Resource 2

My Journey to School... my Journey to Work

Country
Switzerland

Source
International Labour Organisation
International Programme on the Elimination of Child Labour
www.ilo.org/ipec

Age Group
9 year old +

Time
This activity can be conducted in one double teaching session or two separate teaching sessions of approximately 40 minutes.

Introduction
This follows on from the previous activity. The aim is to heighten emotional awareness of what child labour is through reflective work. First you get them to describe their own journeys to school. Then they will have to imagine the kind of day a child labourer will have. By the time the activity is completed your group will have also begun to realise and appreciate the value of going to school, and how millions of children are denied this right.

What you need
Flip chart, paper, pens

What to do
1) Invite a member of the group to share their own daily routine in preparing for school and to describe the sights, sounds and smells as they make the journey to their classroom. It may help to ask occasional questions “What do you enjoy eating for breakfast?” or “How do you get to school?” or “What do you like about your journey to school?” etc. You can also start by sharing your own journey to school.

2) Invite group to write and/or draw a map about their journey to school. Encourage them to be as detailed and descriptive as possible and to be open about their feelings. If they are drawing a map ask them to clearly label key features of their journey.

3) After they have completed their stories/drawings, explain to them that for the next part of the activity they will enter the world of a child labourer. Ask each group member to study the images and stories (above) of the child labourers, and to think about their lives. Explain to them that they are to create a character of a child labourer, using the images and stories to inspire them, and then enter his/her world as the character makes his/her journey to work. Begin with asking the group to use their imagination to build a profile of the child. Ask them to start asking the following questions for inspiration “What is your character’s name?”, “How old is the child?”, “Which country does the child come from?”, “Does your character have any parents, brothers, sisters or any pets?”, “Do they enjoy going to work?”, “What would the child like to do instead of working?” etc,

4) Once they have developed their individual characters ask them to imagine that they are the character they have developed. Ask them to capture their character’s daily ritual and routine by either writing and/or drawing a map. Again, inspire them with questions “What time did your character wake up at?”, “Did he/she have a good night’s sleep?”, “Does he/she have anything to eat in the morning before going to work?”, “What is the weather and temperature like outside?”, “Is he/she wearing adequate and necessary clothing?” Encourage your group to describe this journey to work in the first person and to frequently use the word “I”.

5) After your group has completed their characters’ journey encourage them to exchange/swap their journeys with another person in the group. Depending on the time available, you could consider inviting one member of the group to share their journey to school with the whole group, and then another student to share their character’s journey to work. In many countries this activity led to the creation of a theatre performance which was shared with the entire community.