



# CARPET OF DREAMS

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**Theme:** The use of forced child labour in the handmade carpet industry

**Time:** Two 55-minute lessons, depending on the level of your students

**Learners:** Older teens, young adults and adults, B1+ (upper intermediate to advanced)

**Materials:** Ravi's story (true narrative), student worksheet, autonomous learning resources, audio recording, transcripts, information about human trafficking and modern slavery, slides, Teacher's Guide

## Content Learning Objectives

Students will learn about the use of forced child labour i.e. slavery that still exists in the handmade carpet industry.

Students will consider the impact of consumer buying power.

Students will consider the role of the corporate world and ethical choices business owners can make to eliminate slavery in the supply chains.

Students will learn about powerful global actions against child labour being implemented by GoodWeave and the Nobel Peace Laureate, Kailash Satyarthi.

## ELT Learning Aims

**Vocabulary:** to abuse, to beat, to exploit, to starve, to weave, consumers, investigation, loom, retail cost, servitude, shack, supply chain, ethically sourced, bonded labour

### SKILLS

**Reading:** comprehension of a narrative for specific details

**Listening:** comprehension of both general and specific information

**Speaking:** expressing an opinion, justifying a point of view

**Writing:** semi-formal letter writing

## About this Lesson

This lesson examines the use of forced child labour i.e. slavery, in the handmade carpet industry. The initial focus is a true life narrative told by Ravi, who was forced to weave handmade carpets for up to 14 hours a day, starved and not paid. Follow-up videos include an excerpt from the acceptance speech of Kailash Satyarthi, Nobel Peace Laureate, 2014 and an authentic TV interview with a global anti-trafficking academic, Siddharth Kara, who addresses the role of the corporate world and consumer choice. The Good News looks at powerful actions that are being taken to eliminate forced child labour. The teaching material also addresses how we, as consumers of products that may contain forced (child) labour, can use our buying power to send a message to manufacturers in order to effect change.

## From The NO Project

As teachers, we can never know what memories, thoughts or emotions such content may trigger in our students, and this certainly includes adult learners. We ask you to be aware of this and to respond sensitively and responsibly. Although the theme of this lesson may seem remote, i.e. forced child labour in the supply chain of products, the crime being addressed is violent, exploitative and deeply disturbing. Please note that The NO Project has no interest in evoking guilt, blame or shame – even though these are often initial reactions people express when they learn about the horrific backstory to the items they might own. Such emotions are draining and do not support a pro-active, engaged, creative response to ethical purchasing.

# PROCEDURE

## Step 1: Introducing the theme & pre-reading task

This first stage can be carried out in pairs, small groups or as a whole group - depending on class size. The goal is to motivate the learners and to spark their curiosity, emotional engagement and imagination.

### Show slide #1: Slavery under your feet

- Ask the students to read the statement. What do they think this statement refers to?
- Encourage the students to predict the theme of the lesson and to share their ideas.
- Ask the students to guess the title of the lesson (but don't tell them yet).
- Tell the students they will soon read a true story about a young boy called Ravi.

Engage their curiosity and develop their prediction skills with Slide #2.

If you are unable to use the slides, write the words on the board or read them out.

### Show slide #2: Ravi's Story + words

**\$10 first day hours food hit money petrol blood father education**

- Explain that all these words are included in the story. What do they think it is about?
- Encourage students to come up with creative ideas. At this point there are no 'right answers' so accept all their suggestions without judgment. According to class size, use pairs, groups or the class as a whole.
- Ask the students to come up with specific questions related to each word. E.g. Where is Ravi? Who is he? What happened on the first day?

## Step 2: Reading & personal reaction

NOTE: This is a true narrative told by Ravi, a young boy in India who was taken from his village and forced to weave carpets. Although some children are kidnapped, Ravi was not. Instead, the trafficker or 'recruiter' approached his parents and persisted so much that in the end they finally gave in. They received \$10 for their son. The trafficker lied to them, saying Ravi would earn a good wage, but instead he was forced into servitude and earned nothing.

As consumers we go about our daily life and we rarely ask, 'I wonder where this product came from? Is there slavery in the backstory of this item?' The intention throughout this lesson is not to create guilt, blame or shame, but rather to inform and empower people to make well-informed ethical choices as consumers. This takes time, is not always possible - but as we say, we can take 'baby steps'. Consumer knowledge and consumer buying power can send a powerful message to companies that may be turning a blind eye to slavery in the supply chain of their products. And behind those 'blind eyes' might lie greed and corruption.

- Provide the narrative and allow time for the students to read at their own pace.
- Encourage the students to share their personal reaction with others.
- In pairs/groups, focus on the words in the slide and discuss each point.
- Ask the students to discuss three key questions regarding comprehension.

**1. What were the boys forced to do?**

sit at the loom and weave carpets all day long, 7 days a week.

**2. How did the slaveholder control the boys?**

violence, fear of the police, little food, no money, no communication with family

**3. Why didn't they try to run away?**

they were terrified, didn't know where they were, afraid of the police

NOTE: Although the vocabulary items **weave** and **loom** are not high frequency lexis, both words are necessary when discussing child exploitation in the carpet industry. Use the next two slides to illustrate or check meaning.

**Show slide #3: Tainted Carpets - boys weaving at loom**

**Show slide #4: Tainted Carpets - boy sleeping next to loom**

- Ask the students to share their personal thoughts about the next slides.

**Show slide #5: Five statements - not my business**

- Encourage personal discussion based on the statements in the slide. Again, if you are not able to use the slides, write the sentences on the board or read them out.

**Those kids are not my problem.**

**What can I do? I'm only one person.**

**It's their parents' fault.**

**What's this got to do with me?**

**But slavery has always existed.**

- Do they agree with the statements? Why/Why not?
- There may be a difference of opinion amongst the students, or some students may have never thought about the backstory to our daily products. Encourage the students to express their thoughts and opinions in a tolerant, respectful way.

**Show slide #6: Number of people in slavery today**

- Ask the students if they know of other ways children in particular are exploited and forced into situations of slavery. Discuss in groups then as a class.

Please see the lesson plan folder - we have provided a handout that provides further general information about human trafficking and modern slavery. Students can download this information at home from the site. [www.thenoproject.org](http://www.thenoproject.org)

### **Step 3: Video viewing: Nobel Peace Laureate - acceptance speech (5 minutes)**

<https://www.youtube.com/watch?v=UNZNBcf5Hd8>

NOTE: This is an authentic video of a short excerpt of a 2014 Nobel Peace Prize acceptance speech by Kailash Satyarthi. The focus is respect for the rights and freedom of children. There is also reference to three ways children are exploited. A transcript for this short excerpt has been provided in the downloadable lesson plan. You could use this in class or students can download it and read in their own time.

- Tell the students that they will soon watch a short film.
- Elicit knowledge of the Nobel Prize from students. Some may know about the Nobel Prize in Science and Literature, but perhaps the Nobel Peace Prize is unfamiliar.
- Ask them if they know of any one who has received a Nobel Peace Prize.
- In 2014, Malala Yousafzay and Kailash Satyarthi were awarded the Nobel Peace Prize.
- Tell the students that the video is of Kailash Satyarthi who, along with his team, has rescued over 80,000 children from child slavery, including children who were forced to weave carpets. The video is a short part of his 2014 acceptance speech.
- Tell the students that the speaker mentions examples of three different children. Use these two questions to focus listening.

#### **1. Who were the children?**

#### **2. What did they say to Kailash?**

1. Twenty years ago, in the foothills of the Himalayas, I met a small, skinny child labourer. He asked me, 'Is the world so poor that it cannot give me a toy and a book, instead of forcing me to take a gun or a tool?'
2. I met a Sudanese child-soldier - he was kidnapped by an extremist militia. As his first lesson, he was forced to kill his friends and family. He asked me, 'What is my fault?'
3. Twelve years ago, a child-mother from the streets of Colombia - trafficked, enslaved, raped - asked me this, 'I've never had a dream. Can my child have one?'

- Play the video. Students can take notes.
- Ask the students to discuss in groups what they understood. It is fine to paraphrase the children's questions.
- Play a second time if needed, focusing on points that the students are unsure of.

### **Discussion – personal reactions and thoughts**

- In small groups, ask the students to share their own personal thoughts about the content of the speech. If some students are willing, they could compare their own childhood years to those of children in forced labour. Please do not force this task, as some students may not wish to discuss their childhood experiences.

### **Step 4: Language Review (optional - can be used for homework)**

Student handout with new vocabulary. Depending on time available and the level of your students, this can be an in-class activity or done at home.

#### **KEY**

**TASK 1** 1b 2e 3a 4f 5c 6h 7d 8i 9g

**TASK 2** 1 weave 2 supply 3 starved 4 inspections 5 trafficking 6 shack 7 consumers

### **Step 5: Speaking: Art against slavery in the supply chains of carpets**

**Show slide #7: Art – shadow hands**

**Show slide #8: Art – Hands at loom with money**

**Show slide #9: Carpet of sadness**

- Go through the slides at a pace appropriate to your students.
- Allow them time to react. Encourage them to talk about what the message.
- Do they think it is powerful? What would they change and how?

NOTE: If any of your students would like to contribute art for The NO Project site, please contact us. We would love to collaborate [info@thenoproject.org](mailto:info@thenoproject.org)

### **Step 6: Video viewing: Authentic interview with anti-slavery expert, Siddharth Kara.**

<https://edition.cnn.com/videos/world/2014/01/20/ctw-india-carpet-report-siddharth-kara-intv.cnn>

NOTE: This real-life interview (5 minutes) features Siddharth Kara (from Harvard and Berkeley) a leading global authority on human trafficking and modern slavery. This video focuses on children, particularly boys, who are forced to make handmade carpets in India. This is an authentic interview therefore it will include unfamiliar vocabulary, however given the visual support during the interview such as photos and statistics, combined with the preparatory stages of this lesson, students will probably gain an overall understanding of the content. We have provided a transcript in the lesson plan folder for students who would like to read exactly what is said.

The academic report by Siddharth Kara is called Tainted Carpets, i.e. carpets tainted by slavery. (He has also completed Tainted Garments focusing on the clothing industry.)

**Show slide #10: Tainted definition**

**Show slide #11: Cover of Tainted Carpets report**

- Encourage the students to discuss this title.

**Why are the carpets ‘tainted’?**

(Because there is slavery, pain, violence in the supply chain.)

- Explain that the person in the interview wrote the report Tainted Carpets.
- Encourage the students to predict what they might hear.

Guide students with ‘Wh’ questions: **Which country?** (India) **How old are the children?** (8,9,10) **How many hours a day do they work?** (14 hours a day – 7 days a week) **Where are the carpets sold?** (stores in USA) **How much is the handmade carpet industry worth?** (Many billions of dollars) **Should we refuse to buy carpets?** (No)

The last question leads to the vocabulary item used in the interview ‘boycott’.

Introduce the item if needed:

to boycott: to refuse to buy a product from a particular company (or country)

Example: She wanted to boycott all chocolate products from that company, because child labour is probably in the supply chain.

- Play the interview. Students discuss what they understood. Play again if needed.

**Discussion points**

- Allow time for the students to reflect on their own behaviour as consumers.
- Do they often think about the backstory or supply chain of things they spend money on?

**Show slide #12: Carpet of Dreams.**

- Why is this the lesson title? (There is no ‘right answer’)

**Step 7: Reading: THE GOOD NEWS!**

NOTE: It is through direct collaboration with GoodWeave that we feature their work in The NO Project teaching material, and we thank them for their guidance and support with this lesson.

- Tell the students that powerful actions are happening against child labour in supply chains.
- Elicit what might these actions be. Explain that they are in the country of the worker and of the consumer – both ends of the supply chain.

**Show slide #13: The GoodWeave logo**

**Show slide #14: Carpets with GoodWeave logo**

- Allow time for students to guess what the GoodWeave label on a product means.

**Show slide #15: THE GOOD NEWS!**

- Encourage the students to discuss slide #15, then provide the reading text.
- Allow time for the students to read at their own pace.

- Ask the students to choose three points that they feel strongly about. The goal of this task is for students to reflect upon and express their personal response. If appropriate the students can go online to the GoodWeave site in the classroom.
- Tell the students that they can watch an excellent free film online, The Price of Free, which shows children being rescued from situations of forced labour. (see Beyond the Class at the end of this Teacher's Guide)

### **Step 8: Listening: The Right Choice (8 minutes)**

NOTE: In this audio recording we hear a dialogue between Niki, an employer and her employee, Alex. Niki owns an interior design company and their most important client, an exclusive hotel, has made a serious complaint about Alex, a young talented interior designer. Initially there is tension, but the outcome is positive.

- Tell the students they are going to hear a conversation between two people in an interior design company. You may need to introduce the vocabulary 'interior design'.
- Explain that there is a serious problem that the company owner must discuss with an employee, and his job is 'on the line'.
- Elicit ideas as to what the problem might be. Try not to focus on 'right' answers. At this point, accept the students' different ideas and suggestions.
- Explain that the recording is not very short because the employer and employee need time to discuss the situation.
- To focus listening, ask the students to note four words. Why are they mentioned?

**college real world children laptop Monday**

- Tell the students that they can take notes as they listen.
- Play the conversation.
- In pairs or groups ask the students to go through their notes, share ideas and address the key points raised by Niki and Alex. Play again if needed.
- Discuss the recording title with the students. The Right Choice - why?
- Inform the students that they can download the recording and script at home and listen to the dialogue in their own time.

#### **A creative, purposeful follow-up activity**

In some classes, students love to read out the dialogue and act it out. If this is appropriate to your class and the students really want to do it - it could be a fun activity. We suggest you encourage the students to paraphrase so they can express themselves with greater agency over the language.

#### **A challenging variation on the scripted dialogue: change the ending**

You could make the task more challenging by suggesting that the employer refuses



to change to ethically sourced carpets. How does this change the situation? Will Alex decide to leave his job, stay or will Niki ask him to leave?

## **Step 9: Speaking: Expressing and justifying a specific point of view**

### **Role Play**

NOTE: If you have a large class, be aware that this can be quite a loud stage of the lesson. This is perfectly normal, but pre-check that no colleague in a nearby room has a quiet exam happening that day.

- Students work in groups of 3 or 4.
- Set up the role and explain the situation to your students.
- Allow time for students to select the role they will take.
- Give students time to prepare their thoughts, arguments and opinions.
- Monitor the various groups and provide new vocabulary if requested.
- Students carry out the role play – all groups simultaneously.
- Depending on time, willingness of students and learning context, ask each group to show their role play to the whole class (but never force a student to perform if they prefer not to.)
- Discussion to follow. Did different groups reach a different outcome?
- If students presented a point of view that was different from their own, how did they feel? Did they learn anything by seeing the situation from another perspective?

NOTE: If you devise different role plays based on this lesson, please get in touch with us. We would love to hear about your ideas. [info@thenoproject.org](mailto:info@thenoproject.org)

### **The Situation**

Four people, who all hold senior positions at the hotel, are having a meeting about the carpets. Which carpets should they use and why? Are ethically sourced carpets important or not?

#### **Person 1:** Hotel Management department

You think having ethically sourced carpets in the hotel is an excellent idea, and that it reflects the values of the hotel.

#### **Person 2:** Hotel Marketing department

You are strongly against having carpets from child labour, from both a personal and professional point of view.

#### **Person 3:** Hotel Public Relations department

You feel strongly that guests are not interested and you do not support this idea. You think it is negative to draw attention to the carpets.

**Person 4:** Hotel Reservations department

You are confused and do not understand why the source of the carpets in the hotel is important. You feel that this meeting is probably a waste of time.

### **Step 10 Writing - informative, friendly letter to hotel guests (180-220 words)**

Students will write a letter to guests of a high-end hotel and this letter will be placed in all the hotel rooms for guests to read.

This task can be a group or individual activity, but we suggest that the students work together initially to generate ideas. The actual writing task can be carried out at home.

- Tell the students the situation and their imaginary roles in order to establish the purpose of the letter.
- They work in the Public Relations (PR) and Marketing departments of the hotel.
- The hotel management now has ethically sourced carpets throughout the hotel. Every carpet that a guest walks across has the GoodWeave label, and the management is proud of this.
- Tell the students that they must create a friendly, informative letter to guests telling them why the hotel is proud to have ethically sourced carpets free from child labour.
- Go through these key points to guide the students:

**Who** are you writing to? **Why** are you writing? **What** tone is appropriate? **What** information do you want the reader to remember? **What** outcome would you like? **How** can the reader follow up on the letter if they wish to? E.g. include a person or an email that a guest can contact.

## Beyond the class/ Personal Projects

### THE PRICE OF FREE

<https://priceoffree.com/>

This award-winning, feature-length documentary about the work of Nobel Peace Laureate Kailash Satyarthi is excellent. Watch the film and see how children are rescued from horrific situations of forced labour. THE PRICE OF FREE follows Satyarthi and his team of activists around the world on secret rescue missions as they hunt for missing children and work to reunite them with their families. Winner of the Grand Jury Prize, US Documentary, Sundance 2018.

[https://www.youtube.com/watch?v=UsqKz1hd\\_CY](https://www.youtube.com/watch?v=UsqKz1hd_CY)

### Autonomous Learning & further resources

The video below shows a powerful interview with Kailash Satyarthi and Nina Smith, the CEO of GoodWeave International <https://www.goodweave.org>. Listen carefully to what Nina says about the role of businesses and consumers and hear Kailash Satyarthi describe the steps to create a Child-Friendly World.

<https://www.youtube.com/watch?v=RGLJnCkgI0s&t=429s>

### True Narratives by survivors of trafficking and modern day slavery

To read true narratives by adults and children who are survivors of forced labour and exploitation, visit this informative site from Nottingham University, UK. Use the filter to read about different forms of modern slavery, select country, type of exploitation, age. You will also find global anti-slavery murals, artwork and photography.

<http://antislavery.ac.uk>

Music video about the connection between child labour and the consumer, with music by Radiohead. <https://www.youtube.com/watch?v=DV1hQSt2hSE>

This powerful, engaging music video examines the relationship between the consumer and the person who has been forced to make the product. The short film contrasts the lives of two boys: one lives a 'normal' privileged life while another boy, thousands of miles away, appears to be a victim of human trafficking for forced labour. The music track is by Radiohead.

### Taking Action: Going Public

Now that you know about the backstory to carpets, how will you inform others?

Visit [www.thenoproject.org](http://www.thenoproject.org) to learn more about forms of modern slavery and to see the ways people are taking action. Think about the products in your home, workplace or school, university. Where did they come from? Are they ethically sourced?

Find out about ethically sourced products – visit FAIRTRADE [www.fairtrade.net](http://www.fairtrade.net)

## **Credits & acknowledgements**

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Music: [www.elijahbossenbroeck.com](http://www.elijahbossenbroeck.com)

[www.pearaudiopost.gr](http://www.pearaudiopost.gr)

<https://www.goodweave.org>

<https://www.nobelpeaceprize.org/>

<https://www.participantmedia.com/>

<https://priceoffree.com/>

[www.therugcompany.com](http://www.therugcompany.com)

<http://siddharthkara.com/online.html>

<https://edition.cnn.com/interactive/2018/specials/freedom-project/>

[www.antislavery.ac.uk](http://www.antislavery.ac.uk)

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