

**Level:** B1+

**Age:** 14+

**Duration:** 45 minutes

**Theme:** Human trafficking

### Aims

The purpose of the lesson is to:

- Raise awareness about modern-day slavery
- Motivate learners to take action against social injustice
- Develop communicative fluency
- Revise the correct use of target grammatical structures in a specific context

### Objectives

By the end of this lesson students will be able to:

- Understand the notion of human trafficking and modern-day slavery
- Engage in a group discussion on the topic
- Take a stance on the topic
- Use modal verbs for deduction in a specific context
- Use the third conditional for speculating about the past

### Assumptions:

- The students are already familiar with the third conditional and the use of modal verbs

Stage	Time	Procedures	Stage Aims	Resources needed
<b>Stage 1</b>				
<b>Task 1</b>	20 min	The teacher sets the context by telling a story. At some point in the story, the teacher stops and asks the students to speculate about a past event using the third conditional.	Setting the context and attracting the students' interest in the class. Revising third conditional.	Story part 1: Appendix 1
		The teacher continues the story. At the end of this part of the story students engage in a short discussion.	Maintain student interest. Engage the students in active listening and speaking	Story part 2: Appendix 2 <i>(1109.gr typed on the card in the story is the short text which I am building this short lesson around)</i>

		The teacher moves on to the next part of the story. The students speculate what the text on the card might mean.		Story part 3: Appendix 3
<b>Task 2</b>	10 min	The teacher engages the students in a discussion based on a list of question similar to these: <ul style="list-style-type: none"> <li>• Why are this person's lips sealed?</li> <li>• Is she demonstrating? If yes, against what?*</li> <li>• How does receiving the card make you feel?</li> <li>• What do you do with the card?</li> <li>• What would most people do with the card?</li> </ul> *Focus on grammar: <ul style="list-style-type: none"> <li>• Grammar point: modal verbs in order to speculate what the girl was demonstrating against.</li> </ul>	Developing communicative fluency. Revising the use of modal verbs for speculation.	None
<b>Task 3</b>	5 min	The teacher reveals the end of the story.	Starting point for a discussion on the topic of social injustice and specifically, the phenomenon of human trafficking.	Story part 4: Appendix 4
<b>Stage 2</b>	5 min	Subsequent stages might include the following tasks: <ul style="list-style-type: none"> <li>• Vocabulary related to the phenomenon of human trafficking, modern-day slavery and social injustice.</li> <li>• Watching a TED talk available at <a href="http://goo.gl/t0dKl1">http://goo.gl/t0dKl1</a></li> <li>• Discussion on the topic: Does modern-day slavery concern me? Including an online quiz - How Many Slaves Work for You?</li> <li>• Discussing the other</li> </ul>		

dimension of modern-day slavery - the case of sweatshops (enhancing critical thinking skills) and analyzing arguments for and against sweatshops

- Follow-up task might involve writing a reflective essay or preparing a poster presentation

## Appendix 1

It was a regular working day when I was walking to my office downtown Thessaloniki. It was a nice spring day and the streets were crowded. Suddenly, in the main square of the city, I caught a glimpse of a girl approaching passers-by. The girl was wearing a white T-shirt and blue denim pants. There would have been nothing unusual about her appearance if...

Student responses will vary. Some possible answers might include:

- her hair had been dyed pink.
- her clothes had not been ripped.
- she had not been walking with crutches.

The real ending to this sentence is:

...her lips had not been sealed.

The teacher shows this image to the students (in case they do not understand the term "Sealed lips")



## Appendix 2

The girl looked emotionless. She didn't try to communicate anything to the passers-by in a spectacular way. She didn't struggle to get their attention. All she did was give out to people this card:



The size of a regular business card, but black, with only five digits, a punctuation mark, and two letters typed on it.

The teacher interrupts the narration one more time and asks the students: "What would your first thought be if you received this kind of card?"

### Appendix 3

The teacher continues:

My first thought, or rather a question, was: "What is on the other side of the card?"

Interrupts the story one more time in order to elicit answers from the students. Possible answers might include:

- A name and address
- A picture
- A short text

The teacher goes on to explain what the back of the card looked like and shows the following image to the students:

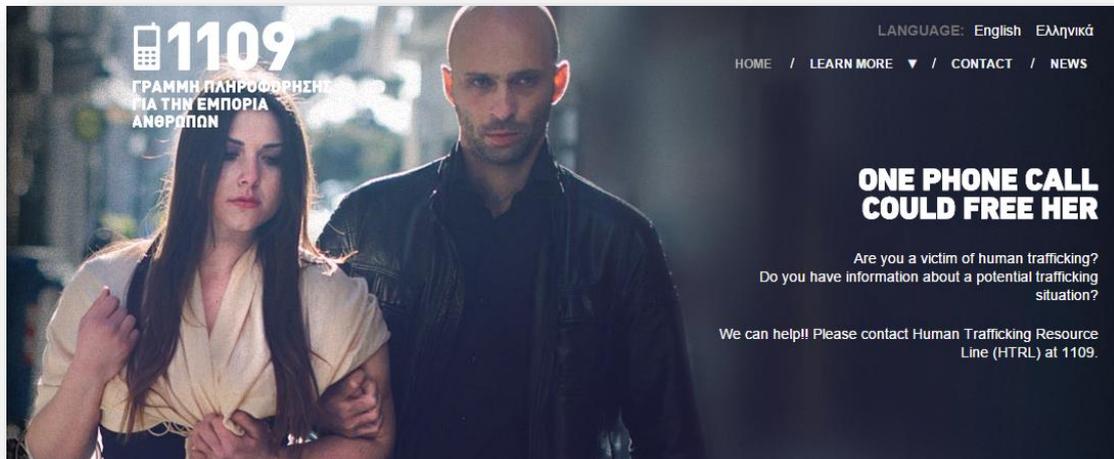


The teacher asks the students to speculate what this text may mean.

#### Appendix 4

The teacher continues the story:

When I reached my office, I immediately googled <http://1109.gr> and here is what I got:



<http://www.1109.gr/eng/>

At this stage the teacher moves on to the next stage of the lesson during which they engage the students in a discussion on social injustice, and specifically on the phenomenon of human trafficking.