

Learning Objective

Slide 2

To learn about a victim of human trafficking from Uganda.

Success Criteria

- Locate Uganda
- Understand the purpose of a passport
- Identify skills needed to run a small business
- Understand the role of a Salvation Army Safe House

Resources

- PowerPoint slides
- Pupil Worksheet 1
- Extra writing paper or laptop/tablet
- Access to a paper or digital atlas
- Device for online research



Lydia's story

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'My life has always been tough, but one day it fell apart. I grew up in a village in Uganda. My dad died when I was little so I didn't get to go to school much. Instead, my mum, sisters and I sold beans in the market. It was hard making enough money to live on, but it got worse when my mum got ill. "How will I support my family?" I asked myself. I was just 16.

'A stranger at the market offered me a job in Dubai. He told me I would earn plenty of money looking after two children. It was an exciting opportunity to help those I loved. But from the start, my experience was a never-ending nightmare! My passport was taken. And to my surprise there were five children to look after, not just two.

'Life became very frightening. I was forced to work long days, eat leftovers and sleep on a concrete floor. The family threatened me with violence and didn't pay me. I was alone and had no way to tell my family.'

Pupil tasks in response to the text.

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- Where on earth is Uganda? Look in an atlas or search online.
- What does a passport do and why was Lydia's passport taken? Do some research and then draw some details on the passport picture on your sheet.
- Lydia said, 'I was forced to work long days, eat leftovers and sleep on a concrete floor.' What basic needs are you most grateful for? Talk to a partner.

Connect

Slide 5

These questions allow learners to reflect upon fears, belonging and resilience.

Note: The second task will require the teacher or a pupil to record and display information.

- What do you do when you feel frightened? Complete the sentence on your sheet.

- Lydia cared for her family in her village. Which groups or clubs are you a part of? As a class, how many can you think of?
- Think of a time when you didn't give up. What kept you going? Share with a partner.

Fresh start

Read the second half of the story as a whole class.

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'I was terrified and felt trapped. I felt as if it was my fault that things had got bad. That's how victims of human trafficking like me are made to feel. I was desperate for help. So I decided to trust a friend I'd made when taking the children out. "You have to escape to a safe place where The Salvation Army will take care of you," she said.

'That night, while everyone else was asleep, I crept out of the house and ran away, as fast as I ever have. The Salvation Army looked after me in a special safe house, until I could travel home. I was there for nine months, and they taught me craft making and how to run a small business. I knew that when I got back home I'd be able to make bags and jewellery and sell them at the market. I knew I'd be able to support my family.'

Pupil tasks in response to the text.

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Note: The second task will require the teacher or a pupil to record and display information.

- A Salvation Army safe house is where slavery survivors are offered support including counselling, medical help, legal advice, education, employment and housing opportunities. Has a friend ever helped you? Using your extra sheet, write down who it was and how they helped.
- Who are the people in your life that you trust? Add to a whole class list.
- What would you do if you were going to set up your own business? Explain this to a partner.

Take action

Slide 8

This section initiates pupil creativity and ownership of their learning.

Note: The first task will require the teacher or a pupil to record and display information.

- How could you tell the rest of your school about Lydia? Share ideas as a whole class.
- Discuss with your teacher how you could take your learning further. Perhaps create a dance or PE lesson based upon Lydia's story and film it, or base your next Art lesson upon Lydia's jewellery- making?
- Lydia ran 'as fast as I ever have'. Write a monologue as if you are running from human trafficking. Use your extra writing paper or a device.

Did you know?

Because Lydia ran, it may also interest children to learn that runner and Olympic legend Sir Mo Farah shared his own story of human trafficking in 2022. Mo is now safe and became a British citizen in 2000. You may wish to share his true story with the class via www.bbc.co.uk/newsround/62134082