

MODERN SLAVERY

1. Practical information

Theme	- Slavery, from 1865 until now - Trafficking
Goal	Making pupils aware about modern slavery The pupils think about what life as a slave is like: Who are they? Where do they live? Do they still exist?
Level	3 ASO/BSO/TSO
Time	± 50 minutes (part one) ± 100 minutes (part one and two)
Type	- Class and individual work - Listening and speaking - Reading and speaking

2. Preparation

Preparation time for teacher	± 30 minutes <i>To do...</i> <ul style="list-style-type: none">- Find a picture that is linked with slavery.- Surf to the site with the listening fragment in class or put the fragment on a CD.- Print the instructions for the listening exercise for every pair of pupils.- Adapt the testimonies to the pupils' level.
Materials	Part one <ul style="list-style-type: none">- Picture on slavery (look at the example)- Listening fragment (CD/internet)- CD-player or computer- Campaign advertisement or hand out of a website against slavery today- Printed instructions for the listening exercise Part two <ul style="list-style-type: none">- Testimonies about trafficking that have to be adapted to the pupils' level of English (there are four examples which are adapted to different levels).

3. Objectives

VOET	Gemeenschappelijke stam: 1, 5, 8, 11, 13, 16, 17 Context 3: 6 Context 5: 2, 3, 13 Context 7: 2, 4 Leren leren: 3, 5
Formation objectives: English	<i>Language</i> <ul style="list-style-type: none">- The pupils practise their speaking skills.

Formation objectives: Human rights	<p><i>Personality formation</i></p> <ul style="list-style-type: none"> - Pupils experience what it is like to be a slave and find out how children end up being slaves. - The pupils find out how slave traders/owners think and what their motivations are. - The main goal is to stimulate the pupils to become critical civilians who call upon governments to take actions. <p><i>World view</i></p> <ul style="list-style-type: none"> - The pupils learn that in the past slavery was considered normal and that a lot of countries were/are included in slave trade (in this case especially England-London). - The pupils know that slavery still exists today (and not only in less developed countries). - The pupils develop a positive attitude towards human rights. By doing all kinds of activities they obtain insights, and become aware of their own attitudes considering certain human rights.
Final attainment goals	<p><i>Listening: 2, 3, 4, 5</i> <i>Reading: 9, 10, 12</i> <i>Speaking: 16, 17, 19, 20, 23</i> <i>Writing: 25, 29, 31</i></p>
Attitudes	<ul style="list-style-type: none"> - The pupils are willing to speak out loud. - The pupils are willing to focus on what they want to know.
Strategies	<ul style="list-style-type: none"> - The pupils are able to use strategies that help them find the answers to specific questions in a text. - The pupils are able to use a dictionary.

4. Remarks

Remarks	<p>It might be a good idea to compare the value of a dollar and a pound/pence with the value of a euro. You can cooperate with the History teacher for this lesson. The history of slavery and especially 1865 ('end' of slavery in America) can be taught before having this lesson. Pupils can set up an action in school to make other pupils aware of the fact that child slavery still exists in our society (posters, 'sketches', films, make pupils experience what slavery is about).</p>
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5. Activity and instructions

ACTIVITY	INSTRUCTIONS
<p>Introduction: part one</p>	<p>INTRODUCTION: the price of slaves Show the pupils a list of prices for slaves. You can find a list on the following website. http://eh.net/graphics/encyclopedia/wahl.slavery.us.figure1.jpg Ask the pupils the following questions: - <i>What do you think these numbers stand for? What would you buy if you had this kind of money?</i> - <i>What would you say if I tell you that these are the prices you have to pay to buy people?</i> - ...</p> <p>Remark: If a class is less talkative, you can always show a fragment of the film <i>Amistad</i> as a way of introduction.</p>
<p>Listening: part one</p>	<p>STEP 1: pre-listening Have a brainstorm on slaves and slavery with the pupils and write their findings on the blackboard. Ask the pupils the following questions. 1. <i>I'd like you to imagine a slave.</i> 2. <i>What does that slave look like?</i> 3. <i>What is that slave doing?</i> 4. <i>Where does he/she live?</i> 5. <i>Is he/she living in any particular period in history?</i></p> <p>Afterwards have a look at the different questions the pupils have to solve when listening to the fragment. - When do most Americans think slavery ended? - What is slavery? - <i>How many people are enslaved?</i> - What does the owner of the girl that speaks do to her? - Does the owner feel like she's doing something wrong?</p> <p>STEP 2: listening The pupils listen to the fragment: Slavery. http://www.iabolish.org/enslaved/ (until 1'611).</p> <p>STEP 3: post-listening Try to find out what the pupils thought of this fragment. Ask them the following questions. - What did you think of the fragment? Did it touch you? - What struck you most? - ...</p> <p>As you are correcting the pupils' answers, try and tell a bit more about 'the end' of slavery in America, using the answers to the questions as a guideline.</p> <p>Here are the answers to the questions: - 1865 - <i>Slavery is being forced to work for no pay under the threat of violence.</i> - <i>More than 30 million people around the world are estimated to be enslaved today.</i> - <i>The owner beats her with a brush and threatens to kill her.</i> - <i>No, the owner says that she gives the slave food and shelter and she thinks the woman should be thankful for that.</i></p>

	<p>STEP 4: discussion</p> <p>Make sure to tell the pupils that slavery was legal and considered normal. Ask them following questions to start off a class discussion.</p> <ul style="list-style-type: none"> - <i>Do you think slavery is normal? Can you imagine people in those days thought it was normal?</i> - <i>Do you think slaves are treated as humans? What is so inhuman about it?</i> - What rights are being violated when it comes to slavery? - ... <p>Here are some further questions to make the pupils think.</p> <ul style="list-style-type: none"> - Do you get to choose your own clothes? - <i>Do you have to get up early during the holidays? Or can you sleep out?</i> - If you need to go to the toilet, can you always simply go? - Can you speak your mind? - <i>Do you think children all over the world have these „privileges“.</i> - Has slavery really disappeared? - <i>If not, where can we find slavery today?</i> <p>Remark: You can always choose to show an advertisement of a campaign against slavery, you can refer to a website, ... to bring reality into your classroom when discussing these things. On the following websites you can find some ideas: Oxfam Chocolate and a website against modern slavery.</p> <ul style="list-style-type: none"> - http://www.oww.be/chocoladeblog - http://www.antislavery.org/english/
<p>Some background information on 1865</p> <p>1860 Abraham Lincoln campaigns against expansion of slavery beyond states where it existed.</p> <p>1861 Eleven Southern states (Alabama, Texas, Arkansas, Virginia,...) declare themselves independent from the USA and call themselves „Confederate States of America“. They need slaves for the cotton and tobacco plantations and they believe that it is normal and they want to expand.</p> <p><i>They find themselves battling against the free states of the US and five border slave states (Delaware, Kentucky, Maryland, Missouri, West Virginia).</i></p> <p><i>These states have moral issues with slavery and they don't like the separation idea of the Confederate States.</i></p> <p>1861-1865 The two parties fight each other and ironically the Southern states need help from their slaves if they want to win the battle. They have to promise them freedom in order to get them into their army. The Southern States lose the war and have to give in. Slavery is „abolished and forbidden“ from then on in the USA.</p>	
<p>Introduction: part two</p>	<p>STEP 1: trafficker</p> <p>Ask the pupils the following question.</p> <ul style="list-style-type: none"> - What is a „trafficker“? What does he do? <p>A trafficker is a person that promises a better life to his or her victim, but in reality the victim is sold (or kept by the trafficker) as a slave.</p>
<p>Task : part two</p>	<p>STEP 1: pre-reading</p> <p>Explain the pupils what they have to do: they get testimonies of a victim of trafficking, they have to read it and answer questions about the text.</p> <p>Hand out the testimonies and get the pupils started.</p> <p>STEP 2: reading</p>

	<p>The pupils do their reading assignments. As teacher, you can walk around the classroom and offer help.</p> <p>STEP 3: post-reading</p> <p>When finished, the pupils are going to tell each other the story they have read. Tell them they get a few minutes to prepare so they can tell the stories, using the answers to the questions as a guideline.</p> <p>Make sure that everyone tells their story to someone with a different story.</p> <p>Remark: You can always adapt the testimonies according to the level of English of the pupils. Other testimonies can be found on this website: http://www.amnesty.org.uk/uploads/documents/doc_18561.pdf</p> <p>Remark: When the pupils have finished telling each other the testimonies, it might be a good idea to ask some extra questions to discuss the pupils' opinions. Ask the pupils the following questions.</p> <ul style="list-style-type: none"> - <i>Where do the slaves from the stories come from?</i> - <i>What promises were made to them.</i> - <i>What happens with them when they don't belong to the trafficker anymore?</i> - <i>Can you imagine why people believe traffickers?</i> - <i>In the example of Theo the flowers go to supermarkets in the UK. Do you think the supermarket owners know that slaves provide the flowers? Do you know other companies who rely on the work of slaves?</i>
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6. Enclosures

- 6.1 The story of Maryam
- 6.2 The story of Adina
- 6.3 The story of Daniella
- 6.4 The story of Theo

7. Sources

- Economic History Association. (Verified 19 May 2010).
<http://eh.net/graphics/encyclopedia/wahl.slavery.us.figure1.jpg>
- The American Anti-Slavery Group. (Verified 19 May 2010).
<http://www.iabolish.org/enslaved/>
- Oxfam Wereldwinkels. (Verified 19 May 2010).
<http://www.oww.be/chocoladeblog>
- Anti-Slavery International. (Verified 19 May 2010).
<http://www.antislavery.org/english>
- Amnesty International. (Verified 19 May 2010).
http://www.amnesty.org.uk/uploads/documents/doc_18561.pdf

Maryam

Maryam was fifteen years old when she refused to undergo vaginal surgery before getting into a forced marriage. She was pushed away by her family and had to leave the house. Maryam was picked up by a man who promised to bring her to England and offer her an education. He turned out to be a trafficker.

She was brought to London and locked in a basement where she suffered repeated rape as a child prostitute. She was 13 years old.

Six years later, being too old for her trafficker's clients, she was given false documents and let out of her prison. She tried to leave the country but she was arrested and punished for being in possession of a false document. She served a 10-month prison sentence and she fears that she has to leave the UK. No action has yet been taken against her trafficker.

1. Why do you think the trafficker came to Maryam?

Waarom denk je dat de mensenhandelaar Maryam aansprak?

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2. What did the trafficker promise her?

Wat beloofde de mensenhandelaar haar?

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3. What did she really have to do?

Wat moest ze echt doen?

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4. What happened to her when she was released?

Wat gebeurde er met haar toen ze vrij was?

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5. Which rights of this victim were violated? (Also look at what happened after her first release.)

Denk eens aan de mensenrechten, welke van Maryams rechten werden geschonden?

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Adina

After her parents died, Adina found work helping on a market stall in Kampala, Uganda. One day the woman who owned the stall told her to go with two men. She said they were going to take her to live in another country, where she would be safe and could go to school.

Adina was put on a plane to the UK, collected by a man at the airport, taken to a house and locked in a kitchen. For the next two years, Adina was forced to live in this one room. By climbing on a chair, she could just see into a garden. She had no idea where she was. Adina's 'job' was to clean and cook for her 'owners'.

After a couple of months, she also had to do something else – Adina was taken upstairs and was raped. She finally managed to escape when one of the men fell asleep drunk and failed to lock the kitchen door. He woke and ran after Adina, but she hid and then was able to stop a car. The driver dropped her at Marylebone Police Station in London.

1. Why do you think the woman took the offer that the trafficker made her?

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2. What did the trafficker promise her?

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3. What did she really have to do?

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4. What happened to her when she escaped her prison?

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5. Which rights of this victim were violated?

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Daniella

Danielle was trafficked from Lithuania at the age of 15. Before that time she was happy with her family and friends. One of her friends was contacted by a woman she didn't know and offered a job in a bar in London during the summer holidays. The friend asked Danielle to go with her and she said yes, because she wanted some extra money. Danielle was asked to travel with a man to the UK. Danielle and her friend met some Albanian men and a Lithuanian woman at the airport. They gave £3,500 to the man who had travelled with them. At this point Danielle realised she had been sold and wanted to escape, but she didn't know anyone in England and didn't speak English.

She was taken to Birmingham and was told she'd be living in a flat with the Albanian man who had bought her. He raped her and beat her, then took her to a brothel and told her she had to have sex with customers. Danielle was too terrified to refuse. One of the other girls working there gave her a short skirt and low cut top and said she had to wear them. "Don't think about trying to escape", she said. "Wherever you try to run they will find you."

The customers were English. She believes that clients could see that she was unhappy but none of them ever helped. After months of working in the brothel Danielle escaped by telling the brothel owner she was going out to the local shop. She contacted the police and was placed with a foster family (she got 'new' parents), then she was flown back to Lithuania.

Now, Danielle is 18 years old and is trying to rebuild her life living in another part of Lithuania with her boyfriend. But she is still scared the traffickers will come after her. She says: "What they did to me has changed my life forever. I'm trying to move on but that's very hard after everything that's happened to me."

1. What did the trafficker promise to the girl?

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2. What did she really have to do?

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3. How did she escape?

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4. Why didn't she escape sooner?

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5. Which rights were violated?

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Theo

Theo was one of 54 Greek Roma gypsies, men and women, rescued from a flower farm in Penzance, Cornwall. Local 'fixers' had promised them expenses, food, 'proper flats' and a choice to leave if they didn't like the work, for £34 a day.

Instead, they were housed in a barn with no heating, shower or toilet. As food, they shared cans of dog food. Those who were paid, earned six pence per twelve handpicked flowers for their part in the 50m field. However, the 'gangmaster' refused to pay others, claiming they were in his debt for the costs of bringing them from Greece.

When they tried to escape, the gangmaster sent in heavies who beat them up with sticks and threatened them at gunpoint.

The flowers went to a company that brought them to UK supermarkets...

1. What did the trafficker promise Theo?

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2. What did they really have to do?

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3. How were the conditions Theo had to live in?

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4. Why didn't he escape?

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5. Which rights are violated here?

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