

ANTI-TRAFFICKING & MODERN SLAVERY

ACTIVITY	INSTRUCTION	RESOURCES
Objective(s)	<p>To understand what trafficking and modern slavery is.</p> <p>To reflect on why trafficking and modern slavery is happening.</p>	
Starter	<p>*hidden* Slide 1: An example of not keeping a promise. Tell the students that if they are the first person to sit down quickly and quietly and write the date, then they will get a chocolate bar. When they have done it tell them there was no chocolate bar – it was just an incentive for them to do the tasks you needed doing.</p> <ul style="list-style-type: none"> • Ask them the following: • How do you feel? • Was it right? • What would be the fair thing to happen now? <p>OR</p> <p>Slide 2: Ask students if they think they would be tricked into a lie or if they think they would see through it. Hear their thoughts and then watch the ‘Whipped’ anti-trafficking activation video.</p> <p>Follow-up:</p> <ul style="list-style-type: none"> • Do you think you would be tricked? • Why did people sign up for it? 	<p>‘Whipped’ video https://www.youtube.com/watch?v=_3VfojOFdAs</p>
Introduction	<p>Slide 3: Introduce the lesson title and learning objectives, then explain that today’s lesson is starting by thinking about how people can lie to make people do what they want.</p>	
Main activities	<p>Slide 4: In pairs decide which definition is for trafficking vs modern slavery. They can then write these down to refer back to later on in the lesson. Go over the distinction between the two and how human trafficking results in modern slavery.</p>	

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<p>Main activities (continued)</p>	<p>Slide 5: Question students on how much they know about trafficking / modern slavery. Quiz them on whether the facts listed on the slide are true or false (answers in notes section)</p>	
	<p>Slide 6: Made to Be video clip about the timeline of a young girl who is groomed, and try and focus on thinking further about what happens when a relationship seems positive, makes you feel good and then starts to worry you, leave you scared or anxious.</p> <ul style="list-style-type: none"> • What should you do? • What questions would you get Lexi to ask herself at the start if she could go back to the beginning? • Draw pictures of different emotions Lexi feels through the video. 	<p>https://vimeo.com/147090706</p>
	<p>Slide 7: Split up the case stories between tables, so each pair has a different story. Students read and then discuss with the people on their table:</p> <ul style="list-style-type: none"> • Why do you think they were targeted? • What was the lie? • What impact do you think the way they were treated was having on them emotionally? <p>Bring the group back for a summary, getting someone to summarise the case story and discussions that they had on their tables.</p>	<p>Case stories</p>
	<p>Slide 8: Ask students what other forms of exploitation or trafficking / modern slavery victims may experience. Go over ways on the slide; you can emphasise school children being groomed into gangs and used to sell drugs in county lines (see additional notes)</p>	<p>'What are county lines?' additional notes</p>

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Main activities (continued)	Slide 9: Following on from the case stories / video, engage the class in a discussion on why people are trafficked. Students come up with reasons and fill in their bubble diagram. Collect responses and add others to diagram.	'Why are people trafficked?' worksheet (alternatively students draw into books) 'Responsibility' worksheet
	hidden Slide 10: Go over the list of the reasons that trafficking happens (including the suggestions they have just made). Give out 'Responsibility' worksheet and tell students to match each reason to who they think could do something about it (world leaders, police and authorities, schools, parents, everyone). Discuss where they have placed them and why. Were there any that didn't fit into boxes? Why?	
Plenary	Slide 11: Ask students what are the three most important things that you would tell someone who didn't know anything about trafficking. OR Slide 12: Tell students, as a result of the lesson, to write down one thing they had thought / idea they had, one feeling they had, and one call to action (to help) they feel inspired to do based on the session.	