

## ANTI-TRAFFICKING & MODERN SLAVERY

ACTIVITY	INSTRUCTION	RESOURCES
<b>Objective(s)</b>	<p>To understand what The Salvation Army is doing to fight against trafficking and modern slavery</p> <p>To reflect on and explore what we could all do to fight against trafficking and modern slavery</p>	
<b>Starter</b>	<p>Slide 1: Start lesson with the 'spot the signs' video.</p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>• What surprised you in the video?</li> <li>• Did you know what to look out for before watching this?</li> </ul>	<p><b>'Spot the signs' video:</b></p> <p><a href="http://www.youtube.com/watch?v=IS6nn88b4mo">www.youtube.com/watch?v=IS6nn88b4mo</a></p>
<b>Introduction</b>	<p>Slide 2: Introduce lesson objectives and title, set the scene by questioning students on what they already know about trafficking and modern slavery; or if continued from previous lesson, what they remember about the topic.</p>	
<b>Main activities</b>	<p>Slide 3: Debating skills – put question on the board 'Not enough is being done by ordinary people to combat trafficking / modern slavery'. Get the pupils to move to the left if they agree and move right if they disagree (do not allow a middle ground). Explain that whoever holds the object speaks. Throw the soft object at a pupil and get them to explain why they are standing in their chosen position. Once they've finished they must throw the object to someone on the opposite side, who then explains. If no one provides the opposite response, challenge the positive responses to stimulate discussion.</p>	<p><b>Soft throwing object, eg, tennis ball or soft toy</b></p>
	<p>Slide 4: Show and explain some ways that trafficking can be tackled. Ask pupils to decide which of them is something everyone could do, or something they could do. This can be done in a 'pin the answer on to the board' fashion, with pupils</p>	<p><b>Post-it Notes</b></p> <p><b>'Tackling trafficking' A3 worksheet</b></p>



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<p><b>Main activities (continued)</b></p>	<p>putting Post-it Notes (or Blu-tacked paper) on the A3 worksheet 'Tackling trafficking and modern slavery'. Pupils can then add on other ways they think trafficking / modern slavery can be prevented. Ask the question – 'Why don't more people do these things?' Ask for feedback and lead discussion.</p>	
	<p>Slide 5: One person from each group goes to a table to read information about one area of support The Salvation Army offers (fact file). This person goes back to their original group and has to try and communicate the information they've found out (they can't take the fact file back with them!) to the rest of the group. Each person in the group finds out about something different until they all have some information about all the different ways that The Salvation Army helps people. Get feedback from different groups:</p> <ul style="list-style-type: none"> <li>• What does The Salvation Army do to support people who are victims of human trafficking?</li> <li>• What shocked you?</li> <li>• What questions do you have?</li> <li>• What impact did the help of The Salvation Army have on people?</li> </ul>	<p><b>Fact Files</b></p>
	<p>*hidden* Slide 6: Optional RE extension. Ask students to discuss with the person next to them why Christians would fight to end human trafficking. Allow pupils to feed back and go on to highlight the Bible teachings on the presentation as an explanation of why The Salvation Army supports victims of trafficking and modern slavery.</p>	
	<p>Slide 7: Look at the scenarios in the 'For sale' document from The Salvation Army. Ask students to highlight in one colour how they were exploited, in another colour how they got</p>	<p><b>For Sale Leaflet</b></p>



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<b>Main activities (continued)</b>	help, and in a third colour how they feel now. Discuss what was highlighted – are there any things that surprise or confuse the pupils?	
	Slide 8: Students complete cryptogram to see what they can do to help tackle trafficking and modern slavery. Once complete, expand the other ways they could help (Notes section).	<b>What can I do cryptogram</b>
<b>Plenary</b>	Slide 9: Make an opinion line, with agree on the right, disagree on the left: 'Everyone should be committed to doing their bit to combat trafficking'. Students move to the side they most associate with. Pick people to explain their responses.	