



The **International Labor Rights Forum** appreciates your participation in the campaign to curb the cut flower industry's abuse of workers' health and rights. Below is a generative lesson plan for you to follow or to help you develop your own ideas to present this issue to your students. Also included is a list of websites that contain more information for you to use if you choose to add more data to fill more time or change the level. Thanks for spreading **Fairness in Flowers!**

Subject/Domain: Labor Rights  
Lesson Topic: Cut Flower Industry

Date:  
Grade: 1st – 5th

Total time: 45 min

### Goals and Objectives

**Purpose:** Students will be introduced to the labor conditions and use of pesticides in the cut flower industry

**Performance Objectives:** Students will analyze the differences and similarities between their lives and those of laborers and will discuss why there are differences. Students will learn about where the flower industries' problems are more common. Students will think about why the situation is poor and about what they can do to change the situation.

### Vocabulary:

(Science teachers could use the topics of pesticide and toxicity to tie the subject into their class; Social Studies, History, Government or Citizenship teachers could focus on the human and workers' rights aspects and maybe add child labor)

**Pesticide** - Substances intended to keep away, kill, or control any species designated a "pest" including weeds, insects, rodents, fungi (molds, rusts, and mildew), bacteria, or other organisms.

**Toxicity** - The capacity of a chemical, in this case a pesticide, to do harm to a plant, animal or human.

**Human Rights** - The basic rights and freedoms, to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.

**Workers Rights** - These are established through ILO Conventions and national laws, and the most fundamental ones include the right to organize, the right to collective bargaining, the right to claim unfair dismissal, and the right to non-discrimination. There may be other rights, like the right to maternity leave, that are conditional on the employee having sufficient length of service to exercise them.

*It is the right of the employer to dismiss a worker due to unlawful conduct. It is also the duty of the employer to not deny the rights of the workers; they must be distributed fairly and equally. However, it costs less money to have a low level of protection of the workers. Some employers do not buy them gloves, boots, protective clothing, etc; and to have them enter the greenhouses and start working again immediately after chemicals have been sprayed instead of waiting the appropriate amount of time.*

## resources: Lesson Plan

---

### Materials:

- ILRF flower industry kit
- Paper/warm-up notebook
- Pencil

Student Grouping: Students will work independently to complete the warm-up activity, relying on their own ideas and knowledge. Then the students will discuss their ideas along with new ideas after working individually. Thoughts from the class can be recorded and provided to International Labor Rights Forum.

---

### Instructional Delivery Procedures

Time Allocated:

**7 minutes**

**Warm-up/Pre-discussion Activity:** On a piece of paper or in the student's journals, ask the questions (1) who do people buy flowers for? Who in your family buys flowers? Who do they buy them for? (2) Why do they buy flowers? [i.e.: Mother's Day (most roses sold in the US for Mother's Day are produced in Latin America), Special Occasions and Decoration] will be answered by brainstorming thoughts/ideas. Vocabulary will be introduced.

**30 minutes**

### Instructional Steps:

In South America there are flower companies that do not treat the workers fairly. There are chemicals/pesticides put on the plants which can be harmful to people. What is a pesticide? Why/how is it harmful? Refer to vocabulary:

**Pesticide** - Substances intended to keep away, kill, or control any species designated a "pest" including weeds, insects, rodents, fungi (molds, rusts, and mildew), bacteria, or other organisms.

**Toxicity** - The capacity of a chemical, in this case a pesticide, to do harm to a plant, animal or human

- Common problems (ask them about these problems; who has had stomach aches, dizziness? Relate the problems of the flower workers to problems they may have experienced, now imagine someone having it frequently or all the time)
  - headaches
  - nerve damage
  - nausea
  - dizziness
  - impaired vision
  - asthma (who has asthma? Does it make things difficult for them and how so?)
  - breathing problems
- Why are people harmed?
  - Some suppliers of cut flowers have poor health and safety standards.
  - It costs less money to have a low level of protection of the workers.
  - Some use pesticides that are banned or unregistered for use in USA, why do they use them if they are so harmful?
  - The U.S. government does not test for pesticide residues on imported cut flowers, despite the fact that a 1979 study in the American Journal of Public Health recommended the use of safety standards.

Time Allocated:

**8 minutes**

**Closure/Post-reading activity:**

Class discussion: How can you make sure that the flowers you buy are not a product of an industry with unjust labor treatment? What are other things that you can buy as a gift?

**30 minutes**

**Critical Divergent Thinking:**

Importance of everyone being treated with equality, respect and value

---

**Evaluation**

---

Students will be evaluated on the completion of their warm-up and active participation in the class discussions as observed by the instructor.

**References**

[http://www.laborrights.org/projects/women/Flower\\_Paper\\_0903/flower\\_paper\\_conclusion.htm](http://www.laborrights.org/projects/women/Flower_Paper_0903/flower_paper_conclusion.htm)

[http://www.laborrights.org/projects/women/Flower\\_Paper\\_0903/flower\\_paper\\_countries.htm](http://www.laborrights.org/projects/women/Flower_Paper_0903/flower_paper_countries.htm)

<http://news.bbc.co.uk/2/hi/science/nature/3498594.stm>

<http://www.usleap.org/About%20Us/aboutustemp.html>

<http://www.johnson.cornell.edu/internationaleducation/politics/cases/Environment%20and%20Labor%20in%20the%20Colombian%20Flower%20Industry.doc>

[http://www.panna.org/resources/panups/panup\\_20020612.dv.html](http://www.panna.org/resources/panups/panup_20020612.dv.html)

<http://www.cesr.org/low/book/print/209?PHPSESSID=16bfadfb43cc3aff8ccd4250218ec7e1&PHPSESSID=16bfadfb4>

<http://www.everywoman.co.uk/law/article.asp?id=1309&switch=true>

## word find

---

T A P Q K Z C P G P M Y L A K  
U T P E Z P C E O N X M A O D  
J R U Q M Q A S K R Z K N F P  
B D G U U T P T Q I U O O C U  
Q K M A U K F I B G H I I F W  
V I Y L D C K C E H E V T U M  
S I R I T W O I D T V T A F A  
H S D T Y C K D B S O S N V N  
D A E Y T U E E H X A R R O R  
Z N R N F H M P I U M E E X X  
W H U M R N F C S U C W T P L  
V B R F F I T T A E V O N G O  
L A B O R U A A Z W R L I T Q  
Y Q O B D A L F W A C F U S D  
T V U P O J R T Z N J N I W L

Find the following words:

EQUALITY  
FAIRNESS  
FLOWER  
FUND  
HARMFUL  
INTERNATIONAL  
LABOR  
PESTICIDE  
RESPECT  
RIGHTS  
TOXIC