

PROTECTION AND TRUST



KEY STAGE 2

Modern Day Slavery Lesson Plan

This lesson considers stories of children held in modern day slavery in the UK. The cases will inspire children to stay safe, whilst not scaring or shocking them. In each scenario the children are protected and rescued, showing children who they can turn to when they are worried or in danger.

Protection and Trust

Lesson Goal

For pupils to understand who they can trust, who is there to protect them, and how to keep themselves safe when faced with dangerous situations such as modern day slavery.

Objectives

- 1) To understand that teachers, police and other professionals are meant to protect children and keep them safe.
- 2) To know who they can turn to for help.
- 3) To realise that some adults are not trustworthy, but we can look out for strange behaviours
- 4) Pupils will create a piece of art expressing the story of a child in modern day slavery

Super Starter

Invite a member of the class up to the front and blindfold them.
Tell the child to fall backwards and that you will catch them - do they trust you?
Let the child fall back and catch them to show you are trustworthy*

Ask another member of the class up to the front and blindfold them
Tell them you are going to direct them around the classroom back to their seat, offer them the option of whether they want to listen to your instructions or if you can guide them with their shoulders. *Repeat with other members of the class.*

Ask the children why they think you may have done that? Did each person trust you? (Yes/No). Tell them: "You can **trust** me because I am your teacher and I am here to keep you...(safe). I am here to teach you but also to **protect** you and so are other members of the school team. If you can't talk to another adult about something you are worried about, we are here for you."

**Optional: always use safety mattresses. If unavailable move straight on to the activity directing children around the class.*

Individual Activity

Provide each child with the story worksheet.

Pupils can fill in the missing words to each story. All stories are based on true accounts of common modern slavery scenarios sometimes experienced in childhood.

Whole Class Activity

Once children have thought about the stories discuss with them the questions:

- 1) **How old do you think each person was?**
- 2) **Does it matter that they are children?**
- 3) **What could each individual have done differently?**
- 4) **When in the story did you think something was strange?**

Explain that what happened in the stories can be very common and we need to look out for adults who might be trying to trick us (children) into modern day slavery.

**Whole
Class
Activity
Continued**

Which adults did the right thing and helped the children?

- 1) Teacher
- 2) Hospital Staff
- 3) Police

Encourage children to remember that we can always ensure we look after ourselves and look out for things that might not seem right. We can always ask for help from adults we can trust.

**Individual
Activity**

Pupils can match the logo to the name of the agency that helps tackle modern day slavery and protects children. This can help them know which professionals to turn to if they are worried.

**Individual
Activity**

Children will now choose one story each and create a piece of artwork that expresses the emotions, feelings and storyline of that child.

Things to think about:

- What the child might look like (age, hair, height)
- What the person exploiting them might look like?
- What other items might they have seen throughout their story?
- What words might come to your mind if you were in their shoes?
- Who helped them? Maybe the children could include that in their image

Provide pupils with materials, decorative items, colours and pencils for their creations.

Conclusion

Conclude with the following points

- Adults are meant to protect children
- Teachers, Police, and other professionals have a duty to keep you safe
- If you are in trouble please tell someone
- If you think anything you have seen today affects you, let someone know
- The agencies mentioned in the task sheet are important to remember, they can help
- James, Emma and Jo were all victims of Modern Day Slavery
- If you know someone who is in a similar situation, ask for help
- Tell your friends how to stay safe
- Stay safe yourself
- Modern day slavery can happen when people are any age
- Any gender can be tricked into slavery

MOVING FORWARDS

Why not put your works of art up around the community to help raise awareness of how people can be trapped into slavery even at a young age.

Key Words:

Child Modern Day Slavery, Protection, Trust, Exploitation,

Protection and Trust

Task: Fill in the words below into the story so that it makes sense. Cross off the words when you have used them.

STORY ONE

- | | | |
|----------------------------------|------------------------------------|---|
| <input type="checkbox"/> Safe | <input type="checkbox"/> Man | <input type="checkbox"/> Angry |
| <input type="checkbox"/> Money | <input type="checkbox"/> Protected | <input type="checkbox"/> Modern Day Slavery |
| <input type="checkbox"/> Illegal | <input type="checkbox"/> Help | <input type="checkbox"/> Gang |
| <input type="checkbox"/> Danger | <input type="checkbox"/> School | <input type="checkbox"/> Threatened |

James was approached by an unknown _____ who was known to be in a _____. James was told that he could earn a lot of _____ by doing _____ acts for the gang that this person worked for. James did not want to do anything illegal but very soon he was _____ by this man. James was very scared and did not know who he could turn to for _____. He ended up doing jobs for the person. He received no money, was put in a lot of _____, and broke the law. He was worried that his parents would be _____ with him if he told them what he was doing. He would skip _____ and stay out for days at a time, taking the train around the UK to do these jobs. One day, a teacher spoke to James and asked if he was okay. James told the teacher he was being forced to do this work. As James was a child the teacher made sure he was _____ and _____. James did not know, but he was a victim of _____ _____. James was told by police that he had been taken advantage of by these adults.

STORY TWO

- | | | |
|----------------------------------|-----------------------------------|---|
| <input type="checkbox"/> House | <input type="checkbox"/> Ghana | <input type="checkbox"/> School |
| <input type="checkbox"/> Tidy | <input type="checkbox"/> Return | <input type="checkbox"/> Treated |
| <input type="checkbox"/> Arrived | <input type="checkbox"/> Confused | <input type="checkbox"/> Modern Day Slave |
| <input type="checkbox"/> Abused | <input type="checkbox"/> False | <input type="checkbox"/> Clean |

Emma's family lived in _____. She was sent to live with her aunt in London by her parents. She was meant to go to school in England but when she _____ she was taken to a house where she had to _____ and _____. She worked for a family. Emma was not allowed to leave the _____ unless it was to take the children to school and she had to _____ straight away afterwards. She was _____ and asked the owner of the house when she would be able to go to _____. No one seemed to care. She was in a country she did not know and had no one to turn to. One day the family she lived with _____ her and hurt her arm. She was taken to the hospital but was told to give a _____ name. The doctors asked how she knew the man who had brought her to hospital. She told them although they were related to her she did not know them well, she had not been allowed to leave the house and was being _____ very badly. The hospital staff took her to a safe area, away from the people who were keeping her as a _____ _____.

Protection and Trust

Task: Fill in the words below into the story so that it makes sense. Cross off the words when you have used them.

- | | | |
|-----------------------------------|---|-----------------------------------|
| <input type="checkbox"/> Picture | <input type="checkbox"/> Popular | <input type="checkbox"/> Guardian |
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Strangers | <input type="checkbox"/> Privacy |
| <input type="checkbox"/> Younger | <input type="checkbox"/> Modern Day Slave | <input type="checkbox"/> Danger |
| <input type="checkbox"/> Beg | <input type="checkbox"/> Singer | <input type="checkbox"/> Violent |
| <input type="checkbox"/> Home | <input type="checkbox"/> Reunited | <input type="checkbox"/> Mature |

STORY THREE

Jo was online one day. She signed up to some social media sites, even though she was _____ than the allowed age. She uploaded a _____ for her profile and started to add 'friends'. She was not aware of what _____ settings she should use and her profile was open. Very quickly she had many _____ adding her as 'friends'. Her inbox filled up fast and she felt very _____. The people adding her seemed older and _____. Soon she was being invited to _____ and to meet up with them. Jo thought she was _____ for her age and that she would be wise enough to not be in _____. On social media she was approached and offered an easy job abroad to become a _____. She met up with the 'agent', and was taken to a house in another part of the UK. She had not told her _____ where she was going. When they arrived the agent became _____. She was told she needed to _____ on the streets and make money to fund her career. She had to give all the money to the 'agent'. She was worried and confused, she wanted to go _____. One day she was on the street and a police officer saw her begging. She asked him to help her get home. He kept her safe and she was _____ with her family. Jo knew she could have been kept for a very long time. The man was arrested for keeping her as a _____ _____ and put in jail. Jo felt a lot safer.

Task: Draw a line from the agency name (left) who can help protect you for modern day slavery to their logo (right).*

- 1) POLICE
- 2) NATIONAL CRIME AGENCY
- 3) SALVATION ARMY
- 4) CRIMESTOPPERS
- 5) NATIONAL SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN
- 6) ANTI-SLAVERY INTERNATIONAL



*Some logos have been slightly altered/blurred to make it a little trickier!