

A BETTER LIFE



KEY STAGE 4

Modern Day Slavery Lesson Plan

Often those in modern slavery will be convinced that they have been offered an opportunity for a better life. This lesson looks at why someone may be convinced to go abroad, or how people are tricked (even from the UK) and what we can do to help stop this and protect ourselves.

● WESEEYOU.

THE CLEWER INITIATIVE

JUST ENOUGH GROUP..

A Better Life

Lesson Goal

To understand the different reasons individuals are tricked into modern day slavery and how they are exploited.

Objectives

1. Pupils will associate new terms with Modern Day Slavery
2. Pupils will understand that often people are tricked into slavery after looking for a better life
3. Pupils will realise people are often in difficult situations, often a lack of understanding/ education can lead to their exploitation.

<p>Starter</p>	<p>Ask one person to come up to the board and stand with their back to the board. Words/phrases will come up on the board and their classmates need to try to describe the words without using the word itself (or a plural or other version). You can swap the person at the front. There are 12 words/phrases in total.</p>
<p>Group Activity</p>	<p>Ask pupils to think of 10 situations that may improve someone's life. They have 2 minutes to write these down and then feedback to the class</p> <p>They should consider the following:</p> <ul style="list-style-type: none"> • Education, jobs, money, understanding <p>Does it change depending on where you live in the world?</p>
<p>Think About...</p>	<p>Ask the class: If someone promised you all the things we listed as a class, would you take them up on the offer? Why?</p>
<p>Group Activity</p>	<p>In groups provide pupils with situations and ask them to consider what they would do/the options that each person may decide on.</p> <p>Distribute the scenarios to the class. You can give each group a different scenario or let them work on all 6.</p> <p>For each scenario, pupils should respond to the following points:</p> <ul style="list-style-type: none"> • What are the different options for each situation? • How could each person be in danger in each of these options? • Which is the better option? Why? • Who would offer these sorts of jobs? • What country might these people originally live in? (They could be from the UK.)
<p>Discussion</p>	<p>Often situations like the examples mean it is hard for some to understand what is right and what may lead them to modern day slavery. What might be the next step in the lives of all these individuals if they do decide to go? They may be held and lose their freedoms. What should we do to try and stop this? (educate and be aware of the dangers ourselves. Acknowledge with the class that teenagers can be targeted by modern day slavery gangs/other criminals)</p>
<p>Moving Forwards...</p>	<p>Education leads the way to understanding more about modern slavery. Visit https://www.freetheslaves.net/about-slavery/survivor-stories/ or https://encounters-festival.org.uk/unchosen-gallery/ to watch more stories of survivors.</p>

WANT A JOB? A BETTER LIFE?

1. You have been out of work for over 6 months. Your parents are asking you to help support them but no one in your area has jobs available. A new businessman in the town is getting known for helping locals move abroad. You meet him in a bar and he says he might have a job available in London. What do you do?

2. Many of your friends have been working abroad, earning money picking fruit and vegetables and then returning with money to build houses and look after families. A car turns up in your village to sign people up to picking fruit and vegetables for a farm in a rural UK village. Do you sign up?

3. You are a young girl trying to become a model. An agency messages you on social media saying they have seen your latest Instagram posts, and ask you to send some details about your measurements because they would like to consider you for modelling work in the capital. What do you do?

4. A group of men in your area have been asking young people to deliver drugs around the UK for them. They have been buying those who do it new phones and clothes. You have heard it can get you lots of money. What would you do?

5. Your country is in the middle of a civil war and you have to decide whether to stay or try and find somewhere safe. You have young children and on the road come across a car who is offering to take locals across the border for a small fee. They say they have been making the trip regularly and that it will be the safest way for you to get away from danger. What do you do?

6. Your parents owe money to a distant cousin who gave them a loan. The terms and conditions were complicated and your family didn't understand. They are left unable to repay the loan. Those who loaned the money say they need you to work for them for a while, in order to repay the debt. What do you do?

TASK: In groups/pairs, create mind maps on what would/could happen in each of these situations. What would you do, and when might each person be in danger? Out of all the options you come up with, which is best? Is there anything they have done in their own country to stay safe?

Think about: Do you have enough information about the situation?

- What other pieces of information would you want to know?
- **For example:** In Scenario 3, does the agency have a registered company name/widely available information online? Is it reputable?

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