

HUMAN TRAFFICKING

HUMAN TRAFFICKING & HUMAN RIGHTS TEACHER'S NOTES



F R E E D O M
A C T S 



LESSON

#1

OUTCOMES

Pupils should be able to -

- Understand how human rights have developed in our society and how they protect us from harm;
- Understand the term 'human trafficking' and the damage it can cause in the lives of children and adults;
- Develop analytical and creative thinking skills;
- Develop skills in working with others;
- Manage information;
- Develop decision making skills;
- Be aware of the role of society and Government in safeguarding individual and collective rights.

CURRICULUM CONNECTION

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

Human trafficking is an abuse of human rights. This lesson encourages pupils to reflect on the protection afforded by human rights and to think critically about how the rights of trafficking victims are breached. The lesson looks at the development of human rights principles and offers opportunities for cross curricular links to history.

SUPPLIES NEEDED

- This lesson is best delivered accompanied by PowerPoint 'Lesson 1', hand outs and video clips: <http://www.youtube.com/freedomacts>



INTRO/LEAD IN EXERCISE: WHAT ARE HUMAN RIGHTS? (10 mins)

Use the Lesson 1 PowerPoint to assist you in delivering this.

- Present the question to the class – 'What are human rights?' It might be best to divide the class into groups for this or, if that is not possible, in pairs. Ask them to appoint a spokesperson to feedback their ideas to the whole class at the end of the discussion.
- Allow the class time to feedback their thoughts and then reveal the definition on the PowerPoint.
- Ask the class if they can identify any examples of human rights – exploring the reasons for their examples.
- It might be relevant to link the discussion they have just taken part in, and in particular how everyone had enjoyed "the right to be heard" and "to voice their opinion". This may help pupils to understand the idea that human rights are there to ensure that everyone is treated fairly.

- Write down their responses on the white board/flip chart.
- Ask the class why it might be important to define our human rights?
- You may like to refer to a Class Charter or Class Agreement (classroom rules that have been negotiated and agreed upon with their class teacher) that may have been created in Year 8 or 9 as a useful way of helping pupils to understand the idea of the need for defining human rights

BACKGROUND TO HUMAN RIGHTS: FILL IN THE BLANKS (5 mins)

Use 'Lesson 1' PowerPoint and 'Handouts 1 & 2' to assist you in delivering this.

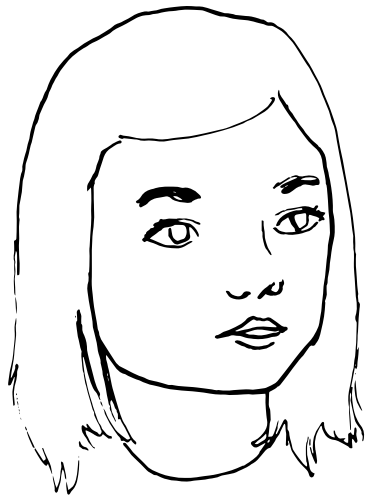
- Use Slide 4 to help you to introduce and explain the Universal Declaration of Human Rights (UDHR), referring to the atrocities of the Second World War which gave birth to it.
- Use Slide 5 to explain that some of the ideas behind human rights have been present throughout history.
- Slide 6 presents the UN definition of human trafficking in its simplest terms
- Give students 'Handout 1' (Human Rights Factsheet) to reference the timeline of how the UDHR was brought into law in Northern Ireland.
- Give out 'Handout 2' (Universal Declaration of Human Rights) in preparation for the next activity.



VIDEO: ANIMATION CASE STUDIES (17 mins)

Use the 'Animated Case Studies' and PowerPoint provided to assist you in this activity.

- Explain how human trafficking is a strong breach of human rights, and that this exercise will help to show what trafficking is and in what ways it violates human rights.
- Tell pupils that they are going to watch 3 case studies.
- Explain that after they have watched them all, they are going to write down the similarities which they have found between the 3 stories.

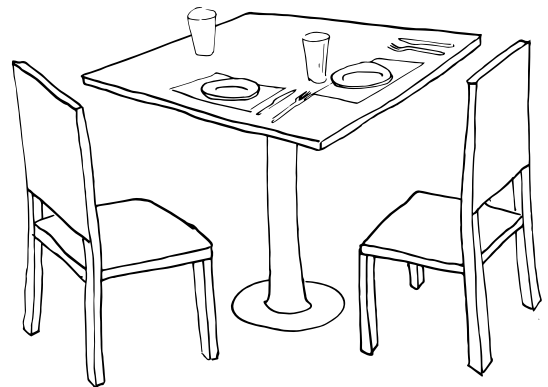


watch video

- Take a brief moment between each one to give prompts or ask some leading questions to help direct their attention to focus on the relevant information.

LESSON
#1

- Ask the class to take brief notes as they are watching the case studies and if they need to, they could watch them a second time to help them make the links and draw out the 3 key elements.
- After they watch all 3 stories, ask them to feed back what elements were similar about all 3 case studies.
- This will help you to draw out the 3 key elements of human trafficking:
 - + movement/recruitment;
 - + deception/force;
 - + and exploitation.
- It is important to explain that the 'means' element is irrelevant when determining if a child (under 18) has been trafficked – i.e., where children have been trafficked and exploited it is still an offence, even if no force, deception or coercion has been used and the child has given consent.
- Following on from this, split the class into 3 groups and assign each group one of the case studies to consider.
- Remind pupils that they are also developing their skills in working together and what this means.
- Ask them to use 'Handout 2' (UDHR) as a reference and to identify which Human Rights have been violated in their particular case study.
- Each group must then present their findings back to the rest of the class.



FEEDBACK (3 mins)

Spend some time recapping on the main learning points of the lesson:

- The importance of human rights in preserving a fair and just society;
- How human trafficking can violate human rights in many ways, including the deprivation of liberty; the deprivation of private life; torture and abuse.

SUGGESTED ADDITIONAL ACTIVITY

- Divide the class into pairs or groups and give each group a selection of newspapers;
- Ask the groups to identify 3 stories from their newspaper which they think relates to a human rights abuse;
- Feedback from the groups, exploring the reasons for their choices.



LESSON

#1