

Makutano Junction

A Kenyan TV soap opera

Activity

Helping you develop the **Global Dimension** across the **curriculum**



16 Child slavery

Activity description

These activities help students to build an awareness of slavery issues in the world today. The slavery cards give the students the opportunity to compare slavery in the past to slavery today, and to recognise the power imbalance that exists between those that demand goods and those that are exploited by the process.

Aims

- To develop a sense of period through analysing the relationships between slavery in the past in Europe and Africa and slavery today.
- To empathise with the experiences of slaves in the past and in the present.

What you need?

- Slavery cards
- Stills from MJ
- Rights or Wrongs quiz from activity 9
- Series 6 episode 3 Makutano Junction

- To ask questions about why people are driven into slavery.

Curriculum links

- History KS3
 - 1.1 Chronological understanding
 - 1.2 Cultural, ethnic and religious diversity
 - 5.5 Significance
- Citizenship KS3 & KS4
 - 1.3 Rights and responsibilities
 - 1.1 Critical thinking and enquiry
- English KS3 & KS4
 - 2.1 Speaking and listening

Further details of how this activity meets requirements of the new Secondary Curriculum appear on the Curriculum Links table. For subjects outside the statutory curriculum, check your own exam board for their requirements. For general information on the Global Dimension across the curriculum, see www.globaldimension.org.uk

GLOBAL DIMENSION

Underlying the concept of a global dimension to the curriculum are **eight key concepts**.

This activity covers the following seven:



Citizenship – gaining the knowledge, skills and understanding necessary to become informed, active and responsible global citizens.



Social Justice – understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.



Diversity – understanding and respecting differences and relating these to our common humanity.



Values and Perceptions – developing a critical evaluation of images of the developing world and an appreciation of the effect these have on people's attitudes and values.



Interdependence – understanding how people, places and environments are all inextricably interrelated and that events have repercussions on a global scale.



Conflict Resolution – understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony.



Human Rights – knowing about human rights and understanding their breadth and universality.

The other key concept which can be explored using other Makutano Junction activities is:

Sustainable Development

Find out more: www.globaldimension.org.uk

Top Tips

- Remind the class of the rights of children and refer to the 'rights or wrongs' lesson. When using the slavery cards, ask the students to decide which rights are being ignored.

What you do

- 1 For homework, prior to the lesson ask the students to use the website www.internationalslaverymuseum.org.uk to find out about the transatlantic slave trade.
- 2 Discuss what students found out, such as:
 - The slave trade was abolished in the United States from 1 January 1808. However, some slaving continued on an illegal basis for the next fifty years. At the end of the civil war in 1865, slavery had been abolished but discrimination by white people against black people continued. Martin Luther King fought for civil rights in the 1960's which led to legal equality for Black Americans, however prejudice still continues today.
 - The root causes of slavery in the 21st century are not so different from those in the 19th century.
- 3 Watch series 6 episode 3 of Makutano Junction. Ask students to note down the reasons why the children are forced to work on their mother's stall and what the consequences of this are.
- 4 Hand out the slavery cards and ask students to work in pairs to sort them into stories from Europe or Africa, from the past or present. Discuss opinions. What do all the stories have in common? Poverty, desperation, exploitation.
- 5 Hand out the answer cards and ask students to work together to note down questions that they want answering from the information they have read. What are the types of child slavery that exist today? Domestic slavery, child marriage, agricultural labour, child soldiers, children mining and sexual exploitation.
- 6 Look at the 'slavery facts sheet'.
- 7 Finish off by looking at the definition of slavery by 'Everychild' <http://www.everychild.org.uk/content/child%20slavery>. In the 1800's the Trade Triangle

meant that Northern countries demanded the sugar, coffee, tobacco, rice and later cotton which led to the slave trade. Are there demands that our society is making today that continue this cycle of slavery and exploitation?

Variations/additions

Look at the responsibilities that some children have to take in the U.K.

Is this slavery, child labour or 'pulling their weight' in a family? What is acceptable work for children to do?

http://www.rednoseday.com/change_lives/where_your_money_goes

You do an additional art/ design/ writing activity by asking students to design posters advertising past and current exploitation involved in producing the goods discussed at the end of the main activity.

Follow-up/research questions

- Use your work today to define slavery, what is it? Compare the definitions to the one by Everychild: <http://www.everychild.org.uk/content/child%20slavery>
- Use the questions raised from the Slavery cards to start some research on the motives behind slavery and forced labour today.



TAKE ACTION

- To urge the US government to stop the war against women and children in the DRC, fill in the form on: <http://takeaction.amnestyusa.org/siteapps/advocacy/index.aspx?c=jhKPIXPCIoE&b=2590179&template=x.ascx&action=11748>
- Organise a clothes swapping event to encourage the reusing of fashionable clothing. Use the event to raise awareness about child labour in the textile industry in India, driven by the demands for cheap fashionable clothing.
- Build a 'Freedom structure' like this one www.atis-rezistans.com as a reminder of the exploitation that exists through slavery.

Useful resources

<http://www.nmm.ac.uk/freedom/viewTheme.cfm/theme/timeline>
Slavery timeline

www.atis-rezistans.com
Freedom structure

www.internationalslaverymuseum.org.uk
General information on slavery