

A SLAVE FREE WORLD

SECONDARY

KEY STAGE 4

Modern Day Slavery Lesson Plan

This lesson is a discussion heavy lesson that helps pupils consider what a slave free world is and the philosophy behind why we should join the effort to contribute towards one. Modern day slavery exists in every country and often it seems as though it is not a part of our lives. This lesson encourages us to consider how our lives **are** impacted by modern day slavery and what to do about it.

● WE SEE YOU.

THE CLEWER INITIATIVE

JUST ENOUGH GROUP

A Slave Free World

Lesson Goal

For pupils to be able to relate philosophical aspects of life to modern day slavery and understand how it affect our lives.

Objectives

1. To consider the value of life (in comparison with money)
2. To discuss the reality and philosophy of modern day slavery
3. To consider the economical impact of slavery on the world
4. To encourage active global citizenship in your class

Starter

Split the class into small groups. Provide each group with an A3 piece of paper. Ask them to write in the middle

'What is life?'

Ask the pupils to write as much as possible around the edges of the question in the middle. What do they consider life? Is it biological? Natural? The state of existing and breathing? Is it to do with animals, plants, humans?

Provide the class with another piece of paper, on this one ask pupils to write 'What is living?'

If that is life, what is living?
 What is the difference? Is there a difference?
 What do the pupils consider to be living?
 Is it going to school, or having freedom?
 Is it being unique in your clothing choices, or making music?
 Is it travelling, helping the world, having a job?

Discuss with the pupils that being alive, and living can sometimes be two different things. We have to enjoy our life and ensure that others can also enjoy their own as well.

Explain to the class that to be able to live properly you need certain things, and that happiness and satisfaction in life is always preferable.

Individual/ Whole Class Activity

<https://news.harvard.edu/gazette/story/2008/06/text-of-j-k-rowling-speech/>

Listen to the speech from J.K Rowling from 2008.
 (Time: 18:00 to 21:00)

Ask pupils to make notes on the speech, how it makes them feel. Does it inspire them? Does it interest them? Does it bore them? Why?

As a class answer the following questions:
 What is J.K Rowling trying to encourage us to do?
 Why?

**Individual/
Whole
Class
Activity**

What does she mean when she says

“Unlike any other creature on this planet, humans can learn and understand, without having experienced. They can think themselves into other people’s places.”

Do the pupils think that we have a collective responsibility to care about others even if we can not directly relate or identify with them?

Discussion

J.K Rowling - what is she famous for?

The Harry Potter Books

But does anyone know that she also created a charity called Lumos?

J.K. Rowling cares about modern day slavery. She cares about human trafficking and her charity is one that aims to stop people making money from creating orphanages.

Ask: Is anyone in this class thinking about volunteering in an orphanage over the summer or after college?

Sometimes what can happen is that people take children from worse off families, take them to another part of the country and claim they are ‘orphans’. They tell the parents that they are going to get a good education but are instead treated badly.

Then they advertise to westerners to come and volunteer, and ask for a fee for coming. They then ask you to help in the orphanage, which actually only exists to make a profit. This is a form of human trafficking, and modern day slavery. J.K Rowling cared about it, and so she is trying to make a difference.

This is called ‘voluntourism’.

Thinking back to her speech:

Has she experienced being an orphan? No

But can she do something about it? Yes

And is she doing something about it? Yes

Discussion

What is modern day slavery?

Modern day slavery is when someone is forced to work, or is exploited and manipulated into working for lower than the legal pay, or has their movements controlled, followed and threatened.

Do we know why we want to stop modern day slavery?

Why do people do it in the first place?

Discuss this with the pupils to bring out their thoughts on the topic.

<p>Discussion</p>	<p>Let them know that:</p> <p>40-45 million people in the world are currently considered to be in modern day slavery. That includes forced marriage, child marriage, sexual exploitation, forced labour, domestic servitude and organ harvesting.</p> <p>No one knows how many people are being kept as modern day slaves in the UK. Estimates range from 13,000-136,000.</p>
<p>A Slave Free World... Is it possible?</p>	<p>Why is slavery still happening? What needs to change?</p> <p>Ask pupils the main reasons they think slavery has continued until this day. Mainly it is because of the 3 groups below:</p> <ol style="list-style-type: none"> 1) Attitudes - Looking at the current awareness of the public and attitudes of companies. Do enough people know about modern day slavery? 2) Economic - How many products are made by slaves because it makes them cheaper? Look at the economical impact paying everyone a fair wage would have. 3) Scale - Modern day slavery is bigger than it has ever been. Due to its size, what would change if the world was 'slave free'? <p>Ask pupils in small groups to fill in the 'A Slave Free World: What does it look like?' worksheet as a group to consider and work out what a 'slave free world' might look like.</p> <p>How many things can we change currently, or in the future. Who needs to change what and why? Each group can relay information back to the class.</p>
<p>Recap/ Conclusion</p>	<p>Recap over the lesson by asking a pupil to come to the front, let their classmates ask them questions about what they did today and let them respond with their thoughts.</p> <p>Once one pupil thinks they have said enough, ask another up to the front to see what their reaction is as well. You can ask the same questions to members of the 'audience' at the same time.</p> <p>You can also ask some of the following questions: Example questions: How many slaves are in the world? What do you think is the biggest problem the world has to tackle in regards to slavery? Why should we care about modern day slavery? Whose responsibility is it? Will it impact your life, if there are no slaves? Is freedom worth it?</p>
<p>Moving Forwards...</p>	<p>Ask the pupils to create recordings explaining what a slave free world looks like, and why others should help towards it.</p> <p>Include in the video how it may impact your life, but why human empathy and collective responsibility is so important.</p>

A Slave Free World: What does it look like?

Challenge/Risk	Solution	Outcome/Consequence
<p><i>E.g. People want cheap clothes and slave labour keeps production costs low.</i></p>	<p><i>Companies can spend less on advertising and paying the middle-man in order to increase production wages without increasing product costs.</i></p>	<p><i>The CEO of a company may get a smaller bonus, but thousands will receive fair pay. The cost of a t-shirt remains low.</i></p>

J.K Rowling Transcript Harvard University Speech, (2008)

18:00-21:00

...Every day of my working week in my early 20s I was reminded how incredibly fortunate I was, to live in a country with a democratically elected government, where legal representation and a public trial were the rights of everyone.

Every day, I saw more evidence about the evils humankind will inflict on their fellow humans, to gain or maintain power. I began to have nightmares, literal nightmares, about some of the things I saw, heard, and read.

And yet I also learned more about human goodness at Amnesty International than I had ever known before.

Amnesty mobilises thousands of people who have never been tortured or imprisoned for their beliefs to act on behalf of those who have. The power of human empathy, leading to collective action, saves lives, and frees prisoners. Ordinary people, whose personal well-being and security are assured, join together in huge numbers to save people they do not know, and will never meet. My small participation in that process was one of the most humbling and inspiring experiences of my life.

Unlike any other creature on this planet, humans can learn and understand, without having experienced. They can think themselves into other people's places.

Of course, this is a power, like my brand of fictional magic, that is morally neutral. One might use such an ability to manipulate, or control, just as much as to understand or sympathise.

And many prefer not to exercise their imaginations at all. They choose to remain comfortably within the bounds of their own experience, never troubling to wonder how it would feel to have been born other than they are. They can refuse to hear screams or to peer inside cages; they can close their minds and hearts to any suffering that does not touch them personally; they can refuse to know.

I might be tempted to envy people who can live that way, except that I do not think they have any fewer nightmares than I do. Choosing to live in narrow spaces leads to a form of mental agoraphobia, and that brings its own terrors. I think the wilfully unimaginative see more monsters. They are often more afraid.

What is more, those who choose not to empathise enable real monsters. For without ever committing an act of outright evil ourselves, we collude with it, through our own apathy.

One of the many things I learned at the end of that Classics corridor down which I ventured at the age of 18, in search of something I could not then define, was this, written by the Greek author Plutarch: What we achieve inwardly will change outer reality.

That is an astonishing statement and yet proven a thousand times every day of our lives. It expresses, in part, our inescapable connection with the outside world, the fact that we touch other people's lives simply by existing...