

OSOYEGBON

TOOLKIT 2023
SECONDARY SCHOOLS

ABOUT THE TOOLKIT



This toolkit is a collaboration between Fuel and Solace Women's Aid and was conceived as a way to bring together our organisations' expertise in order to provide young people, educators and parents with practical tools to engage with the topic of Human Trafficking.

Human trafficking is often referred to as a crime hidden in plain sight. As such, this is an issue that many of us might not feel very confident to talk about or take action on. By using Gloria Patrick's real story as a framework of this toolkit, we aim to give anyone who would like to lead education and awareness-raising sessions on this topic a frame of reference on which to continue building knowledge and deepening understanding, with the goal of helping learners of all ages to feel empowered to take action as well as help educate others in turn.

Solace exists to end the harm done through Gender-Based Violence. At Solace, our aim is to work to prevent violence and abuse as well as provide services to meet the individual needs of survivors, particularly women and children. Our work is holistic and empowering, working alongside survivors to achieve independent lives free from abuse.

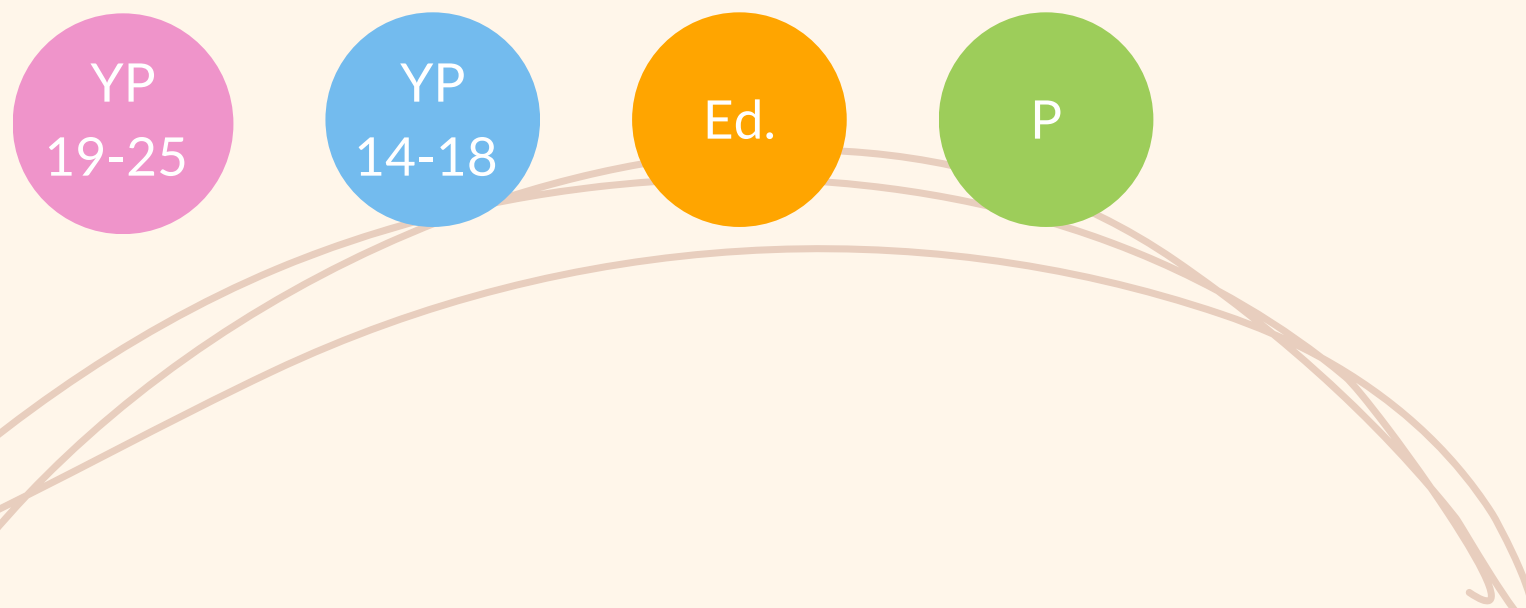
We're Solace | [Solace \(solacewomensaid.org\)](https://solacewomensaid.org)

HOW TO USE THIS TOOLKIT

The toolkit includes various activities which can be used in a modular and flexible way. We encourage anyone developing learning sessions around this topic to mix and match activities and adapt them to learners ages and previous knowledge.

Each activity in the toolkit is categorised and marked to the intended audience:

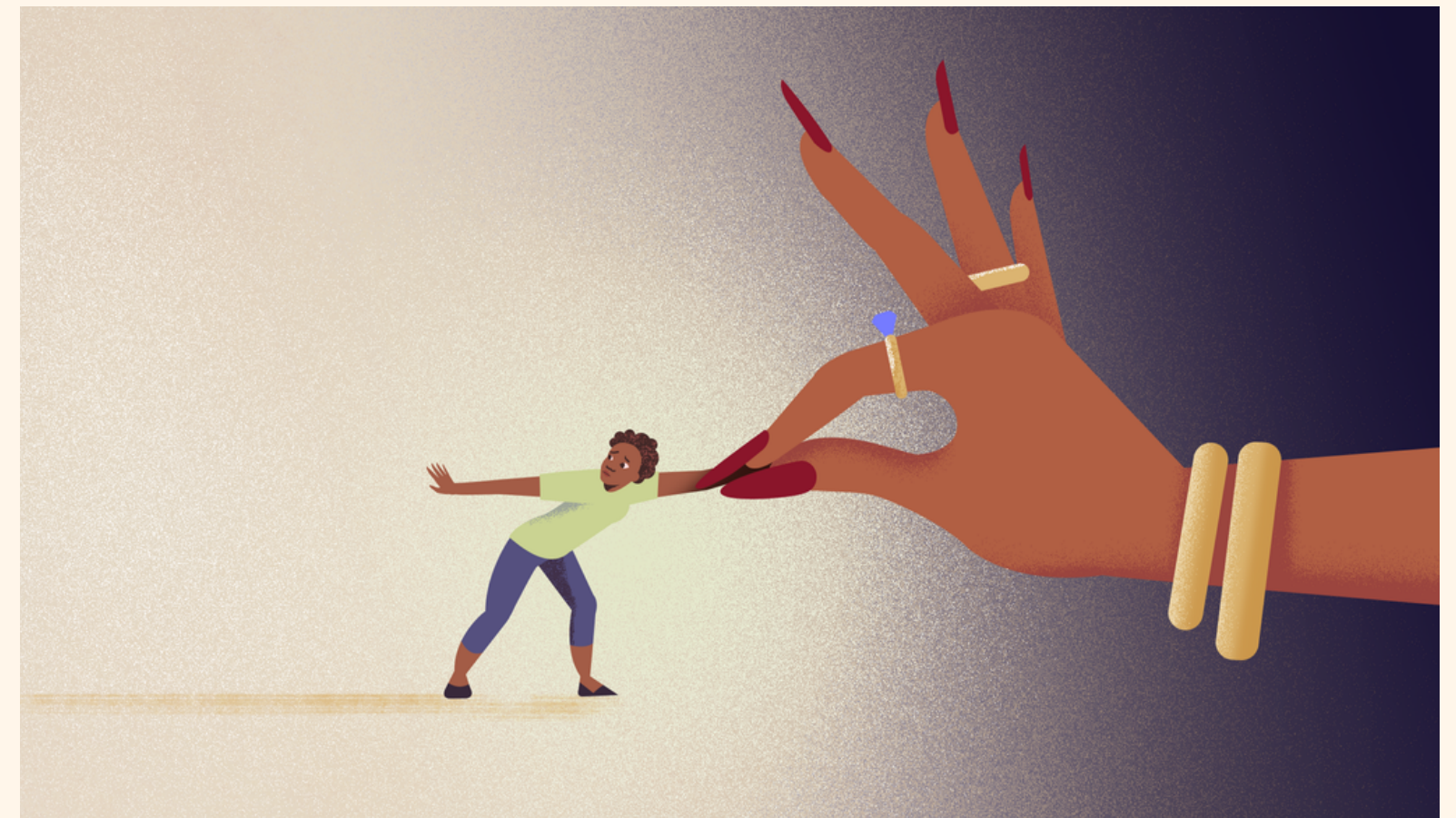
- Young people (generally grouped as ages 14-18)
- Older young people (generally grouped as ages 19-25)
- Teachers and educators
- Parents



A NOTE ON BEST PRACTICE

We recommend that each session developed using this toolkit should include at least one warm up, a number of core activities depending on the time available and learners previous experience with the topic, and a closing activity, followed by a debrief, both for learners and for facilitators. Each session should start with a review of the Information Bite **'What are Triggers?'**

We recommend running any learning session on this topic with at least two facilitators in order to allow for adequate support for learners engaging with this difficult topic. We also recommend leaving enough time at the end of every session in order to offer follow up support to anyone who might need it.



WARM UPS



The goal of the warm ups activities offered in this section is to help participants get to know each other, create a safe and welcoming space, and to open up the conversation about the topics and skills that will be discussed in the core activities. Warm up activities also allow for the session facilitators to assess the level of pre-existing experience and skills in the group and help adapt the activities that we follow.

Activity 1: Get to know your neighbour (all groups)

What you will need:

- A number of chairs. Make sure there is one chair less than the number of participants

For this ice breaker, position chairs to form a circle. One participant is assigned with standing in the centre of the circle and begin the game by saying “I want to get to know my neighbour who...” (for example: loves pizza, was born outside of London, works from home, is good at maths etc).

As soon as s/he is finished with the statement, everyone (including the person in the centre) who the statement applies to moves quickly to an empty chair that is not right next to them. The person who did not get a chair and remains in the middle begins a second round of the game with a new statement.

WARM UPS



Activity 2: The Noticing Game (all groups)

What you will need:

- Two sets of objects. These can be household or office objects. Include about 30 objects in each set. Some objects should be familiar to everyone, but ensure to include objects that are not obvious or mainstream as well
- Empty boxes where you can place the objects in
- Two pieces of cloths

For this game, place the two sets of objects in separate places such as on two different tables and cover them with a piece of cloth so participants cannot see the objects.

Explain to participants that you will show them a series of objects and that they will have 5 minutes to simply look at them. They are not allowed to take any notes or touch them.

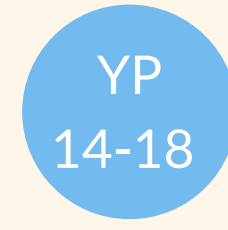
After the allocated time, cover the objects and ask participants a series of questions to test their memory. You may want to ask participants to recall all objects they saw by name or you can ask specific questions about the features of the objects and see if participants can recall correctly. For example, “What was the colour of the toy car?”, “What was the title of the book?” or “What was the make of the watch?”

Next, move participants to the second set of objects. Reveal the objects and allocate another 5 minutes for the group to examine them. This time, they are also allowed to touch the objects and feel them. As before, after the allocated time cover the objects and start asking questions to see how much participants can recall.

Following the activity, invite participants to discuss:

- How easy or how hard was it to recall the items?
- How was the first round different from the second round?

WARM UPS



Activity 3: Difficult conversations (all groups)

What you will need: Flipcharts and pens

In this exercise you will ask participants to discuss the challenges in having conversations about difficult topics, such as Human Trafficking.

Put learners in two groups and ask them to discuss: why is it hard to discuss difficult topics?

Then divide participants into two groups and ask group A group to come up with as many examples as possible within the allotted timeframe of ways to take care of ourselves when engaging with a difficult topic. Ask group B to come up with as many examples of ways to create a safe space during a discussion about a difficult topic.

Refer to the information bite **'What are triggers?'** and review the information with the participants.

Activity 4: My Letter

Ask the group to think about someone who inspires them, someone who they would write a letter to if they could. Put participants in groups or pairs and ask them to discuss:

- Who would they write a letter to?
- What inspires them about this person?
- What would they say to this person?

This exercise could also be used as an ice breaker, in which each one of the people in the pair introduces their counterpart to the group.

CORE ACTIVITIES



Activity 1: Myths and misconceptions (all groups)

What you will need: A spacious room

For this activity, you will ask the participants to place themselves in the room based on how much they agree with the statements you will read. Explain to the participants that one end of the room represents 'completely agree' while the opposite end of the room represents 'completely disagree'. Participants can place themselves anywhere in between these two ends.

Read the following statements one at a time. After each statement give participants time to reflect on it and place themselves in the space based on how much they agree or disagree with the statement.

Read the following statements, one at a time:

- I've never met anyone who is a victim of human trafficking
- People are usually trafficked to the UK from poorer countries
- Trafficking involves gangs and usually drugs
- Traffickers are mostly men
- Human Trafficking doesn't happen in my neighbourhood
- I don't think human trafficking is a very big problem in our society

After reading each statement, pick one or two participants and ask them to share why they are standing where they are. Give participants the opportunity to change their location if they are convinced by another participant explaining their position. Make sure to explain to participants that there is no right or wrong answer – this activity is meant to get the discussion going and give them a chance to learn from others' perspectives.

Following the activity, review the relevant information from the **Myth Busting** section of this toolkit. Discuss with participants: has the information surprised them?

For teachers

You can come up with new statements and continue developing this activity further. Make sure to pick statements that don't have a right or wrong answer but touch more on participants' attitudes and pre-conceptions. Statements can be designed to be a bit controversial in order to allow for a range of perspectives.

CORE ACTIVITIES



Activity 2: Gloria's journey (all groups)

What you will need: Gloria's story animation video; cones; post-it notes in two colours

After watching Gloria's story animation video, ask participants to map the main steps they identified in Gloria's journey. For example: Gloria leaves Nigeria, Gloria arrives in London, Gloria arrives in the big house, etc.

Organise Gloria's journey as steps represented by cones on the floor or a table. Put a post-it by each of them to describe the step in the journey.

Once you've completed Gloria's journey, go back to the first step and ask the group to think of all the people they can think of that Gloria may have come in touch with at each step in her journey. For example: Her friends and family in Nigeria, the border control officers in Nigeria and in the UK, the cabin crew on the plane, the teller at the shop etc. Note down the people you've identified on post-it notes of another colour and place them around the cones.

Ask the group to place people who are closer to the situation in more proximity to the cone and those farther from it further away (for example, when examining Gloria's arrival in the UK, the group may want to place border agents close to the cone while other passengers waiting in line for border control could be placed a little further away).

Once the group has finished identifying as many people as possible around each step in the journey, ask them to go back to the first step and write down a list of all the signs the people around Gloria may have noticed at that point. Use the signs in the Information Bite section '**Recognising the Signs**' as a reference point.



CORE ACTIVITIES



Activity 3: Our streets (for younger people)

What you will need: A flipchart or big sheets of paper

In this activity participants will recreate their local high street or another central part of the community with the goal of increasing attention to the local environment.

It might be helpful to pair this activity with the Noticing Game warm up. Refer back to the game and ask participants why they think it is important to notice details in our local environment when it comes to Human Trafficking.

Discuss with participants myth no. 3 from the Information Bites section: **'Human trafficking takes place in "underground" worlds and is controlled by organised crime groups, not in my neighbourhood.'**

Following the discussion, divide participants into two groups and set a timer for 7 minutes. Ask participants to sketch the high street in their local area and make sure to add as much detail as possible. Once the time is up, check which group has gotten more detail.

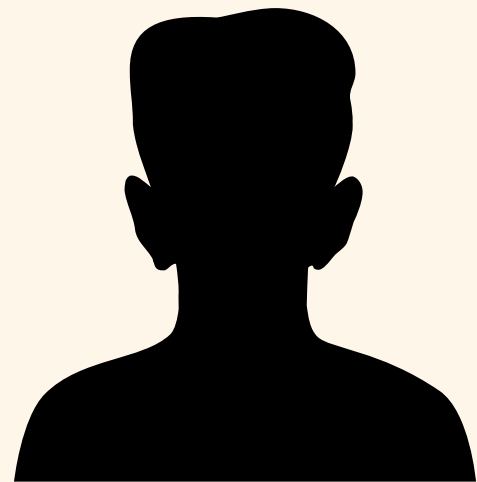
Discuss with the group: has anything surprised them about this exercise? Is there anything they will take away from it?

CORE ACTIVITIES



Activity 4: Who is a victim of Human Trafficking? (older young people, teachers, parents)

Present to the group the following profiles and ask them to organise them in order of 'least likely' to 'most likely' to be a victim of Human Trafficking. Allow the group time to discuss.



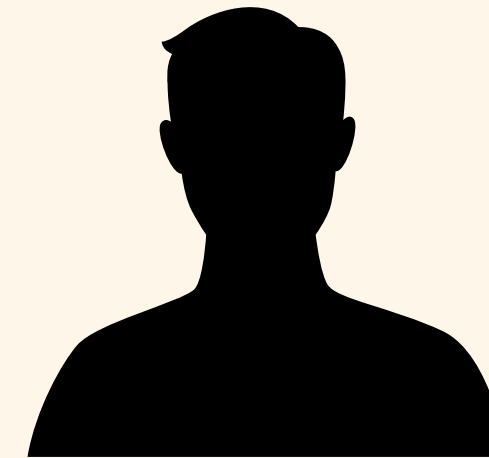
Ahmad, 25, from Afghanistan, construction worker



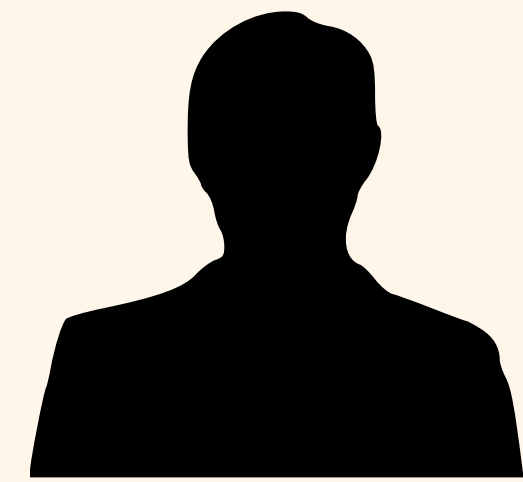
Elisabeth, 45, from France, nanny



Andrew, 14, from Essex, student



Silvana, 32, from Manchester, masseuse

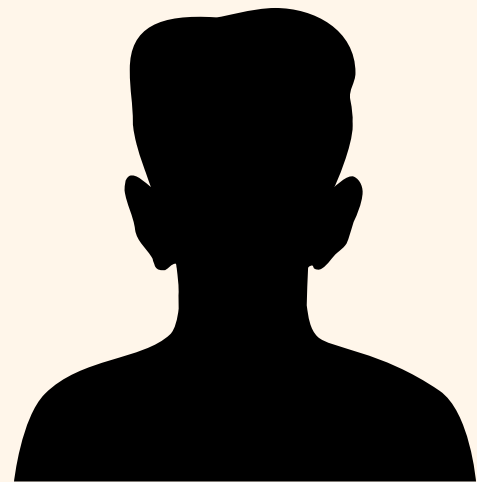


George, 35, from Ireland, car wash

CORE ACTIVITIES



Once the group has completed the exercise, ask participants to repeat the exercise and organise the profiles in order of 'least likely' to 'most likely' to be a perpetrator of Human Trafficking.



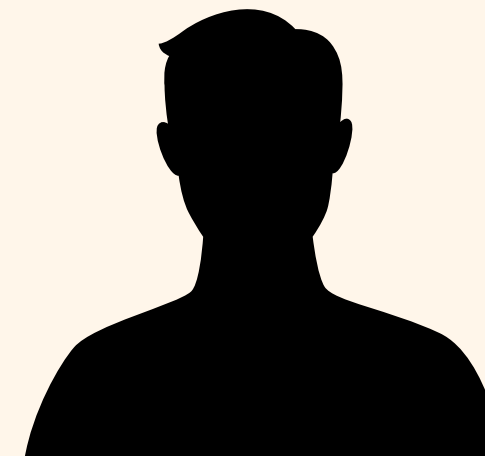
Peter, 33, from Nigeria, banker



Esther, 60, from Brighton, former NHS nurse, now runs a nanny agency



Damian, 40, from Australia, car wash franchise owner



Tina, 52, from Bedford, unemployed



Christopher, 43, from London, blogger and tv host

CORE ACTIVITIES



Ask the group to discuss in pairs:

- How easy/difficult was the exercise?
- How are victims usually portrayed in the media (movies, books, series)? How are perpetrators?
- How does this portrayal impact on who we imagine to be a victim of Human Trafficking? A perpetrator? What could be the consequences?

The Impact of Sexual Exploitation (Older Young People, Teachers, Parents)

This activity focuses on understanding what sexual exploitation is and how it can impact a victim/survivor.

In pairs, ask participants to define what they think Sexual Exploitation is. When participants have produced definitions, ask them to feedback and share their definition with the group. Share the definition below and ask participants if they would like to add anything to it.

Once completed, go back to Gloria's story animation. Note that Gloria is a victim of Sexual Exploitation and review the information from the Information Bite [Human Trafficking and Sexual Exploitation](#).

Divide participants into four groups and ask them to think of as many examples of the impact Sexual Exploitation might have on a victim, both short and long term. Give each group one area to focus on:

- Physical impacts
- Behavioural impacts
- Psychological/Emotional impacts
- Practical impact

CORE ACTIVITIES



The Impact of Sexual Exploitation (Older Young People, Teachers, Parents)

Add anything that might have been missed from the table below:

<p>Physical</p> <p>Signs of injury e.g. bruising, limping; Stress-related disorders, e.g. hypertension, digestive difficulties, reduced appetite, nausea, breathing difficulties; sleeplessness</p>	<p>Behavioural</p> <p>Appearing uncomfortable, withdrawn, fearful, tense, nervous; avoiding people; anger, irritability</p>
<p>Psychological</p> <p>Difficulties regulating emotions; fear; problems with memory, numbness, feeling helpless, low self-esteem, Fragmented memory; Dissociation, detachment and disconnection, Post Traumatic Stress Disorder (PTSD), Complex Post Traumatic Stress Disorder (C-PTSD), Emotionally Unstable Personality Disorder (EUPD), depression, anxiety</p>	<p>Practical</p> <p>Unable to work/socialise/obtain education, unable to pursue personal goals, unable to leave the house</p>

CORE ACTIVITIES



Trafficking in young people (Teachers)

Any child could be a victim of trafficking and it can be very difficult for children who are being exploited as they are often intentionally isolated from services, schools and from communities. There is no conclusive list of signs that a child has been trafficked and every experience will be different. However, some indicators for concern could include:

- Rarely leaving the house
- Living apart from family or having limited social contact with friends and family
- Living somewhere inappropriate, like a work address or overcrowded or unhygienic accommodation, including sheds, tents or outbuildings
- Being seen in inappropriate places (for example factories or brothels)
- Having their movements controlled or being unable to travel on their own
- Lacking personal items
- Consistently wearing the same clothes
- Not being registered with a school or a GP practice
- Having money or things you wouldn't expect them to have
- Being moved by others between specific locations (e.g. to and from work), which may happen at unusual times such as very early in the day or at night



CORE ACTIVITIES



Trafficking in young people (Teachers)

- Being unsure, unable, or reluctant to give details such as where they live
- Fearful or withdrawn behaviour
- Being involved in gang activity
- Being involved in the consumption, sale or trafficking of drugs
- Having their communication controlled by somebody else and acting as though they are being instructed by another person
- Tattoos or other marks indicating ownership
- Physical ill health, looking unkempt or malnourished
- Physical injury, including the kinds of injuries you might get from a workplace
- Reluctance to seek help, avoidance of strangers, being fearful or hostile towards authorities
- Providing a prepared story (which might be similar to stories given by other children) or struggling to recall experiences



Source: Brighton and Hove Safeguarding Children Partnership (2022)

CORE ACTIVITIES



Talking about difficult topics with young people (Parents)

Talking about topics like Sexual Exploitation with young people can feel daunting to many parents. In this activity the facilitator will create a space for parents to discuss the challenges and achievements they experience when talking about difficult topics with young people.

In pairs ask parents to answer the questions:

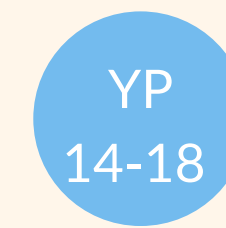
- When was the last time you've discussed a difficult topic with your young person? How did it go?
- What do you think made it go well/not so well?

Ask parents to feedback and share what has helped the conversation go well.

You can use the following examples which other parents have offered as prompts:

- Acknowledging discomfort – it's ok to feel a bit embarrassed by the conversation
- Initiating – not waiting for young people to initiate a conversation. Instead, assuming they come across information around Sexual Exploitation online
- Being a resource - offering reliable information
- Not judging
- Creating an ongoing conversation – not expecting to have just one talk about the topic
- Seeking professional and community support if needed

CLOSING ACTIVITIES (FOR ALL)



5 years on

In this activity, ask learners to draft Gloria's letter to Oprah 5 years following the end of the animation film. Participants can write their own letters on behalf of Gloria or discuss in a group what they think Gloria would write. Ask them to consider:

- What would Gloria update Oprah on?
- What do they think would have changed in Gloria's life?
- What are Gloria's achievements?
- How have her experiences impacted her?

Following the letter, ask participants to discuss in pairs:

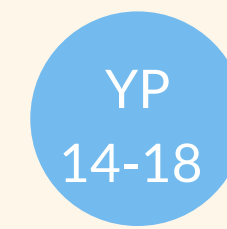
- What are they taking away from Gloria's story?
- Was there anything about her story that impacted them the most?

Breathing exercise

Ask learners to sit around the room and lead them in a breathing exercise:

- Ask participants to place one hand on their upper chest and the other hand on your belly, below the ribcage
- Participants should allow their belly to relax, without forcing it inward by squeezing or clenching your muscles
- Ask participants to breathe in slowly through their nose. The air should move into the nose and downward so that they feel their stomach rise with their other hand and fall inward (toward the spine)
- Ask participants to exhale slowly through slightly pursed lips. Ask them to take note of the hand on their chest, which should remain relatively still. Continue this exercise for 3 minutes

CLOSING ACTIVITIES (FOR ALL)



Debrief

Ask participants to share:

- One thing that challenged you today
- One thing that you will change as a result of attending the session today, if any
- One word to describe how you feel about what you've learned today

You can use follow up questions to help the group elaborate, for example:

- What was that like for you to discuss that?
- How did it make you feel?
- What do you think went well?
- What could have gone better?
- Is there anything you would change next time?

INFORMATION BITES

What is Human Trafficking?

The Office of the United Nations High Commissioner for Human Rights (OHCHR, 2014), defines ‘trafficking’ as ‘the process of coercion, the use of violence, manipulation and exploitation for financial or personal gain.’

Human Trafficking is included under the wider umbrella term ‘Modern Slavery’ which refers to situations of exploitation that a person cannot refuse or leave because of threats, violence, coercion, deception, and/or abuse of power.

Human Trafficking can include forms of exploitation and coercion such as sexual exploitation, forced labour, domestic servitude, forced marriage or organ removal.

The UN estimates that 46% of trafficked victims worldwide are women, 34% are children, and 20% are men.

The UK National Crime Agency identified several industries in which human trafficking victims are more likely to be involved. These include the construction industry, agriculture, the sex industry, and in places like nail bars, car washes, and cannabis farms. Children are found working in all of these situations, as well as in sexual slavery.

Human Trafficking can be international or domestic. Victims may have been kidnapped or coerced into exploitative situations, they may be escaping abuse, poverty or war. Some victims might be coerced into exploitation through debt bondage, forced marriage, or they may be tricked into seemingly legitimate jobs through ads on social media or job sites, or by recruiters.

INFORMATION BITES

What is the National Referral mechanism?

If you suspect that a person (adult or child) you have encountered is a victim of human trafficking or modern slavery, you should contact the police in an emergency (999) or the Modern Slavery Helpline on 0800 0121 or 700. But you might be interested to know what happens afterwards and what happens with the information afterwards.

There are several ‘first responder’ agencies in the UK, including police forces, the Border Force, local authorities and charities like the Salvation Army or Barnardo’s, who have the authority to refer a person who might be a victim of human trafficking and modern slavery to the National Referral Mechanism (NRM).

The NRM is a framework used in the UK for identifying victims of human trafficking or modern slavery and ensuring they receive the appropriate support. In 2019, the Home Office assumed responsibility for all areas of the NRM, including referrals, decision making and data collection.

In 2021, the NRM received 12,727 referrals of potential victims of human trafficking and modern slavery, representing a 20% increase compared to the preceding year and the highest number since the NRM began in 2009.

INFORMATION BITES

Human trafficking and sexual exploitation

Based on data provided by the United Nations Office for Drugs and Crime (UNODC 2020) 67% of people trafficked into the sex industry are women.

In the UK, the Office of National Statistics identified that in 2018, 1305 adults (92% females) and 626 children were identified as potential victims of sexual exploitation.

Sexual exploitation might take place in different places, such as brothels operating out of private residences, hotels, short-term lets, and massage parlours or online. Adult services websites often can play a key role in expanding offenders' client bases.

In addition to other signs of human trafficking and modern slavery, possible signs of sexual exploitation may include:

- Victims have limited vocabulary in English, restricted to sexualised words
- Male visitors call day and night, only staying for a short time
- There are signs of sexual activity such as cards and advertisements nearby
- There are a number of females of different nationalities living at the same address
- Victims might be seen transported in and out of the premises

Source: Searchlight Scotland



INFORMATION BITES

Recognising the signs

There is no definite list of signs to indicate that someone may be a victim of human trafficking. Everyone's story is different, and signs will vary depending on the type of exploitation and situation they are experiencing. However, different forces and charities working closely with victims and survivors of trafficking have identified some signs that could help recognise if someone might be exploited:

- Unusual travel times - people may be dropped off or picked up for work on a regular basis very early in the morning or late at night/transported to and from work
- Poor working conditions - lack of protective gear, safety violations and adherence to labour welfare laws (no contract, extremely long hours, no minimum wage)
- Access to money - no access or control of wages
- Restricted freedom of movement - isolation, a person seems to be under the control of others, as they are always accompanied
- Living conditions - unsuitable living conditions, dirty or overcrowded premises, living and working in the same location
- Physical or verbal abuse from an 'employer'

- Few or no personal belongings - no access to clothes, inappropriate clothes for work or for the weather
- No access to personal documents - No passport or inaccessible documents such as visa, driver's license
- Behaviour - the person is fearful, does not interact, is withdrawn or anxious, is afraid of asking for help, is afraid of engaging with authorities or services

If you suspect modern slavery, report it to the Modern Slavery Helpline on 08000 121 700 or the police. In an emergency always call 999.

You can learn more about Human Trafficking or get advice by exploring the work of these charities:

- Unseen - [Home - Unseen \(unseenuk.org\)](https://unseenuk.org)
- Human Trafficking Foundation - [Human Trafficking Foundation](https://www.humantraffickingfoundation.org)
- Stop The Traffik - [STOP THE TRAFFIK | People shouldn't be bought and sold](https://www.stopthetraffik.org)
- Walk Free - [Walk Free](https://www.walkfree.org)

INFORMATION BITES

Myth busting

- **Slavery belongs in the history books, it doesn't happen anymore**

In the latest Global Slavery Index of Walk Free released in July 2018, it estimated the number of victims of modern slavery in the UK at 136,000. The Global Slavery Index puts the number at 45,000,000 globally, which means that there are currently more people in slavery now than there ever were in history.

- **Human Trafficking is when a person is brought to the UK from another country**

Trafficking doesn't have to involve crossing international borders. In fact, almost a quarter (23%) of all potential victims referred in the year ending December 2018, were UK nationals (ONS, 2018). Human Trafficking has more to do with the act of coercing or exploiting a person and depriving them of their rights and freedoms than the distance they are made to travel.

- **Human trafficking takes place in "underground" worlds and is controlled by organised crime groups, not in my neighbourhood**

Human Trafficking can seem to take place in a world more commonly seen in TV series than in our everyday environment. However, Trafficking activity and victims of Human Trafficking may be closer to you than you think. There could be victims exploited in domestic servitude, hospitality, construction, hand car washes, agriculture, nail bars, the animal industry, warehouses and distribution centres or in individual properties (as servants, carers or nannies), in your very street.

- **Most victims of Human Trafficking are exploited in the sex industry**

While globally most of the victims of Human Trafficking are exploited in the sex industry, according to the office of National Statistics, in the UK the most prevalent form of exploitation referred to the NRM was labour exploitation, followed by sexual exploitation and then domestic servitude.

INFORMATION BITES

Myth busting

- I have a pretty good idea of who can be a victim of Human Trafficking

When we engage with information about Human Trafficking portrayed in the media (including movies, series, and news), we often see one type of victim portrayed. However, it is important to remember that anyone can be a victim of Human Trafficking, no matter their gender, age, nationality or professional background.

- I have a pretty good idea of who could be a perpetrator of Human Trafficking

Similarly, we often see one type of perpetrator portrayed. But in reality, it can be men or women and come from all walks of life.

INFORMATION BITES

What are triggers?

A trigger can be anything we encounter in our environment that brings to the surface memories or emotions connected with a traumatic or difficult event. Some triggers are sensory, for example scents or sounds. Others might be cognitive, like engaging with and learning about a difficult topic, such as Human Trafficking.

Participating in the session about Human Trafficking can bring up different emotions for different people, and they are all normal. It is important to remember that there are a few things you could do to make sure you exercise self care during and after the session. For example:

- Make sure to speak with the session facilitators if you feel like you would like some support, or just to have a chat
- Take breaks as you need them. Don't worry about stepping away for a few minutes, you can make up anything you might have missed
- Engage in activities that you find calming and nourishing, for example taking a walk, speaking to a friend, making a cup of tea or being in nature

Review with participants some rules in order to make sure that the session is held in a safe, comfortable and inclusive space for all:

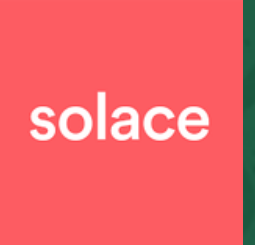
- Respect others' opinions
- Maintain confidentiality – if you want to give an example or tell a story, make sure that the people in it are not identifiable. Do not share personal information shared in the session
- Phones on silent
- 'Challenge the statement, not the person'
- Participate and ask questions
- Good time keeping
- Keep discussions relevant and on topic

ABOUT FUEL



Fuel leads the field in independent producing in the UK's live performance sector, working with brilliant artists to explore urgent questions, to shine light on how we relate to each other and the world around us, and to tell untold stories by under-represented voices. Fuel produces high quality new theatre that reaches diverse audiences through tours to venues in the UK and internationally, collaborating with outstanding theatre makers with fresh perspectives and approaches who produce shows, performances or experiences which have direct and playful relationships with their audiences.

Fuel was founded in 2004 and is led by Kate McGrath. Since its story began, Fuel has produced shows, festivals, films, installations, podcasts, apps and books. In doing so, Fuel has supported the artistic development of over 120 lead artists or companies and reached more than a 1.5 million people, live and digitally, hosted over a hundred internships and been recognised with awards for its work. Fuel is currently working with artists and companies including Will Adamsdale, Travis Alabanza, Common Wealth, Inua Ellams, ESKA, Lewis Gibson, Alan Lane, Hannah Lavery, Pauline Mayers, Racheal Ofori, Toby Olié, Hema Palani, Jenny Sealey, Melly Still, Keisha Thompson, Uninvited Guests and Melanie Wilson. Fuel is supported by Arts Council England as a National Portfolio Organisation, Fenton Arts Trust, the Garrick Trust, the Backstage Trust, the Esmée Fairbairn Foundation, the Paul Hamlyn Foundation, and the John Ellerman Foundation.



OSOYEGBON

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