

HUMAN TRAFFICKING

THE IMPACT OF TRAFFICKING: A VICTIM'S PERSPECTIVE

TEACHER'S NOTES



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**ORGANISED
CRIME**
TASK FORCE

**F R E E D O M
A C T S** 



LESSON

#4

OUTCOMES

Pupils should be able to -

- Understand the reasons why some people become victims of trafficking;
- Understand the various levels of impact trafficking can have on an individual (physical, mental, social/emotional);
- Develop an awareness of the complexity of trafficking situations;
- Develop an awareness of the role of society and Government in safeguarding rights and promoting equality;
- Develop empathy;
- Develop critical thinking skills;
- Develop skills in working with others.

CURRICULUM CONNECTION

- Human rights and social responsibility;
- Diversity and inclusion;
- Equality and social justice;
- Democracy and active participation.

This lesson looks at the impact of trafficking on victims and their families. It encourages pupils to challenge their assumptions about how victims may fall prey to traffickers and to explore how social issues like poverty and unemployment can create vulnerabilities which traffickers exploit. It is strongly linked to a wider consideration of human rights and equality. It considers issues of poverty which offer opportunities for cross curricular links to Geography and History.

SUPPLIES NEEDED

- This lesson is best delivered accompanied by PowerPoint 'Lesson 4', additional hand outs and video clips:
<http://www.youtube.com/freedomacts>



INTRO/LEAD IN DISCUSSION: HOW DO PEOPLE END UP BEING TRAFFICKED (5 mins)

Start by making a link to previous learning. Firstly, ask pupils a general open-ended question to begin the lesson, for example "What have you learned so far about human trafficking?" Then, direct their answers to focus more on the bullet points below;

- What are the key elements to defining trafficking (as discussed in Lesson 2: ACTION – recruited and moved around; MEANS – using force, deception, threat or blackmail; and PURPOSE – for exploitation)
- Who do traffickers seem to target? (drawing out that traffickers tend to prey on people who are in need; who hope for a better life; powerless; or isolated)



LESSON #4

- Why would they target them? Drawing out that such people may be more vulnerable and present lower risk (e.g. because of isolation); that it may be easier to exploit the poor or the needy or the powerless.

ACTIVITY: BEHIND THE STORY (10 mins)

Use the 'Animated Case Studies' and Handouts 1/2/3 to assist with this activity.

- Explain to the class that there are various reasons why people end up as victims of trafficking and that this lesson will aim to look further into these.
- Using examples from the 'Animated Case Studies' (previously shown in Lesson 2) the class will have an opportunity to learn more about each of the characters in the animations and to identify some key factors which contributed to them being trafficked.
- Show each of the three 'Animated Case Studies' again to the whole class.

watch video

- Split the class into three groups – each group taking a character/story from the animations.
- Using 'Handouts 1/2/3' give each group some time to read through the back story of the character they are assigned to and have them answer the following questions:
 - Give three reasons why they think this person was an “easy target” for traffickers.
 - Once the person was being trafficked, give three reasons why it was difficult for them to escape the situation they found themselves in.
- Each group then feeds back their findings to the rest of the class
- This exercise presents an opportunity to challenge some of the assumptions that may be held (e.g. that victims know what they are getting into or that they make wilfully poor choices) by focusing in on the specific vulnerabilities that were exploited in each case (e.g. the hope of a better future; the promise of an exciting job opportunity; low self-esteem and wanting to be loved; isolation; drug misuse; threats to self or to family; language barriers).

IMPACT ON THE VICTIM: (5 mins)

Use PowerPoint Lesson 4 Slide 4 to reveal the information on this.

- Before you reveal the information, ask the class for suggestions on what they think the impact of trafficking may be on a victim; physically, mentally and behaviourally.



