



## World AIMS Global Learning Teacher Notes

<b>Subject:</b> Citizenship	<b>Topic:</b> Slavery in the 21 <sup>st</sup> Century	<b>Teaching Set:</b> KS3 Yrs. 8/9
<p><b>Context:</b> This is one of a series of resources created for World AIMS based around the theme of slavery. This resource includes an initial lesson plan to introduce students in Years 8/9 to the theme of modern-day slavery. This pack also then includes links to some of the excellent resources produced by campaigning organisations. These links can be used by teachers to extend teaching on this topic or could be shown to students as all organisations mentioned in this resource have opportunities available for young people to campaign or take action on the issues. This pack was created in June 2014 and all links are correct as of that time but will be checked regularly and updated by the staff of World AIMS.</p> <p>World AIMS does not have an affiliation to any of the organisations promoted through this pack but the resources advocated here are ones that have been reviewed and deemed to be of a high standard and will enhance global learning</p> <p><b>Teacher Notes:</b> When we talk about slavery we often think of the transatlantic slave trade that reached its peak in the 18<sup>th</sup> century but in actual fact the modern-day slave trade is one of the fastest growing industries in the world, enslaving up to 30 million individuals today.* Modern-day slavery is wrapped up in almost every industry's supply chain, tainting the food we eat, the clothes we buy and the electronics we love.</p> <p><b>Useful definitions of slavery and trafficking:</b></p> <p>The Slavery Convention (1926) says that <i>"slavery is the status or condition of a person over whom any or all of the powers attaching to the right of ownership are exercised."</i>**</p> <p>International Labour Organization (ILO) Forced Labour Convention (No. 29), from 1930 defines forced labour as <i>"All work or service that is exacted from any person under the menace of any penalty for which the said person has not offered himself voluntarily."</i>**</p> <p>Universal Declaration of Human Rights, 1948, says: <i>"No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms."</i>**</p>		

Supplementary Convention on the Abolition of Slavery, The Slave Trade, and Institutions and Practices Similar to Slavery, 1956, lists modern forms of slavery: *“Debt bondage, serfdom, forced marriage and the delivery of a child for the exploitation of that child are all slavery like practices and require criminalisation and abolishment.”\*\**

Another useful definition of slavery from the CNN Freedom Project in KS3 friendly language: *“Slavery occurs when one person completely controls another person, using violence or the threat of violence to maintain that control, exploits them economically, pays them nothing and they cannot walk away.”* (CNN FreedomProject)

### **So what does modern-day slavery look like?\***

There are a number of different types of slavery and of course more than one type of slavery can be taking place at any one time:

- [Bonded labour](#) affects millions of people around the world, with the biggest numbers in South East Asia. People become bonded labourers by taking, or being tricked into taking, a loan for which they are unable to ever pay off. This debt can then also be passed down to children if the worker is no longer able to work/dies meaning that children can be born into bonded labour.
- [Child Slavery](#) affects an estimated 5.5 million children around the world. Child slavery includes the worst form of child labour and child trafficking.
- Early and forced marriage predominately affects women and girls who are married without choice, forced into lives of servitude often accompanied by physical violence and have no realistic choice of leaving the marriage.
- [Forced labour](#) affects people who are illegally recruited by individuals, businesses or governments and forced to work - usually under the threat of violence or other penalties.
- [Descent-based slavery](#) involves people who are either born into a 'slave' class or are from a 'group' that society views can be used for slave labour.

[Trafficking](#) involves the transport of any person from one area to another for the purpose of forcing them into slavery conditions. Trafficking involves transporting people between borders but can also take place within one nation. Trafficking can take place for a number of reasons including \*<http://www.notforsalecampaign.org>

\*\* [http://www.antislavery.org/english/slavery\\_today/what\\_is\\_modern\\_slavery.aspx](http://www.antislavery.org/english/slavery_today/what_is_modern_slavery.aspx)

### **Let us know what you think!**

If you use this resource in anyway, please let us know how you got on and how the students engaged with it. Email any responses to the World AIMS manager at [admin@methodisteducation.co.uk](mailto:admin@methodisteducation.co.uk)



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## World AIMS Global Learning Lesson Plan

<b>Subject:</b> Citizenship	<b>Topic:</b> Modern-Day Slavery	<b>Teaching Set:</b> KS3 Yrs. 8/9
<p><b>Context:</b> An introductory workshop on the issue of modern-day slavery with resource links provided for teachers to extend this work further in other lessons or as part of a bigger workshop.</p>		
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- We are learning to describe what freedom means to us</li> <li>- We are learning to identify the issue of modern-day slavery and some of the forms it takes</li> <li>- We are learning to express our thoughts and opinion through active discussion</li> </ul>		
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>- We will know more about modern-day slavery and will be able to discuss some of the global implications of the issue.</li> <li>- We will use information to form our own opinions and we will have been able to share those opinions with peers.</li> <li>- We will have learnt about some of the ways NGOs are working to tackle the issue of human trafficking and will have the resources to respond with action if we wish to.</li> </ul>		
<p><b>Skills / Literacy / Numeracy / ICT foci</b>            ICT – Multi-media approach            Literacy – developing speaking and listening skills through discussion</p>	<p><b>Key Words:</b> Freedom, slavery, trafficking, prostitution, trade, declaration, rights.</p>	
<p><b>Starter</b>            Ask students to finish the sentence ‘Freedom is....’ They can write their responses on post-it notes and then stick these on to a large A3 sheet of paper.</p>	<p><b>Time</b>            5minutes</p>	

<p>What are student responses to these films? What do you think is meant by the term modern day slavery? How can a person be a slave today? Ask students to suggest reasons for slavery today. Inform them that experts think that worldwide there are around 20-30 million people living in slavery today. It is hard to know the exact number as so many are kept hidden.</p>	<p>3minutes</p>
<p><b>Activity1:</b> Print out the attached Activity 1 stories (illustrative stories taken from <a href="#">US Department of State Trafficking Report 2013</a>). These stories are based on real stories and show the range of reasons people become slaves in the 21<sup>st</sup> Century. Split students into groups. Each student to be given one story and then in the group they share their story with the other pupils after they have had time to read it.</p> <p>Important to note that all these stories are ‘survivor’ stories. In reality most people that are modern- day slaves are not rescued/able to escape. <u>It is also important for teachers to take the time to decide which stories are most suitable for their group as some of the stories could be very upsetting.</u></p> <p>As a class ask what are some of the freedoms lost by the people featured in the stories? How are the lives of those in the story affected by the loss of their freedom? (E.g. speech, movement, fair pay, rights over their body, freedom to enjoy childhood etc.).</p>	<p>10minutes</p>
<p><b>Activity2</b> Show students the <a href="#">PowerPoint</a> that accompanies this workshop and go through some of the question points with them.</p> <p>When asked what they can possibly do as Yr. 8/9 students to tackle such a big issue read the Zach Hunter story on the <a href="#">PowerPoint</a>.</p>	<p>10-12minutes</p>
<p><b>Activity3</b> Thinking back to their earlier statements ‘Freedom is....’ In small groups students to create a declaration of rights for people that have been trapped in slavery. What rights do they think they should have restored? What should be done to stop modern-day slavery? Give some examples of some of the statements they could include. E.g. <i>“We believe that those who are guilty of moving people between countries against their will should be prosecuted and brought to justice.”</i> <i>“We believe all people have the right to freedom of movement and nobody should be trapped against their will”.</i></p> <p>Each group to then feedback to the whole class by presenting their declarations.</p>	<p>20minutes</p>

<p><b>Plenary</b></p> <p>Using the end slide of the <a href="#">PowerPoint</a> give students the option to find out more and take action. <a href="#">Stop the Traffik</a> are a campaigning organisation that are tackling the issue of people being trafficked (bought, transported and sold) into different forms of slavery. They have some excellent campaigns for young people to get involved with as well as more information on different types of modern-day slavery. Explain that not everyone can do the kind of thing Zach Hunter did but at the end of his film he said that one of things he loved doing was helping people find the thing they are passionate about in life. If this is something your students are passionate about there is a lot the school/they as individuals can get involved with.</p>	<p>5 mins</p>
<p><b>Additional resources for extension work on this theme:</b></p> <p><b>General:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.theguardian.com/global-development/series/modern-day-slavery-in-focus">http://www.theguardian.com/global-development/series/modern-day-slavery-in-focus</a> Up to date news from The Guardian with a specific focus on modern-day slavery.</li> <li>• <a href="#">Stop the Traffik</a> have lots of excellent resources for schools including resource packs taking a look at modern-day slavery in the fashion industry and in the chocolate industry. They also have large scale resources such as the 'Gift Box' that you could hire to run a whole-school awareness campaign.</li> <li>• <a href="#">Anti-Slavery</a> is a great website with lots of information for both teachers and students on the issue of modern day slavery.</li> </ul> <p><b>Sex industry:</b></p> <ul style="list-style-type: none"> <li>• If you have an older/mature group Discuss with students: <ul style="list-style-type: none"> <li>- Why do you think girls believe the promises made to them?</li> <li>- Who is responsible for this form of slavery/entrapment? (e.g. the people taking the girls, people paying for time with the girls, the families of the girls, girls themselves)</li> </ul> </li> </ul>	

### Activity 1 Stories:

#### **Burma – Thailand**

Kyi and Mya, both 16 years old, were promised work as domestic helpers in Thailand. With the help of five different local brokers, they travelled from Burma walking all day and night through a forest, crossing a river in a small boat, and spending a few nights in various homes along the way. Once they arrived, they were placed in a meat-processing factory and forced to work from 4 a.m. to 11 p.m. Kyi and Maya complained to the factory manager about the hard work and long working hours, and told him this was not what they were told they would be doing in Thailand. The factory manager told the girls they owed him for their “traveling expenses” from Burma to Thailand and could not leave until it was paid off. He continued to subtract their “debt” from what little income they received. Eventually the girls were able to contact one of their relatives in Burma who then contacted a charity; the organization arranged their safe removal from the factory. They are now in a Thai government shelter in Bangkok, receiving counselling while waiting for repatriation so that they can go home.

#### **Zambia – South Africa**

Chewazi was offered a better life in South Africa working for an organization that ran a Boy Scouts group. Excited about the job, he left Zimbabwe for South Africa. Instead of receiving the job he was promised, he was forced to work every day on a farm for a piece of bread and some water. For six months, Chewazi was transported between farms in Zambia and South Africa, enduring physical and other abuses, dreaming of the day he would escape. When Chewazi and a friend finally did escape, they made their way to Cape Town; a security guard on the street found them and helped them to safety.

## United States

Mauri was only 16 years old when she was forced into prostitution on the streets of Honolulu, Hawaii. For her, there was no escape; her man who 'owned her' threatened to kill her family if she did not go out on the street night after night to make him money. If Mauri tried to use some of the money to buy food, she was severely beaten. Mauri finally escaped when she was picked up by the police. She is now in a rehabilitation program and has reunited with her parents, but her road to recovery has been long and difficult. She suffers from terrible flashbacks and severe depression.. Mauri says she was lucky to get out alive: *"The longer you stay the less hope you have."*

## Thailand

Tola was seven years old when she was lured away from her parents by a couple who owned the field her family worked. While enslaved, she was forced to take care of cats and dogs for the couple's pet grooming shop. For five years, Tola's parents hoped to see her again, never knowing how she disappeared or where she might be. They never imagined that Tola was close, enduring torture and abuse. If Tola did not do her job properly, she was kicked, slapped, and beaten with a broom. Sometimes the couple locked her in a cage and poured boiling hot water over her. One day, she climbed a concrete fence of the house while chasing a cat and realized she was free. A neighbour called the police and she was taken to a nearby shelter where her mother identified her. The couple was arrested and charged with various charges, including torture, detaining a person against their will, enslavement, and kidnapping. As for Tola, injuries on her arms affected her muscles; she can no longer move her left arm. For now though, she is safe with her family and is beginning her mental, emotional, and physical journey to recovery.

## Philippines – Qatar

Dalisay signed a contract with an employment agency in the Philippines to work as a housemaid in Qatar for \$400 a month, plus room and board. But when she arrived, her employer said he would pay her only

\$250 a month. She knew her family back in the Philippines depended on her earnings and felt she had no choice but to stay to help her family. She quickly realised that her low pay was not the only unexpected condition of her work situation. She was fed one meal a day, leftovers from the family's lunch: *"If no leftovers, I didn't eat."* She worked seven days a week. When she was finished working in her employers' house, she was forced to clean his mother-in-law's house, and then his sister's without any additional pay. After eight months, Dalisay tried to leave but her boss just laughed and said "You can't quit." As a domestic worker not covered under the labour law, Dalisay could not resign without her employer's permission, change jobs, leave the country, get a driver's license, or open a bank account without the permission of her employer. She also learned that her employer could withdraw sponsorship at any time and send her back home, so she ran away and joined 56 other women who found shelter in the Philippines Overseas Labour Office.