist.

The Maquiladora Reader: Cross-Border Organizing Since NAFTA

Rachael Kamel and Anya Hoffman, eds.

Philadelphia: American Friends Service Committee, 1999.

A collection of articles and resources describing the heroic story of how *maquiladora* workers have organized.

No Sweat: Fashion, Free Trade and the Rights of Garment Workers

Andrew Ross, ed.

New York: Verso, 1997.

A creative collection of photos, writings, and statistics on the status of garment workers in the United States and abroad.

Reclaiming America: Nike, Clean Air, and the New National Activism

Randy Shaw.

Berkeley, CA: University of California Press, 1999.

Recounts how popular activism has played a crucial role in raising awareness about sweatshop abuses around the world.

Runaway America:

U.S. Jobs and Factories on the Move

Harry Browne and Beth Sims.

Albuquerque, NM: Resource Center Press, 1993.

Provides an overview of the history and economics of the phenomenon of corporations moving operations outside of the U.S. Also provides case studies of

how activists, workers, and community leaders have fought against runaway shops.

The Sneaker Book:

Anatomy of an Industry and an Icon

Tom Vanderbilt.

New York: New Press, 1998.

Loads of information on one of the most important clothing items for kids.

Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory

Miriam Ching Yoon Louie.

Cambridge, MA: South End Press, 2001.

A richly detailed book describing the strategies of sweatshop workers to challenge oppressive conditions. Many of these stories could be used with students or drawn upon to create engaging lessons.

With These Hands: The Hidden World of Migrant Farm Workers Today

Daniel Rothenberg.

New York: Harcourt Brace, 1998.

A readable documentation of the U.S. farm labor system through the voices of workers, growers, union organizers, farm worker families and others.

CHILD LABOR

Cheap Raw Materials: How the Youngest Workers are Exploited and Abused

Milton Meltzer.

New York: Viking, 1994.

A fine history of child labor in the United States and how the problem persists today. Gr. 5/up.

Child Labor: A Selection of Materials on Children in the Workplace

compiled by the American Federation of Teachers, International Affairs Dept., 555 New Jersey Ave. NW, Washington, DC 20001-2079

(iadaft@aol.com) (single copy, \$1).

Includes a number of articles that could be useful with students, e.g., "Child Labor in Pakistan," by Jonathan Silvers; and "Six Cents an Hour," by Sydney Schanberg.

Child Labor: A World History Companion

Sandy Hobbs, Jim McKechnie, and Michael Lavalette.

Santa Barbara, CA: ABC-CLIO, 1999.

A one-volume encyclopedia on child labor organized alphabetically. Good library resource.

Child Labor in America

Juliet Mofford, ed.

Carlisle, MA: Discovery Enterprises, Ltd. 1997.

A short collection of first person and primary source material on child labor. 4th grade and up.

A Children's Chorus: Celebrating the 30th anniversary of the Universal Declaration of the Rights of the Child

by UNICEF. [See "Picture Books."]

From *Rethinking Globalization • Teaching for Justice in an Unjust World*, edited by Bill Bigelow and Bob Peterson.

Exploitation of Children

Judith Ennew.

Austin, TX: Raintree Steck-Vaughn, 1997.

An internationalist perspective that describes both the conditions and types of child exploitation along with efforts by people organizing against it.

Iqbal Masih and the Crusaders Against Child Slavery

Susan Kuklin.

New York: Henry Holt and Company, 1998.

An excellent biography that sets the short life of Iqbal Masih in the context of the historic struggle against child labor. Gr. 5/up.

Kids at Work: Lewis Hine and the Crusade Against Child Labor

Russell Freedman.

New York: Clarion Books, 1994.

An impressive collection of Hine's photos and an accessible description of his life work. Students will be amazed by his photographs.

Listen to Us: The World's Working Children

Jane Springer.

Toronto: Groundwood Books, 1997.

A beautifully done book with impressive photos that clearly lays out the story of child labor in the world and how people are fighting against it.

Mother Jones and the March of the Mill Children

Penny Colman.

Brookfield, CN: Millbrook Press, 1994.

A story book with quality photos that tells of the historic march against child labor in 1903.

One Day We Had to Run

Sybella Wilkes.

Brookfield, CN: Millbrook Press, 1994.

Child refugees from Sudan, Somalia, and Ethiopia tell their stories in words and paintings.

Stolen Dreams:

Portraits of Working Children

David Parker.

Minneapolis, MN: Learner Publications Co., 1998.

Striking black and white photos of children working throughout the world. Accompanying text includes many primary sources with children describing their working conditions, struggles and dreams.

Voices from the Fields: Children of Migrant Farm Workers Tell Their Stories

S. Beth Atkin.

Boston: Little, Brown, and Co., 1993.

Interviews and photographs that describe the reality of child labor in American fields.

We Have Marched Together: The Working Children's Crusade

Stephen Currie.

Minneapolis, MN: Learner Publications, 1997.

A description of the 1903 march against child labor

led by Mother Jones in which children marched from Kensington, PA to Oyster Bay, New York.

Quality photos and inspirational quotes from Mother Jones. Gr. 5/up.

We the Children

UNICEF.

New York: W.W. Norton & Co., 1990.

Photographs by the world's leading photojournalists show diverse children at play, school, work, and rest.

JUST FOOD?/CULTURE, POWER AND THE ENVIRONMENT

Against the Grain: Biotechnology and the Corporate Takeover of Your Food

Marc Lappé and Britt Bailey.

Monroe, ME: Common Courage Press, 1998.

This book focuses especially on Monsanto to evaluate the corporate claims for the benefits of genetically engineered food.

Ancient Futures: Learning from Ladakh

Helena Norberg-Hodge.

San Francisco: Sierra Club Books, 1991.

Tells the story of Ladakh in northern India to highlight the way in which development is destroying ecologically viable indigenous cultures. See also the video *Ancient Futures*, an important classroom resource.

Biopiracy:

The Plunder of Nature and Knowledge

Vandana Shiva.

Cambridge, MA: South End Press, 1997.

A passionate but scholarly denunciation of the West's plunder of Third World biodiversity.

The Fate of the Forest: Developers, Destroyers and Defenders of the Amazon

Susanna Hecht and Alexander Cockburn.

New York: Harper Perennial, 1994.

An important overview of the social and ecological dynamics of rainforest destruction and resistance. Helpful appendices — interviews, manifestos, truths and myths, etc. — that could be excerpted for students.

A Green History of the World: The Environment and the Collapse of Great Civilizations

Clive Ponting.

New York: Penguin, 1991.

A history book that pays especially close attention to the effects of colonialism and neo-colonialism on the earth and the indigenous people who depend on it.

**In the Absence of the Sacred:
The Failure of Technology and
the Survival of the Indian Nations**

Jerry Mander.

San Francisco: Sierra Club Books, 1991.

Mander is director of the International Forum on Globalization. In this book, he offers a powerful critique of cultures based on modern technologies, and argues that these technologies are not politically neutral. Mander explores the negative consequences when these imperialistic cultures collide with indigenous cultures.

**The No-Nonsense Guide
to Climate Change**

Dinyar Godrej, ed.

Toronto: New Internationalist, 2001.

A short, readable summary of the causes and consequences of global warming, focusing on human health, farming, and wildlife.

Power Politics

Arundhati Roy.

Cambridge, MA: South End Press, 2001.

Arundhati Roy writes passionately about a range of issues in this book of essays, but especially about the politics of dams in India — which Roy sees as metaphor for the consequences of “development” worldwide.

**Redesigning Life? The Worldwide
Challenge to Genetic Engineering**

Brian Tokar, ed.

New York: Zed, 2001.

Perhaps the best critical overview to the genetic engineering debates, featuring the most prominent scholar-activists.

**Resource Rebels: Native Challenges
to Mining and Oil Corporations**

Al Gedicks.

Cambridge, MA: South End Press, 2001.

Gedicks chronicles transnational indigenous movements that oppose mining and oil company exploitation. These are some of the most important struggles on the planet.

***Savages**

Joe Kane.

New York: Vintage Books, 1996.

A fast-paced account of the invasion of the Oriente rainforest in eastern Ecuador by U.S.-based oil companies and the resistance of Huaorani Indians. Much of it is suitable for high school use.

Save My Rainforest

Monica Zak. Wonderful illustrations by Bengt-Arne Runnerström.

(Available also in Spanish and Swedish). 1992.

True story of a young boy who leads a mass march to save the rainforest of his country.

***Stolen Harvest:
The Hijacking of the Global Food Supply**

Vandana Shiva.

Cambridge, MA: South End Press, 1999.

Details the impact of the increasing corporate control over the world's food supply. An important and devastating critique.

World Hunger: Twelve Myths

Francis Moore Lappé, Joseph Collins and Peter Rosset.

New York: Food First/Grove, 1998.

This book marches through the most widely held myths about why people are hungry around the world, and punctures them one by one. The authors argue that overpopulation, lack of technology, or failure to apply modern farming techniques, are not to blame for hunger. The issue is how land is owned and controlled — too much marketplace, not enough democracy.

**The World is Not for Sale:
Farmers Against Junk Food**

José Bové and François Dufour.

New York: Verso, 2001.

Interviews with French farmer José Bové, a prominent activist against corporate-driven globalization of food, and François Dufour, General Secretary of the French Farmers' Confederation.

CURRICULA/REFERENCE BOOKS

***The A to Z of World Development**

edited by Andy Crump and Wayne Ellwood.

The New Internationalist, 1998.

A valuable reference book for student research. It includes over 600 entries on key terms and concepts for understanding global issues.

***Beyond Heroes and Holidays**

edited by Deborah Menkart, Enid Lee,

Margo Okazawa-Rey.

Washington DC: NECA, 1998.

A compilation of teaching and staff development activities that emphasize anti-racist, social justice approaches.

***Caribbean Connections**

edited by Catherine Sunshine.

Washington, D.C.: Network of Educators on the Americas/EPICA, 1991.

Stories, interviews, songs, drama, and oral histories, accompanied by lesson plans for secondary language arts and social studies. Separate volumes on Puerto Rico, Jamaica, Regional Overview, and Moving North.

***Child Labor is Not Cheap**

Amy Sanders and Meredith Sommers.

Minneapolis: Resource Center of the Americas, 1997.

A three-lesson unit for grades 8-12 on the 250 million children throughout the world who spend most of their day on the job.

***Seeing Through Maps: The Power of Images to Shape Our World View**

Ward Kaiser and Denis Wood.
Amherst, MA: ODT, 2001.

A provocative book to get students thinking critically about the politics of how the world is represented in maps.

75/25: Development in an Increasingly Unequal World

edited by Colm Regan
Birmingham, England: The Development Education Centre. [Gillett Centre, 998 Bristol Road, Selly Oak, Birmingham, England B29 6LE.], 1996.
Contains many lessons that examine inequalities between the global North and the South.

Sweatshop Series

Susan Gage, Richard Morrow and Stacey Toews. Victoria, British Columbia: VIDEA, 2001.

This series includes three short booklets — *Sweatshops: Clothes; Barbie's Trip Around the World; and Behind the Swoosh: Facts about Nike* — along with with a 44-page teaching guide for the entire series. This is a valuable resource, with lots of helpful teaching ideas.

***Teaching Economics As If People Mattered: A High School Curriculum Guide to the New Economy**

Tamara Sober Giecek.
United for a Fair Economy, 2000.

Field-tested by high school teachers, this innovative economics curriculum looks at the human implications of economic policies.

***That's Not Fair: A Teacher's Guide to Activism with Young Children**

Ann Pelo and Fran Davidson.
St. Paul, MN: Redleaf Press, 2000.

Children have a sense of what's fair and what's not. This book helps teachers learn to use this characteristic to develop children's belief that they can change the world for the better. Includes real-life stories of activist children, combined with teachers' experiences and reflections. Original songs for children and a resource list for both adults and children.

***A Very Popular Economic Education Sampler**

The Highlander Research and Education Center, 1997.
Skits, role plays, group-building activities and methods for identifying and analyzing issues.

The Universal Declaration of Human Rights: An Adaptation for Children

Ruth Rocha and Otavio Roth.
New York: United Nations, 1995.

A concise description of both the origins and content of the Declaration. Simple yet well-illustrated.

***The World Guide: An Alternative Reference to the Countries of Our Planet**

compiled by the Third World Institute.
The New Internationalist, 2000.

Profiles the countries of the world, but in addition to including standard information about history and politics, it also addresses the environment, women's roles, human rights, militarism, etc.

FICTION

All Souls Rising

Madison Smartt Bell.
New York: NY Penguin Books, 1995.

A powerful novel of the 1790s Haitian slave rebellion which explores issues of class, color, and freedom.

Buru Quartet

Pramoedya Ananta Toer.
New York: Penguin, 1996.

(A four book set: *This Earth of Mankind, Child of All Nations, Footsteps, and House of Glass*.) Sections of each could be used with high school students. The four books chronicle the effects — economic, cultural, psychological — of Dutch colonial rule in the then-Dutch East Indies (now Indonesia), and the growing anti-colonial movements that grew up in response.

Chain of Fire

Beverley Naidoo.
New York: HarperTrophy, 1993.

Fifteen-year-old Naledi fights against resettlement of her village under the apartheid South African government. (Sequel to *Journey to Jo'Burg*.) Gr. 6/up.

Charlie Pippin

Candy Dawson Boyd.
New York: Puffin, 1988.

Charlie, an African-American 11-year-old girl, gets in trouble for setting up an illegal store in her school. But her real trouble revolves around understanding her Vietnam War veteran father. When she sets up a "war and peace" committee in school she begins to understand a lot. Gr. 5/up.

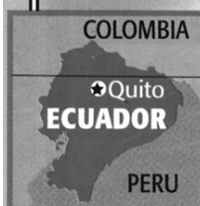
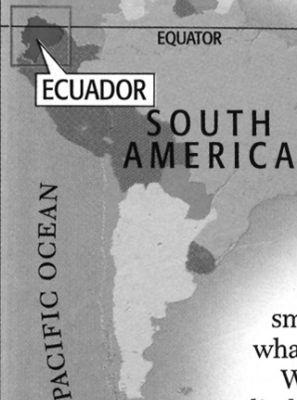
***Color of My Words**

Lynn Joseph.
New York: HarperCollins, 2000.

A beautifully written book from the perspective of Ana Rosa Hernandez, a poor 12-year old girl in the Dominican Republic, who loves to write but must steal paper to be able to do so. When the government threatens to bulldoze her village to expand the tourist trade, Ana's family and her community must come together for a life-threatening struggle. Gr. 5/up.

HARD AT

Many kids in Ecuador go to work instead of school



TEN-YEAR-OLD WILBUR CARREÑO is less than four feet tall and weighs only 50 pounds. He is small for his age. That's exactly what makes him good at his job.

Wilbur spends his afternoons climbing banana trees four times his height. He expertly ties the heavy stalks of bananas so the trees won't droop from the weight of the fruit. "I've been working since I was 8," he told TFK. "I finish school at noon and then go to the field."

In Wilbur's poor country of Ecuador, one in every four children is working. An estimated 69,000 kids toil away on the vast banana plantations along the country's coast. Ecuador is the world's largest banana exporter. Kids working in the industry are exposed to harmful chemicals, pull loads twice their weight and use sharp, heavy knives.

— DO KIDS BELONG ON THE JOB? —

Child labor is certainly not limited to Ecuador. The United Nations estimates that 250 million kids around the world are forced to work. Many countries don't have laws limiting kids' work.

A concerned group called Human Rights Watch conducted a study of Ecuador's banana plantations last April. They found that most children begin working on plantations around age 10. Their average workday lasts 12 hours! By age 14, 6 out of 10 no longer attend school. Many

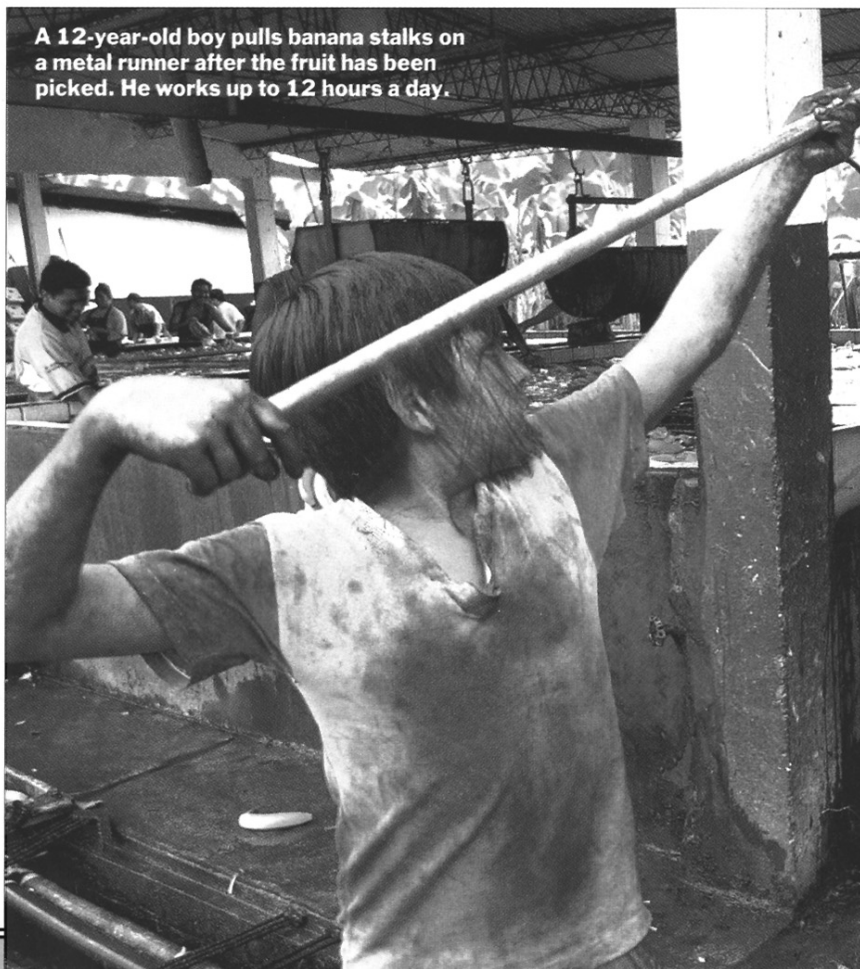
families face the difficult choice of either putting food on their tables or sending their kids to school.

The family of Alejandro, 12, struggles with that choice. Alejandro has had to work beside his father, Eduardo Sinchi, on a plantation. "I don't want my kids to work," says Sinchi. "I want them in school, but we have few options." Sinchi has nine children and earns as little as \$27 a week. "It isn't even enough for food, let alone school, clothes, transportation."

HARD WORK FOR LITTLE PAY

Sinchi's pay is typical in Ecuador. The average banana worker earns just \$6 a day. One reason pay is so low is that Ecuadorians are not allowed to form work groups called unions. In countries like Costa Rica, where laws allow unions, some banana workers earn \$11 a day. Such countries have fewer child workers because better pay means parents can afford to keep their kids in school.

A 12-year-old boy pulls banana stalks on a metal runner after the fruit has been picked. He works up to 12 hours a day.



This boy makes up to 1,200 boxes a day. They are used to ship bananas to the U.S.

WORK

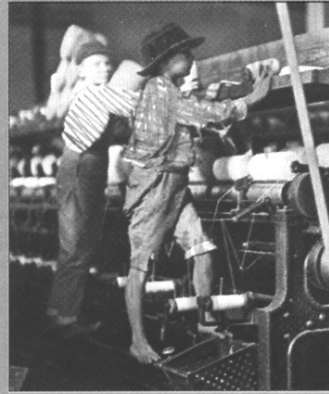
Ecuador's big banana companies have begun to do something about child labor. Last year, they signed an agreement not to hire kids younger than 15 and to protect young workers from chemicals. "We need to eliminate child labor," says Jorge Illingworth, of Ecuador's Banana Exporters Association. But small plantations did not sign the agreement, and, he says, they employ 70% of the kids.

Banning child labor is a start, but it doesn't really help families like the Sinchis. Now that Alejandro can't work, his family suffers more. The answer, most believe, is better pay for Ecuador's adult workers. For that to happen, U.S. shoppers would have to put up with higher banana prices or stop buying Ecuador's bananas to make their point. Guillermo Touma fights to help Ecuador's workers. "If we could raise awareness," he says, "we could raise wages and invest in education for our children." —*By Ritu Upadhyay. Reported by Lucien Chauvin/Ecuador*

go For more information on how to get involved in campaigns against child-labor abuses, go to timeforkids.com/labor



Child Labor in the U.S.A.



LEWIS HINE—CORBIS BETTMANN

The mistreatment of child workers is not just a foreign problem. Throughout its history, the United States has counted on kids to lend

a hand in fields and factories. In the 1800s, children as young as 7 worked in textile mills for 12 hours a day. By the end of the 19th century, almost 2 million kids performed hazardous jobs in mills, mines and factories.

Many concerned citizens worked to change this. Photographer Lewis Hine, who took this photo of young cotton mill workers, was one of them. In 1938, a U.S. law was passed that limits work hours for kids and requires safe conditions. The law still exists, but it is not always enforced. An estimated 800,000 children work illegally in the U.S. today, mostly in farming and related industries. Some work with heavy machinery, poisonous chemicals or under other conditions that could harm them.

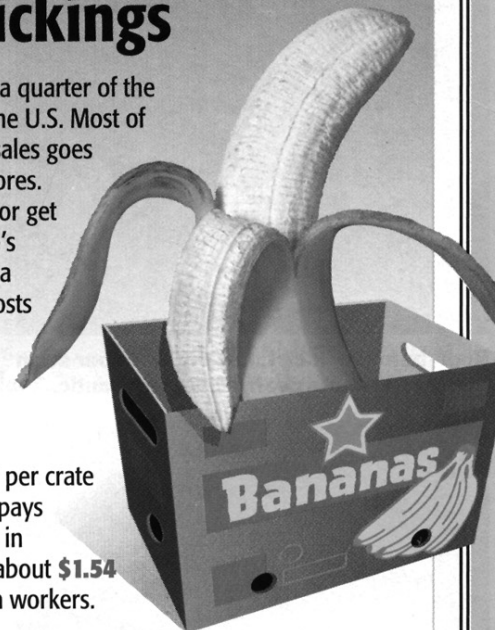
Slim Pickings

Ecuador supplies a quarter of the bananas sold in the U.S. Most of the money from sales goes to U.S. grocery stores. Workers in Ecuador get little money. Here's about how much a 43-pound crate costs as it goes from the plantation to you.

■ **\$2.40** Amount per crate a U.S. distributor pays banana exporters in Ecuador. Of this, about **\$1.54** goes to plantation workers.

■ **\$7.50** What supermarkets pay a distributor for a crate

■ **\$22** What you would pay for 43 pounds of bananas at the grocery store



New York State Labor-Religion Coalition

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800 Troy-Schenectady Road
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Fax: 518/ 213-6414

NEWS CONFERENCE

WHEN: 3 p.m., Wednesday, September 24, 2003

WHERE: Guilderland High School (518/861-8591) soccer fields. 8 School Road, Guilderland. From Western Avenue, turn onto Route 146 (Stewarts at corner) and go 2.3 miles to Guilderland Center. At light, turn left onto School Road. The high school is on the left beyond Guilderland Center Fire Department.

WHY: Gov. Pataki signed the Anti-sweatshop Sports Equipment Law on September 23. Students from the "Free the Children" chapter at Guilderland High School will speak about the importance of schools refusing to buy sports equipment made under unjust conditions and the anti-sweatshop purchasing policy passed in their district in 2002 which applies to school apparel.

WHO:

Brian O'Shaughnessy, Director, New York State Labor-Religion Coalition
Elisa Meredith, Coordinator of the SweatfreeNew York Schools Campaign
Camila Leiva, President, Guilderland High School "Free the Children"

Last Updated 9/24/2003
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from www.labor-religion.org

New York State Labor-Religion Coalition

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FOR IMMEDIATE RELEASE
September 23, 2003

Labor-Religion Coalition Praises Governor For Signing Anti-Sweatshop Sports Equipment Law

ALBANY, NY--The New York State Labor-Religion Coalition applauds Governor Pataki for signing into law a bill that enhances New York State's leadership in the anti-sweatshop, socially responsible business movement.

"Many soccer balls and footballs that will be used by students in New York State schools this fall are imported from Pakistan, India, China or Indonesia," said Elisa Meredith, Sweatfree Schools Coordinator for the New York State Labor-Religion Coalition. "Sources as varied as CorpWatch and the Global March Against Child Labour tell us that only minimal progress has been made in the sports equipment industry since inhumane working conditions and use of child labor were exposed in the 1990's."

This law gives authority to New York's 720 school districts and 84 public colleges to consider the health and well being of the workers who make sports equipment as purchasing decisions are made. "The hundreds of thousands of New York State students who benefit from athletic programs in their schools and colleges must no longer do so at the expense of children and other workers employed by irresponsible manufacturers," said Meredith.

New York laws passed in 2001 and 2002 allow school districts, SUNY, and CUNY to buy apparel from sweat-free vendors. This bill adds sports equipment, expanding the scope of anti-sweatshop purchasing laws one more time.

The Sweat-free Sports Equipment Law allows schools and colleges to require certification that apparel and sports equipment are manufactured according to fair labor standards without child labor. Contractors and subcontractors can be required to provide information about working conditions, compensation, the use of child labor and the right to form a union.

In response to the Sports Equipment Law, a student chapter of the international organization, "Kids Can Free the Children" issued this statement:

from www.labor-religion.org

As members of the Guilderland High School Free the Children chapter, we are thrilled that Governor Pataki signed the bill to add sports equipment to the sweat-free purchasing laws. This is an important step in making sure that as New Yorkers we are not participating in the exploitation of adults and children around the globe.

New York State is saying 'No! We will not accept sports apparel made by workers who receive no benefits. No! We will not accept soccer balls made by the small hands of children. No! We will not accept uniforms made by workers who are barely paid a dollar a day. Yes! We will support companies that pay a living wage and treat their workers fairly!

Camila Leiva, 16, a Guilderland High School Free the Children chapter leader, was part of the effort to establish an anti-sweatshop purchasing policy in her district in 2002. She said, "As the future of the country, we teenagers feel it is important to make a stand against what we believe is wrong with the world. Sweatshops are one of these things. They are not improving the lives of anyone. They are propagating exploitation and poverty."

In October of 1998, the New York State Labor-Religion Coalition initiated its groundbreaking "Sweatfree New York Schools Campaign." It focuses on purchases made by tax-supported institutions rather than the purchasing habits of individual consumers.

Inspired by the New York campaign, students and community groups in Minneapolis and Los Angeles have successfully advocated for anti-sweatshop purchasing policies (including sports equipment) in their cities. The Sweatfree Schools Campaign has also spread to Japan, Canada, the United Kingdom and Germany.

Across the country the message to vendors is increasing in volume: provide apparel and sports equipment made under humane conditions, or do not expect contracts from schools.

Last Updated: 9/24/2003
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from www.labor-religion.org

Pataki Signs Sweatshop Bill

By THE ASSOCIATED PRESS

ALBANY, Sept. 23 — Public colleges and school districts will be able to shun those who sell sporting goods made in sweatshops even if the firms have the lowest bid under a bill Gov. George E. Pataki signed today.

The law could add millions of dollars of market pressure to the anti-sweatshop effort nationwide by diverting the sale of footballs, soccer balls and other equipment, supporters said. The state passed similar bills in 2001 and 2002 that apply to clothing that school stores buy from wholesalers.

"Sweatshops are one of these things that is not improving the lives of anyone, but propagating exploitation and poverty," said Camila Leiva, 16, of Guilderland High School.

from www.nytimes.com

EMPIRE STATE

<http://timesunion.com/capitol/>

STATE EDITOR

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PROTECTING WORKERS



PAUL BUCKOWSKI/TIMES UNION

ATHLETES, such as these at Albany High School, won't have to use equipment made in sweatshops, under a new law.

Governor signs anti-sweatshop bill

Public colleges, schools can refuse to do business with companies that exploit labor

By **MICHAEL GORMLEY**
and **JOEL STASHENKO**

Associated Press

ALBANY — Public colleges and school districts will be able to shun those who sell sports equipment made in sweatshops even if the firms have the lowest bid, under a bill signed Tuesday by Gov. George Pataki.

The law could add millions of dollars of market pressure to the anti-sweatshop effort nationwide by diverting the sale of footballs, soccer balls and other equipment, supporters said. The state passed similar bills in 2001 and 2002 that apply to clothing that school stores buy from wholesalers.

"Sweatshops are one of these things that is not improving the lives of anyone, but propagating exploitation and poverty," said Camila Leiva, 16, of Guilderland High School. She was part of the Sweatfree Schools Campaign of students, unions and religious leaders who supported the bill aimed at schools, the State University of New York and the City University of New York.

Pataki has also signed into law other anti-sweatshop measures.

The governor vetoed a bill Tuesday that would have required a special task force to compile annual reports on a similar



CINDY SCHULTZ/TIMES UNION

SCHOOL JACKETS made in developing countries are sold in Scotia. A new law lets public schools reject low bids from companies that use sweatshops.

sweatshop law related to clothing. The bill also would have empowered the state to levy fines on companies and prohibited public colleges from marketing their school name and trademarks with manufacturers that use sweatshops.

Pataki said the idea of the bill is good, but that the legislation was flawed because it contained an "extraordinarily burdensome mandate" on business that included the reporting of wages. It also would have "summarily terminated" franchise licenses without due process.

In these other developments:

■ Special reporting requirements will not be imposed on New York health providers who perform electroconvulsive therapy on patients, at least in 2003. Pataki announced Tuesday he has vetoed a bill

that would have required quarterly and annual reports to better track how often electroconvulsive therapy, also called shock therapy, is being done in the state.

Pataki said his Office of Mental Health, the state Psychiatric Association, the National Association for the Mentally III in New York State and the Greater New York Hospital Association had assured him ECT is safe and effective at treating some mental illnesses that drug therapies have not remedied.

■ Pataki also vetoed a bill that would have required the state Department of Transportation to conduct a statewide survey of roads and intersections with a high incidence of traffic accidents involving elderly pedestrians.

Law gives schools ability to boycott sweatshops

By SAPNA SRIVASTAVA
Gazette staff writer

Guilderland High School's Katie Ritzko, 17, is all smiles for a new law that gives public schools in New York State the power to refuse contracts for sports equipment made in sweatshops. "It's one more step in the ending of sweatshops and child labor in the world," she said.

Gov. George E. Pataki signed the bill Tuesday, allowing schools in New York to purchase sports equipment and apparel from companies that do not exploit child labor, even if that company does not offer the lowest bid. The law, which took four years to implement, applies to all K-12 school districts, as well as colleges and universities in the SUNY and CUNY systems.

Under the law, schools in New York can buy footballs, soccer balls, and other sports equipment from what people in the business call the "lowest responsible bidder." That means employee compensation, working conditions, employee right to form unions, and the use of child labor must be taken into consideration when determining if a bidder is "responsible."

But Brian O'Shaughnessy of the New York State Labor-Religion Coalition said, "there are no repercussions at this point, despite the law. There is a fiscal

PAGE 12

Sweatshop

Continued from page 3

doing business. Pataki vetoed a bill on Tuesday requiring the state levy fines on companies and learning institutions that market their school name with manufacturers that use sweatshops. He said reporting pay would be a "burdensome mandate" on businesses and the bill would have ended franchise licenses without due process.

To date, almost all soccer balls and footballs used across New York are



Gazette photo by Sapna Srivastava

Guilderland High School students rally in favor of sweatshop ban.

What he means is the law may give school districts the authority over whom they choose as their suppliers, but there is no mechanism in place, in terms of where the money is going to go."

imported from Pakistan, India, China, and Indonesia, which have been accused of exploiting children for the bulk of their labor force. Often these children are indentured laborer who toil 12-hour days in dangerous surroundings, with little money, and no education.

Ritzko, along with a handful of students from Guilderland high school, is a member of the international Free the Children network. The network is committed to helping children globally from poverty and exploitation through leadership and action.

Started in 1995 by a 12-year old Canadian, Craig Keilburger, after he

know before and now that I do, I don't want children to suffer. The more people know, the more they might be willing to change."

O'Shaughnessy explained, "this is a great first step, and we are the first state in the U.S. to pass such a bill. Awareness is key." According to him, districts in Los Angeles and Minneapolis are following suit.

The law will undoubtedly add millions of dollars in pressure to the sweatshop industry statewide. For the kids at Guilderland high school, in the words of Liz Wallis, 16, "we just want to try and make conditions a little better."

See Sweatshops on page 12

How Do Sweatshops and Child Labor Affect Me and My School?

This poster is one of many submitted to the New York State Labor-Religion Coalition in response to that question. The student poster contest is part of their Sweatfree Schools Campaign to raise public awareness about the predominant use of sweatshops and child labor in the apparel industry, especially for school uses such as uniforms and logo-bearing items. The coalition reminds us of the proliferation of sweatshops in this country and abroad, and the unabated use of workers, including children, as laborers. We are energized by the students in public schools and colleges who, despite the corporate power focused on producing unquestioning consumers, show us their creativity in defining a world where learning, not working, is the focus of young people. Take time to look at this poster. Read the small print (on clothing labels too!).

KEY POINTS:

- Sweatshops (which use child labor) are widespread in this country and abroad.
- As consumers, we can play a powerful role in ending the exploitation of sweatshop labor --- find out where your good are made, by whom, and under what conditions. If you're not happy about the answers, don't buy the product.
- Young people have power both as consumers and by working in solidarity with others to end sweatshop exploitation.

ACTIVITIES

LEARNING OUR COLLECTIVE "LABOR HISTORY"

- Research the history of May Day, which commemorates 340,000 workers who struck for an 8-hour workday in 1886. What gains in labor conditions do we now take for granted? What more remains to be done (child care, health provisions, safe working conditions, etc.)?
- Have students interview parents and grandparents to find out what the labor issues were for them during their work lives? Ask older community members who were involved in labor organizing to come talk to the class.
- Invite current labor organization leaders to talk about organizing campaigns. What do employers fear about unions? What do the workers fear?

Labor Is The Source Of All Wealth

Find out if there are any strikes in your community or area. Have students investigate the conflict, using as many sources as possible. What do the newspapers report? What do their parents know or think? What do other community members think? If possible, have students interview the strikers, finding out what their demands are and what the response has been. Teach key vocabulary words: strike, solidarity, scab, shutdown, and boycott.

Create a timeline of labor law in the U.S. What have been the "critical moments" in U.S. labor history?

What is the history of NAFTA and the FTAA? How have these agreements affected unions and workers? What does it mean to buy products that are made in the U.S.A.?

WHAT DO LABOR ISSUES MEAN TO YOUNG PEOPLE?

Create a sweatshop simulation in your classroom. Have the majority of students do jobs that are repetitive, boring and uncomfortable (bending over a desk, for example, filling in dots). Have a small number of students work as "supervisors." Create different levels of benefits for the two groups of students (bathroom breaks, extended lunch, etc.). After a day, switch roles. Ask: Who benefits from such a system? Who loses? Why do people work in sweatshops? Who are the people who work in sweatshops? (age, ethnicity, immigrant status).

Search the web for ways that children have taken active roles against social injustices. What have been the costs? The gains? (See the books *It's Our World, Too: Stories of Young People Who Are Making A Difference* and *We Were There, Too: Young People in US History* by Phil Hoose).

Have each student check to see where their shirts, their shoes and their watch were made? Locate these spots on a map and construct a chart that shows the distribution. What do we know about these places and the conditions under which these products were manufactured?

Discuss the concept of "brand loyalty" and "name brands." What kind of jeans do kids buy? Wear? Where are they made? How much do they cost? Have students look at advertising and the role it plays in convincing us that we "need" certain products. Who benefits from such campaigns? Who loses? How could we change these practices through our own buy-

ing and through political organizing?

On June 2001, two boys (8 and 5) were stopped from selling lemonade on a sidewalk and told they needed a vendor permit. Find out more about this event. Is this an example of preventing the exploitation of child labor? Are there other ways of interpreting this policy? What do students see as the difference between laws that protect children and laws that protect others from children?

EXPRESSING IDEAS THROUGH ART

Take the poster of Child Laborland and divide it into four or six sections. Have students study their portion closely and share what they see. What is the message? How is it communicated? Explore concepts like sarcasm, inference, and interpretation. How can art be used to raise serious questions about unfair practices?

Have students design and create their own poster about a school or community practice they feel is unfair or needs to be changed. [Some stores, for example, do not allow young people in to shop. Or, in some places, young people are followed in stores and harassed.] Have students work in small groups to write text that explains their poster. Discuss with students how they might use their poster to raise public awareness about a specific situation.

Have students create posters and wage a campaign about a labor-related injustice (Nike shoes, migrant farm labor, etc.).

OTHER DATES in May

- May 12th is Mother's Day. Although originally an anti-war holiday, Mother's Day has been transformed into a commercial holiday. Have students explore the origins of the holiday, begun by Julia Ward Howe in 1872. How might we bring the original intent of the holiday back into focus? How do holidays get changed over time and how does capitalism shape the way that events are celebrated (through cards and presents, for example)?
- May 15th is International Conscientious Objectors' Day. Have students explore what it means to be a conscientious objector. Encourage them to find and interview community members who were conscientious objectors in World War II, the Korean War and the Viet Nam War. What would make you a conscientious objector now?

I don't believe in charity. I believe in solidarity. Charity is so vertical. It goes from the top to the bottom. Solidarity is horizontal. It respects the other person. I have a lot to learn from other people. --Eduardo Galeano

May/Peace Calendar 2002

www.syculturalworkers.com • 315-474-1132 • email: scw@syculturalworkers.com

• for everyone • early childhood • elementary • middle school, secondary and adults

Sweatshops

GLOBAL AWARENESS



RESOURCES

ADDITIONAL LEARNING ACTIVITIES

The following activities can be adapted
to the country of your choice.

LESSON 1: AN INTRODUCTION TO THE COUNTRY OF CHILE

TOPIC: Chile — Geography, Politics & Culture

DESCRIPTION: This is intended to be an introductory lesson on life in the country of Chile. Students will use the Internet to search for information and facts about geography, politics, economics, population, weather and culture.

OBJECTIVE: The student will use the Internet to obtain information on Chile. The student will develop a Comparison Chart to compare and contrast life in their home state to that of life in Chile.

STRATEGIES: Web Search and Comparison Chart

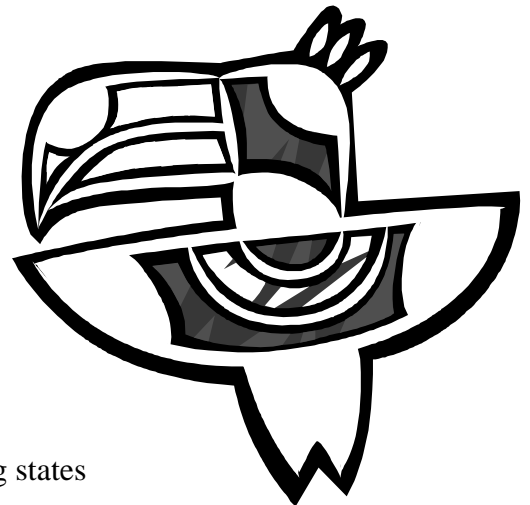
DURATION: 2-3 days (45-50 minute periods)

WEB SOURCES: <http://new.bbc.co.uk/1/hi/world/americas/country>
www.go.grolier.com/
www.nationalgraphic.com/kids
www.yahooligans.com
www.odci.gov/cia/publications/factbook/geos/ar.html
www.brittanica
www.worldalmanacforkids.com
www.aconcagua.org.uk/
www.aconcagua.com/

MATERIALS NEEDED: Computer with Internet access for each student.

HANDOUTS: Chile Web Search
How Global Am I?

OVERHEADS: Maps of local counties and surrounding states
Maps of South America and Chile



LEARNING SEQUENCE:

STEP ONE: INTRODUCTION

Begin by asking students, who has traveled or lived outside the United States? When you've heard from all, ask how many have traveled to a distant state like _____ (name several).

Explain to students that we live in a very global society and talk about what that phrase might mean. Tell students that they are about to take a quiz (for fun) to see just how global they are. Distribute quiz: *"How Global Am I?"* Read questions aloud as students take time to record their answers. Go back over the quiz using the overheads (most students will find that they are not as global as they thought they were).

No matter how students did on the quiz today's lesson will help them to become more global. Explain to students that they are going to begin an exciting look into the country of Chile. Go on to describe how they will be using the internet to help them discover things about the physical geography, government, and culture or daily life of Chile. Finally, after they have had an opportunity to uncover all of the necessary information, they will be asked to compare life in Chile to life at home in the state of _____.

STEP TWO: WEB SEARCH

Explain to students that there is a lot of information available on the Internet about Chile. They will be given a detailed list of the information they will need to find as well as a list of useful web sites. They will need to read the front page of each site they go to and then look at their web search handout to locate the required information. Distribute handout: *"Chile Web Search."* Identify sites listed and the 3 major areas of information they will be searching for. Allow plenty of time for the information search. Depending on the speed of the available computers, 2 days may be required to complete this process.

STEP THREE: COMPARISON CHART

- List the three main areas students researched on the board: Facts, Geography, and Culture.
- Break students into small groups of 3-4.
- Explain to students that they are to go through each of the 3 sections to compare the information they have gathered.
- Next they will list the three areas and choose the most significant to put on their comparison chart. They may want to list those things they will put on their poster on a piece of paper.
- Finally they will identify similar pieces of information for their home state. (Students should not need resources for information on their state but should go with what they know.)
- Give each group a large piece of newsprint and three markers.
- Explain that they will use the information they have and the newsprint to create a comparison chart showing similarities and differences between life in Chile and life at home.
- Three colors of markers can be used. Red for those things unique to Chile, blue for those things unique to students' home state, and green for things that are similar.
- Post and/or share comparison charts when completed.

EXAMPLE OF COMPARISON CHART:

	CHILE	HOME STATE
FACTS:		
GEOGRAPHY:		
CULTURE:		

EVALUATION METHODS:

- Students will turn in their web search describing the problem.
- Students will create a comparison chart to show similarities and differences.



Name: _____

CHILE WEB SEARCH

Use any of the sites provided to uncover the information required on this search. Record your answers as well as the site at which they were found.

PART ONE: JUST THE FACTS

What continent is Chile a part of? _____

Identify 3 bordering countries: _____

What is the average temperature in Chile? _____

The mountain range in this country is: _____

The highest point of the mountain range is: _____

Give the location, and name of the desert in Chile:

Give the location, and name of a volcano in Chile:

Describe the money or currency used:

The predominant language spoken is: _____

Describe the current form of government in Chile:

Draw a picture of the flag:

Sites Used:

PART TWO: PHYSICAL GEOGRAPHY

Chile has a very long coastline with an equally diverse climate and landforms. How long (in miles and kilometers) is the coastline of Chile?

Use the space provided here to draw a sketch of the country of Chile. Include: mountains, rivers, desserts, volcanoes, islands and major cities.

Sites Used:

PART 3: THE PEOPLE & THEIR CULTURE

Music & Dance: Describe the types of music and dance that are popular in Chile.



What is the most popular sport and identify at least one Chilean sports star.

Favorite Foods include:

Describe education in Chile:

What is school life like in Chile? Do students go year round, Monday-Friday? Do all students attend school, even high school? What subjects do they study?

Sites Used:

SUGGESTED SITES:

Use any of these sites to uncover the information required for your search about Chile. Record your answers as well as the site at which they were found.

<http://new.bbc.co.uk/1/hi/world/americas/country>

www.go.grolier.com/

www.nationalgraphic.com/kids

www.yahooligans.com

www.odci.gov/cia/publications/factbook/geos/ar.html

www.brittanica

www.worldalmanacforkids.com

www.aconcagua.org.uk/

www.aconcagua.com/



Others found using keywords: Chile, South America

How GLOBAL AM I?

1. I live in _____
(state) (county) (country) (continent)

2. Three counties that border the one in which I live are:

3. Three states that border the state in which I live are:

4. Our state capital is: _____

5. Chile is a part of what continent? _____

6. The capital of Chile is: _____

7. One country that borders Chile is: _____

8. Is Chile north or south of the equator? _____

LESSON 2: TIMELINE & MURAL OF CHILEAN HISTORY

TOPIC: Chilean History

DESCRIPTION: Students will work in groups to investigate the rich history of Chile. They will be assigned one section of history to become an expert on, with the understanding that they will be responsible for teaching the rest of the class about their period in time. Students will use a variety of methods to reach their objective, including: reading and research, note taking, writing, group work, art, and group presentation.

OBJECTIVE: The students will research a given period of history and write a report of key individuals and events.
The students use their research to construct a time line in both a written format and illustrated in a mural.

STRATEGIES: Research and Writing
Timeline
Art

DURATION: 3-5 days (45-50 minute periods)

MATERIALS NEEDED: Small post-it notes
Resource materials: textbooks, encyclopedias, internet sources, CD-ROM's, library reference materials.
Poster paper and markers for written portion of timeline.
Art supplies for mural portion of the timeline: paints, brushes, chalk, colored pencils and art paper.

HELPFUL WEB SITES: <http://new.bbc.co.uk/1/hi/world/americas/country>
www.go.grolier.com/
www.nationalgraphic.com/kids
www.yahooligans.com
www.odci.gov/cia/publications/factbook/geos/ar.html
www.brittanica
www.worldalmanacforkids.com
www.aconcagua.org.uk/
www.aconcagua.com/



LEARNING SEQUENCE:

STEP ONE: INTRODUCTION

Begin this lesson by brainstorming events in US history. Events can be listed on post-it notes with time designations on the board. Students may put up events when they think they may have happened. Allow plenty of time to list events and get them in order. Explain that this is a quick timeline of US history. The job of your students over the next several days is to be historians. Not of US history, but Chilean history. The exciting thing about this timeline is that it will cover the entire room, it will be both written and illustrated and they will be responsible for one small piece of the puzzle, or timeline. This is a good time to stress that although they have but one part, it is essential to the whole, since the rest of the class is depending on you to teach them the important pieces of information about that time period.

STEP TWO: HISTORIAN SEARCH

Divide students into six groups with each assigned to a different period of history. Explain that there are certain key individuals and events that have occurred during each period.

Their job as an Historian is to:

- Find several sources that explain that period of Chilean history.
- Read and take notes on the most important pieces of information.
- Write a report/summary to include the important people, places, things or events of the time period.

STEP THREE: TIMELINES

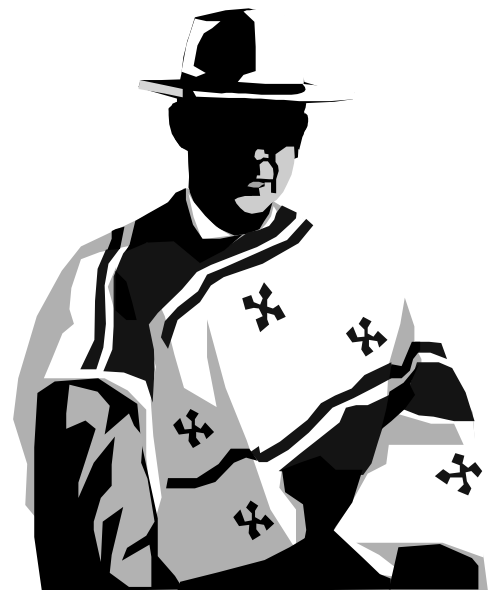
Distribute poster paper and art supplies. As a group, students are to construct a written time line of key dates, events, and people. Finally, the group will use art to illustrate the major events of their time period.

STEP FOUR: PRESENTATIONS

Each group should be given time to present their time period, identify and explain significant items on their time line and describe their mural.

EVALUATION METHODS:

- Students will turn in their Historians Report.
- Students will create the written and illustrated portion of the timeline.



TIMELINE SECTIONS WITH KEY INDIVIDUALS & EVENTS

1520-1800

- The first explorers, conquerors and settlers arrive
- Ferdinand Magellan
- Pedro de Valdivia

1800-1850

- Independence Day
- Bernard O'Higgins
- Joaquin Prieto

1850-1900

- War of the Pacific
- Atacama Desert
- Jose' Manuel Balmaceda
- Jorge' Montt



1900-1950

- Earthquake of 1906--Valparaiso
- What is a Coup d'etat
- Alessandri Prima
- Earthquake of 1939
- United Nations

1950-1975

- Marxism
- Salvador Allende
- Junta (what is it?)
- Augusto Pinochet Ugarte



1975- PRESENT

- Civilian Rule Restored
- Augusto Pinochet
- Plebiscite
- Patricio Aylwin

Historian Name: _____

1520-1800

- The first explorers, conquerors and settlers arrive
- Ferdinand Magellan
- Pedro de Valdivia

Use this sheet to take notes as you do your research. The individuals, or events identified here are those you should include in your report as well as any other you discover and determine to be important to the history of Chile.

[illegible]

Historian Name: _____

1800-1850

- Independence Day
- Bernard O'Higgins
- Joaquin Prieto

Use this sheet to take notes as you do your research. The individuals, or events identified here are those you should include in your report as well as any other you discover and determine to be important to the history of Chile.

[illegible]

Historian Name: _____

1850-1900

- War of the Pacific
- Atacama Desert
- Jose' Manuel Balmaceda
- Jorge' Montt

Use this sheet to take notes as you do your research. The individuals, or events identified here are those you should include in your report as well as any other you discover and determine to be important to the history of Chile.

[illegible]

Historian Name: _____

1900-1950

- Earthquake of 1906--Valparaiso
- What is a Coup d'etat
- Alessandri Prima
- Earthquake of 1939
- United Nations

Use this sheet to take notes as you do your research. The individuals, or events identified here are those you should include in your report as well as any other you discover and determine to be important to the history of Chile.

[illegible]

Historian Name: _____

1950-1975

- Marxism
- Salvador Allende
- Junta (what is it?)
- Augusto Pinochet Ugarte

Use this sheet to take notes as you do your research. The individuals, or events identified here are those you should include in your report as well as any other you discover and determine to be important to the history of Chile.

[illegible]

Historian Name: _____

1975- Present

- Civilian Rule Restored
- Augusto Pinochet
- Plebiscite
- Patricio Aylwin

Use this sheet to take notes as you do your research. The individuals, or events identified here are those you should include in your report as well as any other you discover and determine to be important to the history of Chile.

[illegible]

LESSON 3: TRAVEL LOG

TOPIC: Chilean Life & Culture

DESCRIPTION: Students take a hypothetical journey through Chile by either car or motorcycle. They choose from one of two routes, north to south; or south to north. Students will create an itinerary and travel log of at least 5 places they will visit on a 10-day tour of Chile. Students work in teams of 4 to dig for information on the internet and/or using available resources about the history and significance of each of their chosen stopping points. Information is recorded in a journal or travel log (ideally this is produced on a word processor), pictures and maps are used to illustrate the journal.

OBJECTIVE: The student will create a travelers log that illustrates through pictures and written descriptions a hypothetical journey through Chile.

STRATEGIES: Group Process
Travel Log
Research and Writing

DURATION: 6-8 class periods (45-50 minute periods)

MATERIALS NEEDED: Maps and Travel Resources on Chile
Computer and Printer Access
Resource materials: textbooks, encyclopedias, internet sources, CD-ROM's, library reference materials.
Art supplies for cover

HELPFUL WEB SITES: <http://new.bbc.co.uk/1/hi/world/americas/country>
www.go.grolier.com/
www.nationalgraphic.com/kids
www.yahooligans.com
www.odci.gov/cia/publications/factbook/geos/ar.html
www.brittanica
www.worldalmanacforkids.com
www.aconcagua.org.uk/
www.aconcagua.com/

LEARNING SEQUENCE:

STEP ONE: INTRODUCTION

Place students in groups of four and give each group a map of Chile. Ask them to locate and pronounce several cities from north to south (be sure to highlight significant points you would like them to key in on like the Atacama Desert, Mt. Aconcagua, the Volcano and important cities like Santiago). When the students have identified several points of interest, announce that over the next several days they will be taking a trip through Chile with the other members of their group. They may choose to travel by either car or motorcycle. They will use the internet and other travel resources to plan and document your journey. They will learn how people live, work and play in Chile and record their trip in a traveler's log. The travel log will be completed by each team and should include a journal of historical information, pictures, maps and other graphics of the places they "visit". Each team should combine the talents of each member to complete a well written, interesting, travel log.

STEP TWO: EXPLANATION OF ROLES

Distribute at least one copy of student roles to each group and explain the four roles. Be certain that they fully understand what is expected of them for each area of responsibility. Give students time to choose their role.

The four student roles are:

- Travel Agent
- Historian
- Writer
- Illustrator

STEP THREE: TRANSPORTATION

Distribute Rules of the Road. Have students choose their mode of transportation, either car or motorcycle. They must take into account the requirements of each mode of transportation.

Automobile:

- You can travel up to 400 miles per day.
- You must stay on paved roads.
- You must stop at, at least 10 cities or points of interest on your trip.
- You must complete your trip in no more than 7 days.

Motorcycle:

- You can travel up to 300 miles per day.
- You can ride 2 members per motorcycle
- You must visit at least 10 cities or point of interest on your trip.
- You must complete your trip in no more than 7 days.

STEP FOUR: THE ITINERARY

Distribute Beginning Travel form, one per group. Have students use the Beginning Travel form to pre-plan their trip. They will choose points of interest and cities to visit and create a daily itinerary. This should be included as a part of their final travel log booklet.

Distribute the Final Checklist form, one per group. Have students review the Final Checklist as a team. This will help them to identify all requirements of the trip and keep on track to complete the trip and requirements in the designated time period.

STEP FIVE: WE'RE OFF...

Have students begin their road trip. Each day students must write a Daily Journal Entry to document progress in their designated area of responsibility. Once the trip is complete, students must complete and print the travel log booklet, complete with cover.

EVALUATION METHODS:

- Daily Travel Journal
- Travel Log Booklet

STUDENT ROLES

TRAVEL AGENT

Plans the travel route and stops to be made. Must work closely with other members of the group to choose points of interest all agree on and to communicate important information about the landscape, historical points of interest, picture points and points of cultural interest. The travel agent records information in the itinerary portion of the travel log.



HISTORIAN

Uses available resources to find information about the events that have made an impact on the lives of the people who lived along the travel route. Must work closely with travel agent to locate important historical points of interest. Also must work closely with the writer to describe the history along the way. The Historian writes specific entries in the travel log.

WRITER

Responsible for writing most of the detailed entries in the travel log. Works closely with the travel agent and the historian to develop the written travel log to document each phase of the trip. Also works closely with the illustrator to identify picture points of interest as well as layout of the travel log booklet and the cover.

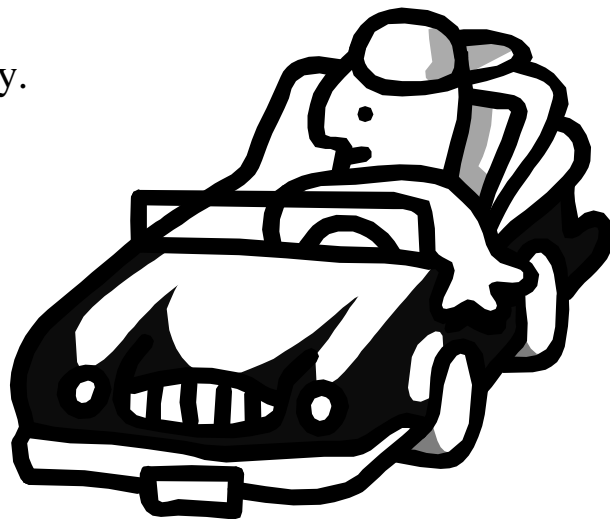
ILLUSTRATOR

Locates pictures and appropriate graphics for each phase of the trip. Keeps map current with a star to indicate each stop made along the journey. Works closely with the travel agent and historian to find pictures. Works closely with writer to plan the layout and organization of the travel log booklet and how the text and pictures will be combined. Is responsible for creating an attractive cover.

TRANSPORTATION RULES OF THE ROAD

AUTOMOBILE

- You can travel up to 400 miles per day.
- You must stay on paved roads.
- You must stop at, at least 10 cities or points of interest on your trip.
- You must complete your trip in no more than 7 days.



MOTORCYCLE

- You can travel up to 300 miles per day.
- You can ride two members per motorcycle
- You must visit at least 10 cities or point of interest on your trip.
- You must complete your trip in no more than 7 days.



BEGINNING TRAVEL PLAN

TEAM NAME: _____

Travel Agent: _____

Historian: _____

Writer: _____

Illustrator: _____

What route have you selected?

What is your selected mode of transportation?

☐ automobile ☐ motorcycle

What cities and points of interest will you visit along your journey?

What types of pictures and graphics do you plan to include? (Be specific.)

DAILY TRAVEL JOURNAL

TEAM NAME: _____ DATE: _____

Each team member will use this form as a way to record daily progress. Make notes about your research, writings, discussions, decisions and progress. Turn in daily so that your teacher can monitor progress and provide feedback. Should also be included as a part of the final Travel Log.

Travel Agent	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Historian	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Writer	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Illustrator	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**STUDENT
CHECK**

TRAVEL LOG CHECKLIST

**TEACHER
CHECK**

	BEGINNING TRAVEL FORM A complete plan of the trip.	
	MAP Includes stars to designate destination points.	
	DAILY JOURNAL ENTRIES Journal entries include daily comments from each member of the team, in all four roles.	
	ITINERARY One page daily written plan of trip, to include starting point, ending point, and all points in between. To include 5-7 days with at least 10 points of interest.	
	DETAILED WRITTEN LOG Includes narrative of factual information about each location as well as tourist attractions.	
	HISTORICAL HIGHLIGHTS At least five points of interest are cited for historical significance. These are included in the narrative as well as illustrated.	
	PICTURES/ILLUSTRATIONS Pictures of each city or point of interest.	
	BIBLIOGRAPHY Includes a sources used (minimum of three).	
	COVER Attractive and colorful.	

LESSON 4: SOCIAL AWARENESS

TOPIC: Child Labor & Sweatshops

DESCRIPTION: Students will learn what a sweatshops is and why they exist. At the same time they will see how children are often used to work in these difficult conditions. They will discover how many of the products they buy contribute to this social problem. Following an introduction to this important social issue, students will be assigned (in groups of two) a point of view. They will be given time to search reasons and rationale to support their point of view. After research, the two opposing points of view will engage in a debate, or dialectal reasoning. Finally each small group of four students will be asked to reach a consensus on which point of view they support and why. The two points of view assigned will be:

1. A child sweatshop laborer who wants their working conditions improved, and who would like to attend school.
2. A business owner, dependent on the low cost of labor in the sweatshop to keep his/he prices competitive in the world market.

OBJECTIVE: The student will gain an understanding of the concepts of child labor and sweatshops.
The student will implement the strategy of Socratic Questioning and Dialectical reasoning to evaluate, justify, judge and defend the issue of sweatshops.

STRATEGIES: Web search and issue-specific Socratic Questioning and Dialectical reasoning.

DURATION: 2-4 days (45-50 minute periods)

WEB SOURCES: www.sweatshops.org
www.americas.org
www.behindthelabel.org
www.globalexchange.org
www.corpwatch
www.pica.ws/cc

MATERIALS NEEDED: World Map

HANDOUTS: The Facts on Sweatshops
Directions and Questioning Types

OVERHEADS: Ground Rules
The Verdict

ABOUT SOCRATIC QUESTIONING & DIALECTICAL THINKING

SOCRATIC QUESTIONING is a mode of questioning that deeply probes the meaning, justification, or logical strength of a claim, position or line of reasoning. Socratic questioning can be carried out in a variety of ways and adapted to many levels of ability and understanding. This strategy teaches students to think about their own thinking and to ask good questions.

DIALECTICAL THINKING is used to test the strengths and weaknesses of opposing points of view. When using this strategy, students are required to consider two or more opposing points of view on an issue that seem to be in competition with each other. Students are assigned a point of view and work to provide support for their assigned point of view. Following a short time for each side to present their support, students are given an opportunity to support their own point of view and point out flaws in other views by using critical insight and questioning techniques. Finally, as a small group students are asked to come up with a group decision on the issue with support for their decision and an explanation of how their position will affect society.

Research on this strategy was done by The Center for Critical Thinking, Sonoma State University, California. The center conducts research and disseminates information on critical thinking instruction for every level of learner from kindergarten through high school.

LEARNING SEQUENCE:

STEP ONE: INTRODUCTION

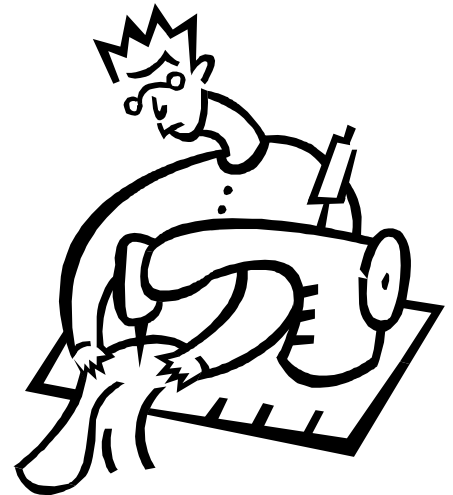
Write on the Board: *"Child Labor" "Sweatshops"*. Introduce the activity by giving the students a few minutes to write in their own words what they think each mean. Ask them for a simple definition. Then through a class discussion write a definition that everyone can agree on.

Introduce Activity: *"According to "Scholastic News" more than 80 million kids between the ages of 5 and 14 work in extremely hazardous conditions, many of these in sweatshops. Many of these sweatshops are actually factories that make some of the clothes that you and I wear. Perhaps we are even wearing some of those today. Let's find out..."*

Ask students to check the tag of their shirt or a partner's (if possible) to see where it was made. Have students mark the country with a pin on a large world map you have placed up front. Make special mention of those from South America and Chile.

STEP TWO: WEB SEARCH

Explain to students that there is a lot of information available on the Internet about this social issue. They will have an opportunity today to find out more about what sweatshops are, and why they exist. Distribute handout *"The Facts on Sweatshops"* and provide students with additional web sites to help students in their search.



STEP THREE: INTRODUCE THE PROCESS OF "DIALECTICAL REASONING"

Discuss what students learned in their web search:

What are sweatshops and what are the reasons they exist.

What would happen if there were no sweatshops?

What are the pros and cons?

Give them time to think about all sides of the issue and record their ideas on the board. Explain that they will be given an opportunity to look carefully at one side of this issue and argue for the support of that position. They will be given time to search for reasons and rationale to support their point of view. Following time for research, the two opposing points of view will engage in a debate, or "dialectal reasoning". Finally each small group of four students will be asked to reach a consensus on which point of view they support and why. The two points of view assigned will be:

1. A child sweatshop laborer who wants their working conditions improved, and who would like to attend school.
2. A business owner, dependent on the low cost of labor in the sweatshop to keep his/he prices competitive in the world market

Divide the class into groups of two and assign each group a position. Distribute *"Sweatshops. Who's side are you on?"* for carrying out the activity.

STEP FOUR: UNDERSTANDING THE PROCESS

Read over the directions to carry out this activity.

1. **Meet with your partner and plan how to argue effectively for your position.** Use reasons already given in class, find others at the web sites provided and come up with them by discussing possible results of this position with your partner. Make sure you both understand the material supporting your position. *(Some teachers will find it more efficient to prepare some of the rationale for students in advance. This saves time.)*
2. **Present your position.** Each pair will have 5 minutes to present their position to another group of two who have an opposing view. Be persuasive in presenting your position. Take notes when the opposing pair present their position. You will be given time to question their position.
3. **Question the defense.** Each group is given 10 minutes to discuss and plan the questions they will ask the opposing group. Your goal is to clarify and poke holes in their defense. Following your planning time, you will each have 5 minutes to question the opposing group and clarify any questions.
4. **Closing arguments.** In 2 minutes or less argue forcefully and persuasively for your position presenting as many facts as you can to support your point of view.
 - Make sure each student understands the procedure.
 - Model good reasons and rationale.
 - Model good questions.



Review "*Ground Rules*" (overhead):

1. You must take your assigned position.
2. Listen even when you don't agree.
3. Everyone participates.
4. All points are valid.

You must use questioning techniques to gain understanding and find flaws in the opposing teams arguments. Focus on coming to a best decision not winning.

STEP FIVE: THE PROCESS

- Students work in-groups of two and then four while completing the process.
- Students should be monitored and kept on track throughout the entire process.
- Students need a timekeeper (the teacher) to let them know when they have 2 minutes, 1 minute, 30 seconds of time left.

STEP SIX: CLOSURE

Instruct students that they must now make a decision. You may say something like: "**Reach a verdict--** *You now must change roles, from defense attorney to jury. Come to a group decision that all four of you can agree with. Summarize your best points to support your position and determine how your position would affect society. You will be responsible for one report from your group. Be prepared to answer questions from the entire class. Do this by answering these three questions.*" (On overhead.)

1. What is your group decision?
2. Why did you come to that position? (Summarize your best points to support your position and write those down.)
3. How does your position affect society, families and the homeless?

EVALUATION METHODS:

- Students will turn in their web search describing the problem.
- Students will develop a list of rationales to support their point of view as well as questions they asked the opposing point of view.
- Students will turn in written responses to group questions explaining their final group position.

THE FACTS ON SWEATSHOPS

Go To: www.sweatshops.org

SELECT: Educate yourself

CLICK ON: The highlighted headings to answer questions 1-4.



1. What is a sweatshop?
2. Does working in a sweatshop improve the lives of people in poor developing countries? Why or Why not? (hint: see myth #2 under sweatshop myth busters.)

3. Why do sweatshops exist? List the 5 reasons given with an explanation of each.

1.

2.

3.

4.

5.

4. What is the key to ending sweatshops?

5. Choose another web site to find out about three companies that use sweatshops and the products they produce. Several web sites are suggested below, or find one on your own.

Web site used: _____

Company _____

Product _____

Company _____

Product _____

Company _____

Product _____

SUGGESTED SITES:

www.americas.org

select a subject: sweatshops

www.behindthelabel.org

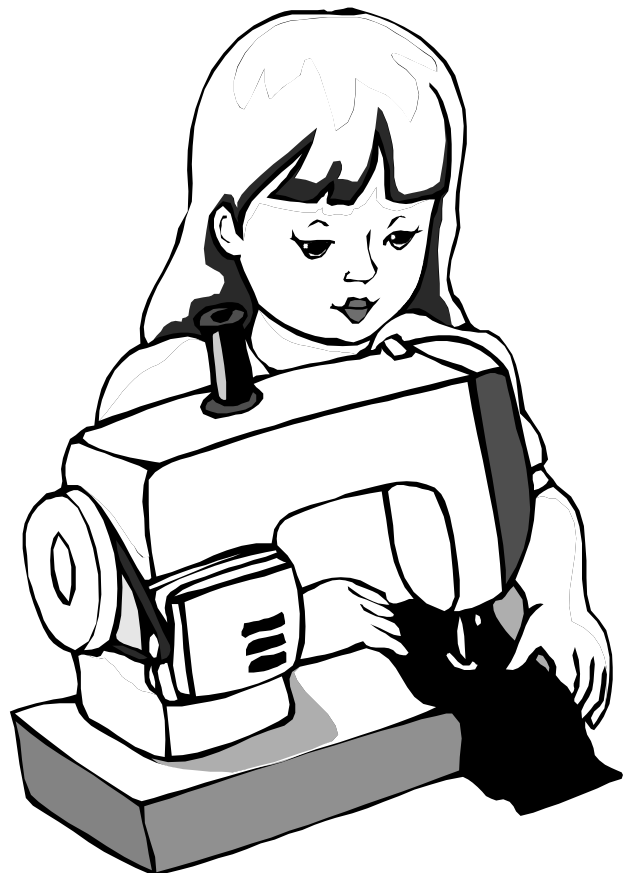
under features, select: sweatshop companies

www.globalexchange.org

find economic rights, choose: sweatshops

www.corpwatch

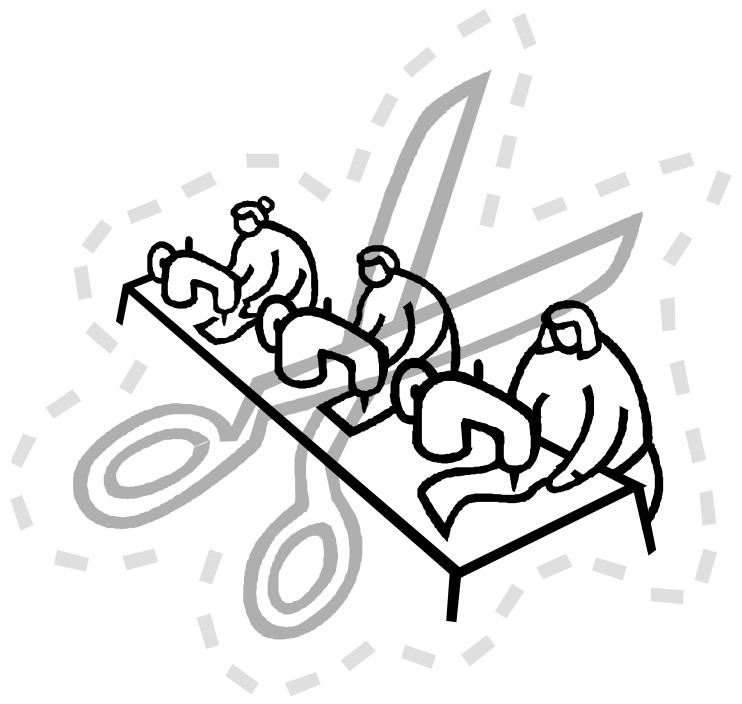
www.pica.ws/cc



SWEATSHOPS

WHO'S SIDE ARE YOU ON?

Sweatshops are a growing concern throughout the world. Millions of men, women and children work in difficult or dangerous conditions for very little pay just to provide some kind of an income for their families. Since the concept of a minimum wage and acceptable working conditions are not a concern in most poor countries, many large American and European manufacturers are finding it more profitable to set up these sweatshops to keep the price of their product low and keep themselves competitive in the world trade market.



Today's activity is going to give us the opportunity to see how we would do at "solving" this problem. You will be assigned a partner and a position. Following is the format (directions) to carry out this activity:

1. **Meet with your partner and plan how to argue effectively for your position.** Make sure you both understand the material supporting your position.
2. **Present your position.** Each pair will have 5 minutes to present their position. Be persuasive in presenting your position. Take notes when the opposing pair present their position. You will be given time to question their position.
3. **Question the defense.** Each group is given 10 minutes to discuss and plan the questions they will ask the opposing group. Your goal is to clarify and poke holes in their defense. Following your planning time, you will each have 5 minutes to question the opposing group and clarify any questions.
4. **Closing arguments.** In 2 minutes or less argue forcefully and persuasively for your position presenting as many facts as you can to support your point of view.
5. **Reach a verdict and come up with a solution.** You now must change roles, from defense attorney to jury. Come to a group decision that all four of you can agree with. Summarize your best points to support your position and determine how your position would affect society. You will be responsible for one report from your group. Be prepared to answer questions from the entire class.

TEACHING TIPS:

It may be helpful to give students a start in forming their rationale. Following are a few suggestions:

Position 1 - Child Laborer:

- Children are not able to attend school.
- Children do not get to play and exercise.
- Children and adults in sweatshops are often abused or mistreated.
- The cycle of poverty and illiteracy continues from generation to generation.

Position 2 - Manufacturer

- Provide adults and children with a valuable skill for future employment.
- If sweatshops are closed, many will lose the jobs they have and the cost of products in America will increase considerably creating many more problems.
- Sweatshops allow children to help support very poor families and help to supply food and medical supplies.

Suggestions for alternatives to solve the problem:

- Children can work fewer hours or fewer days and be allowed to attend school.
- Government can provide support to school age children.
- Business owners can provide childcare or schooling for poor employees.

Following is a set of questions stems that may help students to formulate good questions and get at the root of the problem:

QUESTIONS OF CLARIFICATION

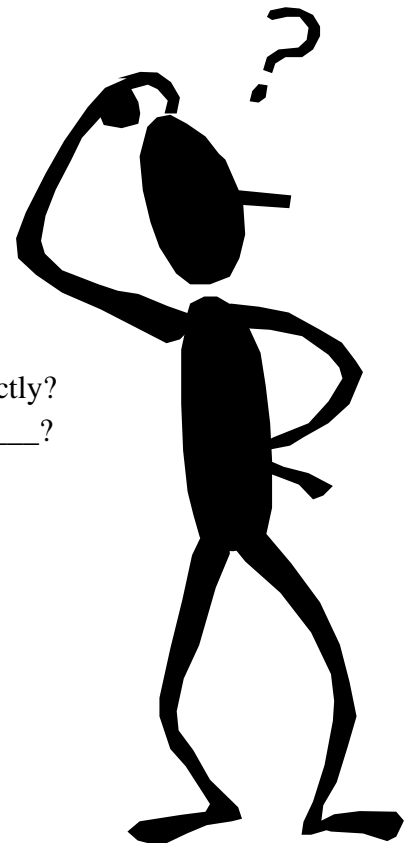
- What do you mean by _____?
- What is your main point?
- What do you think is the main issue here?
- Could you explain that further?
- Would you say more about _____?
- Is your basic point _____ or _____?

QUESTIONS OF ASSUMPTIONS

- What are you assuming?
- You seem to be assuming _____. Do I understand you correctly?
- You seem to be assuming _____. How can you justify _____?

QUESTIONS THAT PROBE REASONS

- What are your reasons for saying that?
- Is there any reason to doubt that evidence?
- What would you say to someone who said _____?
- Why do you think that is true?
- What difference does that make?
- What would convince you otherwise?
- What is an alternative?
- What are you implying by _____?
- When you say _____ are you implying _____?

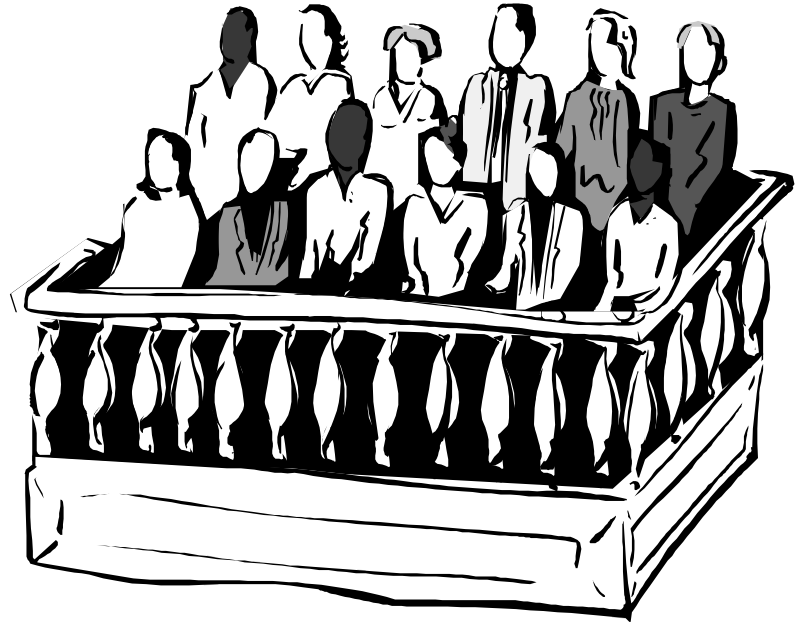


GROUND RULES

- You must take your assigned position.
- Listen even when you don't agree.
- Everyone participates.
- All points are valid.
- You must use questioning techniques to gain understanding and find flaws in the opposing teams arguments.
- Focus on coming to a best decision not winning.



The Verdict, Please...



1. What is your group decision?
2. Why did you come to that position?
(Summarize your best points to support your position and write those down.)
3. How does your position affect society and families?
4. How would your group solve this problem?