

PRIMARY SCHOOL LESSONS

There are four worksheets to accompany these lesson ideas:

- Child soldiers
- A day in my life
- Trafficking stories - summary
- Trafficking stories

These four sessions are for use with pupils aged 7 to 11, which is Key Stage 2 in England and Wales. Links to the National Curriculum are given for each activity. They can be easily adapted to fit the curriculum in Scotland, Northern Ireland and, indeed, other countries.

Feel free to pick and choose from these four activities to suit your class. You may only have time for one or two activities; you may decide they would work better in a different order for your class.

ACTIVITY ONE - AN INTRODUCTION TO SLAVERY AND TRAFFICKING

Activity objectives:

- To enable pupils to understand something of what it is like to be a slave through role-play
- To find out what pupils already know about slavery and to introduce human trafficking
- To consider how a trafficked child might feel, and to explore and express their own feelings about the issue

LEARNING OUTCOMES:

Pupils will produce a picture, word collage or mind map which displays what they know about slavery

Pupils will write about the thoughts and feelings that a trafficked child might have

Materials needed:

Paper
Pens
Pencils



Curriculum links-

Citizenship and PSHE:

- 2.3 realise the consequences of aggressive behaviours
- 2.5 reflect on spiritual, moral, social and cultural issues, using imagination to understand others' experiences
- 2.8 to recognise the role of voluntary, community and pressure groups
- 4.2 to think about the lives of people living in other places

English

- En1 3.1 make contributions relevant to the topic and take turns in discussion
- En3 9.1 imagine and explore feelings and ideas

There are two different ways of introducing the theme of slavery.

INTRODUCTION: OPTION ONE - ROLE-PLAY

If appropriate, before this activity give pupils an opportunity through role-play to experience something of what it is like to be a slave or to have the power of a slave master. You will know whether your pupils will respond well to this type of activity, or whether it would be unhelpful to relationships within the class. In particular, be aware of the ethnicity of your class. In the Transatlantic Slave Trade, Black Africans were bought and sold by white slave traders and you don't want to recreate inflammatory echoes of history. It may be more appropriate to pair up children from the same ethnic background as each other.

Talk with pupils about what a slave is - someone who is owned by another person and who has no rights of their own. A slave has to do what his or her master tells them to do.

You need a set time-limit for this role-play - perhaps over a lunch hour or during the course of a morning.

Put pupils in pairs and assign one to be the 'slave' and one to be the 'master'. You may want to decide for pupils who will take which role, for example making the less-assertive pupil the 'master', or let them choose.

You will want to set some careful ground rules for this role-play - decide these with pupils. You may want to include:

- 'Masters' cannot make 'slaves' do anything they would not be prepared to do themselves.
- 'Masters' cannot make 'slaves' do anything dangerous or that puts them at risk.
- The role-play lasts for one lunch hour (or whatever is appropriate) and won't extend beyond that.



You could add some extra rules:

- At lunchtime, 'slaves' have to sit in a different place to the 'masters', after they have done their assigned tasks.
- After lunch, 'masters' are given a privilege such as watching a DVD while 'slaves' have to clear up.
- You may want to devise some method of 'punishment' for a 'slave' that won't do what his or her 'master' says. 'Masters' could put a mark on the board by their 'slave's' name for each act of disobedience.

¹ Language is very powerful. Many organisations working in this field prefer to use the term 'those enslaved' rather than 'slaves' to avoid labelling and defining people by what is done to them by others. Decide which term you want to use with your class.

Conclusion

At the beginning of the activity, debrief the role-play. Invite pupils to talk about how it felt to be a 'slave', and how it felt to be a 'master'.

- How did the roles affect how people felt about themselves during the role-play?
- How did the roles affect how they felt about each other? What was the worst thing about being a 'slave'?
- Was there anything good about being a 'slave'?
- What was the best thing about being a 'master'?
- What was the worst thing? Make sure that pupils come out of their roles.

Thank pupils for taking part.

Compare and contrast the experiences of a real slave with their experiences of this role-play. You could refer to the Transatlantic Slave Trade, or to people who are slaves today - see the fact boxes below.

Slaves don't have any ground rules to protect them. Their masters can make them do whatever they want, even if it harms the slaves. Slaves are usually slaves for life unless they somehow manage to buy their freedom, or to escape. There is no time limit to their slavery.

When slaves disobey their masters, they are punished severely. Some slaves will be beaten or harmed in some way. Slaves have no choice about being slaves - they are forced to serve their masters against their will. Slaves have no choice about what they do. Some of them do horrible work that is dangerous and harmful.

You may want to do the preconceptions activity below as well.



INTRODUCTION: OPTION TWO - PRECONCEPTIONS

Divide children into groups for discussion, or lead the discussion with the whole class. Start with these questions to find out what children already know about slavery historically and in our present-day world.

- When you think of slavery², what comes to mind?
- What do you know about slavery?
- Does slavery happen today? If so, where?
- How old do you have to be to be a slave?
- What do slaves do?
- Invite pupils to draw a picture that represents their understanding of slavery. They could build a collage of all the different aspects of what they know about slavery. Or they could do a mind-mapping exercise, where they write the word 'slavery' in the centre of a piece of paper, and draw from it links to different facts and ideas.

² Language is very powerful. Many organisations working in this field prefer to use the term 'those enslaved' rather than 'slaves' to avoid labelling and defining people by what is done to them by others. Decide which term you want to use with your class.

Thoughts and feelings

Human trafficking is one form of modern-day slavery. Human trafficking is the taking of people by deception or violence from their homes for exploitation.

Introduce the issue of trafficking and talk about what happens when children are trafficked, using these facts as appropriate.

Children who are trafficked are taken away from their homes and taken to a different town or country. They are made to work - perhaps cleaning homes, or on a farm, or in a factory. They don't get paid and they don't have any freedom to do what they want to do.

In some parts of the world, people are very poor and have very little to eat. Sometimes someone will promise to give their child a good job in another town. They say that the child will be able to send money back to the family and will be well looked after. The parents let their children go because they believe it is the best thing for all of them. But in reality they have been tricked, and the child is forced to work for no pay. The child has become a slave.

Other children who are at risk of being trafficked in some parts of the world are orphans. Their parents may have died from an illness called AIDS. Or they got separated from their families through a disaster like an earthquake or tsunami. Sometimes these children are trafficked because they don't have anyone to look after them.



Trafficked children can be very badly treated. Sometimes they will be beaten, or not given enough to eat. They won't have any freedom to play or have fun.

Invite children to imagine the feelings and thoughts that trafficked children might have. They should choose a word to describe the feeling and then write a thought that expresses that feeling.

For example:

- LONELINESS - 'NO ONE HERE KNOWS ME OR CARES ABOUT ME. I MISS MY FAMILY.'
- FEAR - 'WILL I BE BEATEN AGAIN BY THE END OF THE DAY?'

Get children to write these feelings and thoughts down, perhaps in the form of a mind map.

Use a Circle Time activity to explore when pupils have experienced the same feelings. 'When do you feel lonely and isolated?' Talk about the common link that they have with trafficked children even though they are in very different circumstances. Trafficked children feel the same emotions that they do.

Place a stone in the centre of the circle each time a child shares. Point out at the end that all the stones could make up how one trafficked child feels every day.

Get pupils to write a poem that expresses their thoughts and feelings about what they have learned in this activity. They could address an imaginary trafficked child through the poem, or reflect on the differences between their life and the life of a trafficked child.

Finally, explain that there are things that children can do to help raise awareness, raise funds and raise their voices to stop human trafficking. You can find out ways to take action by visiting our website at www.salvationarmy.org.uk/id



FACTS ABOUT SLAVERY - 'Then and Now'

The Transatlantic Slave Trade

Throughout history, people have been bought and sold as slaves. But the Transatlantic Slave Trade exceeded in numbers, brutality and organisation any slaving that had previously taken place.

Between 1450 and 1850, 9 - 12 million Africans were shipped from Africa across the Atlantic Ocean to colonies in North America, South America and the West Indies. European slave traders followed the notorious Triangular Route. They set off from Europe for Africa where they traded goods for human beings. These slaves were loaded onto the ships and kept in cramped and inhumane conditions. They were provided with minimal food and water for the trip across the Atlantic - the Middle Passage. Once they had reached their destination, the slavers sold the slaves to dealers and plantation owners, loaded their ships with sugar, rice, rum and coffee and took it back to Europe.

Around 15 to 20 per cent of Africans transported to the Americas were male children under the age of 15. Abolitionists struggled to convince Parliament and the public that the Transatlantic Slave Trade should be abolished because it was the backbone of the British economy. It took 20 years for a bill to be passed in Parliament that made it illegal for any British subject to capture or transport slaves, thus abolishing the Transatlantic Trade. This bill was passed on March 25th, 1807. It took another 27 years to abolish slavery itself in the British colonies.

Slavery today

There are more slaves today than there were during the Transatlantic Slave Trade.

Slavery is illegal in most of the countries where it is practised. It is prohibited by the 1948 Universal Declaration of Human Rights which states 'No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.'

Modern-day slavery takes many forms: bonded labour, forced marriage, slavery by descent, child labour and human trafficking.

Human trafficking is the taking of people by deception or violence from their homes for exploitation.

- At least 12.3 million people are victims of forced labour (slavery) worldwide. 2.4 million of these are as a result of human trafficking.
- An estimated 1.2 million children are trafficked each year.

HUMAN TRAFFICKING

PEOPLE SHOULDN'T BE BOUGHT AND SOLD

- People are trafficked into prostitution, begging, forced labour, military service, domestic service, forced illegal adoption, forced marriage and so on.

Sources: www.stophetraffik.org, www.antislavery.org, www.setallfree.net.



international
DEVELOPMENT UK

www.salvationarmy.org.uk/id

ACTIVITY TWO - WHAT IS IT LIKE TO BE A TRAFFICKED CHILD?

Activity objectives:

To explore and discover what life is like for a trafficked child

Learning outcomes:

Pupils will complete a worksheet contrasting the life of a child soldier with that of an adult soldier in the army, or with their own lives

Materials:

Copies of the Child Soldiers worksheet or copies of the Day In My Life worksheet

Curriculum links:

Citizenship and PSHE:

2.3 realise the consequences of aggressive behaviours

2.5 reflect on spiritual, moral, social and cultural issues, using imagination to understand others' experiences

4.2 to think about the lives of people living in other places

English

En1 2.3 recall and re-present important features of a talk

En2 3.3 obtain specific c information through detailed reading

En3 9.1 imagine and explore feelings and ideas

In Northern Uganda, the Lord's Resistance Army (LRA) has been conducting a campaign of violence and terror for nearly 20 years. During that time they have abducted more than 20,000 children, using them as soldiers and as sex slaves.

Once conscripted, children as young as ten are forced to commit atrocities against their families, as part of a ritual designed to bind a terrible loyalty through guilt and fear. The use of child soldiers is not just a problem in Uganda, or even Africa.

There are 300,000 child soldiers around the world involved in conflicts in around 30 countries.³

There are two options for this activity. The Child Soldiers worksheet compares and contrasts the lives of an adult soldier in the army with a child soldier in Uganda. This would be particularly suitable for a school that is close to an army or RAF base where pupils are familiar with life in the forces.

The alternative Day In My Life sheet contrasts the life of a child soldier with the lives that pupils themselves lead.



If you use the Child Soldiers sheet, pupils could read the information and then dramatise one of the roles, telling their story in the first person. Get a few people to perform their stories to the class. As pupils fill in the worksheet, they will understand more of what life is like as a child soldier. If you use the Day In My Life sheet, you may like to discuss what Charles' life could be like with pupils before they fill in the sheet, depending on their ability.

3 <http://www.un.org/special-rep/children-armed-conflict/English/Overview.html>

Tell pupils that there are organisations such as The Salvation Army who are working with child soldiers in places like Angola. The Salvation Army works in communities all over the world with vulnerable children who are at risk of being trafficked for all kinds of exploitation.

To find out more about our work, contact us at:

www.salvationarmy.org.uk/id

id@salvationarmy.org.uk

+44 (0)20 7367 4777



ACTIVITY THREE - THE BIGGER PICTURE

Activity outcomes:

To hear stories of trafficked children and people from around the world and to understand something of the bigger picture of human trafficking

Learning outcomes:

Pupils will create newspaper reports on the issue, or act out TV news reports to communicate what they have learned.

Materials needed:

Trafficking stories summary sheet.
Trafficking stories sheet
World map, blu-tack, paper and string
Paper and pens

Curriculum links-

Citizenship and PSHE:

2.3 realise the consequences of aggressive behaviours
2.5 reflect on spiritual, moral, social and cultural issues, using imagination to understand others' experiences
4.2 to think about the lives of people living in other places

English

En1 1.5 speak audibly and clearly using standard English in formal contexts
En1 2.2 ask relevant questions to clarify
En1 2.3 recall and re-present important features of a talk
En3 1.1 choose form and content to suit a particular purpose
En3 use language and style appropriate to the reader

In this activity, pupils will take the role of journalists and will 'interview' you in the role of a trafficked child.

Read the stories on the Trafficking stories sheet and decide which of these you will explore further with the children. You may want to choose two or three characters, or you may be able to do them all. Make yourself familiar with the stories, but feel free to have the text of the stories in front of you.

When you are interviewed, you will need to fill in some gaps using your imagination, but if there are any questions that you feel unable to answer, then say 'No comment' just as someone might do in an interview. You may need to steer the interview in a different direction by suggesting an area that they might like to follow up.

Make a copy of the trafficking stories summary sheet. Cut it into slips and hand out to six pupils.



Ask the pupils to read out the stories one at a time and get the children to help you show on the world map the journeys that these trafficked people have taken. You could draw on the map and use it in a class display with pupils' work, or make markers from paper and use blu-tack and string to mark out the routes.

The idea is to show that trafficking happens across the world. It is traumatic even if people are moved within their own country, as was the case for Charles and Hema. It must be even worse when people are taken to a new country where they don't know the language or customs.

Tell the class that they are going to be journalists. Their job is to interview one of these people that they have just heard about, to find out more about their story and to write it up for a newspaper or prepare a TV news broadcast about it. They know the bare facts of where these people came from and went to, and what work they did. But as journalists they need to sensitively ask questions and get lots more information for their readers who will want to know all the details.

Tell the class which person or people they will have the chance to interview and explain that you will be role-playing that person and answering the questions.

Get pupils to work in pairs and come up with some questions that they would like to ask. Then role-play the interview getting the journalists to take it in turn to ask questions and giving them time to write down their answers.

Repeat with stories from other trafficked children as you feel appropriate for your class. Then get pupils to write a newspaper feature, or prepare a TV news report on the information they have discovered. The TV news report will still need a script but is an opportunity for pupils who perhaps work more visually and dramatically.

Pupils could also access The Salvation Army website to find out more information. www.salvationarmy.org.uk/id

Please be aware that there is content that mentions sexual exploitation and prostitution. The aim of their piece is to inform readers about the seriousness of the issue and persuade them to become active in the campaign against it.

The articles could then be made into front pages of newspapers, using a software programme if you have one, or getting pupils to design their own. Get pupils to present their TV reports to the rest of the class.

ACTIVITY FOUR - WHAT CAN WE DO?

Activity outcomes:

To discuss what pupils can do in response to the issue of human trafficking

Learning outcomes:

Pupils will have the opportunity to take part in education, advocacy or fundraising in response

Materials needed:

Information from the projects pages of the site

Curriculum links-

Citizenship and PSHE:

2.2 how to take part in making and changing rules

2.8 recognise the role of pressure groups

4.1 that their actions affect themselves and others

Ask pupils who is able to make a difference in the issue of human trafficking.

Write up their ideas on a whiteboard. It's very easy to feel powerless when faced with an issue as big as this, especially when you are a child. Use this simple exercise to demonstrate that they have a part to play.

Get pupils to sit in a circle. Get a chant going of the words 'what difference can I make?' in this way. One pupil starts saying the phrase quite quietly with a distinct rhythm. After they have said it a few times, the pupil on their left joins in, and so on round the circle with an extra voice being added each time. By the time the whole class has joined in, there will be a loud chorus of everyone working together that will speak for itself! We may feel powerless on our own; when we join with others we can have a big impact.

Remind pupils of any other campaigns that they have been involved in. Explain that **The Salvation Army** has three goals in relation to Human Trafficking- Raising Awareness, Raising Funds and Raising Your Voice.

Raising Awareness is important so that we have accurate information about what is happening. The more people that know about trafficking and how it can be stopped, the better.

Raising Funds enables The Salvation Army to help more people who have been trafficked and help stop people from being trafficked in the first place.



Raising Your Voice is about advocacy. Advocacy means speaking up on someone's behalf. We need to let people in power know that we want to stop human trafficking so they can do something about it. Writing letters to your local MP or to the Prime Minister do have an impact and show that pupils are concerned about the issues.

Get pupils' ideas about what they could do in these areas. You could get them into groups of about three or four and get them to write down all their ideas. They should be asking themselves the questions:

- How can we let people know about this and how can we find out more?
- How can we let people in power know what we think, and who should we write to?
- How can we raise money and who do we want to give it to?

Then feedback the ideas from the groups and collate a list on the board.

This will enable everyone to participate rather than just the more vocal. Remind pupils that in this kind of brainstorming they need to collect together all the ideas, before they start deciding what works.

One simple idea is to create a Freedom Wall. A Freedom Wall displays the declaration that 'People shouldn't be bought and sold' and has symbols of support around it.

You could also add the Stop The Traffik Campaign declaration (The Salvation Army is a member of the Stop the Traffik Campaign Coalition).

The declaration says:

People trafficking is wrong. I support **The Salvation Army and STOP THE TRAFFIK** in their call to:

**PREVENT THE SALE OF PEOPLE
PROSECUTE THE TRAFFICKERS
PROTECT THE VICTIMS**

Symbols of support can be children's handprints, or their written messages, or examples of the work they have done during these activities. Create the wall in a public place in the school and have declaration cards⁴ (downloadable from our website or you can order them) available for adults to sign and add to the wall. You can take a photo or write a news story about your wall and send it in to us.

When you take down the wall, send the declaration cards into the address on the card so we can add them to the thousands of others that we will take to the United Nations.



Having collected all the pupils' ideas, decide together on a top two or three in each category of Raising Awareness, Raising Funds or Raising Your Voice and allow pupils to have a choice, or simply decide which actions the class will take. You will probably not be able to carry them all out during this activity, so you will need to plan together when and where this can happen.

If you decide to write to your local MP or to Tony Blair, it is most effective if children communicate in their own words rather than copying a form letter. They also need to write about a specific issue, rather than trafficking in general. One problem that needs addressing is the treatment of victims of trafficking once they have been set free.

Explain the situation to children as follows:

- A visa is a document that gives you permission to stay in a foreign country. If someone is trafficked to this country from abroad they often won't have a visa because it has all been done illegally. When people are set free from trafficking, at the moment they are not given a visa to stay in the UK. They may be sent straight back home to where they came from. This could put them in more danger because the people who trafficked them will be angry that they have escaped and could try to harm them.
- People who are trafficked will probably want to go back home to their families, but only if it is safe to do so. They should be given visas to stay here in safety, and they should be treated well by the UK government.

Encourage children to write about this issue to their local MP or to the Prime Minister, talking about what they have learned about trafficking and mentioning **The Salvation Army**.

To find out the name of your MP visit one of these websites and enter the school postcode:

www.locata.co.uk/commons

www.theyworkforyou.com

4 Available from the STOP THE TRAFFIK website: www.stophetraffik.org

The address to write to is:

Your MP's name, House of Commons, London, SW1A 0AA.

Please do let us know what your class does in response to what they have learned about human trafficking. If you do write to your MP or to Tony Blair, we would love to see copies of some of the letters. We would also welcome photos which we can use in our newsletters.



HUMAN TRAFFICKING

PEOPLE SHOULDN'T BE BOUGHT AND SOLD

If you raise funds, you can send them direct to The Salvation Army at:

The Salvation Army International Development
101 Newington Causeway
London, UK
SE1 6BN

Cheques should be made payable to The Salvation Army and sent with a cover note saying the money is for anti-trafficking work.

For other information:

www.salvationarmy.org.uk/id

id@salvationarmy.org.uk

+44 (0)20 7367 4777

With thanks to STOP THE TRAFFIK and Jo Pembroke, Year 5 teacher, St Joseph's Catholic Primary School, Guildford for initial ideas for these plans.



international
DEVELOPMENT UK

www.salvationarmy.org.uk/id