

Collective Worship

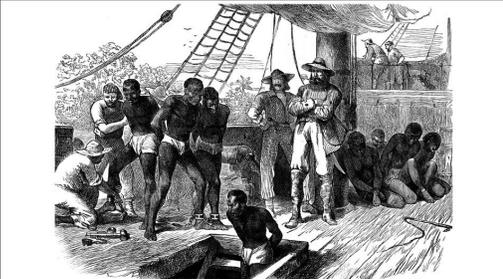
Secondary Assemblies Day 1

Freedom Week SECONDARY

Just Enough UK and The Clewer Initiative

Aims:

- Provide pupils with an overview of slavery
- Introduce pupils to the transatlantic slave trade, and link it to the present day
- To understand the importance of the people behind the word 'slave'.
- To understand the meaning of prejudice and the meaning of freedom.



Beginning Activity:

Start the collective worship with the first image on the board for pupils to walk into.

Collective Worship:

"There is an iconic picture of slavery on the board. You may be familiar with this scene, the people being transported on these ships were often seriously abused and worn down. The people in this photo were considered to be a commodity, not seen as real human beings. They were taken from their homes and brought to America and Europe.

The transatlantic slave trade originated from farmers in America and Europe needing people to work for them on a contract. The farmer would pay for the workers visa, their transportation and after the 'contract' of working for free (normally 6 years) was completed, the workers were free to go. What was the problem with that? It was consensual! The problem was that it meant that the farmers would have to keep getting more and more people in order to keep production up.

The farmers then decided that if people never left, then they would get a better deal, make more profit. So what did they do? They stopped them leaving.

The first official slave in America is called John. John Punch. He was on a contract like the ones we just spoke about, working as a 'servant'. But he ran away from the farm he was working on with two other men. They were caught and put on trial. As John was the only black person, he received a sentence of life in slavery. He was not necessarily the first slave, but is officially considered to be. The other men did not receive the same treatment. Slavery in the past was full of prejudice.

Ask the pupils: "are there more or fewer slaves today than throughout the transatlantic slave trade?" and "who are the slaves that exist in the world today, if any?"

Let the pupils know that:

“There are more slaves now, in this second, than there ever were in the whole of the transatlantic slave trade. Estimates range from 21 million to 40.3 million and many believe it could be even higher. This is a disaster of our times. One that needs to change.



Places we may see slavery around the world are:

(Click through the board, ask children to guess the places before).
Brick Kilns in Africa, Textile factories in Asia, Farm workers in Europe, and Domestic Workers all over the world.

40.3 million people are currently working in forced labour, forced marriage, domestic servitude (optional: Sexual exploitation) without their freedom.



Ask the pupils what they believe freedom to be.



“Freedom is a breath of fresh air, it is not **only** the act of being locked away or not. Freedom is choice, freedom is belief in the future, freedom is decisions. Freedom can be simple; freedom is simple. Freedom is ability. Freedom is hope, and knowledge that the future is bright. **(Click through slides at each point)** Freedom can be walking down the street, or it can be choosing to run for Prime Minister. It can be going to school, or choosing who you marry. Freedom is one of the biggest gifts we will ever get, and we are all so blessed for having freedom, and for giving others freedom too.

Freedom is endless.
Freedom is limitless.

So whilst we sit here today and enjoy our freedoms and remind ourselves about how ‘lucky’ we are. I want you to think about this: this is not just luck, this is human rights. Freedom is something we all deserve and all should have. There is no one who is born deserving more freedom than someone else, and there is no one who should have it taken away. We all need the same things, we are humans. We need love, comfort, food, shelter, family, fun, enjoyment. We are not on this earth to work for someone else’s happiness. We are not put on this earth so that we can suffer forever. Not one person deserves to be treated like this.

If anyone tells you different, they are wrong. And we know that about everyone. If someone you cared about, a family member say, was taken away, their freedom removed, made to work, made to suffer, made to be miserable, forced to move to another country or area, what would you do? Would you sit back and do nothing? Of course not, we would tell someone or call the police. Modern Day Slavery may seem far away from you, or your family. But maybe one day someone you know will be

Freedom Prayer

Voice 1

On this holy ground of worship
In this sacred place of prayer
We have heard the voice of freedom
Crying 'Let my people go.'

All

Father/God of freedom,
Who leads us into life,
Deliver us from every evil:
And make of us
Deliverers of others.

Freedom Prayer

Voice 2

Where chains restrain God's chosen children
Where humans trade in kin and skin
May our words pass on your promise
Of a land where liberty is sweet

All

Father/God of freedom,
Who leads us into life,
Deliver us from every evil:
And make of us
Deliverers of others.

Freedom Prayer

Voice 3

Give us faith to face the Pharaohs
Who line their pockets from this plague
Send us as salvation's sponsors
Willing servants; slaves to love

All

Father/God of freedom,
Who leads us into life,
Deliver us from every evil:
And make of us
Deliverers of others.



affected, and you might want to be able to have the ability to spot the signs and help protect someone you love.

It is for freedom that Christ has set us free. Stand firm, then, and do not let yourselves be burdened again by a yoke of slavery.

~Galatians 5:1

Ask the pupils to think of the answer to the following question based on this quote.

Is it enough to think of ourselves as free, or should we also stand firm for the burden of someone else in slavery?

Everyone will now recite the freedom prayer.