

## Child labour

### Time required

About 1 hour

### Resources

- World map
- India facts quiz (supplied)
- India fact sheet (supplied)
- Role-play cards (supplied)
- Role-play agenda (supplied)
- Photo of Pinky and family (supplied)
- Background to Pinky and family (supplied)

### About the lesson

An introduction to the issue of child labour in India, focusing on the textile industry.

### Learning objectives

- To learn some basic facts about India.
- To learn about the textile industry in India.
- To understand why a lot of children work in the textile industry in India.
- To think about what can be done to stop child labour.

### Links to National Curriculum subjects

- Geography
- Citizenship
- Art
- English

### Sources:

[www.soschildren.org](http://www.soschildren.org)  
[www.bbc.co.uk/news](http://www.bbc.co.uk/news)  
[www.wikipedia.org](http://www.wikipedia.org)

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## Lesson plan - Key Stage 4

### Warm up

Ask pupils to check the labels in their clothes and see where they are made. Note names of all the countries and check that children can identify them on a world map. Encourage a discussion on why the clothes are made in these countries instead of in the UK. When cheaper prices are mentioned, ask how it is possible that it is so cheap, if you think of not only the labour involved but also the transport and pay for UK staff in the shops. In some shops you can buy a top for £4 - how is that possible? Explain that you are going to focus on India, as a lot of clothes are made there. 10 mins

### Introduction to India

Hand out the **India facts quiz** for pupils to complete in pairs. Correct together. Ask pupils if they know anything else about India and discuss. See the **India fact sheet** supplied. 10 mins

Answers to the quiz:

1. a; 2. a; 3. New Delhi; 4. English and Hindi; 5. Hinduism, Islam, Christianity; 6. a; 7. the hot, the rainy and the cool season; 8. b; 9. a; 10. a.

Ask if they can guess which country the wrong multiple choice answers describe. Answer: Britain.

### Role-play activity

Divide pupils into groups of five. Make sure they sit together. Explain that you will hand out **Role-play cards**, and that you want pupils to read the cards and memorize the information. They can make some notes if they need to, but should not copy the information. Say that when this is done, they will be given a **Role-play agenda** of items to discuss in their groups, and that they must promote the view of the person on their role-play card. If they feel any information is missing from the card, they are allowed to imagine what 'their' person would think. Hand out role-play cards to each group of pupils. When pupils have read and memorized the information, collect the cards again (this is to prevent pupils from just reading from the cards). 20 mins

Hand out the role-play agenda, and ask the leader of the meeting to work through the agenda, following the instructions.

When pupils have finished, ask for feedback from the different groups: What were the greatest challenges and difficulties? On which points did they all agree? Which sides can they really feel sympathy for? Are there any sides they really can't understand at all?

### How to stop child labour

Brainstorm ideas on what can be done to stop child labour. A few ideas: 10 mins

- Have more laws to stop child labour.
- Put working children into care and punish the parents.
- Boycott; stop buying things from countries using child labour to put pressure on them to stop.
- Try to prevent the need for children to work by making sure their parents have enough income.



## Child labour (cont.)

### Introduce SOS Children's Villages

Explain that SOS Children is the world's largest orphan charity, caring for about 70,000 children in 472 children's villages across the world. In addition to caring for children in family atmospheres, SOS Children also has outreach programmes, some of which aims to prevent children from having to work.

10 mins

Ask pupils if they remember the character Pinky from the role play, and explain that this is a real character. Tell them that they will now find out what really happened to Pinky and her children. Hand out the **Background to Pinky and family** and ask the pupils to read it. Then discuss what they think.

### Extension ideas

- Pupils carry out research in their local shops re pricing and origins of clothes.
- Pupils find out more about India and create a fact sheet.
- Pupils write about child labour; why it is wrong and what could be done to stop it.
- Pupils plan a WOW campaign for their school, with publicity posters about child labour.