

A globe of the Earth is held by several hands of different skin tones, symbolizing global unity and care. The background is a clear blue sky with some light clouds. The globe shows North and South America in green and yellow, and the oceans in blue.

Human Trafficking

Dignity and Worth of the Human Person

A Professional Development
Steering Committee Project

ONTARIO ENGLISH
Catholic
Teachers
ASSOCIATION

Human Trafficking

Dignity and Worth of the Human Person

Grades 7 to 12

Preface

Rationale for the Unit

This writing project originated from the OECTA Human Rights Committee who identified a need to provide teachers with lessons and resources to assist them in addressing the topic of human trafficking with their students. These lessons are intended to provide a starting point for teachers to begin the conversation with their students about what constitutes human trafficking, where world trafficking is occurring, and what our response should be as members of the Catholic faith community.

Considerations for the Teacher

Due to the sensitive nature of this topic, it is recommended that teachers consider their students' needs, ability, maturity and personal experiences before proceeding with this unit. In addition, we strongly emphasize the need for teachers to preview all materials prior to using the recommended videos and websites with students.

There is one lesson for each Grade from 7 through 12. Although beneficial, there is no requirement for students to have completed the lesson in a previous year. Each lesson begins with a minds on activity to elicit students' prior knowledge of human trafficking which teachers can use to determine the amount of additional information required as the lesson progresses.

Our Catholic Faith Teachings

Each lesson contains connections to our Catholic faith through the use of scripture and/or prayer and references the *Catholic Graduate Expectations*. Our Catholic faith is grounded in the dignity and worth of the human person. We are called to value life as an incredible gift from God, respect the rights and needs of each individual and live in solidarity with one another. As Catholic teachers, we must help our students to understand these teachings and find ways to apply them to their own lives.

As noted in *What Makes a School Catholic* by Thomas Groome, as teachers involved in Catholic education, we are called to reflect and promote the following commitments:

- To affirm students' basic goodness, to promote their dignity, to honour their fundamental rights, and to develop their gifts to the fullest – as God's reflections;
- To educate people to live responsibly, with God's help, for the fullness of life that God wills for self and others – as responsible partners;
- To convince and mold people to live as if their lives are worthwhile and have historical significance, that their every good effort advances the well-being of all – as history makers (Groome 111)

At the end of the unit there is a comprehensive list of resources which could be utilized across grade levels. There is a wealth of information available on the Internet about human trafficking, so this is just a starting point.

It is our expectation that by completing one or more of these lessons, students will gain a greater understanding of the prevalence, signs and dangers of human trafficking. By entering into this topic with our students, the hope is that they will deepen their understanding of how we, as a Catholic community, have a powerful voice which can be used to counteract the harmful effects of human trafficking.

The trade in human persons constitutes a shocking offence against human dignity and a grave violation of fundamental human rights.

... Such situations are an affront to fundamental values which are shared by all cultures and peoples, values rooted in the very nature of the human person.

(Pope John Paul II, Letter on the Occasion of the "Twenty – First Century Slavery" Conference, 2002)

Ontario English Catholic Teachers' Association
2013

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Co-Constructing Success Criteria

A four-step process for constructing criteria with students

Step One: Brainstorm

Pose questions such as:

What counts in a reflection?

What is needed to develop a strong personal reflection?

What needs to be included in a personal reflection on our event?

Record all ideas, in students' words, on chart paper. You can contribute their own ideas to ensure that the essential features and expectations are being met.

Step Two: Sort and Categorize

Ask the students to look at the brainstormed criteria and determine what fits together. Together, assign headings to these categorized criteria. Try to limit the number of criteria to a number that will be manageable for students to remember and meet, and for you to manage evaluation.

Step Three: Make a T-chart

Create a T-chart on a large poster paper. Use the headings from step two as the "Criteria" on the left side, and the ideas from students' brainstorming as the "Specifics/Details" on the right side. At this point, you may ask: Do we need more details or ideas to understand any of the criteria?

Step Four: Add, Revise and Refine

As students are working on their reflection, review the criteria with them.

Questions to aid this process may include:

Are there any new criteria we need to add?

Is there anything that we have listed that someone doesn't understand?

Have we included any criteria that are not significant?

Make any necessary changes to the T-chart.

This process can be found in:

Gregory, Kathleen, et al. (2001). *Knowing What Counts: Setting and Using Criteria*. Second Edition. Courtenay, BC: Building Connections Publishing, Inc.

GRADE 7 LESSON

What is Human Trafficking?

Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific R.E. Expectations

Catholic Graduate Expectations

A Creative and Reflective Thinker: Creates, adapts and evaluates new ideas in the name of the common good.

A Self-Directed, Responsible, Lifelong Learner: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

Learning Goal

By the end of the lesson, students will have a deeper understanding of human trafficking. Students will articulate how human trafficking devalues the dignity and worth of the human person.

Instructional Components

Prior Knowledge and/or Skills

Students may be able to make connections and apply their understanding of fairness and/or their experiences of bullying to the topic of human trafficking.

Terminology

Human trafficking: Human trafficking involves the recruitment, transportation, harboring and/or exercising control, direction or influence over the movements of a person in order to exploit that person, typically through sexual exploitation or forced labour. It is often described as a modern form of slavery.

Definition from: www.publicsafety.gc.ca/prg/le/cmbt-trffkng-eng.aspx

Resources

BLM 7.1 – Pre/Post Quiz

BLM 7.2 – Pre-Quiz Teacher Answer Sheet

BLM 7.3 – Group Information Sheet

BLM 7.4 – Fact Sheet

BLM 7.5 – Group Presentation Sheet

websites

Department of Justice Canada – www.justice.gc.ca/eng/fs-sv/tp

World Vision Canada – <http://bit.ly/Nbp5PY>

Cross-Curricular Connections

Geography – Migration, Push/Pull Factors

Prayer/Scripture Focus

Luke 10:25-37 – The Parable of the Good Samaritan

Minds On – Approximately 30 minutes

Fair or Unfair?

Play a game with the class which involves the students competing against one another (e.g. An obstacle course, a game of trivia, etc.) Advise the students that the winning team will be given a prize (e.g. An extended recess, extra gym class, no homework for the week, a field trip opportunity, a treat, etc.) When the game is over, announce to the class that the prize is not going to be given and if they complain about the trickery, they will lose their gym class (or another type of reward) for the rest of the year.

Think Pair Share

How do you feel about being tricked? Why?

Why do you think we did this activity?

Activating Prior Knowledge: Pre-Test

Tell the students that they will be learning about the issue of slavery and human trafficking as it exists in our world today. Provide students with copies of BLM 7.1. Ask the students to circle True or False for each statement, encouraging them to circle the answer that they feel is best. The purpose of this activity is to get a sense of what the students know about human trafficking or modern-day slavery before learning more about the topic.

As students are completing the quiz, create a K-W-L chart to record student thinking throughout the lesson.

Once students have completed the quiz, discuss their answers without providing them with the ‘correct’ responses. Ask the question, ‘What do you still want to know about human trafficking?’ Record any questions the students have on the K-W-L chart.

Explain to the students that the quiz will be revisited at the end of the lesson.

Assessment

Assessment for Learning: Student responses during the minds-on activity can provide insight to both teacher and students regarding students’ knowledge level about human trafficking and where further teaching is required.

Action – Approximately 80 minutes

Small-Group Investigation

Divide the class into 4 or 5 small groups. Using BLM 7.3 and 7.4, assign groups of students to read the following sections:

Group 1 – What is human trafficking?

Group 2 – Who is Affected

Group 3 – How Traffickers Exercise Control and Child Trafficking

Group 4 & 5 – 10 Things You Need to Know About human trafficking

Also provide each group with a copy of BLM 7.5. Explain to the students for each group that has been provided with information about a specific aspect of human trafficking, also known as modern-day slavery. Next, instruct them to read their information together as a group and record the key points, along with any questions or connections they have on chart paper.

After students have read their assigned sections and identified the key points, they will work together to prepare a short presentation for their peers. The instructions for this are provided on BLM 7.5. Suggested presentation formats include: a newscast video, podcast, panel discussion, etc.

Prior to students beginning to work on their presentations, review the expectations outlined on BLM 7.5 with them. As a class, develop a set of success criteria for the students' presentations. The success criteria can be used for peer and self-assessment in addition to teacher assessment.

Once each group is finished, have the groups present their information to the class for discussion. As the information is presented, record student learning and questions on the K-W-L chart.

Return to the Pre-Quiz from the beginning of the lesson. Have the students review their answers and make changes based on their learning. Discuss answers with the students, using the teacher's answer sheet provided on BLM 7.2 as a guide. Ask the students to identify what they have learned and what they would still like to know about human trafficking. Student responses could be recorded in a T-chart.

Assessment

Assessment as Learning: Student presentations can be evaluated using class-generated success criteria.

Consolidation – Approximately 25 minutes

Our Faith Response

Read Luke 10:25-37, the Parable of the Good Samaritan with the students. Ask the students to think about how this parable connects with to the topic of human trafficking.

What does Jesus tell us that we must do for those who are most vulnerable?

How can we do this?

Response Activity

Students will summarize their learning in written form. Possible formats could include a letter to the editor, a journal entry or a written reflection.

In their writing, ask the students to reflect on one or more of the following questions:

What is your personal response to what you have learned about human trafficking?

What surprised/shocked/saddened/angered you?

How is human trafficking similar to bullying?

What does our Catholic faith call us to do?

How does human trafficking contradict our Catholic faith teachings?

What will you do with what you have learned today?

Assessment

Assessment for Learning: Student reflections can be used to determine student learning and identify areas for further exploration.

BLM 7.1 – Pre/Post Human Trafficking Quiz

Please circle 'True' or 'False' for each statement below.

- | | | | |
|----|---|------|-------|
| 1. | Slavery still exists in the world today. | True | False |
| 2. | There are more people in slavery today than at any other point in our world's history. | True | False |
| 3. | Human trafficking is defined by the United Nations as "The illegal movement of people, within or across borders, for the purposes of exploitation." | True | False |
| 4. | Trafficking and slavery victims are always women and children. | True | False |
| 5. | Human trafficking is the second-largest criminal industry in the world. | True | False |
| 6. | The choices you make today can have an impact on those involved in human trafficking. | True | False |
| 7. | Trafficking and slavery victims are always poor and uneducated and come from underdeveloped countries. | True | False |
| 8. | Our Catholic faith teaches us that every human being is made in the image and likeness of God. | True | False |

BLM 7.2 – Pre/Post Quiz

Please circle 'True' or 'False' for each statement below.

- 1. Slavery still exists in the world today. True False

- 2. There are more people in slavery today than at any other point in our world's history. True False

- 3. Human trafficking is defined by the United Nations as "The illegal movement of people, within or across borders, for the purposes of exploitation." True False

- 4. Trafficking and slavery victims are always women and children. True False

- 5. Human trafficking is the second-largest criminal industry in the world. True False

- 6. The choices you make today can have an impact on those involved in human trafficking. True False

- 7. Trafficking and slavery victims are always poor and uneducated and come from underdeveloped countries. True False

- 8. Our Catholic faith teaches us that every human being is made in the image and likeness of God. True False

BLM 7.3 – Group Information Sheet

What is human trafficking?

Trafficking in human beings is a modern day form of slavery and an extremely profitable form of organized crime. Trafficking of human beings is the acquisition of people through the use of force, coercion or other means with the aim of exploiting them. It has three distinct elements:

The ACT

Recruitment, transfer, transport of a person

The MEANS

Threat or use of force, coercion, abduction, fraud, deception, abuse of power

The PURPOSE

Exploitation including prostitution, sexual exploitation, forced labour, slavery or similar practices, removal of organs for sale, etc.

All of the above three elements must be present for the situation to be defined as an incident of human trafficking. The consent of the victim is irrelevant if any of the above means have been used. There is no requirement that a person must have crossed a border for trafficking to take place – it can and does take place within national borders.

Who is Affected?

Human trafficking affects the most vulnerable members of society. Women and children are considered to be the most prevalent victims, although statistics show that men are also victims.

A set of ‘push’ and ‘pull’ factors contribute to the problem of human trafficking. ‘Push’ factors include extreme poverty, unemployment, war, conflict or political unrest in a country, lack of education, etc. These are the factors which can lead someone to explore opportunities which eventually may result in them becoming involved in human trafficking. ‘Pull’ factors include a globalized, free-market economy which desires cheap labour. Victims may also be ‘pulled’ into trafficking through the promise of money and the desire for a better life.

How Traffickers Exercise Control

Traffickers use a variety of methods to ensure that they retain control over their victims. Methods of control can include isolating the victim, employing violence and fear, threatening the family of the victim, drug addiction, debt bondage and the exploitation of cultural practices.

Child Trafficking

Human traffickers exploit a child's weakness, innocence and vulnerability for personal gain. The International Labour Organization (ILO) estimates that approximately 1.2 million children are trafficked for labour or sexual exploitation at any given time, which is approximately half of the number of people trafficked worldwide.

Child Labour is the term used to describe when children are forced to work, thereby preventing them from attending school and enjoying their childhood. This is harmful to a child's physical, mental and emotional development. Children are forced to engage in dirty, dangerous and degrading tasks such as tying knots to make carpets, separating needles and working as soldiers. These are just a few of the horrific tasks that constitute child labour.

Information from:

Department of Justice Canada – www.justice.gc.ca/eng/fs-sv/tp

World Vision Canada – <http://bit.ly/Nbp5PY>

10 things you need to know about human trafficking

- 1. Girls are trafficked into many industries besides brothels.**

Most human trafficking that involves women and girls happens for reasons other than sexual exploitation. Other industries where girls are trafficked include; factories, private homes, fisheries and agricultural plantations.
- 2. Trafficking is visible; trafficking is accepted.**

Issues that involve migrant, illegal and other forms of human labour and trafficking are so frequent and indistinguishable that exploitation goes unnoticed.
- 3. Dirty jobs fuel trafficking demand.**

The human trafficking industry is stimulated by 3D jobs (dirty, degrading and dangerous) that exploit desperate workers for cheap labour to keep industries profitable. Victims are often isolated from their community and don't know the local language, so it is hard for them to understand or access their rights.
- 4. People smuggling is not the correct picture of human trafficking.**

Victims do not have to cross borders in order for trafficking to have occurred. Once the victim is coerced or tricked into exploitive labour or their rights are denied, trafficking has occurred.
- 5. Trafficking victims most often rescue themselves.**

Many people who have become victims of human trafficking are able to free themselves and often times become strong advocates in the fight against human exploitation. Victim's stories continually reveal that governments and communities fall far short in protecting their citizens from trafficking.
- 6. Adoption is still a trafficking risk.**

Babies adopted by brothels or for organ donation are realities in the human trafficking industry. While adoption is often not illicit or unethical, the adoption industry becoming so intertwined with market behavior that child selling and coercion are risks, particularly in poor communities.
- 7. As many as one in five trafficking survivors fall prey a second time.**

Trafficking victims may be exploited a second time, even after returning home. Socio-economic and lifestyle situations of those who have been trafficked do not always change and the stigmas attached to trafficking are so shameful that some victims are re-trafficked. Their traffickers often keep contact and use the victims' vulnerabilities to exploit them a second time.

8. Boys and men are trafficked too.

Women are not the only victims of human trafficking. Despite the misconception that males are in control of their migration, they make up 20 per cent of trafficking victims. For example, boys and men are trafficked in the fishing industry and for commercial sexual exploitation.

9. Disability is attractive to traffickers.

People with disabilities are valued highly in the trafficking industry because they are often worth less to their communities, provoke sympathy from the public and in some cases are unable to communicate their suffering. Traffickers may seek children born with disfigurements because of these advantages. Industries where this is most common are begging and brothels.

10. There is no one profile of a trafficker.

Traffickers are both male and female, and come from a variety of different backgrounds, making it difficult to locate them within the industry. They work in small and large networks and there are often different traffickers for different stages of the trafficking process.

Information from:

World Vision Canada – <http://bit.ly/Nbp5PY>

BLM 7.5 – Group Presentation Sheet

Imagine that you are a member of the media who has been given the task of investigating the topic of human trafficking. Your editor has asked you to compile a report for the next edition. Choosing from one of the roles and formats below, as a group you will prepare a short presentation to inform your peers about what you have learned about human trafficking.

Options

Newscast – You are the anchors and reporters for a local or national evening newscast who will air a special report on the topic of human trafficking.

Podcast – You are an online reporter who shares your report through an online podcast.

Panel Discussion – Each member of your group represents an expert or interested community member who has been asked to attend a ‘town hall’ meeting to discuss the issue of human trafficking.

Expectations

Each member of the group must play an active part in the presentation. Presentations should be between 3-5 minutes in length and clearly communicate clearly what the students have learned about human trafficking from their assigned reading.

Evaluation

The success criteria generated in class will be used to evaluate the effectiveness of each group’s presentation. Keep this criteria in mind when planning and executing this assignment.

GRADE 8 LESSON

Human Trafficking – Awareness and Perspective

Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific R.E. Expectations

Catholic Graduate Expectations

CGE7e – Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

CGE7d – Promotes the sacredness of life.

Learning Goal

By the end of the lesson, students will have a deeper understanding of human trafficking. Students will articulate how human trafficking goes against the teachings of Christ.

Instructional Components

Prior Knowledge and/or Skills

- Grade 7 lesson (if completed)
- Students may be able to make connections using by applying understanding of fairness and/or their experiences of bullying to the topic of human trafficking.

Terminology

Human trafficking: Human trafficking involves the recruitment, transportation, harbouring and/or exercising control, direction or influence over the movements of a person in order to exploit that person, typically through sexual exploitation or forced labor. It is often described as a modern form of slavery.

Definition from: www.publicsafety.gc.ca/prg/le/cmbt-trffkng-eng.aspx

PSA – Public Service Announcement

Resources

BLM 8.1 – Chaga and the Chocolate Factory

BLM 8.2 – Hema’s Story

BLM 8.3 – What it’s like to be a Soldier

BLM 8.4 – Sokha’s Story

BLM 8.5 – Prjua and Ajay’s Story
BLM 8.6 – Mary’s Story
BLM 8.7 – Sergey’s Story
BLM 8.8 – Hamisi’s Story
BLM 8.9 – Storyboarding

Websites

Salvation Army – www.salvationarmy.org.uk/uki/HumanTraffickingResources

Video clip

A Girl from Ghana – Cross-Curricular Connections

Cross-Curricular Connections

English – Letter Writing

Art – Storyboard

Drama – Public Service Announcement, Interview, Newscast, or Commercial

Prayer/Scripture Focus

1 Peter 3:8-12

Minds-On – Approximately 30 minutes

Create a K-W-L chart to record student thought process throughout the lesson.
Google the term “human trafficking” with the students to get a feel for their knowledge of this topic.

Display pictures of people in various oppressive situations: experiencing bullying, poverty, fear, isolation, desperation, war, confinement, etc.

Brainstorm

Have the class come up with words to describe what they see and the feelings that the pictures portray or elicit. Surround these pictures with the words contributed by the students. Draw comparisons between human trafficking and bullying from this list (people held against their will, abused, forced to do things, feeling scared and helpless).

Or

Have the students brainstorm words that come to mind when they think of bullying. Draw comparisons between human trafficking and bullying from this list (people held against their will, abused, forced to do things they don’t want to do).

Option 1

Show video clip entitled *A Girl from Ghana – for children* found in the Movie section at the following website: www.salvationarmy.org.uk/uki/HumanTraffickingResources

Write the following questions on the board:

What form of human trafficking was inflicted on this victim?

How did this happen?

What feelings were you experiencing while watching the video clip?

Describe the thoughts and feelings the victim might be experiencing.

How do the actions of the traffickers go against what God has taught us?

Were there any warning signs or ways this could have been prevented from happening?

What questions would you ask the victim if you had the chance?

Would you consider this a form of bullying? Why or why not?

When finished the clip, discuss the questions with the students.

Option 2

Read the story of *Chaga and the Chocolate Factory* to the students found in the “Resources for Children” section at the following website:

www.salvationarmy.org.uk/uki/HumanTraffickingResources

(*Chaga* is based on a true story – see BLM 8.1)

Write the following questions on the board:

What does the title remind you of? (*Charlie and the Chocolate Factory*)

What form of human trafficking was inflicted on Chaga?

How did this happen?

What feelings were you experiencing while listening to the story?

Describe the thoughts and feelings Chaga might be experiencing.

How do the actions of the Traffickers go against what God has taught us?

Were there any warning signs or ways this could have been prevented from happening?

What questions would you ask to Chaga if you had the chance?

Would you consider this a form of bullying? Why or why not?

When finished with the story, use the questions provided above to generate a discussion with the students.

Assessment

Assessment as Learning: Student responses during the minds on activity can provide insight to both teacher and students regarding students’ knowledge of human trafficking and where further teaching is required.

Action – Approximately 50 minutes

Small Group Activity

Getting To Know The Victims: Divide the class into small groups. Provide each group with a case study profile, BLM 8.2 – 8.8. Explain that each group has been provided with a specific case study of a person involved with human trafficking. Ask the students to read their information together as a group and discuss it using the reflection questions provided earlier as a guide.

Next, have the students create a large three to five frame storyboard, complete with illustrations, and a caption below each frame that summarizes a part of the story. The storyboard illustrations can also show how the students visualize the victims' lives. (See BLM 8.9). BLM 8.8 should be used as a rough copy.

Pass out larger sheets of paper for the groups to use for their good copies.

Have each group read their case study profile to the class followed by the presentation of their completed storyboards. Students could also present in the format of a Newscast feature, Podcast, panel discussion, or interview with the main character in the case study.

As the information is presented, record student learning and questions on the K-W-L chart.

Assessment

Assessment for Learning: Students' finished storyboards and presentations can be evaluated using class-generated success criteria.

Consolidation – Approximately 60 minutes

Response Activity – Letter Writing

Read over Peter 3:8-12 with the students and discuss how God calls us to treat one another. Ask the students to generate an individual letter from one of the perspectives listed below:

- To the victim from you
- From the victim to a family member
- From a family member to the victim

Have the students make connection between the scripture passage and their chosen perspective.

Differentiated Instructional options:

- Create a missing persons poster
- Create a Public Service Announcement (PSA)/Commercial

Assessment

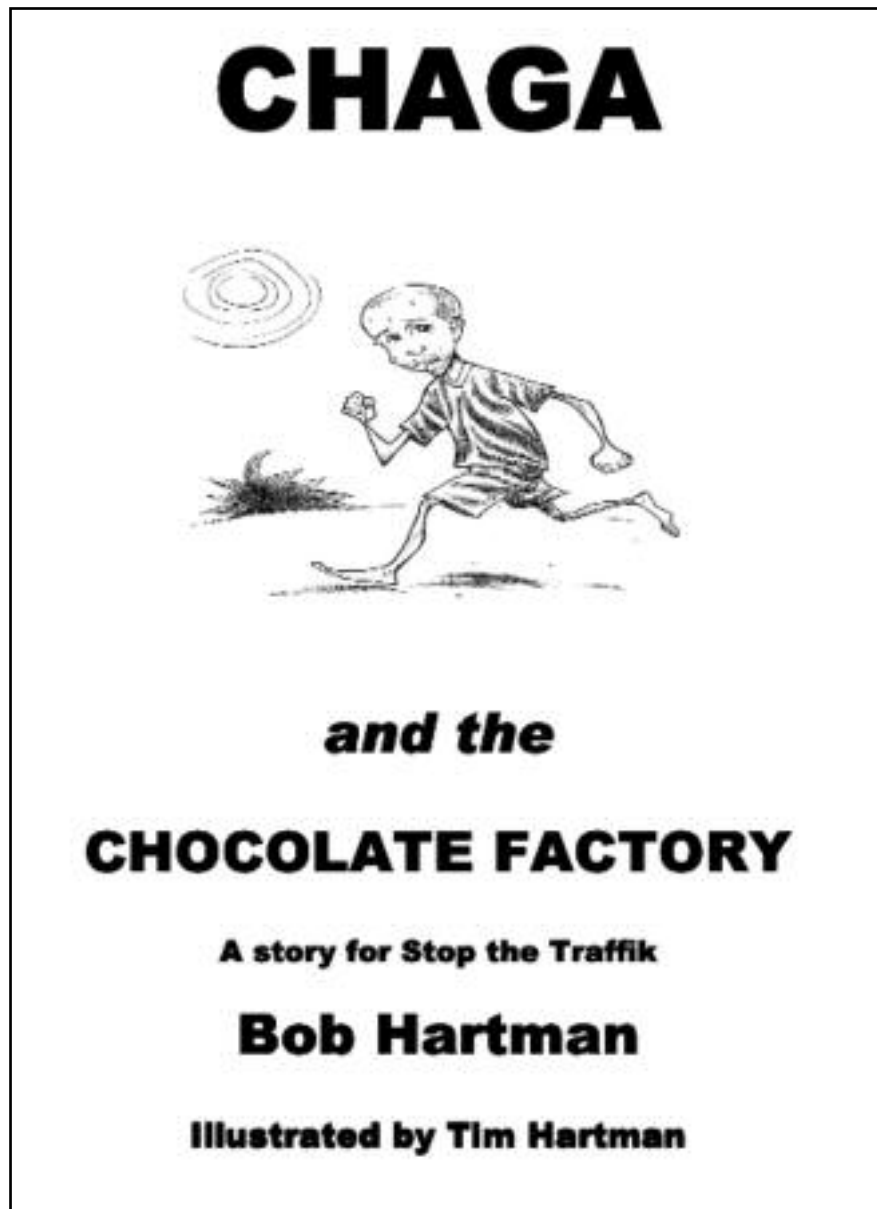
Assessment of Learning: Student letter-writing, PSA and/or poster creation could be evaluated using class- or teacher-generated criteria.

BLM 8.1 – Chaga and the Chocolate Factory

Visit the Savation Army website at:

www.salvationarmy.org.uk/uki/HumanTraffickingResources, under “Resources for Children” and select:

- *CHAGA* Anti-Trafficking Story Pictures (ppt) – Presentation with illustrations only
- Children's Story *CHAGA* (pdf) – <http://bit.ly/14hRQEu>



BLM 8.2 – Hema's Story

Hema is twelve years old and lives in a remote village in the north of Karnataka, a state on the east coast of India. She is the oldest of five children and has never been to school because she is responsible for doing all the housework and looking after her younger brothers and sisters while her parents are at work. Hema's mum and dad work on a farm. Their crop was destroyed by drought and so they are very poor with little to eat. Hema's parents have been worried about how they are going to survive. But then a kind man from the city comes to visit with the promise of a well-paid job for Hema.

Hema is taken to Bangalore with five other young girls to work as a housemaid.

Her parents are paid a small sum of money and are told that Hema will be able to send back more once she is working. Hema is very excited and pleased that she can help her family – now her brothers and sisters will have food to eat.

When Hema reaches Bangalore, she is taken to a big mansion with large gates. But the job isn't what she had expected. Instead of being paid money for her work, she is treated as a slave. She is not paid and is not allowed to leave the grounds of the mansion. She is very badly treated by the man who had seemed so kind when he arrived at her parents' house. Fortunately she is rescued and returned to her family, but the memories of what happened will stay with her for a long time.

Source: Oasis India, STOP THE TRAFFIK

BLM 8.3 – What's it Like to be a child soldier?

Read the information below. It tells you what it is like to be an adult soldier in the army, and what it is like to be a child soldier in Uganda.

A soldier in the Canadian army

You need to be between 16 and 30 to join the army. If you are under 18, you need to have your parents' permission. You need to have a passport and be fit. Soldiers have to commit themselves to at least four years in the army. But they can leave in the first three to six months if they change their minds. Someone who is thinking about joining the army will probably visit an Army Careers office before they join. They will talk to someone about what life is like in the army. They will think carefully about the commitment needed. They will talk to their family or friends to find out what they think about it.

New recruits will do twelve weeks of basic training and then at least another twelve weeks of training that gets them ready for their sector of the army. There are all types of jobs within the army from serving in the infantry to healthcare, engineering, IT, administration, even work for musicians.

Soldiers are well equipped for the job they have to do. An infantry soldier will have a full uniform. They will have a gun when they are on active service, a helmet and body armour. They are trained to use their weapons and all the other equipment that they carry.

An infantry soldier will be trained to fight in a war. He may end up as part of an international force, perhaps in Africa or the Middle East. He will have opportunities to keep the peace, protect civilians and defend that country. Soldiers have regular medicals and fitness tests. They are paid and have their accommodation and healthy food provided for them. They are allotted time off for holidays every year.

A day in the life of a child soldier in Uganda

Charles became a soldier in Uganda when he was just eight years old. He didn't have any choice in the matter. He was taken from his home by men from the Lord's Resistance Army (LRA). The LRA are rebels who are fighting the government in the north of Uganda.

Charles did not go through a well-planned training programme. Some soldiers in the LRA have machine guns, but mostly they use machetes. The LRA does not have a uniform, and sometimes their soldiers have been known to wear stolen uniforms from the Ugandan Army. Children have to stay in the army until they manage to escape or are rescued.

Conditions are not good in the rebel army. Food is scarce and the children are badly treated. While Charles was a captive he was shot in his leg and lower back and was forced to act against his will. Charles was also regularly beaten. At times they used a machete to punish him. On one occasion, he was whipped 200 times for leaving a explosive behind.

The LRA rule their child soldiers by fear, forcing them to commit acts that will haunt them for years. Charles thinks he killed three people. To stop him from escaping, he was also forced to beat someone very badly. Children are told that once they have killed someone they will never be able to go back to normal life with their families. Charles is now fifteen and is no longer a soldier. He managed to escape but has horrible memories from his time in the army. It will take him a long time to get over it.

Source: Tearfund, STOP THE TRAFFIK

BLM 8.4 – Soka's Story

Sokha and Makara are from Poipet in Cambodia. When they were just 14 and 15 years old, their mother was ill with a liver complaint. The family needed money to pay for drugs to treat her. They also hoped to buy some land to build a home. A man promised good jobs for the girls in nearby Thailand, and offered the family some money if it would let them go. Sokha and Makara were excited at the thought of being able to help the family with the money they earned. The reality turned out to be very different. The man was a human trafficker.

There were no 'good jobs' for the girls in Thailand. Sokha's mother died within a year, and the family couldn't afford to buy the land that they had dreamed of. Sokha, who is now 17, says, 'I felt cheated. The traffickers used us for slave jobs, and while they earned lots of money, we only got enough to feed ourselves each day.' She explains how she and Makara, 16, were given jobs selling fruit, but it did not pay enough.

So they were forced to work even harder and to do work that they didn't enjoy. Sokha and Makara's story has a happy ending because of the Cambodian Hope Organisation (CHO), a relief and development agency that works with Tearfund.

Sokha and Makara's parents met with CHO and gave them photos to pass on to an organization in Thailand that rescues trafficked girls from prostitution. The girls were found and rescued about a year after their ordeal started. Sokha says, 'It's good to be home. We are grateful to CHO who have brought us back to our home, provided us with counselling, taught us the skill of sewing, and brought us into the church.' When asked what they hope for in the future, Sokha says she hopes to set up her own sewing business and employ and help girls in her situation. 'We were scared all the time in Thailand,' she says. 'Now I'm happy, getting support, living with my family, and free to work when I want.'

Source: Tearfund, STOP THE TRAFFIK

BLM 8.5 – Prjua and Ajay's Story

Prjua, aged nine and her brother Ajay, aged seven, lived by Thane train station in Mumbai, India. They lived with their parents who were both alcoholics and were not able to look after them very well. Prjua and Ajay loved to go to the Asha Deep Day Centre, run by Oasis India. There they learned to read and write and were given the opportunity to play.

Prjua and Ajay went to the centre every day for about three months and really enjoyed it. Then, suddenly, they disappeared. The staff at the centre were worried about them so they went looking for them. They found Prjua and Ajay's parents and asked them what had happened. Prjua and Ajay's father said that a man had come and offered money for them and that he had sold them for the equivalent of \$30. That was the last that the father and the staff of Asha Deep heard of them.

Source: Oasis India, STOP THE TRAFFIK

BLM 8.6 – Mary's Story

Mary was born in Mexico. When she was about seventeen years old, she was persuaded to go to the USA with the promise that she would have a better life and be provided with a job. A man promised to take her and look after her.

However, when she arrived in the U.S.A. her life got a lot worse. She was given a job at a factory packing vegetables. But she was escorted there and back every day and was never allowed to go anywhere on her own. She was never paid for the work that she did. She was forced to take and was badly abused. She wasn't allowed to go and see a doctor when she was ill or hurt. She wasn't allowed to leave her apartment except when she went to work.

The man who took her to the U.S.A. threatened her. He said that if she tried to escape she would be deported and sent back to Mexico, or hurt by the immigration authorities – the people who decide who can stay in the country.

Eventually Mary managed to escape with her young son. She is now staying in a special centre that looks after people who have been trafficked or abused. She is being given shelter, food, clothing and advice about what to do next. She is hoping that she will be able to stay in the United States and start a new life.

Source: Salvation Army

BLM 8.7 – Sergey's Story

Sergey is 27 years old and is from Perm, Russia. In 2001, he saw an advertisement in a local newspaper by a job agency. They were looking for construction workers to work in Spain. The salary offered was US\$1,200 per month. This was much more than his monthly salary of just \$200 and more than he could ever hope to earn in Perm. He applied to the agency who booked his plane ticket to Madrid. They said he would need to pay back the money for the ticket when he started work.

When he arrived in Spain, Sergey was picked up by a person from the “agency” who took his passport. He was taken to Portugal and forced to work on a construction site without pay for several months. The site was surrounded by barbed wire. Without his passport he was afraid that the Portuguese authorities would arrest him.

One day Sergey managed to escape and begged his way to Germany. Because he did not have a passport the German authorities arrested him. He says that the police beat him and took away what little money he had. Then they sent him back to Russia.

Now back home, Sergey is very traumatized by his experience. He suffered psychological problems and was unable to work for several months. He received no counselling or support to help him overcome his ordeal. Meanwhile, his traffickers remain unpunished.

Source: Anti-Slavery International

BLM 8.8 – Hamisi's Story

Even though he is only 11 years old, Hamisi already has had a career as a miner. He dropped out of his third year of primary school and left his home village of Makumira in Tanzania after his father was unable to pay for his uniform and school fees. Although Hamisi's parents have their own half-acre coffee farm, their income fell sharply because of the decline in the market price for coffee.

Hamisi had heard stories of people making money from mining and decided to try his luck. He asked his mother for a small amount of money to buy some socks and other items, but instead used this for the bus fare to Mererani, a town in northern Tanzania about 70 kilometres from his home.

When he arrived in the village, he asked where the mining site was located. It was very difficult for him to get work right away because he was a newcomer and had no relatives there, but he managed to make friends with some children who knew the place and could help him.

After several days of hanging around the mining site, he was hired by one of the owners to work as an assistant “errands” boy. The following day, he and another child of his age were sent down into the pit, where the gemstone Tanzanite was being mined, to deliver tools and bring up used bottles of drinking water.

From that day on, he worked as a service boy, going back and forth between the surface and the pits. “You have got to get deep into the mining pit by a rope, take what you have been ordered to, and then go back up to the surface,” Hamisi says.

The inside of the mining pit, which can be as deep as 300 metres, is totally dark and extremely hot. Those who go into the mine need to wear a special flashlight on their foreheads to find their way around. Their skin turns black because of the humidity and heat as well as the mud, Hamisi says.

“I nearly suffocated inside the pits due to an inadequate supply of oxygen,” he adds. At the mining sites and in the township, children like Hamisi are called “nyokas,” or “snake boys,” because they crawl along the small tunnels underground just like snakes. The health of the snake boys is very poor, as they breathe in the harmful graphite dust found in the mines and they do not have enough to eat. Hamisi often worked up to 18 hours a day with only one meal of buns and boiled or cooked cassava.

Children working in the Mererani mines earn the equivalent of between 60 cents and \$1.20 a day when they are given tasks to do. Some children look through the gravel left by the pit owners in the hope of finding a gemstone. When they do, which is only very rarely, they can earn between \$24 and \$122. It is because of stories of finding gemstones that children like Hamisi are attracted to the mines.

But like many others, Hamisi was disappointed by the terrible conditions and he did not make the fortune that he had heard about.

Source: International Labour Organization

BLM 8.9 – Storyboarding

After reading your case study, create a storyboard of illustrated scenes to tell the victim’s story. Be sure to include a caption below each illustration. This will be your rough copy. Your teacher will provide your group with a large piece of paper for your good copy.

GRADE 9 LESSON

The Human Side of Trafficking

Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific R.E. Expectations

Catholic Graduate Expectations

A Creative and Reflective Thinker: Creates, adapts and evaluates new ideas in light of the common good.

A Self-Directed, Responsible, Lifelong Learner: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

Learning Goal

By the end of the lesson, students will have a deeper understanding of human trafficking. Students will articulate how human trafficking devalues the dignity and worth of the human person.

Instructional Components

Prior Knowledge and/or Skills

- Grade 8 lesson (if completed)
- Catholic Social Teachings: an understanding of the value and dignity of human life and the fact that all humans are created in the image and likeness of God.

Terminology

Human trafficking: Human trafficking involves the recruitment, transportation, harboring and/ or exercising control, direction or influence over the movements of a person in order to exploit that person, typically through sexual exploitation or forced labour. It is often described as a modern form of slavery.

Definition from: www.publicsafety.gc.ca/prg/le/cmbt-trffkng-eng.aspx

PSA – Public Service Announcement – Resources

Resources

- 9.1 – PSA Viewing Worksheet
- 9.2 – Marta’s Story
- 9.3 – Melanie’s Story
- 9.4 – Child Soldiers

- 9.5 – Ani’s Story
- 9.6 – Additional Personal Accounts
- 9.7 – Human Impact
- 9.8 – Group Assignment Sheet

Websites

www.unodc.org
www.publicsafety.gc.ca/prg/le/cmbt-trffkng-eng.aspx
www.endslaverynow.com/?goto=main§ion=blog#7
www.redcross.ca/article.asp?id=24114&tid=078
www.thestar.com/article/560487

Prayer/Scripture Focus

Genesis 1: 27

“So God created humankind in his image; in the image of God he created them; male and female he created them.”

Minds On – Approximately 30 minutes

Place the following scripture quote on the board: “So God created humankind in his image; in the image of God he created them; male and female he created them.”

Ask the students to think about the meaning of this scripture reference. If humans are created in the image of God, what does that mean to us? What does our Catholic faith teach us about the value of human life and the dignity of the human person?

Next, provide students with copies of BLM 9.1. Explain to the students that they will be watching a short PSA, created by the United Nations, on human trafficking. Tell the students that it is a 30-second clip so they will watch the video a few times so they can extract as much information as possible. Ask the students to look at both the explicit and implicit messages in the video.

The video, *Open Your Eyes to human trafficking*, can be obtained from the UN website: <http://bit.ly/YciATh>

Watch the video once and then give students time to record any thoughts they have on BLM 9.1. Play the video a few more times, stopping after each viewing to give the students time to record their observations. Once students feel they have a sense of what the PSA is trying to communicate, lead a class discussion with the students, asking for their observations.

Possible discussion questions could include:

1. What images or words from the PSA stood out for you? Why?
2. Why do you think this PSA was created?
3. Who do you think is the intended audience of this PSA?

4. What are some of the explicit messages presented in the PSA?
5. What are some of the implicit messages?
6. Whose voice is missing from the PSA?
7. What emotions does the PSA evoke? Why?
8. How do the messages contained in the PSA connect with the message from the scripture from Genesis examined at the start of class?

Next, lead a class discussion to determine what students already know about human trafficking and what they would like to learn. Student comments can be recorded on a K-W-L chart which can be referred back throughout the lesson.-

Assessment

Assessment for Learning: Student responses during the minds on activity can provide insight for both teacher and students regarding students' knowledge of human trafficking and where further teaching is required.

Action – Approximately 60 minutes

Jigsaw Activity

Divide the students into groups of four. Provide each group member with a different personal account using BLM 9.2, 9.3, 9.4 and 9.5. Instruct the students to read the personal account, and to highlight any key facts or phrases that stand out as they read. Additional personal accounts are provided on BLM 9.6 if you wish to divide your students into groups of more than four.

Once all students have read and highlighted their individual accounts, have them summarize their reading for their peers. As a group, students complete BLM 9.6 to identify how human trafficking affects both the individual and his/her family.

Next, working in groups, students will complete BLM 9.7 where they will take on the perspective of either the victim or his/her family. Expectations for this activity are explained on BLM 9.7. Prior to students beginning this portion of the assignment, it is recommended that teachers review expectations with their students and co-construct a set of success criteria which can be used to evaluate the final product. The success criteria can also be used for peer- or self-evaluation if desired.

Assessment

Assessment as Learning: Students' finished products can be evaluated using class-generated success criteria.

Consolidation – Approximately 30 minutes

Class Prayer Service

Revisit the scripture passage from the start of the lesson. Lead a class discussion with the students about how our faith calls us to speak out against injustice in our world. Ask students to think of other scripture references or faith teachings (ie. the Beatitudes, Ten Commandments, Catholic Social Teachings) which provide us with direction when the life and dignity of others is devalued. If students are not familiar with the Catholic Social Teachings, an exploration of them with specific emphasis on the value of life might be important.

A good overview, from the United States Conference of Catholic Bishops, can be found online at: <http://bit.ly/pL3NmO>

Explain to the students that they will work together as a class to create and lead a prayer service for all people affected by human trafficking. Assign students to select readings, write prayers of the faithful, select songs, etc. When all parts are completed, hold the prayer service.

Assessment

Assessment as Learning: Student responses during the class discussion and their contributions to the class prayer service could be evaluated using class- or teacher-generated criteria.

BLM 9.1 – Open Your Eyes to Human Trafficking

As you watch the PSA, record your thinking in the appropriate boxes below. Think about the message that is being communicated through the text, the visuals and feelings that the video evokes in you. Also make sure to write down some questions prompted by the PSA in the 'I wonder' section.

I see...	I think...
I feel...	I wonder...

BLM 9.2 – Marta's Story



My name is Marta. I am seventeen years old. My dream is to be a Hollywood actress and to live in a mansion. Back home, I saved up money to take an acting class in the city. In the class, a friend showed me an advertisement for a modeling job overseas. He said he had some connections and could get me in. He also said the money was great, and that his cousin got a TV commercial through this job that year. I was so happy. I got my passport and my friend held on to it and organized all of my visa paperwork. It was my first time on a plane. I watched a movie and pictured myself in it. My dreams were coming true. When we landed, I was tired and confused. We went to a hotel and I was locked in. Two hours later a stranger came in and told me the new arrangements. I would be a nude dancer at this man's club. Initially I stood up for myself but then I was beaten and he burned me with his cigarette. He showed me a paper with my family's name and address written on it and threatened to kill them if I did not cooperate. I am helpless.

BLM 9.3 – Melanie's Story



I thought I was safe because he had clean shoes. I thought I was safe because when we met, he smiled and he seemed so genuine. I thought I was safe because he did not just want to use me, he wanted to marry me. I thought I was safe because my mother liked him and trusted him. I thought I was safe because he never beat me at home. I thought I was safe because one day he came home with a roasted chicken from the shop. I thought I was safe because we were married a whole year before we got on that bus.

But I wasn't safe.

His manner changed when we crossed the border. He was like a different person. He told me just to trust and that if I trusted, I would be ok. I didn't know what he meant. I had always trusted him! Imagine that! I trusted the man who sold me; who viewed me as nothing more than a valuable piece of property. I had fooled myself into thinking that I had control over my life, that I would be different from other women in my family. That I would be a somebody. But I'm a nobody. Did you know that I actually escaped once? I got to a police station and started telling my story. As soon as the officer left the room to call in another person, I ran. I ran back to the very people who hold me captive. Because at least with them I know what will happen next. I know where my next meal will come from. I know who I am. How could I ever return home – a disgraced daughter, an unmarried mother of a mixed race child? No, this is my life now. I just need to imagine that I am safe. Then I can get through each day.

BLM 9.4 – Child Soldiers

An Army of Children: The Hidden Form of Human Trafficking



There is no Amber Alert in Northern Uganda.

Children aren't told by their mothers to watch out for strangers with candy. They don't have a 911 number to call that lets them know safety is mere minutes away. They are forced to learn through the experiences of friends and acquaintances that safety precautions from abduction often entails fleeing for your life in the dead of the night. The alternative is to become a child soldier, to become physically and psychologically a slave.

The same can be said for a large number of children from the southern edges of Sudan, the Democratic Republic of the Congo, and the Central African Republic. The cruel organization that victimizes these children is the Lord's Resistance Army (LRA). The Lord's Resistance Army formed in the late 1980s as a rebel group to fight the Museveni government in Uganda, and supposedly, to protect the Acholi people of northern Uganda. However, from the get-go, the LRA, led by Joseph Kony, launched a campaign of brutality against these civilians, and built itself up through the violent abduction and enslavement of children.

Over the past two decades, villages in northern Uganda have been attacked and decimated, families murdered, and children lost through abduction by the LRA. These children are physically and psychologically enslaved through addiction to drugs, threats, and sickening manipulations. They are forced to commit acts of violence against each other and to terrorize other members of the population. A boy may be forced to rape a woman who is old enough to be his mother. Others must choose to kill someone, or cut off his or her hands or lips, in order not to be killed by LRA commanders themselves. Girls are gang-raped and turned into "wives." Then, if the girl has a child, that child is used as a bargaining chip to prevent her from attempting to escape. U.S. Representative Brad Miller highlighted the degree of the LRA's violent crimes when he spoke with the advocacy organization Invisible Children this past May: "The LRA has abducted more than 20,000 children over the past decade for forced conscription and sexual exploitation. Almost 90 percent of the LRA's soldiers are children, some as young as eight. They are brutalized and forced to commit atrocities on each other and on their own siblings."

The United Nations Children's Fund (UNICEF) defines a "child soldier" as: "Any child – boy or girl – under 18 years of age, who is part of any kind of regular or irregular armed force or armed group in any capacity... and anyone accompanying such

groups other than family members. It includes girls and boy recruited for forced sexual purposes and/or forced marriage.”

Child soldiers are indeed a hidden form of human trafficking. Their subsequent actions after abduction may not be black and white, but they remain children, and certainly slaves. The conflict in Uganda has been complex and has created long-lasting tears in Uganda’s social fabric. While LRA crimes have died down in Uganda following the shift in their base of operations into the northeastern area of the Democratic Republic of the Congo in 2005, their atrocities continue regionally. Not only have the LRA created a national crisis in Uganda, they are also enhancing and extending regional conflicts in Eastern and Central Africa. They continue to terrorize innocent civilians in the DRC and in the Central African Republic, spreading their brutal campaign. The LRA abductions of children have far from ceased.

In 2001 the United States placed the LRA on its list of terrorist organizations. The U.S. also supported Juba Peace Talks between the LRA and the Ugandan government in 2008 (Kony later refused to sign the peace agreement and the talks were suspended). However, it is important that American political will take action against the LRA and towards peace not only continues but intensifies. Silence and inaction will only allow the expansion of this movement of using child abductions and enslavement as tools for war.

On May 24, the *Lord’s Resistance Army Disarmament and Northern Uganda Recovery Act* was signed into law by President Barack Obama. This crucial, bipartisan law gained more co-sponsors than any piece of legislation pertaining to sub-Saharan Africa in decades. It calls for “political, economic, military and intelligence support for viable multilateral efforts” to eradicate the threat of the LRA. Additionally, it calls for the humanitarian needs of past victims to be met, and for aid for destroyed communities. This is the first law that sets forth a viable U.S. role in the protection of civilians from the LRA, and for the recovery of those whose lives have been broken by LRA attacks.

Uganda still lives in the shadow of this conflict. Parts of the Democratic Republic of the Congo and the Central African Republic live its horrors in the moment. When you think about slavery, stop and think about these children, the most innocent of victims, who are dealing with an unimaginable reality. Think about the trauma that lingers with children who were forced to walk miles in the middle of the night to avoid abduction, who were forced to kill friends, or burn down buildings, or keep their tears to themselves for fear of death. Think about the children who are still trapped in this life through drugs and threats. Make the decision that the use of child soldiers-child-slavery – needs to be confronted head on.

www.endslaverynow.com/?goto=main§ion=blog#7

BLM 9.5 – Ani's Story

Toronto woman missing in Hong Kong

The Toronto Star – Thursday, January 1, 2009

Emily Mathieu, Staff Reporter

Ani Ashekian liked to travel alone, to vanish for months at a time into the landscape and culture of foreign countries. But no matter where she was in the world, she faithfully stayed in touch.

Ashekian's family has not heard from her in more than a month. The missing Toronto paralegal is presumed to be in Hong Kong.

“I don't know. I don't know if someone's got her, I don't know if something happened to her,” said her sister Rosie Kampstra, when reached at her home in Windsor.

“I don't think about what has happened to her, I just want her home.”

Ashekian, 30, who went to Hong Kong by herself, often travelled alone, her sister said. She once spent three months in Europe and recent destinations included Egypt and Costa Rica.

She was scheduled to fly home from New Delhi on December 15 after attending a yoga retreat.

The last time her family heard from her was when she texted her niece on November 10 to wish her a happy birthday, Kampstra said.

“So when she didn't contact us for our other daughter's birthday two weeks later we started to worry,” she said.

After Ashekian failed to make contact, they checked her financial records and found no recent purchases, her sister said.

The family contacted Chinese and Canadian officials in Hong Kong, who found no record of her sister leaving the country.

“So our search for her is in Hong Kong.”

Ashekian's boyfriend, Wendell Walsh, recently travelled to Hong Kong to do what he can to speed up the search.

“The Hong Kong police are taking this case really seriously. We have volunteers in Hong Kong. We are waiting to hire a private investigator,” Kampstra said.

Police in Hong Kong “have not really indicated what they think may have happened,” Kampstra said. “They stress we need to get her home safe.”

The family has started a *Facebook* group called “Missing: Ani Ashekian,” and are offering a reward for any information that will lead to Ashekian.

Anyone with information can write to FindAni@gmail.com

BLM 9.6 – Additional Personal Accounts

Domestic worker – Trafficked to Toronto (male)

“I came to Toronto by plane, as a visitor of a family who I knew. They were from my country and needed someone to help with the housework. I wasn’t educated, so I took the job they offered. I worked for them for 3 years, unpaid except for a generous Christmas bonus of \$200.00. After three years, the family was moving to the United States. I couldn’t go with them because I didn’t have the right paperwork, so they left me in Toronto. I had no money, no home, and couldn’t work without a permit. My church arranged shelter for me, and arranged for me to see someone who works with refugees. But there was nothing they could do for me. Apparently, Canada has no protection for victims of exploitation – for people like me.”

www.redcross.ca/article.asp?id=24114&tid=078

Woman – Trafficked to Vancouver (female)

“I shouldn’t really be talking about this ... my name is Helen, and I am a refugee from Kenya. They won’t find out about this will they? ... I came to Vancouver to escape ... I was in trouble there with the government and they were going to kill me if I didn’t run. My friend knew some people who could help me get to Canada – I trusted her. The men got me to Canada, but I had to pay them back for the money it cost. How? ...the only way they said was by prostitution. For two days they tried to force me to sell myself. I had no food, and had to endure many things I cannot talk about. On the third day, I managed to escape. The refugee agency took me to a shelter and I finally felt safe... not for long though. I heard from the staff that the men were still looking for me, asking questions and watching the house – I think they knew I was there. The other women in the house were scared too, so they said they’d have to move me to another city. We left Vancouver one night, and I’ve never looked back. Finally, my refugee claim was granted, and now my son has come here. I couldn’t have made it without my friends at the shelter and refugee agency. How do you say thank you when someone has given you life?”

www.redcross.ca/article.asp?id=24114&tid=078

Domestic Worker – International Trafficking (female)

“My name is Tina. Originally I am from Indonesia, but I have no real home now. This is my story. After 4 months of room, board and training in the domestic service industry, I was excited about the possibilities that were open for me. However, I owed the school, a migrant labour centre, hundreds of dollars. I had to start working right away. I looked everywhere in and around my village for a job, but there were none. My friend knew how desperate for money I was, and said I could easily find a job in Malaysia. He said he knew a Malaysian couple looking for someone to work as a maid, so I went by ferry. The job was not as he said. I ended up working long hours, sometimes 15 hours a day, in a family-run business making clothes. The money I was supposed to be getting never came – the boss said I had to finish my 2-year contract first. I never got food, and when I had time to sleep, it was on a dirty floor without a mattress or covering. But worst of all were the beatings; the smallest thing would be punished this way like if a stitch was not perfectly straight. There were many other girls like me working there, but I was one of the lucky ones who made it to a shelter. The others, my friends? I have no idea whether they are alive or dead, still working or if they got away. I think I’ll never know.”

www.redcross.ca/article.asp?id=24114&tid=078

BLM 9.7 – The Human Impact of Human Trafficking

Once you have finished reading the personal accounts and have shared your summaries as a group, complete the T-chart below. Use the information provided in the personal accounts as a starting point but be sure to add your own thinking as well.

Human trafficking impacts the victim by . . .	Human trafficking Affects the victims families by . . .

BLM 9.8 – Human Impact Group Assignment Sheet

Now that you have had a chance to learn more about human trafficking and consider the impact on both the individual and his/her family, you will work together as a group to complete the following:

Imagine that you are a victim of human trafficking. Your life has been completely changed from how it used to be. Create a series of diary entries, a visual timeline or an audio podcast to depict a week in your life as a victim of human trafficking.

OR

Imagine that you are a family member of someone who has become a victim of human trafficking. You are a brother, sister, aunt, parent or grandparent who worries every day about your family member's whereabouts and their safety. Create a series of interview questions from the perspective of a reporter who is covering the story.

GRADE 10 LESSON

Sweatshops – Challenges and Possible Solutions

Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific R.E. Expectations

Catholic Graduate Expectations

A Discerning Believer Formed in the Catholic Faith community who:

CGE1d – develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

A Reflective and Creative Thinker who:

CGE3a – recognizes there is more grace than sin in our world and that hope is essential in facing all challenges.

Learning Goals

- By the end of the lesson, students will have a deeper understanding of human trafficking. Students will articulate how human trafficking devalues the dignity and worth of the human person.
- Students will learn more about their human rights and how to develop a plan of action to support these rights.

Instructional Components

Prior Knowledge and/or Skills

- Lessons from Grade 7 – 9 (if completed)
- Students may be able to make connections by applying their understanding of fairness and/or their experiences of bullying to the topic of human trafficking.

Terminology

Human trafficking: Human trafficking involves the recruitment, transportation, harboring and/or exercising control, direction or influence over the movements of a person in order to exploit that person, typically through sexual exploitation or forced labour. It is often described as a modern form of slavery. Definition from:

www.publicsafety.gc.ca/prg/le/cmbt-trffkng-eng.aspx

PSA (Public Service Announcement)

Resources

BLM 10.1 – Human Trafficking: Sweatshops

BLM 10.2 – Children’s Bill of Rights

BLM 10.3 – Creating Bill of Rights

Websites

CBC – www.cbc.ca/streetcents/guide/2001/16/s02_01.html

Stossel in the Classroom – www.stosselintheclassroom.org/video_activityAug08.html

Children’s Bill of Rights – www.tigurl.org/images/tiged/docs/activities/27.pdf

Anti-slavery International – www.antislavery.org/english/

Videos

Salvation Army – <http://bit.ly/WWH8Nh>

Forced Labor of Children in Uzbekistan – www.youtube.com/watch?v=cPpjQ7UX5kw

Prayer/Scripture Focus

1 Peter 3:8-12

Minds-On – Approximately 35 minutes

Create a K-W-L chart to record student thinking throughout the lesson.

Google the word “human trafficking” with the students to get a feel for their knowledge of this topic.

Show the video *Sweatshops*, from:

www.stosselintheclassroom.org/video_activityAug08.html

Discuss the sweatshop component of human trafficking with the students through these series of questions:

1. What are the American students' intentions with their protests of sweatshops?
Do you believe that their own experiences allow them to truly understand what working in a sweatshop is like? Do you believe they understand the alternatives available to the workers in these countries?
2. Why do some view a job in a sweatshop as an improvement to a workers' life?
3. How might the protests hurt the availability of jobs for people in these poor countries?
How do you think the companies will react to the protests?
4. Why are the individuals who work in sweatshops considered to part of the dilemma of human trafficking?
5. Why do these shops exist?
6. What are some of the circumstances that may lead to people ending up in such a place?
7. What are some of the new problems that may arise from the sudden closure of a sweatshop? What else can be done?

Read the following scripture passage to the students:

1 Peter 3:8-12

Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble. Do not repay evil with evil or insult with insult. On the contrary, repay evil with blessing, because to this you were called so that you may inherit a blessing. For, Whoever among you would love life and see good days must keep your tongue from evil and your lips from deceitful speech. Turn from evil and do good; seek peace and pursue it. For the eyes of the Lord are on the righteous and his ears are attentive to their prayer, but the face of the Lord is against those who do evil.

Discuss with the students, how the message from this Bible passage relates to the issue of human trafficking?

Assessment

Assessment for Learning: Student responses during the minds on activity can provide insight to both teacher and students regarding students' knowledge of human trafficking and where further teaching is required.

Action – Approximately 80 minutes

Planning for Action

Read the article on *Forced Labor of Children in Uzbekistan* and/or show the following brief youtube video at: www.youtube.com/watch?v=cPpjQ7UX5kw

Explain that the *Forced Child Labor Issue in Uzbekistan* is just one of many examples of abuses against Children. Have the students' research instances of children's rights being violated in various parts of the world or even in our own country. Next, have the students work individually, in pairs, or in groups to create their very own "Bill of Rights for Children." Each right should start with the statement "Children have the right to..." (See BLM 10.1)

Their good copy can be prominently presented and displayed for all the class or school to see. When presentations are finished, show the actual United Nations "Bill of Rights" for children to compare with. This can be found at: www.tigurl.org/images/tiged/docs/activities/27.pdf

The following websites may be helpful:

Forced Child Labor in Uzbekistan – <http://mediavoicesforchildren.org/?p=8549>

CBC – www.cbc.ca/streetcents/guide/2001/16/s02_01.html

Salvation Army – <http://bit.ly/TrGhtf>

Anti-Slavery International – www.antislavery.org/english

Have each group present, share, and display their work to the class.

Assessment

Assessment for Learning: Students' who have finished "Bill of Rights" can be evaluated using class-generated success criteria.

Consolidation – Approximately 40 minutes

Students can create a prayer for the victims of sweatshops and/or other forms of oppression, human trafficking etc.

Students can begin a school wide campaign to raise awareness of the issue of human trafficking by establishing a poster contest that teaches others how to recognize potentially dangerous situations.

Assessment

Assessment of Learning: Student responses during the class discussion and their created prayer or campaign poster could be evaluated using class- or teacher-generated criteria.

BLM 10.1 – Human Trafficking: Sweatshops

View the video *Sweatshops*, from the following website:
www.stosselintheclassroom.org/video_activityAug08.html

Be prepared to discuss these questions in class after viewing the video:

1. What are the American students' intentions with their protests of sweatshops?
2. Why do some view a job in a sweatshop as an improvement to a workers' life?
3. How might the protests hurt the availability of jobs for people in these poor countries? How do you think the companies will react to the protests?
4. Why are the individuals who work in sweatshops considered to be part of the dilemma of human trafficking?
5. Why do these shops exist?
6. What are some of the circumstances that may lead to people ending up in such a place?
7. What are some new problems that may arise from the sudden closure of a sweatshop? What else can be done?

BLM 10.2 – Children’s Bill of Rights

The *Forced Child Labor Issue in Uzbekistan* is just one of many examples of abuse against children. From the examples shared in class and/or your own research on the violation of children’s rights, create your very own “Bill of Rights for Children.” Each right can start with the statement “Children have the right to.....”

Your Name: _____

Children have the right to...

Children have the right to...

Children have the right to...

Children have the right to...

Children have the right to...

Children have the right to...

Children have the right to...

Children have the right to...

Children have the right to...

BLM 10.3 – Creating a Children's Bill of Rights

Steps:

1. Inform students that today they are going to learn how to create an action plan, to learn how to take action against the issue of human trafficking – child labour
2. Ask students to reflect on all they have learned throughout the lesson.
Ask students to identify local and/or global examples of human trafficking –
e.g. Child Labour: Large corporations making products overseas to save money.
3. Ask students to revisit BLM 10.1 and go through this list, asking them to define the issues in terms of the children's rights from the UNCRC (for example, child abuse relates to Article 19, which guarantees children protection from all forms of violence).
4. Have each student select one of these children's rights issues to focus on and divide the class into teams based on the issues they select.
5. Guide each team through the following action planning steps.

Action Plan

Step 1: Research the problem

- What is the problem as you see it? Try to define it in your own words.
- How does the problem manifest itself locally? Nationally? Globally?
- What specific rights are involved under the UNCRC?
- Who suffers directly or indirectly as a result of this violation?

Step 2: Brainstorm possible ways to help

- How can this issue be stopped?
- Are there any individuals or groups that are fighting against this issue that you can support? (for example, homeless shelters, breakfast programs etc.)
- What can you do to help? (for example, raise money, volunteer time, etc.)

Step 3: Choose a plan of action

- Based on the solutions discussed, how you are going to stand up for this issue?
(for example, hold a garage sale to earn money that can be donated, host an awareness booth in the school, etc.)

Step 4: Delegate roles

- Create roles based on what is needed to carry out a successful action plan.
(for example, treasurer, advertiser, spokesperson, event planner, etc)
- What further support is needed? (for example, are the janitor's help needed to set something up in the school?)

6. Have each group present their action plan to the class before moving on to the final two steps in their action plan.

Step 5: Act!

- Turn your plan into reality!

Step 6: Reflect

- Celebrate the successes and reflect on the challenges that your group faced, with this knowledge, you will be better prepared for future events.

7. Evaluate the groups' actions and reflect as a class. Ask:

- What were the impacts of these events?
- How did we contribute to our community and our cause?
- What are the benefits of taking action?

GRADE 11 LESSON

Human Trafficking – What is the Cost?

Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific R.E. Expectations

Catholic Graduate Expectations

A Discerning Believer: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good

A Self-Directed, Responsible, Lifelong Learner: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others

Learning Goal

By the end of the lesson, students will have a deeper understanding of human trafficking. Students will articulate how human trafficking devalues the dignity and worth of the human person.

Instructional Components

Prior Knowledge and/or Skills

- Grades 7 – 10 lessons (if completed)
- Students should have some prior understanding of the Catholic Social Teachings before beginning this lesson.

Terminology

Human trafficking: Human trafficking involves the recruitment, transportation, harboring and/or exercising control, direction or influence over the movements of a person in order to exploit that person, typically through sexual exploitation or forced labour. It is often described as a modern form of slavery.

Definition from: www.publicsafety.gc.ca/prg/le/cmbt-trffkng-eng.aspx

Resources

- BLM 11.1 – Fact Exchange Statements
- BLM 11.2 – Human Trafficking: The Facts
- BLM 11.3 – Sample T-chart
- BLM 11.4 – Assignment Sheet

Websites

<http://bit.ly/pL3NmO>

www.unodc.org/unodc/en/human-trafficking/index.html

www.salvationarmy.ca/tag/human-sexual-trafficking/

www.justice.gc.ca/eng/fs-sv/tp/

Prayer/Scripture Focus

The Catholic Social Teachings will be the focus for this lesson. The themes of the Life and Dignity of the Human Person, Call to Family, Community and Participation, Rights and Responsibilities, Option for the Poor and Vulnerable and Dignity of Work and Rights of Others will be explored by students during their independent project and final reflection.

Minds-On – Approximately 30 minutes

Fact Exchange

Provide each student with one of the statements found in BLM 11.1. These statements contain facts about human trafficking from the United Nations. Instruct the students to share their statement by reading it out loud to a peer. Continue this process until students have shared their statements three to four times with a different student each time.

As students exchange their facts, ask them to make connections and inferences between statements and their own knowledge or experiences or ask questions which are generated by the statements.

After students have had a chance to exchange facts and activate their prior knowledge, explain to them that they will be investigating the topic of human trafficking. Provide students with copies of the UN Fact Sheet from BLM 11.2. Read through the facts with the students and ask for their responses.

Next, create a T-chart on the board. On the left side of the T-chart write ‘The text says . . .’ and on the right side write ‘This makes me think/feel/question . . .’ Ask the students to identify one fact that stands out for them from the UN Fact Sheet and then ask for their response. Encourage the students to think critically about the fact statement and record their responses. A sample is provided of this T-chart on BLM 11.3.

Assessment

Assessment for Learning: Student responses during the minds-on activity and class discussion can provide teachers and students with valuable information about student understanding, misconceptions and identify areas where further teaching may be required.

Action – Approximately two classes

Explain to students that they will investigate one aspect of human trafficking by completing a research assignment. Provide students with copies of BLM 11.4. Students can choose to investigate one form of human trafficking (i.e. child labour, forced labour, trafficking of organs, etc.), investigate the impact of human trafficking in one country or area of the world or learn about the story of one victim of human trafficking. Explain to the students that the purpose of this assignment is to investigate why human trafficking happens, how it impacts the individual and his/her family, and what our response should be as a Christian community who is aware of this problem.

Work with students to determine possible options for the final/finished product (i.e. PowerPoint presentation, written report, interview, etc.) Explain to the students that they will share their final product with their peers through an oral presentation. Once the assignment expectations have been established, co-construct success criteria with the students which identifies criteria for the end product and oral presentation.

Provide students with class time to investigate their topic and provide support as needed. A list of recommended websites is provided under the resources list. Time provided may vary depending on student needs and type of end product options selected.

Assessment

Assessment as Learning: Class-generated success criteria can be used for peer and teacher evaluation.

Consolidation – Approximately 2–3 class periods

Student Presentations

Students present their case study assignments to the class. Students may use the class-constructed success criteria to provide feedback to one another.

Response Activity

Ask students to think about the Catholic Social Teachings. If this is not something that students are familiar with, the United States Conference of Catholic Bishops has a good overview which can be viewed by going to <http://bit.ly/pL3NmO>. Ask students to select one of the themes and identify how human trafficking contradicts this social teaching. In their response, ask students to identify what they will do with their new knowledge of human trafficking.

Assessment

Assessment of Learning: Student responses can be evaluated to determine student's understanding of the Catholic Social Teachings and our faith response.

BLM 11.1 – Fact Exchange Statements

- 1.4 million – 56% of victims are in Asia and the Pacific
- 250,000 – 10% of victims are in Latin America and the Caribbean
- 270,000 – 10.8% of victims are in industrialized countries
- 161 countries are reported to be affected by being a source, transit or destination for trafficking
- Every continent and every type of economy is affected
- The majority of victims are between 18 and 24 years of age
- 95% of victims experience physical or sexual violence
- Many victims have at least middle-level education
- 32% of victims are used for forced economic exploitation, of whom 56% are women and girls
- 52% of those recruiting victims are men, 42% are women
- In 54% of the cases, the recruiter was a stranger to the victim
- Global annual profits are 31.6 billion USD
- In 2006, for every 800 people involved, only one was convicted
- 230,000 – 9.2% of victims are in the Middle East and Northern Africa
- 130,000 – 5.2% of victims are in sub-Saharan countries
- 200,000 – 8% of victims are in countries in transition

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Global Initiative to Fight Human Trafficking

HUMAN TRAFFICKING: THE FACTS

The headline facts

- An estimated **2.6 million people** are in forced labour (including sexual exploitation) at any given time as a result of trafficking¹
 - Of these:
 - **1.4 million** – 56% - are in Asia and the Pacific
 - **250,000** – 10% - are in Latin America and the Caribbean
 - **230,000** – 9.2% - are in the Middle East and Northern Africa
 - **130,000** – 5.2% - are in sub-Saharan countries
 - **270,000** – 10.8% - are in industrialized countries
 - **200,000** – 8% - are in countries in transition²
- **161 countries** are reported to be affected by human trafficking by being a source, transit or destination country³
- People are reported to be trafficked from **127 countries** to be exploited in **137 countries**, affecting every continent and every type of economy⁴

The Victims

- The majority of trafficking victims are **between 18 and 24 years of age**⁵
- An estimated **1.2 million children** are trafficked each year⁶
- **96% of victims experienced physical or sexual violence** during trafficking (based on data from selected European countries)⁷
- 43% of victims are used for **forced commercial sexual exploitation**, of whom 99 per cent are women and girls⁸
- 32% of victims are used for **forced economic exploitation**, of whom 56 per cent are women and girls⁹
- Many trafficking victims have at least **middle-level education**¹⁰

¹ International Labour Organization, *Forced Labour Statistics Factsheet* (2007)

² International Labour Organization, *Forced Labour Statistics Factsheet* (2007)

³ United Nations Office on Drugs and Crime, *Trafficking in Persons: Global Patterns* (Vienna, 2006)

⁴ United Nations Office on Drugs and Crime, *Trafficking in Persons: Global Patterns* (Vienna, 2006)

⁵ International Organization for Migration, *Counter-Trafficking Database: 76 Countries, 1999-2006* (1999)

⁶ UNICEF, *UK Child Trafficking Information Sheet* (January 2009)

⁷ The London School of Hygiene & Tropical Medicine, *Stolen smiles: a summary report on the physical and psychological health consequences of women and adolescents trafficked in Europe* (London, 2006)

⁸ International Labour Organization, *Forced Labour Statistics Factsheet* (2007)

⁹ International Labour Organization, *Forced Labour Statistics Factsheet* (2007)

¹⁰ International Organization for Migration, *Counter-Trafficking Database: 76 Countries, 1999-2006* (~1999)



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Global Initiative to Fight Human Trafficking

The Traffickers

- 52% of those recruiting victims are men, 42% are women and 6% are both men and women¹¹
- In 54% of cases the recruiter was a stranger to the victim, 46% of cases the recruiter was known to victim¹²
- The majority of suspects involved in the trafficking process are **nationals of the country where the trafficking process is occurring**¹³

The Profits

- Estimated global annual profits made from the exploitation of all trafficked forced labour are **US\$ 31.6 billion**¹⁴
 - Of this
 - **US\$ 15.5 billion** – 48% - is generated in industrialized economies
 - **US\$ 9.7 billion** – 30.5% is generated in Asia and the Pacific
 - **US\$ 1.3 billion** – 4.1% is generated in Latin America and the Caribbean
 - **US\$ 1.6 billion** – 5% is generated in sub-Saharan Africa
 - **US\$ 1.5 billion** – 4.7% is generated in the Middle East and North Africa¹⁵

Prosecutions

- In 2006 there were only **5,808 prosecutions** and **3,160 convictions** throughout the world¹⁶
- This means that for every **800 people trafficked**, only **one person was convicted** in 2006¹⁷

¹¹ International Organization for Migration, Counter-Trafficking Database, 75 Countries, 1999-2006 (1999)

¹² International Organization for Migration, Counter-Trafficking Database, 79 Countries, 1999-2006 (1999)

¹³ United Nations Office on Drugs and Crime, *Trafficking in Persons: Global Patterns* (Vienna, 2006)

¹⁴ Patrick Beiler, *Forced Labour and Human Trafficking: Estimating the Profits*, working paper (Geneva: International Labour Office, 2005)

¹⁵ Patrick Beiler, *Forced Labour and Human Trafficking: Estimating the Profits*, working paper (Geneva: International Labour Office, 2005)

¹⁶ US State Department, *Trafficking in Persons Report (2007)* p.56

¹⁷ US State Department, *Trafficking in Persons Report (2007)* p.38



BLM 11.3 – Sample T-chart

The text says . . .	This makes me think/feel/question . . .
<p>People are reported to be trafficked from 127 countries to be exploited in 137 countries, affecting every continent and every type of economy</p>	<p>I didn't realize human trafficking was something that happened worldwide. I thought it was only something that happened in developing countries.</p> <p>If it is happening on every continent, why haven't countries done something to stop it?</p> <p>How much money would it take to stop human trafficking?</p>
<p>Many trafficking victims have at least middle-level education</p>	<p>If many victims have at least middle-level education, how do they get involved in trafficking?</p> <p>What prevents them from getting out?</p>
<p>Estimated global annual profits made from the exploitation of all trafficked forced labour are US\$ 31.6 billion</p>	<p>If it is happening on every continent, why haven't countries done something to stop it?</p>

BLM 11.4 – Research Assignment

Human Trafficking Research Assignment

Now that you have had a chance to learn some facts about human trafficking, you will complete a research project on one aspect which interests you. From the following choices, select:

- one form of human trafficking
(i.e. Child labour, forced labour, trafficking of organs, etc.)
- the impact of human trafficking in one country or area of the world
- learn about the story of one victim of human trafficking

The purpose of this assignment is to investigate why human trafficking happens, how it impacts the individual and his/her family, how it affects societies as a whole, and what our response should be as a Christian community who is aware of this problem.

The format for your end product is up to you. Possible options include a PowerPoint presentation, written report, mock interview, photo essay, etc. You will share your assignment with your peers in a 10-minute oral presentation.

While completing this assignment, keep in mind the success criteria generated in class. Ensure that your final product demonstrates the following:

- An understanding of the complexity of the worldwide human trafficking problem
- How human trafficking affects the individual and his/her family and friends
- Our call as a Christian community of faith

GRADE 12 LESSON

Human Trafficking – Action Plans

Curriculum Expectations – Catholic Graduate Expectations, Overall and Specific R.E. Expectations

Catholic Graduate Expectations

A Discerning Believer Formed in the Catholic Faith community who:

CGE1d – Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

Learning Goals

- By the end of the lesson, students will have a deeper understanding of human trafficking. Students will be able to articulate how human trafficking devalues the dignity and worth of the human person.
- Students will learn more about their human rights and how to develop a plan of action to support these rights.

Instructional Components

Prior Knowledge and/or Skills

- Lessons from Grade 7 – 11 (if completed)
- Students may be able to make connections by applying their understanding of fairness and/or their experiences of bullying to the topic of human trafficking.

Terminology

Human trafficking: Human trafficking involves the recruitment, transportation, harboring and/or exercising control, direction or influence over the movements of a person in order to exploit that person, typically through sexual exploitation or forced labour. It is often described as a modern form of slavery.

Definition from: www.publicsafety.gc.ca/prg/le/cmbt-trffkng-eng.aspx

Resources

BLM 12.1 – A Visit to the United Nations

BLM 12.2 – Mapping it Out

Websites

Children's Bill of Rights: www.tigurl.org/images/tiged/docs/activities/27.pdf

Anti-slavery International: www.antislavery.org/english

The Salvation Army: www.salvationarmy.org.uk/uki/HumanTraffickingResources

UNODC: www.unodc.org/documents/Global_Report_on_TIP.pdf

BBC News: <http://news.bbc.co.uk/2/shared/spl/hi/world/05/slavery/html/1.stm>

Prayer/Scripture Focus

See "Minds On" Section below.

Minds-On – Approximately 40 minutes

Create a K-W-L chart to record student thinking throughout the lesson.

Google the word "human trafficking" with the students to get a feel for their knowledge of this topic..

The following Scripture quotes and/or passages can be examined by the students individually, in pairs, or small groups:

Luke 10:25 -37 (Good Samaritan)

Ephesians 4:31-32

Genesis 13:18

John 15:12

Philippians 2:4

Luke 6:31

1 Corinthians 13:13

1 John 4:20-21

1 Timothy 5:1,2

Proverbs 24:17

Colossians 3:12-14

1 Peter 3:8-12

2 Peter 2:10

Romans 12:10

Exodus 6:6

Matthew 18:6

1 Corinthians 13:4-7

Galatians 3:28

Matthew 7:12

James 2:13

After reading the passages have the students answer the following question:

"What does your scripture passage or quote tell us about human dignity and the treatment of others?"

Brainstorm with the students on possible ways to fight against "human trafficking in our world."

Ask the students to name any organizations, groups, or associations they know of that exist to protect human rights (United Nations, The Church, Anti-Slavery International, Salvation Army, The Red Cross)

Visit the Anti-Slavery International website at <http://bit.ly/149YCwJ> and select "what we can do."

Discuss the various ways people can help with this cause.

Return to the Anti-Slavery International website and select the Campaigns – www.antislavery.org/english/campaigns/campaigning_success.aspx

Read over the campaign success stories that have resulted in real action against human trafficking.

When finished examining the websites, ask the students which of the actions they feel would be most effective for their cause.

Assessment

Assessment for Learning: Student responses during the minds-on activity can provide insight to both teacher and students regarding students' knowledge of human trafficking and where further teaching is required.

Action – Approximately 80 minutes

A Visit to the United Nations

Explain to the students that they have been commissioned as the leader of a powerful humanitarian organization to speak to the United Nations on the issue of human trafficking. Armed with the valuable information gathered in the Minds-On section, have the students create and share their own Action Plans to combat this horrible crime against humanity. This presentation can be done individually, in pairs, or as a small group. The students can use any form of media or visuals to help in their presentation. Have them generate a creative name for their organization.

(See BLM 12.1)

Set up the classroom in a United Nations Council format, with the remaining students acting as the representatives from the various countries of the world. These remaining students can come prepared with some carefully crafted questions for the presenters.

Assessment

Assessment of Learning: Students' finished presentations can be evaluated using class-generated success criteria.

Consolidation – Approximately 40 minutes

Students should create a class world map indicating the prevalence of human trafficking around the world and in our own backyard. Actual statistics or colour-coded pegs can be placed on each country for comparative purposes. (See BLM 12.2)

Students should begin a school-wide or community wide petition or write as letter to be sent to our MP's demanding a clear action plan to battle this issue at home and abroad.

Ask the students if they feel that human trafficking is different in Canada than in other countries in the world. Ask them to justify their answers.

Assessment

Assessment of Learning: Student responses during the class discussion and map activity or petition could be evaluated using class- or teacher-generated criteria.

BLM 12.1 – A Visit to the United Nations

From what you have discussed, the examples you have seen, and the information you have gathered in class, it is now time to create an “Action Plan!”

You have been commissioned as the leader of a powerful humanitarian organization to speak to the United Nations on the issue of human trafficking. Below is a planning template to help you with your presentation. The first step will be to generate a creative name for the organization that you represent. Next, decide how you will go about using your “Action Plan” to combat this horrible crime against humanity. What will you say to get your point across to the countries of the world? You can use any form of media or visuals to help in your presentation.

The name of your organization is:

What form or type of human trafficking caught your attention the most?

Briefly describe your “Action Plan”:

What are some key points you will make?

What forms (if any) of media will you be using during your presentation?

How will you conclude your presentation?

BLM 12.2 – Mapping it Out



The following world map shows the areas of greatest concern when it comes to human trafficking. Your teacher will assign you a country or area from the map. Find the country on the map and research statistics that show actual figures from each location. Fill in and cut out the small piece of paper below with the information you have discovered. Then tape the paper to the corresponding country on a large class map.

You can research more about your country at the following website:
www.unodc.org/documents/Global_Report_on_TIP.pdf

Country:

Number of human trafficking victims:

Most significant form of trafficking:

RESOURCES

1. Salvation Army – www.salvationarmy.org.uk/uki/HumanTraffickingResources
www.salvationarmy.ca/tag/human-sexual-trafficking/
2. Anti-Slavery – <http://bit.ly/149YCwJ>
3. United Nations – <http://bit.ly/cllq0d>
4. PBS – <http://to.pbs.org/XzsmMH>
5. Youth for Human Rights – www.youthforhumanrights.org
6. Human Trafficking – www.humantrafficking.org/updates/887
7. PubMed – www.ncbi.nlm.nih.gov/pubmed
8. Polaris Project – www.polarisproject.org
9. Find Ani – www.findani.com
10. Government of Canada – www.justice.gc.ca/eng/fs-sv/tp
11. World Vision – <http://bit.ly/Nbp5PY>
12. Red Cross – www.redcross.ca/article.asp?id=24114&tid=078
13. End Slavery Now – www.endslaverynow.com/?goto=main§ion=blog#7
14. The Toronto Star – www.thestar.com/article/560487
15. United States Conference of Catholic Bishops – <http://bit.ly/pL3NmO>
16. CBC Street Cents – www.cbc.ca/streetcents/guide/2001/16/s02_01.html
17. Stossel in the Classroom – www.stosselintheclassroom.org/video_activityAug08.html
18. Children’s Bill of Rights – www.tigurl.org/images/tiged/docs/activities/27.pdf
19. BBC News – <http://news.bbc.co.uk/2/shared/spl/hi/world/05/slavery/html/1.stm>

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