

**NO
SLAVERY**

EDUCATION FOR
SOCIAL JUSTICE



University of
Nottingham
Rights Lab



THE TRUTH BEHIND CLOSED DOORS

Theme: Domestic Servitude - the exploitation and abuse of domestic workers behind closed doors, in private homes

Time: Two 55-minute lessons, depending on the level of your students

Learners: Older teens, young adults and adults, B2+ (upper intermediate to advanced)

Materials: Rose's personal narrative, student worksheet, autonomous learning resources, information about human trafficking and modern slavery, transcripts of audio recordings, slides, Teacher's Guide

Content Learning Objectives

Students will learn about domestic servitude, a form of human trafficking. Students will be encouraged to think about the human rights of people who are not in positions of power – such as domestic workers. Students consider and discuss the value they place on their own rights, especially the right to freedom.

ELT Learning Aims

Vocabulary: to abuse, to exploit, to humiliate, to insult, to prohibit, to starve, to withhold something from someone, application form, human rights, job agency, minimum wage, physical abuse, working conditions

SKILLS

Reading: comprehension of a personal narrative, and specific details

Listening: for specific information

Speaking: expressing an opinion and presenting supporting arguments

About this Lesson

This lesson addresses domestic servitude - the exploitation and mistreatment of domestic workers, usually in private homes.

Exploitation of domestic workers can happen to migrant domestic workers who have left their families to earn money abroad but also to workers in private homes in their own country of origin.

From The NO Project

As teachers, we can never know what memories, thoughts or emotions such content may trigger in our students, and this certainly includes adult learners. We ask you to be aware of this and to respond sensitively and responsibly. Although this lesson is about domestic workers, it also raises discussion of human rights, abuse and loss of personal freedom.

PROCEDURE

Step 1: Introducing the theme

This first task can be done in pairs, small groups or as whole group - depending on class size. The goal is to motivate the learners and to spark their curiosity, emotional engagement and imagination.

Show Slide #1: **THE TRUTH BEHIND CLOSED DOORS**

- Ask the students to discuss the title. What do they think the theme/topic will be?

Show slide #2: **NO ONE SHALL BE HELD IN SLAVERY**

- Ask the students to discuss the statement.

Note: The students may say that slavery no longer exists. According to the 2018 Global Slavery Index, 2018, 40 million people are living in slavery today.

- Ask the students if they know about the Universal Declaration of Human Rights.

What human rights are important to them?

If you are working with minors (17 years or younger) encourage them to find out about the rights of children.

https://www.unicef.org/crc/files/Rights_overview.pdf

Show slide #3: **DOMESTIC SERVITUDE in your city, neighbourhood, street**

- Encourage students to discuss the meaning of the term Domestic Servitude.

Note to teachers: Domestic servitude is a form of enslavement and comes under the crime of Trafficking in Persons, usually known as human trafficking. Domestic workers in private homes are exploited and forced to work very long hours. They are often not paid, and their right to freedom is restricted. They may be abused - emotionally, physically and, at times, sexually. In the case of migrant domestic workers, their passports are usually withheld.

Step 2: Pre-reading task

- Tell students they are going to read a story about Rose. She left her country to be a domestic worker in a European city, but things went badly wrong for her.

In pairs/groups, ask students to come up with 4-5 questions they want to ask about what happened to her.

Possible questions: Where was she from? What happened to her when she was with the family? Did she escape?

Step 3: Reading

- Provide handout to students.
- Allow time for students to read Rose's personal story.
- In pairs/groups - can they answer the questions they came up with?
- Allow time for discussion so that students can process their thoughts and opinions. This content is confronting and may be unfamiliar.

Suggested questions:

What information is new? How was Rose controlled?

Which point in Rose's story has the most personal impact for the student?

How would they feel in Rose's situation?

What would they do if they saw this happening in a home? (This point will be developed further in the role play at the end of the lesson.)

Step 4: Language review (optional - can be used for homework)

Student handout with new vocabulary. Depending on time available and the level of your students, this can be done as an in-class activity or at home.

KEY FOR STUDENT TASKS

Task 1: 1 right 2 humiliated 3 withhold 4 starve 5 abuse 6 treat

Task 2: 1 agency 2 poverty 3 emotional 4 exploitation 5 application

Task 3: 1B 2A 3B 4B

Step 5: Preparation for the short video

Show slide #4: **NO RIGHT TO LOCK ME IN MY ROOM**

Show slide #5: **NO RIGHT TO INSULT ME**

Show slide #6: **NO RIGHT TO HIT ME**

Show slide #7: **NO RIGHT TO TOUCH ME**

Note to teachers: The focus of the following slides is the exploitative treatment of domestic workers that can happen in the home where they are 'employed'. You may choose to just focus on one or two slides, given time and maturity of students.

-Tell the students that the statements are from real stories of domestic workers working in different countries.

- Allow time for students to express their personal response. This can be done in pairs, groups or with the class as whole.

Step 6: Video viewing

My Life as a Modern-Day Slave, BBC NEWS.

My Life as a Modern-Day Slave, BBC NEWS. 3 minutes with English subtitles. Testimony by a woman who was trapped in domestic servitude.

Link on YouTube BBC NEWS www.youtube.com/watch?v=59KGc6UyjAw

- Before watching, ask the students to think about ways she was controlled.
- Play the video then ask the students to discuss their responses.
- Play the video twice if needed. Check understanding.
- Ask students if the employers should be arrested or punished. Why/Why not?

Step 7: Listening - Who is speaking? Where are they?

- Tell students they will hear five different people talking.
- Ask the students to focus on: Who is speaking? Where are they?
- Play the recording once then check understanding. Address questions students may have, then play the recording a second time to confirm/clarify.

Speaker 1: Job agent in worker's own country. In an employment agency.

Speaker 2: Person who meets worker on arrival. At an airport.

Speaker 3: Son of employer. Home where worker is employed.

Speaker 4: Employer - probably female. Home where worker is employed.

Speaker 5: Employer - male. Home where worker is employed.

Step 8: Speaking - Role Play

Expressing a personal opinion with supporting arguments

The Situation

Four people who live in the same neighbourhood have all noticed that a domestic worker in a nearby family home always has bruises on her face. They are all worried that something is 'not right' in the home, however they disagree about what action they should take - or not. Set up the role play so that the students work in groups of 3 or 4. Ask them to reach a conclusion with an action plan.

Four different points of view

Person A: You want to talk directly to the domestic worker.

Person B: You want to talk directly to the employer in the house.

Person C: You want to call the police and let them handle the situation.

Person D: You do NOT want to get involved at all.

Beyond the class / Personal Projects

Read more personal narratives about domestic servitude.

- Story 1: <http://antislavery.ac.uk/items/show/117>
- Story 2: <http://antislavery.ac.uk/items/show/109>

Visit this site to read true narratives <http://antislavery.ac.uk/>

Autonomous Learning & further resources

A Woman Captured (2018), a powerful documentary about 'Marish', a domestic worker kept in a private home in Hungary for over 10 years.

Link for YouTube trailer: https://www.youtube.com/watch?v=w8_98k8bjNc

Maid in Hell (2018) documentary about migrant domestic workers in Middle East.

Link for YouTube trailer: <https://www.youtube.com/watch?v=tfNvFsHbDGg&t=87s>

Behind Closed Doors, BBC Radio

Excellent radio programme about the treatment of foreign domestic workers in the UK, including narratives of escapes from abusive work environments. A full downloadable transcript is available to support comprehension: <https://www.bbc.co.uk/programmes/b07zzg8m>

Four organisations (the UK, the USA, Lebanon) that support domestic workers

<http://www.kalayaan.org.uk>

<https://www.thevoiceofdomesticworkers.com/>

www.damayanmigrants.org

<http://www.kafa.org.lb/>

Taking Action: Going Public

Do you know the anti-trafficking hotline in your country?

Do you know of organisations in your country that support victims of human trafficking?

If the stories in this lesson have affected you personally, how can you educate others? If you express your thoughts and feelings through artwork, photography, film, music, journalism, creative writing, poetry – please contact The NO Project if you would like to contribute towards our educational campaign. **info@thenoproject.org**

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<http://awomancaptured.com/en/>

<http://www.kalayaan.org.uk>

<https://www.thevoiceofdomesticworkers.com>

www.damayanmigrants.org

<http://www.kafa.org.lb>

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