

*Thank you for downloading this lesson. It is one of six Citizenship lessons exploring:*

- ❑ **HOMELESSNESS**
- ❑ **REFUGEES**
- ❑ **ANTI-TRAFFICKING & MODERN SLAVERY**

from the perspective of The Salvation Army and the work we do with each group.

There are two sets of lessons for each topic delving into the issue, looking at the humanness of the people in these situations, and then offering a chance for pupils to reflect on whether they think they should/could do anything themselves.

Whilst these are Citizenship lessons, the second lesson in each topic has an optional RE extension where pupils can reflect on the religious teachings that motivate The Salvation Army's practice.

There is a mix of written work, discussion, reflection, videos and real case studies for pupils to engage with. Each lesson includes a range of activities, meaning you can customise the experience/information the students receive. Please feel free to use the PowerPoint presentation as it is or unhide certain slides (by right-clicking the slide in the viewing pane and selecting 'hide slide').

To keep the students engaged we recommend the lessons being as interactive as possible. There are suggestions below on how to use each activity with different ages and abilities, but please note these are meant as a guide. Feel free to use your discretion once in the classroom.

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*If you have any comments or questions about the resource please feel free to email:*

*[schools@salvationarmy.org.uk](mailto:schools@salvationarmy.org.uk) with the subject 'Citizenship Lesson'.*

# MOVING ON

## ANTI-TRAFFICKING & MODERN SLAVERY PUPIL WORKSHEET



### Trusted and Tricked: Leader's Guidance

#### For a chocolate bar...

**Be the first person to:**

- write the date neatly into your book
- sit quietly at your desk
- raise your hand when complete



#### For a chocolate bar: **KS3/KS4**

Be aware that the sense of injustice at this activity could potentially be stronger with younger pupils, and not receiving the promised chocolate could upset some students.

#### Whipped!

- Do you think you would be tricked?
- Why? Why not?
- Why did people sign up for it?

#### Whipped: **KS4**

Use with older students, as the concept of being enticed by a dream job is closer to older students' experience.

#### What do you know?

- Trafficking only happens in poorer countries.
- The percentage of men being trafficked is decreasing.
- Women are the most trafficked group.
- Most trafficking happens across borders.
- Women never traffic other women.
- 1 in 500 people, or 336,000 Britons, are victims of modern slavery.
- The highest number of women were trafficked from Albania and second highest Nigeria.

#### What do you know?: **KS3/KS4**

Read out statements one by one and have the students show if they think the statement is true or false. This can be done by thumbs up or down, or even getting students to stand up for 'true' and stay seated for 'false'.

#### Video?: **KS3/KS4**

Use with female students, eg at a girls' school.

# MOVING ON

## ANTI-TRAFFICKING & MODERN SLAVERY PUPIL WORKSHEET



### Trusted and Tricked: Leader's Guidance



#### Types of exploitation: **KS3/KS4**

There are additional notes on each type of exploitation if you feel the need to go deeper into particular topics. Grooming teenagers for the drug trade is relatively common today, so it could be worth making mention of this (for more information see additional notes).



#### Pair & share?: **KS3/KS4**

Get students to think of all the reasons why people are trafficked and used as modern slaves. Each student should be paired with another student or a small group. Students share their thinking with their partner. You can then expand the 'share' into a whole-class discussion, writing responses on the board. Some ideas are in the notes section of the PowerPoint presentation.



#### Whose responsibility is it?: **KS4**

Hidden slide, optional activity. More suitable for older students to get them thinking about accountability.

### Anti-Trafficking Curriculum Links

## RELATIONSHIPS AND SEX EDUCATION

KEY STAGE	UNIT
KS3/KS4	<p>3.5 At secondary school level, sex and relationship education should prepare young people for an adult life in which they can:</p> <ul style="list-style-type: none"> <li>• Develop positive values and a moral framework that will guide their decisions, judgments and behaviour;</li> <li>• Be aware of their sexuality and understand human sexuality;</li> <li>• Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;</li> <li>• Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;</li> <li>• Avoid being exploited or exploiting others;</li> <li>• Avoid being pressured into unwanted or unprotected sex;</li> <li>• Access confidential sexual health advice, support and if necessary treatment; and know how the law applies to sexual relationships.</li> </ul> <p>6.1 Delivery of sex and relationship education is not the sole responsibility of schools. Elements of sex and relationship education are also provided by a range of people in the wider community including health professionals, social workers, youth workers, peer educators and visitors. People in the wider community have much to offer at all levels of planning and delivering sex and relationship education, bringing a new perspective and offering specialised knowledge, experience and resources.</p>

### Anti-trafficking Curriculum Links

#### CITIZENSHIP

KEY STAGE	UNIT
KS3	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• The precious liberties enjoyed by the citizens of the United Kingdom.</li> <li>• The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</li> <li>• The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.</li> </ul>
KS4	<ul style="list-style-type: none"> <li>• Human rights and international law.</li> <li>• The legal system in the UK, different sources of law and how the law helps society deal with complex problems.</li> <li>• The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.</li> </ul>