

Time	Activity	Resources
Preparation	Cut up solutions to child labour for each case study and place one set of solutions per envelope.	Resource Sheet 3.3 – Solutions to child labour
0-5minutes	<p><b>Introduction</b> Ask students to recap what they learned in Lesson 1 and inform them that this lesson will be spent identifying the most effective solutions to child labour.</p>	
5- 35 minutes	<p><b>Using critical thinking skills and processes of enquiry to discuss solutions to child labour</b> Divide class into three groups and distribute one envelop of the prepared solutions to each group. Ask each group to discuss the solutions they have been given. Through group discussion they should choose their top three solutions which they think are the most practical and effective that will solve the problem of child labour in their specific case.</p> <p>Ask each group to share their solutions with the rest of the class and their reasons for choosing them. After each group has shared their answer, ask all students to vote on the one solution that they think offers the most useful suggestion for solving child labour in each case study. Write the solution that has the majority of votes on the board.</p> <p>Ask students to sit in a circle, so that they can all see each other and establish a ground rule that only one person can speak at a time (signify this by having a speaker hold a designated item) to discuss the effectiveness of the chosen solution.</p> <p>Questions you may use to stimulate discussion can be:</p> <ul style="list-style-type: none"> <li>• What answers does this solution offer?</li> <li>• What would be the practical steps to take to ensure that this solution</li> </ul>	Cut up articles from the CRC

	<p>works?</p> <ul style="list-style-type: none"> <li>• Who are the people needed to make this solution work?</li> <li>• What might be the possible disadvantages to this solution?</li> <li>• How would this solution change the day-to-day life of a child in slavery?</li> <li>• What steps can students in the classroom take to make this solution sustainable?</li> </ul> <p>NB – this activity can take a lot of time as students actively engage in discussion about their views. Encourage discussion but be aware of time limitations.</p>	
35-55 minutes	<p><b>Action on child labour for school display</b></p> <p>Divide students into three groups and ask each group to draw a tree on an A3 sheet of paper. Ask students to do the following to the parts of the tree making it as decorative as they wish:</p> <p><b>Trunk:</b> write the issue (child slavery or a particular form of child slavery)  <b>Fruit:</b> write/draw possible solutions and actions  <b>Branches:</b> ways of achieving the actions  <b>Roots:</b> The resources needed to achieve the action (skills, materials, contact)</p>	A3 sheet and colouring pens and pencils
55-60 minutes	<p><b>Closing – Homework activity to prepare for school assembly</b></p> <p>Divide class into four groups and distribute one case study from per group and the Information Guide.</p> <p>Ask each group to read their case study and complete the information guide. Each group should appoint a broadcaster, reporter and two interviewees.</p>	Information guide Resource Sheet 3.2 – Case studies

Groups should prepare a scene for a TV news broadcast, like the six o'clock news. Not every case study will have complete information, so encourage students to think creatively and tap into their empathic understanding of the situation.

**Roles:**

Essential characters:

- Broadcaster: introduces the news story and gives background information.
- Reporter: interviews all other characters
- Child/person in slavery
- Employer/master

Optional additional characters:

- Another child in slavery
- Charity worker working on issue of child slavery
- Authority figure i.e. Police Officer/Prison Officer/Government official

Each group should have the opportunity to present their broadcast to an assembly and fellow students can ask questions to the characters.