

'Brave' Lesson Plan

CURRICULUM STANDARDS

Write the relevant state standards here: (E.G. To understand the importance of personal safety)

RECOMMENDED FOR CHILDREN
AGED 8 TO 10.

LESSON OBJECTIVES

- ✓ For the children to understand & explain what human trafficking and exploitation is
- ✓ For the children to know how to keep themselves & others safe
- ✓ For the children to know who to talk to if they need help

RESOURCES

The 'Brave' story



Read the advice on page 6 to prepare yourself

Relevant signposting organizations, people and contact numbers for your context, such as the Child Protection Team.

Optional:

Images for the houses mentioned in the introduction activity

Emoji images either on a screen or printed out

Check in activity worksheet from the website

STRUCTURE

This lesson plan can be built to meet your timing structures.

1 lesson of approx. 75 mins :

1. Introduction option 1
2. Learning Activity - Read 'Brave' & answer the discussion questions
3. Assessing Understanding
4. Closing Activity - Check in option 1

2 Lessons of approx. 45 mins each:

1. Introduction option 2
2. Learning Activity - Read 1/2 of 'Brave' Split the discussion questions*
3. Closing Activity - Select a check in option for each lesson & for lesson 2 the Reminder
4. You may wish to leave assessing understanding for lesson 2

KEY VOCABULARY

Lower: Value Fair Trust Help Free Safe

Medium: Justice Equality Slavery

Higher: Exploitation Human Trafficking Human Rights



'Brave' Lesson Plan

INTRODUCTION (1 TO 10 MINS)

Option 1:

Explain to the class that today you are going to be learning about fairness, equality, justice etc (choose the best words to match the needs of the individuals in the class).

Imagine if 'Mr Jones' was paid \$1 for each day he worked at school and 'Miss Williams', \$5000! Would that be fair?

We are going to read a story together about unfairness, about people being treated unequally and without value. We are going to think about how we can treat others fairly and make sure we are also treated fairly.

The big words used to describe what happens to Bella, one of the characters in the story are: **human trafficking** and **exploitation**.

Listen carefully because we are going to answer questions as we go / once we have finished reading.

Option 2:

Choose one or more of the following activities to illustrate value, injustice and inequality:

1. Ask the class how much money the chef at Buckingham Palace, The Whitehouse or a known celebrity's house should be paid? Then ask them if it would be OK for the chef to work 16 hours a day, 7 days a week for no pay and discuss why? Does it show value to the chef?
2. Ask the children to draw a picture of a big fancy house and explain there will be a 1st, 2nd and 3rd place awarded for the best pictures. Then apply different restrictions to individuals, some have no pencils to draw with, some have no paper, some have colours others do not. Discuss how it makes them feel and name the inequalities and discuss how it doesn't value everyone equally.

Ask the class to name different types of inequality and injustice they know about.

This may include things in the news at the moment, (poverty, racism etc) as well as more personal things.

Explain that we are going to read a story together about unfairness, about people being treated unequally and without value. We are going to think about how we can treat others fairly and make sure we are also treated fairly.

The big words used to describe what happens to Bella, one of the characters in the story, are human trafficking and exploitation.

Listen carefully because we are going to answer questions as we go / once we have finished reading.



LEARNING ACTIVITY (35 -65 MINS)

Read the Story - 45 minutes: Read the 'Brave' book, it can be read in sections or in one sitting.

Option 1 - Read the whole book (approx. 45 minutes)

Option 2 - Read up until 'Marketplace', finishing on page 34 (approx. 20 minutes)

Discussion Questions: On the next page are the questions we suggest asking which can be discussed or answered individually by pupils as a written exercise. Utilize the discussion questions in a way that best suits your class and if doing option 2 and reading only up until 'Marketplace' (page 34) then use half of the questions.

Understanding human trafficking and exploitation: Explain to the class that today there are children, women and men who are treated like Bella and Jenny. All over the world, even in this country, people are being forced to do work and are not treated with value, their bosses are unkind and sometimes they are trapped and cannot leave. There are over 45 million of them, which is the amount of people who live in Spain, a European country!

Understanding there is support: There are people helping children like Bella and Jenny. Share the name of the organizations in your country and some of the work they do. Explain that there could be times in their life now or in the future when they grow up where someone might try and treat them unfairly, by maybe asking them to do things they don't want to do or by not paying them properly for their job.

Explain that there is always someone they can talk to for help, (name some of those people in their context).

ASSESSING UNDERSTANDING (5 - 10 MINS) OPTION 2 - LEAVE FOR LESSON 2

Depending on the child's ability, ask them to demonstrate that they can explain:

- One of the following words... human trafficking, exploitation or unfairness
- How they saw human trafficking and exploitation taking place in the story of 'Brave'
- How they might experience exploitation as a child or an adult
- Who they can talk to if they need help for themselves or someone else

CLOSING ACTIVITY (3 - 15 MINS)

Remind the children that there is always a trusted adult they can talk to should they need help for themselves or someone else (reinforce the specific people e.g. teacher, parent, carer etc).

Option 1:

Checking in: ask the children to share how they feel now. You can ask them to use a word, to demonstrate with a facial expression or to use emoji images printed out or on the screen.

Option 2: Checking in as above. Then, if required, use one of our suggested emotional check in activities which can be found on our website.



DISCUSSION QUESTIONS

- 1.WHY DID BELLA'S MUM THINK IT WOULD BE A GOOD IDEA FOR HER TO WORK FOR THE OLD LADY?
- 2.IF YOU WERE IN BELLA'S POSITION, HOW WOULD YOU FEEL?
- 3.WHAT DO YOU THINK BELLA'S MUM DID WHEN HER DAUGHTER WAS NOT RETURNED TO HER THAT WEEKEND?
- 4.WOULD YOU HAVE ACTED DIFFERENTLY TO BELLA IN ANY PART OF THE STORY?
IF SO, WHAT PART OF THE STORY, AND WHAT WOULD YOU HAVE DONE INSTEAD?
- 5.WERE THERE OTHER OPPORTUNITIES FOR BELLA TO ESCAPE FROM THE OLD LADY?
IF YES, WHAT WERE THEY, AND WHY DIDN'T BELLA TAKE THOSE OPPORTUNITIES?
- 6.HOW AND WHY DID THE FRIENDSHIP BETWEEN BRAVE AND BELLA DEEPEN?
- 7.DO YOU KNOW SOMEONE YOU COULD TRUST TO TALK TO IF YOU OR SOMEONE YOU KNEW FOUND YOURSELF
IN A SITUATION LIKE BELLA?
IF YES, WHO IS IT? IF NOT WHO COULD IT BE?
- 8.CONSIDER HOW THE OLD LADY WAS KIND TO BELLA IN PUBLIC BUT NASTY TO HER IN PRIVATE.
DO YOU THINK THAT A PERSON WHOSE BEHAVIOUR CHANGES LIKE THAT IS SOMEONE WHO CAN BE TRUSTED?
- 9.THERE ARE A LOT OF CHILDREN IN THE WORLD WHO ARE TRAPPED LIKE BELLA WAS WITH THE OLD WOMAN.
HOW DOES THAT MAKE YOU FEEL?
- 10.OUT OF ALL THE CHARACTERS IN THIS STORY, WHICH ONE WOULD YOU LIKE TO BE AND WHY?
THE OLD LADY, BRAVE, BELLA, JENNY, OR RORY?



ADDITIONAL NOTES FOR EDUCATION STAFF

DEFINITIONS:

Human Trafficking is the recruitment, transportation, transfer, harbouring or receipt of people through force, fraud or deception, with the aim of exploiting them for profit. Men, women and children of all ages and from all backgrounds can become victims of this crime, which occurs in every region of the world. The traffickers often use violence or fraudulent employment agencies and fake promises of education and job opportunities to trick and coerce their victims. (United Nations)

Exploitation Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs. (United Nations Office on Drugs and Crime)

LEGISLATION:

UN CONVENTION ON THE RIGHTS OF THE CHILD - The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

HOTLINE:

[National Human Trafficking Hotline](#)

[Call 1-888-373-7888 \(TTY: 711\)](#)

[24/7 confidential line](#)

