

## Teacher Guidance Notes

# KS3 Citizenship – Inhuman Traffic

This learning resource comprises six 50minute<sup>1</sup> lesson ideas and suggested extension activities for using Archive<sup>2</sup> and Museum<sup>3</sup> resources in ways that enable students to study slavery, past and present. Students learn about the work of 18<sup>th</sup> and 19<sup>th</sup> century abolitionists and are invited to use this knowledge in practical ways by designing materials for an awareness raising campaign against slavery today.

The Act of Parliament to abolish the slave trade was enacted in 1807. Those opposed to the slave trade were called Abolitionists; they used a variety of methods to campaign. One of the leading abolitionists was a philanthropist called Granville Sharp. Due to family connections, many of his records were eventually deposited at Gloucestershire Archives where they are stored along with other archive material relating to the slave trade. The archive material featured in this pack reveals how Granville Sharp and other abolitionists helped to bring about the end of the slave trade. Gloucestershire Archives' *Inhuman Traffic* virtual exhibition and online resources are available via [www.goucestershire.gov.uk/archives](http://www.goucestershire.gov.uk/archives)

### This resource relates to:

#### Key Stage 3 Schemes of Work

- [Unit 03: Human rights](#)
- [Unit 04: Britain - a diverse society](#)
- [Unit 06: Government, elections and voting](#)
- [Unit 10: Debating a global issue](#)
- [Unit 14: Developing skills of democratic participation](#)
- [Unit 16: Celebrating human rights - citizenship activities for the whole school](#)

#### Key Stage 3 Programmes of Study

##### Knowledge and Understanding about becoming informed Citizens

- a The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people
- f The work of community-based, national and international voluntary groups
- h The significance of the media in society

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<sup>1</sup> It is assumed that teachers will be open to questions throughout lessons and flexible in responding to the particular interests and concerns of the students. To this extent it is possible that lessons may last for longer than expected and content may need to be adjusted accordingly.

<sup>2</sup> Gloucestershire Archives

<sup>3</sup> Stroud District (Cowle) Museum Service: *The Museum in the Park*

## Developing skills of enquiry and communication

- a Think about topical, political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.
- b Justify orally and in writing a personal opinion about such issues, problems or events
- c Contribute to group and exploratory class discussions, and take part in debates

## Developing skills of participation and responsible action

- a Use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- b Negotiate, decide and take part responsibly in both school and community-based activities
- c Reflect on the process of participating

# Lesson 1

## Aim

To learn about a pivotal meeting in the fight against slavery and to consider how campaigns can be used to create change and raise awareness.

## Resources Needed

### For Introductory Activities:

- Recordings of/ online access to examples of public influence campaigns e.g. the Greenpeace "Alien Invasion" advert on YouTube. There are also other useful examples on YouTube.
- The Stop the Traffik Campaign  
<http://www.stopthetraffik.org/default.aspx>

### For Main Activities:

- 'Inhuman Traffic' Virtual Exhibition  
Available at [www.gloucestershire.gov.uk/index.cfm?articleid=18957](http://www.gloucestershire.gov.uk/index.cfm?articleid=18957) A PowerPoint version is available on request by emailing [archives@gloucestershire.gov.uk](mailto:archives@gloucestershire.gov.uk) or tel 01452 425291. This resource provides an overview of Slavery from the beginnings of the Atlantic Trade to the present day & includes a summary of the work of prominent abolitionist Granville Sharp.
- Video clips at <http://www.gloucestershire.gov.uk/index.cfm?articleid=19771> (also available from Gloucestershire Archives on DVD) of an actor playing Granville Sharp and reading from Sharp's writings:
  - Granville Sharp's account of his meeting with Jonathan Strong, 1795 (*Gloucestershire Archives D3549 13/3/38*)
  - Diary entry re. Death of Jonathan Strong, 1773 (*Gloucestershire Archives D3549 13/4/2*)
- Appendix O: Transcripts 1 & 2, which relate to the above-mentioned video clips.  
Available at <http://www.gloucestershire.gov.uk/index.cfm?articleid=19772> (also on DVD).

## Introductory Activities

- Think about popular adverts:
  - What advertising campaigns are big on TV at the moment - what makes them memorable?
- Think about popular campaigns e.g. environment campaigns such as those run by Greenpeace or Live Earth:
  - How do the campaign organisers try to raise attention and make a difference?
  - What are some of their tactics?
  - Which campaigning strategies are most effective?

## Main Activities

### Meeting Granville Sharp...

- Watch the *Inhuman Traffic* virtual exhibition until the 3<sup>rd</sup> slide on Granville Sharp, which ends with the words: *"He was to spend the next 40 years fighting to end slavery"*
- Hear about Granville Sharp's meeting with runaway slave, Jonathon Strong and about Jonathon's subsequent death by playing the following video clips of an actor playing Granville Sharp and reading from Sharp's writings:
  - Granville Sharp's account of his meeting with Jonathan Strong, 1795 (*Gloucestershire Archives D3549 13/3/38*)
  - Diary entry re. Death of Jonathan Strong, 1773 (*Gloucestershire Archives D3549 13/4/2*)Note: Ref. Appendix O for transcripts of the above
- How would you respond to a meeting with Jonathon Strong? Write a letter to the advertising team who created the Greenpeace advert (or whichever example was most prominent in your starter activity) explaining what you would like to publicize and perhaps suggest some ideas for them.
- Invite students to pitch their ideas for adverts. Have a class vote on which one they think is best.

## Lesson 2

### Aim

To consider the tactics used to mobilize public opinion and the lawmakers against the slave trade.

Background Information: In Lesson 1 students learned about the impact upon Granville Sharp of his meeting with a runaway slave called Jonathon Strong. They considered how a modern day TV advert could be made to promote the cause of antislavery. This lesson looks at other ways in which Granville Sharp tried to raise awareness of the plight of slaves. Students will be asked to apply their learning to the issue of modern day slavery.

## Resources Needed

### For Introductory Activities:

- Background information about the UN Convention on the Rights of the Child  
<http://www.unicef.org/photoessays/30048.html>  
<http://www.unicef.org/photoessays/300556.html>

### For Main Activities:

- Evidence of child labour being a form of modern day slavery  
[http://www.youtube.com/results?search\\_query=child+labour&search\\_type=&aq=f](http://www.youtube.com/results?search_query=child+labour&search_type=&aq=f)  
<http://www.antislavery.org/homepage/resources/cameljockeysgallery/gallery.htm>  
[http://news.bbc.co.uk/1/hi/programmes/this\\_world/6446051.stm](http://news.bbc.co.uk/1/hi/programmes/this_world/6446051.stm)  
Note: The last website listed relates to Rageh Omaar's research into child slavery. Some schools may have a video or DVD recording of the BBC programmes relating to this (produced in 2007).
- Slides 22-25 on the *Inhuman Traffic* virtual exhibition/PowerPoint presentation
- Image and explanation of "Am I Not a Man and a Brother" medallion  
<http://www.pbs.org/wgbh/aia/part2/2h67.html>
- Image and explanation of "Am I Not a Woman and a Sister" brooch  
<http://www.nationalarchives.gov.uk/pathways/blackhistory/rights/abolition.htm>
- Appendix B: Society for the Abolition of the Slave Trade's "Am I Not a Man and a Brother" seal (*Gloucestershire Archives D3549/13/1/G2*).  
Available at <http://www.goucestershire.gov.uk/index.cfm?articleid=19772> (also on DVD).
- Appendix C: Image of the "Am I Not a Man and a Brother" version of the Society for the Abolition of the Slave Trade emblem, which appears as an illustration on a playing card produced by Granville Sharp's niece (*Gloucestershire Archives D3549/24/1/1*).  
Available at <http://www.goucestershire.gov.uk/index.cfm?articleid=19772> (also on DVD).

## Introductory Activities

- Ask students about the work that they do e.g. cleaning own room, paper round, helping with pets, babysitting will be mentioned.
- Draw attention to the UN Convention of the Rights of the Child and invite students to consider whether or not any of the work that they do contravenes their rights under this.

These activities should help students to understand that some work they do is their responsibility towards family life but that none of it (hopefully) means they are denied their rights to play, education, family life and health.

## Main Activities

**Background Information:** The Society for the Abolition of Slave Trade adopted an image of a kneeling African man with the logo "Am I not a Man and a Brother?" as their logo. This was used as a key tool in the fight against slavery, for example:

- Josiah Wedgwood, the famous potter and abolitionist, produced the logo as a ceramic cameo
- Later, women campaigners secured production of a similar ceramic brooch, with the caption 'Am I not a Woman and a Sister?'
- Members of the Society used it as a seal to close their letters

An original of the seal is held in Gloucestershire Archives and is featured in Appendix B. The Archives also have a version of the logo on a playing card drawn by Granville Sharp's niece, which is featured in Appendix C.

- Invite students to look at and share their opinions on the images. [Suggestion: Some commentators say that the kneeling figure is quite subservient and reliant upon the white man to rescue him. Do students agree/disagree? What other views do they express?]
- **Student Task:** Create a strong visual logo that highlights the issue of modern day slavery.
- Invite students to present their ideas to the class.

## Lesson 3

### Aim

To show how we can use the law to protect human rights.

**Background Information:** This lesson focuses on abolitionist, Granville Sharp's encounter and subsequent defence of Slave James Somerset, a runaway slave. James' owner, Charles Stewart of Boston, brought him to London in 1769 from Jamaica. In 1771, James ran away but was re-captured and put on a ship bound for Jamaica.

Granville Sharp took the case to court. After a month of consideration, Judge Lord Justice Mansfield ruled that James should be set free. He called the case "odious" and said that "the claim of slavery can never be supported". James and his supporters hailed this as a great victory. It set an important precedent and was widely taken to mean that when a slave sets foot on English soil, he becomes free.

Granville Sharp was not a lawyer with experience of the law and going to Court. However he believed that slavery was against the law and worked hard to learn and use the law to force a change in the way the UK treated people.

### Resources Needed

#### For Introductory Activities:

- Video clips at <http://www.goucestershire.gov.uk/index.cfm?articleid=19771> (also available from Gloucestershire Archives on DVD) of an actor playing Granville Sharp and reading from Sharp's writings:
  - Granville Sharp's account of his meeting with Jonathan Strong, 1795 (*Gloucestershire Archives D3549 13/3/38*)
  - Diary entry re. Death of Jonathan Strong, 1773 (*Gloucestershire Archives D3549 13/4/2*)
- Appendix O: Transcripts 1 & 2, which relate to the above-mentioned video clips.  
Available at <http://www.goucestershire.gov.uk/index.cfm?articleid=19772> (also on DVD).
- 'Inhuman Traffic' Virtual Exhibition.  
Available at [www.goucestershire.gov.uk/index.cfm?articleid=18957](http://www.goucestershire.gov.uk/index.cfm?articleid=18957) A PowerPoint version is available on request by emailing [archives@goucestershire.gov.uk](mailto:archives@goucestershire.gov.uk) or tel 01452 425291. This resource provides an overview of Slavery from the beginnings of the Atlantic Trade to the present day & includes a summary of the work of prominent abolitionist Granville Sharp.

### For Main Activities:

- Background information about the UN Convention on the Rights of the Child  
<http://www.unicef.org/photoessays/30048.html>  
<http://www.unicef.org/photoessays/300556.html>
- Pentameter 2 initiative  
<http://www.pentameter.police.uk/>
- Rageh Omaar's research into child slavery  
[http://news.bbc.co.uk/1/hi/programmes/this\\_world/6446051.stm](http://news.bbc.co.uk/1/hi/programmes/this_world/6446051.stm)  
 Note: Some schools may have a video or DVD recording of the BBC programmes relating to this (produced in 2007).

### Introductory Activities

- Watch the video extracts of Granville Sharp talking about the assistance he offered to James Somerset (also used in Lesson 1)
- Look at slides 11 & 12 of the *Inhuman Traffic* virtual exhibition
- Put into order the following skills/attributes needed to represent others and help them receive their rights, placing the most important first:

Good at listening	Organized	Dedicated	Good at speaking
Good at writing	Persuasive	Caring	Patient

### Main Activities

**Background Information:** The UN Convention of the Rights of the Child is an agreement between 191 countries (not Somalia or The United States of America). When a country ratifies the Convention they agree to obey the law written down in it. The United Kingdom and

Northern Ireland ratified this Convention on 16 December 1991. This means that our Government now has to make sure that every child has all the rights in the Convention.

We can use what is written to make it clear to people that what is happening in various parts of the world is breaking the UN Convention on the Rights of the Child.

- Remind students about the learning covered in Lesson 2 in relation to the UN Convention (refer to UNICEF website references or the Summary booklet published by UNICEF UK).
- Ask students to research examples of child labour today. Suggested internet sites:  
[http://www.unicef.org.uk/campaigns/campaign\\_sub\\_pages.asp?page=54](http://www.unicef.org.uk/campaigns/campaign_sub_pages.asp?page=54)  
[http://www.unicef.org.uk/campaigns/campaign\\_sub\\_pages.asp?page=74&nodeid=campaign\\_subpage74](http://www.unicef.org.uk/campaigns/campaign_sub_pages.asp?page=74&nodeid=campaign_subpage74) (Click on link for downloadable reports)  
[http://news.bbc.co.uk/1/hi/programmes/this\\_world/6446051.stm](http://news.bbc.co.uk/1/hi/programmes/this_world/6446051.stm)  
<http://www.antislavery.org/homepage/antislavery/childlabour.htm#cases>  
[http://www.youtube.com/results?search\\_query=child+labour&search\\_type=&aq=f](http://www.youtube.com/results?search_query=child+labour&search_type=&aq=f)  
<http://www.antislavery.org/homepage/resources/cameljockeysgallery/gallery.htm>  
<http://www.bba.org.in>
- Invite students to consider which country/countries are breaking the law as defined by the UN Convention of the Rights of the Child.
- Student task: Choose one of the case studies that you have looked at and write a letter to your MP or to the President/Prime Minister of the relevant country asking them to uphold the law contained in the UN Convention.

Students should observe the following general tips taken from the Amnesty website:

<http://www.amnesty.org.uk/content.asp?CategoryID=949#sample>

- Letters should be brief, factual and polite. Take special care not to sound aggressive or offensive. Write in a natural style.
- Keep letters factual and to the point. Details to include will be outlined in the action.
- Be positive - make a clear request and write as if the reader is open to reasoned argument.
- If you are writing on behalf of an individual case, give the full name of the prisoner or the individual/s at risk
- Say a little about yourself if you want to - for example something about your occupation or background to show that all kinds of people everywhere are concerned about human rights.
- Write in English/your first language unless you can get an accurate translation.
- Letters can be hand-written or typed.
- Use a conclusion that encourages a reply.
- Discussion: Granville Sharp learned the Law in order to tackle slavery. What could you learn in school that will help you to make a difference to issues like slavery in the future?

## Lesson 4

### Aims

To consider who the key decision makers / power brokers are in our society; to consider

what aspects of verbal and visual presentation are most effective; and to work together as a group to prepare a poster and a speech for a public meeting addressing the issue of child slavery.

Background Information: Slides 19 and 20 of the *Inhuman Traffic* virtual exhibition show the publicity posters for a public meeting, held at Nailsworth in 1830, to put pressure on Parliament to ban not just the Slave Trade but Slavery itself.

## Resources Needed

### For Main Activities:

- 'Inhuman Traffic' Virtual Exhibition  
Available at [www.goucestershire.gov.uk/index.cfm?articleid=18957](http://www.goucestershire.gov.uk/index.cfm?articleid=18957) A PowerPoint version is available on request by emailing [archives@goucestershire.gov.uk](mailto:archives@goucestershire.gov.uk) or tel 01452 425291. This resource provides an overview of Slavery from the beginnings of the Atlantic Trade to the present day & includes a summary of the work of prominent abolitionist Granville Sharp.
- Appendix H(i): A Public Meeting  
(*Stroud District (Cowle) Museum Service CM 3793*)  
Available at <http://www.goucestershire.gov.uk/index.cfm?articleid=19772> (also on DVD).
- Appendix H(ii): Frontispiece to a speech by Samuel Bowly  
(*Stroud District (Cowle) Museum Service CM 3795*)  
Available at <http://www.goucestershire.gov.uk/index.cfm?articleid=19772> (also on DVD).

## Introductory Activity

- Ask students to consider who, from the following list, has the greatest influence on the young people of Britain:
  - The Queen
  - The Prime Minister
  - Wayne Rooney (replace with any famous sports person)
  - Rhianna (replace with any famous singer)
  - Brad Pitt (or any other famous actor/actress)
- Invite students to move to one of 5 areas of the room, depending on who they think has the biggest influence on the lives of young people in the UK. One person from each area should speak up for their nominated person; students should consider each argument and move to a new area if they feel compelled to do so.

## Main Activities

- Invite students to look at the poster on slide 20 of the *Inhuman Traffic* exhibition (or Appendices H(i)&(ii))
  - How has the poster been designed to get across its key message?
  - Who are those organizing the meeting hoping to persuade?
  - What improvements could you suggest to the poster?

- Working in groups of 3 – 5, students should think back to the examples of modern child slavery that they have looked at over the last 3 weeks and:
  1. Design a poster for a public meeting to campaign for an end to child Slavery.
  2. Write a special guest list of 10 people to invite to the meeting and hear the message.
  3. Write a 1-2 minute speech (shared amongst 2 or 3 students) using persuasive language to put their message about child slavery across to special guests and others.
  4. Present posters, guest lists and speeches to the class. Note: this part of the lesson lends itself well to video recording.
- Invite students to consider which aspects of the posters/speeches were most successful at putting forward the anti-slavery viewpoint. Which group was most successful in their task?

## Lesson 5

### Aim

To understand the importance of allowing those who are victims of slavery or other human rights abuses to speak and act for themselves whenever possible.

Background Information: This lesson is based on **Olaudah Equiano** (c. 1745 - 1797), also known as **Gustavus Vassa**, who was one of the most prominent people of African heritage involved in the British debate for the abolition of the slave trade. He wrote an autobiography that depicted the horrors of slavery and helped influence British lawmakers to abolish the slave trade through the Slave Trade Act of 1807. Despite his enslavement as a young man, he worked as a seaman, merchant, and explorer in South America, the Caribbean, the Arctic, the American colonies, and the UK.

Further information about Olaudah Equiano and the role of black people in the abolition of slavery and the slave trade can be found on Gloucestershire Archives' web pages at <http://www.goucestershire.gov.uk/index.cfm?articleid=18967>

### Resources Needed

#### For Main Activities:

- Background information about Olaudah Equiano.

### Introductory Activities

- Multiple-choice quiz or activity where students move to different parts of the room. Answer the following:
  - Another student is hassling you and you want her/him to leave you alone. What should you do?
    - Tell your teacher — They can give a detention

- Tell your mates — They can threaten them
- Tell your mum — They can ring the school to complain
- Deal with it yourself — You can be assertive and say clearly what you want and how you feel
- You hate the food you get served for tea every evening. What should you do?
  - Invite Jamie Oliver to come over and cook something
  - Head for Ronald McDonald's – i.e. grab a takeaway
  - Persuade your little brother/sister to take a turn at preparing the meal – they know how to open a packet of crisps
  - Offer to cook one night and talk about recipes with your mum
- You've lost the £30 you were meant to hand in for the school trip. What should you do?
  - Tell your parents that your little brother/sister stole it
  - Tell the school caretaker and hope they find it whilst cleaning up
  - Tell your teacher – cry a lot and hope they let you go for free
  - Look hard for it; admit you lost it; ask for more and do lots of chores to repay it

*Note: The desired answer is the last option listed for all the questions.*

- Talk about how we are often the people best placed to solve our own problems. Whilst the support of others is sometimes essential it is no substitute for taking action and responsibility ourselves.

## Main Activities

Background Information:

**Historical:** According to his famous autobiography, written in 1789, Olaudah Equiano (c.1745-1797) was born in what is now Nigeria. Kidnapped and sold into slavery in childhood, he was taken as a slave to the New World. As a slave to a captain in the Royal Navy, and later to a Quaker merchant, he eventually earned the price of his own freedom by careful trading and saving. As a seaman, he travelled the world, including the Mediterranean, the Caribbean, the Atlantic and the Arctic, the latter in an abortive attempt to reach the North Pole. Coming to London, he became involved in the movement to abolish the slave trade, an involvement which led to him writing and publishing *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa the African* (1789) a strongly abolitionist autobiography. The book became a bestseller and, as well as furthering the anti-slavery cause, made Equiano a wealthy man.

**Contemporary:** Groups like Global March Against Child Labour aim to give children their own voice and include them fully in solving the problems of child labour. The following is an extract from their website:

"No more bombs', 'No more missiles', 'No more guns', 'No more tools in tiny hands', 'We want books', 'We want schools', 'We want toys', 'Stop child labour', 'Down with child labour' 'Long live Global March,' 'We want education" - these were the enthusiastic slogans of the children which reverberated in the air at the World Social Forum. It was momentous. The anguish of 246 million children entrapped in exploitative child labour found their expression in these heart-rending chanting of the local children and the former child labourers.

- Student task: Imagine you are working with a former child labourer to help them publish their autobiography (tell them they are to be a ghost writer – just like those used by many premiership footballers who ‘write’ their own stories). You should select a child from one of the case studies that you have looked at in previous lessons and write about two particular days from their story:
  - A typical day in the workplace
  - The day they were liberatedRemember to write in the first person and make bring the reader into your story.
- Ask students to think about telling their own story: What would be the most inspiring event to write about in their own autobiographies?

## Lesson 6

### Aim

To create a new song that encourages and unites people in a shared plight.

Background Information: Music played a key role in sustaining the slaves through terrible times, as illustrated by the African Slave song “Massa Buy Me” in the Granville Sharp collection held by Gloucestershire Archives. Today music can still play a dual role in raising spirits when people are down and need encouragement. It can also act as a tool to bring people together and highlight shared needs and desires.

*Suggestion: look into the history of Negro Spirituals for more information*

### Resources Needed

#### For Introductory Activities:

- Internet access to YouTube (optional)

#### For Main Activities:

- Sound track of the African Slave Song “Massa Buy Me” in the Granville Sharp papers held by Gloucestershire Archives. Performed by a local black gospel choir from Christ Faith Tabernacle, Gloucester.

*Note: This can be downloaded from Gloucestershire Archives web pages at <http://www.goucestershire.gov.uk/index.cfm?articleid=19771> Also available on the Inhuman traffic DVD (listed as “Music Track”) from Gloucestershire Archives.*

*A copy of the original African Slave Song document is available as Appendix A at <http://www.goucestershire.gov.uk/index.cfm?articleid=19772> Also available on the Inhuman traffic DVD from Gloucestershire Archives.*

## Introductory Activities

- Ask students to think of songs that are sung to motivate people and raise their spirits. Examples might be sports chants such as "Swing Low Sweet Chariot" or even the less poetic "Come on England". Pop songs might include M People's "Search For the Hero Inside Yourself" etc.

### Notes:

- If "Swing Low" is mentioned this makes a useful link because it is a Negro spiritual hymn that originated amongst the slaves of the Southern USA).*
- Many of the suggestions will be available through YouTube to watch.*
- Budding pop stars won't need much encouragement to regale the class with a few lines of their favourite uplifting anthems!*

## Main Activities

- Ask students to listen to "Massa Buy Me", a song written and sung by the slaves of Barbados in the 18<sup>th</sup> century. Show a copy of the original "Massa Buy Me" slave song document at the same time. The song is short and worth listening to twice through. Invite the students to think about the words and music and to talk about:
  - What the song is about
  - How it made them feel

*Note: a still image of the document with sound overlay of the "Massa Buy Me" slave song is available on the Inhuman Traffic DVD.*
- Student task: write a song in any style (rap, pop, hymn) that could be sung by children encountered in previous lessons who are in situations of slavery today. Give careful consideration to your choice of words e.g. affirming, hopeful, honest etc.
- Listen to some performances of songs

## Plenary

Review the unit of work by asking students a range of questions such as:  
What was your favourite activity?  
What questions do you still want to find answers to?  
Which stories did you feel most moved by?  
etc.

## Suggested Inhuman Traffic Extension Activities

- **A Clean School**

Work through the schools' democratic systems to ensure the school doesn't support modern day slavery in any form:

- The School Council could look at areas such as suppliers of uniform, sports equipment, school bags, stationery etc.
- The School Council could also look at the schools' bank and see how it invests its money and then make proposals based on its findings

<http://www.fairtrade.org.uk/schools.htm> is a very good starting point for this activity

- **A Bill of Responsibilities**

Create a Bill of Responsibilities to ensure the abolition of inequality within the school:

- Reflect on the example of Granville Sharp and other abolitionists in order to devise a statement of everyone's responsibilities towards their fellow students.  
*Note: At its most basic level this will involve issues such as not walking past incidents of bullying.*

- **A Good Samaritan**

Within Religious Studies the story of Granville Sharp and Jonathon Strong can be used to illustrate what it means to love your neighbour.

- Students can consider a re-telling of the story with themselves in the role of the Good Samaritan and modern day child labourers in the Jonathon Strong role.
- An interesting point to reflect on through this is that the Good Samaritan gains from the encounter as well as the person(s) helped, albeit in a different way.

## Useful websites:

[www.goucestershire.gov.uk/archives](http://www.goucestershire.gov.uk/archives) : click on “*Resources and services onsite and online*” then “*Learning and Outreach*” and follow the links to the Inhuman Traffic virtual exhibition and associated resources

[www.antislavery.org](http://www.antislavery.org) : Anti-Slavery International, founded in 1839, is the world's oldest international human rights organization and the only charity in the United Kingdom to work exclusively against slavery and related abuses. It works at local, national and international levels to eliminate the system of slavery around the world.

[www.wilberforce2007.com](http://www.wilberforce2007.com) : an online petition to end all forms of modern slavery today

[www.polarisproject.org](http://www.polarisproject.org) : the Polaris Project is a leading international organization combating human trafficking and modern day slavery

[www.freetheslaves.net](http://www.freetheslaves.net) : Free the Slaves is an American based non-profit making organization working to end slavery worldwide

[www.stopthetraffik.org](http://www.stopthetraffik.org) : Stop the Traffik is a global coalition of organizations working together to fight against people trafficking

[www.humantraffickingsearch.net](http://www.humantraffickingsearch.net) : information on human trafficking, child labour, forced labour and sex slavery

[www.TradingFairly.co.uk](http://www.TradingFairly.co.uk) : a complete on-line listing of the UK's fairly traded wholesalers and retailers, designed to help you source and buy fairly trade goods

[www.international.ucla.edu/article.asp?parentid=1](http://www.international.ucla.edu/article.asp?parentid=1) : information on the darker side of globalisation

[www.setallfree.net](http://www.setallfree.net) : looks at the legacies of slavery