

HUMAN TRAFFICKING & THE ESOL CLASSROOM

.....
A TEACHING RESOURCE FOR ESOL TEACHERS



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**SUPPORTED BY
SURVIVORS OF HUMAN TRAFFICKING IN SCOTLAND**



A TEACHING RESOURCE FOR ESOL TEACHERS

HUMAN TRAFFICKING & THE ESOL CLASSROOM

“ THE MORE PEOPLE
WHO CAN RECOGNISE
AND REPORT MODERN
SLAVERY (HUMAN
TRAFFICKING) THE MORE
EFFECTIVELY WE CAN
SAFEGUARD VICTIMS AND
BRING TRAFFICKERS
TO JUSTICE.”

National Crime Agency

A TEACHING RESOURCE FOR ESOL TEACHERS

HUMAN TRAFFICKING & THE ESOL CLASSROOM

CONTENTS

INTRODUCTION

WHAT IS TRAFFICKING?

WHO IS TRAFFICKED?

SPOTTING THE SIGNS

TRAFFICKING & ESOL

WHAT CAN WE DO IN OUR
CLASSROOMS?

GETTING THE SUPPORT
YOU NEED

THINGS TO REMEMBER

POTENTIAL SITUATIONS
IN ESOL CLASSROOMS

WHAT CAN WE TEACH?

USEFUL CONTACTS & RESOURCES?

APPENDIX 1 - MYTHS

APPENDIX 2- LESSON PLAN

APPENDIX 3 - STUDENT
WORKSHEET

Acknowledgements to:

SOHTIS

Florida State University

COSLA

Police Scotland

Salvation Army

Glasgow Clyde College

CONTENTS

INTRODUCTION

Human trafficking is widely accepted as one of the most significant challenges facing the world's population and is said to be the greatest human rights issue of our time.

The United Nations has given it priority within its Sustainable Development Goals¹ and is committed to its eradication

Victims of trafficking
QUADRUPLED
in the **UK**
between
2013 to 2018²

SCOTLAND
Identified human
trafficking increased by
over **70%**
in the first half of 2019³

¹<https://sustainabledevelopment.un.org/#>

²<https://www.antislaverycommissioner.co.uk/media/1273/2018-nrm-end-of-year-summary.pdf>

³<https://nationalcrimeagency.gov.uk/who-we-are/publications/291-modern-slavery-and-human-trafficking-national-referral-mechanism-statistics-january-to-march-2019/file>

HUMAN TRAFFICKING & THE ESOL CLASSROOM

We are all more aware of human trafficking, thanks to high profile cases in the news and recent storylines in popular television programmes. Whilst vulnerable people can become victims of trafficking, of those rescued in Scotland in the first half of 2019, most were not native speakers⁴.

As teachers, volunteers, and community groups involved in delivering English for Speakers of Other Languages (ESOL) programmes, it is crucial that we understand what we can do to help those at risk of trafficking within our classrooms.

Having a respected and trusted role as our students adjust to life in Scotland, often becoming familiar with their lives and struggles, we can assist them to connect with vital community resources. This puts us in a unique position to identify potential trafficking issues and offer guidance. It is, however, vital that we understand our role as those who empower our students to help themselves.

⁴ <https://nationalcrimeagency.gov.uk/who-we-are/publications/291-modern-slavery-and-human-trafficking-national-referral-mechanism-statistics-january-to-march-2019/file>

WHAT IS TRAFFICKING?

Human trafficking is a complex and often hidden crime which abuses human rights and dignity. Few other crimes involve human beings used as commodities over and over again for the profit of others⁵.

Human trafficking is defined as “the recruitment, transportation or transfer, harbouring or receiving or exchange or transfer of control of another person for the purposes of exploiting them”⁶. The offence does not always require victims to be threatened, subject to intimidation, to have been moved either from overseas or within the UK. The crime can also be committed even if the victim gives consent.

“The recruitment, transportation or transfer, harbouring or receiving or exchange or transfer of control of another person for the purposes of exploiting them”.

Human Trafficking and Exploitation (Scotland) Act 2015⁶

As frontline practitioners it is essential that we are clear about the definition of human trafficking and of commonly held myths (see Appendix 1).

⁵<https://www.gov.scot/publications/trafficking-exploitation-strategy/>

⁶<https://www.gov.scot/publications/human-trafficking-and-exploitation-scotland-act-2015-january-2018-circular/>

HUMAN TRAFFICKING & THE ESOL CLASSROOM

People are most commonly trafficked into forced labour, commercial sexual exploitation, domestic servitude and criminality. Victims can be subjected to more than one form of exploitation, e.g. forced labour and commercial sexual exploitation. Here are some examples of the situations trafficked people may be forced into against their will:

FORCED LABOUR



car washes



factory work



nail bars



labouring



waiting staff/
cook/chefs



cleaning/
domestic
servitude

CRIMINAL EXPLOITATION



forced
begging



cannabis
cultivation



sexual
exploitation



sham
marriage

Perpetrators are continually looking for new ways to exploit victims and often subject victims to more than one form of exploitation.

WHAT IS TRAFFICKING?

WHO IS TRAFFICKED?

Men, women and children (minors are those under 18 years old⁶) are all at risk of trafficking, with the most vulnerable in our communities most at risk. Vulnerabilities come in many forms, including, but not exclusively, those living in poverty, facing homelessness, with poor mental health and other marginalised groups such as those who have low levels of or do not speak English.

Although we may not identify trafficking to be an issue in our classrooms, we should be aware that human trafficking has been identified in every Local Authority area in Scotland. It is therefore most likely to be present in the communities where we work, meaning we can play a part in strengthening our students' resilience, empowering them to keep themselves safe and make wise choices.

SPOTTING THE SIGNS

Human trafficking can be difficult to spot, however, there are some signs that we can look for which may help us identify someone who is

Some signs are physical:

- They may look uneasy, unkempt, or malnourished
- They may have untreated injuries
- They may have injuries which could be the result of assault or restraint
- They may show expressions of fear or anxiety

Some signs are less obvious:

- Someone paying for their travel
- Someone speaking for them
- They act as instructed by another person
- Evidence of control over movement either as an individual or a group
- They may not be sure of their own address or the location

HUMAN TRAFFICKING & THE ESOL CLASSROOM

In our classroom there may be:

**Someone
being
trafficked –
coerced and
exploited**

**Someone
who is trafficking
someone else –
knowingly or
unknowingly**

**Someone who
has escaped a
trafficking
situation**

**Someone
in danger of being
trafficked, due to
poverty, lack of
knowledge of their
rights, etc**

**Someone who
has witnessed
trafficking -
they don't
know what to do or
or who to talk to**

When we look at our students, we do not know who is sat in front of us and what their story is. We do need to be aware of how trafficking can affect our classrooms.

SPOTTING THE SIGNS

TRAFFICKING & ESOL^{*}

Teaching and developing understanding about human trafficking in the ESOL classroom is crucial because:

- students with limited English proficiency may be more vulnerable
- teachers and their students can learn how to help others who may be trafficked or be vulnerable
- many students feel that their ESOL class is a safe environment and may be able to reach out to teachers and other students for help
- teachers can signpost their students to other relevant service providers
- teachers may be able to identify students as potential victims
- teachers can learn to recognise traffickers and know how to alert authorities
- students can strengthen their knowledge and influence others to know about the risks they may face
- students can learn how to get help safely and can learn their rights as employees
- students can learn how to protect themselves and others from being tricked and recruited into a trafficking situation

**Adapted with kind permission from Florida University Center for the Advancement of Human Rights*

WHAT CAN WE DO IN OUR CLASSROOMS?

Teachers have a unique opportunity to talk about human trafficking as part of regular classroom lessons and can integrate into ESOL in the following topics:

Work/Employment

This can include teaching about employee rights, paperwork such as contracts and payslips, how to find legal work and the recruitment process.

Health

Think about including healthy work practises and routines, sexual health (where appropriate), being aware of the health of others and knowing how and where to ask for help.

Emergencies

In a module practicing calling the police and the NHS, we could role play calling other services, including the relevant vocabulary needed to call the Modern Slavery Helpline.

Safety

Our western concept of safety is often considered 'overboard' by our students. Discussing the reasons behind this, and how our society may be so much safer than their home countries, will help students engage with this topic.

HUMAN TRAFFICKING & THE ESOL CLASSROOM

Multiculturalism

As we are aware, our culture and that of our students can be very diverse. Teaching about what is acceptable, and unacceptable, here in Scotland is a key part of what we do.

Citizenship and Communities

We can encourage our students to be more aware of those they live among, and understand that community involves watching out for those around them.

As ESOL teachers we can also ensure that our students have the language they need to accurately describe human trafficking. Helping them understand words such as 'exploitation', 'threats', 'abuse', etc will enable them to make their own decisions and ensure their voice is heard should they ask for help.

WHAT CAN WE DO IN OUR CLASSROOMS?

GETTING THE SUPPORT YOU NEED

Whether we work through an agency, as part of a Third Sector Organisation, church or statutory services including further education colleges, it is advisable to have a discussion about human trafficking with line managers and colleagues. Increasingly, organisations are being encouraged to implement a Modern Slavery Policy/Protocol. In the future some statutory services will have a legal requirement to report suspected human trafficking via the Duty to Notify⁵. It is important that we understand our organisation's policy and processes in relation to human trafficking and our responsibilities within them.

Links to further information and useful contacts are detailed later in this resource.

THINGS TO REMEMBER

As ESOL teachers, it is also important that we consider human trafficking as we do other safeguarding/vulnerable adult concerns. When speaking with a student or class about this subject, we should therefore remember the following:

Human trafficking cases are complex as well as dangerous. We should assist the student to access the most appropriate services to meet their particular needs

Every case of human trafficking is different. We should not assume we have ever 'seen it all'

Students may share with us very personal information about their lives and ask for our help or intervention. We should remember our primary role is to empower students to help themselves

Where possible, have anti-human trafficking literature with details of helplines available in our classrooms

Do not use unofficial interpreters to discuss concerns with students

Some victims may not know they have been trafficked. A crime is committed even if the victim gives their consent

We should not make promises about outcomes in human trafficking cases or create unrealistic expectations. Avoid saying things like "if you call this hotline, they will investigate" or "this is definitely human trafficking"

POTENTIAL SITUATIONS IN ESOL CLASSROOMS

Read the following scenarios, reflecting on whether these or similar situations may have arisen/or could arise in our classrooms:

A woman in class says she is married and has no children. When you talk about daily routines, something seems off. There seems to be an awful lot of work. She is getting up very early, working, cooking, cleaning. She says the only time she goes out in the week is for her English lesson, and her husband brings her and collects her from the lesson. She always wears the same clothes, and sometimes has bruises.

Are there any red flags in this scenario? Can this be human trafficking/exploitation if a woman is married to a potential exploiter? What might you do if faced with this situation?

A young man in class is very talkative and confident. He always appears to have lots of money, and several mobile phones, and responds to texts and calls during class. Before class one day, you overhear him talking to another student about lining up some work for him. When you show an interest, the young man instantly shuts down the conversation and seems hostile towards you.

Are there any red flags? Could this young man be recruiting potential victims for trafficking/exploitation? What might you do if faced with this situation?

HUMAN TRAFFICKING & THE ESOL CLASSROOM

A middle aged woman in your class, seems concerned about a situation in her neighbourhood. The house next door to hers is always busy, with people coming in day and night. She is unsure who actually lives there, but it doesn't feel safe, and she worried about letting her children out to play in the garden.

*Are there any red flags? Is there anything this woman can do?
What would you do if faced with this situation?*

A young girl comes to class, always accompanied by an older lady, who shares her mother tongue, but does not seem to be related to her. The young girl is quiet and withdrawn, and the older woman speaks for her all the time. When you separate them into different groups, the older woman watches the younger woman like a hawk. Sometimes you see the younger woman covering up what seem to be bruises on her arms.

*Are there any red flags? Could this just be an innocent situation?
What might you do if faced with this situation?*

All of these situations may be innocent, however, they may be signs of human trafficking or exploitation. Police Scotland have advised for each of these situations:

**If someone is in immediate danger, call 999
If you have concerns regarding possible trafficking
or to make a report call 101 or
the Modern Slavery Helpline 0800 0121 700**

WHAT CAN WE TEACH?

A1-A2 Level

Home Office – Slavery is Closer than you Think – 30 seconds advert

<https://www.youtube.com/watch?v=yOe2-j3QzKI>

Show this video stopping every 5 seconds and asking questions.

(Consider students being able to discuss their answers in their own languages if this makes it easier and try using emoji faces to help express feelings in students with very low levels).

Who is this person? What are they doing? Do they have a lot of money? How do they feel?

Most importantly – *Where is this? As the video plays out, and the situation is obviously UK-based, how do you know this is the UK? How do you feel?*

What can you do?

With an A2 Group, you could teach the various forms of slavery shown in the video, ie. domestic servitude, forced labour – agricultural work, commercial sexual exploitation. Using these definitions, the class could work in groups to develop a short 'script' they could use to report these to the Modern Slavery Helpline.

HUMAN TRAFFICKING & THE ESOL CLASSROOM

A2-B1+ Level

Show this video. Have half the group listening for Daniel's story, and half the group listening for Veronika's Story.

Daniel and Veronika's Story – Video

<https://www.stronger2gether.org/resources/>

Have each group draw a story board, showing the story of the person, or rewrite the story in the 3rd person.

How does Daniel/Veronika feel at different stages of the story?

What could they do?

If you were their friend, what would you say/do?

Who did they get help from?

What did they do to get help?

B1+ Level

These two videos have been specifically developed to work together. Watch them and think about how you could use them in your classroom.

Spot the Signs

Domestic Servitude – Have you Heard

<https://www.unseenuk.org/media/audio-visual>

The No Project has produced a number of excellent ESOL lesson plans, which can be used with higher levels, or adapted for lower levels.

www.thenoproject.org/lesson-plans/

Appendix 2 & 3 – Additional Lesson Plan

Rights in the Workplace – Scotland 2019/2020

Flip-Chart Friendly Materials

The reality for many of us teaching in community settings is that there is often no access to the Internet, in which case we have to be more creative. Low-tech resources are currently being developed, and will be freely available soon at www.sohtis.org.

USEFUL CONTACTS & RESOURCES

If you have concerns or wish to report possible trafficking:

Police Scotland: 101

Modern Slavery Helpline: 0800 0121 700

Crimestoppers (anonymous reporting): 0800 555 111

If a potential victim is at immediate risk: 999

Victim Support

Migrant Help

Victim support for adults

Daytime: 0141 884 7900

Out of Hours: 0141 212 8553

www.migranthehelp.org

TARA

Victim support for women

trafficked for sexual exploitation

Tel: 0141 276 7724 (24/7)

www.glasgow.uk/TARA

Training & Information

Survivors of Human Trafficking in Scotland (SOHTIS)

www.sohtis.org

Hope for Justice

www.hopeforjustice.org/professionals/

Salvation Army

<https://www.salvationarmy.org.uk/modern-slavery>

Awareness Raising/Training PowerPoint Presentation:

<http://www.migrationscotland.org.uk/our-priorities/current-work/human-trafficking-and-exploitation>

UK TED Talk by founder of Unseen UK – Human trafficking in the UK and practical ways to help:

<https://www.youtube.com/watch?v=xYQdZWj5G0g>

Scottish Government Human Trafficking Team - www.gov.scot/policies/human-trafficking/

Police Scotland, National Human Trafficking Unit, Scottish Crime Campus, Gartcosh

Email: SCDNationalHumanTraffickingUnit@scotland.pnn.police.uk

Class Videos/Resources/Literature

<https://www.unseenuk.org>

www.thenoproject.org

<https://www.stronger2gether.org/>

Literature in English and other languages:

<https://www.gov.scot/publications/human-trafficking-resources/>

Apps

Unseen UK Spot the Signs App

<https://www.unseenuk.org/news/55>

DEBUNKING COMMON MYTHS ABOUT HUMAN TRAFFICKING OR EXPLOITATION⁷

Common Myths about Human Trafficking or Exploitation	
Restricted movement	In extreme cases some people may have no or limited freedom of movement but for many others they appear to be able come and go as they wish but they are controlled via threats, psychological control and fear. There is some evidence that mobile phones and/or social media can be used to locate and monitor movement and control them remotely.
Movement or crossing borders must have occurred	In Scotland there is no need for movement or travel to have occurred for human trafficking or exploitation to have taken place. International borders do not need to be crossed and victims can be trafficked from one part of a city to another. In some cases people may have freely travelled to Scotland from abroad but have then fallen prey to trafficking and exploitation. UK nationals can be trafficked and exploited and there is a significant increase in UK citizens being identified.
People can agree to being trafficked and exploited	You cannot consent to being trafficked. People may perceive their current situation as an improvement in circumstances or say they don't feel abused or exploited. This does not mean trafficking or exploitation has not taken place. Some women may have already been involved in prostitution and agreed to come to Scotland but on arrival are subjected to further harm via perpetrators.
Victims/survivors will be relieved or grateful for being recovered	People may appear to be resentful or angry when recovered and identified. This can be a common reaction to trauma. People may also be sending money home to family or be worried about the consequences of speaking out and be anxious about what will happen to them. Hostile reactions to police or 'supporters' and refusals of assistance are not uncommon or unique to victims of trafficking and exploitation.
Not taking opportunities to escape	There may be many reasons why someone appears not to have tried to escape. The impact of cumulative trauma and coercive control can lead to people believing they cannot escape, they may fear reprisals (or have experienced them before) including to family members if caught by the perpetrators. They may have 'trauma bonded' to the perpetrator or fear of the unknown may prevent attempts to escape.
Family or close relationships	People are trafficked by family members, husbands/wives, partners and friends. Children are vulnerable to families intentionally or unintentionally colluding with perpetrators and women are vulnerable to 'grooming' by men.
Receiving payment for services	Some victims may receive some monies or 'payment' from perpetrators. Frequently though, disproportionate and illegal expenses are deducted such as rent, transport, clothing, equipment and 'fines' reducing payment to very little. In TARA's experience women exploited in the sex industry are often charged for online advertising, condoms, laundry as well as the above. For some victims there is an illegal 'debt' retained by their families in their home countries resulting in significant fear of reprisals if they do not send 'repayments' home.
It doesn't happen in Scotland	People who have been trafficked and exploited have been identified and recovered across Scotland. Police Scotland and support services have identified trafficking in all Local Authority areas. Women, men and children have been exploited in the sex industry, labour and domestic servitude in villages, towns and cities across the country.

⁷ <http://www.migrationscotland.org.uk/our-priorities/current-work/human-trafficking-and-exploitation>

SAMPLE LESSON PLAN – TEACHERS NOTES

Rights in the Workplace – Scotland 2019/2020

Level: B1 (although it could be adapted higher or lower)

Time: 45-60 mins. Follows on well from the Stronger2gether video about Daniel and Weronica.

Introduction

If your students work in the UK, they may already be aware of some of these rights, however some awkward questions may arise. It helps if you are aware of their rights. Citizen’s Advice is a great place for you to read up on this, as is the Scottish Government’s ‘My World of Work’ website. <https://www.citizensadvice.org.uk/scotland/work/rights-at-work/>
<https://www.myworldofwork.co.uk/your-rights-work-0>

Begin by asking about what they think their rights are in the workplace in Scotland. If they do not know, ask them to talk about what the rights were in their own countries.

Activity 1

Cut out the squares, enough for 1 set for 3 students. Put the students into groups of 3, with a set of squares. Ask them to put the squares into a ‘yes’ pile and a ‘no’ pile.

Vocabulary to Preteach:

- Agreed
- Permission
- Paid holiday
- Right
- Complain

Once everyone has made piles, allocate one corner of the room as ‘yes’, the opposite corner as ‘no’ and read out the statements. Depending on the level, you can ask them to explain their answers. Are any of these answers surprising? In your workplace (if you work) do you have these rights?

Hand out the sheet and have them work together to make the corrections.

Which of these are rights in the workplace within Scottish Law? (Yes/No)

Minimum wage is £8.21 per hour for everyone over 21. 25	If you are sick, you need your doctor to phone your boss. No	You have the right to 5.6 weeks of paid holiday every year. Yes
You should not work more than 48 hours a week, unless agreed with your employers in writing. Yes	You must have & 11 hours rest between working (if you finish at 10pm, you can start work again at 6am).	If the job is not what you promised (eg, its 20 hours a week, not 35), you can’t complain. No – you can complain
You can have a cigarette break every 2 hours. No	You can not leave your job, unless your boss gives you permission. No	You must show your passport to your employer, to prove you have the right to work. Yes

Activity 2

Have the students work independently or in groups. Feel free to discuss whatever the students bring up.

True or False:

- 1) True, 2) False, 3) False, 4) True, 5) False, 6) False, 7) False, 8) False

Homework / Extension

Give the students the links to the websites above, and have them research an area of rights to present to the group next class.

Students Worksheet

Rights in the Workplace – Scotland 2019/2020

Which of these are rights in the workplace within Scottish Law? (Yes/No)

Minimum wage is £8.21 per hour for everyone over 21.	If you are sick, you need your doctor to phone your boss.	You have the right to 5.6 weeks of paid holiday every year.
You should not work more than 48 hours a week, unless agreed with your employers in writing.	You must have 8 hours rest between working (if you finish at 10pm, you can start work again at 6am).	If the job is not what you promised (eg, its 20 hours a week, not 35), you can't complain.
You can have a cigarette break every 2 hours.	You cannot leave your job, unless your boss gives you permission.	You must show your passport to your employer, to prove you have the right to work.

True or False:

1. When you are on holiday, your boss has to pay you money. T / F
2. Your boss doesn't have to pay you the minimum wage, if you work part time. T / F
3. If you are sick, you do not get paid. T / F
4. If you work full time, the company has to pay into your pension fund. T / F
5. You have different rights if you work part time, from those who work full time. T / F
6. If you get pregnant, your boss does not have to keep you. T / F
7. Your boss can ask to keep your passport or bank card. T / F
8. You have to pay a recruiter to help you find the best jobs. T / F

ON
FFICKING
TICKETS