

The Image



International Labour Organization

SCREAM
Stop Child Labour

Supporting Children's Rights through Education, the Arts and the Media



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Aim: Create a profile of a child labourer. Build and expand on the profile. Set the context in which the child labourer lives within a broader global context.



Gain: Personalizes the issue of child labour and heightens the emotional awareness of what child labour is. Instils a sense of responsibility for the child(ren) in the image(s). Introduces the question of how change is brought about in society.

Time frame

4 single or, ideally, 2 double teaching sessions



Motivation

If you have already done the Collage module, you will have shown your group how easily the world can choose to ignore child labour and pretend it does not exist. By doing this, you have created in them a sense of expectation, a need. "OK," they are saying to themselves, "child labour exists and yet we don't know what it looks like because it's not in any magazines and stuff. So, what does it look like?" This module aims to give a face to child labour.

The objective of the first activity in this module is to facilitate the visualization of child labour. Maybe there are cases of child labour in your immediate environment and you can take your group to meet

Note for the user

If you are approaching these teaching modules in a systematic way, we recommend that you implement the Collage module before tackling this one. The Collage also uses images to convey a message and the two dovetail quite naturally. It would also be useful for this module if your group already has a handle on basic statistics and information on child labour (Basic Information module) and has been through an awareness-raising exercise.



these children themselves. Maybe some members of your group have experienced it or know children who have and can share their experiences. In some countries, you may not have these options and you will therefore need an image – a graphic image of a child working that the group can see, touch and give a life to.

This exercise will make your group think very hard about what child labour really is. It will challenge them. The objective is for them to get to know and understand the child labourer on a much more personal level. It begins to work on young people's emotions and should start to stir up their anger. It would be difficult for them to walk away from this exercise without any emotional experience whatsoever.

The second activity goes one step further in developing the broader environment in which the child lives and works. It also begins to create the child's history and future. Lastly, it takes a look at the critical issue of change and how change is brought about.

Perhaps some of the young people in the group have done some kind of social work, such as volunteering for civil defence or Red Cross or Red Crescent programmes, caring for the elderly or helping deprived children. All of these areas have a common theme – they involve working with people who are vulnerable, marginalized, excluded or abused to some degree or other. In addition, they all point to the need for every member of society to play a role in advocating for change.

This module also introduces the technique of brainstorming, which is a useful method of allowing individuals to express their emotions and opinions in a non-threatening environment. Brainstorming is giving expression to feelings that one would normally keep hidden – it is an enabler and will help in further deepening the commitment of young people to the elimination of child labour.

What you'll need

- ✓ A photograph or a printout of an image of a child labourer.
- ✓ A room for the group to work in. If you have a large group, you will need to break this down into smaller groups and divide the room up into smaller workspaces.
- ✓ Wall space to stick up the poster or image if you only have one or two copies.
- ✓ Paper and pens/pencils for the group to make notes.
- ✓ If available, a black/whiteboard or flipchart.



Preparation

In preparing for this activity, you need to select one or several image(s) of child labour and make sure you have enough copies to go around (don't worry if you don't have access to a photocopier; even one copy of the image as contained in this package is enough to do this module with). In this pack you will find a small selection of images of child labourers in different settings.

Alternatively, you can research other images using one or some of the following sources:

- If you have access to a computer and the Internet, the IPEC Web site (www.ilo.org/public/english/standards/ipecc/index.htm) has a photo gallery containing images of child labourers. Look through the gallery for a photograph that will suit your needs and then either print it out from the Internet or save it to your hard disk and print it out using an image enhancing programme. If you have the possibility of printing the image in colour, so much the better, but black and white is just as acceptable. Print enough copies to be divided out among the groups.





Note for the user

IPEC has produced a special SCREAM version of its Photo Catalogue on CD-ROM which can be found inside the cover of the module entitled "International Declarations and Conventions and Images of child labour" or can be requested directly from the IPEC office. Refer to the contact details of IPEC in this pack to order a copy of the CD-ROM or to request printed copies of images.



- The ILO also has posters of child labour that could be used.
- Other organizations, such as UNICEF, One World, UNESCO or Christian Aid, may have photo libraries, which you can either consult on-line or contact to obtain copies of images.

Elements to take into account when choosing the image(s) are:

- Consider the gender, age and cultural mix of the young people who make up the group. This will help you in choosing the image(s) that will appeal best to them. For example, should you find images of a girl or a boy, in Africa, Asia, Latin America or Europe? Should you find image(s) of the worst forms of child labour? You might consider obtaining a number of different images and using them in different circumstances.
- Choose images that are detailed and of reasonable quality. This will help young people to identify the child labourers, what they do and where they are from, and to build their own picture of the child as an individual. This is very important.
- Make sure that you have enough paper and pencils, as many of the group members will wish to write things down for this exercise. If available, get hold of flipcharts or use black/whiteboards as this will help during broader discussions.
- If some of these materials are difficult to come by, *involve* the young people in your group in obtaining materials either from home or the place they live, from recycling plants, from generous local retail outlets or other businesses. By being involved, they develop a sense of ownership, interest and motivation. Their natural curiosity will be aroused to know what they need all this stuff for.

Getting started

The first part of this exercise involves building a profile of a child labourer on the basis of an image. The image is the starting point on which the groups will build with the help of their imagination and creativity. Once they have created their profiles, they present them to the other groups, answer questions and take part in a general discussion.

There are two permutations from which you can choose for this activity. You can either use one image for all of the groups, so that the groups can compare their work and listen and learn from each other's profiles. Or you can give each group a different image of a child labourer so that you encourage diversity and help young people understand that child labour has many shapes and forms. Which option you choose depends on you and how well you know your group of charges.

Depending on the size of your group, you might keep them all together or split them up into groups of no more than four or five. Make sure that each group has a copy or view of the image.

The reason why it is better to work in groups rather than as individuals is that young people find confidence in numbers. They may be uncomfortable trying to build a fictitious profile of the child labourer by themselves, whereas in groups of two to four or five they are often more at ease.



Images

Group organization



Activity one: Building a profile of a child labourer

1 double or 2 single teaching sessions

Get each group to pass the image amongst themselves. If you do not have enough copies of the image to give each group one of their own, pass the image around so that everyone sees it close up and then stick it up on the wall for them to look at and contemplate from time to time during the exercise. If each group has its own copy, once the image has been passed around, tell them to put it in a central position where they can all see it.

Move slowly among the groups, encourage them to study the image carefully and to think about the child subject. Tell them to let their imaginations run free and their creative juices to flow.

There are two stages to this part of the exercise:

The first step is to get the group to think about who the child is and what sort of environment he or she lives and works in. There are a number of questions that the group should ask themselves. You can write some of these up somewhere, read them out or provide a photocopied list, but it is very important that you leave some blanks and don't create too exhaustive a list. The idea is that the groups and individuals themselves come up with some questions of their own. If you provide too much detail, you do not stimulate their thought processes. Rather, you stifle them and make them lazy.

Encourage the groups to begin to build a profile of the subject on the basis of questions, such as:

- Is the child a girl or a boy?
- How old do you think the child is?
- Which country do you think the child comes from?
- Why is the child equipped or dressed in such a way?
- What time of day is it?

Developing a basic outline



- Under what circumstances does the child work?
- Is this a rural or urban area?

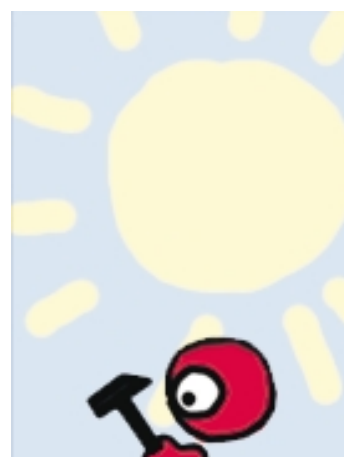
Some groups might like to begin plotting the profile in the form of a narrative, notes or ideas. Others might prefer to create an image of the subject in their head or in the form of a detailed picture with other pictures drawn around it. It doesn't matter how they wish to create this profile – any way is acceptable. Keep talking to them throughout the exercise – don't let their interest wane.

Once they have got through the first set of questions and you feel happy with the way they are responding to the exercise, go on to a new set of more personal questions and begin to study the subject even more closely:

- What is the child's name?
- How long has he or she been doing this work?
- Does the child have parents, brothers, sisters, pets?
- What is the economic or social position of the child?
- Why does the child work at all?
- Does the sex of the child have an influence on the type of work he or she does?
- Is the child beaten, deprived, sexually abused, sexually exploited or cared for?
- What friends or enemies does the child have both at and outside work?
- What would the child like to be doing now instead of working?
- Does the child have any ambitions in life not connected to his or her work? What is the child's biggest ambition in life?
- What, if anything, does the child own? How did he or she come to own these things?
- What are the child's best and worst memories?

You are asking your audience to be both imaginative and creative. They may balk a bit at first, saying "How are we expected to know their names? They probably speak a different language. How do we know what toys they have?" That's the whole point of this exercise. They know nothing

Fleshing out the profile



other than what the child looks like. They must put the flesh on the character's bones – give him or her a life, a past, a family. Once they get passed the inevitable initial grumbling, they will be fine and will probably produce some very creative profiles.

This is the result you are looking for. As you move among the groups, check on their progress. Listen to their discussions, add something yourself, encourage them to be humorous. Let them know that they can develop the profile in any form they wish and that they should try and be as creative and imaginative as possible in presenting their version of the profile to the full group as they were in its development. For example, they might act out their presentation, present the profile in the form of a drawing or prepare a detailed narrative on a black/whiteboard or flipchart.

Do not overextend the time you allow (around 20 minutes would be sufficient). Keep them under some time pressure to complete their profiles and when you feel the time is right, call everyone together for a general discussion.

Presentation of profiles



The groups will all want to talk about this "character" they have created. Develop a fairly lively session in which the different groups can share the profile of "their" child labourer with you and the rest of the group.

If some groups have taken the trouble to prepare an original presentation of their work, let them have the floor and their time in the spotlight. These presentations (if they occur, and this may not always be the case) will provide light relief and good-natured repartee between the audience and the presenting group. Allow this to an extent but not so that it undermines or overshadows the presentation itself.

If you feel it appropriate and that it might stimulate the group's creativity, you can introduce an element of competition, for example:

- Offer a prize for the most detailed and creative profile of the child labourer. Get the groups to judge this competition.
- Offer a prize for the most original presentation of the child labourer's profile.

Write down the characteristics of the different profiles on a black/whiteboard or flipchart.

If you have worked with the same image for each of the groups, then with them all together, build a general profile of one child labourer taking bits from each group's. Let them understand they have all contributed to giving life to this image. The subject lives and breathes, walks and talks, feels, laughs and cries.

This is a very important step in the awareness-raising process with young people. They should now be able to relate to the image of the child labourer. This individual is one of them. He or she is a member of their peer group, a friend, someone they feel for. They can begin to understand the pain, misery and deprivation that this child suffers daily. It is a powerful personalization process and effectively takes young people to a new level of awareness and understanding. Nothing can be the same for them again.

This should be the tone of the discussion as you bring it to a natural conclusion. Use close communication techniques. Look your audience in the eyes as you describe the life they have created for the child labourer. Be expressive. Move among the group slowly and using body language to depict suffering. This is a somewhat depressing section but it is all part of the emotive nature of child labour. It is not a nice thing. It hurts children and can even kill them. It can certainly ruin their lives and rob them of the most precious human right – the right to freedom.



Activity two: Setting the context

1 teaching session



Child labourers do not live in a vacuum. Neither are they all located on a remote island in the middle of a dark ocean of pain and misery. All of them exist in the “here and now”. They are in the neighbouring country, the next state – they might even be just around the corner or living next door. It is important that the group recognizes this fact and realizes that none of this is abstract or pure myth. We need now to begin to put child labour into context and that context is the world, the environment, society, our global village.

Once they recognize the reality of child labour, the young people should also recognize the need for change and for everyone to be angry enough about the situation to want and demand this change.

The brainstorming exercises described below will encourage the group to go further in developing the fictitious life of the child labourer(s) initiated in the first part of this module. This activity is fun and stimulating and can often result in funny things being said that may, or may not, have any relevance to the subject. Nevertheless, it will create a spark of understanding in each of the group leading them to (hopefully) become advocates for change.

What is brainstorming?

Brainstorming is a broad discussion of ideas through a concerted intellectual effort conducted under pressure. The pressure is created by establishing a fixed time limit or other physical and psychological limits. The stress this creates on the human mind and body forces participants to be spontaneous and often uninhibited in their responses. In the majority of cases, this exercise will elicit honest and emotional reactions. These reactions will be insightful and often enlightening and, properly managed, the exercise is very helpful.

Brainstorming is a relatively intense exercise. As already stated, it can be a lot of fun and very, very useful and revealing. However, if not properly prepared and planned, it can also be a mess and quickly degenerate into a shouting and screaming match. If young people recognize that you do not have control and that the session has not been thought out then you could be in for a rough ride. The basic strategy for brainstorming is to keep on top of it, note down the ideas that come forward and keep the tempo fairly rapid. Individuals should think on their feet and not be allowed the time to think long and hard before expressing themselves.



Make sure that your groups are made up of the same individuals as for Activity one and give them the same image of a child labourer they had earlier.

Task setting

Spend about 10 minutes at the beginning of the session going over the profiles of the child labourer(s) that were established during Activity one. As part of the personalization and overall education processes, it is important that the names given to the image(s) are used. It is especially important that you, yourself, use these names, as young people will respond to this. If you accept the personality and character they have created, you will forge a relationship of trust.

Impact of change

The next phase of the exercise is to consider what might happen that could affect the life/lives of the child labourer(s). In particular, you must ask the group to think about what changes have occurred at the local, national, regional and international levels and how any of these events (if any) have had an impact on the life/lives of the child(ren) in the image(s).

To do this you should use a fun, quick-thinking brainstorming activity. The idea is to encourage the audience to think about what impact changes around the world might have on the lives of child labourers, whether the changes are good, bad or indifferent.

So, for this next stage, tell your groups to pretend that the image was taken maybe one, two or three years ago. They should then quickly think about what major events have taken place around the world since the image was taken and consider what effect, if any, these events will have had on the child labourer(s) in the image. This can be done in two ways:



- They can write down on paper everything that has happened within the timeframe.
- You can get them to call out the different events that have occurred and get one of the group to come up and write the information down on a black/whiteboard, flipchart or whatever materials you might have to hand. This option is probably more lively and more fun for young people and therefore likely to attract their interest more.

Explain to the group that these events can be anything and everything that comes to mind: sporting events, civil war, major strikes, demonstrations, visits by important people, natural or man-made disasters, deaths of important people – there are no limits.

Keep the discussion lively through time pressure of between *five to ten minutes*. Involve everyone, inject some humour by making some silly suggestions yourself, throw in some suggestions too that the young people might not necessarily think of, for example, wars, changes of government, major international conferences, and so on.



Once you sense that they are beginning to run out of steam, wrap up the brainstorming and have everyone take a good look at the list of events that have been written down. In a general, open discussion, talk about the events and ask the group whether or not they think any of these will have affected the life/lives of the child labourer(s) in the image(s). Ask them:

- Have any of these events had any effect, good, bad or indifferent, on the life/lives of the child labourer(s)? In what way?
- What do they think the child in the image might be doing now that he or she is three years older?
- Has the child's life changed in any way over these three years?
- Is the child still alive?
- Is he or she still working?
- Is he or she playing with friends or at home with the family?



Encourage an exchange around these questions and help the discussion along if you have to at any stage. As the session progresses, the group will begin to sense the desperate situation of child labourers and will understand that very little that goes on in the world changes things for these unfortunate children. They work and toil with some glimmer of hope for a better future, which can sometimes be extinguished at a very early age. Your young audience should by now understand the need to effect change.

Once you consider that you have exhausted this activity, move on to the next.

Fighting for change



This is the final exercise in this module. Once again, it should be carried out in the form of a brainstorming activity. The aim in this last session is to encourage the audience to think about what sorts of things could happen that could change the life/lives of the child labourer(s) portrayed in the image(s). Ask them:

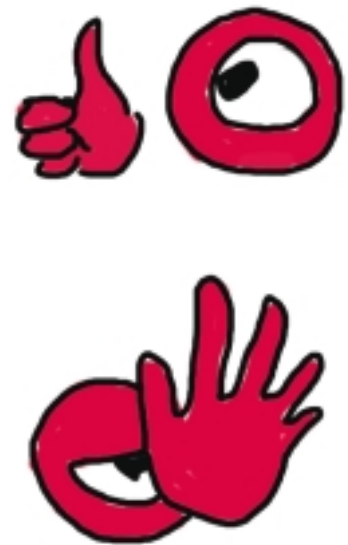
- What things could any one person or group do which might make the child labourer's life different in any way?
- Are there things that the members of the group could do which might change the child's life?
- How does real change come about in the world?
- How does change come about within the peer groups of the young people in the room?
- Do the group and individuals think it is important that change does occur? Why?

In the same way as before, encourage a lively exchange of about five to ten minutes, but this time you should act as both chair and the person writing up notes on the black/whiteboard or flipchart. Keep the pace of intervention and response as quick as possible. If you give the group too long to think, they might hesitate to join in as they might feel their responses or comments are inadequate. You will often find with brainstorming sessions that people's first thoughts, especially young people, provide new insights into subjects and new angles from which to approach discussion.

Once they start to flag and, rest assured, they will, do not let the session go on longer. Summarize your own notes on the session and obtain what feedback you can from the group.

Do's and don'ts

- Do encourage the groups to be as imaginative as they wish when creating the profile of the child labourer. Some might try to be facetious and clever in order to undermine the exercise, but peer pressure comes into play here and those groups who do take it seriously will override those who don't. Eventually, everyone will come around to the seriousness of the exercise.
- Don't stereotype child labourers and the young people in your group. For example, do not separate boys and girls in the groups and then provide images of boys doing macho work for the boys' groups and girls doing domestic work for the girls' group. This is a step in the wrong direction. Encourage mixing between girls and boys and find images that show that girls often do very hard, physical work too and that some young boys are forced into prostitution in some countries.
- Don't provide too many questions for the groups to seek answers to. Encourage them to think of questions themselves. They might well come up with all sorts of original ideas. This is great as it is a clear sign of their involvement and interest.
- Do encourage all members of the group to participate and become actively involved in the exercises.
- Do encourage a bit of reckless participation in brainstorming sessions. Make them as light-hearted and humorous as possible. These sessions are emotionally and psychologically "heavy" for young people; they need some escape and a means to lighten the load.
- Do be relentless in maintaining the tempo of the brainstorming sessions. They only work well if you keep your audience under pressure to respond. Use rapid-fire questions and move between individuals. Make sure you involve everyone and direct questions at those who are usually more reticent.
- Don't let the session deteriorate into a shouting match where some individuals may simply use the exercise as an excuse to say outrageous things or treat it as a joke. Brainstorming is supposed to be light-hearted and fun, but this should not belittle the seriousness and depth of the problem of child labour. Maintain control.



- Don't allow the intensive brainstorming sessions to go on too long – you will tire your audience out quickly and lose them if you are not careful.
- Do keep an eye on the group dynamic. Make sure everyone takes part, is consulted and contributes to the different exercises.
- Do use the debriefing session properly and let the group express themselves openly and freely. Let them relax.

Final discussion

1 teaching session



If you are running the final discussion straight on from the brainstorming exercise, use it as a sort of “decompression” session to let everyone have a rest and bring their energy levels back up. Introduce a general chat. Let them express themselves on anything and everything. It does not have to be child labour-related, although surprisingly enough, you will find that this will remain the main subject.

As they return to earth and you sense that the “high” they were on during the brainstorming session has more or less dissipated, introduce a more serious discussion on the issue of how change is brought about in this world. Explain that change begins with the desire for change within people, within whole communities and society. This desire for change translates into a willingness to take action and then taking action.

Change comes about when many, many people all demand change at the same time – when people call on their community leaders, their politicians, their governments, regional and international bodies, and insist on change. It comes about when help and support is enlisted from community and social organizations, charities, trade unions, humanitarian organizations, and so on. It takes time, motivation, commitment and a willingness to take action.

All change in society starts somewhere. It can start with young people – there are examples of this throughout history – so they should realize the collective power they have. In respect of child labour, the efforts are already well under way. This effort needs the support of young people throughout the world. Their contribution is as important as those of other groups in society, if not more as they are the peers of the child labourers they will help.

End on a positive note as the heightening of their awareness is a step forward in the campaign to eliminate child labour. They have given life to an image and that image will remain with them for a long while. Indeed, if you and your group continue with other modules, the image will come to life quite literally. Arouse their natural curiosity to know more about this possibility and increase their commitment and motivation to see what happens next.

Evaluation and follow-up

As well as specific outcomes to this module, there are psychological and emotional indicators that will help you to evaluate its impact.

The specific outcome of the first activity will be the profiles of the child labourers – each group should produce its own profile of the image(s) of the child subject(s). An indication of the level of achievement in this session will be the depth of the profile and the amount of detail. These will indicate to what extent the young people in the group have “adopted” this child. The more descriptive, imaginative and creative the profile, the more these young people will have taken the exercise to heart and taken the child under their protective wing.

Nothing really tangible is produced in Activity two. The main indicator upon which you can evaluate its impact is the level of participation of the group in the discussions and, particularly, the brainstorming sessions. You will note that reference is made to how receptive your audience has



been in developing profiles of child labourers. These are key indicators of the level of impact the module has had on these young people.

This module is the link between initial awareness-raising and the personalization of child labour. It is designed to move beyond understanding that child labour is an issue to the realization that it involves small children, real human beings who walk, talk, feel and hurt. It can be very intense and have a powerful impact on your audience. In many societies, human rights violations are thought of as things that happen to other people in other countries or regions. We can remain detached about what happens elsewhere in our world if we choose to. This module is the one that should begin to change the way the young people feel about the issue of child labour. Now child labour has a face and a life that they themselves have helped create.

Now they will want to do something to help IPEC in its efforts because they will have strong feelings about the “new” member of their group: the image that they have focused on throughout this module has become a person and an identifiable member of the group.

Once you have completed this module to your satisfaction, move on to a new module. We recommend that the next module you tackle continues to work with the image(s) of the child labourer(s) that your group has come to know and care for. For example, in the Role-play module your young charges will give life to the characters they have created from the images by acting out scenes from their lives.

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