

## Child Protection for S4T groups Lesson 3: Preventing Harmful Work

### OTHER INFLUENCERS AND DECISION MAKERS TO REACH:

- ALL HOUSEHOLD MEMBERS INCLUDING PARENTS, GRANDPARENTS, AND ADOLESCENTS



- S4T group members will ensure family businesses do not exploit or harm children.
- S4T group members will keep their girls and boys in school.
- S4T group members will talk about the negative effects of child labour with their partners and communities.

### Materials:

1. Attendance Registers
2. S4T lesson Flipchart for the Facilitator and for Community Agents (where applicable)

### Lesson 4 Summary:

- Energiser (optional)
- Review commitments from the previous lesson.
- Sessions can be delivered separately, each taking 14-20 minutes.
- Show pictures and share key messages in the Child Protection Lesson 3 Flipcharts:
  - Session 1: Share the story and ask the caregiver's feelings about talking about child labour
  - Session 2: What is Child Labour?
  - Session 3: Child Labour and Health Risks,
  - Session 4: Child Labour and Trauma, Poverty and Violence.
- Activity: Preventing child labour
- Probe about possible barriers and discuss solutions
- Request commitments

An illustration of three women standing in a circle. The woman on the left has a yellow headwrap and a surprised expression. The woman in the middle has a blue headwrap and is gesturing with her hands. The woman on the right has a green headwrap and is smiling. They appear to be engaged in a group activity or discussion.	<b>1. Game: – 10 minutes</b>
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1. Ask the participants to stand or sit in a circle.
2. Say to the caregivers: *Today we are going to do another relaxation exercise, similar to the one you did in the last session.*

3. *When your body is relaxed, you will also feel more relaxed and less stressed! Balance can help the body, beginning with breathing!*
4. Ask the caregivers to inhale for a count of four then exhale for a count of four, all through the nose.
5. The nose adds a natural resistance to the breath, helping you control your breathing.
6. Ask them to do this five times together.
7. After they have completed their breathing, ask the caregivers to relax for a minute.
8. ASK: How did that feel? Did it feel strange? Did it feel good?
9. Remind them that this is a good exercise for whenever parents feel stressed or angry, as it helps to calm the body and the mind.

Let's begin today's lesson.

	<p><b>2. Review Commitments – 5-15 minutes</b></p>
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**When teaching Savings Group Members:**

1. The S4T Facilitator asks the S4T group members to review the key practices from the last session.
2. If this is a new set of sessions, the S4T Facilitator asks the S4T group members about their commitments from the last topic and follows up with those who had difficulty trying out new practices.

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| <p><b>?</b> What was your commitment at the last lesson? Have you been able to keep that commitment?</p> <p><b>?</b> What did you do?</p> <ul style="list-style-type: none"> <li>○ Did anyone (spouse, grandmother or children) interfere or tell you not to follow your commitments? Tell the story of what happened.</li> <li>○ What factors (people, events or chores) in your life made it difficult to keep your commitments?</li> <li>○ How were you able to overcome these problems?</li> </ul> |
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3. S4T Facilitator thanks all of the S4T group members for their hard work and encourages them to continue.
4. S4T Facilitator encourages S4T group members to have a sense of pride that they are protecting the health of their communities by reinforcing messages and commitments.

## Session 1

### Story: Too Much Work! (Picture 3.1) – 10 minutes

#### 5. Story

- Read the story “Too much work!” (Picture 3.1)” in the flipchart.


John and Hanifah’s mother joined a local savings group. With her loan, she invested in the family farm and a small shop selling household items by the house. She also bought a new TV for the house. After a while, she found it hard to make payments and needed the children to help out.

John worked in the fields, and Hannah in the shop. They spent so much time working that they could not do their homework. After a while, Hanifah’s mother asked her to drop out of school so she could help full time while John when to school. Men who came to the shop began to harass her. She felt threatened by them and lost hope for her own future.

Meanwhile, John worked many hours in the fields and tried to balance this with school. He became very tired and fell asleep in class. He got behind on homework. He was not sure if he could continue, and thought about dropping out. After all, his family needed him.

#### 6. Ask about current Practices

- Read the questions on the same page of the flipchart.

	<ul style="list-style-type: none"><li>? Why did Hanifah and John’s have to work for the family businesses?</li><li>? What impact did this have on the children?</li><li>? What kind of work can children do? What is too much work or harmful for children? Why?</li><li>? What would you differently if you were their mother?</li></ul>
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- **Encourage discussion. Don’t correct “wrong answers.”** Let everyone give an opinion. This page is for discussion, not for teaching.
- After the participants answer the last question, move to the next flipchart page by saying, “Let’s compare your ideas with the messages on the following pages.”

## Session 2

### What is Child Labour? (Picture 3.2) - 10 minutes



#### 7. Share the Meaning of Each Picture

- Ask the caregivers to describe what they see in “What is Child Labour?” (Picture 3.2).
- Affirm their responses.
- Share the meaning of each picture using the flipcharts pages.
- Use the captions on the flipchart to remind you which images represent each point.

#### ? What do you think these pictures mean?

- Avoid exposing children to work that can harm their health, safety or morals
  - The worst forms of child labour include slavery, trafficking, forced labour or combat.
  - Children can become separated from their families.
  - Children can be left to beg on the streets at a very young age.
  - Child labour can prevent children from going to school.
- Avoid asking children to take on work that can harm them physically, psychologically or could lead to sexual abuse.
  - Hazardous work can include working in dangerous places.
  - Working with dangerous machinery, tools or heavy loads can cause lifelong injury or death.
  - Exposure to hazardous substances, temperatures and noise levels can cause death or injury.
- Keep to the legal limits for how much work a child can do for their age.
  - Work can be beneficial to a child.
  - Whether the work is legal or harmful depends on:
    - The child’s age.
    - The type and hours of work performed.
    - The conditions under which it is performed.
    - Each country has different laws on child work.

? What forms of child labour do you see in your community?

? What do you think is the difference between child work and child labour?

## Session 3

### Making Good Decisions (Picture 3.3) - 10 minutes

	<b>8. Share the Meaning of Each Picture</b>
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- Ask the caregivers to describe what they see in “Making Good Decisions” (Picture 3.3).
- Affirm their responses.
- Share the meaning of each picture using the flipcharts pages.
- Use the captions on the flipchart to remind you which images represent each point.

**?** What do you think these pictures mean?


- Borrow only what you can afford to pay.
  - Make a business plan that avoids using your children to run the business.
  - Identify the amount and type of work that your children can do legally.
- Use your credit wisely.
  - Invest your money into your business rather items that do not generate an income.
  - If you invest wisely you can generate income to cover expenses like health and education for your children.
  - If you are unable to pay your loans, your children may not go to school or get health care.
- Use your income and profit to give your children a good start in life.
  - Prioritise your children’s health, education, food and clothing needs.
  - Make sure you reinvest in the business.
  - Save money for emergencies.

**?** How do you use your savings or loans to help your children?

**?** What mistakes should you avoid so that you don’t put your children’s futures at risk?

## Session 4

### Safe Child Work (Picture 3.4) – 10 minutes

	<b>9. Share the Meaning of Each Picture</b>
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- Ask the caregivers to describe what they see in “Safe Child Work” (Picture 3.4).
- Affirm their responses.
- Share the meaning of each picture using the flipcharts pages.
- Use the captions on the flipchart to remind you which images represent each point.

**?** What do you think these pictures mean?

- You can ask children from an early age to help around the home and do chores.
  - Children want to help from an early age.
  - Allowing children to contribute builds life skills and a sense of worth.
  - Doing chores builds discipline, good habits and a work ethic.
  - Make sure that the chores and jobs that children do are appropriate for their age and don't affect their school or homework.
- Teach your children the skills needed to contribute to the family business.
  - Children can learn skills that they can use to start and run their own businesses.
  - Children have great ideas that can strengthen the family business.
- Help your teenager to get part time jobs that can contribute to their own savings or supporting the household.
  - Children can take on jobs for the family or outside the family to earn pocket money.
  - These jobs help children learn how to be responsible and ready for work.
  - Children can build up and manage their own savings and become and financial literate.



### 10. Activity: – 15 minutes

1. Ask the group to divide into pairs.
2. Ask each pair to discuss the following questions:
  - How can children support the family but also go to school?
  - How do you budget to ensure that children go to school?
  - What strategies work best for you?
  - What changes would you make to improve your budgeting?
3. Give them 4 minutes to discuss and be ready to share back their responses.
4. In plenary, ask each pair to share their findings



### 11. Probe – 15 minutes

- ? What do you think of these ideas?
- ? What challenges do you have talking about child labour with your partner or leaders in your community?
- ? Is there anything that might prevent you from following the practices we have discussed today? What are the reasons that doing this would be difficult?

Ask the S4T Facilitators to talk to a S4T group member sitting next to them for the next five minutes. They should share any personal concerns that they have with these practices. Together they should try to find solutions to these worries and problems. After five minutes, ask the S4T group members to share what they have discussed.

Help find solutions to their concerns. Encourage them to try these new practices. If a caregiver offers a good solution to another S4T group member's concern, praise her and encourage other mothers to consider using this solution when they talk with others.





## 12. Request Commitments – 10 minutes

? Are you willing to make a commitment to the teachings you have heard today? What is your commitment?

Ask each S4T group member to say out loud a new commitment that she will make today. Each S4T group member can choose the commitment that is most important to him or her.

For example:

- I commit to find a way to talk about the impact of child marriage of adolescent girls with my partner and other community leaders.
- I commit to waiting until my child is at least 18 years old before I permit them to marry



**Optional:** If the S4T group members can write and have access to a phone with a camera, encourage them to write their commitment down and take a selfie with it. They can refer to the picture in between meetings as a helpful reminder.

***Note on using this lesson during the COVID-19 outbreak or at other times when you cannot meet safely with people face-to-face:***

Most elements of this lesson can be done in a phone call with the S4T group members. When using this lesson over the phone, the S4T Facilitator can tell the CA which flipchart page to refer to when discussing it. They will probably need to shorten the lesson, as well. However, when CAs call S4T group members to do the lesson, they will not be able to use the flipchart, but instead will need to explain information that was presented using pictures. When there is not a lock-down in place in a neighbourhood, but COVID-19 is spreading in the area, the S4T Facilitator or CA could also visit homes, but sit outside and keep a 2-meter distance from the caregiver as you go through the lesson.