

Topic: Human rights and responsibilities

Lesson: Does slavery still exist?	KS or Year Group: KS 3
Resources: <ol style="list-style-type: none">1. Resource 1 – document from the transatlantic slave trade2. Resource 2 – selected articles from the UDHR3. Resource 3 - case studies	Outcomes: <ul style="list-style-type: none">• All students should be aware of the issues surrounding forced labour in today's world.• All students should be able to form an opinion on whether or not slavery still exists in the world today.• Most students will be able to make links between slavery and human rights abuses.

National Curriculum

Key Concepts: 1.1b, 1.2a, 1.2b, 1.2c, 1.3c

Key Processes: 2.1b, 2.2a, 2.2b

Range and Content: 3a,

Curriculum Opportunities: 4g

Lesson

This lesson looks at the issue of modern day slavery. Whilst the historical transatlantic slave trade is often in the news, modern day slavery and bonded labour is often overlooked. The lesson aims to introduce the issue by using simple case studies to encourage students to question the rights and wrongs of the situations. Students are encouraged to discuss and debate the issues and reach their own conclusions.

The lesson is structured so that students, not the teacher, are working and thinking through the issues. Students are encouraged to develop group work skills and negotiate through issues with their peers.

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Starter

- Using **Resource 1**, show a document (dated 1769) from the transatlantic slave trade.
- Ask students to get into pairs and discuss what they think this handbill refers to. Most should come up with the idea that it is slavery based on their prior knowledge. Distribute **Resource 2** so students can work together to identify the human rights that the slaves might not have.
- Get the class to feedback, nominating a scribe from the class to write down the ideas.
- Ask each pair to decide on their definition of slavery

Main activity

- Distribute copies of **Resource 3 – case studies**. Split the class up into groups of five or six. Give each group a case study.
- Each group can initially fill in the row for their case study. Ask students to refer to their definition of slavery and also to Resource 2. They should decide if they think that human rights (as defined by the UN Declaration on Human Rights) are being compromised.
- Groups should then take it in turns to share their case study and allow the other groups time to fill in their chart.
- When each group has spoken and everyone has filled in their chart, individuals can be given a couple of minutes to review the information.

Plenary

Write a paragraph outlining their opinion on whether there is such a thing as modern day slavery. This should be based on the students' learning and should also look at the role of human rights. What links are there between the lack of rights of historical slaves and those involved in modern day slavery?

Aim high

More able students could be encouraged to compare modern day slavery to the transatlantic slave trade when discussing if slavery still exists today. Alternative assessment task below.

Assessment

Teachers should assess the skills of group work, negotiation, discussion and debate within groups. The lesson provided the opportunity for students to progress through the NC levels for citizenship.

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An extension task/homework could be a formal assessment of a piece of written work, around the topic of raising awareness or tackling slavery. This could be in the form of a letter to an MP or newspaper raising the issue. Templates could be provided for less able students.

Check the web

www.antislavery.org

www.notforsalecampaign.org

Summary of key learning

- All students should be aware of issues around modern day slavery and be able to give examples
- Most students will be able to discuss and justify an opinion on the rights or wrongs of modern day slavery, including if they think it should be classed as slavery and how it links to human rights

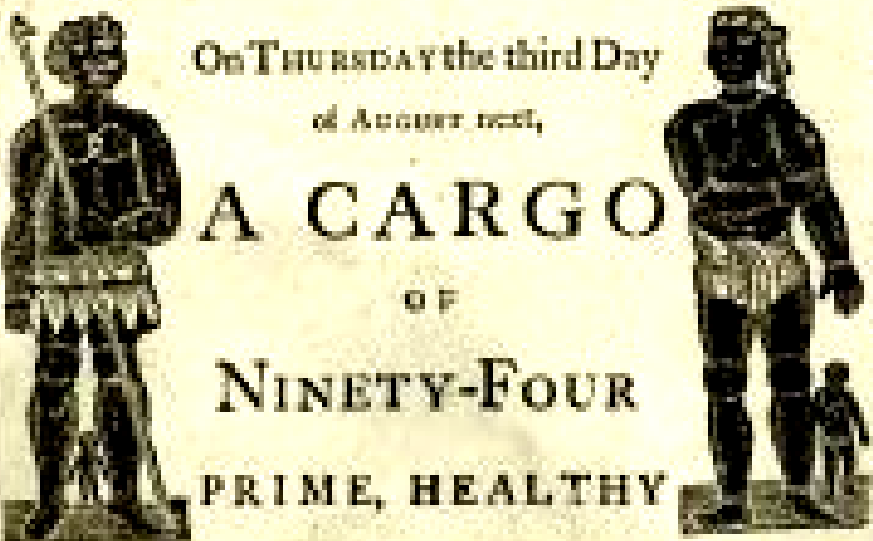
Resource 1 – document from the transatlantic slave trade

Charleston, July 24th, 1769.

TO BE SOLD,

On THURSDAY the third Day
of August next,

A CARGO
OF
NINETY-FOUR
PRIME, HEALTHY



NEGROES,

CONSISTING OF
Thirty-nine MEN, Fifteen BOYS,
Twenty-four WOMEN, and
Sixteen GIRLS.

JUST ARRIVED,
In the Brigantine DEMBIA, *Francis Bare*, Master, from SIERRA-
LEON, by
DAVID & JOHN DEAS.

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Resource 2 - selected articles of the Universal Declaration of Human Rights



Article number	What it says
1	When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.
3	You have the right to live, and to live in freedom and safety.
4	Nobody has the right to treat you as his her slave and you should not make anyone your slave.
18	You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.
22	The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.
23	You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.
24	Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.

These are some articles from the Universal Declaration of Human Rights. This is a document written by the UN (United Nations) which sets out all the rights that they would like every single person in the world to have.

There are 30 articles in total (an article really just means a point or idea), but the ones in the chart above are particularly relevant when we look at slavery.

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Resource 3 - case studies



These case studies are fictional but are based on facts. All of the situations are based incidents that are happening across the world today.

Case study 1

Prison workers in the USA.

Edward is a prisoner in America. He has been convicted of a crime and he has to serve 10 years in prison.

Sometimes he is taken out of the prison with other inmates and they are made to collect rubbish along highways. When they do this they must wear a uniform and the prisoners are chained together.

Edward does not have a choice about the work he does or the hours he works.

Case study 2

Bonded labour in India.

Raj is 12. Everyday he wakes at 6am to work at a loom where he makes cloth. He hand weaves beautiful material for women's saris. He works until it goes dark, which can be at 8 or 9pm. He gets meals but has never been to school and cannot read or write.

The man who owns the factory where he works gave Raj's mother money for him and has said that Raj can leave when the money he gave his mother has been repaid. Raj does not know when that will be. He has already been in the factory for 3 years. His boss says he might sell him to another factory soon.

Case study 3

Li Ang is from the Philippines. She is a servant in the Dubai.

As there were not many jobs in the town she lived in, she replied to a job advert in a newspaper that asked for young women to earn good wages working in Dubai.

She got the job and a woman arranged for a flight to Dubai. Li Ang understood that she would pay back the cost of the flight from her wages.

When Li Ang got to Dubai the woman took her passport and drove her to the house where she was going to work.

Since she has been there Li Ang has not been paid and she is not allowed out of the house on her own. She works from six in the morning until after her boss goes to bed, seven days a week. If she asks about her wages she is told that she needs to pay back her flight first.

She doesn't know when she will get any wages or any time off.

Case study 4

Domestic service in Brazil.

Paula is from rural Brazil. She works in domestic service in a big house in Rio. She started work in the house when she was 12. A man came to the village and told the family how much she would earn and that she would be able to continue with her education.

Paula works from 6am until after the family have gone to bed. She has to do lots of heavy work and is often in pain.

She has not been allowed to go back to her village and only gets half a day off each month. She has not been allowed to go to school and is so tired that she doesn't have time to write to her mother. Paula gets paid less than promised.

Her mother has tried to find her, but the man who came to the village told her she would go to prison for letting her daughter go away. She is now too scared to ask the police for help.

Case study 5

After the war in Sudan in the 1980s, many Dinka people (a tribal group in Sudan) were taken to the north of Sudan.

Adut was seven when she was taken by an armed gang. She was taken to the north of Sudan and made to work collecting firewood and water, as well as doing household chores. Her captors were Muslim and made her forget her own religion and follow Muslim traditions and take a Muslim name.

She was beaten if she spoke her own language or if she did not work well.

When she was 13 she was forced to marry a man from the family she had worked for.

She cannot leave her husband and is still beaten if she does not work hard. Adut has no money of her own.

Case study 6

Yemeni child smuggled into Saudi Arabia to beg.

Ali is six and he now lives in Saudi Arabia. He was born in Yemen and was brought to Saudi Arabia when he was five.

He was brought in by a gang who make him beg on the streets all day long. They take all the money that he collects.

Once when he said that he did not want to go he was beaten with a stick.

Ali does not go to school or have any contact with his family. He is not allowed to play with other children.

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Name	Country	Situation	Do you think this is slavery? Why?