

## Child labour

### Time required

About 1 hour

### About the lesson

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

### Resources

- World map
- India true or false quiz (supplied)
- India fact sheet (supplied)
- Role-play cards (supplied)
- Role-play agenda (supplied)
- Discussion statements - enough copies for each group of four students (supplied)
- Photo of Pinky and family (supplied)
- Background to Pinky and family (supplied)

### 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

- Social Sciences, esp. Geography, Global Issues, Economics, Law, and Politics

### 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)

SOS Children's Villages Canada  
200-244 Rideau Street  
Ottawa, Ontario, Canada K1N 5Y3  
Tel.: 613-232-3309  
[info@soschildrensvillages.ca](mailto:info@soschildrensvillages.ca)  
[soschildrensvillages.ca](http://soschildrensvillages.ca)  
Reg. charity # 138247259 RR0001

## Lesson plan - Grade 2-7

### Warm up

Ask students to check the labels in their clothes and see where they are made. Note all the countries, and encourage students to identify where the countries are on a world map. 10 mins

Variation: Ask students to work in groups to check the labels in their clothes, and to list the countries where they are made. As whole class share findings and identify countries on a world map.

### Introduction to India

Explain that India is one of the countries where many clothes are made, and that this industry is called the textile industry. Check that students know where India is on the world map. 20 mins

Explain that students will hear some facts about India that may be true or false. Using the **India true or false quiz**, read out each statement in turn and ask students to let everyone know if they think it's true or false by standing up if they think it's true, and sitting down if they think it is false. Encourage a discussion about students' choices before giving the correct answers. Ask what else students know about India and discuss. See **India fact sheet** supplied.

Variation: Give copies of the quiz to individuals or pairs to complete (by writing true/false on the sheet or by sorting into true/false piles if statements are cut into cards). Share and discuss answers.

Answers: 1 True; 2 True; 3 False, the capital is New Delhi; 4 False, the official language are Hindi, and English, and at least 16 others; 5 False, the main religions are Hinduism, Islam, Christianity, and several others; 6 True; 7 False, temperatures are as high as 50°C; 8 True; 9 True; 10 True.

### Child labour discussion

Explain that there are many children working in the textile industry, because many people are poor and see no other choice than sending their children out to work. Children from as young as six years of age work very long hours, sometimes up to ten hours a day, in very hard conditions. This is called child labour, and is forbidden in most countries. Explain that India is a country where there are many children working, especially making cotton and sewing in the textile industry. Many of the clothes produced by the children can be bought here in Canada. Display the **child labour discussion statements**, and ask different students to read them out. 20 mins

After reading through the statements, divide students into groups of about four, and hand out the statements on cards. Ask students in their groups to divide the cards into two categories: statements they agree with and statements they disagree with. Groups then report back to class. Encourage students to explain reasons for their answers.

Ask students to focus on the cards they agree with, and ask them to put these in order of importance. Then ask students to report back, explaining reasons for the order they have chosen.

### How to stop child labour

Ask students for their suggestions on what they think could be done to stop child labour. A few ideas: 5 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.)

### How SOS Children's Villages helps to stop child labour

Explain that SOS Children's Villages is an orphan charity whose main task is to care for orphaned and abandoned children. They also try to prevent children having to go out to work, by providing help for adults, such as literacy classes and classes in things like business, gardening/farming and hospitality. By training parents they can go out and get a job, and keep their children at school. 5 mins

Show the **photo of Pinky and her children**. Explain that Pinky lives in India and is a mother who was left with no source of income when her husband died, but that thanks to SOS Children's Villages she took sewing classes, which now means she can work and provide an income for her daughters, who can go to school. See also **background information sheet on Pinky** and her family supplied

### Extension ideas

- Students carry out research in their local shops re pricing and origins of clothes.
- Students find out more about India and create a poster.
- Students write about child labour; why it is wrong and what could be done to stop it.