

Learning Objective

To learn about a victim of human trafficking from Hungary.

Slide 2

Success Criteria

- Plan travel from England to Hungary
- Understand the role of the police force
- Empathise with somebody for whom English is a second language

Resources

- PowerPoint slides
- Pupil Worksheet 2
- Extra writing paper or laptop/tablet
- Access to a paper or digital atlas
- Device for online research



Fredek's story

Slide 3

'Imagine every day of your life was hard work. I found life in Hungary to be just like that. I needed a fresh start. So picture my joy when I heard there were jobs in England where you could get paid really well for doing simple factory work! I asked about the job and was thrilled to be offered it. I travelled with a group. We were nervous about having to live in another country and learn a different language, but mostly we were full of hope.'

'My dreams quickly turned into a terrible reality. The promise of well-paid work was a lie. Our human traffickers took our passports and threatened to hit us. We were like prisoners because our traffickers completely controlled us.'

'They paid us about £3 a week to work in takeaways or chicken factories or give out leaflets. They told us the police wouldn't help, and even though I kept meeting people, I didn't know who I could trust to help me. I felt invisible.'

Pupil tasks in response to the text.

Slide 4

- Research how to get from Hungary to England. Use an atlas or research online.
- What could you buy with £3 a week? Note the items on your extra writing sheet.
- Think of your five favourite belongings, then talk to your partner about how you would feel if those were unfairly taken away.

Connect

Slide 5

This section enables learners to find their 'Pupil Voice'.

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

- Which unfair things in the world do you feel strongly about? On your own, or with a friend, speak to your class for one minute about them.
- List the opportunities you have to speak up for other people in school. Make a list as a class.
- What would you say if you met someone like Fredek who has been paid unfairly or trafficked? Write three sentences on your extra sheet.

Fresh start

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

Slide 6

'I escaped through a window. I had to end my nightmare by getting away from the people who had captured me. When I saw the open window, the idea came to me. It was risky, but I found my courage, jumped out and ran to the police. I found that the police did want to help. They found me a safe place to stay with The Salvation Army.'

'Over the next few months, I received medical care, learnt to speak English, and picked up new skills. I met kind people who really cared. Their help let me become more confident and independent. I am now part of a community and will soon move into a new home and start a paid job to help other people. This has been my fresh start.'

Pupil tasks in response to the text.

Slide 7

Note: The first task will require teacher facilitation.

- How would it feel to live in a country with a different language? Discuss as a whole class.
- An open window was a fresh start for Fredek. Draw a picture in the window of what you hope your future will be like.
- One British value is the rule of law. How do the police help us? Talk to a partner.

Take action

Slide 8

This section encourages pupils to fundraise or tell others.

Note: The first two tasks may require the teacher or a pupil to record and display information.

- Discuss as a class how you could tell others, at school or at home, about Fredek's story and human trafficking.
- Could you take action against trafficking by promoting The Salvation Army as one of your chosen charities next year? For ideas, visit www.salvationarmy.org.uk/fundraise-us
- What does 'injustice' mean to you and does it happen where you live? Use your extra sheet or a device to write a paragraph for your school newsletter.