

This meeting is selected from a set of materials from Girls Learn International, Inc (GLI). For more information please contact GLI:
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Themed Meeting F: Modern-Day Slavery*



* GLI would like to acknowledge and thank Trocaire (<http://www.trocaire.org/>) and Free the Slaves (www.freetheslaves.net) for generously allowing us to base this meeting on their materials and curriculum.



THE BIG IDEA: The goals of Themed Meeting F: Modern-Day Slavery, are to learn what modern-day slavery is and the impacts it has on people's lives, including girls' lives, today. Students will examine slavery in the context of human rights, and then will draft a letter to their local council advocating against slavery. This meeting includes 2 warm-up exercises, 2 activities, and 1 wrap-up. It should take about 50 minutes to complete.

MATERIALS:



Short Version of UDHR (in Meeting #2, page 27)



Membership Roster (Field Guide page 19)



Paper, pencil/pen (for 1 person)



GLI CD-ROM



Blackboard



Chalk



Copies of "Modern-Day Slavery: Case Studies"
(1 copy per 2-3 people or copy onto 1 overhead, page 112)



Copies of the Anti-Slavery Letter to Community Leaders Template (GLI CD-Rom)



Copies of "Top 10 Facts about Modern-Day Slavery"
(1 copy per 2-3 people or copy onto 1 overhead, page 114)



Projector (only if you're making overheads instead of copies)

START the Meeting by Taking Attendance!



WARM-UP #1: Recap the Last Chapter Meeting



3-5 minutes

Instructions: For your first warm-up, read the “Meeting Summary” from the last Chapter meeting that you held. The “Meeting Summary” appears on the last page of each meeting. Reading this summary will remind Chapter members of what you did during your last meeting and will also help keep people updated if they missed your last meeting or are new to your Chapter.

WARM-UP #2: Quick Quiz!



5 minutes

Instructions: For this warm-up, explain to Chapter members that the Chapter is going to have an informal quiz to learn some quick (but important!) facts about modern-day slavery. Explain that there are three questions; you will read each question and the possible answers. Then, you will read the answers again and ask Chapter members to raise their hands when you read the answer they think is correct. Then, announce the correct answer.

- ✓ Start off by reading Question #1.
- ✓ Read the answer choices for Question #1.
- ✓ Ask Chapter members to think about what answer they think is correct.
- ✓ Repeat the answers slowly, and ask Chapter members to raise their hand when you read the answer they think is correct.
- ✓ Then read the correct answers for each question, which appear in **bold**.
- ✓ Do the same for Questions #2 and #3.

The Quick Quiz questions and answers appear on the next page.

WARM-UP #2 QUICK QUIZ: Questions & Answers

Question #1: How many slaves are there in the world today?

- (a) No slaves
- (b) 2 million slaves
- (c) 27 million slaves

Question #2: How many people were taken from Africa during the entire trans-atlantic slave trade (1600s-1800s)?

- (a) 13 million
- (b) 30 million
- (c) 1 million

Question #3: Slavery is:

- (a) Illegal everywhere
- (b) Legal in some countries
- (c) Legal everywhere

ACTIVITY #1: Modern-Day Slavery Around the World



20 minutes

Activity Description: In this first activity, Chapter members will study examples of modern-day slavery in the context of human rights, and will discuss how slavery violates human rights. Then Chapter members will learn some facts about slavery around the world today.

Step 1: Read the instructions to the group.

Instructions: (read aloud) In this activity, we are going to start off by discussing what we know about slavery, and what we think slavery is. Then, we're going to read about some examples of slavery and talk about what human rights are denied when someone is enslaved. After that, we will brainstorm some key words from the example that relate to slavery and help us define what slavery is. Lastly, we're going to look at a Fact Sheet to learn more about slavery around the world, and learn about how slavery is impacting girls in particular.

Step 2: Ask everyone to think about how they would define slavery

and brainstorm a list of some key words related to slavery. You can

start off by asking people when they have heard the term "slavery" and what they usually



associate slavery with. Go around the room and ask Chapter members to share some of the key words or concepts they came up with. Ask for a volunteer to write this list on the board.

Step 3: After you've brainstormed your list, hand out copies (1 copy per 2-3 Chapter members to share) or put on the overhead a copy of "Modern-Day Slavery: Case Studies." (A copy of this hand-out appears on the next page.) When everyone has a copy to look at (or you've set up the overhead), go around the room and have Chapter members take turns reading each story aloud.



- * A copy of "Modern-Day Slavery: Case Studies" appears on the next page!
- * Step 4 is on page 113

Modern-Day Slavery: Case Studies

Iqbal:

An eleven-year-old child in Pakistan is forced to weave carpets to repay a debt his father owes; he works 14 hours a day, sleeps by his loom and cannot leave the carpet factory or he will be caught and beaten.

Luca:

A young woman from El Salvador is told that she could earn more money working on a farm in the United States. When she arrives in the United States, she meets the family who is supposed to coordinate her work and they take her to an orange grove in central Florida. She is told that she owes the family a large sum of money for transporting her to the farm and must work at the farm and cannot leave until she pays off her debt. She is trapped.

Dasha:

A twelve-year-old girl in India is married to a 60-year-old man. Her family coordinates the marriage because they no longer can afford to feed her. She has no choice in this and must work as a servant in her husband's household. She cannot go to school.

Penon:

Penon is twenty; she is owned by a farmer in Benin, West Africa. Her father, mother, brothers and sisters are also owned by this man. They all work on this farm; they are given a little food but no pay. Penon's family has been owned by the farmer's family for generations.

Arun:

A prisoner in Burma is forced to work building roads for the government; he is chained to his fellow prisoners and is given no pay for his work. He is often beaten by the guards.

Mingma:

A woman in Nepal is forced to work as a servant in a family's house. She has lived there as long as she can remember and has never been to school. She receives no money for her work, and is often beaten and threatened by the family members.

Step 4: After reading the stories, ask Chapter members if they see any human rights being denied in these stories: What rights are being denied? How are they being denied? Chapter members can use their shortened version of the Universal Declaration of Human Rights to help them remember different human rights. Write a list of the rights that Chapter members mention on the board.



Step 5: Next, ask Chapter members to read through the Modern-Day Slavery: Case Studies again to themselves and come up with key words which are common to many of these stories. Do you see any common themes to these stories, or common emotions or circumstances that many of the people are experiencing?

- ✓ If Chapter members are having some trouble thinking of key words, here are some examples: **tricked, forced, beaten, debt, no choice, no pay.**
- ✓ Write the list of Chapter members' key words on the board.



Step 6: Now, have a discussion about modern-day slavery using the lists that you developed. How would you define modern-day slavery? How or why do you think people are enslaved? How do you think girls are specifically impacted by slavery? Why do you think girls specifically are vulnerable to being trapped in slavery?

Make sure to mention the following points:

- ✓ Around the world, millions of people are forced, usually through violence, to work for no pay in conditions that violate their human rights.
- ✓ Slavery has been abolished legally in every country worldwide, but because people are poor or don't know about their human rights, they can find themselves trapped, taken advantage of, and enslaved to a more powerful person who abuses them for work.
- ✓ Slavery is a social and economic relationship in which a person is controlled through violence or the threat of violence, is paid nothing, and is economically exploited (meaning, the slaveowner forces the slave to work and the slaveowner benefits from this work).¹
- ✓ Finish your discussion by passing around (or placing on the overhead) the Top 10 Facts About Modern Slavery sheet, which appears on the next page.



¹ Bales, Kevin, and Becky Cornell, *Slavery Today* (Toronto: Groundwood Books, 2008), p. 9.

Top 10 Facts About Modern Slavery



- ❑ Slavery: forced to work without pay under threat of violence and unable to walk away.
- ❑ 27 million slaves in the world today.
- ❑ Slavery is not legal anywhere but happens everywhere.
- ❑ The majority of slaves can be found in India and in African countries.
- ❑ At least 14,500 slaves are trafficked into the US each year.
- ❑ Slaves work in fields, brothels, homes, mines, restaurants -- anywhere slave owners can feed their greed.
- ❑ Human trafficking is the modern-day slave trade.
- ❑ \$90 is the average cost of a human slave around the world.
- ❑ Slave owners use many terms to avoid the word slavery: debt bondage, bonded labor, attached labor, restavec, forced labor, indentured servitude, and human trafficking.
- ❑ It is possible to end slavery in 25 years. Everyone has a role to play - government, business, international organizations, consumers, YOU.

www.freetheslaves.net

ACTIVITY #2: We Stand Against Slavery 15-20 minutes

Activity Description: This second activity is designed to give Chapter members the chance to advocate against slavery in their community by writing a letter to local community leaders or to a newspaper. Chapter members will personalize a letter template and send it local media or government.

Step 1: Read the instructions to the group.

Instructions: (read aloud) As we just read at the end of the Fact Sheet in the last activity, it is possible to end modern-day slavery in 25 years. Everyone has a role to play, including all of us. During this activity, we are going to write a letter to our local government official and/or the local newspaper in support of anti-slavery efforts. A form letter is already provided to us, but we can personalize it anyway we want.

Step 2: Pass around a few copies of the “Anti-Slavery Letter to Community Leaders Template,” which is located on the GLI CD-Rom and also copied below. (Note: the copy located on the GLI CD-Rom is a Microsoft Word document that you can type directly into.) Ask a Chapter member to read the letter aloud and then have a discussion about what else to include in the letter.



- ✓ Have a Chapter member **read the letter** on the next page.
- ✓ Next, **decide where or to whom you’d like to send the letter.** You could send it to the local community council, the mayor, or to the local or school newspaper.
- ✓ After you’ve decided where you’ll send the letter, have a discussion about whether you’d like to **add information** to the letter, such as facts about girls’ education, poverty, or another topic related to modern-day slavery. Make sure someone is taking notes!
- ✓ Then, **draft the extra sentences** to include in your letter.



Anti-Slavery Letter to Community Leaders: TEMPLATE

Dear [NAME OF CITY COUNCIL/MAYOR]:

Most people believe slavery ended in 1865, but actually it is still alive today. In fact, there are 27 million people in slavery now—more than at any other time in human history. All over the world, people are held against their will through violence, forced to work, and paid nothing.

The good news is that there is a growing movement to fight it. All over the United States, individuals, schools, communities, and now cities have taken a stand against modern slavery. The Girls Learn International Chapter at [NAME OF SCHOOL] wants our city to go down in the history books as being part of this fight.

Please consider passing a municipal resolution in support of a strong, coordinated national response to modern slavery. Our country needs to tackle modern slavery through every level—from ensuring no one is held in slavery in our own city to keeping slave-made goods off our store shelves. Passing this resolution would send a strong message to other U.S. cities and to our national government that the citizens of [YOUR CITY NAME] do not want to live in a world with slaves.

Please let us know of your progress in this important request.

Sincerely,

The Girls Learn International Chapter at [NAME OF SCHOOL]

[INSERT SCHOOL ADDRESS]

Step 3: When your Chapter has decided what to include in your letter and where to send it, **pick a volunteer to take the letter and notes home and draft a final copy of your letter.** This person will bring in the final draft to the next meeting for the Faculty Advisor or Student Leader to send to the recipient of your letter.

WRAP-UP: Free the Slaves



3 minutes



Instructions: As a wrap-up, encourage Chapter members to explore the Free the Slaves website in their spare time. The Free the Slaves website can be accessed by going to www.freetheslaves.net. We especially recommend clicking on “How You Can Help” on the webpage, then going to “Educate Yourself.” Trust us, when it comes to the topic of modern-day slavery, this meeting covers just the tip of the iceberg!

★**REMINDER:** Don’t forget to announce the time/date/location for the **next meeting**, and to **remind the volunteer to bring in the final draft** of your letter to the next meeting.



MEETING RECAP

Themed Meeting F: Modern-Day Slavery

Step #1: Read meeting summary:

- This meeting began with a quick quiz about some basic facts on modern-day slavery.
- Then, our Chapter completed 2 activities that focused on modern-day slavery throughout the world. In the first activity, our Chapter read short stories about people who are enslaved in different parts of the world. We talked about the human rights that are denied in these situations, and talked about the impact of slavery on communities and individuals, including girls.
- Then we drafted a letter discussing slavery and supporting anti-slavery efforts that we will send to local community leaders. (The volunteer who typed up the final draft of the letter should now read the letter to the group.)

Step #2: Ask Chapter members to add some reflections on what they learned or anything they found particularly interesting from the meeting. Call on 2 or 3 members and then move on.