

### Learning Objective

To learn about a victim of human trafficking from Vietnam.

Slide 2

### Success Criteria

- Recognise the Fairtrade logo and its purpose
- Evaluate personal spending habits
- Understand the purpose of a Salvation Army safe house

### Resources

- PowerPoint slides
- Pupil Worksheet 3
- Extra writing paper or laptop/tablet
- Access to a paper or digital atlas
- Device for online research



### Tee's story

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*'I knew very little about life outside my village. I was an 11-year-old orphan living in Vietnam and had never been to school. Before my parents had died, they had borrowed money to pay for my mum's stay in hospital. But the moneylenders wanted their money back.*

*'A local church tried to help, but eventually the moneylenders found me and kidnapped me. They forced me to work in a horrible warehouse. I had to make nice things for other people but was treated like a prisoner and fed scraps.*

*'I thought life couldn't get worse, but it did. I was sold to traffickers, and they moved me across Asia and Europe in the back of a lorry with other kidnapped people. We felt just like the products we'd been making. We ended up in the United Kingdom. I worked in terrifying conditions on a drug farm. There was never any chance to escape.'*

### Pupil tasks in response to the text.

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

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- If you didn't have the chance to go to school, what things would you miss out on? Make a list as a whole class.
- Draw Tee and the others inside the back of the lorry. In the front section of the lorry, write down some words to describe how it might feel to travel like this.
- Many victims of human trafficking end up making products that we buy. With a partner, use your extra writing sheet to make a list of well-known products or brands.

### Connect

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**This section encourages pupils to think about their choices.**

**Note:** The second task will require teacher facilitation.

- What information is on a clothes label and why? Look for the country where the item was made. How do we know that the people who made it are paid a fair wage? Discuss this with a partner.
- What makes something a good purchase or a 'bargain'? Share and listen to lots of views in a class debate.
- Fairtrade is about better prices, safe working conditions and local sustainability (For research, visit: [fairtrade.org.uk](https://www.fairtrade.org.uk)). What does the Fairtrade logo look like? Draw it in the box on your sheet.

## Fresh start

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

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*'I thought I was finally safe when police stormed the building and rescued me. They sent me to live with a caring family. But then I met someone who spoke my own language. He convinced me to go and live with his family instead. I soon found out he had tricked me.'*

*'First, I was forced to work for his family. Then he sold me to traffickers who forced me to work in another warehouse. They beat me and kept me locked up. I was tired and scared all the time and I knew I needed to get out of there. So I gained the trust of my traffickers. One day they told me to go outside to wash their cars.'*

*'I used this rare opportunity to escape. This time the police took me to a Salvation Army safe house in a different city. I still worry every day that I will bump into my traffickers or that I will be deported to Vietnam. But I am starting to believe I can have a better life from now.'*

## 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.

- Where do you feel safe? List your thoughts in the box on this sheet.
- People who have been trafficked end up forced to work in all sorts of jobs. What signs would you look for to be sure that someone is being treated well in their workplace? Discuss as a class.
- What does a person need for a happy life? Share your thoughts with a neighbour.



## Take action

Slide 8

### This section challenges pupils to use their voice for change.

**Note:** The second task may require teacher facilitation and a device to record video.

- 'Modern slavery' describes all forms of slavery, human trafficking and exploitation. On your extra sheet or using a device, write your own modern slavery story called 'Finding Hope'.
- With a partner, share one sentence about how your work with *True Story* has impacted you personally. You could begin with 'Knowing that some people are bought and sold, I feel ...' Video a whole class collection of these as an outcome to your learning.
- Write a letter to your local MP. Tell them about your learning through *True Story* and ask them, 'What does a world with freedom, fairness and equality look like to you?'