

Modern Slavery

When someone hears the word 'slavery', many people in the UK and Ireland might have visions of the ancient Roman Empire, or raiders in the Viking age. However, for many people in our modern world, slavery is a current reality. Shockingly, an estimated 49.6 million people live in modern slavery today, including in the UK and Ireland.

Slavery has been illegal in the UK (which at the time included Ireland) and its territories since 1833. However, there are an estimated 122,000 people in the UK (1.8 per thousand people), and 5,000 people (1.1 per thousand people) in Ireland who are trapped in modern slavery at time of writing (learn more and see current data at www.walkfree.org). As we will explore during this session, newcomers to these countries (such as migrants, refugees and people seeking asylum) are particularly vulnerable to becoming victims of trafficking and modern slavery. We recognise that newcomers to the UK and Ireland are often taking part in our conversation cafés, and so this session aims to empower these individuals to be able to protect themselves and others in their community. By knowing key vocabulary to be able to talk about modern slavery, and knowing how to report it, they can prevent themselves and others from becoming a victim of this horrible crime.

Taking a Trauma-Informed Approach

You may have people in your group who have been, or currently are, survivors or victims of trafficking or modern slavery. The stories and information in this session may raise feelings or physical reactions in them that they or you don't expect. Please make it clear during the **Lead in** part of the session that if at any point they need to leave the session, they can, and someone will be available to speak to them and follow up with them if they wish. If, as you deliver this session, you come to suspect anyone is at immediate risk of harm, please ensure you follow your organisation's safeguarding procedures.



Running this Session

Due to more complex vocabulary and concepts, this session works best with upper intermediate to advanced level learners. For some ideas on how you may choose to run this session and differentiate it for use with lower-level learners or in mixed groups, please see the Further Information section at the end. The session can be run as one long session over two hours or broken down into two shorter sessions of around an hour each. If breaking the session down into two, breaking after **Introducing reporting** works well. **Review the sequencing activity** can then be used as a review of Arben's story from the first session to focus people back on the topic. We have also included some additional information on modern slavery in the Further Information section for reference if you would like to learn more about the topic.

After the Session

Please take a minute to complete our feedback survey. See the last page of this document for more information.

Aims

- ★ to introduce the vocabulary required to talk about modern slavery and human trafficking
- ★ to consider how we might recognise someone trapped in modern slavery and how we might respond
- ★ to provide an opportunity to consider what makes a person vulnerable to trafficking and modern slavery

Learning Outcomes

Learners will be able to:

- ➔ use the vocabulary introduced to speak about human trafficking and modern slavery
- ➔ make a call to a helpline and talk about their concerns
- ➔ complete the sentence 'This person is vulnerable to exploitation because ...'

Materials



Vocab Cards



Character Images



Arben's Story



Arben's Journey Picture Cards and Caption Cards



The Salvation Army
Modern Slavery
Contact Card



Character Cards

RESOURCES

Lead in – introducing key characters we will encounter in the session.



5 mins

Character Images



TEACHER

Show the group the images of the three key characters – Arben, Justin and Sally. Ask the learners to suggest some information about the characters: **Who do you think they are? What do you think they might do? How do you think they know each other?** Once learners have had a chance to respond, tell them: **In this session we will hear a story about these characters. It is not always a happy story. We will be thinking about topics that may make you feel strong emotions or feelings in your body. If you need to leave the session at any time you can, and someone will check to make sure you are OK.**

LEARNERS

Learners take it in turn to suggest something about one of the characters.

Pre-teaching key vocabulary meaning – making sure the learners know the meaning of key words that will be used in the session.



8 mins

Vocab Cards



Give half the group the word cards and half the group the definitions. Ask them to work together to see how many of the definitions they can correctly match to the words. In a larger group, consider having several sets of cards and two or more groups and see who can get the most correct. Alternatively, the learners could work as a group with the word and definition cards on the table in front of them, working together to match the words to the definitions. Once the group have matched all the cards, review together to ensure definitions are matched correctly, helping with explanations where needed, focusing on words they did not know.

Find the definitions that match their word and vice versa. When reviewing their answers at the end of the activity, learners should feel free to say if there are any words they are still unsure of.

Sequencing activity



10 mins

Arben's Journey Picture Cards



Give each group a set of Arben's Journey Picture Cards (without the Caption Cards). Tell them that these cards can be used to show Arben's story. Ask them to sequence them to tell Arben's story, making it clear that you could tell many stories with the cards so they shouldn't worry about getting it wrong. Once they have finished, ask them to feed back their story.

Learners form groups of three or four. They order the cards together to tell Arben's story. Finally, they feed back to the group, sharing their agreed story.

RESOURCES

Contextualising vocabulary

- putting the vocabulary to use through listening and comprehension.



10 mins

Arben's Story



TEACHER

Ask the students to read Part 1 of the story and then discuss the following questions with a partner. **How do you think Arben felt at different times during this story? What were the things that made Arben vulnerable to exploitation (open to bad treatment)?** Take feedback from as many learners as possible, reviewing pronunciation where needed.

Ask the learners to read Part 2 of the story and answer the following questions. **Why didn't Arben leave Justin and Mike? If you met Arben, what signs might tell you something is wrong?** Take feedback from as many learners as possible, reviewing pronunciation where needed. After you have finished the exercise, some learners may wish to take printed versions of the story for reference.

LEARNERS

Learners work in pairs to discuss answers to the questions and then feed back to the group.

Introducing reporting



2 mins

The Salvation Army
Modern Slavery
Contact Card



Give out The Salvation Army Modern Slavery Contact Card.
Say: **'If you are worried that you or someone you know might be a victim of modern slavery, or they have been in the past, you can call this helpline. If you tell them your language, they will find someone who speaks your language to interpret your conversation. They will give you information and tell you what your options are. You can then choose what you would like to do. If someone's life is in danger, that is an emergency and you should call 999 instead.'**

Look at the contact card and note the helpline number.

Review the sequencing activity



8 mins

Arben's Journey
Picture Cards and
Caption Cards



Give each group a set of Arben's Journey Picture Cards, and this time include the Caption Cards. Ask them to re-sequence their story and add the captions based on what they have heard about Arben's journey and reporting. Once a group has finished, check in with them, indicating any errors and asking them to correct these until they have the correct order and captions.

Learners form groups of three or four. They order the cards to tell Arben's story, adding the appropriate captions and making adjustments as needed.

RESOURCES

Role play



5 mins

Character Cards



TEACHER

Give each pair two Character Cards – one each. Tell the learners that one person is going to role-play the person on the helpline and the other person is going to be someone calling the helpline. The person calling the helpline will introduce themselves, the language they speak, and share their situation. The person on the helpline will ask questions to find out more information. It would be helpful to model this with a volunteer first. If there is time, they can have a third Character Card and role-play making a referral for someone else. Move around the group listening out for correct usage of vocabulary.

LEARNERS

Get into pairs. Role-play the phone call, pretending you are the person on the card. If there is time, swap partners and have another go.

Apply learning – learners

apply the vocabulary, language structures, and comprehension from the stories



10 mins

Character Cards



Give each group a set of Character Cards. Ask them to rank the characters from most vulnerable to trafficking and modern slavery, to least vulnerable. You may need to review the definition of 'vulnerable' and give an example before starting the exercise. Once they have finished, take feedback, asking group members why they placed characters at the positions they chose. Encourage use of the phrase 'This person is vulnerable to exploitation because ...'

Learners form groups of three or four. Discussing together, they order the cards from 'most vulnerable' to 'least'. Group members feed back, explaining their chosen order to the wider group.

Finish



2 mins

The Salvation Army
Modern Slavery
Contact Card



Say: **'While some people may be more vulnerable due to their situations, anyone can become a victim of modern slavery. If you spot something that makes you think there may be modern slavery happening, you should tell someone and call the helpline for advice.'** Give everyone a contact card to take and suggest photographing the card for safe keeping. Signpost to further support (ie someone to talk to) if needed.

Take a Modern Slavery Contact Card.



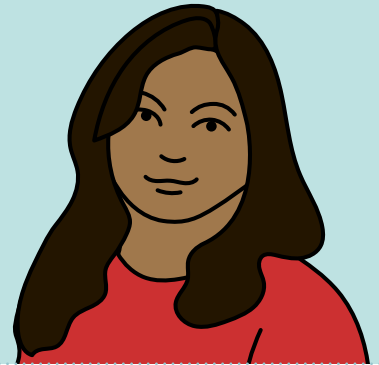
Arben



Justin



Sally



If you are worried that you or someone you know may be a victim of modern slavery, **get help and advice.**

In the Republic of Ireland, for non-emergencies or to report suspicions confidentially, call the Garda Confidential Line at

1800 666 111



Anti Trafficking and Modern Slavery
PREVENT | PROTECT | PROGRESS

For more information →



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If you are worried that you or someone you know may be a victim of modern slavery, **get help and advice.**

0800 808 3733
(Salvation Army helpline)



England and Wales

0800 0121 700
(Modern slavery helpline)



Scotland and Northern Ireland



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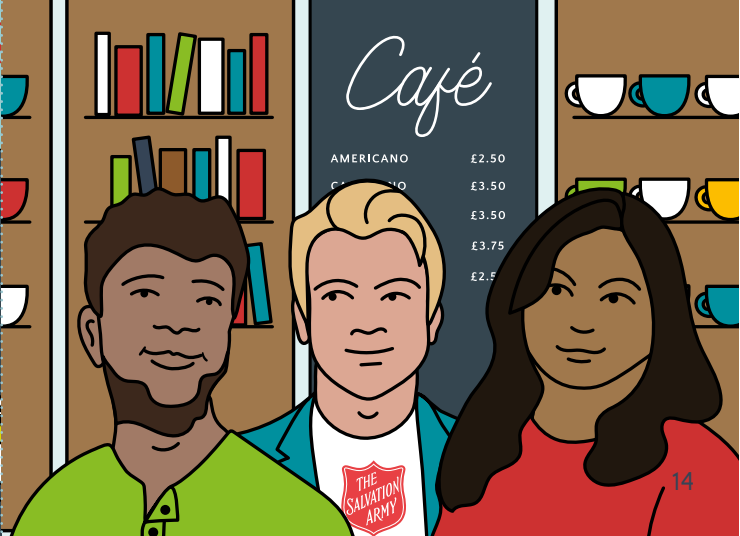


Scotland and Northern Ireland



For more information →







Arben's Story: Part 1

Arben travelled to the UK to seek asylum. Over the last year he has been moved from one hotel to another, each in a different town. It is hard for him to learn English and make friends with all the moving. He is not allowed to work while he waits for the Government to decide if he can stay in the UK. Finally, he hears that he has got his eVisa and can stay!

However, Arben only has 28 days to find a place to live before he becomes homeless, and he has no money. Fortunately, he meets Justin. Justin is very friendly and offers Arben a job doing manual labour and a room to stay in for free. He gives him a lift to the town where the accommodation is. Justin offers to help with Arben's online immigration account, which is in English and hard for him to understand. However, Justin then changes the password so Arben cannot access his own immigration information.

Arben's Story: Part 2

Arben doesn't like his accommodation because it is very small and dirty. He tells Justin. Justin and his friend Mike threaten him, telling him they will hit him if he keeps complaining. They take Arben's phone away and lock him in his room when he is not working. They only give him a small amount of food and Arben is tired all the time. Justin tells Arben that if he tries to escape, he will be arrested for not having the right immigration information.

Arben travels to the UK and claims asylum.

The Home Office house Arben in many different places in the UK.

Arben is given asylum and can stay in the UK.

Arben has to find a place to live but has no money.

Arben meets Justin who offers him a job.

Justin and Mike threaten Arben and make him work for free.

Sally meets Arben and calls the helpline. The police rescue him.

Arben is free and getting support to start a new life in the UK.



Henrietta Philpott, 48

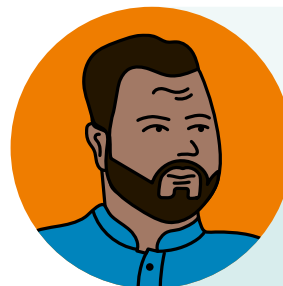


From
England

Occupation
Unemployed

Other information
Homeless

Muhammad Muktadir, 42



From
Bangladesh

Occupation
Unemployed

Other information
Work visa

Jane O'Neill, 33



From
Northern Ireland

Occupation
Builder

Other information
Homeless

Alaistair Murray, 55



From
Scotland

Occupation
Administrator

Other information
Married

Ittack Al-Sayed, 30



From
Syria

Occupation
Seeking asylum

Other information
Mosque volunteer

Kane Johnson, 14



From
England

Occupation
Expelled student

Other information
Football team member

Funmi Adebayo, 21



From
Nigeria

Occupation
Estate agent

Other information
Local councillor

Cara Doherty, 26



From
Ireland

Occupation
Lawyer

Other information
Church member



to treat someone unfairly
to benefit from their work



easily hurt physically
or emotionally



saying you want to cause
pain, damage or danger



using physical force
to hurt or kill



misusing or treating
someone cruelly



a person who is forced to
work for someone else
often without pay



relating to the present
or very recent times



tricking someone to move
them to another place to
exploit them



a phone number to call
for help or advice

threaten

vulnerable

exploit

slave

abuse

violence

helpline

human
trafficking

modern

Cards are arranged so you can cut once along the centre, stick the bottom half to the back of the top half, then cut them out.

Let us know how it went!

We hope this resource has been helpful. To help us understand if this resource is being used and if we should consider producing more resources for conversation cafés like this in the future, please can the session leader take two minutes to complete this short, anonymous survey after your session. Thank you.



Further Information

Trafficking and Modern Slavery

If you want to learn more about modern slavery, please visit The Salvation Army's website which has more information about what modern slavery is, spotting the signs, how to report it, and stories of survivors: salvationarmy.org.uk/modern-slavery

Differentiation

It's challenging to meet language needs when you have learners with little English and learners with a lot of English in the same class. Inevitably the more competent and confident tend to dominate and the elementary-level become passive.

Another problem is that you may not know your students or their levels, and so you're working 'in the dark'.

You can ask students to self-identify as having a little, some, or a lot of English and work from their self-assessment. Use your hands to show a small amount, more and lots!

Below are some ways you can address these issues:

Group working and working in pairs

As the facilitator you will need to decide how you organise your groups for the different activities. There are different advantages to different types of groupings, so you will need to decide what you think may work best for what you want to achieve with your group / the activity.

You will need to decide if groups are:

- **Random** – This can allow people to mix and get to know new people in the group, helping to build relationships and perhaps finding other partners they work well with.
- **Containing a range of levels** – This can allow elementary level learners to learn from higher level learners.
- **Composed according to level, ie elementary group, intermediate group etc** – This can encourage more participation from a range of learners who may feel more confident speaking with peers of a similar level.

Similar considerations apply when thinking about how you will pair up people for paired tasks. Will you have a mix of intermediate and elementary learners in a pair, or pair people of a similar level?

One thing to be aware of is learners in the group who share the same language translating for each other. While this can sometimes be helpful, this can make other learners who do not speak the language feel isolated. It is recommended that participants in the session use English as far as is possible.

Native English-speaking volunteers

Many people enjoy volunteering at a conversation café. If you have some native English helpers, it can be beneficial to pair them up with the elementary learners so they can provide some one-to-one support to aid understanding of vocabulary and tasks where necessary. These volunteers also enable learners to hear how native speakers use English in everyday speech, which is important to help develop fluency.

Visuals

We have tried to include visual elements as part of the materials. Referring to these can be helpful for lower-level learners and those who struggle with written English. You may even want to find some other images or physical objects which may be helpful in illustrating some of the concepts in the session.

Selecting appropriate activities

If you are working with a group which is primarily made up of elementary level learners, you may want to leave out some of the activities and focus on activities that may be more accessible but still help get across the key elements of the session. For example, instead of running the full session you may choose to just use activities 1, 2, 3, 5 and 6. This would still allow learners to get an appreciation of key vocabulary, what modern slavery can look like, as well as how to report it, but removes the more challenging activities.