

The Clothes Line

Age group: 7 - 11

Lesson plan 1: Placing India in the world

Aims:

To place India in relation to the locality of the children in the classroom.

What to do:

Hang a signpost in the classroom which points south-east (from your school). In pairs, ask children to use their own knowledge, and local, national and world maps, to draw up a list of places in that direction stretching out to India. They should list each country and continent they pass over and discuss what form of travel they would use. You can extend the activity by asking them to find the capital city of each country they travel through and each sea or ocean crossed.

Lesson plan 2: Where does cotton grow?

Aims:

To give practice in reading and using world maps.

What to do:

Ask children to look up in an atlas and mark on the outline map the following countries where cotton is grown:

China; Pakistan; Turkey; Commonwealth of Independent States (CIS), formerly the Soviet Union; USA; Tanzania; Zambia; Uzbekistan;

Senegal*; Mali*; India* Cameroon*, Egypt*, Brazil*, Burkina Faso* and Kazikistan*

* Fairtrade Cotton is grown here

Curriculum links:

Wales
Geography: - Use atlases, and globes, and maps and plans at a range of scales

Lesson plan 3: Tracking trade

Aims:

To help children understand the concept of trade as a world-wide activity.
To collect evidence as a way of investigating a topic.

What to do:

In the classroom, ask children to carry out a survey and look at the origin of as many different items of their clothing as they can. As a class draw up a list of all the different countries that have been traded with. Now draw a graph to illustrate the most common countries of manufacture. Children may also like to think of other questions in their survey. They may also find that their clothes may have been made in the UK, for instance, but from products which were not grown here, such as cotton. As a further activity, children could find all the countries traded with on a map.

Curriculum links:

Wales
Geography: - Collect and record evidence; analyse evidence and draw conclusions; use atlases and globes. Maths: - Represent and interpret discrete data using graphs and diagrams.

Lesson plan 4: Questioning a photo

Aims:

To motivate children to find out more about the topic.
To set up a framework for study which starts from what the children themselves want to know. This activity also highlights children's assumptions, attitudes, and their current levels of knowledge and so provides a useful basis for teachers' planning.

What to do:

Divide the class into groups of four or five. Stick a photo from the **photo gallery** (in Power Point) in the middle of a large sheet of paper and give one to each group.

Ask them to look closely at their photo, writing on the sheet of paper all the questions that they would like to ask about it. Can the questions be put into different categories:

- those which can be easily answered;
- those which require further information from books or other sources;
- those which have no definite answer, but lead to a wider debate about the issues raised in the picture.

It is important that children understand that there are no clear-cut answers to a lot of questions. Many answers are a matter of opinion, although they may sound factual. This activity works best if demonstrated with the whole class by the teacher.

Curriculum links:

Wales

English:

- | |
|---|
| <ul style="list-style-type: none">- Respond to others appropriately; make relevant contributions; qualify or justify what they think.- Reading - distinguish between fact and opinion. |
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Geography:

- | |
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| <ul style="list-style-type: none">- Analyse evidence and draw conclusions; use secondary sources of information. |
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Lesson plan 5: Matching captions to photos

Aims:

To introduce captions as a way of extending knowledge.

What to do:

Divide the class into groups of three, and from the **photo gallery** (in Power Point) give each group one photo and one caption which does not match the photo they have. As a group ask them to look at the photos and decide what is happening. They should also look at each caption and decide what might be in the matching photo.

At random, choose a child to read out their caption. The group which thinks it has the matching photo can 'claim' the caption. If there are several claims, the class decides which photo appears to match. The child with the caption should get together with two members of the group with the photo.

Once all photos and captions are matched, move straight on to activity 6 - Putting photos in sequence.

Curriculum links:

Wales

English:

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| <ul style="list-style-type: none">- Reading for information - draw on different features of texts to obtain meaning. |
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Photo captions – match to photos in separate Power Point

1. Cotton seeds ripening four months after they have been planted. The seed pods pictured are called bolls. Each boll contains about 30 seeds. The seeds are covered in thousands of cotton fibres, which give the bolls a white, fluffy appearance.
2. When cotton is harvested, the seeds and the fibres are picked together. These women are taking the seeds out by hand to leave just the cotton fibre, which is called lint. It is important to keep the lint clean, so they are working on a cloth. The tiny seeds are placed on the floor at their feet.
3. Before the cotton can be used for making cloth, it has to be spun into thread, or yarn. The tangled lint is stretched and twisted around the wheel until it forms a continuous thread. In this picture, the woman is turning the wheel with her hand. Her spinning wheel is made out of a bicycle wheel.
4. In a factory, there are lots of different ways to wind the yarn, depending on what it will be used for. Here we see yarn being wound into large cones.
5. Weaving cotton on a hand-loom. In India, about 17 million people work as hand-loom weavers.
6. This cotton is being dyed by hand. The dyer is wearing gloves to protect her hands. Cotton can be dyed at many different stages, before or after printing. A finished cloth hangs on the line, waiting to be spread out to dry. There are over 300 different plants in India which give colours for dyes.
7. Printing a pattern onto the cotton using a wooden block into which a design has been carved. Designs are often based on flowers. The block is dipped into a tray of dye and then pressed directly onto the cloth by hand. Most block printing is done in the north-western states of India, such as Gujarat.
8. After the cloth has been dyed and printed it is hung outside to dry.
9. Sewing cotton cloth to make clothes at home. About eight million people work in the clothing industry around the world. Women tend to get paid less for the work that they do.
10. Choosing clothes in a shop in the UK. The clothing industry makes a lot of money, but how much of it goes to people in the country that makes the clothes?

Lesson plan 6: Putting photos in sequence

Aims:

To build an understanding of the stages in cotton production by putting photos in sequence.

What to do:

Following on from the **lesson plan on matching captions to photos** (lesson 5), each group of three children will now have one photo and one caption. Explain that the photos show cotton from the stage when it is being picked to when it is being sold as a finished article in a shop. Ask the children who think they have the first photo to come forward and say why. Now ask for the second group to come forward, building up a sequence of photos in this way. If more than one group of children think their photo is next in sequence the teacher may lead in 'detective' work by referring to caption and photo. You will now have the whole class arranged in sequence with the photos.

Ask the children to spend some time studying their photo and caption, and describing in their own words what is happening. Now come back together as a whole group with the photos in sequence again. Children should bring the photo and be ready to answer questions about it.

Curriculum links:

Wales
Science: - Materials and their properties - changing materials. English: - Reading for information - draw on different features of texts to obtain meaning.

Lesson plan 7: Print making

Aims:

To help children appreciate the work of artists and craftspeople and apply knowledge to their own work.

Preparation:

Before carrying out this activity it may be helpful to obtain some examples of Indian fabric patterns. These are available in Oxfam shops or may be available for loan from a Development Education centre.

You will need cotton fabric, poster or acrylic paint, a roller and a paint tray. You can use virtually anything to make a print. The following are suggestions: for potato prints, a knife and half a potato per pupil; for sponge prints, a piece of foam cut into a shape; for lino cuts, a lino block and cutting tools; for card prints, thick card, pieces of string, etc. Matchboxes also make good printing blocks.

What to do:

Show the children a range of patterns from Indian fabrics. Discuss what images pupils might use to show their own community. Now ask pupils to make their own prints using the objects that you provide. They might like to experiment with a range of patterns, practising on newspaper first.

Curriculum links:

Wales
Art and design: - The roles and purposes of artists, craftspeople and designers working in different times and cultures; use a range of materials and processes; investigating art, craft and design ... in a variety of genres, styles and traditions.

Lesson plan 8: Fair Trade

Aims:

To help children develop a concept of Fair Trade.

What to do:

Photocopy and cut up the **worksheet: Fair Trade stories** (below). Now divide the class into groups of four. Give each group one person's story. (Some groups may have the same story, depending on class size.) Ask children to read their story and talk about this person's conditions of work. What is good about them? What could be improved?

Children should then imagine that they are working for a firm in your country that sells clothes in high street shops. This firm wants to make sure that it buys clothes from companies that treat their workers fairly. As a group, draw up some rules that the shop could use. You could introduce elements of the list below to them.

As a class discuss what makes trade fair or unfair. How can the pupils who buy clothes try to make sure that the people who make them are treated fairly? They might write to companies to show they care about this issue, or carry out a survey to find out what people think about Fair Trade and send this to retailers. (As a stimulus for discussion, you could tell the class that typically out of the £20 that they pay for a new outfit, only £3 will go to the person who made it -- sometimes it is much less than this; only a few pence.)

Curriculum links:

Wales

Geography:

- Topical geographical issues; wider geographical context; interdependence.

English:

- Drama - improvisation and working in role.

Further activities on Fair Trade

- Role play. Children could role play a conversation between a garment maker in India or a homeworker in the North, and a retailer selling that garment in a fashionable shop in the North. They could use the photos as a starting point.
- The class could invite someone involved in trade or the textiles industry into the classroom (a shop worker, factory worker, homeworker) to talk about their working day. Children could then write 'A day in the life of ...', comparing that person with one of those involved in the garment industry.

- The class could write to a trade union and find out more about conditions of work and health and safety codes of conduct in the North. They could then compare these with the stories.
- Children could design a poster encouraging people to buy Fair Trade goods or telling people about what Fair Trade is.
- Children could write a letter or send an Email to a retailer in the North telling them about their views on Fair Trade.
- Schools can become Fair Trade Schools, visit www.fairtrade.org.uk/schools

A 'clean clothes' code

We will only buy from manufacturers who:

- Pay reasonable wages to their workers
- Give all workers secure jobs
- Give all workers at least one day off a week
- Have an eight-hour working day, with breaks
- Do not force people to work extra hours
- Pay people extra money for extra hours worked
- Make sure that work places are safe

Take a look at the Make Trade Fair website for more information:

<http://www.maketradefair.com/en/index.htm> or www.fairtradewales.com

Worksheet: Fair Trade stories

Here five different people involved in the garment industry talk about their experiences:

1. Alick's – Cotton Farmer

Alick picks cotton in Zambia. He worries that money he gets for picking cotton won't cover the costs of his family over the coming year. "The money I get from cotton farming does not even last my family and I three months". He sometimes ends up in debt to the companies who buy from him, because the cost of production outweighs the price they can sell their cotton for. Many farmers speculate the scales their cotton is weighed with are rigged. "We work day in day out, hoping to lift ourselves out of poverty and hunger but at the end of it all we get literally nothing because of poor prices of cotton offered to us." The prices of pesticides are high, the pesticides are dangerous, and many people end up with health problems because of it.

Chakuben – Fair Trade Cotton Farmer

Chakuben works with her husband in India. They have two children. With the wages they earn working in the fields they can afford to them to the local primary school. They work for a Fair Trade Cooperative, which means a group of farmers all working together. Women are paid the same as men and given time off if they have a baby. Farmers are paid a 30% more than non Fair Trade farmers. They are paid better and fairly. They also have good medical facilities and do not have to deal with dangerous pesticides. "Fair Trade farming has really changed our lives"

2. Suresh works as a weaver at home in India

"I work as a hand-loom weaver. There is no other work in this area. I start work at 6 in the morning and finish at 9 at night. I get asthma from the dust which comes from the yarn as I weave. I have other health problems because I am sitting down all day. I sell my cloth to a middleman who sells it on to someone else. I know that I get paid a very low price, but I don't know who else to sell my cloth to. My family helps with the work by spinning the cotton and threading the loom with me."

4. Shanti works in a factory in India

"I work in a big factory which makes clothes for export to Britain. I get up at 5 am and do the chores like collecting water, cooking and cleaning before I leave for work. We work from 9 am to 5 pm. During the day we have two short tea breaks and half an hour for lunch. The factory is quite dark and it gets very hot with all the machines. If there is a big order of clothes from Britain, we have to work extra hours. Quite often we work through the night and then the next day. If we refuse, we may lose our job. During these long sessions we are half asleep and accidents can happen when people are tired. When I had my baby I did not get any time off or money. I had to come back straight away. My daughter who is 14 looked after my baby."

5. Chandra works for a small weaving association in India

"A few years ago I joined some other weavers who sell their cloth to a Fair Trade organisation. We get paid a fair price for what we make. It is hard work but I do not have to travel far to work. Besides, I know that the cloth I weave will be bought. This provides me with job security which is important in my family. My husband works as a farm labourer. He has plenty of work during the harvesting season, but at other times he has no work. If it was not for what I earn, we would not be able to feed our four children. With my wages, I can pay for my children to go to school."