



# SOMETHING DOESN'T FEEL RIGHT

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**Theme:** Identifying signs of possible human trafficking: airports and flights

**Time:** Two 55-minute lessons, depending on the level of your students

**Learners:** Older teens, young adults and adults, B2+ (upper intermediate to advanced)

**Materials:** True narrative at airport, student worksheet, autonomous learning resources, transcripts of authentic videos, slides, information about human trafficking and modern slavery, Teacher's Guide

## Content Learning Objectives

Students will learn about signs of possible human trafficking at airports and on flights. Students will learn that workers in diverse professions - in this case, airline employees are being trained to recognize signs of human trafficking.

Students will collaborate to create a public awareness video for social media, TV or radio announcement, or informational poster. The goal is to inform and educate others about signs of human trafficking.

## ELT Learning Aims

**Vocabulary:** (flight) attendant, destination, human trafficking, ID, minor, to spot (something/someone), to pick someone up from a place (meet /collect), to recruit, unaccompanied, vulnerable

**Skills:**

**Reading:** to identify specific details in a narrative

**Listening:** video viewing - listening to an extended narrative

**Speaking:** expressing an opinion, persuading

## About this Lesson

This lesson looks at real life events where airline employees effectively identified cases of human trafficking. In all cases the airline agents had been specifically trained to identify indicators of human trafficking. The lesson content also addresses the way social media is used by traffickers to recruit victims, specifically youth.

## From The NO Project

As teachers, we can never know what memories, thoughts or emotions such content may trigger in our students, and this certainly includes adult learners. We ask you to be aware of this and to respond sensitively and responsibly. The crime being addressed is violent, exploitative and targets vulnerable people of all ages and backgrounds.

# PROCEDURE

## Step 1: Introducing the theme

This first task can be done in pairs, small groups or as a whole group - depending on class size. The goal is to motivate the learners and to spark their curiosity, emotional engagement and imagination.

### Show Slide #1: Something doesn't feel right

- Ask the students to discuss the statement.  
Who is speaking? What is the situation? Why do they feel this way?
- Encourage students to share their ideas with the class.

Note: There is no 'right answer'. This task is to engage the students' personal thoughts about our sixth sense that evokes a feeling of unease or that something is wrong. Some answers might be quite entertaining - that's fine!

### Show slide #2: AIRPORT

- This slide sets the context for both the upcoming narratives and the lesson.
- Ask students to re-think their ideas. Focus on the statement spoken by someone at an airport. The statement could be made by a passenger, someone waiting to greet a passenger, an employee. Keep their ideas open ended - there is still no 'right answer'.
  - Encourage students to share their ideas with the class.

### Show slide #3: Two girls, 15 and 17 years old, were checking in...

- Show students the slide and allow them time to think. This begins to make the context more specific and leads into Slide #4.

Note: Depending on your teaching context, it is possible that some students may not have experienced air travel personally, although they may have seen it in films, on TV.

- Take a moment with the class to discuss the procedure that a passenger experiences when boarding a flight: check-in, security control, passport control, and departure gate control - all before boarding. Ideally elicit from students.
- Students continue to discuss possible ideas of something 'not feeling right'.

### Show slide #4: Something doesn't feel right thought the customer service airline agent at the check-in desk.

This slide reveals the full context and the speaker.

- Inform the students this is a true story and they will soon read about it.
  - Tell the students there were at least **five reasons** why the airline agent at the check-in desk felt something was 'not right'.
  - Encourage the students in pairs/groups to re-think their ideas and list at least five possible reasons why the airline agent was suspicious.
  - Guide this task by reminding the students what is needed during the check-in process: proof of ID, number of passengers together, luggage, boarding cards
  - Elicit ideas from class as a whole.
- Ideas that students might have: girls were alone, girls seemed scared or confused, girls didn't have a ticket, no ID.

Note: Until now, the students may have been imagining that it was a passenger who felt something wasn't right, however, with this new information they will probably need to shift perspectives.

## Step 2: Pre-reading task

- Tell students they are now going to read the story, and it is true.
  - In pairs/groups, ask students to come up with 4-5 questions.
- Possible questions: Where did it happen? What was the problem with the girls? Why did the airline agent feel this way?

## Step 3: Reading

- Provide handout to students.
- Allow time for students to read the story.
- In pairs/groups - can they answer the questions they came up with?
- Allow time for discussion so that students can process their thoughts and opinions.

Note: The airline agent was trained to identify indicators of human trafficking. It might have been possible that everything was fine, but when several indicators all appeared, then the situation became increasingly suspicious.

1. Girls were unaccompanied minors with no adult to help them check in
2. Travelling with very few possessions
3. No ID
4. Name on credit card not the same as their names
5. Expensive first class ticket
6. ONE WAY ticket - and girls were unaware they did not have a return ticket

- Discuss each point with the students. Ask them to think about this question: What might have happened if the airline agent had not been trained?

Note: The airline agent's name was Denise Miracle. Discuss with students why her last name is interesting.

#### **Step 4: Video viewing #1 (length: 1 minute and 45 seconds)**

<https://www.youtube.com/watch?v=dKjJTA0eaFw>

This is an authentic news video of the event described in the reading passage. This short video is about Denise Miracle and how she identified possible signs of human trafficking at the check-in desk.

Note: The voice-over narration is quite fast, however the students are now familiar with the topic and this will assist with comprehension.

- Play the video so students can see that this was indeed a real life situation.
- If needed, play the video again. Students can also read the transcript of the news item if you wish to provide the document in the teaching material. Alternatively they can view the video and read the transcript at home.

#### **Step 5: Language review (optional – can be used for homework)**

Student handout with new vocabulary. Depending on time available and the level of your students, this can be done as an in-class activity or at home.

##### **KEY**

**TASK 1:** 1c 2a 3e 4b 5g 6d 7h 8f

**TASK 2:** 1 suspicious 2 recruit 3 spot 4 unaccompanied 5 destination 6 vulnerable 7 pick 8 attendant

#### **Step 6: VIDEO #2: Pre-viewing task**

##### **Show slide #5: Two passengers on a flight**

- Tell students they will soon watch a video that shows a flight attendant talking, but this time it is about identifying cases of human trafficking during the flight.
- In pairs/groups students come up with 3-4 things that flight attendants are trained to look for.

What would make a flight attendant feel that ‘something isn’t right’? Students in pairs/groups discuss possible signs.

- Encourage students to provide detailed information e.g. two passengers are travelling together, but one looks scared of the other. One person seems afraid to talk, afraid to make eye contact, is not allowed to leave the seat.
- Discuss ideas as a whole class before watching the video.

## **Step 7: Video viewing: Identifying possible human trafficking during a flight**

<https://www.facebook.com/watch/?v=326470508198174>

This is a video of a Sadie, a flight attendant with Delta Airlines who has been trained to identify possible cases of trafficking during a flight. If you cannot access the video, use the transcript as a reading task – or read this to students out loud.

- Play the video then encourage the students to discuss their responses.
- Play the video twice if needed. Check understanding.

## **Step 8: Discussion**

**Show slide #6: Possible Signs of Human Trafficking**

**Show slide #7: List of signs**

This is an opportunity for the students to express their personal concerns and interest in the theme. Again, according to the class size, the level and maturity of your students, you can approach this as a whole group or in smaller groups.

Suggested prompts:

Did they realise that airline employees are trained to spot signs of trafficking? What do they think about this?

Can they think of other professions/jobs where employees are also trained?

Note: Here are some professions who are trained to spot human trafficking: police, hotel workers, teachers, truck drivers, bus drivers, doctors, nurses.

## **Step 9: Speaking – Role Play**

### **Expressing a personal opinion with supporting arguments**

#### **The Situation**

Three people who know each other are travelling together on a flight. They have become aware of two passengers seated nearby. Something between these passengers does not feel

right. One passenger seems to be in control of the other passenger, but not in a good way. All three friends become more suspicious when they hear the passenger in control tell the scared passenger 'Don't you dare speak one word on this flight.'

Set up the role play so that the students work in groups of 3. Ask them to discuss this situation, then they carry out the role play according to the character they have chosen below. Tell them that one person has the best, safest suggestion. Which person is it and why?

**Note: In this case PERSON B is the safest choice.**

### Three different points of view

Person A: You want to talk directly to the scared passenger.

Person B: You want to talk privately to the flight attendant.

Person C: You do NOT want to get involved at all.

### WARNING!

**IT IS STRONGLY ADVISED THAT MEMBERS OF THE PUBLIC DO NOT INTERACT DIRECTLY WITH THE POSSIBLE VICTIM OR TRAFFICKER.**

Important: Be sure to make this very clear to your students. If you have internet access in the class FIND OUT THE ANTI-TRAFFICKING HOTLINE NUMBER in your country.

## Step 10: Public Awareness Action

**Show slide #8: The Airport Story** (This is a true story)

- Discuss the power of education and knowledge of the crime.
- In groups, students devise a public awareness campaign.

The outcome can be different according to students' interests and skills.

Suggested actions: Short video for social media, a poster, a radio or TV announcement.

This site is an excellent source <https://airlineamb.org/human-trafficking/>

Points to focus on:

WHO is the campaign for?

eg. Parents, teens, specific types of professional settings?

WHAT information will be included?

HOW and WHERE will the information be communicated?

Note: Include the National anti-trafficking hotline for your country.

## Beyond the class / Personal Projects

1. Excellent short video with English subtitles about the training of airline staff to recognize signs of trafficking.

VOA NEWS, Published on May 7, 2018

<https://www.youtube.com/watch?v=Fu8Dfw5RWlc>

2. Read about powerful actions that airlines are taking to fight trafficking.

<https://www.unitingaviation.com/strategic-objective/security-facilitation/hidden-in-plane-sight/>

<http://www.innocentsatrisk.org/wp-content/uploads/AirlineBulletin.pdf>

## Autonomous Learning & further resources

ITV Good Morning Britain, February 9, 2017

Hero Flight Attendant Saves Girl From Human Trafficking | Good Morning Britain

<https://www.youtube.com/watch?v=wFck3cn4lpQ>

This video is an interview with a flight attendant who spotted signs of human trafficking while on board a flight. Watch the video using subtitles if needed. Two things made her feel something wasn't right. First, the young woman was dressed in a very different way to the man she was travelling with. Her clothes were untidy and she looked messy. He, however, was dressed nicely. Second, she was afraid to make eye contact.

**REMEMBER: IT IS STRONGLY ADVISED THAT YOU DO NOT APPROACH THE POSSIBLE VICTIM OR TRAFFICKER PERSONALLY. CONTACT A HOTLINE NUMBER AND REPORT AS MUCH DETAIL AS POSSIBLE.**

## Taking Action: Going Public

Do you know the anti-trafficking hotline in your country?

Do you know of organisations in your country that support victims of human trafficking?

If the stories in this lesson have affected you personally, how can you educate others? Do you express your thoughts and feelings through artwork, photography, film, music, journalism, creative writing, poetry – please contact The NO Project if you would like to contribute towards our educational campaign. [info@thenoproject.org](mailto:info@thenoproject.org)



## Credits & acknowledgements

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CBS New York, News item about Denise Miracle, February 18, 2018

<https://www.youtube.com/watch?v=dKjJTA0eaFw>

Delta Airlines: Stop human trafficking: Sadie Flight Attendant

<https://www.facebook.com/watch/?v=326470508198174>

Airline Ambassadors

<https://airlineamb.org/human-trafficking/>

ITV Good Morning Britain, February 2017

<https://www.youtube.com/watch?v=wFck3cn4lpQ>

VOA NEWS: Airport Human Trafficking, Published on May 7, 2018

<https://www.youtube.com/watch?v=Fu8Dfw5RWlc>

Published January 29, 2018, Article by Robert W. Moorman

<https://www.unitingaviation.com/strategic-objective/security-facilitation/hidden-in-plane-sight>

<http://www.innocentsatrisk.org/wp-content/uploads/AirlineBulletin.pdf>

<https://polarisproject.org/human-trafficking/recognize-signs>

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