

Lesson 1

Starter

Students should be provided with a selection of the Year 8 articles. Give them about 5 minutes to find evidence of bias in the articles. This could be done using a highlighter or by underlining key points. At the end of the 5 minutes share 2 or 3 examples to check they have the right idea.

Main activity

Students then need to be presented with evidence from both sides of the sweatshop debate. This could be extracts from textbooks and websites (as described above) or as a series of [statement cards](#). Students should use the evidence to edit out and correct the bias in the original articles.

Plenary

Draw together the issues related to the use of sweatshops by businesses that supply multinationals.

Identify the way the presentation of the issue can be biased.

Lessons 2 - 3

Students use the now neutral articles and evidence they have been given to plan and write a new article, expressing bias but this time supporting it with clear, detailed evidence. Any statements must be justified and conclusions must follow logically from the evidence given throughout the article. Students should be reminded that they are being assessed on their Geography and their Citizenship so both objectives should be clear.

Once the articles are completed, there is a self or peer assessment opportunity for pupils to repeat the initial task, this time to identify bias in their own article and check that it is clearly justified.

Lesson 4 – Whose responsibility?

Starter

Brainstorm on why multinationals buy from the lowest cost suppliers.

Main activity

Students work in groups to develop answers to the following questions.

- *What does this have to do with me?*
- *Do I have any responsibility?*
- *Is there anything I can do to influence the situation?*

Plenary

Groups share responses and class discusses different ways of influencing the situation.