

ACTIVITIES

ACTIVITY 1: MODERN SLAVERY QUIZ

1. In the world today there are:
 - a. No slaves
 - b. 2 million slaves
 - c. 40 million slaves
2. Slavery is:
 - a. Illegal everywhere
 - b. Legal everywhere
 - c. Legal in some countries
3. Slaves are:
 - a. More expensive now than during the transatlantic slave trade
 - b. Less expensive now than during the transatlantic slave trade
 - c. Equally as expensive as during the transatlantic slave trade
4. How much money does slavery generate for traffickers today?
 - a. \$10 million
 - b. \$27 billion
 - c. \$150 billion
5. Which country has the highest number of people in slavery today?
 - a. India
 - b. The United States
 - c. China
6. There are slaves in every country
 - a. True
 - b. False
7. A slave is controlled:
 - a. Only physically
 - b. Only psychologically
 - c. Both physically and psychologically



ACTIVITY 2: TYPES OF SLAVERY

From the examples given, identify what type of slavery each story describes.

1. 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.

2. A poor young woman from Thailand is tricked into going to Europe where she is promised a job in a restaurant; she is forced to work as a prostitute and is prevented from leaving as she has no identity papers.

3. A twelve-year-old girl in India is married to a 60 year-old man. She has no choice in this and must work as a servant in his household.

4. A man is twenty; he is owned by a farmer in Benin, West Africa. His father, mother, brothers and sisters are also owned by this man. They all work on his farm; they are given a little food but no pay.

5. 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 guards.

6. A man in India is forced to work in a mine to repay a debt to the mine-owner but the interest he is charged means that he will never be able to repay the loan. He is trapped.

ACTIVITY 3: HUMAN RIGHTS SQUARES

Aim:

To review the topic of human rights and stimulate discussion around the Universal Declaration of Human Rights and categories of rights.

Method:

1. Getting Going: Give everyone a copy of 'Sheet 1: Human Rights Squares'. Everyone has to get an answer and a signature from a different person for each square. Stop after 5-10 minutes, depending on the group. Alternatively, fill in the squares in pairs or small groups.
2. Unpack the game:
 - Which were the easiest squares to find answers for? Which were the most difficult? Why?
 - Which squares had global answers? Which had national answers? Local or community answers?
3. The Universal Declaration of Human Rights
Divide the whole group into smaller groups of two or three.

Give each group a copy of the Universal Declaration of Human Rights. Can they match any of their answers on the Human Rights Squares sheets to articles in the Universal Declaration of Human Rights? Ask them to write the number(s) of the Article(s) in the Human Rights Squares.

Which of the squares are related to Civil and Political Rights? Which are related to Social, Economic and Cultural Rights?



Name a human right	Country where human rights are violated	Document that proclaims human rights	Group in your country that wants to deny rights to others	Country where people are denied rights because of their race or ethnic background
Initial:	Initial:	Initial:	Initial:	Initial:
Organization which fights for human rights	Film/ video that is about rights	Singer/group who sings about rights	Right you parents have/had that you do not	Country where human rights situation has improved recently
Initial:	Initial:	Initial:	Initial:	Initial:
Type of human rights abuse that most disturbs you	Book about right	Right sometimes denied to women	Right all children should have	Country where people are denied rights because of their religion
Initial:	Initial:	Initial:	Initial:	Initial:
Human right not yet protected for everyone in this country	People denied right to have their own nation or homeland	Human right not being achieved around the world	Right of yours that is respected	Someone who is a defender of human rights
Initial:	Initial:	Initial:	Initial:	Initial:

ACTIVITY 4: HUMAN RIGHTS, POVERTY AND POWER

Aim:

To set a human rights context for examining slavery.

Method:

1. Ask the group to brainstorm examples of their rights. Write response on the blackboard / flipchart.
2. What rights do you need to survive? Pick these out with the group.
3. Why might you be denied these basic rights? Highlight the issue of poverty in the discussion
4. What rights do you need to live a life where you have choices and have control over your own life? Focus on freedoms and rights that give the person control – i.e. the right to vote, to a fair trial, to travel, etc. Why might you be denied these rights? Highlight inequality and powerlessness in the discussion.
5. Explain that you are going to work on the topic of slavery and that poverty, inequality, and powerlessness are key causes of modern day slavery.

