THE A21 CAMPAIGN | CURRICULUM

BODIES ARE NOT COMMODITIES

AUSTRALIA

HIGH SCHOOL

BODIES ARE NOT COMMODITIES

DEVELOPED BY:
The A21 Campaign
427 E. 17th Street #F223
Costa Mesa, CA 92627
www.TheA21Campaign.org

Project Producer: Kristen Morse

WRITTEN BY:
Valerie Ellery: B.Ed., M.Ed. Reading, NBCT
Alana Martinez: J.D., BA Literature
Renee Nouvelle: M.Ed. Curriculum, Ed.D. Teacher Leadership, NBCT
Clive Logan: B.A., Dip Ed (Sydney University), M.A. (Macquarie University) MACE

EDITED BY:
New Fields & Company
P.O. Box 622
Hillsboro, Missouri 63050

Editors: Allison Newfield & Vincent M. Newfield

COVER AND INTERIOR DESIGN:
The A21 Campaign
427 E 17th Street #F223
Costa Mesa, CA 92627
www.TheA21Campaign.org

Graphic Manager: Eric Hollandsworth

VIDEO PRODUCTION:
Verocity Creative Communications Inc.
4630 S Kirkman Road #444
Orlando, FL 32811

Series Producer: Susan Stauffer

ORIGINAL MUSIC COMPOSITION:
David Kennedy
Dave Tymo

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TABLE OF CONTENTS

Front Matters.....3 - 19

Session 1.....20 - 35

Session 2.....36 - 53

Session 3.....54 - 73

Session 4..... 74 - 105

Session 5.....106 - 121

Student Guide .....122 - 202

Appendices.....203 - 209

FRONT MATTERS

PROGRAM OVERVIEW

The A21 Campaign is a non-profit organization that exists to abolish injustice in the 21st century through a comprehensive system of preventative measures, victim protection, prosecution of violators, and strategic partnerships.

The *A21 High School Curriculum: Bodies Are Not Commodities* is a resource for secondary educators, students, and abolitionists who want to bring awareness and action against injustice through the educational system. It has been created for the purpose of ensuring more participatory and sustainable solutions to injustice issues.

Bodies Are Not Commodities provides five interactive sessions to motivate and engage the adolescent learner. It includes a focus on the Years 7-10 Content Descriptions for English, relevant Years 8-10 Content Descriptions for History as well as key correlation with the Years 7-10 Health and Physical Education Content Descriptions. This curriculum resource is able to be mapped against all the General Capabilities of Literacy, Numeracy, ICT capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding as well as integrating the Cross-Curriculum Priority of Sustainability across the content descriptions of English, History, and Health and Physical Education.

There are also intersession extension opportunities to help further awareness and prevention. *Bodies Are Not Commodities* also includes Learning Labs that are designed to provide students with an interactive, inquiry-based experience that offers the following opportunities: higher-order thinking skills, authentic connectedness to the real world, substantive conversation skills, social support, and depth of knowledge.

Bodies Are Not Commodities has been developed in response to an overwhelming need for education about human trafficking among students.

Its goals are to:

1) Prevent human trafficking
2) Protect students
3) Offer pathways of engagement to be a part of the solution to end slavery

Did you know?

- There are more slaves in the world today than at any other point in human history. More than 27 million people are trapped in bondage.[i]
- Human trafficking is the second largest criminal industry, exploiting men, women, and children against their will for manual and sexual labour.
- Australia is primarily a destination country for women and girls subjected to sex trafficking and, increasingly, forced labor.[ii]

Please visit The A21 Campaign website to sign up and receive more information about human trafficking prevention education and for downloadable resources.

www.A21.org/Students

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CURRICULUM OVERVIEW
CONTENT OUTLINE

SESSION 1: HOW HAS SLAVERY EVOLVED?

BIG IDEAS:

1. Slavery did not end with the Emancipation Proclamation; it is still a violation of human rights.
2. An abolitionist's goal is to free people from slavery. Although this goal remains the same for modern-day abolitionists, their work differs from their predecessors.
3. A *commodity* is a product that can be bought or sold; humans are *not* commodities.

ESSENTIAL QUESTIONS:

1. What are ways human rights can be violated?
2. How has the concept of slavery and the role of the abolitionist evolved from past to present?
3. What is a commodity?

SESSION 2: WHAT IS HUMAN TRAFFICKING?

BIG IDEAS:

1. Human trafficking is a widespread problem of slavery that exists today.
2. There are five main forms of modern-day slavery: (1) Forced Labour (2) Sex Trafficking (3) Bonded Labour (4) Involuntary Domestic Servitude and (5) Child Soldiers.

ESSENTIAL QUESTIONS:

1. What is human trafficking?
2. How are the main forms of modern-day slavery similar and/or different?

SESSION 3: HOW DOES SOMEONE BECOME A VICTIM?

BIG IDEAS:

1. Anybody can become a victim of human trafficking and be subjected to many forms of abuse, which may keep them bound to their trafficker.
2. Traffickers have specific methods of entrapping victims in human trafficking.
3. Perpetrators use technology as a major tool to recruit, manipulate, and lure potential victims.

ESSENTIAL QUESTIONS:

1. Who is a victim and what happens to someone who becomes a victim?
2. What causes someone to get trapped in human trafficking?
3. How does someone become a victim of human trafficking?

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SESSION 4: HOW DO WE ABOLISH HUMAN TRAFFICKING?

BIG IDEAS:

1. Prevention is necessary to reduce the demand for human trafficking and increase awareness.
2. Protection provides victims a myriad of support efforts after they are rescued from their traffickers and prosecution efforts must be heightened in order to abolish human trafficking.
3. No one person can stop human trafficking, but through partnerships - everyone working together - we can help abolish this social injustice.

ESSENTIAL QUESTIONS:

1. What are preventive actions that can be taken to eliminate the demand for human trafficking?
2. What are some of the challenges faced by those involved with protecting victims and prosecuting traffickers?
3. Why is it necessary to have collaborating partnerships to end human trafficking?

SESSION 5: HOW CAN I ABOLISH HUMAN TRAFFICKING?

BIG IDEAS:

1. There are physical, behavioural, and emotional indicators of a trafficked victim.
2. There are organizations and individuals who offer support to a victim.
3. Everyone can be a part of a plan to eradicate human trafficking in the 21st century.

ESSENTIAL QUESTIONS:

1. How would I recognize a victim?
2. When I recognize a potential victim, to whom do I communicate my concerns?
3. What necessary steps can I take to help a potential victim and abolish human trafficking?

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CURRICULUM OVERVIEW

STANDARDS

The tables below indicate the Australian Curriculum Content Descriptions for English, History, and Health and Physical Education that are aligned within each session. The descriptions are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in high school, university and careers. An X under a particular session number indicates that the description marked is addressed within that session. The Xs that are accompanied by the word "lab" indicate that the description marked is addressed within one or both of the Learning Labs that correlate with that particular session.

Table 1. **English/History Content Descriptions (Literacy)** for session alignments:

English/History Content Descriptions	1	2	3	4	5
ACELY1746 – Creating Texts Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments	X *Intra. Lab				
ACELY1742 – Interpreting, analysing, evaluating Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts		X *Intra. Lab			
ACELY1756 – Creating Texts Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative and persuasive purposes that reflect upon challenging and complex issues		X *Intra. Lab	X *Intra. Lab		
ACELY1752 – Interpreting, analysing, evaluating Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences	X *Intra. Lab	X *Intra. Lab			
ACEL1754 - Interpreting, analysing, evaluating Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives and evaluating supporting evidence	X Session *Intra. Lab	X Session			X Session
ACHHS164 – Chronology, terms and concepts Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places [HISTORY]		X Session			
ACHHS174 – Explanation and communication Develop texts, particularly descriptions and discussions, that use evidence from a range of sources that are referenced [HISTORY]			X *Inter. Lab	X *Inter. Lab	X *Inter. Lab
ACHHS191 – Perspectives and interpretations Identify and analyse different historical interpretations (including their own) [HISTORY]	X Session				
ACELY1776 – Creating texts Use a range of software, including word processing programs, flexibly and imaginatively, to create, edit and publish texts, considering the identified purpose and the characteristics of the user				X *Intra. Lab	X *Intra. Lab

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Table 2. **English Content Descriptions (Literature)** for session alignments:

English Content Descriptions	1	2	3	4	5
ACELT1639 – Literature and context Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts	X Session *Inter. Lab	X Session *Inter. Lab	X Session *Inter. Lab	X Session *Inter. Lab	X Session *Inter. Lab
ACELY1742 – Responding to literature Reflect on, extend, endorse or refute others' interpretations of and responses to literature			X Session	X Session	X Session *Intra. Lab
ACELT1815 – Creating literature Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience			X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X *Inter. Lab

Table 3. **Health and Physical Education Content Descriptions** for session alignments (from the Personal, Social and Community Health strand):

Health and PE Content Descriptions	1	2	3	4	5
ACPPS089 – Being healthy, safe and active Evaluate factors that shape identities, and analyse how individuals impact the identities of others	X Session	X Session	X Session	X Session *Intra. Lab	X Session
ACPPS091 – Being healthy, safe and active Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk	X *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X Session	X Session	X Session
ACPPS092 – Being healthy, safe and active Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices			X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab
ACPPS094 – Communicating and interacting for health and wellbeing Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses	X Session	X Session *Intra. Lab	X Session	X Session	X Session
ACPPS097 – Contributing to healthy and active communities Critique behaviours and contextual factors that influence the health and wellbeing of their communities	X Session *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X Session	X Session *Intra. Lab	X Session

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CURRICULUM OVERVIEW

CRITICAL THINKING

"Students who are given the opportunity to process information through higher-order thinking comprehend and store knowledge for future authentic application far more than students who passively respond to lower-order questions.[iv] Higher-order thinking is generated by asking students to reflect and respond to the global understanding of "why" they are learning specific content that is necessary in bringing them to a metacognitive awareness (the ability to think about their learning process)."[v]

Table 4. Critical Thinking: **Bloom's Taxonomy**[vi] **and Depth of Knowledge (DOK)**[vii] Session Alignments:

Bloom's Taxonomy	Webb's DOK	1	2	3	4	5
1. **Remembering:** Recall appropriate information.	**Recall and Reproduction:** Recall a fact, information, or procedure.	X Session	X *Intra. Lab *Inter. Lab	X *Intra. Lab *Inter. Lab	X Session	X Session
2. **Understanding:** Grasp the meaning of material.		X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab
3. **Applying:** Use learned material in new and concrete situations.	**Skill/Concept:** Engages mental process beyond habitual response using information or conceptual knowledge.	X Session	X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab
4. **Analyzing:** Break down material into component parts so that its organizational structure may be understood.	**Strategic Thinking:** Requires reasoning, developing plan or sequence of steps, some complexity, more than one possible answer, high level of thinking than previous 2 levels.	X Session *Intra. Lab *Inter. Lab	X Session *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab
5. **Evaluating:** Makes judgments based on criteria and standards.	**Extended Thinking:** Requires investigation, complex reasoning, planning, developing, and thinking. It is usually over an extended period of time.	X *Intra. Lab *Inter. Lab	X *Inter. Lab	X *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X *Inter. Lab
6. **Creating:** Positions elements together to form a coherent or functional whole; reorganizes elements into a new pattern or structure through generating, planning, and producing.		X *Inter. Lab	X *Intra. Lab	X *Intra. Lab	X *Intra. Lab *Inter. Lab	X *Intra. Lab *Inter. Lab

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CURRICULUM OVERVIEW

MULTIPLE INTELLIGENCE AND CAREER READINESS

Research in learning styles indicates that there are multiple individual styles that educators can identify and use in order to select specific instructional strategies to support students' strengths. Intelligence is a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture.[viii] Multiple Intelligences are comprehensive categories of different ways to demonstrate intellectual ability. Research suggests that the brain is a pattern detector and needs multiple experiences and instructional methods that are congruent in order for it to seek and make connections for understanding and learning content.[ix]

Table 5. Multiple Intelligences Session Alignments:

Multiple Types of Intelligences	1	2	3	4	5
VISUAL/SPATIAL – The ability to perceive the visual and think in images and pictures.	X *Intra. Lab *Inter. Lab	X *Intra. Lab *Inter. Lab	X *Intra. Lab *Inter. Lab	X *Intra. Lab *Inter. Lab	X *Intra. Lab *Inter. Lab
VERBAL/LINGUISTIC – The ability to communicate in and analyze words and language elements (sounds, meanings, and rhythms).	X *Intra. Lab	X *Intra. Lab	X *Inter. Lab	X *Inter. Lab	X *Inter. Lab
MATHEMATICAL/LOGICAL – The ability to use logic and reason and appreciate abstract relationships, including patterns.	X Session *Intra. Lab *Inter. Lab	X *Intra. Lab	X *Intra. Lab	X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab
BODILY/KINESTHETIC – The ability to control body movements and handle objects skillfully (balance and eye-hand coordination).			X *Inter. Lab	X *Inter. Lab	X *Intra. Lab
MUSICAL/RHYTHMIC – The ability to create, understand, and communicate rhythm, pitch, and timbre through intuitive and analytical means.				X *Intra. Lab	
INTRAPERSONAL – The ability to self-reflect and be aware of inner feelings, values, and thinking processes; recognizing one's own strengths and weaknesses.	X *Intra. Lab	X *Intra. Lab	X *Intra. Lab	X *Intra. Lab	X *Intra. Lab
INTERPERSONAL – The ability to cooperate and communicate (both verbally and nonverbally) about a subject and respond to other's moods, motivations, and desires.	X *Inter. Lab	X *Inter. Lab	X *Inter. Lab	X *Inter. Lab	X *Inter. Lab
NATURALISTIC – The ability to distinguish among and classify features of the environment; caring about and interacting with plants, animals, and other objects of nature.	X *Intra. Lab *Inter. Lab				

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PROGRAM RESOURCES AND FORMAT

This curriculum resource is divided into five sessions. Each session includes content videos, individual activities, group activities, and learning labs.

SESSION LEARNING FORMAT INCLUDES:[x]

RESOURCES INCLUDE:

- Facilitator Guide
- Student Guide
- USB or Video Downloads

PREPARATION

- Organize resources for the session.
- Review the Big Ideas, Essential Questions, Objectives, Outcomes, and Standards for each session.
- Prepare instructional materials and establish an environment conducive for learning.

INITIATION

- Introduce Essential Questions and create an action that sets the stage for learning.
- Implant Academic Key Vocabulary with the Knowledge Rating Technique and develop student interest.
- Establish an anticipatory lead-in "hook" using the Anticipation / Reaction Guide Technique.

CONSIDERATION

- As the facilitator, clearly demonstrate meaningful initial instruction.
- Explain and model the *what, how,* and *why* of each task.
- Provide detailed examination of content.

COLLABORATION

- Offer an instructional format for interaction with Student Guides and among learners.
- Support flexible grouping for student teamwork to take place.
- Engage learners in an opportunity to process information.

REFLECTION

- Think about the anticipatory set of statements from the Initiation section and reflect.
- Provide a time for students to fill out their Evaluation Slips, considering what they have learned and what they still would like to learn.

APPLICATION

- Establish opportunities for partner and independent practice through extended investigative Learning Labs. These will enable practical application.
- Make clear step-by-step procedures available for self-regulation.
- Provide experiences for active engagement and approximations.

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APPLICATION RATIONAL FOR LEARNING LABS

THE LEARNING LABS ARE DESIGNED TO PROVIDE STUDENTS WITH AN INTERACTIVE, INQUIRY-BASED EXPERIENCE THAT PROVIDES THE FOLLOWING OPPORTUNITIES:

The students will be able to recognize the relationship between the vocabulary words using a variety of analogies (i.e., antonyms, synonyms, cause and effect). An optional visual representation of Reflection Connection puzzle pieces could be used for the kinesthetic learners.

1. Developing *higher*-order *thinking skills* by asking and answering questions, making distinctions, applying ideas, and forming generalizations that relate to abolishing injustice.

2. Cultivating *authentic connectedness to the real world* by developing skills to gather, analyze, and interpret relevant data and presenting the resulting data against injustice.

3. Creating *substantive conversation skills and social support* by collaborating effectively with others; this will be accomplished as students carry out complex tasks and contribute and respond to ideas that promote improved, collective understanding of injustice today.

4. Expanding one's *depth of knowledge* by creating and defending reasoned argumentative statements and responding to critical comments.

Research in effective, instructional strategies indicates that well-designed, collaborative, and authentic instruction can be among the most effective possible strategies to enhance student learning. Inquiry activities that are integrated with metacognitive learning experiences and that include the manipulation of ideas rather than materials and procedures have been shown in numerous studies to enhance a student's understanding of facts and concepts.[xi]

EACH SESSION HAS TWO LEARNING LABS FOR DIFFERENTIATION:

INTRAPERSONAL LABS: Individualized opportunities for reflective, responsive processing of content.

INTERPERSONAL LABS: Require partner or collaborative (group) interaction.

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PROGRAM PACING GUIDE

This curriculum includes five interactive sessions; it can be used on its own or as a supplement resource. Educators can choose to complete this course within a one-week timeframe or disperse the sessions throughout a unit relating to social justice. Either way, the curriculum should be taught in chronological order to ensure a clear understanding of injustice.

5 Class Periods	*Extended Class Periods
Session 1	Session 1 Labs
Initiation, Consideration, Collaboration, and Reflection Sections	Application: Intrapersonal Learning Lab and/or Interpersonal Learning Lab
Session 2	Session 2 Labs
Initiation, Consideration, Collaboration, and Reflection Sections	Application: Intrapersonal Learning Lab and/or Interpersonal Learning Lab
Session 3	Session 3 Labs
Initiation, Consideration, Collaboration, and Reflection Sections	Application: Intrapersonal Learning Lab and/or Interpersonal Learning Lab
Session 4	Session 4 Labs
Initiation, Consideration, Collaboration, and Reflection Sections	Application: Intrapersonal Learning Lab and/or Interpersonal Learning Lab
Session 5	Session 5 Labs
Initiation, Consideration, Collaboration, and Reflection Sections	Application: Intrapersonal Learning Lab and/or Interpersonal Learning Lab

*Educators may choose one or both labs for students to complete after each session to extend their inquisitive learning opportunities. Class times may vary.

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TECHNIQUE PROCEDURES AND RATIONALE

ACTIVE ANALOGIES:
Students should be able to recognize the relationship between the vocabulary words using a variety of analogies (i.e., antonyms, synonyms, cause and effect statements). An optional visual representation of Reflection Connection Puzzle Pieces could be used for the kinesthetic learners.

ANTICIPATION/REACTION GUIDE:
Students will make predictions about upcoming lesson content. They will listen for information that either confirms or changes their thinking, based on the facts that are presented during the sessions.

BABBLING BALL TECHNIQUE:
Students may collaborate through interactive discussion using a paper ball. Write selected Key Vocabulary Words or Anticipation/Reaction Guide statements on different coloured pieces of paper (one colour = one word or statement). Crumble the piece of paper with word (or statement) #3 into a ball. Wrap the paper with statement (or word) #2 around word (or statement) #3, creating a ball with two layers like a head of lettuce. Wrap the paper with statement (or word) #1 around the ball, adding a third layer. Students will stand in a small group (4-6 in number) and carefully toss the paper ball back and forth to music like a game of hot potato. When the music stops, the student holding the ball will unwrap the first layer of paper (statement or word #1) and read it aloud to the group. Students will share what they know about the word or statement and give examples and/or a definition. If it is a statement, they will decide if they agree or disagree with it and verbally share their opinion. Students should explain the reasoning behind their thinking. Repeat the process until the last layer (word or statement) of the ball is discussed.

FOUR CORNERS GRAPHIC ORGANIZER:
Students will complete a graphic organizer that allows for word analysis and vocabulary enhancement. This model draws on students' prior knowledge and helps them build connections among new concepts and create a visual reference by which they learn to compare attributes and examples of key vocabulary. *Have students number off from 1-4 to form four groups; each group will represent one of the four corners to discuss. Next, create new, mixed groups of 1-4 and allow students to share information.

KNOWLEDGE RATING VOCABULARY:
Students will identify their level of knowledge for each session's terms by independently rating how well they know the key vocabulary concepts or words.

READER'S THEATRE:
Students will learn to think strategically and employ pacing practices as they explore expressive language during oral reading.

SEMANTIC FEATURE ANALYSIS:
Students will explore the relationships among groups of key vocabulary; they will also elicit prior knowledge, make predictions, and monitor their comprehension.

"SOMEBODY WANTED BUT SO" GRAPHIC ORGANIZER:
Students will determine importance and record on a graphic organizer after listening for details in order to summarize content information and ideas, make connections, and remember essential facts.

THE "3 R'S" QUESTION LOG:
Before watching a video, students will *record* their questions concerning the subject matter to be discussed. They will then *react* to the information presented during the video presentation and ultimately *reflect* on their original questions and reactions. A three section foldable can be used as a graphic organizer. Have students fold a piece of paper in half horizontally and then cut two slits toward the center of the fold on the top side of the paper to make three tabs. Label each tab with one of the 3 R's (Record, React, and Reflect); have students record on the inside of the flip tab their responses.

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PRE/POST ASSESSMENT

The Pre-Test Assessment allows for educators and learners to discover what they already know on the specific topic of human trafficking and what is yet to be learned. It is critical to recognize prior knowledge so learners can engage in questioning, formulating, thinking, and theorizing in order to construct new knowledge appropriate to their level. With each session, Evaluation Slips will also be administered for ongoing evaluation throughout the learning process. The Post-Test will allow for students to demonstrate what they have achieved.

MATERIALS

- Student Guide Pre/Post Test Assessments
- Grading Rubric
- Evaluation Slips

PROCEDURES

STEP 1. Pre-Test Assessment

- Encourage students to review the grading rubric to establish achievement expectations. Remind them that a Pre-Test Assessment is used as an opportunity to activate prior knowledge and begin to implant key vocabulary and essential concepts.

- Distribute and administer a copy of the Student Guide Pre-Test Assessment as a formative evaluation.

STEP 2. Grading Rubric

- Use the Grading Rubric to determine learning strengths and areas of development needs.

STEP 3. Instructing Sessions

- Instruct all five sessions and use the Reflection Section (Anticipation/Reaction Guide, Reflection, and Evaluation Slips) in each session to check the students' level of understanding.

STEP 4. Post-Test Assessment

- Distribute and administer a copy of the Student Guide Post-Test Assessment as a formative evaluation.

- Use the Grading Rubric to determine students' learning achievement.

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PRE/POST ASSESSMENT RUBRIC

CONSTRUCTED AND SELECTED RESPONSE QUESTIONS

Welcome to the *Bodies Are Not Commodities* curriculum. You are about to embark on an investigative journey to uncover the facts about an injustice that exists in the world today. Before we begin, take some time to review the rubric below in order to become acquainted with the performance criteria for how you will be scored. Analyze the Advanced, Proficient, Basic, and Below rubric criteria for you to acquire knowledge throughout the sessions.

After familiarizing yourself with the rubric, take the Pre/Post Assessment for Abolishing Injustice to activate any prior knowledge you may have on the content. Your facilitator will use your responses to help guide instruction during each of the five sessions. At the end of the unit, you will take a mirrored version of this assessment, demonstrating your increased awareness and understanding of how to abolish injustice.

	ADVANCED	PROFICIENT	BASIC	BELOW
Commodity	Provide 3 or more examples explaining the relationship between bodies as commodities and human rights.	Provide 2 examples explaining the relationship between bodies as commodities and human rights.	Provide 1 or more examples explaining the relationship between bodies as commodities and human rights.	Unable to provide an example explaining the relationship between bodies as commodities and human rights.
Technology	Provide 3 ways technology is used for human trafficking.	Provide 2 ways technology is used for human trafficking.	Provide 1 way technology is used for human trafficking.	Unable to provide ways technology is used for human trafficking.
Law Enforcement	Explain 4 roles of law enforcement in the abolishment of human trafficking.	Explain 3 roles of law enforcement in the abolishment of human trafficking.	Explain 2 roles of law enforcement in the abolishment of human trafficking.	Explain 1 role of law enforcement in the abolishment of human trafficking.
Indicators	List 4 - 5 examples from the following indicators: physical, behavioural, and emotional.	List 3 examples from the following indicators: physical, behavioural, and emotional.	List 2 examples from the following indicators: physical, behavioural, and emotional.	List 1 or 0 examples from the following indicators: physical, behavioural, and emotional.
Steps To Take	Provide 3 specific steps to take if you encounter a victim.	Provide 2 specific steps to take if you encounter a victim.	Provide 1 specific steps to take if you encounter a victim.	Unable to provide specific steps to take if you encounter a victim.
Abolishment	Provide 3 corresponding causes and effects that can abolish human trafficking.	Provide 2 corresponding causes and effects that can abolish human trafficking.	Provide 1 corresponding causes and effects that can abolish human trafficking.	Unable to provide corresponding causes and effects that can abolish human trafficking.
Selected Response Questions	States correct answer choice for 4 out of 4 questions with appropriate justification.	States correct answer choice for 3 out of 4 questions with appropriate justification.	States correct answer choice for 2 out of 4 questions with appropriate justification.	States correct answer choice for 1 or 0 out of 4 questions with or without appropriate justification.

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PRE/POST ASSESSMENT
CONSTRUCTED AND SELECTED RESPONSE QUESTIONS

BODIES ARE NOT COMMODITIES
PRE/POST ASSESSMENT

Name: _____ Date: _____

DIRECTIONS: Answer the following questions. Include all possible responses for the selected-response questions.

1. Is using a body as a commodity a violation of human rights? Why or why not?

Yes. Human trafficking involves the buying and selling of people, attempting to put the price tag on human life. This is a violation of human rights because no person has the right to own a life. The life of a human is priceless. Article #4 of the Declaration of Human Rights states, "No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms."

Monitor students as they take assessment. Answers may vary for the constructed sections and justification sections of selected response.

2. Which of the following are considered to be a form of human trafficking?
   a. Sex trafficking
   b. Arms Dealing
   c. Forced Labour
   d. Involuntary Domestic Servitude
   e. Drug Dealing

Justify your choice(s) as to why you selected your answer:

The five forms of human trafficking are (1) Forced Labour, (2) Sex Trafficking, (3) Bonded Labour, (4) Involuntary Domestic Servitude, and (5) Child Soldiers.

3. An abolitionist in the 21st century
   a. Exists in third-world countries of the globe and is also a slave
   b. Does not exist in modern society
   c. Fights to end slavery around the globe
   d. Fights for equal human rights for all people

Justify your choice(s) as to why you selected your answer:

Modern - day abolitionists are those who seek to see human trafficking ended around the globe. An abolitionist can be a person who is any age and from any country.

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4. Some common methods used by traffickers to obtain victims include:
   a. Force
   b. Coercion
   c. Technology
   d. Stealing
   e. Fraud

Justify your choice(s) as to why you selected your answer:

Technology is a tool used by traffickers to lure victims, but is not considered to be a method. The methods traffickers use to traffic victims are force, fraud, and coercion.

5. Explain the role *technology* plays in the spread of human trafficking.

Through technology, traffickers lure victims by establishing fake accounts and chatting to those are unsuspecting. It's also used as a platform to recruit and sell victims. It's important to use caution when corresponding with people over the Internet.

6. Which of the following are the four "P's" identified by the U.S. TIP Report as means of ending human trafficking?
   a. Protestation
   b. Prosecution
   c. Prevention
   d. Partnership
   e. Protection

Justify your choice(s) as to why you selected your answer(s):

The four "P's" are prevention, prosecution, protection, and partnership. The term "protestation" deals with protesting to either affirm or object.

7. Explain the role law enforcement plays in the abolition of human trafficking.

Law enforcement plays the role of being on the front lines when it comes to combating human trafficking. They enforce laws, conducts raids, rescue victims, arrest traffickers, and testify in court. Police officers are trained to be able to identify a victim, rescue victims, and arrest the criminals involved.

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8. List examples of physical, behavioural, and emotional indications a trafficked victim may display.

Physical indicators include bruises, cuts, and other untreated medical ailments. Behavioural indicators include avoidance of eye contact, loss of memory related to trauma, and the inability to travel freely or make decisions. Emotional indicators include fear, self-blame, detachment, anxiety, shame, and hopelessness.

9. Give specific steps you can take if you encounter a victim.

When a person encounters a victim, the first step is to tell a person in authority, such as a teacher or police officer. The national hotline number: Australian Federal Police 131237 or 000 for Local Police. It is imperative to seek professional help by a trusted adult or the authorities when human trafficking is suspected.

10. Explain how decreasing the demand for humans as commodities can abolish human trafficking.

If there were no demand for forced labour or commercial sex, human trafficking would cease to exist. The cultural attitude of accepting the purchasing of people needs to be shifted in order for the demand to be eliminated.

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SESSION ONE

PREPARATION: HOW HAS SLAVERY EVOLVED?

ORGANIZE RESOURCES:

- Session 1 Videos:
  - *Session 1 Open*
  - *Human Rights and Slavery Timeline*
  - *Commodities*
- Computer or Smart Board to play movie files
- Student Guide Session 1 [See Student Guide insert(s) throughout Facilitator Guide for specific details.]
- Optional: Session 1 Learning Labs

ESSENTIAL QUESTIONS:

1. What are ways human rights can be violated?
2. How have the concept of slavery and the role of the abolitionist evolved from past to present?
3. What is a *commodity?*

PROPOSED ACTIVITIES:

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Conduct short as well as more sustained research projects to answer a question (including a self-generating question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

BIG IDEAS:

1. Slavery did not end with the Emancipation Proclamation in the United States; it is still a violation of human rights.
2. An abolitionist's goal is to free people from slavery, and although the goal remains the same, the work of, a modern-day abolitionist differs from his predecessors.
3. A commodity is a product that can be bought or sold; humans are not products.

LEARNING OBJECTIVES:

1. Examine the history of slavery and explore the timeline to include "human trafficking" as slavery.
2. Analyze the concept of commodities and how they are used in daily life.
3. Employ interactive "laboratory" activities to engage learners and help them to apply knowledge.

LEARNERS' OUTCOMES:

1. Investigate social justice and identify issues of injustice and the violation of human rights.
2. Compare and contrast present-day slavery and abolitionists' work against slavery of the past.
3. Apply the term "commodity" in the appropriate context; describe its relevance in the framework of, modern-day slavery and how it relates to the value of human life.

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STEP 1. ESSENTIAL QUESTIONS

- Introduce Session 1 by watching the *Session 1 Open video*. Allow students time to gather an inquisitive stance and ponder answers. In their Student Guide, students can underline questions they think they know the answers to and circle those they need to know more about.
    1. What are ways human rights can be violated?
    2. How has the concept of slavery and the role of the abolitionist evolved from past to present?
    3. What is a *commodity*?

STEP 2. KNOWLEDGE RATING

- This section is for students to personalize the vocabulary by evaluating Session 1's Academic Key Vocabulary in their Student Guides. Students use personalizing vocabulary as a strategy to increase an awareness of a word to a level of responsiveness known as word consciousness.
- Have students rate the Academic Key Vocabulary words from 1 to 3, according to how much they know about each one. The number 1 = never have seen the word; 2 = not sure what the word means; and 3 = can define and use the word. Differentiation: See The Babbling Ball Technique located in the Front Matters.

ACADEMIC KEY VOCABULARY

ABOLITIONIST - A person who takes action to abolish (end) slavery

COMMODITY - An economic good or product that can be bought and sold

HUMAN RIGHTS - Legal, social, and ethical principles of freedom for all human beings

INJUSTICE - Violation of the rights of a person; unfair act

LIBERTY - Freedom of choice from captivity

SLAVERY - The illegal trade of human beings, mainly for the purposes of forced labour and sex trafficking

STEP 3. ANTICIPATION/REACTION GUIDE

- Have students complete the Anticipation/Reaction Guide in their Student Guide to make predictions about upcoming content for Session 1. Prepare them to listen for information that either *confirms* or *changes* their thinking, based on the facts that will be presented during the session.
- Inform students that they will have an opportunity at the close of the session to justify their thinking as they confirm or reassess their original response to the statements based on knowledge they acquire from their learning experiences. Differentiation: See The Babbling Ball Technique located in the Front Matters.

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SESSION 1:
INITIATION STUDENT GUIDE WITH FACILITATOR NOTES

INITIATION: HOW HAS SLAVERY EVOLVED?

Name: _____ Date: _____

STEP 1. Facilitate brief conversation with the class using the essential questions as a springboard.

ESSENTIAL QUESTIONS:

1. What are ways human rights can be violated?
2. How have the concept of slavery and the role of the abolitionist evolved from past to present?
3. What is a *commodity*?

KNOWLEDGE RATING OF ACADEMIC KEY VOCABULARY:

DIRECTIONS: Rate the words according to your current and previous knowledge:

1= Never have seen the word/term
2= Not sure what the word/term means
3= Can define the word/term and use it

STEP 2. Have students identify their level of knowledge of the terms by having them independently rate how well they know the key vocabulary concept or word.

Abolitionist 1 2 3	Human Rights 1 2 3	Liberty 1 2 3
Commodity 1 2 3	Injustice 1 2 3	Slavery 1 2 3

ANTICIPATION/REACTION GUIDE STATEMENTS:

DIRECTIONS: After viewing the slavery timeline segment on the video, discuss the significance of the abolitionist movement from past to present. Record why abolitionists are important and include any modern-day examples of abolitionists in Australia and across the world.

STEP 3. Provide time for students to ponder and predict whether these content statements are true or false.

MY THOUGHTS A= Agree or D = Disagree	SESSION 1 STATEMENTS
	1.There are more people trapped in slavery right now than any other point in world history.
	2. An abolition movement is vital in today's world.
	3. A person is a commodity.

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CONSIDERATION:
HUMAN RIGHTS AND SLAVERY TIMELINE

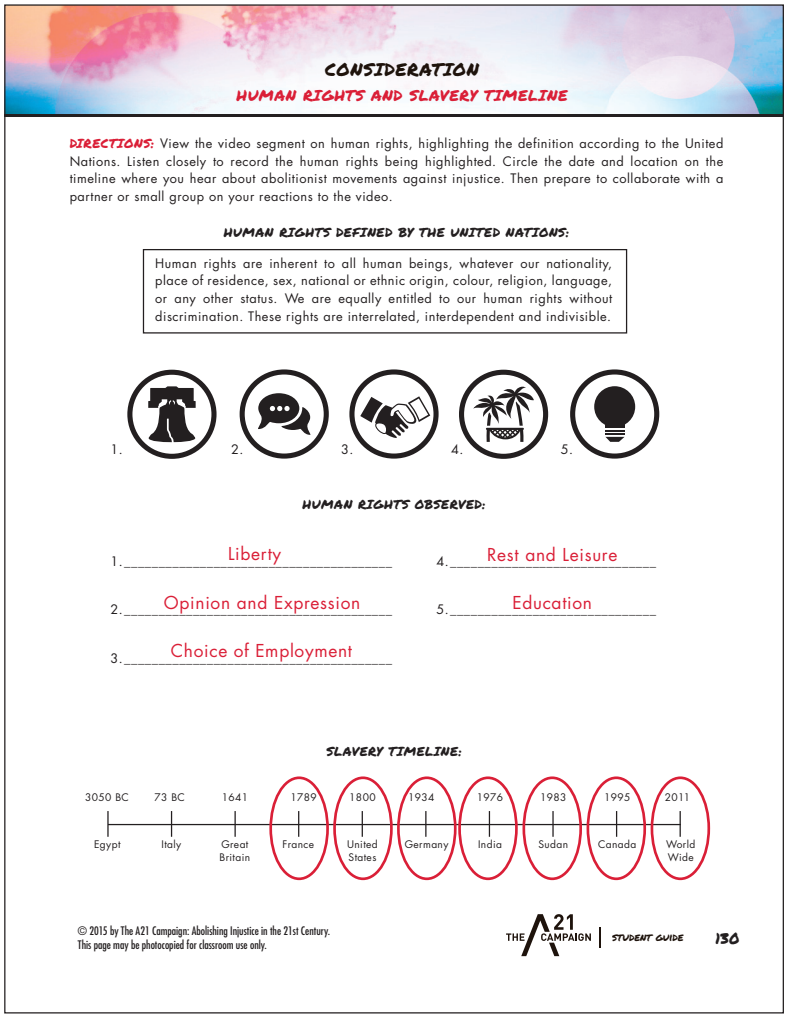
STEP 4. VIDEO: HUMAN RIGHTS AND SLAVERY TIMELINE

- Ask students to think about their everyday rights and how they apply them (i.e., coming to school, deciding what to do after school, pursuing their dreams). Have students reflect on the essential questions for this session again: What are some ways human rights can be violated? How have the concepts of slavery and the role of the abolitionist evolved from past to present?
- Begin the video segment *Human Rights and the Slavery Timeline*. This video segment highlights the definition of human rights according to the United Nations. This is an introduction to the importance of social action against injustice and the role of global, civil responsibility in an increasingly globalized world.
- Students can follow along in their Student Guide. They will view images and decide which human rights are being portrayed. Ask students to listen for what happens when these rights are violated and how forms of slavery begin to prevail. Have students follow along the timeline while watching the video to hear about abolitionist movements against injustice.

SESSION 1:
CONSIDERATION STUDENT GUIDE HUMAN RIGHTS AND SLAVERY TIMELINE

STEP 4.
Have students take notes and reflect on the images of various human rights to:
1. Liberty
2. Opinion and Expression
3. Choice of Employment
4. Rest and Leisure
5. Education

STEP 4. (CONTINUED)
Monitor students as they view the video and circle the date and location on their timeline when an abolitionist movement against injustice is highlighted.



CONSIDERATION
HUMAN RIGHTS AND SLAVERY TIMELINE

DIRECTIONS: View the video segment on human rights, highlighting the definition according to the United Nations. Listen closely to record the human rights being highlighted. Circle the date and location on the timeline where you hear about abolitionist movements against injustice. Then prepare to collaborate with a partner or small group on your reactions to the video.

HUMAN RIGHTS DEFINED BY THE UNITED NATIONS:

Human rights are inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are equally entitled to our human rights without discrimination. These rights are interrelated, interdependent and indivisible.

1. 2. 3. 4. 5.

HUMAN RIGHTS OBSERVED:

1. Liberty
2. Opinion and Expression
3. Choice of Employment
4. Rest and Leisure
5. Education

SLAVERY TIMELINE:

3050 BC Egypt; 73 BC Italy; 1641 Great Britain; 1789 France; 1800 United States; 1934 Germany; 1976 India; 1983 Sudan; 1995 Canada; 2011 World Wide

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THE A21 CAMPAIGN | STUDENT GUIDE 130

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COLLABORATION:
HUMAN RIGHTS AND SLAVERY TIMELINE

STEP 5. HUMAN RIGHTS AND SLAVERY TIMELINE

- After watching the video segment *Human Rights and Slavery Timeline*, have students reflect on the images and determine if these rights are being carried out for *all*. Remind students that the United Nations is for *all* nations. Encourage them to think about parts of the world that are *not* allowing these human rights to be freely fulfilled.
- Students will reflect on each of the highlighted human rights. Have them determine the *cause* (violation of a right) and *effect* (what would happen if the right is violated). Have them record the effects in their Student Guides and discuss their responses with their groups. Monitor student's interaction with information on human rights.

SESSION 1:
COLLABORATION STUDENT GUIDE HUMAN RIGHTS AND SLAVERY TIMELINE

COLLABORATION
HUMAN RIGHTS AND SLAVERY TIMELINE

DIRECTIONS: After viewing the human rights segment on the video, collaborate with a partner or small group to determine what the effect would be if each human right was violated.

IMAGE OF HUMAN RIGHTS	HUMAN RIGHTS	EFFECTS OF VIOLATING HUMAN RIGHTS
	Liberty	Slavery, bondage, servitude, imprisonment, death, fear
	Opinion and Expression	No voice to a situation, oppressed, monotone, muzzled, censorship, suppression
	Choice of Employment	Forced labour, dictatorship, bonded labour, slavery
	Rest and Leisure	Excessive work, tired, stressed, strained, health issues, non-productive
	Education	Illiterate, lacking knowledge, uniformed, not equipped, unknown.

SLAVERY TIMELINE:

DIRECTIONS: After viewing the slavery timeline segment on the video, discuss the significance of the abolitionist movement from past to present. Record why abolitionists are important and include any modern-day examples of abolitionists in Australia and across the world.

3050 BC	73 BC	1641	1789	1800	1934	1976	1983	1995	2011
Egypt	Italy	Great Britain	France	United States	Germany	India	Sudan	Canada	World Wide

Abolitionists are vital in abolishing various forms of slavery. The goal of the abolitionist movements is to work together to free those enslaved. They strive to join together and stop injustice and free those who are not free.

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STEP 5.
Students will determine what effects might happen if a specific right is violated. Share some of the various forms of human trafficking highlighted during the timeline of the slavery video (i.e., Forced labour, Sex Trafficking, Bonded Labour). *Note: Session 2 will describe these forms and others in more detail.*

STEP 5. (CONTINUED)
Based on the slavery timeline presented in the video, have students reflect on the significance of the abolitionist movement from past to present. Discuss examples of modern-day abolitionists in Australia and across the world.

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CONSIDERATION: COMMODITIES

STEP 6. VIDEO: COMMODITIES

- Ask students to think of a product, object, or good they own that has value to them (i.e., mobile phone, shoes, car). Have students reflect on the essential question for this session again: What is a *commodity*? Encourage them to listen for what happens when people are "commoditized" and how it begins to set the stage for people to be treated like products, which in return causes human trafficking to take root.
- Begin the video segment *Commodities*. The concept of a commodity is introduced and the class is informed that a commodity is an economic good or product that can be bought or sold; humans are *not* products.
- Have students listen for information about the vocabulary word *commodity*. Students will conceptualize the term *commodity* by what it is not and what it is, and by their personal connections with commodities and through illustrations to visualize and create a mental image of the term.

SESSION 1: CONSIDERATION STUDENT GUIDE COMMODITIES

STEP 6.
Have the students gather information for the Four Corners graphic organizer while viewing the video segment. Monitor their interaction throughout the video.

CONSIDERATION: COMMODITIES

DIRECTIONS: As you watch the video, listen for information about the vocabulary word *commodity*. Conceptualize (form an idea of) what it means, noting what a commodity is not and what it is (its definition or characteristics). Give examples of a commodity or personal connections along with ways to create a mental image of the term. Use the Four Corners graphic organizer as you view the video.

FOUR CORNERS GRAPHIC ORGANIZER

COMMODITY

What it is *not*...
- Sister
- Brother
- Friend
- Parent
- Human Being

What it is...
- An economic product
- Can be bought and sold
- Its value is determined by price
- Unspecialized
- Interchangeable

Examples/
Personal Connections
- Earbuds
- Shoes
- Bottled Water
- Soccer Ball
- Video Game Console

Illustrations

Students can create an image or an acronym to depict meaning from the concept of "commodity"

C = Clothes
O = Only goods or products
M = Money
M = Monetary exchange
O = Object
D = Determined price
I = Interchangeable
T = Things
Y = Your stuff

COLLABORATION: COMMODITIES

DIRECTIONS: As a small group, discuss your responses and record them on the Four Corners graphic organizer and determine some of your favourite commodities. List your personal top three commodities and explain why they are important to you.

MY TOP 3 COMMODITIES ARE:

1.	
2.	
3.	

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COLLABORATION: COMMODITIES

STEP 7. MY TOP THREE COMMODITIES

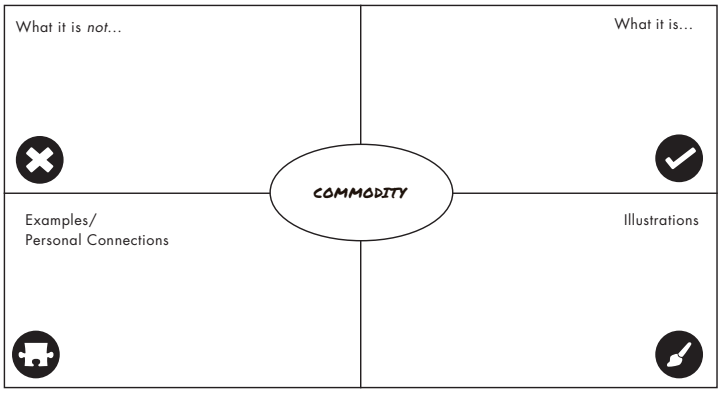
- Monitor students as they process the information with their partners or groups to associate and personalize the term commodity using their Four Corners graphic organizer. Differentiation: See the Four Corners Cooperative Learning Technique in the Front Matters.
- Have students think about their personal commodities and list three they own (i.e., mobile phone, computer, car). Instruct them to begin narrowing their conversation to discover their group's top three favourite commodities. Have students discuss what makes the commodity so highly valued and record why the commodity is important to them.

SESSION 1: COLLABORATION STUDENT GUIDE COMMODITIES

CONSIDERATION: COMMODITIES

DIRECTIONS: As you watch the video, listen for information about the vocabulary word *commodity*. Conceptualize (form an idea of) what it means, noting what a commodity is not and what it is (its definition or characteristics). Give examples of a commodity or personal connections along with ways to create a mental image of the term. Use the Four Corners graphic organizer as you view the video.

FOUR CORNERS GRAPHIC ORGANIZER



COLLABORATION: COMMODITIES

DIRECTIONS: As a small group, discuss your responses and record them on the Four Corners graphic organizer and determine some of your favourite commodities. List your personal top three commodities and explain why they are important to you.

MY TOP 3 COMMODITIES ARE:

1. Tablet	I can search the web, take class notes, and use it for social media.
2. Car	It is my means of transportation and I had to save a lot of money to buy it.
3. Mobile phone	It keeps me connected with my calendar, family, and friends.

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STEP 7.
Have students share the information they collected in their Four Corners graphic organizer with a partner or in a group.

STEP 7. (CONTINUED)
Have them personalize the term *commodity* by selecting their top three and sharing why each one is useful to them.

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REFLECTION: HOW HAS SLAVERY EVOLVED?

STEP 8. ANTICIPATION/REACTION GUIDE ASSESSMENT AND EVALUATION SLIP

- Invite students to reflect on the session and complete the Anticipation/Reaction Guide, based on the information presented.
- Have them justify their thinking as they confirm or reassess their original responses to the session's statements, based on what they acquire from their learning experiences throughout the session.
- Have students reflect on the quote by President Abraham Lincoln and compare it to today's session. Students are then to complete their evaluation slip for Session 1.

SESSION 1: REFLECTION AND EVALUATION SLIP STUDENT GUIDE

STEP 8.
Have students reflect on their original predictions of the statements. Students will determine if the information presented *confirms* their thinking or *changes* their understanding of the content. Encourage them to justify their responses, based on the information provided.

STEP 8. (CONTINUED)
Have students complete the evaluation slip to summarize their learning experience.

APPLICATION:

SESSION 1 LEARNING LAB OPTIONS:

1. Intrapersonal Lab:
   Crating Commodities
2. Interpersonal Lab:
   Our Slavery Footprint

REFLECTION: HOW HAS SLAVERY EVOLVED?

DIRECTIONS: Reread each statement and note whether you agree or disagree with your initial thoughts in the Anticipation Guide at the beginning of this session. While reflecting on the information presented in the video, your personal consideration of it, and the collaborative responses, determine whether the facts presented confirm your thinking or change your thinking. Justify your reasoning as you confirm or reassess your original response to the statements, based on what you acquired from your learning experiences throughout the session.

ANTICIPATION/REACTION GUIDE

MY THOUGHTS: A= Agree D = Disagree	SESSION 1 STATEMENTS	INFO: T= True F = False	MY REACTION (Confirms or changes my thinking) Justify Evidence
	1. There are more people caught in slavery right now than any other point in world history.	T	There are 27 million people in slavery today.
	2. An abolition movement is vital in today's world.	T	Without abolitionists, there would be no one to rescue those enslaved.
	3. A person is a commodity.	F	A person is not meant to be bought or sold.

SESSION 1 EVALUATION SLIP: HOW HAS SLAVERY EVOLVED?

"THOSE WHO DENY FREEDOM TO OTHERS DESERVE IT NOT FOR THEMSELVES."
–ABRAHAM LINCOLN

DIRECTIONS: Reflect on the above quote and how slavery has continued to evolve since Abraham Lincoln's time. Then take a moment to summarize the information presented in this session. Use the word bank provided to help capture the main ideas.

WORD BANK:

Abolitionist	Commodity
Human Rights	Human Trafficking
Injustice	Liberty

Slavery is a violation of **human rights** and is a crime against humanity. A person who enslaves another person is not just committing a crime; they are robbing the enslaved person of life and **liberty**. **Human trafficking** is modern-day slavery. Those who view or use people as **commodities** – a good or product that can be bought and sold – are criminals who should be prosecuted for their actions of **injustice**. People are priceless and should not be sold for a profit. Freedom is meant to be experienced by every human being.

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LEARNING LABS (OPTIONAL):
Proceed to lab opportunities to extend students interaction and practical application of the content within this session.

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CRATING COMMODITIES

PREPARATION:

ORGANIZE RESOURCES:

- Student Guides
- Mary's Story

LEARNERS' OUTCOME:

Apply the term "commodity" in appropriate context; describe its relevance in the framework of modern-day slavery and how it relates to the value of human life.

PROPOSED ACTIVITIES:

- Write arguments focused on discipline-specific content.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Conduct short as well as more sustained research projects to answer a question (including a self-generating question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONSIDERATION

SESSION 1 BACKGROUND:

A commodity is known as a product that can be bought and sold. In order for a commodity to be bought and sold, it must first be produced and transported to its final destination—the consumer. Unfortunately, it is not just products that are seen as commodities in the world; modern-day slavery confirms this. Humans have become demeaned through the false comparison to commodities. This lab encourages students to understand what a commodity is and relate it to their state's top commodity production. It will allow students to discover how their state plays a part in the economics of commodity production and consumption. Students will also understand and visualize the process that commodities undergo to arrive at their final destination. Students are encouraged to empathize with humans being viewed and treated as products to be bought and sold.

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COLLABORATION AND APPLICATION

STEP 1. Have students visit online resources about each state's commodities by selecting three options from the State Fact Sheets found on the United States Department of Agriculture website: www.ers.usda.gov. State Fact Sheets provide information on population, income, education, employment, federal funding, organic agriculture, farm characteristics, farm financial indicators, top commodities, and exports. Links to county-level data are included when available.

STEP 2. Once the commodities have been recorded, have students select one commodity and research the steps and transportation process that it goes through to reach its final destination: the hands of the consumer. Illustrate the transportation route of the commodity chosen in the diagram below, using words and symbols.

STEP 1.
Have students choose an item from "My State's Top Three Commodities."

STEP 2.
Have students record or illustrate the transportation route of the chosen commodity.

SESSION 1: INTRAPERSONAL LEARNING LAB

CRATING COMMODITIES:

STEP 1: Research your state's top three commodities and list them in the spaces provided. For detailed information on each states' commodities, refer to the State Fact Sheet on the United States Department of Agriculture website at www.ers.usda.gov. These state fact sheets provide information on population, income, education, employment, federal funds received, organic agriculture, farm characteristics, farm financial indicators, top commodities, and exports. Links to county-level data are included when available.

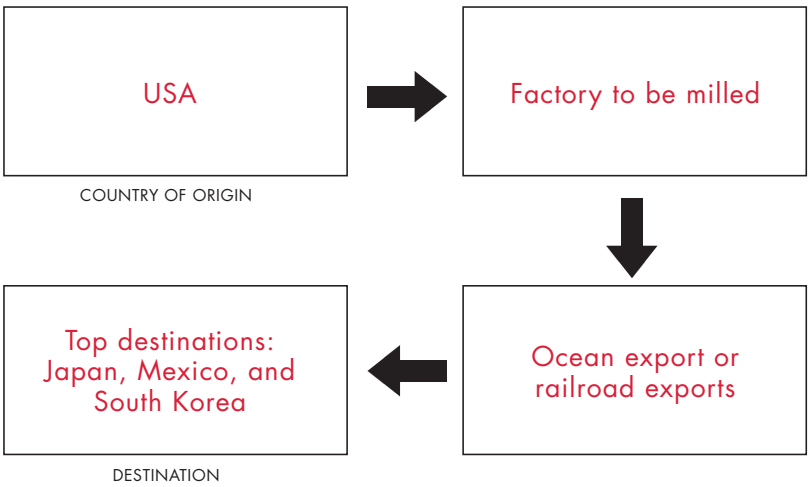
COMMODITIES:

1. _____

2. _____

3. _____

STEP 2: Choose one of the commodities from the list above and research the steps or process that commodity goes through to reach its final destination: the hands of the consumer. Illustrate the transportation route it takes in the diagram below using words and symbols.



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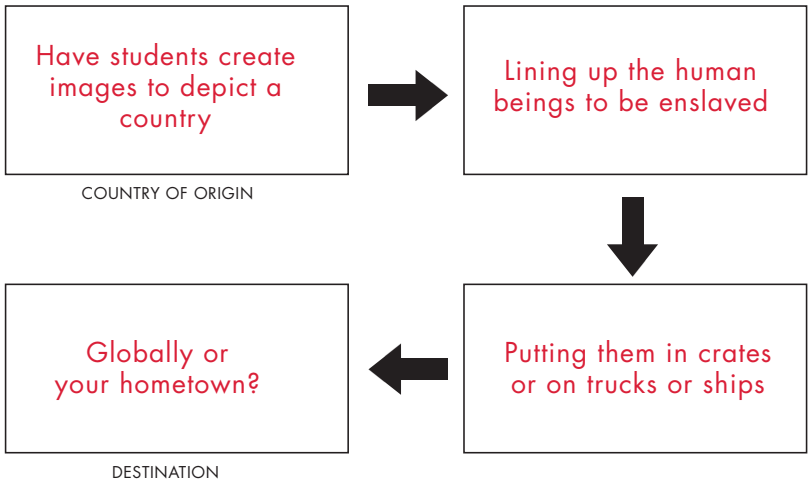
COLLABORATION AND APPLICATION (CONTINUED)

STEP 3. After finishing writing or illustrating the process in which the commodity goes through to reach its final destination, have students fill in the same chart, but this time draw an image of a living, breathing person going through a similar process of transportation.

STEP 4. Have students read "Mary's Story," the real-life journey of a young girl who was viewed by her trafficker as a commodity.

DIFFERENTIATION: Have students respond to what they have read by providing a conclusion that reflects what is experienced, observed, or resolved over the course of "Mary's Story." Instruct them to record their reactions to the story, telling whether they feel it is right or wrong to treat a human as a commodity.

STEP 3: After you finish writing/illustrating the process that the commodity goes through to reach its final destination, fill in the same chart, but this time draw an image of a living, breathing person going through a similar process of transportation.



STEP 4: Read "Mary's Story," this real-life journey of a young girl who was viewed by her trafficker as a commodity. Respond to the guiding questions.

1. Try to imagine the setting. Describe how it looked in your mind. What sensory details did the author use to create a lasting impression? Record your reaction to this story.

It made me think of their bodies being treated like sardines all packed together. I could smell the stench from the author's sensory descriptions and the word choices of "gruesome," "near death," and "vomit and feces" actually painted pictures in my mind that literally made me sick. No one should ever have to experience this.

2. What evidence does the author provide to support that human rights were being violated?

- Packing them in shipping containers
- Referred to the girls as "shipped goods"
- Raping and beating the girls
- Throwing the girls overboard

3. Based on the information presented, how were Mary and the other girls treated as a commodity?

A human should never be made to feel like a commodity. Mary was forced into her conditions and was unjustly made to feel like nothing more than a "shipped good."

DIFFERENTIATION: Provide a conclusion that follows from and reflects what is experienced, observed, or resolved over the course of "Mary's Story."

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STEP 3.
Have students record or illustrate the transportation route of a "human being" trafficked as a commodity.

STEP 4.
Have students read and respond to guiding questions from a real-life, human-trafficking story.

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SESSION ONE: HOW HAS SLAVERY EVOLVED?

MARY'S STORY

When Mary and the fifty-nine other girls arrived at the port the day of their departure, they thought they were traveling to good-paying jobs in a land of opportunity. Instead, they were greeted by hiring agents who said there were complications with their paperwork. The girls were then told they could travel by shipping container or return home and lose their deposits and any future opportunity to work abroad.

"Our families gave everything they owned to pay for our passage," Mary said.

So one by one, bewildered and frightened, the girls entered the container. Once the last girl was inside, the door was slammed shut and they heard a lock snap into place. They sat frozen in darkness.

The journey in the sealed container was gruesome. Half of the girls died from lack of oxygen, and the other half, the stronger ones, were left near death. They had nowhere to sit but in their own vomit and feces, since they were forced to relieve themselves on the container's floor.

When the men at the port opened the container, Mary said, they recoiled, appalled by the smell of death, decay, and excrement. Mary's best friend, Anna, died an excruciating death on the journey, suffocating as if buried alive. "Anna was real," Mary insisted to me that day. "Anna did exist, and she must be remembered."

The hiring agents, however, preferred to forget. More interested in quickly getting what they referred to as their "shipped goods" from the dockyard, they hustled the remaining girls to small apartments nearby, where they were repeatedly raped and beaten.

Before sunrise, the girls were loaded into small rubber boats and taken across the Mediterranean Sea. In the boat, Mary felt a surge of hope. The Coast Guard was doing a routine check that morning—unusual for that hour, Mary later learned. Her captors showed signs of panic and began throwing the girls overboard.

Only five of the approximately thirty girls—those who had been strong enough to survive the deadly voyage in the shipping container—escaped drowning that day. Those five were hidden among their captors when the Coast Guard came aboard. When they arrived in Athens, the girls were taken to a brothel. Daily, Mary and the others were forced to participate in unspeakable encounters with dozens of men.

The horror continued for weeks. Or maybe it was months—Mary couldn't tell. But one day, anti-trafficking authorities, responding to a tip and raided the brothel. Uncertain and broken, Mary and a dozen other girls were raced to another apartment building. Police rushed them inside, where the girls waited in fear and resignation. But instead of beatings and rape, they were given food and water, rest, and peace.

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OUR SLAVERY FOOTPRINT

PREPARATION:

ORGANIZE RESOURCES:

- Student Guides
- Computer with Internet Access
- Map

LEARNERS' OUTCOMES:

Investigate social justice and identify issues of injustice and the violation of human rights.

Apply the term *commodity* in an appropriate context; describe its relevance in the framework of modern-day slavery and how it relates to the value of human life.

PROPOSED ACTIVITIES:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CONSIDERATION:

SESSION 1 BACKGROUND:

Similar to the concept of a carbon footprint, a "slavery footprint" is the amount of products or services generated by the use of slave labour and purchased or used in socially accepted venues. The products or services are not identified as having been made or carried out by slaves, so consumers rarely realize their contribution to the problem. During this lab we will be investigating to find goods or services used by students or people they know. This lab allows students to investigate and research to identify items or services common to their environments and determine whether they are potential violations. They will then relate what forms of human trafficking are used in the practices and describe measures that can be taken to reduce the use of slave labour.

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COLLABORATION AND APPLICATION

STEP 1. Have students review the list of commonly used goods that are often produced by slave labour and indicate with a check mark whether they own or have used the items from the list.

STEP 2. Allow students to use a computer to access the U.S. Department of Labor's List of Goods Produced by Child Labour or Forced Labour at: www.dol.gov/ilab/programs/ocft/PDF/2011TVPRA.pdf. Instruct them to complete the chart below with the information they have acquired.

STEP 3. Have students create their own slavery map depicting countries where slavery has been identified, based on the three products they chose. The designated symbol they created will be plotted on the map provided to represent in which country the product they chose is being produced.

STEP 4. Invite students to reflect on the use of child labour and forced labour and create a reaction statement to their findings.

DIFFERENTIATION: Have students take the online Slavery Footprint Survey *(www.slaveryfootprint.org)* and determine the answer to the question, "How many slaves work for you?" Have students analyze their results.

STEP 1–2.
Have students select three products from the list in Step 1 and choose up to three countries where each product is produced by child labour or forced labour.

STEP 3.
Have students share their slavery map with a partner and discuss their findings. Students will plot their partner's symbols on their own map.

STEP 4.
Have students research what laws exist in the countries selected to prevent child labour trafficking from happening.

SESSION 1: INTERPERSONAL LEARNING LAB

OUR SLAVERY FOOTPRINT

STEP 1: Review the list of commonly used goods that are often produced by slave labour. Indicate with a check mark whether you own or have used the items from the list:

_____ Soccer Ball	_____ Peanuts	_____ Electronics	_____ Fireworks
_____ Footwear	_____ Christmas Decorations	_____ Coffee	_____ Gold

STEP 2: Use a computer to access the U.S. Department of Labor's List of Goods Produced by Child Labour or Forced Labour: www.dol.gov/ilab/programs/ocft/PDF/2011TVPRA.pdf. Select three products from the list in Step 1 and choose up to three countries where each product is produced by child labour or forced labour. Designate a symbol to represent each product. Complete the chart below with the information you acquire.

Product	Country of Origin	Symbol
Peanuts	Bolivia	
Electronics	China	
Gold	Columbia	

STEP 3: Create your own slavery map depicting countries where slavery has been identified, based on the three products you chose. Use your designated symbols to represent on the map which country your product is being produced in. Share your slavery map with a partner and discuss your findings. Use the symbols he or she created on his or her map and plot them on your own map.

STEP 4: Take a few moments to reflect on the use of child labour and forced labour and write a reaction statement to your findings. Research what laws are in these countries that help to prevent these types of activities from happening.

DIFFERENTIATION: Take the online Slavery Footprint Survey and determine the answer to the question, "How many slaves work for you?" Visit www.slaveryfootprint.org to begin the survey. Analyze the results.

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SESSION ONE: HOW HAS SLAVERY EVOLVED?

WORLD MAP

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SESSION TWO

ORGANIZE RESOURCES

- A21 Session 2 Videos:
  - *Session 2 Open*
  - *Human Trafficking and the Five Main Forms*
  - *Labour Trafficking*
  - *Sex Trafficking*
- Computer or Smart Board to play movie files
- Student Guide Session 2 [See Student Guide insert(s) throughout Facilitator Guide for specific details.]
- Optional: Session 2 Learning Labs

ESSENTIAL QUESTIONS:

1. What is human trafficking?
2. How are the main forms of modern-day slavery similar and/or different?

PROPOSED ACTIVITIES:

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze in detail a series of event described in a text; determine whether earlier events caused later ones or simply preceded them.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- Compare the point of view of two or more authors regarding how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Conduct short as well as more sustained research projects to answer a question (including a self-generating question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

BIG IDEAS:

1. Human trafficking is a widespread problem of slavery that exists today.
2. There are five main forms of modern-day slavery: (1) Forced Labour, (2) Sex Trafficking, (3) Bonded Labour, (4) Involuntary Domestic Servitude, and (5) Child Soldiers.

LEARNING OBJECTIVES:

1. Explain what "human trafficking" means.
2. Analyze the five main forms of slavery and the impact they have on the lives involved.
3. Employ interactive "laboratory" activities to engage learners and help them apply knowledge.

LEARNERS' OUTCOMES:

1. Define "human trafficking" and interpret current statistics.
2. Describe the various forms of human trafficking.
3. Identify the prevalent forms of human trafficking.

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STEP 1. ESSENTIAL QUESTIONS

- Introduce Session 2 by viewing the (*Session 2 Open video*). Allow students time to gather an inquisitive stance and ponder answers. In their Student Guides, they can underline questions they think they know the answers to and circle those they need to know more about.
    - What is human trafficking?
    - How are the main forms of modern-day slavery similar and/or different?

STEP 2. KNOWLEDGE RATING

- This section is for students to personalize the vocabulary by evaluating Session 2's Academic Key Vocabulary in their Student Guides. Students use personalizing vocabulary as a strategy to increase an awareness of a word to a level of responsiveness known as word consciousness.
- Have students rate the academic key vocabulary words from 1 to 3, according to how much they know about each word. The number 1 = never have seen the word; 2 = not sure what the word means; and 3 = can define and use the word. Differentiation: See The Babbling Ball Technique located in the Front Matters.

ACADEMIC KEY VOCABULARY

BONDED LABOUR - Forcing a person to work for low wages to pay back an excessive amount of debt

CHILD SOLDIERS - Forcing a child to participate in an armed force

FORCED LABOUR - Forcing a person to work in captivity for little or no pay

INVOLUNTARY DOMESTIC SERVITUDE - Forcing a person to work and live in the same place for little or no pay

PEONAGE - A system where debtors are captive in servitude to their creditors with little control of their employment condition

SEX TRAFFICKING - Forcing, deceiving, or coercing a person to perform a commercial sex act

STEP 3. ANTICIPATION/REACTION GUIDE

- Have students complete the Anticipation/Reaction Guide in their Student Guides to make predictions about upcoming content for Session 2. Prepare them to listen for information that either *confirms* or *changes* their thinking, based on the facts that will be presented during the session.
- Inform students that they will have an opportunity at the close of the session to justify their thinking as they confirm or reassess their original response to the statements based on knowledge they acquire from their learning experiences. Differentiation: See The Babbling Ball Technique located in the Front Matters.

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SESSION 2:
INITIATION STUDENT GUIDE WITH FACILITATOR NOTES

INITIATION: WHAT IS HUMAN TRAFFICKING?

Name: _____ Date: _____

STEP 1. Facilitate brief conversation with the class, using the essential questions as a springboard.

SSENTIAL QUESTIONS:

1. What is human trafficking?
2. How are the main forms of modern-day slavery similar and/or different?

STEP 2. Have students identify their level of knowledge of the terms by having them independently rate how well they know the key vocabulary concept or word.

NOWLEDGE RATING OF ACADEMIC KEY VOCABULARY:

IRECTIONS: Rate the words according to your current and previous knowledge:

1= Never have seen the word/term
2= Not sure what the word/term means
3= Can define the word/term and use it

Bonded Labour 1 2 3	Forced Labour 1 2 3	Peonage 1 2 3
Child Soldier 1 2 3	Involuntary Domestic Servitude 1 2 3	Sex Trafficking 1 2 3

ANTICIPATION/REACTION GUIDE STATEMENTS:

DIRECTIONS: Read each statement and note whether you agree or disagree.

STEP 3. Provide time for students to ponder and predict whether these content statements are true or false.

MY THOUGHTS: A= Agree D = Disagree	SESSION 2 STATEMENTS
	1.Human trafficking is the 5th largest criminal industry worldwide.
	2. Sex trafficking only affects females.
	3. Forced Labour does not occur in the United States or Australia.

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CONSIDERATION:
HUMAN TRAFFICKING AND THE FIVE MAIN FORMS

STEP 4. VIDEO: HUMAN TRAFFICKING AND THE FIVE MAIN FORMS

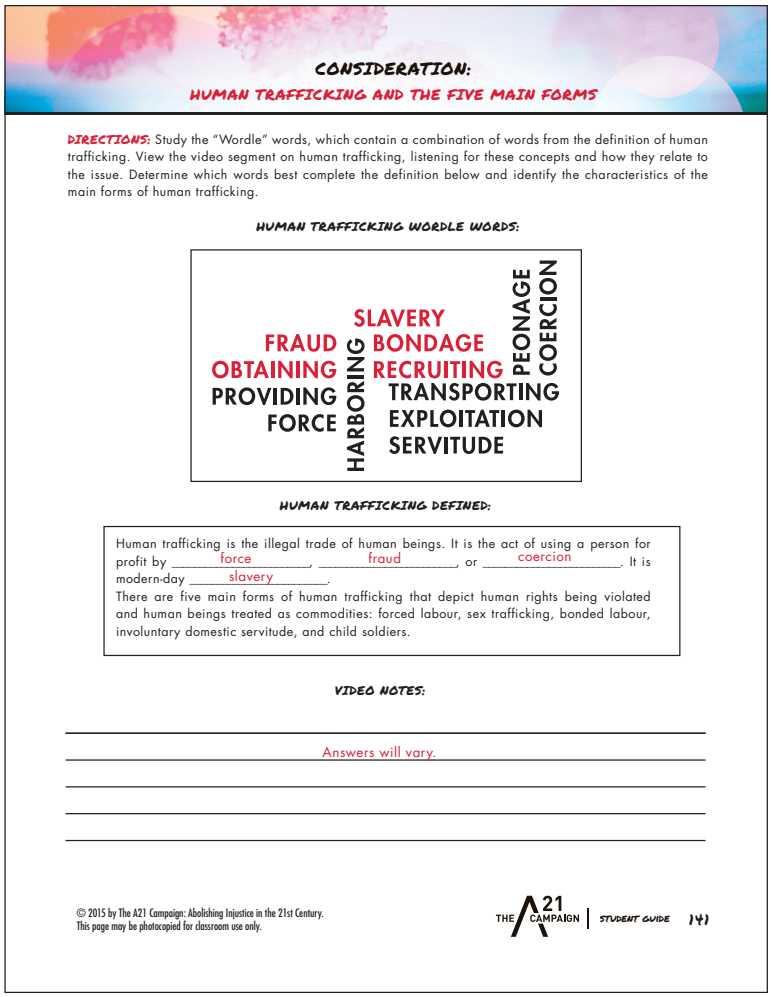
- Ask students to think about the content from the previous session and review how human trafficking is a violation of human rights. Invite them to read the vocabulary words in the "Wordle" in their Student Guides and use it as a word bank for filling in the definition of human trafficking.
- Have students reflect on the essential questions for this session again:
  - What is human trafficking?
  - How are the main forms of modern-day slavery similar and/or different?
- Begin the video segment *Human Trafficking and the Five Forms*. The definition of human trafficking is revealed in this video, and the students are informed of some statistics surrounding the issue. Once it's viewed, have them interact with the information from the video and record it in their Student Guide to respond and process it.

SESSION 2: CONSIDERATION STUDENT GUIDE
HUMAN TRAFFICKING AND THE FIVE MAIN FORMS

STEP 4.
Students can preview the Wordle words to support word consciousness, implant the understanding of human trafficking vocabulary, and understand its definition.

STEP 4. (CONTINUED)
Monitor students as they view the video and complete the sentence with the key terms (force, fraud, coercion, and slavery).

*Note taking will vary.



CONSIDERATION:
HUMAN TRAFFICKING AND THE FIVE MAIN FORMS

DIRECTIONS: Study the "Wordle" words, which contain a combination of words from the definition of human trafficking. View the video segment on human trafficking, listening for these concepts and how they relate to the issue. Determine which words best complete the definition below and identify the characteristics of the main forms of human trafficking.

HUMAN TRAFFICKING WORDLE WORDS:

SLAVERY
FRAUD BONDAGE
OBTAINING RECRUITING
PROVIDING TRANSPORTING
FORCE EXPLOITATION
SERVITUDE
HARBORING
PEONAGE
COERCION

HUMAN TRAFFICKING DEFINED:

Human trafficking is the illegal trade of human beings. It is the act of using a person for profit by force, fraud, or coercion. It is modern-day slavery.
There are five main forms of human trafficking that depict human rights being violated and human beings treated as commodities: forced labour, sex trafficking, bonded labour, involuntary domestic servitude, and child soldiers.

VIDEO NOTES:

Answers will vary.

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THE A21 CAMPAIGN | STUDENT GUIDE 141

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COLLABORATION:
HUMAN RIGHTS AND THE FIVE MAIN FORMS

STEP 5. HUMAN TRAFFICKING: SEMANTIC FEATURE ANALYSIS

- After watching the video segment *Human Trafficking*, allow students some collaboration time to process the information. By synthesizing the definition of human trafficking into their own words, they will develop a deeper understanding and word consciousness/ownership of the concept.
- Have students use the word bank provided to collaborate in pairs and reflect on the features while determining the relationship between the forms of human trafficking. Have them complete the Semantic Feature Analysis by labeling which form aligns to the features highlighted.

SESSION 2: COLLABORATION STUDENT GUIDE

HUMAN TRAFFICKING AND THE FIVE MAIN FORMS

COLLABORATION:
HUMAN TRAFFICKING AND THE FIVE MAIN FORMS

DIRECTIONS: With your partner or small group, collaborate to process the information presented in the video. Synthesize the concept of human trafficking into your own words. Write your definition on the lines below. Utilize the Semantic Feature Analysis and the Five Forms Word Bank to collectively analyze and determine the five forms of human trafficking according to the features presented.

HUMAN TRAFFICKING MEANS TO ME...

Think about the concept of human trafficking.

How would you describe it in your own words?

Human trafficking is the act of using a person for a profit by means of force, fraud, or coercion. It is modern-day slavery and needs to be stopped. We can help to abolish it. The first step is being aware.

FIVE MAIN FORMS OF HUMAN TRAFFICKING:

Bonded Labour	Forced Labour	Sex Trafficking
Child Soldiers	Involuntary Domestic Servitude	

SEMANTIC FEATURE ANALYSIS

The "x" in each box represents a feature of a form of human trafficking.

Five Main Forms of Human Trafficking	Occurs in the USA and Australia	Children are often victims	Considered to be a crime	Fueled by demand for sex	Unfair Debt	Against the will of the victim
1. Forced Labour	X	X	X			X
2. Sex Trafficking	X	X	X	X		X
3. Bonded Labour	X		X		X	X
4. Involuntary Domestic Servitude	X		X			X
5. Child Soldiers		X	X			X

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STEP 5.
Encourage students to use the terms "force, fraud, or coercion" when discussing human trafficking.

STEP 5. (CONTINUED)
Invite students to use the Semantic Feature Analysis to compare and contrast the various forms of human trafficking.

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CONSIDERATION: FORCED LABOUR

STEP 6. VIDEO: FORCED LABOUR

Invite students to share their understanding of the meaning of forced labour. Read the definitions and compare and contrast the two of the forms of human trafficking: forced labour and bonded labour. Have students determine which form includes the concept of peonage.

Forced Labour - Forcing a person to work in captivity for little or no pay
Bonded Labour - Forcing a person to work for low wages to pay back an excessive amount of debt
Peonage - A system where debtors are captive in servitude to their creditors with little control of their employment condition

Begin the video segment *Donaldo's Story*. Have students view the video segment and determine if the concept of peonage occurred in *Donaldo's Story*. (Hint: Peonage did not occur in *Donaldo's story.*)

DONALDO'S STORY

Donaldo grew up in the Philippines, but his dream was to work in the USA. He applied for a job at a popular resort hotel in Florida and was so excited when he was hired.

When he arrived in Mississippi, he was told that someone was coming to pick him up to go to Florida soon, but first there was work to do there. Donaldo recalls that the two men he met seemed to be friendly and took him and the other new hires to a restaurant where they explained the work. "In Mississippi, there are many pine trees," the men said, "and your job is to rake the needles and work in the fields." Donaldo and the others were told that their work started at 7a.m. in the morning.

The next day, the two managers picked up the hires and took them to the main management office. There they were shown how to rake the pine needles and make the bales. The managers carried guns and threatened the workers, telling them that if they didn't work hard they would be deported back to the Philippines. For these men deportation was not an option, as many had borrowed up to $5,000 to pay for transportation to the United States and enter the visa process. To be sent home would be shameful, as their families would have to endure the weight of the workers' debts.

Every day, they worked 10-12 hours in the cold woods. Then they were brought back to the trailer to make dinner and cut rope for two hours after dinner to prepare for the next day's pine-needle bales.

One of the workers had family in a town nearby, so he called his family to help them escape. One week later, they were rescued and able to travel to New Orleans where they found work and the assistance they needed.

Donaldo's family has recently joined him. He now has a new start.

STEP 7. FORCED LABOUR: SOMEBODY WANTED BUT SO

- Remind students that victims of forced labour have been made vulnerable as a result of high rates of unemployment, poverty, crime, discrimination, corruption, political conflict, and cultural acceptance. Immigrants are particularly vulnerable.
- Have students collaborate within small groups and review the definition of forced labour and Donaldo's scenario presented in the video.

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SESSION 2: CONSIDERATION AND COLLABORATION STUDENT GUIDE: FORCED LABOUR

CONSIDERATION: FORCED LABOUR

DIRECTIONS: View the video segment on Donaldo's story, illustrating *forced labour*. Complete the definition of forced labour. Determine the point of view being described (what it means to live a life of forced labour). Reflect on why immigrants are particularly vulnerable. Focus on the specific area assigned to you (character, events, problem, or solution). Record your responses below using the Somebody/Wanted/But/So (SWBS) graphic organizer.

FORCED LABOUR DEFINED:

When a person is ____forced____ to ____work____
in ____captivity____ with little or no pay.

DONALDO'S STORY: SOMEBODY/WANTED/BUT/SO GRAPHIC ORGANIZER:

S= Somebody (the character) Donaldo	W=Wanted (their motivation or goal) A job in the USA
B=But (the problem) He was tricked and forced to work as a slave.	S=Solution (how it was resolved) He escaped slavery with the help of others and started a new life in the USA

STEP 6.
Have students identify key details regarding forced labour and record their responses in their Student Guides.

Monitor students' interaction throughout the video.

COLLABORATION: FORCED LABOUR

DIRECTIONS: Collaborate with your partner or small group to determine if you agree with the details that complete the graphic organizer from Donaldo's scenario; discuss whose point of view you learned about. Use the SWBS completed chart to summarize how forced labour is a prevalent form of human trafficking and the effect it has on the lives it enslaves. What thoughts and feelings did you learn about?

Answers will vary.

STEP 7.
Guide students to recognize that Donaldo's story is told in the first person (from Donaldo's point of view).

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STEP 8. VIDEO: SEX TRAFFICKING

- Begin video segment on Jennifer's story, illustrating sex trafficking. This segment highlights how victims are coerced, forced, or deceived into prostitution and made to continue in prostitution through coercion. Have students complete the definition of sex trafficking and the Somebody/Wanted/But/So (SWBS) graphic organizer. They can write this information in their Student Guides using the details from Jennifer's story.

JENNIFER'S STORY

Jennifer was a beautiful 14-year American girl from Louisiana that came from a great home with loving parents. She attended a friend's birthday party where she met Johnny. Johnny was a very cute and a few years older. She was instantly attracted to him. He soon asked her on a date and not too much later they became official. Awhile into the relationship she found out Johnny was actually 21. At this point she had dated him, slept with him, and grown attached so she let the age difference go. On many occasions he would come around and knew her entire family. They became comfortable with him.

One thing about Johnny she noticed was that he always had a lot of money. He told her he worked at an oil plant that paid well. As time went on though when Jennifer turned 16 and was in the 10th grade, she grew bored with the relationship, due to their age difference and the fact that she never saw because him was always "working."

She wanted to break up with him. This is when everything changed. Johnny told her now the "game" has changed and she better not think that he is letting her go. She now worked for him. What she soon discovered was her "Johnny" was really a well-trained recruiter and pimp who had been grooming her. He threatened he would kill her entire family if she did not do what he wanted. Johnny picked up her up brought to an unknown building where she was gang raped. He then brought her home and told her he would pick her up again tomorrow night and to be ready to work. She was to tell her parents he was picking her up for a date and live like everything was normal. He would pick her up, make her service clients, and bring her home. Then she would attend school the next morning.

She came to a point where she tried to communicate to her school counselor what was happening, but "Johnny" gave some clear threats to her, so she would not talk. Jennifer contracted a life threatening illness from what her body was put through and is currently fighting for her life. Johnny ran away and has not been caught.

STEP 9. SEX TRAFFICKING: SOMEBODY WANTED BUT SO

- Students will compare their responses on their SWBS graphic organizers with those of their partners. Have students summarize Jennifer's story using their organizer as a springboard for discussion.

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SESSION 2: CONSIDERATION AND COLLABORATION
STUDENT GUIDE: SEX TRAFFICKING

CONSIDERATION: SEX TRAFFICKING

DIRECTIONS: View the video segment *Sex Trafficking*. Complete the definition of sex trafficking and the SWBS graphic organizer to summarize the information. Determine the point of view being described, the main character, her motivation, the problem, and the resolution.

SEX TRAFFICKING DEFINED:

When a person is forced, deceived, or coerced to perform a commercial sex act.

Jennifer's Story: Somebody/Wanted/But/So Graphic Organizer

S= Somebody (the characters) Jennifer Johnny	W=Wanted (their motivation or goal) Jennifer wanted to break up with Johnny
B=But (the problem) Johnny threatened her and forced her to service men	S=Solution (how it was resolved) Jennifer became sick

STEP 8.
Have students identify key details regarding sex trafficking and record their responses in their Student Guides.

Monitor students' interaction throughout the video.

COLLABORATION: SEX TRAFFICKING

DIRECTIONS: Collaborate with your partner or small group and compare your responses on the SWBS graphic organizer. Summarize what sex trafficking means, using the details from Jennifer's story as a springboard for discussion.

Answers will vary.

STEP 9.
Guide students to recognize that Jennifer's story is told in the third person (from Jennifer's sister's point of view).

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STEP 10. ANTICIPATION/REACTION GUIDE ASSESSMENT AND EVALUATION SLIP

- Invite students to reflect on the session and complete the Anticipation/Reaction Guide based on the information presented.
- Have them justify their thinking as they confirm or reassess their original response to the statements based on what they acquire from their learning experiences throughout the session.
- Students complete their evaluation slip for Session 2.

SESSION 2: REFLECTION AND EVALUATION SLIP STUDENT GUIDE

STEP 10.
Have students reflect on their original predictions of the session's statements. Students should then determine if the information presented *confirms* or *changes* their thinking and understanding of the content. Encourage them to justify their responses, based on the information provided.

STEP 10. (CONTINUED)
Have students complete the evaluation slip to summarize their learning experience.

APPLICATION:

SESSION 2 LEARNING LAB OPTIONS

1. Intrapersonal Lab: The Slave's Point of View: Journaling the Journey
2. Interpersonal Lab: Forming Meaning on the Forms of Human Trafficking

REFLECTION: WHAT IS HUMAN TRAFFICKING?

DIRECTIONS: Reread each statement and note whether you agree or disagree with your initial thoughts in the Anticipation Guide at the beginning of this session. While reflecting on the information presented in the video, your personal consideration of the material, and the collaborative techniques, determine whether the facts presented *confirm* or *change* your thinking. Justify your reasoning as you confirm or reassess your original responses to the statements, based on what you acquired from your learning experiences throughout the session.

ANTICIPATION/REACTION GUIDE:

MY THOUGHTS: A= Agree D = Disagree	SESSION 2 STATEMENTS	INFO: T= True F = False	MY REACTION (Confirms or changes thinking): Justify Evidence
	1. Human trafficking is the 5th largest criminal industry worldwide.	F	Human trafficking is one of the fastest growing criminal industries. It's ranked 2nd, just behind drug trafficking.
	2. Sex trafficking only affects females.	F	Although predominately females, sex trafficking does affect males too
	3. Forced labour does not occur in the United States or in Australia.	F	Forced labour happens in the USA. An example is Donaldo's Story

SESSION 2 EVALUATION SLIP: WHAT IS HUMAN TRAFFICKING?

"Sex trafficking is when a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age; or the recruitment, harboring, transportation, provision, or obtaining of a person for labour or service, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery" (US TIP Report, 2013).

DIRECTIONS: Reflect on the definition of human trafficking found in the TIP Report while focusing on the two main forms of human trafficking you learned about in the Semantic Feature Analysis and Donaldo and Jennifer's stories. Compare and contrast forced labour and sex trafficking forms.

Forced labour and sex trafficking both use human bodies as commodities, which is illegal and an act of injustice to human rights. In Donaldo's story, he was deceived into thinking he was going to have a real job. His family members were abolitionists for him, as they took action to end his slavery. When one of the workers called his family, they were able to help him escape to New Orleans and get an honest job. Jennifer's story was told from her sister's point of view who wished there would have been an abolitionist to save her from all the pain she endured. Jennifer was deceived into thinking that Johnny really cared for her, but he didn't. Instead, he forced her into a life of sexually servicing many men.

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LEARNING LABS (OPTIONAL):
Proceed to lab opportunities to extend students interaction and practical application of the content within this session.

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THE SLAVE'S POINT OF VIEW: JOURNALING THE JOURNEY

PREPARATION

ORGANIZE RESOURCES:

- Student Guides
- Optional: Excerpt from Anne Frank's *The Diary of a Young Girl*
- Optional: Online Resources for Research

LEARNERS' OUTCOME:

Describe the various forms of human trafficking.

Identify the prevalent forms of human trafficking.

PROPOSED ACTIVITIES:

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Compare the point of view of two or more authors for regarding how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Write arguments focused on discipline-specific content.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style.

CONSIDERATION

BACKGROUND:

Journals, blogs, and diaries are recordings of the personal events of everyday life. They include accounts of happenings and sometimes reveal private opinions and personal feelings. A diary is often a chronicle of daily activities and can include a summary of one's innermost thoughts. This lab encourages empathy, allows for developing literary skills with a particular point of view, and explores the vocabulary of expressing detailed emotions from both those enslaved and from abolitionists who seek to free them.

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COLLABORATION AND APPLICATION

STEP 1. Discuss with students the reason for keeping journals and share a short excerpt from Anne Frank's journal entries. Use the details in her diary to consider what she was like as a person. What attributes come to mind when describing her character? How does reading her diary give us candid insight into what she endured?

STEP 2. Have students discuss the following questions with their partner or small group and record their responses.

- What is a reason for keeping a diary or journal?
- How do the details in a diary entry such as Anne Frank's provide insight to who a person really is (or was)?
- What attributes come to mind when describing Anne Frank's character?
- How does reading her diary give us candid insight into what she endured?

STEP 3. Instruct students to investigate one of the forms of human trafficking and write a diary entry that describes a typical day in the life of a modern-day slave. These entries can be directly from one of the case scenarios presented to the whole group, or they can be a fictitious modern-day slave the students create.

STEP 4. Remind students of the essential details and to consider the following factors when writing their character's journal entry:

- Name and age of your character(s)
- Daily hours worked, location, and environment
- Emotional state (scared, alone, tired)
- Treatment they received

STEP 5. After students write their diary entry, have them share it with their partner or small group. Encourage them to analyze each entry by asking questions. In this way, they can help each other enhance their character development and create deeper meaning.

OPTIONAL: Have students research various diaries of Harriet Tubman, Frederick Douglass, Martin Luther King Jr., or Abraham Lincoln. Invite them to discuss each person's point of view as a either a slave during their specific time in history, or as an abolitionist trying to help those enslaved.

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SESSION 2: COLLABORATION AND APPLICATION

STUDENT GUIDE: INTRAPERSONAL LAB

SESSION 2: INTRAPERSONAL LEARNING LAB

THE SLAVE'S POINT OF VIEW: JOURNALING THE JOURNEY

STEP 1: Read this short excerpt taken from Anne Frank's *The Diary of a Young Girl*. This gives an idea of what life was really like for someone trapped, fearful and unsure of what the future holds.

Tuesday 20 October 1942

> *Dear Kitty,*
>
> *My hands [are] still shaking, though it's been two hours since we had the scare... The office staff stupidly forgot to warn us that the carpenter, or whatever he's called, was coming to fill the extinguishers... After working for about fifteen minutes, he laid his hammer and some other tools on our bookcase (or so we thought!) and banged on our door. We turned white with fear... [as] he kept knocking, pulling, pushing and jerking on it. I was so scared I nearly fainted at the thought of this total stranger managing to discover our wonderful hiding place...*

STEP 2: Discuss the following questions with your partner or small group, and record your responses.

- What is a reason for keeping a diary or journal?
- How do the details in a diary entry such as Anne Frank's provide insight to who a person really is (or was)?
- What attributes come to your mind when describing Anne Frank's character?
- How does reading her diary give us candid insight into what she endured?

STEP 3: Investigate one of the forms of human trafficking and write a diary entry that describes a typical day in the life of a modern-day slave. Your entry can be taken directly from one of the case scenarios presented, or you can create a fictitious modern-day slave.

STEP 4: Consider the following factors when writing your character's journal entry:

- Name and age of your character(s)
- Daily hours worked, location, and environment
- Emotional state (scared, alone, tired)
- Treatment received

STEP 5: After you complete your diary entry, share it with your partner or small group. Ask each other questions about your entries to further develop your character and the meaning of the form of human trafficking you chose to write about.

OPTIONAL: Research the diaries of Harriet Tubman, Frederick Douglass, Martin Luther King Jr., or Abraham Lincoln. Discuss their point of view as either a slave during their time in history or their role as an abolitionist trying to take action for those enslaved.

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STEP 1.
Review the purpose for keeping journals or diaries. Introduce Anne Frank's short excerpt.

STEP 2.
Monitor students' responses to questions provided.

STEPS 3–5.
Have students select a form of human trafficking and create a diary entry to align with the chosen form. Students can share their entries with others for clarification and to demonstrate their understanding.

OPTIONAL.
Encourage students to research other historic slaves and their points of views depicted within their journals and diaries.

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SESSION 2: COLLABORATION AND APPLICATION

STUDENT GUIDE: INTRAPERSONAL LAB (CONTINUED)

SESSION TWO: WHAT IS HUMAN TRAFFICKING?

TODAY'S DATE: _____

DEAR DIARY,

SAMPLE DIARY ENTRY. Model a sample diary entry and discuss the form of human trafficking it highlights.

My name is Ashleigh. I was born in Great Falls, Montana. When I close my eyes and think back to my home, that distant place full of love, I long to go back there.

Growing up, we did not have much in my family. I wanted to leave so badly and move to a big city to become famous. Looking back now, I can't believe how much I thought I hated my life.

Now, all that I live with is haunting, dark images of my new reality. I am trapped, with no way to escape. This place is dark and I am filled with fear, rage, and hopelessness. I have become an object. I am no longer pure or good. I am nothing. If I try to escape or say no, I will be beaten until I can no longer move. There is no way out. I have tried everything. We all have.

I live in a small room with five other girls. We do not talk because we all know the deep pain of each other's souls. We know if we talked, we would reveal more of our weakness. We were all tricked into believing that we were going to be models. But our new lives were not at all what we had signed up for.

Tomorrow is my 16th birthday. For other girls, turning 16 is a day of fun and celebration. For me, it will be the same, continuous torture. Every day, we are taken to different rooms in the same hallway where men come in and can do whatever they want with us. Every day I am stripped of my clothing and dignity. I am nothing. I have nothing left but this diary to myself. I fear that when they go through my things, they will take this diary away from me. I am so scared I will never be able to escape this place.

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FORMING MEANING ON THE FORMS OF HUMAN TRAFFICKING

PREPARATION

ORGANIZE RESOURCES:

- Student Guides
- Session 1 *Human Trafficking Timeline* video
- Four Corners graphic organizer
- Chart paper and coloured markers

LEARNERS' OUTCOMES:

Describe the various forms of human trafficking.

Identify the prevalent forms of human trafficking in the United States and Australia.

PROPOSED ACTIVITIES

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CONSIDERATION:

BACKGROUND:

There are five major forms of human trafficking. They are:

1. **FORCED LABOUR -** Forcing a person to work in captivity for little or no pay
2. **SEX TRAFFICKING -** Forcing, deceiving, or coercing a person to perform a commercial sex act
3. **BONDED LABOUR -** Forcing a person to work for low wages to pay back an excessive amount of debt
4. **INVOLUNTARY DOMESTIC SERVITUDE -** Forcing a person to work and live in the same place for little or no pay
5. **CHILD SOLDIERS -** Forcing a child to participate in an armed force

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COLLABORATION AND APPLICATION

STEP 1. Review the different forms of human trafficking from Session 2. Have students think about the forms and match the definition with the type of trafficking by writing in the correct definition's letter next to the type.

STEP 2. Have each group review the *Human Rights and Slavery Timeline* video from Session 1. Ask each group member to select one of the forms of human trafficking. While re-watching the video, have the students determine if their form is featured on the timeline. If so, have them view the video segment from the "lens" of the selected form. Ask them to think about the characteristics of the specific form they chose and take notes on how it is portrayed during that particular era of history.

STEP 3. Have students select a form of human trafficking from the list and work with a team to create a visual representation on chart paper of its meaning using the Four Corners Technique. Display each group's chart around the room for all to review the various forms of human trafficking. See the Four Corners procedure located in the Front Matters.

Variation: See Carousel Brainstorming Technique located in the Front Matters.

SESSION 2: COLLABORATION AND APPLICATION

STUDENT GUIDE: INTERPERSONAL LAB

STEP 1.
Have students match the form of human trafficking to its proper description.

STEP 2.
Have students review the *Human Trafficking and Slavery* Timeline video and select one form of trafficking. If the form they chose is depicted, encourage them to watch the video through the "lens" of that selected form.

STEP 3.
Have students complete the Four Corners graphic organizer, highlighting their particular form of human trafficking.

SESSION 2: INTERPERSONAL **LEARNING LAB**

FORMING MEANING ON THE FORMS OF HUMAN TRAFFICKING

STEP 1: Review the different forms of human trafficking and additional vocabulary from Session 2. Match the definition with the vocabulary word by writing the letter that corresponds with the correct definition in the blank space provided.

1.__f__ Child Soldiers	a) The act of recruiting, harboring, transporting, providing, and obtaining a person for labour, services, or commercial sex acts by means of force, fraud, or coercion
2.__e__ Sex Trafficking	b) Forcing a person to work for low wages to pay back an excessive amount of debt
3.__b__ Bonded Labour	c) Forcing a person to work in captivity for little or no pay
4.__a__ Human Trafficking	d) Forcing a person to work and live in the same place for little or no pay
5.__c__ Forced Labour	e) Forcing, deceiving, or coercing a person to perform a commercial sex act
6.__d__ Involuntary Domestic Servitude	f) Forcing a child to participate in an armed force

STEP 2: Review the *Human Rights and Slavery Timeline* video from Session 1 with your partner or small group. Have each group member select one of the forms of human trafficking from above. While re-watching the video, determine if the form is featured on the timeline. If so, view the video segment from the "lens" of the selected form. Think about the characteristics of the specific form and take notes on how it is portrayed during the particular era of history on the timeline.

STEP 3: Complete the Four Corners graphic organizer on the form of human trafficking your group has been assigned. Display your group's chart in the classroom to highlight information on your selected form of human trafficking.

OPTIONAL: Work in teams to create Carousel Brainstorming Charts. Rotate around the room in small groups, reflecting on each of the various charts for a designated amount of time. Use your coloured marker to record what you learn about each form of trafficking on the charts.

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SESSION 2: LEARNING LAB

INTERPERSONAL

FORMING MEANING ON THE FORMS OF HUMAN TRAFFICKING FOUR CORNERS

SESSION TWO: WHAT IS HUMAN TRAFFICKING?

FOUR CORNERS GRAPHIC ORGANIZER:

FORCED LABOUR

What it is...

Forcing a person to work for low or no wages to repay an excessive or unreasonable amount of money in exchange for a service

Illustrations

What it is *not*...

Fair job with fair pay

Examples/ Personal Connections

Forcing victims to pay back customs/travel fees for transportation

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SESSION THREE

PREPARATION: HOW DOES SOMEONE BECOME A VICTIM?

ORGANIZE RESOURCES:

- A21 Session 3 Videos:
  - *Session 3 Open*
  - *Who Are the Victims?*
  - *Methods, Causes, Factors, and Technology*
- Computer or Smart Board to play movie files
- Student Guide Session 3 [See Student Guide insert(s) throughout Facilitator Guide for specific details.]
- Optional: Session 3 Learning Labs

ESSENTIAL QUESTIONS:

1. Who is a victim and what happens to someone who becomes a victim?
2. What causes someone to get trapped in human trafficking?
3. How does someone become a victim of human trafficking?

PROPOSED ACTIVITIES:

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
- Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning; and confirm that the organization, development, substance, and style are appropriate to purpose, audience, and task.

BIG IDEAS:

1. Anybody can become a victim of human trafficking and be subjected to many forms of abuse, which may keep them bound to their trafficker.
2. Traffickers have specific methods of trapping victims in human trafficking.
3. Perpetrators use technology as a major tool to recruit, manipulate, and lure potential victims.

LEARNING OBJECTIVES:

1. Analyze the steps a perpetrator/trafficker takes to entrap a victim and the various means in which they are held captive.
2. Evaluate possible scenarios that may be present in a potential victim's life that increase the possibilities of them becoming a victim.
3. Employ interactive "laboratory" activities to engage learners and help them apply knowledge.

LEARNERS' OUTCOMES:

1. Identify who a victim is and the approaches a trafficker takes to trap him or her.
2. Reflect upon methods, causes, and possible factors that may make a person become vulnerable to traffickers.
3. Investigate social justice and identify issues of injustice that exist today.

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STEP 1. ESSENTIAL QUESTIONS

- Introduce Session 3 by watching the *Session 3 Open* video. Allow students time to gather an inquisitive stance and ponder their answers. In their Student Guides, they can underline questions they think they know the answers to and circle those they need to know more about.
    - Who is a victim and what happens to someone who becomes a victim?
    - What causes someone to get trapped in human trafficking?
    - How does someone become a victim of human trafficking?

STEP 2. KNOWLEDGE RATING

- This section is for students to personalize the vocabulary by evaluating Session 3's Academic Key Vocabulary in their Student Guides. Students use personalizing vocabulary strategy to increase an awareness of a word to a level of responsiveness known as word consciousness.
- Have students rate the Academic Key Vocabulary words from 1 to 3, according to how much they know about each word. The number 1 = never have seen the word; 2 = not sure what the word means; and 3 = can define and use the word. Differentiation: See The Babbling Ball Technique located in the Front Matters.

ACADEMIC KEY VOCABULARY

FRAUDULENT - to deceive or trick someone for the purpose of personal gain

GROOMING - a process used by the perpetrator to achieve complete control over someone's identity and sexual boundaries by force, fraud or coercion

POVERTY - state or condition of being poor with little or no money, goods, or means

VICTIM - a person who is forced, deceived, or pressured by someone to do something that will harm, injure, or cause them death

VULNERABLE - a position or condition in which a person is highly susceptible to being influenced to physical or emotional harm or damage

STEP 3. ANTICIPATION / REACTION GUIDE

- Have students complete the Anticipation / Reaction Guide in their Student Guides, making predictions about upcoming content for Session 3. Prepare them to listen for information that either *confirms or changes* their thinking, based on the facts that will be presented during Session 3.
- Inform the students that they will have an opportunity at the close of the session to justify their thinking as they confirm or reassess their original responses to the statements based on knowledge they acquire from their learning experiences. Differentiation: See The Babbling Ball Technique located in the Front Matters.

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SESSION 3:
INITIATION STUDENT GUIDE WITH FACILITATOR NOTES

INITIATION: HOW DOES SOMEONE BECOME A VICTIM?

Name: _____ Date: _____

STEP 1. Facilitate brief conversation with the class using the essential questions as a springboard.

ESSENTIAL QUESTIONS:

1. Who is a victim and what happens to someone who becomes a victim?
2. What causes someone to get trapped in human trafficking?
3. How does someone become a victim of human trafficking?

KNOWLEDGE RATING OF ACADEMIC KEY VOCABULARY

DIRECTIONS: Rate the words according to your current and previous knowledge:

1= Never have seen the word/term
2= Not sure what the word/term means
3= Can define the word/term and use it

STEP 2. Have students identify their level of knowledge of terms by having them independently rate how well they know the key vocabulary concept or word.

Fraudulent 1 2 3	Perpetrator 1 2 3	Victim 1 2 3
Grooming 1 2 3	Poverty 1 2 3	Vulnerable 1 2 3

ANTICIPATION/REACTION GUIDE STATEMENTS:

DIRECTIONS: Read each statement and note whether you agree or disagree.

STEP 3. Provide time for students to ponder and predict whether these content statements are true or false.

MY THOUGHTS A=Agree D=Disagree	SESSION 3 STATEMENTS
	1. A perpetrator is a victim.
	2. Desire for a better life is a cause for being trafficked.
	3. Online technology is a common tool for trafficking.

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CONSIDERATION:
WHO ARE THE VICTIMS?

STEP 4. VIDEO: WHO ARE THE VICTIMS?

- Ask students to reflect on the content from the previous session and review the various forms of human trafficking (forced labour, sex trafficking, bonded labour, involuntary domestic servitude, and child soldiers). Then, have students reflect on the first essential question for this session again:
  - Who is a victim and what happens to someone who becomes a victim?

- Begin the video segment on *Who Are The Victims?* The concept that anybody can become a victim is revealed, and students are informed that victims can come in all shapes, sizes, socio-economic statuses, genders, and races. Once the video is viewed, have students conceptualize the term "victim" and interact with the information presented. They are to record it in their Student Guide Four Corners graphic organizers. This will enable them to respond and process content information on what a victim is and the characteristics he or she possesses. The students will complete two of the four corners on their graphic organizers.

SESSION 3: CONSIDERATION STUDENT GUIDE

STEP 4.
Students can preview the definition of victim and predict what words would best complete the definition. They can get the complete definition by viewing the video segment and listening for the explanation of the words **forced, deceived,** and **coerced.**

STEP 4. (CONTINUED)
Monitor students as they view the video and complete the two corners "What it is" and "Examples/Personal Connections" on their Four Corners graphic organizer. Remind them to focus on the "big idea" of the video segment.

*Note taking will vary.

CONSIDERATION:
WHO ARE THE VICTIMS?

DIRECTIONS: View the video segment *Who Are The Victims?* Observe how this segment highlights that anybody can become a victim, and that victims can come in all shapes, sizes, socio-economic statuses, genders, and races. As you view the video, conceptualize (create a working definition of) the term "victim," noting what it means and the characteristics of a victim. Complete the Four Corners graphic organizer sections "What it is..." and "Examples/ Personal Connections" as you view the video.

VICTIM DEFINED:

A person who is ___forced___, ___deceived___, or ___coerced___ to do something that results in harm, injury, or death

FOUR CORNERS

VICTIM

What it is not...

What it is...

A person who is tricked, sold, kidnapped, groomed, vulnerable, deceived, beaten, starved, used, treated as an object, used as a commodity resulting in harm, injury or even death.

Examples/
Personal Connections

- Donaldo's story of forced labour
- Jeniffer's story of sex trafficking
- A four year old little girl who is sold
- A friend who ran away with her "boyfriend" to find out she is a prostitute being controlled by her boyfriend who is her "pimp"

Illustrations

VIDEO NOTES:

Note taking will vary.

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CONSIDERATION (CONTINUED): WHO ARE THE VICTIMS?

STEP 5. WHO ARE THE VICTIMS? - FOUR CORNERS GRAPHIC ORGANIZER (CONTINUED)

- After viewing the video segment *Who Are the Victims?*, allow students some consideration time to process the information by completing their Four Corners as a group.

SESSION 3: CONSIDERATION (CONTINUED) STUDENT GUIDE

CONSIDERATION
WHO ARE THE VICTIMS?

DIRECTIONS: View video segment on the face of the victims. Observe how this segment highlights that anybody can be a victim and that victims come in all shapes, sizes, socio-economic status, gender, and race. As you view the video, conceptualize the term "victim" noting what the term victim means and the characteristics of a victim. Complete the Four Corners graphic organizer corners "What it is..." and " "Examples/ Personal Connections" as you view the video.

A person who is ____forced____, ____deceived____, or ____coerced____ to do something that results in harm, injury, or death

FOUR CORNERS GRAPHIC ORGANIZER:

VICTIM

What it is not...
- Should NOT be me or anyone
- Someone who is free from servitude
- An object or thing

What it is...

A person who is...
tricked, sold, kidnapped, groomed, vulnerable, deceived, beaten, starved, used, treated as an object, used as a commodity resulting in harm, injury or even death.

Examples/
Personal Connections
- Donaldo's story of forced labour.
- Jeniffer's story of sex trafficking,
- A four year old little girl who is sold.
- A friend who ran away with her "boyfriend" to find out she is a prostitute being controlled by her boyfriend who is her "pimp"

Illustrations

V = vulnerable
I = isolated
C = commodity
T = tricked
I = influenced
M = manipulated

VIDEO NOTES:

Note taking will vary.

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STEP 5.
Encourage students to work together to think of the term "victim" and record "what it is *not*" and creatively illustrate a "visual representation" of it.

STEP 5. (CONTINUED)
Invite students to summarize the concept of a human trafficking victim from their video session notes and thoughts about the concept in the space provided.

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COLLABORATION: WHO ARE THE VICTIMS?

STEP 6. WHO ARE THE VICTIMS? CREATING ACTIVE ANALOGIES

- Have students select four words or phrases (one from each section of their Four Corners graphic organizers) and determine the relationship between the words. They are to use the Reflection Connection Puzzle Pieces to write an analogy and then share why the words are connected.

STEP 6.
Invite students to use words (or phrases) from their Four Corners graphic organizers that relate to one another; then have them determine the relationships among the words (or phrases) to form an analogy.

Sample Relationships:
Synonyms
Antonyms
Cause and Effect
Part-to-Whole
Classification
Function
Adjectives/Noun

COLLABORATION
WHO ARE THE VICTIMS?

DIRECTIONS: With your partner or small group process the information presented in the video. Synthesize the concept of "victim". Revisit the Four Corners graphic organizer and complete the corners sections: "What it is not..." and " "Illustrations". Select four words from the Four Corners above. Determine the relationship of the words by using the Reflection Connection Puzzle Piece. Place one word on the left side and the other word on the right side to display how word "A" is connected to word "B." Repeat the same action for how word "C" is connected to word "D." Write an analogy in the box provided and share it with your partner. Record other connections from group's responses.

REFLECTION CONNECTION PUZZLE PIECE:

A) vulnerable

B) victim

IS TO

C) someone who is free

D) non-victim

A) vulnerable is to B) victim as
deceived is to Donaldo because
*An adjective to describe the noun; characteristics of the noun relationship

C) someone who is free is to D) non-victim as
liberty is to victim because
*Opposites: antonym relationship

OTHER CONNECTIONS:

deceived is to forced labour as
vulnerable is to Jennifer because
*Cause and effect relationship

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CONSIDERATION: METHODS, CAUSES, FACTORS, AND TECHNOLOGY

STEP 7. VIDEO: METHODS, CAUSES, FACTORS, AND TECHNOLOGY

- Prior to video, invite students to listen to a scenario of a girl trapped in human trafficking. Ask them to think about the three methods listed in their Student Guides (Force, Fraud, and Coercion) and determine which method correlates with the scenario. Read the scenario and discuss the students' reactions.

MOCK SCENARIO TO CORRELATE WITH THE COERCION METHOD OF TRAFFICKING:

> Ana is a fourteen-year-old girl who was abused by her mother's boyfriend. She ran away and her home became the neighborhood park. She was approached by a man, who promised to love her and give her a home, but instead he forced her to work the streets as a prostitute in order to make enough money to support them.

- Review the students' directions for viewing the video segment and begin the video. In this segment on why and how victims are trafficked, students will follow along and investigate what causes one to become a victim and what methods perpetrators use to trap them. Invite students to examine the methods through note taking, including the causes and factors that might contribute to someone being vulnerable to being trafficked by the method described.

- Apply the information below as needed for each student's background on the methods and causes of human trafficking. Please note that more than one method can occur simultaneously in a human trafficking situation. If a person is under the age of 18 and involved in a commercial sex act, they are considered to be victims of sex trafficking, even if no methods are used.

METHOD #1: FORCE

SELLING AND KIDNAPPING - Poverty, economical and political instability, war, and religious/cultural beliefs are factors that contribute to people becoming the victim of human trafficking. In desperate situations, parents will sell their children in exchange for money to support themselves. There have also been cases of parents selling their children in exchange for drugs. Women, children, and men are sometimes abducted and forced into slavery, or trafficked for organ removal.

METHOD #2: FRAUD

TRICKING AND DECEIVING

- Many women, children, and men are tricked into human trafficking through false job opportunities. Traffickers frequently recruit victims through fraudulent advertisements that promise legitimate jobs as hostesses, housekeepers, cleaners, or workers in the agricultural industry. False marriage promises, voluntary human smuggling, and false immigration are also common ways human traffickers take advantage of those who are vulnerable.

METHOD #3: COERCION

DRUG DEPENDENCY, VIOLENCE, AND GANGS

- It is common for traffickers to use drugs as a means of control over their victims. When victims become drug dependent, they are more likely to rely on their trafficker and less likely to escape. Violence, threats, and abuse are also used to emotionally and physically trap victims, breaking down their will and further enforcing compliance. Gangs and organized crime networks often participate in the illegal trade of human beings because of the low risks and high profits that exist.

Loverboys - Young girls and women are often coerced into human trafficking through boys and older men alleging to be a loving boyfriend. Victims are lured under the pretense of a romantic relationship, and are often given gifts and "groomed" over a period of time in order to build trust. Runaways are among the most vulnerable as they are typically minors (under the age of 18) and are often in need of money, food, shelter, and clothing. These conditions cause them to be easy targets for traffickers who appear to care for them, but intend to exploit them.

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SESSION 3: CONSIDERATION STUDENT GUIDE

CONSIDERATION:
METHODS, CAUSES, FACTORS, AND TECHNOLOGY

DIRECTIONS: Reflect on the victims of human trafficking and the three main methods perpetrators frequently use to trap a victim of human trafficking. Then view the video segment on why and how victims are trafficked. Follow along and record possible causes that might contribute to someone being vulnerable to being trafficked by the method described. Write your answer in the box provided.

Methods	Description	Possible Causes	Possible Factors
FORCE	Violence, compulsion, or __constraint__ exerted upon or against a person **Examples:** Selling and __kidnapping__	• political & economical instability • high profits • poverty	• addiction • high unemployment
FRAUD	To deceive or __induce__ someone to part with something of value or to surrender a legal right **Examples:** False Job Opportunities, Tricked or __deceived__	• desire for a better life • ignorance • demand for cheap labour	• greed • cultural traditions
COERCION	To __compel__ to an act or a choice **Examples:** Groomed, bullied, or __pressured__ into groups, violence, and drugs	• political & economical instability • disruption of societal values • high profits	• addiction • emotions

Leading Tool That Uses These Methods: __Technology__

Smart Phones	Texting and Sexting
Computers and Tablets	Chat Rooms and Escort Ads
Social Media	Fake Profiles and Messages

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STEP 7
Monitor students as they view the video and complete the informational table.

STEP 7. (CONTINUED)
Remind them to focus on the "big idea" of the video segment: Traffickers have specific methods of entrapping victims in human trafficking.

*Note taking will vary.

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COLLABORATION: METHODS, CAUSES, FACTORS, AND TECHNOLOGY

STEP 8. SAVE THE LAST WORD

- Have students review their notes from the video session. Model the "Save the Last Word" technique by having the students read the technology statement presented and then taking a moment to reflect on it and record their reaction in their Student Guides. *"Technology makes it easy for traffickers to pretend to be someone they are not when communicating with potential victims of human trafficking."* Select a student in each group to be the final responder; to have the last word on the provided statement. Have groups take turns sharing their responses to the technology statement.
- Distribute an index card to each student. Invite them to select a method that was highlighted in the video segment (force, fraud, coercion). Have student create a statement on the front of the index card about their chosen method. Optional: Assign various groups a specific method. Once students create a statement on the front of their index cards, have them record on the back of the cards their comments that they want to share with their group.
- Collect the cards and select one card to start off the group discussion. Read the statement on the front and have the students share in groups their comments to the given statement. After a certain amount of time, turn the highlighted card over and have the student who commented originally on the back of the card give the last word about the method. This student has the opportunity to adjust his or her comments and justify their responses, based on the information given in the video or a personal connection.

STEP 8.
Remind students that this collaboration time is an opportunity to make personal connections with the information from the video session, construct interpretations, and compare their interpretations with others.

COLLABORATION: METHODS, CAUSES, FACTORS, AND TECHNOLOGY

DIRECTIONS: Read and reflect on the technology statement below. Record your comments and be prepared to share your reaction to the statement with your group.

"SAVE THE LAST WORD" TECHNOLOGY STATEMENT:

> Technology makes it easy for traffickers to pretend to be someone they are not when communicating with potential victims of human trafficking.

The Internet is used by traffickers both to recruit and sell victims. Therefore, it is important to be careful when corresponding with people over the Internet. You should have extreme caution when giving any personal details over the Internet as well as through conversations via texting.

*Responses will vary.

DIRECTIONS: Reflect on the video segment about the methods, cause, and factors involved in entrapping a victim of human trafficking. Select a method and create a statement on the front of the given index card using words from the word bank below and your notes from the video. On the back respond to your statement with evidence based on the video information and your own interpretation and understanding of the methods, cause, and or factors involved.

Key Vocabulary Word Bank:

• Force	• Perpetrator	• Coercion
• Forced Labour	• Fraud	• Bonded Labour
• Involuntary Domestic Servitude	• Sex Trafficking	• Child Soldiers
	• Victim	• Commodity

FRONT OF CARD	BACK OF CARD
Child Soldiers are victims of human trafficking who are forced to fight in wars.	Child Soldiers do not have a choice. They are threatened if they do not follow the orders they are given. This form of human trafficking takes place because of political instability.

*Responses will vary

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STEP 9. ANTICIPATION/REACTION GUIDE ASSESSMENT AND EVALUATION SLIP

- Invite students to reflect on the session and complete the Anticipation/Reaction Guide, based on the information presented.
- Have them justify their thinking as they confirm or reassess their original responses to the session's statements, based on what they acquire from their learning experiences throughout the session.
- Students are then to complete their evaluation slip for Session 3.

SESSION 3: REFLECTION AND EVALUATION SLIP STUDENT GUIDE

REFLECTION: HOW DOES SOMEONE BECOME A VICTIM?

DIRECTIONS: Reread each statement and note whether you agree or disagree with your initial thoughts in the Anticipation Guide at the beginning of this session. While reflecting on the information presented in the video, your personal consideration of the material, and the collaborative techniques, consider whether the facts presented either confirms your thinking or changes your thinking. Justify your reasoning as you confirm or reassess your original response to the statements based on what you acquired from your learning experiences throughout the session.

ANTICIPATION/REACTION GUIDE

MY THOUGHTS A= Agree D = Disagree	SESSION 3 STATEMENTS	INFO T= True F = False	REACTION (Confirm or change thinking) Justify Evidence
	1. A perpetrator is a victim.	F	A perpetrator is the one who commits illegal, criminal action causing harm or death to the victim.
	2. Desire for a better life is a cause for being trafficked.	T	Traffickers exploit impoverished and vulnerable individuals seeking a better life. They will use promises of higher wages and good working conditions to lure individuals into their schemes.
	3. Online technology is a common tool for trafficking.	T	The internet makes it easy for a predator to locate potential victims with ease. Predators use it to recruit, manipulate and lure victims.

SESSION 3 EVALUATION SLIP: HOW DOES SOMEONE BECOME A VICTIM?

"WHEN **ANYBODY** USES A BODY AS A COMMODITY,
SOMEBODY BECOMES A VICTIM AND **EVERYBODY** IS AFFECTED."

DIRECTIONS: Reflect on the above quote and respond using information presented in this session about who is affected by human trafficking and the methods, causes, and factors involved.

Many women, children, and men are compelled, deceived, and pressured into human trafficking rings. The truth is that a victim can be anyone, anywhere, at any time. If a trafficker identifies you on the street and believes you could bring in profit, or for any reason decides you would be good for business, then you could become a victim. The predators use various methods of force, fraud and coercion to entrap their victims.

*Responses will vary.

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STEP 9.
Have students reflect on their original predictions of the session's statements. Students should then determine if the information presented *confirms* or *changes* their thinking and understanding of the content. Encourage them to justify their responses, based on the information provided.

STEP 9. (CONTINUED)
Have students complete the evaluation slip to summarize their learning experience.

APPLICATION:
SESSION 3 LEARNING LAB OPTIONS:

1. Intrapersonal Lab: Decoding the Causes

2. Interpersonal Lab: "Uncovering the Facts" Talk Show

LEARNING LABS (OPTIONAL): Proceed to lab opportunities to extend the students' interaction and practical application of the content within this session.

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DECODING THE CAUSES

PREPARATION:

ORGANIZE RESOURCES:

- Student Guides

LEARNERS' OUTCOMES:

Identify who a victim is and the approaches a trafficker takes to trap him or her.

Reflect upon the methods, causes, and possible factors that may make a person become vulnerable to traffickers.

PROPOSED ACTIVITIES:

- Determine the central ideas or information of primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and organization, development, substance and style are appropriate to purpose audience and task.

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CONSIDERATION:

BACKGROUND:

Every effect has a cause. The "effect" of slavery is caused by six major causes within our global community. In this lab, students will explore these six main causes that support and propagate the existence of human trafficking.

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COLLABORATION AND APPLICATION:

STEP 1. Have students review the main causes of human trafficking:

1. Poverty and desire for a better life
2. Ignorance
3. Disruption of societal value
4. Political and economic instability
5. Demand for cheap labour
6. High profits

STEP 2. Have students crack the sample code exercise by exchanging each number with the corresponding letter found in the chart below. They will then unscramble the letters to reveal a factor that contributes to one of the six main causes of human trafficking.

STEP 3. Have students read the following clue that describes one of the six main causes that supports the existence of human trafficking. They will then determine which cause the clue is referring to and record it and its code below.

STEP 4. Ask students to choose one of the main causes from the list that has not been used yet. Write out the code below.

STEP 5. Have students exchange their code with a partner and then crack their partner's code. Once both codes are cracked, have students write the causes each code refers to below.

STEP 6. Have students write a one-to-two sentence sample clue for the contributing cause of their partner's code.

OPTIONAL. Think about and list some reasons why this particular cause affects the outcome of human trafficking. Describe possible solutions to eliminate it.

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SESSION 3: COLLABORATION AND APPLICATION:

STUDENT GUIDE: INTRAPERSONAL LAB

SESSION 3: LEARNING LAB
INTRAPERSONAL

DECODING THE CAUSES:

STEP 1: Review the main causes of human trafficking below and possible factors from your Student Guide notes from this session's video:

1. Poverty and Desire for a Better Life
2. Ignorance
3. Disruption of Societal Value
4. Political and Economic Instability
5. Demand for Cheap Labour
6. High Profits

STEP 2: Crack the sample code exercise by exchanging each number with the corresponding letter found in the chart below. Unscramble the letters to reveal a cause or possible factor that contributes to human trafficking.

SAMPLE CODE: 5*7*18*4*5* ANSWER: ____Greed____

1. A	4. D	7. G	10. J	13. M	16. P	19. S	22. V	25. Y
2. B	5. E	8. H	11.K	14.N	17. Q	20. T	23. W	26. Z
3. C	6. F	9. I	12. L	15. O	18. R	21. U	24. X	

STEP 3: Read the following clue that describes one of the six main causes that support the existence of human trafficking. Determine which cause this clue is referring to, and record the cause and the code below.

SAMPLE CLUE: "Traffickers take advantage of people who are seeking a higher standard of living. This often leads people to migrate from an impoverished country to a wealthier country, lured with promises from traffickers disguised as well-meaning new friends or business people."

CAUSE: Poverty and desire for a better life

CODE: Sample scramble: 25*20*22*15*16*5*181*14*4
18*9*19*5*5*4* 6*18*15 1 5*6*12*9

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STEP 1.
Review the main causes and possible factors for a person becoming a victim of human trafficking.

STEP 2.
Monitor students' problem-solving skills for cracking the code.

STEP 3.
Have students read the sample clue and review the main causes that could be involved. Monitor how they determine the cause and create the code.

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SESSION 3: COLLABORATION AND APPLICATION

STUDENT GUIDE: INTRAPERSONAL LAB

STEP 4: Have students choose one of the main causes from the list that has not been used yet. Write out the code below.

CODE: Sample code: 14*13*25*15*5*

STEP 5: Students will exchange their code with a partner, and crack their partner's code. Once both codes are cracked, have students write which cause the code referred to below.

CODE: Sample code: 14*9*19*5*5*1*15*20*18*4*16*

My Factor	Money
Partners Factor	Desperation

STEP 6: Write a one-to-two sentence sample clue for the contributing cause their partner's code.

Sample Clue	Many times a person becomes a victim of human trafficking because at first their trafficking appears to be helping them. Traffickers will prey on those who are vulnerable by meeting their needs and "grooming" them so they can earn their victim's trust.

OPTIONAL: Think about and list some reasons why this particular cause affects the outcome of human trafficking. Describe possible solutions to eliminate this cause.

Factors Why This Cause Exists:	Solutions to Eliminate This Cause:
• Difficult situations at home	• Education about the dangers of running away from home
• Lack of food, clothing, shelter	• Shelters and group homes for teenagers who need a home
• Loneliness	• After-school and mentorship programs

STEPS 4–6:
Monitor the students' ability to select a cause, create a code, work with a partner to decode it, justify the main factor involved, and create a sample clue scenario.
*Responses will vary.

OPTIONAL.
*Responses will vary.

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"UNCOVERING THE FACTS" TALK SHOW

PREPARATION

ORGANIZE RESOURCES

- Student Guides
- Microphone
- Role cards: (1) Host (2) Victim of Labour Trafficker (3) Victim of Sex Trafficker, (4) Victim of Bonded Laborer (5) Victim of Involuntary Servitude (6) Victim of Child Soldier (7) Family Member of Victim (8) Community Leader and (9) Perpetrator

LEARNERS' OUTCOME:

Identify who a victim is and the approaches a trafficker takes to trap him or her.

Reflect upon the methods, causes, and possible factors that may make a person become vulnerable to traffickers.

Investigate social justice and identify issues of injustice that exist today.

PROPOSED ACTIVITIES:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Determine the central ideas or information of primary or secondary sources; provide an accurate summary of how key events or ideas develop over the course of the text.
- Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and organization, development, substance and style are appropriate to purpose audience and task.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CONSIDERATION:

BACKGROUND:

Men, women, girls, and boys are now enslaved and have fallen victim to the human trafficking trade. It is often thought that only young girls are being enslaved into the sex trade, but this is far from true. This lab asks students to step into the shoes and various roles of the human-trafficking industry (i.e., the victim, perpetrator, family member, community leader), thus allowing students to analyze and evaluate, who these people are and how they come to this point in their lives. Students will design, write, and share fictional talk-show stories from the eyes of a fictional victim, perpetrator, family member, or community leader. Students will then conclude the exercise by summarizing the causes, methods, and outcomes of human trafficking on the lives of victims.

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COLLABORATION AND APPLICATION

STEP 1. Divide students into groups based on the role cards they have received. Each group should have one host, one family member, one perpetrator, one community leader, and one victim. Optimally, there should be five groups total, according to the five methods of trafficking that were covered in Session 3.

STEP 2. Have students discuss with their group a possible scenario they would like to talk about on the talk show. Be sure to incorporate each role card in the scenario they choose to use. On the back of their role card, have students write the name and age of their character, and what country your character he or she is from.

SESSION 3: COLLABORATION AND APPLICATION

STUDENT GUIDE: INTERPERSONAL LAB

STEP 1.
Review the various roles and methods of human trafficking. Monitor groups as they prepare for their talk show.

STEP 2.
Students' responses will vary.

SESSION 3: LEARNING LAB
INTERPERSONAL

UNCOVERING THE FACTS" TALK SHOW

STEP 1: Divide into groups based on the role cards you have received. Each group should have one host, one family member, one perpetrator, one community leader, and one victim. Optimally there should be five groups total, according to the five methods of trafficking that were covered in Session Three.

ROLES

Host	Community Leader	Victim of Bonded Labour
Family Member of Victim	Victim of Sex Trafficking	Victim of Involuntary Servitude
Perpetrator	Victim of Labour Trafficking	Victim of Child Soldiers

STEP 2: Discuss with your group a possible scenario you would like to talk about on the talk show. Be sure to incorporate each role card in the scenario you choose to use. On the back of your role card, write the name of your character, the age of your character, and what country your character is from.

EXAMPLE ROLE CARD

Front	Back
Victim of Sex Trafficking	Name Jared Age 15 Country of Origin Australia

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STEP 3. Students will develop questions and responses that will be used during your talk show.

ADDITIONAL QUESTIONS TO GENERATE CLASS DISCUSSION:

FOR THE HOST: What do you know about this person (role)? With the evidence you have found in your Student Guide, how can you create a story that would help your audience understand who this person (role) is and how they got to this point in their life?

FOR THE VICTIM: How did you become captive/trapped? What were your conditions like during your ordeal? Discuss the life of a modern-day slave.

FOR THE PERPETRATOR: How do you view the people in bondage? What are your motivations/goals/incentives to do what you do?

FOR THE RESCUER: What signs did you see to save the victim? What actions did you take to get involved and abolish injustice?

STEP 4. As a group, students will create a script for their talk show, based on the role cards they have been given, the scenario their group has discussed, and the questions and responses they have developed.

SAMPLE SCRIPT EXCERPT:

HOST: What was life like before trafficking?

VICTIM: Before I was trafficked, life was hard for me and my family. We continually struggled. I always dreamed of a better life. It was hard to find a job in my country. I knew that the Australia would be a place where my dreams could come true - where I could help my family. Some days we did not have much to eat, and in the winters, we were often cold. When I found out there was a program for young men like myself to immigrate to Australia and get a good job, I applied. I was accepted and believed my dreams had come true. But I believed a lie.

HOST: What were your conditions like during your ordeal?

VICTIM: The man that brought me here forced me to work for 16 hours a day and would not let me keep any of the money. I was still poor and working long hours. I did not eat good food; in fact, I was hardly given any food at all. I thought about ways to escape, but he threatened to hurt my family. He told me that there were security cameras watching my every move.

HOST: Since being rescued, how has your life changed?

VICTIM: My life has hope again. I am no longer a slave, but am free. I can help my family now.

STEP 5. Each group will take turns participating in a talk show demonstration in front of the class, using the script and questions they have developed. The Host will open the show by giving an introduction and then asking questions of the show's participants. As the fictional characters respond to the Host's questions, the Host will begin to summarize the discussion with statements.

SAMPLE STATEMENTS:

- "From what you just described, you felt _____."
- "From what you just described, you believed _____."
- "From what you just described, you thought _____."

STEP 6. While the talk show demonstrations are taking place, students in the audience will also become summarizers. Summarizers will take notes about each character interviewed on the Summary Chart provided.

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OPTIONAL: After each group participates in a talk show demonstration, discuss as a class any questions that arise about their charts. Have students write a summary for each talk show performed regarding the role of victims and perpetrators and the far-reaching impact of human trafficking on the community.

SESSION 3: COLLABORATION AND APPLICATION

STUDENT GUIDE: INTERPERSONAL LAB (CONTINUED)

STEP 3: Develop questions and responses that will be used during your talk show.

HOST: Write an introduction to open the show and prepare questions to ask the talk show participants. These questions should help identify the causes, methods, and outcomes for each role.

SAMPLE QUESTION:
- How did you become ensnared in human trafficking?

OTHER GROUP MEMBERS: Write down points of discussion to include, such as who you are, why you are on the show, and how your role evolved. Include responses to questions you anticipate the host will ask.

SAMPLE QUESTIONS TO ASK...
- THE **VICTIM:** What was life like before trafficking?
- THE **PERPETRATOR:** Why are you involved in these activities?
- THE **COMMUNITY MEMBER:** How did you recognize the situation as one of human trafficking?

STEP 4: As a group, create a script for your talk show. Base it on the role cards each member has been given, the scenario your group has discussed, and the questions and responses you have developed.

STEP 5: Each group will take turns participating in a talk show demonstration in front of the class, using the script and questions you have developed. The Host will open the show by giving an introduction, and then questions of the show's participants. As the fictional characters respond to the Host's questions, the Host will begin to summarize the discussion with statements.

SAMPLE STATEMENT:
- "So, what I hear you saying is _____."

STEP 6: While the talk show demonstrations are taking place, those in the audience will also become summarizers. When you are a summarizer, take notes about each character interviewed on the Summary Chart provided.

OPTIONAL: After each group participates in a talk show demonstration, discuss as a class any questions that arise about your charts. Write a summary for each talk show performed that includes information about victims, perpetrators, and the far-reaching impact of human trafficking on the community.

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STEPS 3 – 4.
Monitor each group's questioning skills and script development as they prepare for their talk show.

STEPS 5.
Monitor each group's presenting and listening skills as they present their talk show.

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SESSION THREE: HOW DOES SOMEONE BECOME A VICTIM?

SUMMARY CHART

Group Number	Who	Cause	Method	Outcome
3	1. Victim 2. Labour Trafficker 3. Daughter 4. Police Officer	Immigrant who wants a better life.	Tricked with a false promise of a job.	The victims cannot leave because he is in debt to the hotel owner for the travel expenses to move to Australia.

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SESSION FOUR

PREPARATION: HOW DO WE ABOLISH HUMAN TRAFFICKING?

ORGANIZE RESOURCES:

Session 4 Videos:
- *Session 4 Open*
- *Abolishing Human Trafficking*

- Computer or Smart Board to play movie files
- Student Guide Session 4 [See Student Guide insert(s) throughout Facilitator Guide for specific details.]
- Optional: Question Logs - paper and scissors
- Optional: Session 4 Learning Labs

ESSENTIAL QUESTIONS:

1. What are some preventive actions that can be taken to eliminate the demand for human trafficking?
2. What are some of the challenges faced by those involved with protecting victims and prosecuting traffickers?
3. Why is it necessary to have partnerships collaborating to end human trafficking?

PROPOSED ACTIVITIES:

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,substance, and style are appropriate to purpose, audience, and task.

BIG IDEAS:

1. Prevention is necessary to reduce the demand for human trafficking and increase awareness.
2. Protection provides victims a myriad of support efforts after they are rescued from their traffickers; prosecution efforts must be heightened in order to abolish human trafficking.
3. No one person can stop human trafficking, but everyone partnering together can help abolish this social injustice.

LEARNING OBJECTIVES:

1. Examine ways to prevent human trafficking from occurring.
2. Analyze the integration of protection, prosecution, and partnership as a means of ending human trafficking.
3. Employ interactive "laboratory" activities to engage learners and help them apply knowledge.

LEARNERS' OUTCOMES:

1. Analyze the strategies (4P Paradigm - Prevention, Protection, Prosecution, and Partnership) and synthesize how they support the abolition of modern-day slavery.
2. Examine the process of law and order within the Prosecution paradigm.

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STEP 1. ESSENTIAL QUESTIONS

- Introduce Session 4 by viewing the Session 4 Open video. Allow students time to gather an inquisitive stance and ponder their answers. In their Student Guides, they can underline questions they think they know the answers to and circle those they need to know more about.
    - What are some preventive actions that can be taken to eliminate the demand for human trafficking?
    - What are some of the challenges faced by those who are involved with protecting victims and prosecuting traffickers?
    - Why is it necessary to have collaborating partnerships to end human trafficking?

STEP 2. KNOWLEDGE RATING

- This section is for students to personalize the vocabulary by evaluating Session 4's Academic Key Vocabulary in their Student Guides. Students use personalizing vocabulary as a strategy to increase an awareness of a word to a responsiveness level known as word consciousness.
- Have students rate the Academic key Vocabulary words from 1 to 3, according to how much they know about each word. The number 1 = never have seen the word; 2 = not sure what the word means; and 3 = can define and use the word. Differentiation: See The Babbling Ball Technique located in the Front Matters.

ACADEMIC KEY VOCABULARY

DEMAND - the desire for a commodity, labour, or services, including commercial sex acts

PARTNERSHIP - a relationships with local law enforcement, service providers, and community members to meet a comprehensive set of needs for those rescued from bondage so that injustice can be abolished

PREVENTION - the act of stopping human trafficking from happening through increasing awareness and interrupting the demand for it

PROSECUTION - conducting legal proceedings against a trafficker who has violated human rights

PROTECTION - to provide an environment for victims to be safe from harm or injury

REINTEGRATION - a process to restore victims economically and socially back into society

STEP 3. ANTICIPATION/REACTION GUIDE:

- Have students complete the Anticipation/Reaction Guide in their Student Guides to make predictions about upcoming content for Session 4. Prepare them to listen for information that either *confirms* or *changes* their thinking, based on the facts that will be presented during the session.
- Inform students that they will have an opportunity at the close of the session to justify their thinking as they confirm or reassess their original responses to the statements, based on the knowledge they acquire from their learning experiences. Differentiation: See The Babbling Ball Technique located in the Front Matters.

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SESSION 4:
INITIATION STUDENT GUIDE WITH FACILITATOR NOTES

INITIATION: HOW DO WE ABOLISH HUMAN TRAFFICKING?

Name: _____ Date: _____

STEP 1. Facilitate brief conversation with the class, using the essential questions as a springboard.

ESSENTIAL QUESTIONS:

1. What are preventive actions that can be taken to eliminate the demand for human trafficking?
2. What are some of the challenges faced by those involved with protecting victims and prosecuting traffickers?
3. Why is it necessary to have partnerships collaborating to end human trafficking?

KNOWLEDGE RATING OF ACADEMIC KEY VOCABULARY:

STEP 2. Have students identify their level of knowledge of the terms by having them independently rate how well they know the key vocabulary concept.

DIRECTIONS: Rate the words according to your current and previous knowledge:

1= Never have seen the word/term
2= Not sure what the word/term means
3= Can define the word/term and use it

Demand	1	2	3	Prevention	1	2	3	Protection	1	2	3
Partnership	1	2	3	Prosecution	1	2	3	Reintegration	1	2	3

ANTICIPATION/REACTION GUIDE STATEMENTS:

DIRECTIONS: Read each statement and note whether you agree or disagree.

STEP 3. Provide time for students to ponder and predict whether these content statements are true or false.

MY THOUGHTS: A= Agree D = Disagree	SESSION 4 STATEMENTS
	1. Awareness is an effective means of ending human trafficking.
	2. Reintegration is difficult for a victim.
	3. Government agencies only partner with other government agencies to abolish human trafficking.

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CONSIDERATION: ABOLISHING HUMAN TRAFFICKING

STEP 4. VIDEO: ABOLISHING HUMAN TRAFFICKING

- Divide students into four groups: prevention, protection, prosecution, and partnership. Ask students to circle the name of their selected strategies (one from the 4P Paradigm) in their Student Guides.
- Establish the procedures for the 3 R's Question Log (see the 3R's Question Log Technique located in the Front Matters). In the first box on the Student Guide, have students record a question they may have about their paradigm topic (prevention, protection, prosecution, or partnership) in relation to human trafficking.
- While watching the video, ask students to record any reactions or answers to their question(s) in the second box of their Student Guides.
- Review the four strategies (4P Paradigm) from the Academic Key Vocabulary.

SESSION 4: CONSIDERATION STUDENT GUIDE

CONSIDERATION: ABOLISHING HUMAN TRAFFICKING

DIRECTIONS: Preview the four paradigm strategies highlighted in the box below. Circle the paradigm strategy you will focus on in your Question Log and record any questions you have in the first box provided. View the video *Abolishing Human Trafficking*. Observe the various strategies being described and complete the second box of your Question Log.

THE FOUR PARADIGM STRATEGIES FOR ABOLISHING HUMAN TRAFFICKING:

Prevention – the act of stopping human trafficking from happening, increasing awareness, and interrupting the demand for it
Protection – to provide an environment for victims to be safe from harm or injury
Prosecution – conducting legal proceedings against a trafficker who has violated human rights
Partnership – relationships with local law enforcement, service providers, and community members to meet a comprehensive set of needs for those rescued from bondage so that injustice can be abolished

QUESTION LOG (3R'S)

Record What questions do you have about your paradigm strategy?	**React** What thoughts or additional questions do you have *while* viewing the video?	**Reflect** What comments, connections, or additional questions do you have after viewing the video and sharing with your group?

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STEP 4.
Apply sample questions as needed:
PREVENTION - How can we help prevent others from becoming a victim of human trafficking?
PROTECTION - What steps can be taken to protect victims of human trafficking?
PROSECUTION - Is the current prosecution of perpetrators successful?
PARTNERSHIP - Who is involved with movements to abolish all social injustice?

STEP 4 (CONTINUED)
Monitor students as they view the video and complete the first two boxes of their Question Logs in their Student Guides.

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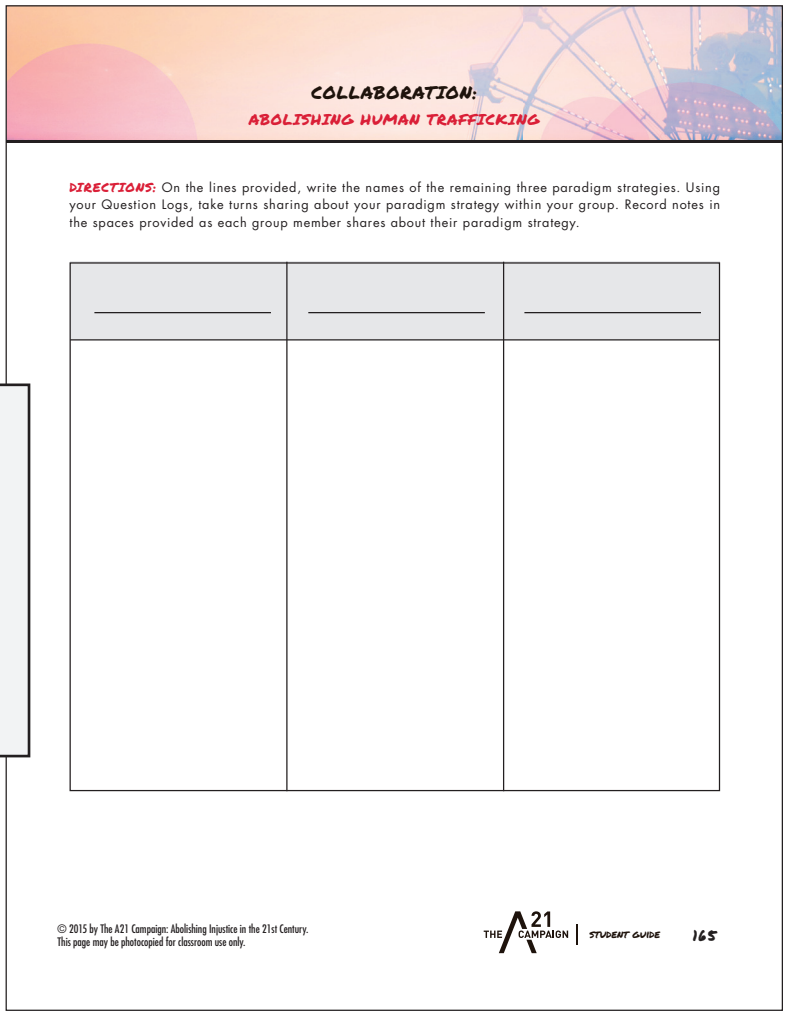
COLLABORATION: ABOLISHING HUMAN TRAFFICKING

STEP 5. ABOLISHING HUMAN TRAFFICKING: QUESTION LOGS

- After the video, ask students to write the remaining three strategy paradigms in the boxes under COLLABORATION in their Student Guides.
- Have students in each group take a number from one to four, each representing one of the 4Ps.
- Invite students representing the number "ones" from each of the four groups to come together, creating a new group. In this new group there will be at least one person to represent each of the four strategy paradigms (prevention, protection, prosecution, and partnership). Continue creating new groups by asking all the number "twos" to come together, the number "threes" to come together, and so on until all students are in a new group. There may be more than one representative for an area in each new group.
- Ask the *prevention* representatives to share their question and reaction first, allowing time for the group to record information about prevention in their Student Guides. Repeat this process with the remaining representatives for protection, prosecution, and partnership.
- Once everyone has shared, ask students to record their reflection in the third box of their Student Guides, considering how the information shared connects with their original questions and reactions.

SESSION 4: COLLABORATION STUDENT GUIDE

STEP 5.
Monitor students as they actively listen to classmates and record vital information on the remaining strategies in their Student Guides.
*Note taking will vary.



COLLABORATION:
ABOLISHING HUMAN TRAFFICKING

DIRECTIONS: On the lines provided, write the names of the remaining three paradigm strategies. Using your Question Logs, take turns sharing about your paradigm strategy within your group. Record notes in the spaces provided as each group member shares about their paradigm strategy.

_____	_____	_____

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THE A21 CAMPAIGN | STUDENT GUIDE 165

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CONSIDERATION: PARTNERSHIPS

STEP 6. PARTNERSHIPS FOR ABOLISHING HUMAN TRAFFICKING

- Ask students to return to their original strategy group (prevention, protection, prosecution, and partnership) and rename each group, according to one of the partnerships for abolishing human trafficking (law enforcement, restoration homes and shelters, legal system, and community).

SESSION 4: CONSIDERATION STUDENT GUIDE

CONSIDERATION: PARTNERSHIPS

DIRECTIONS: Preview the four major partnerships for abolishing human trafficking below. You will use this information to help complete your Question Logs.

THE FOUR MAJOR PARTNERSHIPS CHART:

PARTNERSHIP	CHARACTERISTICS
LAW ENFORCEMENT (FEDERAL + STATE)	• Investigations • Conduct raids • Rescue victims • Arrest traffickers
SHELTERS AND RESTORATION HOMES	• Provide safety and stability • Meet basic needs, including food and clothing • Provide medical examinations and treatment • Offer mental and emotional trauma counseling • Reintegration - education, vocational training, and employment
LEGAL SYSTEM (FEDERAL AND STATE)	• Uses evidence to settle a case or take it to trial • Works to ensure there is justice for victims • Develops and passes legislation - writes, amends, and passes new laws that increase protection for victims and create harsher penalties for traffickers
COMMUNITY	• Collaborative task force groups that consist of government agencies, non-profit organizations, and community groups who work collectively to facilitate victim assistance • Every-day people being aware of what's going on (like a neighborhood watch group) and then using their skills, occupations, and influence to support survivors • Media - social media raising awareness, reporting and writing about human trafficking, filming and producing stories of human trafficking

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STEP 6.
Have students review the information provided in the Four Major Partnerships Chart.

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CONSIDERATION: PARTNERSHIPS (CONTINUED)

STEP 7. PARTNERSHIP FOR ABOLISHING HUMAN TRAFFICKING: QUESTION LOGS

- In the first box of the Question Log in their Student Guides, have students record a question they may have about their assigned partnership (law enforcement, restoration homes and shelters, legal systems, and community) in relation to human trafficking.
- While viewing the video for the second time, ask students to record any reactions or answers to their question(s) in the second box of their Student Guides.

SESSION 4: CONSIDERATION STUDENT GUIDE

STEP 7.
Apply these sample questions as needed:
LAW ENFORCEMENT – What is law enforcement currently doing to eliminate human trafficking?
SHELTERS AND RESTORATION HOMES – How are these establishments helping victims of human trafficking? What resources are available through shelters and restoration homes?
LEGAL SYSTEM – Which responsibilities fall on those involved with prosecuting human traffickers?
COMMUNITY – Who is involved with community support?

STEP 7. (CONTINUED)
Monitor students as they view the video and complete the first two boxes on their Question Logs in their Student Guides.

CONSIDERATION (CONTINUED): PARTNERSHIPS

DIRECTIONS: Circle the partnership you will focus on in your Question Log and record any questions you have in the first box provided. Observe the various partnerships described in the Four Major Partnerships Chart and watch the video *Abolishing Human Trafficking* again. Complete the second box of your Question Log and record any additional comments or questions you have about your partnership in the third box.

QUESTION (3R'S) LOG

QUESTION (3R'S) | • Law Enforcement • Restoration Homes and Shelters • Legal System (Federal and State) • Community | LOG

Record What questions do you have about your method?	React What thoughts or additional questions do you have *while* viewing the video?	Reflect What comments, connections, or additional questions do you have after viewing the video and sharing with your group?

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COLLABORATION: ABOLISHING HUMAN TRAFFICKING

STEP 8. PARTNERSHIP FOR ABOLISHING HUMAN TRAFFICKING: QUESTION LOGS (CONTINUED)

- Invite the students representing the number "ones" from each of the four groups to come together, creating a new group. In this new group there will be at least one person to represent each of the four partnerships (law enforcement, restoration homes and shelters, legal system, and community). Continue creating new groups by asking the number "twos" to come together, the number "threes" to come together, and so on until all students are in a new group. There may be more than one representative for a partnership in each new group.

- Ask the law enforcement representatives to share their question and reaction first, allowing time for the group to record information in their Student Guides about this particular partnership. Repeat this process with the remaining representatives for restoration homes and shelters, the legal system, and community.

SESSION 4: COLLABORATION STUDENT GUIDE

STEP 8.
Monitor students as they actively listen to classmates and record vital information on the remaining partnerships in their Students Guides.

*Note taking will vary.

COLLABORATION: PARTNERSHIPS

DIRECTIONS: On the lines provided, write the names of the remaining three partnerships. Using your Question Logs, take turns sharing about your partnership within your group. Record notes in the spaces provided as each group member shares about their partnership.

_____	_____	_____

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STEP 9. ANTICIPATION/REACTION GUIDE ASSESSMENT AND EVALUATION SLIP

- Invite students to reflect on the session and complete the Anticipation/Reaction Guide based on the information presented.
- Have them justify their thinking as they confirm or reassess their original responses to the session's statements, based on what they acquire from their learning experiences throughout the session.
- Students are then to complete their evaluation slip for Session 4.

SESSION 4: REFLECTION STUDENT GUIDE

REFLECTION: HOW DO WE ABOLISH HUMAN TRAFFICKING?

DIRECTIONS: Reread each statement and note whether you agree or disagree with your initial thoughts in the Anticipation Guide at the beginning of this session. While reflecting on the information presented in the video, your personal consideration of the material, and your group's collaborative responses, consider whether the facts presented either *confirm* or *change* your thinking. Justify your reasoning as you confirm or reassess your original responses to the session's statements, based on what you acquired from your learning experiences throughout the session.

ANTICIPATION/REACTION GUIDE

MY THOUGHTS A= Agree D = Disagree	SESSION 4 STATEMENTS	INFO T= True F = False	REACTION (Confirm or change thinking) Justify Evidence
	1. *Awareness* is an effective means of ending human trafficking	T	Awareness allows people to recognize dangerous situations and know how to respond. Education teaches people how their actions contribute to human trafficking, which helps to reduce the demand for trafficking victims.
	2. *Reintegration* is difficult for a victim.	T	Without partnership, it is very difficult for a victim to have the resources necessary to be restored economically or socially back in society. It is almost impossible on their own to reintegrate without support.
	3. Government agencies only partner with other government agencies to abolish human trafficking.	F	Partnerships can and need to collaborate with each other to prevent and prosecute trafficking, and to protect people from being trafficked.

SESSION 4 EVALUATION SLIP: HOW DO WE ABOLISH HUMAN TRAFFICKING?

"NO **ONE PERSON** CAN STOP HUMAN TRAFFICKING, BUT **EVERYONE** PARTNERING **TOGETHER** CAN HELP ABOLISH THIS SOCIAL INJUSTICE."

DIRECTIONS: Reflect on the above quote and respond, using information presented in this session regarding the various strategies of abolishing human trafficking.

Everyone can be a part of a plan to eradicate human trafficking in the 21st century. There are organizations and individuals who support victims and it is the collective efforts of many that bring freedom to those who are enslaved. I too have a part to play.

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STEP 9.
Have students reflect on their original predictions of the session's statements. Students should determine if the information presented *confirms* or *changes* their thinking and understanding of the content. Encourage them to justify their responses, based on the information provided.

STEP 9. (CONTINUED)
Have students complete the evaluation slip to summarize their learning experience.

APPLICATION:

SESSION 4 LEARNING LAB OPTIONS:

1. Intrapersonal Lab: Prosecuting the Perpetrators

2. Interpersonal Lab: Looking For Evidence In the Search for Justice

LEARNING LABS (OPTIONAL):
Proceed to lab opportunities to extend students interaction and practical application of the content within this session.

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PROSECUTING THE PERPETRATORS

PREPARATION

ORGANIZE RESOURCES:

- Student Guides
- Online Resources - Computers with Internet options for resources relating to legal proceedings that specifically deal with human trafficking

LEARNERS' OUTCOME:

Analyze the four strategies (4P Paradigm - Prevention, Protection, Prosecution, and Partnership) and synthesize how they support the abolition of modern-day slavery.

PROPOSED ACTIVITIES:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and organization, development, substance and style are appropriate to purpose audience and tasks.

CONSIDERATION

BACKGROUND:

This lab introduces students to the prosecution element of the strategies (4P Paradigm) presented in this session. They are to independently examine the process of law and order; apply questioning techniques, critical analysis, and oral advocacy skills, creating a personal case to solve. This lab allows students an opportunity to collect facts about the laws prohibiting human trafficking, investigate how a perpetrator is convicted, create legal arguments, and attempt to bring awareness and ultimately justice to resolve human trafficking.

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SESSION 4: COLLABORATION AND APPLICATION

STEP 1. Have students research current laws about human trafficking in their area and cite specific textual evidence to support the analysis of primary and secondary sources. Have them attend to such features as the date and origin of the information.

STEP 2. Invite students to research a current trial where a human trafficking crime has been committed; have them investigate how the law was disregarded and cite textual evidence.

STEP 3. After selecting a human trafficking case to explore, have students individually analyze the case and take on the role of the lead prosecutor against the perpetrator.

STEP 4. Have students formulate and write opening and closing statements for the case they have analyzed. Use the sample statements below as needed to guide them. Encourage them to reflect on the following questions as they create their opening and closing statements:

1. What is your case?
2. What argumentative statements can you formulate based on the evidence you will present?
3. How will you prove your case?
4. What witnesses would you call and why?
5. Why should the jury be influenced by your argument?
6. Do your questions prove your case (evidence)?
7. How did you prove your case?

SESSION 4: INTRAPERSONAL LEARNING LAB

PROSECUTING THE PERPETRATORS

STEP 1: Research current laws about human trafficking in your area and cite specific textual evidence to support the analysis of primary and secondary sources. Attend to such features as the date and origin of the information.

STEP 2: Research a current trial in which a human trafficking crime has been committed; investigate how the law was disregarded and cite textual evidence.

STEP 3: After selecting a human trafficking case to explore, analyze the case and take on the role of the lead prosecutor against the perpetrator.

STEP 4: Formulate and write opening and closing statements for the case you have analyzed. Reflect on the following questions as you create your sample opening and closing statements:

1. *What is your case against the perpetrator?*
2. *What argumentative statements can you formulate based on the evidence you will present?*
3. *How will you prove your case?*
4. *What witnesses will you call and why?*
5. *Why should the jury be influenced by your argument?*
6. *Do your questions prove your case (evidence)?*
7. *How did you prove your case?*

STEP 5: Create questions for witnesses that may be identified for the defense and prosecution team, including those for cross-examination.

STEP 6: Present your case to the class and discuss the following questions:

1. *What evidence was presented that supports the prosecution's case?*
2. *What changes could be made to improve the prosecution of human trafficking?*
3. *What changes could be made to improve the prosecution of perpetrators?*

OPTIONAL: Work independently and research one local- or global-level partnership working against human trafficking. Identify how this partnership is working toward the prevention of human trafficking and how victims are being protected.

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STEP 5. Have students create questions for witnesses that may be identified for the defense and prosecution team, including cross-examination. Use the sample questions below as needed to guide the students.

STEP 6. Students can present their case to the class and discuss the following questions:

1. What evidence was presented that supported the prosecution's case?
2. What changes could be made to improve the prosecution of human trafficking?
3. What changes could be made to improve the prosecution of perpetrators specifically?

OPTIONAL. Students can work independently and research one local or global-level partnership against human trafficking. They are to identify how these partnerships are working toward the prevention of human trafficking and how victims are being protected.

SAMPLE OPENING STATEMENT – PROSECUTION

A better future. That is all Sasha wanted for herself and her family. But her hopes for a better future were smashed when her employer forced her to work grueling hours as a housekeeper and nanny. Her broken English and isolation kept her from reaching out for help.

Ladies and gentlemen of the jury, my name is (name) and I represent the prosecution.

On July 10th, Sasha got her freedom and the chance at a better future when a neighbor called the national tip hotline out of concern for her. Sasha was a hopeful girl from Russia that was promised a good job as a housekeeper and nanny to a prominent family in a suburb here in the United States. When Sasha arrived, she learned that her future would not be better, but worse, being forced to work under harsh conditions.

You will hear testimony today that in the three years Sasha worked for the Smith family, she was forced to work long hours and was rarely ever seen leaving the house. The Smith's neighbor will testify that she did not even know Sasha's name, despite the fact that she lived next to her. The doctor will tell you that upon examination, Sasha was medically malnourished.

Ladies and gentlemen, today is your day to ensure a better future for all workers by finding the defendant guilty of human trafficking at the end of this trial.

SAMPLE CLOSING STATEMENT – DEFENSE

Ladies and gentlemen, this trial is all about *choice*. Ms. Sasha Young had a choice to work the hours she did and was never forced.

You heard a testimony today that the neighbor never saw Ms. Young leave her home in three years. But you also heard that same neighbor says she never saw any mistreatment or heard any complaints by Ms. Young. Ms. Young was treated fairly and not forced to work more than she chose. Though she may have never been encouraged to take a vacation, she was never prohibited from taking it. You heard testimony from the doctor that she was malnourished but nothing has proven that she did not choose to eat the food provided.

Ladies and gentlemen of the jury, the prosecution has not met their burden to prove there was any force, fraud, or coercion. Ms. Young came to the United States to work and she chose the hours she worked and therefore we ask that you find Mr. Smith not guilty.

SAMPLE QUESTIONS

Prosecution (Direct Examination): Can you tell the jury what you saw that night? (Open-ended questions like this allow the witness to give lengthier, more detailed answers).

Defense (Cross–Examination): You never asked for a day off? You had a house key? You were provided meals?

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LOOKING FOR EVIDENCE IN THE SEARCH FOR JUSTICE

PREPARATION

ORGANIZE RESOURCES

- Student Guides
- Courtroom environment
- Background information on the case
- Script for court case

LEARNERS' OUTCOME

Analyze the strategies (4P Paradigm - Prevention, Protection, Prosecution, and Partnership) and synthesize how they support the abolition of modern-day slavery.

PROPOSED ACTIVITIES

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and organization, development, substance and style are appropriate to purpose audience and task.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CONSIDERATION:

BACKGROUND:

This lab introduces students to the prosecution element of the 4P Paradigm presented in this session. They will examine the process of law and order and apply questioning techniques, critical analysis, and oral advocacy skills. Interacting together throughout this mock trial allows students the opportunity to collect facts, research the validity of those facts, present those that are relevant, create legal arguments, and attempt to bring awareness and ultimately justice to resolve human trafficking.

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STEP 1. Assign the students a character for the class Reader's Theatre Mock Trial. *As needed, you can assign various students to be a character (i.e., judge, bailiff) for the different six acts. Have them read their description for the role you have selected.

SESSION 4: INTERPERSONAL LEARNING LAB

LOOKING FOR EVIDENCE IN THE SEARCH FOR JUSTICE

STEP 1: Read the description of the role you selected.

ROLE TITLE	ROLE DESCRIPTION	NUMBER OF PEOPLE REQUIRED
Attorneys and Assistants	1. Review evidence including depositions of testimonies, physical evidence, and reports by qualified experts in order to prepare a case for trial. 2. Provide witnesses to give testimony. 3. Select (along with the opposing counsel) those who will serve as the members of the jury. 4. Write an opening and a closing statement to be delivered to the jury before and at the conclusion of the trial. 5. Write direct examination questions for the witnesses they will call to the stand. 6. Prepare cross-examination questions for the defense witnesses. 7. The *burden of proof rests* on the prosecution in a criminal trial. *This means they must* "prove beyond a reasonable doubt that the defendant committed the crime he or she is charged with." In some cases, this is proven to a jury, and in other cases, it is simply to the judge. 8. Attorneys for the defense present their case after the jury has heard the case of the prosecution. The defense tries to poke holes into the prosecution's case, causing enough doubt that the jury cannot return a verdict of guilty against the defendant. Again, the burden of proof lies with the prosecution, and the defense must only raise enough doubt, not prove that the defendant is innocent.	Two Attorneys for each side: Prosecution and Defense (4 total) One Assistant for each side (2 total)
Witnesses	1. Testify before court in depositions or grand jury indictments where their testimony is recorded in a transcript that is later reviewed by attorneys. 2. Their testimony is based upon what they personally know or saw relating to the case. Each witness is a character that has a backstory, personality, and connection to the case. Each is a "puzzle piece" that attorneys use to help create and argue their case before the jury, regarding what they believe the facts of the case are. 3. Each witness should create a witness statement concerning their connection to the case, including any relationship they have with a victim or perpetrator as well as what they specifically saw or heard relating to the crime. 4. If a witness is an "expert," their qualifications, such as their education and experience, must be cited to qualify them as an expert in order for them to give their "expert opinion," which the jury can receive as qualified. 5. Each witness is called by either the prosecution or the defense and should be prepared for a direct examination and cross-examination by opposing counsel. 6. The witnesses should be aware of the key facts that they will testify to that will either help or harm their side. They must also figure out how they will best answer the questions they will be asked while on the witness stand.	4 people

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SESSION FOUR: HOW DO WE ABOLISH HUMAN TRAFFICKING?

ROLE TITLE	ROLE DESCRIPTION	NUMBER OF PEOPLE REQUIRED
Jurors	1. Explore the historical role of the jury. How has it changed throughout history? 2. Discuss the importance of being on a jury. What does it mean to be "fair" in evaluating the evidence? How should a jury deliberate? 3. In this mock trial, jurors are peers of the defendant from the community. In real life, attorneys select jurors before the trial begins through a process called Voir Dire. 4. Jurors have the duty to make a fair, unbiased decision, based on the facts presented in the trial. A juror is not supposed to draw on their personal feelings or experiences, but decide based on the facts presented. 5. Is there a civic responsibility to serve on a jury?	12 people
Bailiff	The bailiff (sometimes referred to as the court clerk)is a part of law enforcement that is responsible for keeping order and safety in the courtroom. The bailiff is assigned to either the courtroom or the judge and maintains a close relationship with the courtroom staff.	1 person
Court Reporter	The Court Reporter sits in the courtroom and records everything that is said "for the record." His or her record is verbatim of everything discussed and can be transcribed for reference at any time.	1 person
Judge	The Judge presides over the case by attentively listening to the trial. The judge must be prepared to rule when an objection is made, often about the admission of a particular piece of testimony or evidence. They may ask the attorneys or witnesses questions in order to be able to properly rule. The judge also will instruct the jury, based on his rulings, to ensure they follow what he or she decided. The judge rules on whether certain evidence is permitted. In a case without a jury, the judge decides the verdict.	1 person
Media Reporters	The media reporters relay to the public the current stories and developments of a case. The media is often the first to break the story to the public via television news, the radio or in print through the newspaper or online form of news. The media will seek sources and conduct interviews to get information to accurately report to the public. The media keeps the public informed about a trial that impacts them as a community. The media plays an important role in how the case is perceived since often the attorneys and other courtroom staff does not speak to the public.	4+ people

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STEP 2: Have students study the Basic Trial Order that describes the procedures of a human trafficking court case. This will them to gain an understanding of how the trial will be structured, as well as where your role fits into the trial process.

STEP 3: Have students review the Reader's Theatre Rubric and consider how they will deliver their part during the mock trial. As they observe the mock trial, they will rate each player (1 being very poor; 3 being average; and 5 being very good).

STEP 2: Study the Basic Trial Order that describes the procedures of a human trafficking court case. This will help you gain an understanding of how the trial will be structured, as well as where your role fits into the trial process.

BASIC TRIAL ORDER

1. **Court is called to order:** This is done by the Court Clerk or Bailiff; he then orders everyone to rise as the Judge enters. The Judge will announce the case and ask the attorneys if they are ready; once ready, everyone is seated.
2. **Opening Statements:** The story is told as seen by the Plaintiff/Prosecution first, followed by the defense.
3. **Witness Testimony:** Direct examination, cross-examination, redirect examinations, and re-cross examinations are conducted on witnesses by attorneys if needed, until the case is rested (brought to a conclusion).
4. **Closing Arguments:** Attorneys on both sides (Prosecution and Defense) carefully connect all of the points in favor of their case in a compelling manner, highlighting the holes in the opposing counsel's case.
5. **Deliberations:** Careful and unbiased conclusion reached by the jurors of all facts presented about the case on what the verdict will be.
6. **Verdict:** The final decision of the Jury read by the Judge as the ultimate outcome of the trial.

STEP 3: Review the Reader's Theatre Rubric and consider how you will deliver your part during the mock trial. As you observe the mock trial, rate each player (1 being very poor; 3 being average; and 5 being very good). If you have questions concerning the rubric, request clarification from the facilitator so that you understand what is expected of you. Be creative.

READER'S THEATRE RUBRIC	ARTICULATION, CLARITY, AND PACE	CONVINCING AND AUTHORITATIVE IN DELIVERY
Prosecution's Opening	1 2 3 4 5	1 2 3 4 5
Defense's Opening	1 2 3 4 5	1 2 3 4 5
Prosecution's Opening	1 2 3 4 5	1 2 3 4 5
Defense's Closing	1 2 3 4 5	1 2 3 4 5

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READER'S THEATRE RUBRIC – CHARACTERS

	Witness 1:	Witness 2:	Witness 3:	Witness 4:
Prosecution	Delivery 1 2 3 4 5	Delivery 1 2 3 4 5	Delivery 1 2 3 4 5	Delivery 1 2 3 4 5
	Characterization 1 2 3 4 5	Characterization 1 2 3 4 5	Characterization 1 2 3 4 5	Characterization 1 2 3 4 5
	Articulation and Clarity 1 2 3 4 5	Articulation and Clarity 1 2 3 4 5	Articulation and Clarity 1 2 3 4 5	Articulation and Clarity 1 2 3 4 5
Defense	Delivery 1 2 3 4 5	Delivery 1 2 3 4 5	Delivery 1 2 3 4 5	Delivery 1 2 3 4 5
	Characterization 1 2 3 4 5	Characterization 1 2 3 4 5	Characterization 1 2 3 4 5	Characterization 1 2 3 4 5
	Articulation and Clarity 1 2 3 4 5	Articulation and Clarity 1 2 3 4 5	Articulation and Clarity 1 2 3 4 5	Articulation and Clarity 1 2 3 4 5

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STEP 4: Set up the room you are in so that it resembles a courtroom.

STEP 5: Perform the scripted trial as a class presented like a Reader's Theatre.

STEP 6: After the mock trial, discuss the following questions:

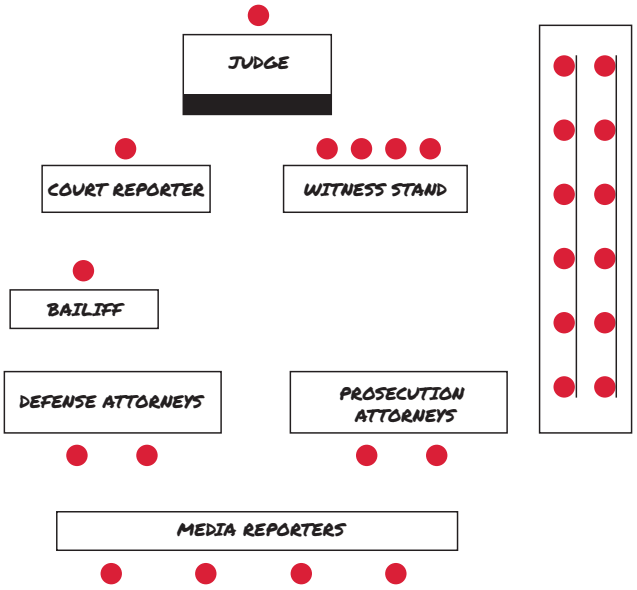
- What evidence was most significant for the final outcome?
- What evidence needed more support in order to strengthen the case?
- What changes could be made to improve the prosecution of human trafficking?
- What changes could be made to improve the prosecution of perpetrators?

OPTIONAL: Have students research current trials regarding human trafficking here in Australia. Discuss as a class or small group how doing this mock trial has impacted your thinking on human trafficking: Does it make you want to get involved in bringing justice?

SESSION FOUR: HOW DO WE ABOLISH HUMAN TRAFFICKING?

STEP 4: Set up the room you are in so that it resembles a courtroom.

EXAMPLE OF A COURTROOM SET UP



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SESSION FOUR: HOW DO WE ABOLISH HUMAN TRAFFICKING?

MOCK TRIAL

PEOPLE V. SMITH

Disclaimer: *This is the transcript of a mock trial. All of the characters and story line are fictitious. The names in this case do not personify or represent any individual. The story represented in this case is fictional and does not depict any specific case or story. The law presented below is for this case and this case only.*

JURY INSTRUCTIONS:

The defendant is guilty if the Prosecution presents evidence proving each of the following elements beyond a reasonable doubt:

- An individual uses force, fraud, or coercion against another to solicit or perform sexual acts for monetary gain or other measurable value

If the Prosecutor has proven each of these elements beyond a reasonable doubt, you must find the defendant guilty of human trafficking. If the Prosecutor has not proven every one of these elements beyond a reasonable doubt, then you must find the defendant not guilty of human trafficking.

TRIAL SCRIPT

Bailiff: All rise. (Wait for everyone-except the judge-to stand.) Department One is now in session. Judge Stanley presiding.

Judge: Please be seated. Good morning, ladies and gentlemen. Calling the case of People versus Smith. Are both sides ready?

Prosecutor: The Prosecution is ready, Your Honor.

Defense: Ready for the Defense, Your Honor.

Judge: Will the clerk please swear in the jury?

Clerk: Will the jury please stand and raise your right hand? (Wait for everyone to stand.) Do each of you swear that you will fairly try the case before this court, and that you will return a true verdict according to the evidence and the instructions of the court, so help you, God? Please say, "I do." (Wait for jurors to say "I do.") You may be seated.

Prosecutor: (Stand up and face jury).

Tricked, Trapped, and Traumatized. This is the cycle the defendant put two innocent young girls through as he tricked them into believing they were loved, trapped them from returning home, and traumatized them with physical and mental abuse. The defendant operated a human trafficking ring in the back of a Laundromat that served as a brothel where these women were held captive.

Ladies and Gentlemen, my name is (NAME) and I represent the State.

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On the evening of March 10th, police officers received a call that claimed there were several men suspiciously entering and exiting a Laundromat at 2:00 a.m. Police officers, suspecting that the activities reported were of a criminal nature, investigated the Laundromat. They approached the building cautiously and quietly, when, suddenly, they heard a scream coming from inside the Laundromat. Believing that it was someone in extreme distress, the officers banged on the door. No one answered, and the door was locked. There was another scream. Recognizing the grave nature of the situation, the officers knocked down the door and quickly made their way to the back of the Laundromat. What they found shocked them: two young girls huddled in the corner crying. One girl was half naked, and had been beaten badly. The other girl was gripping a thin, dirty sheet around her bruised body.

The victims you will hear about today are no exception to the vicious cycle of love and abuse in human trafficking. You will learn that the defendant, like many traffickers, preyed on young girls because they were vulnerable, searching for love and support. Once the trafficker had won a girl with attention and gifts, he would trick her into thinking she would be safe with him; he would promise to love and take care of her. She would believe they were in love, claiming that she would do anything for him, and THAT is when the trafficker became her pimp. He convinced the girls here that he needs them to do this, she owes it to him, or, worse yet, that he owns her.

You will hear the testimony of one victim who was trapped because the defendant threatened to tell everyone what she had done, posting pictures of what he made her do. She will share how the defendant made her believe her family would reject her, and how he physically trapped her, never leaving her unattended in case she attempted to escape.

In fact, the trauma a trafficking victim suffers is both physical and mental. In addition to being used by countless men each night, the trafficker verbally and physically abuses her until she begins to believe that she is worthless. Under his watchful eye, she is repeatedly raped, beaten, and tortured.

On the evening of March 10th, two girls were freed from this cycle of mental, emotional, and physical captivity created by their trafficker, the defendant. The prosecution will prove to you beyond a reasonable doubt that the defendant used force, fraud, and coercion against the victims, compelling them to sell themselves for his profit; he is guilty of human trafficking.

At the conclusion of the trial, I will come back to speak with you again, to go through the evidence, and ask you to return the only verdict the evidence supports—guilty.

Defense:

Choice. The situation either of these girls faced was based on the choices they had made, freely and of their own volition. On the night of March 10th, the state both these girls were found in was a result of their decision to be there. They wanted to make money for themselves, and to be with my client.

Ladies and Gentlemen, my name is (NAME) and I represent Mr. Smith.

The girls the police officers found on March 10th were not forced to engage in sexual activities by my client. These girls were not trapped; they were not kidnapped; they were not kept away from people or hidden from plain sight.

During this trial, you will hear no real evidence against my client. You will come to know the truth: he never forced these girls to prostitute themselves. My client cannot help that some individuals desire this type of lifestyle. The media portrays prostitution as glamorous and desirable. These girls wanted to further their careers as working girls serving wealthy patrons and my client merely helped them. He gave them the right clothes and introduced them to possible clients.

The girls were not defrauded. He allowed Ms. Roberts to live with him. He bought her nice gifts, gave her a place to live, and provided food.

These girls were never coerced into an act that they did not want to do, or by false promises. My client cannot be punished for the choices made by these girls; choices they willingly and consciously made.

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SESSION FOUR: HOW DO WE ABOLISH HUMAN TRAFFICKING?

The testimony you will hear at this trial will show that Ms. Roberts made a choice, and that my client is innocent.

Judge: The prosecution may call its first witness.

Prosecutor: The People call Officer Sam Reynolds.

(Bailiff takes the witness to the witness stand.)

Clerk: Please stand. Raise your right hand. Do you promise that the testimony you shall give in the case before this court shall be the truth, the whole truth, and nothing but the truth, so help you God?

Officer: I do.

Clerk: Please state your first and last name.

Officer: Sam Reynolds.

Prosecutor: Officer Reynolds, what is your occupation?

Officer: I am a police officer with the City Police Department.

Prosecutor: And how long have you been a police officer with the city?

Officer: 17 years.

Prosecutor: Were you on duty the night of March 10th?

Officer: Yes.

Prosecutor: Can you please tell us about that night?

Officer: Yes. My partner and I were on patrol, and at 2:00am we were dispatched to 123 Park Street to investigate reports of criminal activity.

Prosecutor: What kind of criminal activity?

Officer: We were told possible robbery because several men were seen leaving the Laundromat in the early hours of the morning, so we responded right away. When we pulled up we didn't see anything, but went to the Laundromat to take a closer look around the premises. As we approached the front door, we heard a scream coming from the back. So we rushed around the back and heard another scream. We believed someone might be in danger, so we broke down the door because it was locked. We then walked in...

Defense: Objection, witness is giving a narrative.

Judge: Sustained. Break it up counselor.

Prosecutor: After you heard the scream and entered the building, what did you see?

Officer: We walked through the back part of the Laundromat and saw a hallway with two doors. Both doors were open. The first room was empty with a bed that looked like it had been used recently. The second room had one girl curled on the floor crying, and a second girl was standing there next to her.

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SESSION FOUR: HOW DO WE ABOLISH HUMAN TRAFFICKING?

Prosecutor: Can you describe to the jury the condition of the girls as you found them?

Officer: Yes, it was tragic and horrifying. The first girl on the floor had only a sheet covering her. She was beaten badly. The second girl was barely clothed. She had visible bruises, though I could not tell you if they were recent.

Prosecutor: About how old were these girls?

Officer: They were young, although their make-up made them look older. You could still tell they were young though, really young.

Defense: Objection, speculation as to really young.

Judge: Overruled.

Prosecutor: After you saw the girls, what did you do?

Officer: We immediately called for back up. These girls obviously needed medical attention. They did not want us to come near them; it was as if they were afraid of us, or just men.

Defense: Objection, the witness is speculating by claiming that the girls were afraid of men.

Prosecutor: Your Honor, he is just testifying to his observation.

Judge: Sustained. The jury will disregard that the officer's testimony that they were afraid of men.

Prosecutor: Did the girls say anything to you?

Officer: They were so shaken they didn't want to give us their names or tell us anything. All I got from them was that they were from out of state. They were apprehensive when talking to us. One of the girls kept saying, "I deserve it." When the paramedics arrived, only a female paramedic was able to assist them.

Prosecutor: Was there anyone else inside the Laundromat when you found the girls?

Officer: No.

Prosecutor: Was there anyone outside?

Officer: There was a black escalade parked in the parking lot when we arrived.

Prosecutor: Was the car there when you left?

Officer: No, it was gone.

Prosecutor: Do you know who the owner of the black escalade is?

Officer: Yes, we ran the plates. It belongs to the defendant, Richard Smith.

Prosecutor: No further questions, Your Honor.

Judge: Does the defense wish to cross?

Defense: Yes,Your Honor. Officer, you arrived at the Laundromat at 2:00 a.m.?

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SESSION FOUR: HOW DO WE ABOLISH HUMAN TRAFFICKING?

Officer: Yes, with my partner.

Defense: You did not see anyone?

Officer: No, just the black escalade.

Defense: But no one was in it?

Prosecutor: Objection, asked and answered.

Judge: Overruled. The witness may answer the question.

Officer: I don't know. We went straight to the Laundromat doors.

Defense: You then entered the building?

Officer: Yes.

Defense: You found the girls?

Officer: Yes.

Defense: You did not find Mr. Smith?

Officer: Someone had just beaten one of the girls to a pulp.

Defense: You said on direct that you couldn't tell if the bruises were recent, correct?

Officer: On one girl, but the other girl still had blood pouring from her wounds.

Defense: But you did not physically see my client there?

Officer: No, just his car.

Defense: No further questions, Your Honor.

Judge: Any re-direct Counselor?

Prosecutor: Yes, Your Honor. Officer Reynolds, do you know who the owner of the Laundromat is?

Officer: Yes, we looked it up and learned that the defendant, Mr. Richard Smith, is the owner.

Prosecutor: And whose car was in the parking lot?

Officer: The defendant's.

Prosecutor: And did the girls admit to knowing the defendant?

Officer: Yes, they referred to him as their boyfriend and called him "daddy."

Prosecutor: Was the portion of the Laundromat that serves as a Laundromat open when you arrived?

Officer: No lights were on in the front, the door was locked; we only found the back of the building occupied.

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Prosecutor: No further questions for the witness Your Honor.

Judge: The witness is excused. (Wait for the witness to leave the stand.) The prosecution may call the next witness.

Prosecutor: The prosecution calls Sarah Roberts.

Clerk: Please stand. Raise your right hand. Do you promise that the testimony you shall give in the case before this court shall be the truth, the whole truth, and nothing but the truth, so help you God?

Victim: I do.

Clerk: Please state your first and last name, and spell your last for the record.

Victim: Sarah Roberts. R-O-B-E-R-T-S.

Prosecutor: Ms. Roberts, I know this is very hard for you, so take your time answering. Can you tell the court how old you are?

Victim: I am 14 years old.

Prosecutor: Are you from (State)?

Victim: No, I am from out of state.

Persecutor: Can you tell the court how you got to (State)?

Victim: Yeah. I was a freshman in high school when my dad left us. My mom wasn't around much and I wanted friends to hang out and have fun with. So one day this girl in my class invited me to a party. My mom wasn't around and she wouldn't have cared anyway, so I went.

Persecutor: Can you tell us about this party?

Victim: Yeah. I got there and there were all these people, a lot older, some my age. There was drinking and drugs, and dancing, you know. This guy came up to me and started telling me I was so pretty I should be a model, you know, all that stuff you want to hear. He asked to see me the next day and then I started seeing him everyday.

Prosecutor: Can you tell the court who this man was?

Victim: (Eyes looking down, then up) Yeah, it was Ricky, I mean Richard Smith.

Prosecutor: And do you see this man in the courtroom today?

Victim: Yes.

Prosecutor: Can you please identify him by what he is wearing and where he is sitting?

Victim: Yeah, he is sitting at the table right there, wearing a gray suit.

Prosecutor: Your honor, let the record reflect that the witness has identified the defendant.

Judge: The record will reflect the defense has identified the defendant.

Prosecutor: What happened after you started to see the defendant regularly?

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Victim: At first it was all cool, you know, he would compliment me, tell me I was his girl, buy me meals. He took me to get my nails and hair done so I could look good for him. After awhile, he told me I should get a tattoo. He said he loved me and wanted everyone to know I was his girl. So I got a tattoo of a diamond with his initials on either side of it.

Prosecutor: How long did this relationship last?

Victim: It was all nice for a few months. Then my mom and I had a fight and she kicked me out. So I stayed with him. At first, I would just kick it with him. He kept buying me gifts, then he started giving me alcohol and drugs. After a couple months, he told me I owed him, that I had to go sell myself to men to make money, you know for rent and food. I didn't have nowhere to go, so I did. When I said I did not want to anymore, he told me he owned me now, and that my tattoo proved it and no one would believe me. When I still refused, he said he took a video of me the first night we spent together and he would send it to my whole school and everyone would think I was scum, and no one would want to know me. I believed him. I just wanted to make him happy, wanted him to love me again.

Prosecutor: Did you ever think to tell someone or run away?

Defense: Objection, compound question.

Judge: Sustained. Counselor, please re-word your question.

Prosecution: Did you tell anyone what was happening?

Victim: No, what am I supposed to say? "I fell in love with this guy and he sells me on the Internet for money to a man to sleep with me or do whatever he wants." No one would believe me. I felt dirty.

Prosecutor: Did you ever think to run away?

Victim: Trust me I wanted to. But I didn't have nowhere to go. At least with him I had food and a place to sleep, there were other girls too. I didn't feel alone. Plus, we moved around a lot. A few nights here, and a few nights there. Sometimes I didn't even know where I was. That's how I ended up here. He made me think the police would never believe me, that one of his clients was a police officer. I was scared if I ran away, he would beat me. He would hit us a lot, beat us with things, burn us, and hurt us with whatever was close to him. We didn't want to make him mad.

Prosecutor: Sarah, I know this is really hard for you, but I need you to tell the Court what happened on March 10th at the Laundromat.

Victim: Ricky would take us to the Laundromat late at night. We had to stay in the rooms until he sent a man in there. We had to do whatever he wanted. That night a man came in and started to do things to me that were so awful. I couldn't take it, I begged and begged for him to stop. He was so mad he started to beat me. He was so mad, and drunk I think. I finally started to scream and he just walked out. I was so shocked, I kept screaming. That's when the other girl came in because her guy got scared away. We huddled in the corner together, that's when the cop came in and found us.

Prosecutor: No further questions, Your Honor.

Judge: Does the defense wish to cross-examine?

Defense: Yes, Your Honor. Ms. Roberts, you chose to go to the party.

Victim: Yes.

Defense: You chose to spend the night with my client.

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Victim: He was all nice to me. He gave me so much attention that night.

Defense: You chose to go out with him multiple times?

Victim: He told me he loved me, he promised to take care of me.

Defense: You chose to accept nice things.

Victim: Yes.

Defense: You chose to live with Mr. Smith.

Victim: I didn't have nowhere else to go.

Defense: You still went to school?

Victim: Yes.

Defense: So you could have still run away.

Victim: It's not that easy. I loved him and needed him.

Defense: You loved him so much you chose to do those things with those men?

Victim: He would have beat me or even killed me...humiliated me. I belonged to him.

Defense: No further questions, Your Honor.

Judge: Re-direct counselor? (To Prosecution)

Prosecutor: Yes, Your Honor. Sarah, did you choose this lifestyle?

Victim: No, I was tricked. I didn't know that he was going to expect me to sleep with men I didn't know just because he took me to get my nails done. I thought he did that because he loved me. I had no choice; I was forced.

Prosecutor: At any point, did you want this lifestyle?

Victim: No.

Prosecutor: Did you want to be beaten?

Victim: No.

Prosecutor: Did you want to be sold to men for sex?

Victim: No.

Prosecutor: Did you want freedom?

Victim: Yes.

Prosecutor: No further questions, Your Honor. The prosecution rests.

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SESSION FOUR: HOW DO WE ABOLISH HUMAN TRAFFICKING?

Judge: The witness is excused. (Wait for the witness to leave the stand.)

Persecutor: Your Honor, the People rest their case.

Judge: Is the defense ready with its case?

Defense: Yes, Your Honor. The defense calls Chelsea Jones.

Clerk: Please stand. Raise your right hand. Do you promise that the testimony you shall give in the case before this court shall be the truth, the whole truth, and nothing but the truth, so help you God?

Chelsea: I do.

Clerk: Please state your first and last name and spell the last for the record.

Chelsea: Chelsea Jones. J-O-N-E-S.

Defense: Ms. Jones, how do you know Mr. Smith?

Chelsea: I am his girl.

Defense: And how did you meet him?

Chelsea: I used his Laundromat. He hit on me, told me I was beautiful, you know, sweet stuff like that. He was real nice, giving me discounts sometimes on my laundry. Soon after, I started to work for him.

Defense: Were you ever forced into a line of work that you were uncomfortable with?

Chelsea: Not at all. He is a great man. I love him. I never did anything that I did not want to.

Defense: Did anyone trick you into this line of work?

Chelsea: No. I make my own choices.

Defense: Ms. Jones, do you have any tattoos?

Chelsea: Yes, I do. Several in fact.

Defense: Did you choose to get your tattoos?

Chelsea: Yes. But it was a gift from Ricky though. He would give it to all the girls. It made us feel like we really belonged.

Defense: Ms. Jones, did you choose to stay with Mr. Smith?

Chelsea: Yes.

Defense: Did my client ever threaten you in anyway? Your life?

Chelsea: He loved me and, you know, love can be harsh sometimes.

Defense: I have no further questions, Your Honor.

Judge: Does the Prosecution have any questions?

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SESSION FOUR: HOW DO WE ABOLISH HUMAN TRAFFICKING?

Prosecutor: I do, Your Honor. Ms. Jones, you stated you had tattoos, correct?

Chelsea: Yes.

Prosecutor: A tattoo with a diamond?

Chelsea: Yes.

Prosecutor: With the initials R.S.?

Chelsea: Yes.

Prosecutor: On the side of the diamond?

Chelsea: Yes. His girls get them.

Prosecutor: Now Ms. Jones, Mr. Smith would get angry if you didn't make enough money?

Chelsea: Yes...sometimes. He just knew our worth.

Prosecutor: Ms. Jones, you earned money by seeing clients?

Chelsea: Yeah, a lot.

Prosecutor: But you did not keep the money.

Chelsea: No.

Prosecutor: You believed the defendant loved you.

Chelsea: Yes, he does.

Prosecutor: He hit you?

Chelsea: Okay, he did. But I deserved it! I was acting out of line. And whenever he does lecture us, we totally deserve it. Look, he really cares about us. He promises us so much.

Prosecutor: Ms. Jones, you lived with the defendant when you worked for him?

Chelsea: Yes.

Prosecutor: He was always with you?

Chelsea: Yes. Always.

Prosecutor: I have no further questions, Your Honor.

Judge: (Looking at the Defense table) Any re-direct Counselor?

Defense: No, Your Honor. The Defense calls Jimmy Smith.

Clerk: Please stand. Raise your right hand. Do you promise that the testimony you shall give in the case before this court shall be the truth, the whole truth, and nothing but the truth, so help you God?

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SESSION FOUR: HOW DO WE ABOLISH HUMAN TRAFFICKING?

Brother: I do.

Clerk: Please state your first and last name and spell your last for the record.

Brother: Jimmy Smith. S-M-I-T-H.

Defense: How do you know Richard Smith?

Brother: I am his older brother.

Defense: Would you say you are close with your brother?

Brother: I am, very much so.

Defense: Do you ever come by his Laundromat?

Brother: Yes, all the time.

Defense: Is it fairly busy?

Brother: All of the time.

Defense: And what shift does your brother work?

Prosecutor: Objection, lack of personal knowledge.

Defense: Your Honor, the witness has said he is close with his brother, so he would know his schedule.

Judge: Overruled. The witness may answer the question.

Brother: He works the night shift.

Defense: You said that you were close; do you two talk about your personal lives?

Brother: Sure, we're brothers.

Defense: And have you met any of his dates?

Brother: I have met a few of his dates. They are always very nice girls. They adore him. He takes care of the girls he dates.

Defense: Has he ever forced a girl to be with him?

Brother: No man, he wouldn't do that. He tends to date girls that come from pretty messed up situations, so they love being with him. It is way better than where they come from.

Prosecutor: Objection, speculation as to "it is way better than where they come from."

Judge: Sustained. The jury will disregard the witness's last statement.

Defense: Did your brother ever trap or coerce the girls he was with, forcing them to stay with him?

Brother: No, they could go whenever they wanted.

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SESSION FOUR: HOW DO WE ABOLISH HUMAN TRAFFICKING?

Defense: I have no further questions and witnesses, Your Honor.

Judge: Does the Prosecution have any questions?

Prosecutor: Yes, Your Honor. Mr. Smith, you were close with your brother.

Brother: Yes.

Prosecutor: You talked about his dates.

Brother: That is what brothers do.

Prosecutor: You knew some were from out of state?

Brother: Yeah, a few were.

Prosecutor: Your brother bought gifts for his girls?

Brother: Yeah, expensive stuff, good stuff.

Prosecutor: You heard him tell them how much he loved them?

Brother: Yeah, he said it all the time.

Prosecutor: You saw these girls.

Brother: Yeah.

Prosecutor: You saw what they looked like.

Brother: Yes.

Prosecutor: You saw any marks or bruises on them?

Brother: Sometimes.

Prosecutor: No further questions.

Defense: The Defense rests, Your Honor.

Judge: Is counsel ready with the final arguments?

Persecutor: Yes, Your Honor.

Defense: Yes, Your Honor.

Defense Attorney: (Walk to the front of the jury and face them.)

Ladies and Gentlemen of the jury: At the beginning of this trial I told you this case was about choice. And, after hearing the testimony of the witnesses, this case is still about choice. The Prosecution would have you believe there was force and fraud, trickery, and trapping, but let us look at the evidence more closely.

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SESSION FOUR: HOW DO WE ABOLISH HUMAN TRAFFICKING?

Sarah Roberts was in tough family circumstances. She wanted love and attention. She wanted love and attention so badly that, in fact, she CHOSE to leave her situation to be with Mr. Smith. She CHOSE to accept his gifts. She CHOSE to stay, despite the fact that she could leave at any time, and was surrounded by people that she could have turned to. She CHOSE to do those things with those men: there was no gun to her head. She CHOSE to allow her clients to do what they did to her.

The Prosecution tries to paint my client as a violent, ruthless man. The only thing my client is guilty of is being nice, and trying to help Ms. Roberts. The Prosecution must prove that Ms. Roberts' case involved force, fraud, or coercion, but they cannot do so. The choices of Ms. Roberts completely counter the law, and therefore we ask that you find my client innocent of all charges.

Prosecutor: (Stand up and face the jury.)

Sarah Roberts was tricked, trapped, and traumatized. The defendant tricked, trapped, and traumatized the girls he forced into human trafficking. After hearing the testimony in this courtroom you can see that, for Sarah Roberts, her story was not just a sensational headline on a newspaper. It was her life.

Gentlemen of the jury, it would be an injustice to allow a man over two times the age of his victim to get away with promising a young girl in unfavorable circumstances a better life when his only intent was to sell her body to men for sex.

As the Prosecution, we must prove that:

- An individual used force, fraud, or coercion against another to solicit or perform sexual acts for monetary gain or other measurable value

The individual here is the defendant. He used fraud by promising a better life and giving her gifts, such as getting her hair and nails done, and providing her with food and shelter. The defendant used force through abuse and fear. He blackmailed her with video footage, and told her that no one will want her.

He brainwashed Chelsea Jones into thinking that she matters to him, and that no one else will want or believe her. The defense will tell you that he loved the girls, but he did not care about them, about Sarah; he only cared about money.

Sarah told you how she was sold on the internet for sexual activity, which often turned violent. So violent that, on March 10th, she screamed and begged the man who paid to be with her to stop what he was doing.

Ladies and gentlemen of the jury, if you look beyond the emotions and at the facts, you will see a young girl just starting high school, hoping for a better life and falling prey to the lies and deceit of a man whose only intentions were to abuse and exploit her.

The facts are clear. Sarah was tricked into feeling loved, trapped from seeking out help, and traumatized by both the defendant and his clients. The Prosecution has met their burden, and you must find the defendant guilty of human trafficking.

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SESSION FIVE

PREPARATION: HOW CAN I ABOLISH HUMAN TRAFFICKING?

ORGANIZE RESOURCES

- A21 Session 5 Video:
  - *Session 5 Open*
  - *See Something*
  - *Do Something*
- Computer or Smart Board to play movie files
- Student Guide Session 5 [See Student Guide insert(s) throughout Facilitator Guide for specific details.]
- Optional: Session 5 Learning Labs

ESSENTIAL QUESTIONS:

1. How would I recognize a victim?
2. When I recognize a potential victim, to whom do I communicate my concerns?
3. What necessary steps can I take to help a potential victim and abolish human trafficking?

PROPOSED ACTIVITIES:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on a subject, confirming that the subject under investigation is understood.
- Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and when warranted, qualify or justify one's own views and understanding, making new connections in light of the evidence and reasoning presented.

BIG IDEAS:

1. There are physical, behavioural, and emotional indicators of a trafficked victim.
2. There are organizations and individuals who offer support to a victim.
3. Everyone can be a part of a plan to eradicate human trafficking in the 21st century.

LEARNING OBJECTIVES:

1. Evaluate evidence to recognize physical, behavioural, and emotional indicators of a trafficked person.
2. Investigate various ways for reporting suspected human trafficking and create a plan of action to help end it.
3. Employ interactive "laboratory" activities to engage learners and help them apply knowledge.

LEARNERS' OUTCOMES:

1. Identify ways to recognize ("See") the indicators of victims and report ("Say") these notable concerns to the appropriate organizations and individuals who can help change the situation.
2. Create a plan of action to "Do" something to support victims, in order to abolish human trafficking.

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STEP 1. ESSENTIAL QUESTIONS

- Introduce Session 5 by viewing the *Session 5 Open* video. Allow students time to gather an inquisitive stance and ponder their answers. In their Student Guides, they can underline questions they think they know the answers to and circle those they need to know more about.
    - How would I recognize a victim?
    - When I recognize a potential victim, to whom do I communicate my concerns?
    - What necessary steps can I take to help a potential victim and abolish human trafficking?

STEP 2. KNOWLEDGE RATING

- This section is for students to personalize the vocabulary by evaluating Session 5's Academic Key Vocabulary in their Student Guides. Students use personalizing vocabulary as a strategy to increase an awareness of a word to a responsiveness level known as word consciousness.
- Have students rate the Academic Key Vocabulary words from 1 to 3, according to how much they know about each word. 1 = never have seen the word, 2 = not sure what the word means, 3 = can define the words and use them. See the Babbling Ball Technique located in Front Matters section.

ACADEMIC KEY VOCABULARY

ABOLISH - to put to an end to or eliminate from existence

BRANDING - an identifying mark traffickers may place on victims indicating ownership

BROTHEL - an establishment where sexual acts are paid for and performed

HOTLINE - a communication resource, which provides and collects information, with a direct telephone line set up for a specific purpose

INDICATOR - the physical, behavioural, and emotional signs that confirm a person is a victim of human trafficking (or a person who is trafficking someone)

SURVIVOR - a person who is rescued after being trafficked

STEP 3. ANTICIPATION/REACTION GUIDE

- Have students complete the Anticipation/Reaction Guide in their Student Guides, making predictions about the upcoming content for Session 5. Prepare them to listen for information that either *confirms* or *changes* their thinking, based on the facts that will be presented during Session 5.
- Inform students that they will have an opportunity at the close of the session to justify their thinking as they confirm or reassess their original responses to the session's statements, based on the knowledge they acquire from their learning experiences. Differentiation: See The Babbling Ball Technique located in the Front Matters.

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SESSION 5:
INITIATION STUDENT GUIDE WITH FACILITATOR NOTES

INITIATION: HOW CAN I ABOLISH HUMAN TRAFFICKING?

Name: _____ Date: _____

STEP 1. Facilitate brief conversation with the class, using the essential questions as a springboard.

ESSENTIAL QUESTIONS:

1. How would I recognize a victim?
2. When I recognize a potential victim, to whom do I communicate my concerns?
3. What necessary steps can I take to help a potential victim and abolish human trafficking?

KNOWLEDGE RATING OF ACADEMIC KEY VOCABULARY:

DIRECTIONS: Rate these words according to your current and previous knowledge:

1= Never have seen the word/term
2= Not sure what the word/term means
3= Can define the word/term and use it

STEP 2. Have students identify their level of knowledge of the terms by having them independently rate how well they know the key vocabulary concept or word.

Abolish 1 2 3	Brothel 1 2 3	Indicator 1 2 3
Branding 1 2 3	Hotline 1 2 3	Survivor 1 2 3

ANTICIPATION/REACTION GUIDE STATEMENTS:

DIRECTIONS: Read each statement and note whether you agree or disagree.

STEP 3. Provide time for students to ponder and predict whether these content statements are true or false.

MY THOUGHTS: A= Agree D = Disagree	SESSION 5 STATEMENTS
	1. A victim is almost always easily identified.
	2. There are human trafficking resource phone numbers.
	3. One person cannot make a difference in the fight for freedom.

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CONSIDERATION: ABOLISHING HUMAN TRAFFICKING

STEP 4. VIDEO: SEE SOMETHING

- Ask students to reflect on the first essential questions for this session again:
  - How can I recognize a victim?
- Share with students that in this video segment there will be three types of indicators of human trafficking highlighted. They will view two scenarios that they may encounter (one from describing a victim's life and the other a trafficker's life). Instruct students to highlight or underline in their Student Guides as they can observe in their review of the video segment.
- Begin the *See Something* video, helping students to learn how to recognize human trafficking so that they can take action.

SESSION 5: CONSIDERATION STUDENT GUIDE

STEP 4.
Monitor students as they view the video and identify indicators on the *See Something Chart* in their Student Guides.

CONSIDERATION: SEE SOMETHING

DIRECTIONS: View the video segment on the indicators of human trafficking. Use the *See Something*: Two Perspectives *Chart* to highlight or underline the indicators you identify.

SEE SOMETHING: TWO PERSPECTIVES CHART

Indicators	Scenario 1 Victim: Jennifer	Scenario 2 Trafficker: Johnny
Physical	• Exhaustion • Outward signs of abuse (scars, bruises) • Inappropriate attire in order to look older • Outward signs of drug use (needle marks) • Branding by tattoo	• It can be anyone; there is no specific look • All ages • Outward signs of abuse or fights (scars, bruises) • Unusual or excessive possessions without having a job or regular income (e.g., multiple mobile phones, tablets, clothes, cameras, cars, games)
Behavioural	• Has a much older boyfriend • Absent from school often • Significant behavioural change–from happy to despondent • Withdrawn • Isolated • Receives expensive gifts such as designer handbags or electronics • Makes frequent references to traveling to other cities	• Disrespectful of females; dominant • Uses human life as a commodity • Hangs out in groups with other pimps • Often absent from school or work without reasonable explanations • Disappears for extended periods (days without contact) • Frequents certain areas with no relevant connection to the area • Distinct changes in his social circle (e.g., a loner suddenly has a lot of friends; shy guy suddenly has a lot of girls) • Excessive mobile device use (e.g., mobile phones, tablets) • Defiance or hostility toward authority, including law enforcement
Emotional	• Fear • Shame • Hopelessness • Frequent bouts of tearfulness • Insecurities	• Brokenness • Feelings of neglect or abandonment • Drastic changes in personality (e.g., extreme confidence or swagger) • Fits of rage or violent outbursts • Detachment from others • Lack of empathy; intense disregard for women

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COLLABORATION: SEE SOMETHING

STEP 5. SEE SOMETHING: COMPARE AND CONTRAST TWO PERSPECTIVES

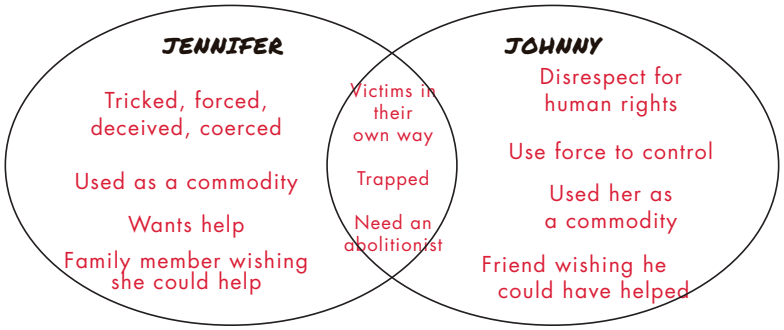
- Have students become A / B Partners to compare the indicators they noted on their See Something Charts. Partner A can share from the victim (Jennifer's) point of view; and Partner B can share from the trafficker's friend (Johnny's) perspective.
- Ask students to respond to the Guiding Questions and give the reasons for their responses in the space provided in their Student Guides. Have them share the justification for their responses, referring to the details from the video to support their thinking.

SESSION 5: COLLABORATION STUDENT GUIDE

COLLABORATION: SEE SOMETHING

DIRECTIONS: Collaborate in pairs and compare your *See Something: Two Perspectives Charts*. Compare and contrast the two perspectives: the first point of view is from the sister of the victim, Jennifer, being trafficked; the second is from the trafficker's friend. Use the Guiding Questions below to support your discussion. Share with your partner the reason(s) behind each of your responses to the two questions. State your justification of why you have chosen to perceive the scenario the way you did. Refer to the details from the video to support your thinking.

COMPARE AND CONTRAST THE TWO PERSPECTIVES:



1. How can I recognize a victim?

I would recognize a victim based on their appearance or behaviour. I would notice that they had a lot of bruising and that they did not make eye contact. I would notice that they withdraw from social interaction or isolate themselves from society. I would notice that they work hard, long hours and never seem to have enough money. * Responses will vary.

2. Based on the evidence presented in Jennifer and Johnny's scenarios, think about and jot down what you would do if you saw these indicators. Share what your next steps should be.

If Jennifer was my friend, I would be concerned and want to say something to help save her from being in captivity to Johnny. I think our next steps would be to call a person in authority like a teacher or police officer and share the evidence observed from the various indicators. It would be important to be as specific as possible.

* Responses will vary.

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STEP 5.
Encourage students to reflect back on previous sessions and review the vocabulary concepts. Encourage them to add as many terms that apply in the space provided.

STEP 5. (CONTINUED)
Monitor students as they recognize indicators and personalize what they might SAY or DO to fight against human trafficking.

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CONSIDERATION: SAY SOMETHING

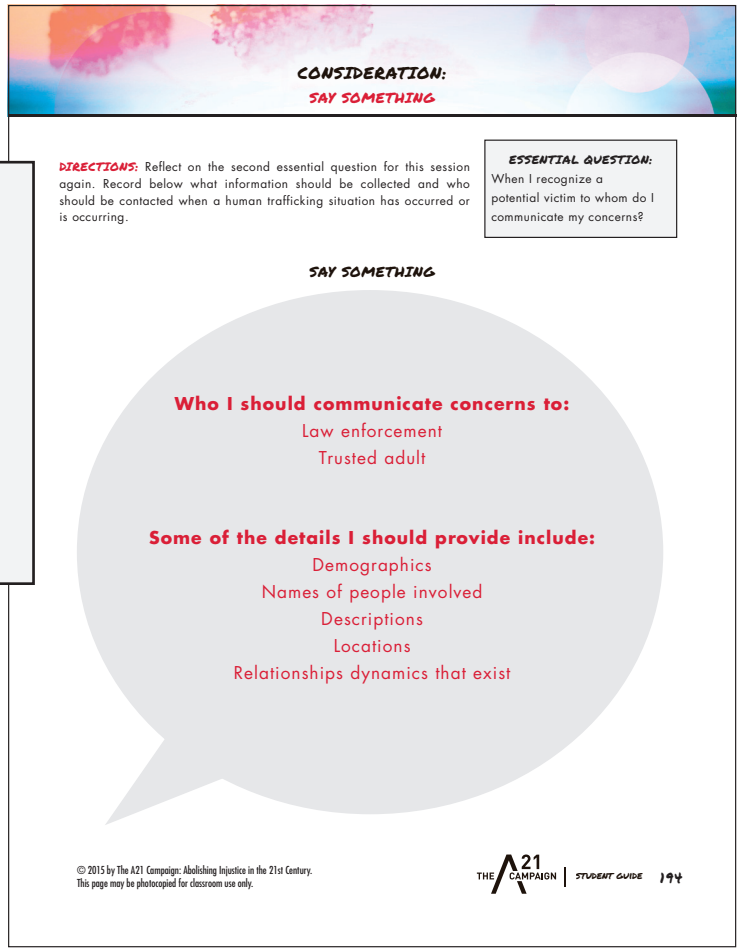
STEP 6. SAY SOMETHING

- Ask students to reflect again on the second essential question for this session:
  - When I recognize a potential victim, to whom do I communicate my concerns?

- Discuss what information should be collected and who should be contacted when a human trafficking situation has occurred or is occurring.
  - In an emergency situation it is important to contact local authorities by dialing 000. Local authorities are equipped with the proper training to best help victims of human trafficking and remove them from their unsafe situations.
  - Talking to a trusted adult is important as well. These adults include teachers, guidance counselors, parents and guardians, medical professionals, and youth leaders.
  - If a situation of human trafficking is suspected, students can call the National Hotline number: Australian Federal Police 131237. Callers are able to remain anonymous and do not have to have all of the details to report a situation.
  - OPTIONAL: Invite students to take out their mobile phones and program the National Hotline number into their contact list. Encourage them to call or text this number to learn more information about human trafficking and to report any suspicious situations they may encounter.

SESSION 5: CONSIDERATION STUDENT GUIDE

STEP 6.
Remind students that countless victims in many countries have been discovered because an interested person recognized their circumstances and contacted the authorities.



CONSIDERATION:
SAY SOMETHING

DIRECTIONS: Reflect on the second essential question for this session again. Record below what information should be collected and who should be contacted when a human trafficking situation has occurred or is occurring.

ESSENTIAL QUESTION:
When I recognize a potential victim to whom do I communicate my concerns?

SAY SOMETHING

Who I should communicate concerns to:
Law enforcement
Trusted adult

Some of the details I should provide include:
Demographics
Names of people involved
Descriptions
Locations
Relationships dynamics that exist

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COLLABORATION: SAY AND DO SOMETHING

STEP 7. SAY SOMETHING: DEVELOP A COMMERCIAL/JINGLE

- Have students together as a group create a commercial/jingle that features the steps they should take if they ever encounter a situation of human trafficking.

SESSION 5: COLLABORATION STUDENT GUIDE

COLLABORATION: SAY SOMETHING

DIRECTIONS: Create a commercial/jingle on what steps you should take if you were to ever encounter a situation where you observed the indicators of a victim of human trafficking. Include the hotline number, key vocabulary, and other important information from this session. Apply the rubric provided as a guide to prepare your presentation. Be prepared to perform as a team your commercial/jingle to the rest of the groups.

SAY SOMETHING COMMERCIAL SCORING RUBRIC

SAY	ADVANCED (4)	COMPETENT (3)	APPRENTICE (2)	NOVICE (1)
Group Participation	Worked together with *all* members, contributing equal amounts toward project	Worked together with *some* members, contributing towards, project	There was little cooperation; few members contributed toward the project	There was little team work; only one to two members contributed toward the project
Hotline Number Presented	The hotline number and purpose was clearly stated *three* or more times in the commercial	The hotline number and purpose was clearly stated *two* or more times in the commercial	The hotline number was clearly stated *one* or more times in the commercial	The hotline number was stated one time in the commercial
Lyrics/Rap/ Jingle	Lyrics are extremely catchy and simple and describe the steps well	Lyrics are catchy and simple and describe the steps	Lyrics are somewhat catchy and simple, but lack description	Lyrics are not catchy or simple and lack adequate description
Melody Qualities: Short, Catchy, Simple, or Repetitive	Contains *three* or more qualities of an effective advertisement	Contains *two* qualities of an effective advertisement	Contains *one* quality of an effective advertisement	Lacks the qualities of an effective advertisement
Presentation	Excellent creativity and very well thought out; it captures and holds attention	Some creativity; it holds people's attention and most parts appear to have been thought out	Little creativity and few parts appear to have been thought out; it had trouble holding people's attention	Lacks creativity and not very well thought out; it does not capture or hold people's attention

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STEP 7.
Encourage students to use their abilities to persuade through adversity to advertise the hotline number, key vocabulary, and other important information from this video segment. Have them use the rubric provided as their guide to help prepare their presentation.

STEP 7. (CONTINUED)
Have each group take turns performing their commercial/jingle to the rest of the groups.
*Jingles will vary.

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CONSIDERATION: DO SOMETHING

STEP 8. VIDEO: DO SOMETHING

- Begin video segment on collection of success stories with people using their passions and interests to make a difference to address the final essential question: What necessary steps can I take to help a potential victim and abolish human trafficking? This segment highlights how it can take only one person to believe that they can take action, use their passions and interests to make a difference, and ultimately abolish human trafficking.

- Ask students to reflect again on the third essential question for this session:
  - What necessary steps can I take to help a potential victim and abolish human trafficking?

- Remind students as they view the video to be thinking of ways they can DO SOMETHING to make a difference. Have them record notes from the video in their Student Guides.

SESSION 5: CONSIDERATION STUDENT GUIDE

CONSIDERATION: DO SOMETHING

DIRECTIONS: After viewing the video *Do Something*, consider how it only takes one person using their passions and interests to make a difference in the fight for freedom.

There are so many different ways we can make a difference. Be creative and design other strategies for abolishing human trafficking that were not talked about in the video.	• Creating an Instagram account or #hashtag to display photography for freedom and awareness. • Making and selling jewelry to support an aftercare facility. • Wearing red socks with my sports team during a game and giving a presentation or showing a video at halftime. • Hosting an assembly for my school for awareness.

THE A21 CAMPAIGN | STUDENT GUIDE 196

STEP 8.
Encourage students to share their ideas on how they can make a difference and *Do Something* to abolish human trafficking.

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COLLABORATION: DO SOMETHING

STEP 9. DO SOMETHING: CREATIVE WAYS

- Have team discuss their notes from the video and review the 4P's Paradigm from Session 4 and the actions that can be taken to "do" something to end human trafficking.

SESSION 5: COLLABORATION STUDENT GUIDE

STEP 9.
Review the 4P Paradigms from Session 4. Advise students that this list is not exhaustive, and as a team, they can continue to generate ways to actively take part in abolishing human trafficking.

COLLABORATION: DO SOMETHING

DIRECTIONS: Use your notes from the video segment to springboard ideas. Work together with team members to review the Session 4 Strategies: 4P Paradigms and the actions that can be taken within each strategy. Record additional ways your group can take action and DO SOMETHING to abolish human trafficking

DO SOMETHING CHART

PREVENTION	PROTECTION	PROSECUTION	PARTNERSHIP
• Host awareness events • Get involved in public awareness campaigns • Learn how to identify victims • Get educated on who is at-risk and how to reach these people • Call national hotline and the authorities if you know a victim • •	• Write letters to victims in shelters • Send care packages to victims • Host fundraisers to donate towards aftercare for victims • Support rehabilitation efforts • Support reintegration efforts • •	• Call senators • Write letters to your congressmen about human trafficking legislation • Know your state's human trafficking stance • Get involved with organizations that implement prosecution • Raise awareness of the importance of strengthening prosecution efforts • •	• Build relationships with NGOs (Non-Governmental Organization) that fight human trafficking • Get involved in a local task force • Start a task force if your city does not have one • Focus on strengthening individual talents that can be used to make a difference • •

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STEP 10. ANTICIPATION/REACTION GUIDE ASSESSMENT AND EVALUATION SLIP

- Invite students to reflect on the session and complete the Anticipation/Reaction Guide, using data based on the information presented.
- Have them justify their thinking as they confirm or reassess their original response to the session's statements based on what they acquire from their learning experiences throughout the session.
- Students are then to complete their evaluation slip for Session 5.

SESSION 5: REFLECTION AND EVALUATION SLIP STUDENT GUIDE

REFLECTION

DIRECTIONS: Re-read each statement and note whether you agree or disagree with your initial thoughts in the Anticipation Guide at the beginning of this session. While reflecting on the information presented in the video, your personal consideration of the material, and your group's collaborative responses, consider whether the facts presented either confirm or change your thinking. Justify your reasoning as you confirm or reassess your original responses to the session's statements, based on what you acquired from your learning experiences throughout the session.

ANTICIPATION/REACTION GUIDE

MY THOUGHTS A= Agree D = Disagree	SESSION 5 STATEMENTS	INFO: T= True F = False	MY REACTION (Confirms or changes thinking): Justify Evidence
	1. You can identify a victim by their appearance.	F	Although this might be a sign, you cannot always identify a victim from their appearance.
	2. You are one phone call away from rescuing a victim	T	Contacting authorities when you know a person is a victim of trafficking allows them to be rescued.
	3. You can be the *one* person who makes a difference in the fight for freedom.	T	Every person has the opportunity to make a difference in the fight for freedom. No one person can do everything, but everyone can do something.

SESSION 5 EVALUATION SLIP: HOW CAN I ABOLISH HUMAN TRAFFICKING?

DIRECTIONS: Reflect on what you learned during Session 5. Fill in the rectangles with action steps you can take, indicating how you can help abolish human trafficking.

SEE SOMETHING → Be aware of how to recognize a victim of human trafficking.

SAY SOMETHING → Contact local authorities if you know someone you think is trapped in human trafficking.

DO SOMETHING → Use your gifts, talents, and passion to take a stand and help bring freedom to those caught in human trafficking.

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STEP 10.
Have students reflect on their original predictions of the session's statements. They should then determine if the information presented confirms or changes their thinking and understanding of the content. Encourage them to justify their responses, based on the information provided.

STEP 10. (CONTINUED)
Have students complete the evaluation slip to summarize their learning experience.

APPLICATION:

SESSION 5 LEARNING LAB OPTIONS:

1. Intrapersonal Lab:
Personalize Your Passion

2. Interpersonal Lab:
Being the Voice for the Voiceless

LEARNING LABS (OPTIONAL):
Proceed to the lab opportunities to help extend the students' interaction and practical application of the content within this session.

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PERSONALIZE YOUR PASSION

PREPARATION:

ORGANIZE RESOURCES:

- Student Guides

LEARNERS' OUTCOME:
Create a plan of action to *Do Something* to support victims in order to abolish human trafficking.

PROPOSED ACTIVITIES:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONSIDERATION

BACKGROUND:

Hearing and learning about an issue is only the first part. The next step is igniting passion in a person to do more than just be a spectator. Each person is equipped with talents and abilities to make a difference. It is when a person unites their passion for justice and their talent/ability that vision is born. Vision can then be spread so that a difference can be made in the world. During this lab we will encourage students to evaluate how their personal talents and abilities can be used to be a catalyst for change in their school and community. This Lab allows students to identify their own passions to see how their personal skills can be utilized to create a vision and movement of change.

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SESSION 5: COLLABORATION AND APPLICATION

STEP 1. . Have students reflect on what they are passionate about. This can be interests in art, music, public speaking, or athletics. Have them fill out the schematic below, identifying their personal passion or skill in the middle of the circle.

STEP 2. On the lines extending from the circle, have students list four ways their passion or skill can be used to help produce positive change and abolish modern-day slavery. Then, have them think of events (or awareness campaigns) that will highlight and implement their interests, such as poster campaigns.

STEP 3. Have students brainstorm as to how their skills or abilities can be combined with those of the other students to effectively combat the issue of modern-day slavery in their school and community.

DIFFERENTIATION. Have students imagine that they have been chosen to bring awareness to their community. Using the skills and abilities they listed above, students will record their top three ideas in the spaces provided below.

1. _____

2. _____

3. _____

INTRAPERSONAL LAB.
Have students complete their Passion Chart.

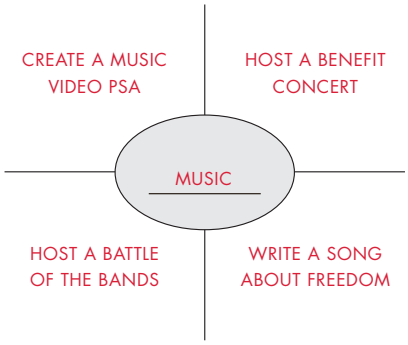
Responses will vary.

SESSION 5: INTRAPERSONAL **LEARNING LAB**

PERSONALIZE YOUR PASSION

STEP 1. Reflect on what passions you have. These can be interests in art, music, public speaking, or athletics. Fill out the schematic below, identifying your personal passions or skills in the middle of the circle.

STEP 2. On the lines extending from the circle, list four ways that what you identified in the inner circle can be used to help change and abolish modern-day slavery. Think of events (or awareness campaigns) that will highlight and implement these interests, such as poster campaigns.



STEP 3. Brainstorm on how your skills and abilities can be combined with other students' talents to effectively combat the issue of modern-day slavery in your school.

DIFFERENTIATION: Imagine that you have been chosen to bring awareness of human trafficking to your community. Using the skills and abilities you listed above, record your top three ideas in the spaces provided below.

MY IDEAS:

1. _____
2. Responses will vary.
3. _____

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BEING THE VOICE FOR VOICELESS

PREPARATION:

ORGANIZE RESOURCES:

- Student Guides
- Paper, markers/pens

LEARNERS' OUTCOME:

Identify ways to recognize, or "See," the indicators of victims and report, or "Say," these notable concerns to appropriate organizations and individuals.

PROPOSED ACTIVITIES:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and organization, development, substance and style are appropriate to purpose audience and task.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CONSIDERATION:

BACKGROUND:

Identifying a victim of modern day slavery is something that anyone can do. It is the most practical part a person can play in the rescue of a victim. It does not take a special badge or certification, but merely being educated about this issue. When we are educated about a problem, we can collectively work together to end it. The first practical step in actively abolishing modern-day slavery is through awareness. During this lab we will encourage students to create an event that will bring awareness of the epidemic of modern day slavery to their community. This lab allows students to work together to create an event that will provide education to the community allowing them to join in the abolition of modern-day slavery in their world.

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STEP 1. Have students sit with the group that has been developed for the purpose of this learning lab. Encourage them to imagine that their group has been chosen to bring awareness about human trafficking to their community. Instruct them to create a vision statement that explains the big picture of how they would accomplish this task.

STEP 2. Have students make a list of the main points they have learned about human trafficking that they feel would be important to further educate the people in their community. They should also include a story, statistics, and action steps that people can take when they suspect a situation of human trafficking is taking place.

STEP 3. Create a pamphlet, poster board, or fact sheet using the information you have written that could be used to educate the people in your community about this issue.

STEP 4. Next, instruct students to create a pamphlet, poster board, or fact sheet, using the information they have written. What they create is something that could be used to educate the people in their community about the issue.

SESSION 5: INTERPERSONAL LAB STUDENT GUIDE

SESSION 5: INTERPERSONAL **LEARNING LAB OPTIONAL**

BEING THE VOICE FOR THE VOICELESS

STEP 1. Sit with the group that has been developed for the purpose of this learning lab. Imagine that your group has been chosen to bring awareness about human trafficking to your community. Create a vision statement that explains the big picture behind how you would accomplish this task.

VISION STATEMENT:

We are a group of students firmly committed to playing our part in the abolition of modern day slavery. Our aim is to host awareness events that educate our local community about modern day slavery. We want to play our part in equipping a generation of abolitionists who take a stand against injustice. Our heart is to mobilize the student body to actively address this injustice on a global scale, by being a voice for the voiceless.

STEP 2. Make a list of the main points you and your group members have learned about human trafficking that you feel would be important to further educate the people in your community. Include a story, statistics, and action steps people can take when they suspect a situation of human trafficking is taking place.

INFORMATION

Story of a Victim	Statistics	Preventative Action
Sarah was looking for a job. Her brother-in-law told her she could go to another city to find work, and that he would arrange her travels for her. When she arrived, a friend of her brother-in-law was waiting for her; he picked her up and drove her to his house. There, she was forced to work 15-hour shifts—cleaning, cooking, and babysitting each day without earning any money. The man became more and more abusive, and threatened to kill her and her family if she tried to escape. One night, he got very drunk and violent, and he accused her of stealing something. When a neighbor heard fighting, he called the police, and they came to the house. It didn't take long for the police to realize she was a victim of human trafficking.	- 27 million men, women, and children worldwide are victims of human trafficking. - The International Labour Organization estimates that women and children account for 55% of forced labour victims and 98% of sex trafficking victims. - Tragically, only 1-2% of victims are ever rescued.	- Hosting Awareness Events - Get educated about the details of human trafficking - Stand up and be a voice in your community

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STEP 5.

PRESENTATION GROUP: Have students present their group's vision statement and community presentation to the class. Encourage them to listen to the feedback provided by their peers as they affirm what the group has planned and/or provide additional suggestions to help improve their presentation.

AUDIENCE GROUPS: Encourage students in the audience to listen to the presentations. They should then gather in their groups and discuss the presentations, synthesizing all they have learned in this session. Using the Presentation Feedback Form, have them develop at least two positive comments and perhaps one additional suggestion to help improve each group's vision and presentation.

DIFFERENTIATION. Encourage students to take their presentations outside of the four walls of the classroom by presenting the information they have prepared with their families and friends or another class, school, or community group they are a part of. This will help spread awareness about human trafficking to those who may be unaware of this injustice.

SUMMARY CHART

Group Number	Positive Comment #1	Positive Comment #2	Positive Comment #3 (Optional)	Additional Suggestions (Optional)

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THE A21 CAMPAIGN | CURRICULUM

BODIES ARE NOT COMMODITIES

STUDENT GUIDE AUSTRALIA

BODIES ARE NOT COMMODITIES

INTRODUCTION

Welcome to the *Bodies Are Not Commodities* curriculum. You are about to embark on an investigative journey to uncover the facts about an injustice that exists in the world today. Before we begin, take some time to review the rubric below in order to become acquainted with the performance criteria for how you will be scored. Analyze the four rubric criteria levels for you to acquire knowledge throughout the sessions (Advanced, Proficient, Basic, and Below).

After familiarizing yourself with the rubric, take the Pre/Post Assessment for Abolishing Injustice to activate any prior knowledge you may have on the content. Your facilitator will use your responses to help guide the instruction during each of the five sessions. At the end of the course, you will take a mirrored version of this assessment, demonstrating your increased awareness and understanding of how to abolish injustice.

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FOUR LEVELS OF ACQUIRED KNOWLEDGE RUBRIC

	ADVANCED	PROFICIENT	BASIC	BELOW
Commodity	Provide 3 or more examples explaining the relationship between bodies as commodities and human rights.	Provide 2 examples explaining the relationship between bodies as commodities and human rights.	Provide 1 example explaining the relationship between bodies as commodities and human rights.	Unable to provide an example explaining the relationship between bodies as commodities and human rights.
Technology	Provide 3 ways technology is used for human trafficking.	Provide 2 ways technology is used for human trafficking.	Provide 1 way technology is used for human trafficking.	Unable to provide ways technology is used for human trafficking.
Law Enforcement	Explain 4 roles of law enforcement in the abolishment of human trafficking.	Explain 3 roles of law enforcement in the abolishment of human trafficking.	Explain 2 roles of law enforcement in the abolishment of human trafficking.	Explain 1 role of law enforcement in the abolishment of human trafficking.
Indicators	List 4 or 5 examples of the following indicators: physical, behavioural and emotional.	List 3 examples of the following indicators: physical, behavioural, and emotional.	List 2 examples of the following indicators: physical, behavioural, and emotional.	List 1 or 0 examples of the following indicators: physical, behavioural, and emotional.
Steps to Take	Provide 3 specific steps to take if you encounter a victim.	Provide 2 specific steps to take if you encounter a victim.	Provide 1 specific step to take if you encounter a victim.	Unable to provide specific steps to take if you encounter a victim.
Abolishment	Provide 3 causes for human trafficking, their effects, and how they can be abolished.	Provide 2 causes for human trafficking, their effects, and how they can be abolished.	Provide 1 cause for human trafficking, its effect, and how it can be abolished	Unable to provide corresponding causes and effects that can abolish human trafficking.
Selected Response Questions	States correct answer choice for 4 out of 4 questions with appropriate justification.	States correct answer choice for 3 out of 4 questions with appropriate justification.	States correct answer choice for 2 out of 4 questions with appropriate justification.	States correct answer choice for 1 or 0 out of 4 questions with or without appropriate justification.

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BODIES ARE NOT COMMODITIES

PRE/POST ASSESSMENT

Name: _____ Date: _____

DIRECTIONS: Answer the following questions. Include all possible responses for the selected-response questions.

1. Is using a body as a *commodity* a violation of human rights? Why or why not?

_____

_____

_____

_____

2. Which of the following are considered to be a form of *human trafficking*?
   a. Sex trafficking
   b. Arms Dealing
   c. Forced Labour
   d. Involuntary Domestic Servitude
   e. Drug Dealing

Justify your choice(s) as to why you selected your answer(s):

_____

_____

_____

_____

3. An *abolitionist* in the 21st century...
   a. Exists in third-world countries of the globe and is also a slave.
   b. Does not exist in modern society.
   c. Fights to end slavery around the globe.
   d. Fights for equal human rights for all people.

Justify your choice(s) as to why you selected your answer(s):

_____

_____

_____

_____

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4. Some common methods used by traffickers to obtain victims include:
   a. Force
   b. Coercion
   c. Technology
   d. Stealing
   e. Fraud

Justify your choice(s) as to why you selected your answer(s):

_____

_____

_____

_____

5. Explain the role *technology* plays in the spread of human trafficking.

_____

_____

_____

_____

6. Which of the following are the four "P's" identified by the U.S. TIP Report as a means of ending human trafficking?
   a. Protestation
   b. Prosecution
   c. Prevention
   d. Partnership
   e. Protection

Justify your choice(s) as to why you selected your answer(s):

_____

_____

_____

_____

7. Explain the role law enforcement plays in the abolishment of human trafficking.

_____

_____

_____

_____

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8. List examples of physical, behavioural, and emotional indicators a trafficked victim may display.

9. Give specific steps you can take if you encounter a victim.

10. Explain how decreasing the demand for humans as commodities can abolish human trafficking.

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SESSION ONE

INITIATION: HOW HAS SLAVERY EVOLVED?

Name: _____ Date: _____

ESSENTIAL QUESTIONS:

1. What are ways human rights can be violated?
2. How have the concept of slavery and the role of the abolitionist evolved from past to present?
3. What is a *commodity*?

KNOWLEDGE RATING OF ACADEMIC KEY VOCABULARY:

DIRECTIONS: Rate the words according to your current and previous knowledge:

1= Never have seen the word/term
2= Not sure what the word/term means
3= Can define the word/term and use it

Abolitionist 1 2 3	Human Rights 1 2 3	Liberty 1 2 3
Commodity 1 2 3	Injustice 1 2 3	Slavery 1 2 3

ANTICIPATION/REACTION GUIDE STATEMENTS:

DIRECTIONS: Read each statement and note whether you agree or disagree.

MY THOUGHTS A= Agree or D = Disagree	SESSION 1 STATEMENTS
	1. There are more people trapped in slavery right now than any other point in world history.
	2. An abolition movement is vital in today's world.
	3. A person is a commodity.

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CONSIDERATION:

HUMAN RIGHTS AND SLAVERY TIMELINE

DIRECTIONS: View the video segment on human rights, highlighting the definition according to the United Nations. Listen closely to record the human rights being highlighted. Circle the date and location on the timeline where you hear about abolitionist movements against injustice. Then prepare to collaborate with a partner or small group on your reactions to the video.

HUMAN RIGHTS DEFINED BY THE UNITED NATIONS:

> Human rights are inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are equally entitled to our human rights without discrimination. These rights are interrelated, interdependent and indivisible.

1.
2.
3.
4.
5.

HUMAN RIGHTS OBSERVED:

1. _____
2. _____
3. _____
4. _____
5. _____

SLAVERY TIMELINE:

3050 BC	73 BC	1641	1789	1800	1934	1976	1983	1995	2011
Egypt	Italy	Great Britain	France	United States	Germany	India	Sudan	Canada	World Wide

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COLLABORATION:
HUMAN RIGHTS AND TIMELINE

DIRECTIONS: After viewing the human rights segment on the video, collaborate with a partner or small group to determine what the effect would be if each human right was violated.

IMAGE OF HUMAN RIGHTS	HUMAN RIGHTS	EFFECTS OF VIOLATING HUMAN RIGHTS
	Liberty	
	Opinion and Expression	
	Choice of Employment	
	Rest and Leisure	
	Education	

SLAVERY TIMELINE:

DIRECTIONS: After viewing the slavery timeline segment on the video, discuss the significance of the abolitionist movement from past to present. Record why abolitionists are important and include any modern-day examples of abolitionists in Australia and across the world.

3050 BC	73 BC	1641	1789	1800	1934	1976	1983	1995	2011
Egypt	Italy	Great Britain	France	United States	Germany	India	Sudan	Canada	World Wide

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CONSIDERATION: COMMODITIES

DIRECTIONS: As you watch the video, listen for information about the vocabulary word *commodity*. Conceptualize (form an idea of) what it means, noting what a commodity is not and what it is (its definition or characteristics). Give examples of a commodity or personal connections along with ways to create a mental image of the term. Use the Four Corners graphic organizer as you view the video.

FOUR CORNERS GRAPHIC ORGANIZER

What it is *not*...	What it is...
COMMODITY	
Examples/ Personal Connections	Illustrations

COLLABORATION: COMMODITIES

DIRECTIONS: As a small group, discuss your responses and record them on the Four Corners graphic organizer and determine some of your favourite commodities. List your personal top three commodities and explain why they are important to you.

MY TOP 3 COMMODITIES ARE:

1.	
2.	
3.	

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REFLECTION: HOW HAS SLAVERY EVOLVED?

DIRECTIONS: Reread each statement and note whether you agree or disagree with your initial thoughts in the Anticipation Guide at the beginning of this session. While reflecting on the information presented in the video, your personal consideration of it, and the collaborative responses, determine whether the facts presented confirm your thinking or change your thinking. Justify your reasoning as you confirm or reassess your original response to the statements, based on what you acquired from your learning experiences throughout the session.

ANTICIPATION/REACTION GUIDE

MY THOUGHTS: A= Agree D = Disagree	SESSION 1 STATEMENTS	INFO: T= True F = False	MY REACTION (Confirms or changes my thinking) Justify Evidence
	1. There are more people caught in slavery right now than any other point in world history.		
	2. An abolition movement is vital in today's world.		
	3. A person is a commodity.		

SESSION 1 EVALUATION SLIP: HOW HAS SLAVERY EVOLVED?

"THOSE WHO DENY FREEDOM TO OTHERS DESERVE IT NOT FOR THEMSELVES."
–ABRAHAM LINCOLN

DIRECTIONS: Reflect on the above quote and how slavery has continued to evolve since Abraham Lincoln's time. Then take a moment to summarize the information presented in this session. Use the word bank provided to help capture the main ideas.

WORD BANK:

Abolitionist	Injustice
Commodity	Liberty
Human Rights	Slavery

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CRATING COMMODITIES

STEP 1: Research your state's top three commodities and list them in the spaces provided. For detailed information on each states' commodities, refer to the State Fact Sheet on the United States Department of Agriculture website at www.ers.usda.gov. These state fact sheets provide information on population, income, education, employment, federal funds received, organic agriculture, farm characteristics, farm financial indicators, top commodities, and exports. Links to county-level data are included when available.

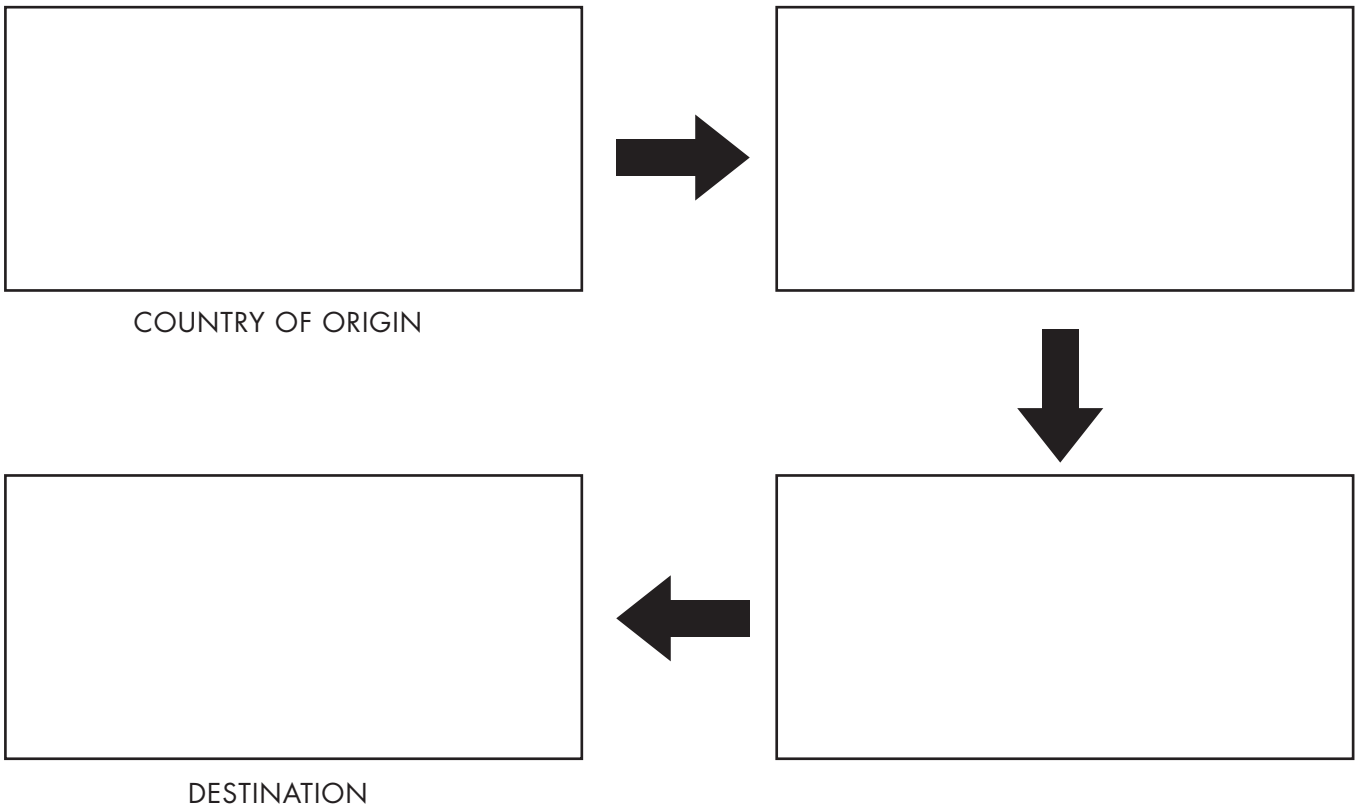
COMMODITIES:

1. _____

2. _____

3. _____

STEP 2: Choose one of the commodities from the list above and research the steps or process that commodity goes through to reach its final destination: the hands of the consumer. Illustrate the transportation route it takes in the diagram below using words and symbols.



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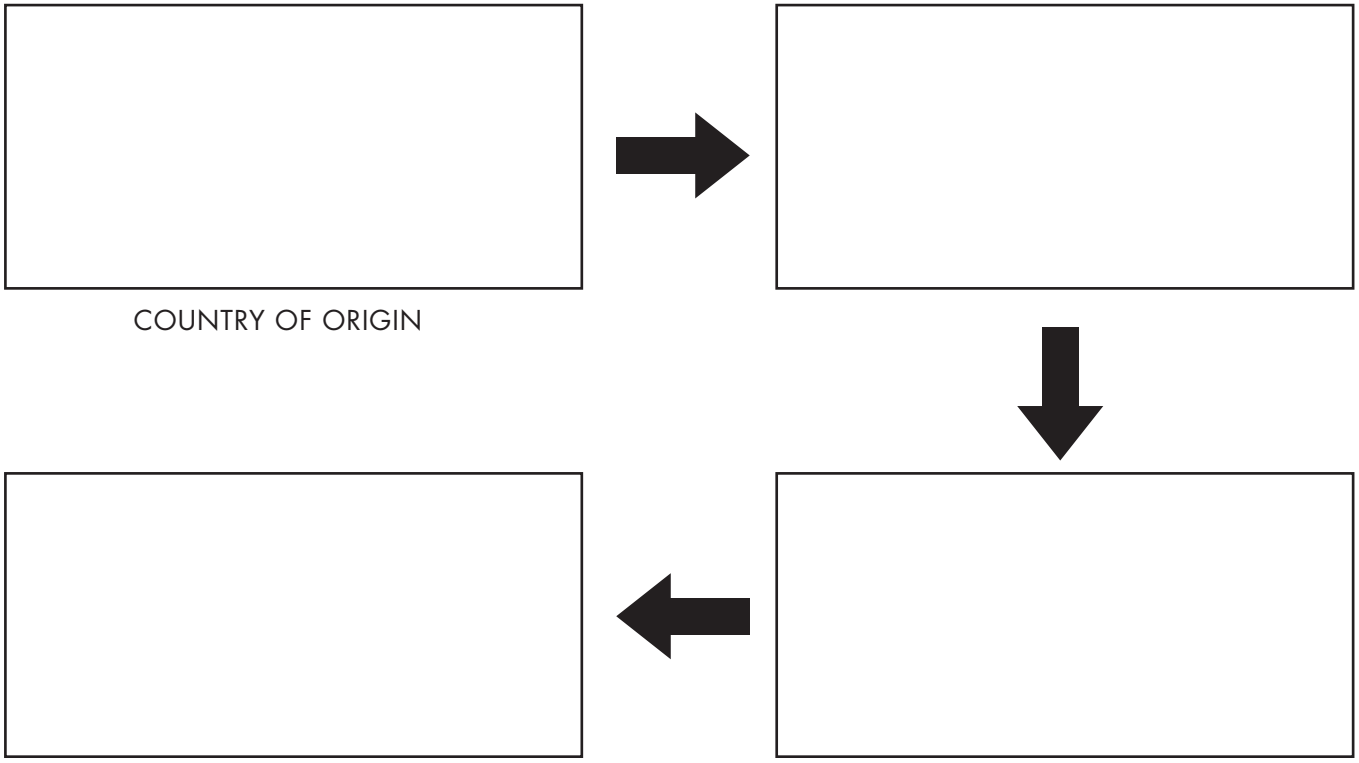
STEP 3: After you finish writing/illustrating the process that the commodity goes through to reach its final destination, fill in the same chart, but this time draw an image of a living, breathing person going through a similar process of transportation.



STEP 4: Read "Mary's Story," this real-life journey of a young girl who was viewed by her trafficker as a commodity. Respond to the guiding questions.

1. Try to imagine the setting. Describe how it looked in your mind. What sensory details did the author use to create a lasting impression? Record your reaction to this story.

2. What evidence does the author provide to support that human rights were being violated?

3. Based on the information presented, how were Mary and the other girls treated as a commodity?

DIFFERENTIATION: Provide a conclusion that follows from and reflects what is experienced, observed, or resolved over the course of "Mary's Story."

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MARY'S STORY

When Mary and the fifty-nine other girls arrived at the port the day of their departure, they thought they were traveling to good-paying jobs in a land of opportunity. Instead, they were greeted by hiring agents who said there were complications with their paperwork. The girls were then told they could travel by shipping container or return home and lose their deposits and any future opportunity to work abroad.

"Our families gave everything they owned to pay for our passage," Mary said.

So one by one, bewildered and frightened, the girls entered the container. Once the last girl was inside, the door was slammed shut and they heard a lock snap into place. They sat frozen in darkness.

The journey in the sealed container was gruesome. Half of the girls died from lack of oxygen, and the other half, the stronger ones, were left near death. They had nowhere to sit but in their own vomit and feces, since they were forced to relieve themselves on the container's floor.

When the men at the port opened the container, Mary said, they recoiled, appalled by the smell of death, decay, and excrement. Mary's best friend, Anna, died an excruciating death on the journey, suffocating as if buried alive. "Anna was real," Mary insisted to me that day. "Anna did exist, and she must be remembered."

The hiring agents, however, preferred to forget. More interested in quickly getting what they referred to as their "shipped goods" from the dockyard, they hustled the remaining girls to small apartments nearby, where they were repeatedly raped and beaten.

Before sunrise, the girls were loaded into small rubber boats and taken across the Mediterranean Sea. In the boat, Mary felt a surge of hope. The Coast Guard was doing a routine check that morning—unusual for that hour, Mary later learned. Her captors showed signs of panic and began throwing the girls overboard.

Only five of the approximately thirty girls—those who had been strong enough to survive the deadly voyage in the shipping container—escaped drowning that day. Those five were hidden among their captors when the Coast Guard came aboard. When they arrived in Athens, the girls were taken to a brothel. Daily, Mary and the others were forced to participate in unspeakable encounters with dozens of men.

The horror continued for weeks. Or maybe it was months—Mary couldn't tell. But one day, anti-trafficking authorities, responding to a tip and raided the brothel. Uncertain and broken, Mary and a dozen other girls were raced to another apartment building. Police rushed them inside, where the girls waited in fear and resignation. But instead of beatings and rape, they were given food and water, rest, and peace.

Taken from Undaunted by Christine Caine. Copyright © 2012 by Zondervan. Used by permission of Zondervan. www.zondervan.com

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OUR SLAVERY FOOTPRINT

STEP 1: Review the list of commonly used goods that are often produced by slave labour. Indicate with a check mark whether you own or have used the items from the list:

_____ Soccer Ball	_____ Peanuts	_____ Electronics	_____ Fireworks
_____ Footwear	_____ Christmas Decorations	_____ Coffee	_____ Gold

STEP 2: Use a computer to access the U.S. Department of Labor's List of Goods Produced by Child Labour or Forced Labour: www.dol.gov/ilab/programs/ocft/PDF/2011TVPRA.pdf. Select three products from the list in Step 1 and choose up to three countries where each product is produced by child labour or forced labour. Designate a symbol to represent each product. Complete the chart below with the information you acquire.

Product	Country of Origin	Symbol

STEP 3: Create your own slavery map depicting countries where slavery has been identified, based on the three products you chose. Use your designated symbols to represent on the map which country your product is being produced in. Share your slavery map with a partner and discuss your findings. Use the symbols he or she created on his or her map and plot them on your own map.

STEP 4: Take a few moments to reflect on the use of child labour and forced labour and write a reaction statement to your findings. Research what laws are in these countries that help to prevent these types of activities from happening.

DIFFERENTIATION: Take the online Slavery Footprint Survey and determine the answer to the question, "How many slaves work for you?" Visit www.slaveryfootprint.org to begin the survey. Analyze the results.

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WORLD MAP

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SESSION TWO

INITIATION: WHAT IS HUMAN TRAFFICKING?

Name: _____ Date: _____

ESSENTIAL QUESTIONS:

1. What is human trafficking?
2. How are the main forms of modern-day slavery similar and/or different?

KNOWLEDGE RATING OF ACADEMIC KEY VOCABULARY:

DIRECTIONS: Rate the words according to your current and previous knowledge:

1= Never have seen the word/term
2= Not sure what the word/term means
3= Can define the word/term and use it

Bonded Labour 1 2 3	Forced Labour 1 2 3	Peonage 1 2 3
Child Soldier 1 2 3	Involuntary Domestic Servitude 1 2 3	Sex Trafficking 1 2 3

ANTICIPATION/REACTION GUIDE STATEMENTS:

DIRECTIONS: Read each statement and note whether you agree or disagree.

MY THOUGHTS: A= Agree D = Disagree	SESSION 2 STATEMENTS
	1. Human trafficking is the 5th largest criminal industry worldwide.
	2. Sex trafficking only affects females.
	3. Forced Labour does not occur in the United States or Australia.

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CONSIDERATION:

HUMAN TRAFFICKING AND THE FIVE MAIN FORMS

DIRECTIONS: Study the "Wordle" words, which contain a combination of words from the definition of human trafficking. View the video segment on human trafficking, listening for these concepts and how they relate to the issue. Determine which words best complete the definition below and identify the characteristics of the main forms of human trafficking.

HUMAN TRAFFICKING WORDLE WORDS:

SLAVERY
FRAUD
BONDAGE
OBTAINING
RECRUITING
PEONAGE
COERCION
PROVIDING
TRANSPORTING
FORCE
HARBORING
EXPLOITATION
SERVITUDE

HUMAN TRAFFICKING DEFINED:

Human trafficking is the illegal trade of human beings. It is the act of using a person for profit by _____, _____, or _____. It is modern-day _____.
There are five main forms of human trafficking that depict human rights being violated and human beings treated as commodities: forced labour, sex trafficking, bonded labour, involuntary domestic servitude, and child soldiers.

VIDEO NOTES:

_____

_____

_____

_____

_____

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COLLABORATION:

HUMAN TRAFFICKING AND THE FIVE MAIN FORMS

DIRECTIONS: With your partner or small group collaborate to process the information presented in the video. Synthesize the concept of human trafficking into your own words. Write your definition on the lines below. Utilize the Semantic Feature Analysis and the Five Forms Word Bank to collectively analyze and determine the five forms of human trafficking according to the features presented.

HUMAN TRAFFICKING MEANS TO ME...

Think about the concept of human trafficking.

How would you describe it in your own words?

_____

_____

_____

_____

_____

_____

FIVE MAIN FORMS OF HUMAN TRAFFICKING:

Bonded Labour	Forced Labour	Sex Trafficking
Child Soldiers	Involuntary Domestic Servitude	

SEMANTIC FEATURE ANALYSIS:

The "x" in each box represents a feature of a form of human trafficking.

Five Main Forms of Human Trafficking	Occurs in the USA and Australia	Children are often victims	Considered to be a crime	Fueled by demand for sex	Unfair Debt	Against the will of the victim
1.	X	X	X			X
2.	X	X	X	X		X
3.	X		X		X	X
4.	X		X			X
5.		X	X			X

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CONSIDERATION: FORCED LABOUR

DIRECTIONS: View the video segment *Donaldo's story*, illustrating *forced labour*. Complete the definition of forced labour. Determine the point of view being described (what it means to live a life of forced labour). Reflect on why immigrants are particularly vulnerable. Focus on the specific area assigned to you (character, events, problem, or solution). Record your responses below using the Somebody/Wanted/But/So (SWBS) graphic organizer.

FORCED LABOUR DEFINED:

When a person is _____ to _____

in _____ with little or no pay.

DONALDO'S STORY: SOMEBODY/WANTED/BUT/SO GRAPHIC ORGANIZER:

S= Somebody (the character)	W=Wanted (their motivation or goal)
B=But (the problem)	S=Solution (how it was resolved)

COLLABORATION: FORCED LABOUR

DIRECTIONS: Collaborate with your partner or small group to determine if you agree with the details that complete the graphic organizer from Donaldo's scenario; discuss whose point of view you learned about. Use the SWBS completed chart to summarize how forced labour is a prevalent form of human trafficking and the effect it has on the lives it enslaves. What thoughts and feelings did you learn about?

_____

_____

_____

_____

_____

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CONSIDERATION: SEX TRAFFICKING

DIRECTIONS: View the video segment *sex trafficking*. Complete the definition of sex trafficking and the SWBS graphic organizer to summarize the information. Determine the point of view being described, the main character, her motivation, the problem, and the resolution.

SEX TRAFFICKING DEFINED:

When a person is _____, _____, or _____

to perform a commercial sex act.

JENNIFER'S STORY: SOMEBODY/WANTED/BUT/SO GRAPHIC ORGANIZER:

S= Somebody (the characters)	W=Wanted (their motivation or goal)
B=But (the problem)	S=Solution (how it was resolved)

COLLABORATION: SEX TRAFFICKING

DIRECTIONS: Collaborate with your partner or small group and compare your responses on the SWBS graphic organizer. Summarize what sex trafficking means, using the details from Jennifer's story as a springboard for discussion.

_____

_____

_____

_____

_____

_____

_____

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REFLECTION: WHAT IS HUMAN TRAFFICKING?

DIRECTIONS: Reread each statement and note whether you agree or disagree with your initial thoughts in the Anticipation Guide at the beginning of this session. While reflecting on the information presented in the video, your personal consideration of the material, and the collaborative techniques, determine whether the facts presented *confirm* or *change* your thinking. Justify your reasoning as you confirm or reassess your original responses to the statements, based on what you acquired from your learning experiences throughout the session.

ANTICIPATION/REACTION GUIDE:

MY THOUGHTS: A= Agree D = Disagree	SESSION 2 STATEMENTS	INFO T= True F = False	MY REACTION (Confirms or changes my thinking): Justify Evidence
	1. Human trafficking is the 5th largest criminal industry worldwide.		
	2. Sex trafficking only affects females.		
	3. Forced Labour does not occur in the United States or Australia.		

SESSION 2 EVALUATION SLIP: WHAT IS HUMAN TRAFFICKING?

"Sex trafficking is when a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age; or the recruitment, harboring, transportation, provision, or obtaining of a person for labour or service, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery" (US TIP Report, 2013).

DIRECTIONS: Reflect on the definition of human trafficking found in the TIP Report while focusing on the two main forms of human trafficking you learned about in the Semantic Feature Analysis and Donaldo and Jennifer's stories. Compare and contrast forced labour and sex trafficking forms.

_____

_____

_____

_____

_____

_____

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THE SLAVE'S POINT OF VIEW: JOURNALING THE JOURNEY

STEP 1: Read this short excerpt taken from Anne Frank's *The Diary of a Young Girl*. This gives an idea of what life was really like for someone trapped in slavery fearful and unsure of what the future holds.

> *Tuesday 20 October 1942*
>
> *Dear Kitty,*
>
> *My hands [are] still shaking, though it's been two hours since we had the scare... The office staff stupidly forgot to warn us that the carpenter, or whatever he's called, was coming to fill the extinguishers... After working for about fifteen minutes, he laid his hammer and some other tools on our bookcase (or so we thought!) and banged on our door. We turned white with fear... [as] he kept knocking, pulling, pushing and jerking on it. I was so scared I nearly fainted at the thought of this total stranger managing to discover our wonderful hiding place...*

STEP 2: Discuss the following questions with your partner or small group, and record your responses.

- What is a reason for keeping a diary or journal?
- How do the details in a diary entry such as Anne Frank's provide insight to who a person really is (or was)?
- What attributes come to your mind when describing Anne Frank's character?
- How does reading her diary give us candid insight into what she endured?

STEP 3: Investigate one of the forms of human trafficking and write a diary entry that describes a typical day in the life of a modern-day slave. Your entry can be taken directly from one of the case scenarios presented, or you can create a fictitious modern-day slave.

STEP 4: Consider the following factors when writing your character's journal entry:

- Name and age of your character(s)
- Daily hours worked, location, and environment
- Emotional state (scared, alone, tired)
- Treatment received

STEP 5: After you complete your diary entry, share it with your partner or small group. Ask each other questions about your entries to further develop your character and the meaning of the form of human trafficking you chose to write about.

OPTIONAL: Research the diaries of Harriet Tubman, Fredrick Douglas, Martin Luther King Jr., or Abraham Lincoln. Discuss their point of view as either a slave during their time in history or their role as an abolitionist trying to take action for those enslaved.

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TODAY'S DATE: _____

DEAR DIARY,

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FORMING MEANING ON THE FORMS OF HUMAN TRAFFICKING

STEP 1: Review the different forms of human trafficking and additional vocabulary from Session 2. Match the definition with the vocabulary word by writing the letter that corresponds with the correct definition in the blank space provided.

1._____ Child Soldiers	a) The act of recruiting, harboring, transporting, providing, and obtaining a person for labour, services, or commercial sex acts by means of force, fraud, or coercion
2._____ Sex Trafficking	b) Forcing a person to work for low wages to pay back an excessive amount of debt
3._____ Bonded Labour	c) Forcing a person to work in captivity for little or no pay
4._____ Human Trafficking	d) Forcing a person to work and live in the same place for little or no pay
5._____ Forced Labour	e) Forcing, deceiving, or coercing a person to perform a commercial sex act
6._____ Involuntary Domestic Servitude	f) Forcing a child to participate in an armed force

STEP 2: Review the *Human Rights and Human Slavery* video from Session 1 with your partner or small group. Have each group member select one of the forms of human trafficking from above. While re-watching the video, determine if the form is featured on the timeline. If so, view the video segment from the "lens" of the selected form. Think about the characteristics of the specific form and take notes on how it is portrayed during the particular era of history on the timeline.

STEP 3: Complete the Four Corners graphic organizer on the form of human trafficking your group has been assigned. Display your group's chart in the classroom to highlight information on your selected form of human trafficking.

OPTIONAL: Work in teams to create Carousel Brainstorming Charts. Rotate around the room in small groups, reflecting on each of the various charts for a designated amount of time. Use your coloured marker to record what you learn about each form of trafficking on the charts.

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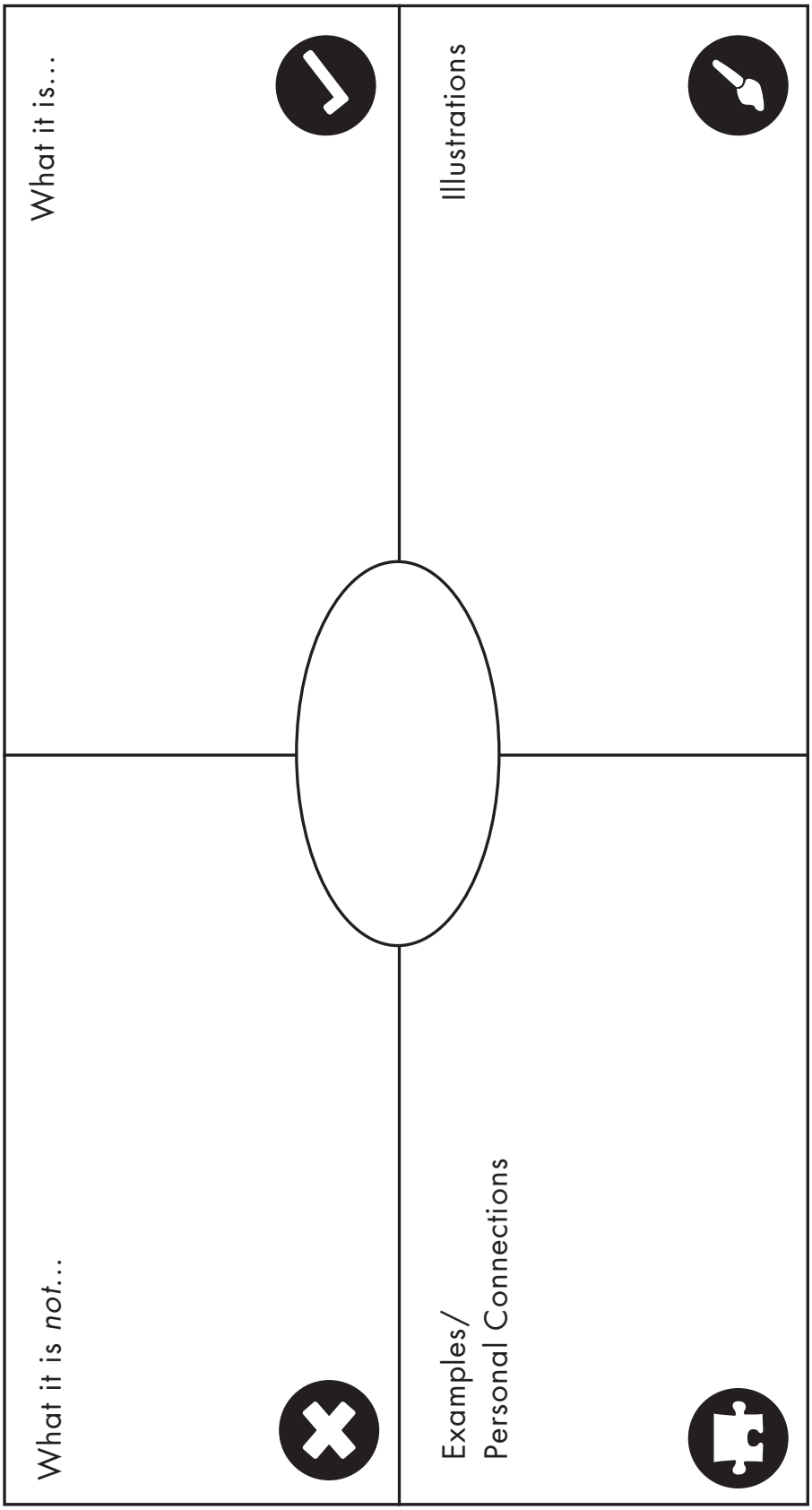
FOUR CORNERS GRAPHIC ORGANIZER:



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SESSION THREE

INITIATION: HOW DOES SOMEONE BECOME A VICTIM?

Name: _____ Date: _____

ESSENTIAL QUESTIONS:

1. Who is a victim and what happens to someone who becomes a victim?
2. What causes someone to get trapped in human trafficking?
3. How does someone become a victim of human trafficking?

KNOWLEDGE RATING OF ACADEMIC KEY VOCABULARY:

DIRECTIONS: Rate the words according to your current and previous knowledge:

1= Never have seen the word/term
2= Not sure what the word/term means
3= Can define the word/term and use it

Fraudulent 1 2 3	Perpetrator 1 2 3	Victim 1 2 3
Grooming 1 2 3	Poverty 1 2 3	Vulnerable 1 2 3

ANTICIPATION/REACTION GUIDE STATEMENTS:

DIRECTIONS: Read each statement and note whether you agree or disagree.

MY THOUGHTS A=Agree D=Disagree	SESSION 3 STATEMENTS
	1. A perpetrator is a victim.
	2. Desire for a better life is a cause for being trafficked.
	3. Online technology is a common tool for trafficking.

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CONSIDERATION:
WHO ARE THE VICTIMS?

DIRECTIONS: View the video segment *Who Are The Victims?* Observe how this segment highlights that anybody can become a victim, and that victims come in all shapes, sizes, socio-economic statuses, genders, and races. As you view the video, conceptualize (create a working definition of) the term "victim," noting what it means and the characteristics of a victim. Complete the Four Corners graphic organizer sections "What it is..." and "Examples/Personal Connections" as you view the video.

VICTIM DEFINED:

A person who is _____, _____, or _____ to do something that results in harm, injury, or death

FOUR CORNERS GRAPHIC ORGANIZER:

What it is not...	What it is...
VICTIM	
Examples/ Personal Connections	Illustrations

VIDEO NOTES:

_____

_____

_____

_____

_____

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COLLABORATION:
WHO ARE THE VICTIMS?

DIRECTIONS: With your partner or small group, process the information presented in the video. Synthesize the concept of a "victim." Revisit the Four Corners graphic organizer and complete the corners sections: "What it is not..." and "Illustrations". Select four words or phrases - one from each of the Four Corners sections and determine their relationship by using the Reflection Connection Puzzle Pieces. Place one word on the left side and the other word on the right to display how word "A" is connected to word "B." Repeat the same action for how word "C" is connected to word "D." Write an analogy in the box provided and share it with your partner or small group. Record other connections from your group's responses.

REFLECTION CONNECTION PUZZLE PIECES:

A) _____ B) _____

IS TO

C) _____ D) _____

A) _____ is to B) _____ as

_____ is to _____ because

_____

C) _____ is to D) _____ as

_____ is to _____ because

_____

OTHER CONNECTIONS:

_____ is to _____ as

_____ is to _____ because

_____

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CONSIDERATION:
METHODS, CAUSES, FACTORS, AND TECHNOLOGY

DIRECTIONS: Reflect on the victims of human trafficking and the three main methods perpetrators frequently use to trap them. Then view the video segment *Methods, Causes, Factors, and Technology*. Follow along and record possible causes that might contribute to someone being vulnerable to being trafficked by the method described. Write your answer in the box provided.

Methods	Description	Possible Causes	Possible Factors
FORCE	Violence, compulsion, or _____ exerted upon or against a person **Examples:** Selling and _____	• political and economic instability • •	• addiction •
FRAUD	To deceive or _____ someone to part with something of value or to surrender a legal right **Examples:** False job opportunities, tricked or _____	• desire for a better life • •	• greed •
COERCION	To _____ to an act or a choice **Examples:** Groomed, bullied, or _____ into groups, violence, and drugs	• political & economical instability • •	• addiction •

The Leading Tool That Uses These Methods: _____

Smart Phones	
Computers and Tablets	
Social Media	

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COLLABORATION:
METHODS, CAUSES, FACTORS, AND TECHNOLOGY

DIRECTIONS: Read and reflect on the technology statement below. Record your comments and be prepared to share your reaction to the statement with your group.

"SAVE THE LAST WORD" TECHNOLOGY STATEMENT:

> Technology makes it easy for traffickers to pretend to be someone they are not when communicating with potential victims of human trafficking.

_____

_____

_____

_____

_____

DIRECTIONS: Reflect on the video segment about the methods, causes, and factors involved in entrapping a victim in human trafficking. Select a method and create a statement on the front of the given index card using words from the word bank below and your notes from the video. On the back respond to your statement with evidence based on the video information and your own interpretation and understanding of the methods, causes, and factors involved.

KEY VOCABULARY WORD BANK:

• Force	• Perpetrator	• Coercion
• Forced Labour	• Fraud	• Bonded Labour
• Involuntary Domestic Servitude	• Sex Trafficking	• Child Soldiers
	• Victim	• Commodity

FRONT OF CARD	BACK OF CARD
_____	_____
_____	_____
_____	_____
_____	_____

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REFLECTION: HOW DOES SOMEONE BECOME A VICTIM?

DIRECTIONS: Reread each statement and note whether you agree or disagree with your initial thoughts in the Anticipation Guide at the beginning of this session. While reflecting on the information presented in the video, your personal consideration of the material, and your group's collaborative responses, consider whether the facts presented either confirm or change your thinking. Justify your reasoning as you confirm or reassess your original responses to the statements, based on what you acquired from your learning experiences throughout the session.

ANTICIPATION/REACTION GUIDE:

MY THOUGHTS: A= Agree D = Disagree	SESSION 3 STATEMENTS	INFO: T= True F = False	MY REACTION (Confirms or changes my thinking): Justify Evidence
	1. A perpetrator is a victim.		
	2. Desire for a better life is a cause for being trafficked.		
	3. Online technology is a common tool for trafficking.		

SESSION 3 EVALUATION SLIP: HOW DOES SOMEONE BECOME A VICTIM?

"WHEN **ANYBODY** USES A BODY AS A COMMODITY,
SOMEBODY BECOMES A VICTIM AND **EVERYBODY** IS AFFECTED."

DIRECTIONS: Reflect on the above quote and respond using information presented in this session about who is affected by human trafficking and the methods, causes, and factors involved.

_____

_____

_____

_____

_____

_____

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DECODING THE CAUSES

STEP 1: Review these six main causes of human trafficking along with the possible factors from your Student Guide notes taken from this session's video:

1. Poverty and desire for a better life
2. Ignorance
3. Disruption of societal values
4. Political and economic instability
5. Demand for cheap labour
6. High profits

STEP 2: Crack the sample code exercise by exchanging each number with the corresponding letter found in the chart below. Unscramble the letters to reveal a cause or possible factor that contributes to human trafficking.

SAMPLE CODE: 5*7*18*4*5*

1. A	4. D	7. G	10. J	13. M	16. P	19. S	22. V	25. Y
2. B	5. E	8. H	11.K	14.N	17. Q	20. T	23. W	26. Z
3. C	6. F	9. I	12. L	15. O	18. R	21. U	24. X	

STEP 3: Read the following clue that describes one of the six main causes that supports the existence of human trafficking. Determine which cause this clue is referring to, and record it and its code below.

CLUE: "Traffickers take advantage of people who are seeking a higher standard of living. This often leads them to migrate from an impoverished country to a wealthier country, lured by promises from traffickers who are disguised as well-meaning new friends or business people."

CAUSE: _____

CODE:

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STEP 4: Choose one of the main causes from the list that has not been used yet, and write out your code below.

CODE:

STEP 5: Exchange your code with a partner, and crack their code. Once both codes are cracked, write the causes the codes refer to below.

CODE:

My Factor	
Partner's Factor	

STEP 6: Write a one-to-two sentence sample clue for the contributing cause of your partner's code.

Sample Clue	

OPTIONAL: Think about and list some reasons why this particular cause affects the outcome of human trafficking. Describe possible solutions to eliminate it.

Factors Why This Cause Exists:	Solutions to Eliminate This Cause:
•	•
•	•
•	•

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"UNCOVERING THE FACTS" TALK SHOW

STEP 1: Divide into groups based on the role cards you have received. Each group should have one host, one family member, one perpetrator, one community leader, and one victim. Optimally, there should be five groups total, according to the five methods of trafficking that were covered in Session 3.

ROLES

Host	Community Leader	Victim of Bonded Labour
Family Member of Victim	Victim of Sex Trafficking	Victim of Involuntary Servitude
Perpetrator	Victim of Labour Trafficking	Victim of Child Soldiers

STEP 2: Discuss with your group a possible scenario you would like to talk about on the talk show. Be sure to incorporate each role card in the scenario you choose to use. On the back of your role card, write the name and age of your character and what country he or she is from.

EXAMPLE ROLE CARD

Front	Back
Victim of Sex Trafficking	Name _____ Age _____ Country of Origin _____

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STEP 3: Develop questions and responses that will be used during your talk show.

HOST: Write an introduction to open the show and prepare questions to ask the talk show participants. These questions should help identify the causes, methods, and outcomes for each role.

SAMPLE QUESTION:

- How did you become ensnared in human trafficking?

OTHER GROUP MEMBERS: Write down points of discussion to include, such as who you are, why you are on the show, and how your role evolved. Include responses to questions you anticipate the host to ask.

SAMPLE QUESTIONS TO ASK...

- THE **VICTIM:** What was life like before trafficking?
- THE **PERPETRATOR:** Why are you involved in these activities?
- THE **COMMUNITY MEMBER:** How did you recognize the situation as one of human trafficking?

STEP 4: As a group, create a script for your talk show. Base it on the role cards each member has been given, the scenario your group has discussed, and the questions and responses you have developed.

STEP 5: Each group will take turns participating in a talk show demonstration in front of the class, using the script and questions you have developed. The Host will open the show by giving an introduction, and then questions of the show's participants. As the fictional characters respond to the Host's questions, the Host will begin to summarize the discussion with statements.

SAMPLE STATEMENT:

- "So, what I hear you saying is _____."

STEP 6: While the talk show demonstrations are taking place, those in the audience will also become summarizers. When you are a summarizer, take notes about each character interviewed on the Summary Chart provided.

OPTIONAL: After each group participates in a talk show demonstration, discuss as a class any questions that arise about your charts. Write a summary for each talk show performed that includes information about victims, perpetrators, and the far-reaching impact of human trafficking on the community.

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SUMMARY CHART

Group Number	Who	Cause	Method	Outcome

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SESSION FOUR

INITIATION: HOW DO WE ABOLISH HUMAN TRAFFICKING?

Name: _____ Date: _____

ESSENTIAL QUESTIONS:

1. What are preventive actions that can be taken to eliminate the demand for human trafficking?
2. What are some of the challenges faced by those involved with protecting victims and prosecuting traffickers?
3. Why is it necessary to have partnerships collaborating to end human trafficking?

KNOWLEDGE RATING OF ACADEMIC KEY VOCABULARY:

DIRECTIONS: Rate the words according to your current and previous knowledge:

1= Never have seen the word/term
2= Not sure what the word/term means
3= Can define the word/term and use it

Demand 1 2 3	Prevention 1 2 3	Protection 1 2 3
Partnership 1 2 3	Prosecution 1 2 3	Reintegration 1 2 3

ANTICIPATION/REACTION GUIDE STATEMENTS:

DIRECTIONS: Read each statement and note whether you agree or disagree.

MY THOUGHTS: A= Agree D = Disagree	SESSION 4 STATEMENTS
	1. Awareness is an effective means of ending human trafficking.
	2. Reintegration is difficult for a victim.
	3. Government agencies only partner with other government agencies to abolish human trafficking.

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CONSIDERATION:
ABOLISHING HUMAN TRAFFICKING

DIRECTIONS: Preview the four paradigm strategies highlighted in the box below. Circle the paradigm strategy you will focus on in your Question Log and record any questions you have in the first box provided. View the video *Abolishing Human Trafficking*. Observe the various strategies being described and complete the second box of your Question Log.

THE FOUR PARADIGM STRATEGIES FOR ABOLISHING HUMAN TRAFFICKING:

Prevention – the act of stopping human trafficking from happening, increasing awareness, and interrupting the demand for it

Protection – to provide an environment for victims to be safe from harm or injury

Prosecution – conducting legal proceedings against a trafficker who has violated human rights

Partnership – relationships with local law enforcement, service providers, and community members to meet a comprehensive set of needs for those rescued from bondage so that injustice can be abolished

QUESTION LOG (3R'S)

Record What questions do you have about your paradigm strategy?	**React** What thoughts or additional questions do you have *while* viewing the video?	**Reflect** What comments, connections, or additional questions do you have after viewing the video and sharing with your group?

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COLLABORATION:
ABOLISHING HUMAN TRAFFICKING

DIRECTIONS: On the lines provided, write the names of the remaining three paradigm strategies. Using your Question Logs, take turns sharing about your paradigm strategy within your group. Record notes in the spaces provided as each group member shares about their paradigm strategy.

_____	_____	_____

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CONSIDERATION:
PARTNERSHIPS

DIRECTIONS: Preview the four major partnerships for abolishing human trafficking below. You will use this information to help complete your Question Logs.

THE FOUR MAJOR PARTNERSHIPS CHART:

PARTNERSHIP	CHARACTERISTICS
LAW ENFORCEMENT (FEDERAL + STATE)	• Investigations • Conduct raids • Rescue victims • Arrest traffickers
SHELTERS AND RESTORATION HOMES	• Provide safety and stability • Meet basic needs, including food and clothing • Provide medical examinations and treatment • Offer mental and emotional trauma counseling • Reintegration - education, vocational training, and employment
LEGAL SYSTEM (FEDERAL AND STATE)	• Uses evidence to settle a case or take it to trial • Works to ensure there is justice for victims • Develops and passes legislation - writes, amends, and passes new laws that increase protection for victims and create harsher penalties for traffickers
COMMUNITY	• Collaborative task force groups that consist of government agencies, non-profit organizations, and community groups who work collectively to facilitate victim assistance • Everyday-people being aware of what's going on (like a neighborhood watch group) and then using their skills, occupations, and influence to support survivors • Media - social media raising awareness, reporting and writing about human trafficking, filming and producing stories of human trafficking

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CONSIDERATION (CONTINUED):
PARTNERSHIPS

DIRECTIONS: Circle the partnership you will focus on in your Question Log and record any questions you have in the first box provided. Observe the various partnerships described in the Four Major Partnerships Chart and watch the video *Abolishing Human Trafficking* again. Complete the second box of your Question Log and record any additional comments or questions you have about your partnership in the third box.

QUESTION (3R'S) LOG

QUESTION (3R'S)

- LAW ENFORCEMENT
- RESTORATION HOMES AND SHELTERS
- LEGAL SYSTEM (FEDERAL AND STATE)
- COMMUNITY

LOG

Record What questions do you have about your method?	**React** What thoughts or additional questions do you have *while* viewing the video?	**Reflect** What comments, connections, or additional questions do you have after viewing the video and sharing with your group?

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COLLABORATION: PARTNERSHIPS

DIRECTIONS: On the lines provided, write the names of the remaining three partnerships. Using your Question Logs, take turns sharing about your partnership within your group. Record notes in the spaces provided as each group member shares about their partnership.

_____	_____	_____

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REFLECTION: HOW DO WE ABOLISH HUMAN TRAFFICKING?

DIRECTIONS: Reread each statement and note whether you agree or disagree with your initial thoughts in the Anticipation Guide at the beginning of this session. While reflecting on the information presented in the video, your personal consideration of the material, and your group's collaborative responses, consider whether the facts presented either *confirm* or *change* your thinking. Justify your reasoning as you confirm or reassess your original responses to the session's statements, based on what you acquired from your learning experiences throughout the session.

ANTICIPATION/REACTION GUIDE:

MY THOUGHTS A= Agree D = Disagree	SESSION 4 STATEMENTS	INFO: T= True F = False	MY REACTION (Confirms or changes thinking): Justify Evidence
	1. *Awareness* is an effective means of ending human trafficking.		
	2. *Reintegration* is difficult for a victim.		
	3. Government agencies only partner with other government agencies to abolish human trafficking.		

SESSION 4 EVALUATION SLIP: HOW DO WE ABOLISH HUMAN TRAFFICKING?

"NO **ONE PERSON** CAN STOP HUMAN TRAFFICKING, BUT **EVERYONE** PARTNERING **TOGETHER** CAN HELP ABOLISH THIS SOCIAL INJUSTICE."

DIRECTIONS: Reflect on the above quote and respond, using information presented in this session regarding the various strategies of abolishing human trafficking.

_____

_____

_____

_____

_____

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PROSECUTING THE PERPETRATORS

STEP 1: Research current laws about human trafficking in your area and cite specific textual evidence to support the analysis of primary and secondary sources. Attend to such features as the date and origin of the information.

STEP 2: Research a current trial in which a human trafficking crime has been committed; investigate how the law was disregarded and cite textual evidence.

STEP 3: After selecting a human trafficking case to explore, analyze the case and take on the role of the lead prosecutor against the perpetrator.

STEP 4: Formulate and write opening and closing statements for the case you have analyzed. Reflect on the following questions as you create your sample opening and closing statements:

1. *What is your case against the perpetrator?*
2. *What argumentative statements can you formulate based on the evidence you will present?*
3. *How will you prove your case?*
4. *What witnesses will you call and why?*
5. *Why should the jury be influenced by your argument?*
6. *Do your questions prove your case (evidence)?*
7. *How did you prove your case?*

STEP 5: Create questions for witnesses that may be identified for the defense and prosecution team, including those for cross-examination.

STEP 6: Present your case to the class and discuss the following questions:

1. *What evidence was presented that supports the prosecution's case?*
2. *What changes could be made to improve the prosecution of human trafficking?*
3. *What changes could be made to improve the prosecution of perpetrators?*

OPTIONAL: Work independently and research one local- or global-level partnership working against human trafficking. Identify how this partnership is working toward the prevention of human trafficking and how victims are being protected.

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SAMPLE OPENING STATEMENT – PROSECUTION

A better future. That is all Sasha wanted for herself and her family. But her hopes for a better future were smashed when her employer forced her to work grueling hours as a housekeeper and nanny. Her broken English and isolation kept her from reaching out for help.

Ladies and gentlemen of the jury, my name is (name) and I represent the prosecution.

On July 10th, Sasha got her freedom and the chance at a better future when a neighbor called the national tip hotline out of concern for her. Sasha was a hopeful girl from Russia that was promised a good job as a housekeeper and nanny to a prominent family in a suburb here in the United States. When Sasha arrived, she learned that her future would not be better, but worse, being forced to work under harsh conditions.

You will hear testimony today that in the three years Sasha worked for the Smith family, she was forced to work long hours and was rarely ever seen leaving the house. The Smith's neighbor will testify that she did not even know Sasha's name, despite the fact that she lived next to her. The doctor will tell you that upon examination, Sasha was medically malnourished.

Ladies and gentlemen, today is your day to ensure a better future for all workers by finding the defendant guilty of human trafficking at the end of this trial.

SAMPLE CLOSING STATEMENT – DEFENSE

Ladies and gentlemen, this trial is all about *choice*. Ms. Sasha Young had a choice to work the hours she did and was never forced.

You heard a testimony today that the neighbor never saw Ms. Young leave her home in three years. But you also heard that same neighbor says she never saw any mistreatment or heard any complaints by Ms. Young. Ms. Young was treated fairly and not forced to work more than she chose. Though she may have never been encouraged to take a vacation, she was never prohibited from taking it. You heard testimony from the doctor that she was malnourished but nothing has proven that she did not choose to eat the food provided.

Ladies and gentlemen of the jury, the prosecution has not met their burden to prove there was any force, fraud, or coercion. Ms. Young came to the United States to work and she chose the hours she worked and therefore we ask that you find Mr. Smith not guilty.

SAMPLE QUESTIONS

Prosecution (Direct Examination): Can you tell the jury what you saw that night? (Open-ended questions like this allow the witness to give lengthier, more detailed answers).

Defense (Cross–Examination): You never asked for a day off? You had a house key? You were provided meals?

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LOOKING FOR EVIDENCE IN THE SEARCH FOR JUSTICE

STEP 1: Read the description of the role you selected.

ROLE TITLE	ROLE DESCRIPTION	NUMBER OF PEOPLE REQUIRED
Attorneys and Assistants	1. Review evidence including depositions of testimonies, physical evidence, and reports by qualified experts in order to prepare a case for trial. 2. Provide witnesses to give testimony. 3. Select (along with the opposing counsel) those who will serve as the members of the jury. 4. Write an opening and a closing statement to be delivered to the jury before and at the conclusion of the trial. 5. Write direct examination questions for the witnesses they will call to the stand. 6. Prepare cross-examination questions for the defense witnesses. 7. The *burden of proof rests* on the prosecution in a criminal trial. *This means they must* "prove beyond a reasonable doubt that the defendant committed the crime he or she is charged with." In some cases, this is proven to a jury, and in other cases, it is simply to the judge. 8. Attorneys for the defense present their case after the jury has heard the case of the prosecution. The defense tries to poke holes into the prosecution's case, causing enough doubt that the jury cannot return a verdict of guilty against the defendant. Again, the burden of proof lies with the prosecution, and the defense must only raise enough doubt, not prove that the defendant is innocent.	Two Attorneys for each side: Prosecution and Defense (4 total) One Assistant for each side (2 total)
Witnesses	1. Testify before court in depositions or grand jury indictments where their testimony is recorded in a transcript that is later reviewed by attorneys. 2. Their testimony is based upon what they personally know or saw relating to the case. Each witness is a character that has a backstory, personality, and connection to the case. Each is a "puzzle piece" that attorneys use to help create and argue their case before the jury, regarding what they believe the facts of the case are. 3. Each witness should create a witness statement concerning their connection to the case, including any relationship they have with a victim or perpetrator as well as what they specifically saw or heard relating to the crime. 4. If a witness is an "expert," their qualifications, such as their education and experience, must be cited to qualify them as an expert in order for them to give their "expert opinion," which the jury can receive as qualified. 5. Each witness is called by either the prosecution or the defense and should be prepared for a direct examination and cross-examination by opposing counsel. 6. The witnesses should be aware of the key facts that they will testify to that will either help or harm their side. They must also figure out how they will best answer the questions they will be asked while on the witness stand.	4 people

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ROLE TITLE	ROLE DESCRIPTION	NUMBER OF PEOPLE REQUIRED
Jurors	1. Explore the historical role of the jury. How has it changed throughout history? 2. Discuss the importance of being on a jury. What does it mean to be "fair" in evaluating the evidence? How should a jury deliberate? 3. In this mock trial, jurors are peers of the defendant from the community. In real life, attorneys select jurors before the trial begins through a process called Voir Dire. 4. Jurors have the duty to make a fair, unbiased decision, based on the facts presented in the trial. A juror is not supposed to draw on their personal feelings or experiences, but decide based on the facts presented. 5. Is there a civic responsibility to serve on a jury?	12 people
Bailiff	The bailiff (sometimes referred to as the court clerk)is a part of law enforcement that is responsible for keeping order and safety in the courtroom. The bailiff is assigned to either the courtroom or the judge and maintains a close relationship with the courtroom staff.	1 person
Court Reporter	The Court Reporter sits in the courtroom and records everything that is said "for the record." His or her record is verbatim of everything discussed and can be transcribed for reference at any time.	1 person
Judge	The Judge presides over the case by attentively listening to the trial. The judge must be prepared to rule when an objection is made, often about the admission of a particular piece of testimony or evidence. They may ask the attorneys or witnesses questions in order to be able to properly rule. The judge also will instruct the jury, based on his rulings, to ensure they follow what he or she decided. The judge rules on whether certain evidence is permitted. In a case without a jury, the judge decides the verdict.	1 person
Media Reporters	The media reporters relay to the public the current stories and developments of a case. The media is often the first to break the story to the public via television news, the radio or in print through the newspaper or online form of news. The media will seek sources and conduct interviews to get information to accurately report to the public. The media keeps the public informed about a trial that impacts them as a community. The media plays an important role in how the case is perceived since often the attorneys and other courtroom staff does not speak to the public.	4+ people

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STEP 2: Study the Basic Trial Order that describes the procedures of a human trafficking court case. This will help you gain an understanding of how the trial will be structured, as well as where your role fits into the trial process.

BASIC TRIAL ORDER

1. **Court is called to order:** This is done by the Court Clerk or Bailiff; he then orders everyone to rise as the Judge enters. The Judge will announce the case and ask the attorneys if they are ready; once ready, everyone is seated.
2. **Opening Statements:** The story is told as seen by the Plaintiff/Prosecution first, followed by the defense.
3. **Witness Testimony:** Direct examination, cross-examination, redirect examinations, and re-cross examinations are conducted on witnesses by attorneys if needed, until the case is rested (brought to a conclusion).
4. **Closing Arguments:** Attorneys on both sides (Prosecution and Defense) carefully connect all of the points in favor of their case in a compelling manner, highlighting the holes in the opposing counsel's case.
5. **Deliberations:** Careful and unbiased conclusion reached by the jurors of all facts presented about the case on what the verdict will be.
6. **Verdict:** The final decision of the Jury read by the Judge as the ultimate outcome of the trial.

STEP 3: Review the Reader's Theatre Rubric and consider how you will deliver your part during the mock trial. As you observe the mock trial, rate each player (1 being very poor; 3 being average; and 5 being very good). If you have questions concerning the rubric, request clarification from the facilitator so that you understand what is expected of you. Be creative.

READER'S THEATRE RUBRIC	ARTICULATION, CLARITY, AND PACE	CONVINCING AND AUTHORITATIVE IN DELIVERY
Prosecution's Opening	1 2 3 4 5	1 2 3 4 5
Defense's Opening	1 2 3 4 5	1 2 3 4 5
Prosecution's Opening	1 2 3 4 5	1 2 3 4 5
Defense's Closing	1 2 3 4 5	1 2 3 4 5

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READER'S THEATRE RUBRIC – CHARACTERS

	Witness 1:	Witness 2:	Witness 3:	Witness 4:
Prosecution	Delivery 1 2 3 4 5	Delivery 1 2 3 4 5	Delivery 1 2 3 4 5	Delivery 1 2 3 4 5
	Characterization 1 2 3 4 5	Characterization 1 2 3 4 5	Characterization 1 2 3 4 5	Characterization 1 2 3 4 5
	Articulation and Clarity 1 2 3 4 5	Articulation and Clarity 1 2 3 4 5	Articulation and Clarity 1 2 3 4 5	Articulation and Clarity 1 2 3 4 5
Defense	Delivery 1 2 3 4 5	Delivery 1 2 3 4 5	Delivery 1 2 3 4 5	Delivery 1 2 3 4 5
	Characterization 1 2 3 4 5	Characterization 1 2 3 4 5	Characterization 1 2 3 4 5	Characterization 1 2 3 4 5
	Articulation and Clarity 1 2 3 4 5	Articulation and Clarity 1 2 3 4 5	Articulation and Clarity 1 2 3 4 5	Articulation and Clarity 1 2 3 4 5

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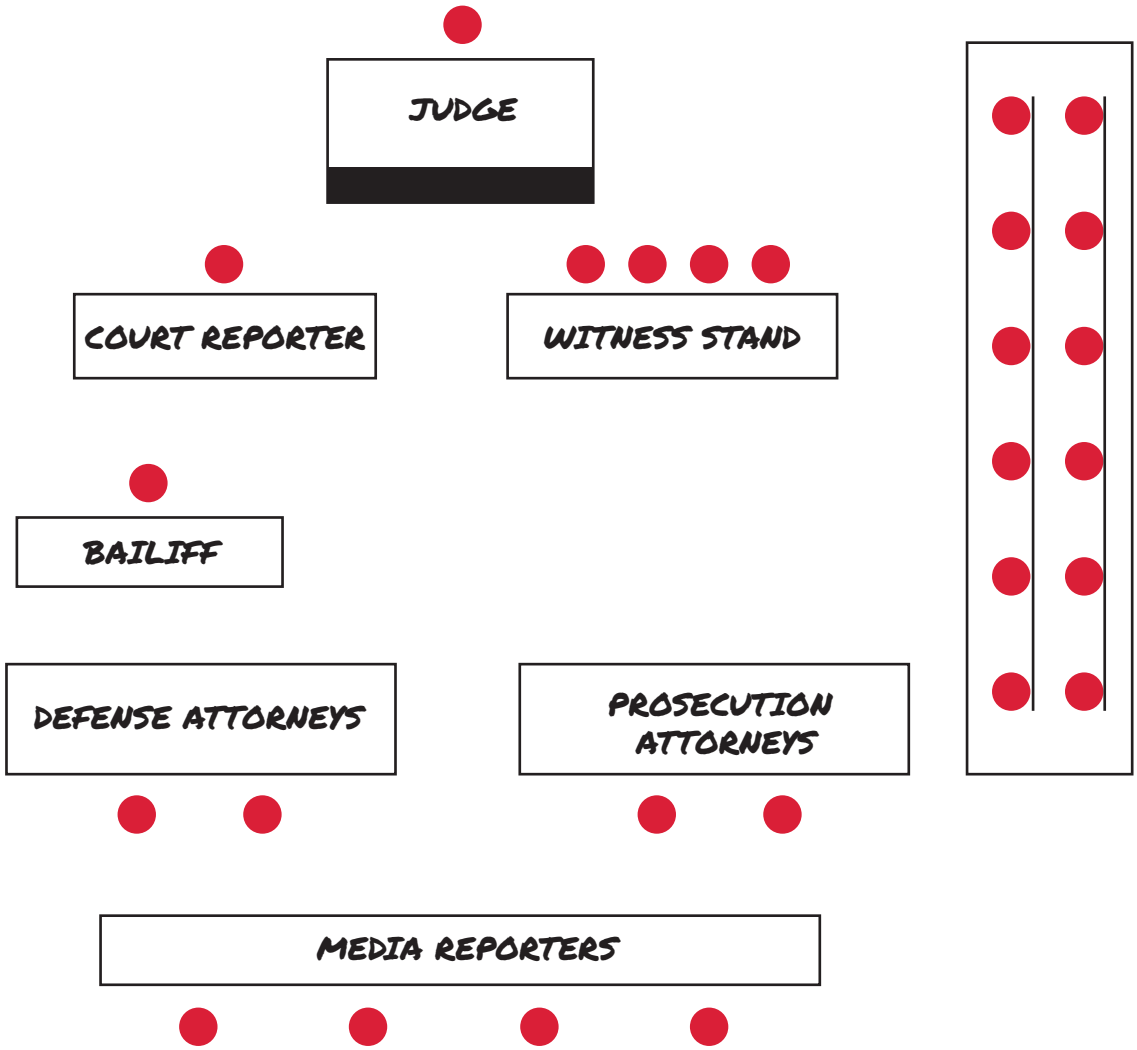
STEP 4: Set up the room you are in so that it resembles a courtroom.

EXAMPLE OF A COURTROOM SET UP



STEP 5: Perform the scripted trial as a class presented like a Reader's Theatre.

STEP 6: After the mock trial, discuss the following questions:

- What evidence was most significant for the final outcome?
- What evidence needed more support in order to strengthen the case?
- What changes could be made to improve the prosecution of human trafficking?
- What changes could be made to improve the prosecution of perpetrators?

OPTIONAL: Research current trials regarding human trafficking here in Australia. Discuss as a class or small group how doing this mock trial has impacted your thinking on human trafficking: Does it make you want to get involved in bringing justice?

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MOCK TRIAL

PEOPLE V. SMITH

Disclaimer: *This is the transcript of a mock trial. All of the characters and story line are fictitious. The names in this case do not personify or represent any individual. The story represented in this case is fictional and does not depict any specific case or story. The law presented below is for this case and this case only.*

JURY INSTRUCTIONS:

The defendant is guilty if the Prosecution presents evidence proving each of the following elements beyond a reasonable doubt:

- An individual uses force, fraud, or coercion against another to solicit or perform sexual acts for monetary gain or other measurable value

If the Prosecutor has proven each of these elements beyond a reasonable doubt, you must find the defendant guilty of human trafficking. If the Prosecutor has not proven every one of these elements beyond a reasonable doubt, then you must find the defendant not guilty of human trafficking.

TRIAL SCRIPT

Bailiff: All rise. (Wait for everyone-except the judge-to stand.) Department One is now in session. Judge Stanley presiding.

Judge: Please be seated. Good morning, ladies and gentlemen. Calling the case of People versus Smith. Are both sides ready?

Prosecutor: The Prosecution is ready, Your Honor.

Defense: Ready for the Defense, Your Honor.

Judge: Will the clerk please swear in the jury?

Clerk: Will the jury please stand and raise your right hand? (Wait for everyone to stand.) Do each of you swear that you will fairly try the case before this court, and that you will return a true verdict according to the evidence and the instructions of the court, so help you, God? Please say, "I do." (Wait for jurors to say "I do.") You may be seated.

Prosecutor: (Stand up and face jury).

Tricked, Trapped, and Traumatized. This is the cycle the defendant put two innocent young girls through as he tricked them into believing they were loved, trapped them from returning home, and traumatized them with physical and mental abuse. The defendant operated a human trafficking ring in the back of a Laundromat that served as a brothel where these women were held captive.

Ladies and Gentlemen, my name is (NAME) and I represent the State.

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On the evening of March 10th, police officers received a call that claimed there were several men suspiciously entering and exiting a Laundromat at 2:00 a.m. Police officers, suspecting that the activities reported were of a criminal nature, investigated the Laundromat. They approached the building cautiously and quietly, when, suddenly, they heard a scream coming from inside the Laundromat. Believing that it was someone in extreme distress, the officers banged on the door. No one answered, and the door was locked. There was another scream. Recognizing the grave nature of the situation, the officers knocked down the door and quickly made their way to the back of the Laundromat. What they found shocked them: two young girls huddled in the corner crying. One girl was half naked, and had been beaten badly. The other girl was gripping a thin, dirty sheet around her bruised body.

The victims you will hear about today are no exception to the vicious cycle of love and abuse in human trafficking. You will learn that the defendant, like many traffickers, preyed on young girls because they were vulnerable, searching for love and support. Once the trafficker had won a girl with attention and gifts, he would trick her into thinking she would be safe with him; he would promise to love and take care of her. She would believe they were in love, claiming that she would do anything for him, and THAT is when the trafficker became her pimp. He convinced the girls here that he needs them to do this, she owes it to him, or, worse yet, that he owns her.

You will hear the testimony of one victim who was trapped because the defendant threatened to tell everyone what she had done, posting pictures of what he made her do. She will share how the defendant made her believe her family would reject her, and how he physically trapped her, never leaving her unattended in case she attempted to escape.

In fact, the trauma a trafficking victim suffers is both physical and mental. In addition to being used by countless men each night, the trafficker verbally and physically abuses her until she begins to believe that she is worthless. Under his watchful eye, she is repeatedly raped, beaten, and tortured.

On the evening of March 10th, two girls were freed from this cycle of mental, emotional, and physical captivity created by their trafficker, the defendant. The prosecution will prove to you beyond a reasonable doubt that the defendant used force, fraud, and coercion against the victims, compelling them to sell themselves for his profit; he is guilty of human trafficking.

At the conclusion of the trial, I will come back to speak with you again, to go through the evidence, and ask you to return the only verdict the evidence supports—guilty.

Defense:

Choice. The situation either of these girls faced was based on the choices they had made, freely and of their own volition. On the night of March 10th, the state both these girls were found in was a result of their decision to be there. They wanted to make money for themselves, and to be with my client.

Ladies and Gentlemen, my name is (NAME) and I represent Mr. Smith.

The girls the police officers found on March 10th were not forced to engage in sexual activities by my client. These girls were not trapped; they were not kidnapped; they were not kept away from people or hidden from plain sight.

During this trial, you will hear no real evidence against my client. You will come to know the truth: he never forced these girls to prostitute themselves. My client cannot help that some individuals desire this type of lifestyle. The media portrays prostitution as glamorous and desirable. These girls wanted to further their careers as working girls serving wealthy patrons and my client merely helped them. He gave them the right clothes and introduced them to possible clients.

The girls were not defrauded. He allowed Ms. Roberts to live with him. He bought her nice gifts, gave her a place to live, and provided food.

These girls were never coerced into an act that they did not want to do, or by false promises. My client cannot be punished for the choices made by these girls; choices they willingly and consciously made.

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The testimony you will hear at this trial will show that Ms. Roberts made a choice, and that my client is innocent.

Judge: The prosecution may call its first witness.

Prosecutor: The People call Officer Sam Reynolds.

(Bailiff takes the witness to the witness stand.)

Clerk: Please stand. Raise your right hand. Do you promise that the testimony you shall give in the case before this court shall be the truth, the whole truth, and nothing but the truth, so help you God?

Officer: I do.

Clerk: Please state your first and last name.

Officer: Sam Reynolds.

Prosecutor: Officer Reynolds, what is your occupation?

Officer: I am a police officer with the City Police Department.

Prosecutor: And how long have you been a police officer with the city?

Officer: 17 years.

Prosecutor: Were you on duty the night of March 10th?

Officer: Yes.

Prosecutor: Can you please tell us about that night?

Officer: Yes. My partner and I were on patrol, and at 2:00am we were dispatched to 123 Park Street to investigate reports of criminal activity.

Prosecutor: What kind of criminal activity?

Officer: We were told possible robbery because several men were seen leaving the Laundromat in the early hours of the morning, so we responded right away. When we pulled up we didn't see anything, but went to the Laundromat to take a closer look around the premises. As we approached the front door, we heard a scream coming from the back. So we rushed around the back and heard another scream. We believed someone might be in danger, so we broke down the door because it was locked. We then walked in…

Defense: Objection, witness is giving a narrative.

Judge: Sustained. Break it up counselor.

Prosecutor: After you heard the scream and entered the building, what did you see?

Officer: We walked through the back part of the Laundromat and saw a hallway with two doors. Both doors were open. The first room was empty with a bed that looked like it had been used recently. The second room had one girl curled on the floor crying, and a second girl was standing there next to her.

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Prosecutor: Can you describe to the jury the condition of the girls as you found them?

Officer: Yes, it was tragic and horrifying. The first girl on the floor had only a sheet covering her. She was beaten badly. The second girl was barely clothed. She had visible bruises, though I could not tell you if they were recent.

Prosecutor: About how old were these girls?

Officer: They were young, although their make-up made them look older. You could still tell they were young though, really young.

Defense: Objection, speculation as to really young.

Judge: Overruled.

Prosecutor: After you saw the girls, what did you do?

Officer: We immediately called for back up. These girls obviously needed medical attention. They did not want us to come near them; it was as if they were afraid of us, or just men.

Defense: Objection, the witness is speculating by claiming that the girls were afraid of men.

Prosecutor: Your Honor, he is just testifying to his observation.

Judge: Sustained. The jury will disregard that the officer's testimony that they were afraid of men.

Prosecutor: Did the girls say anything to you?

Officer: They were so shaken they didn't want to give us their names or tell us anything. All I got from them was that they were from out of state. They were apprehensive when talking to us. One of the girls kept saying, "I deserve it." When the paramedics arrived, only a female paramedic was able to assist them.

Prosecutor: Was there anyone else inside the Laundromat when you found the girls?

Officer: No.

Prosecutor: Was there anyone outside?

Officer: There was a black escalade parked in the parking lot when we arrived.

Prosecutor: Was the car there when you left?

Officer: No, it was gone.

Prosecutor: Do you know who the owner of the black escalade is?

Officer: Yes, we ran the plates. It belongs to the defendant, Richard Smith.

Prosecutor: No further questions, Your Honor.

Judge: Does the defense wish to cross?

Defense: Yes,Your Honor. Officer, you arrived at the Laundromat at 2:00 a.m.?

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Officer: Yes, with my partner.

Defense: You did not see anyone?

Officer: No, just the black escalade.

Defense: But no one was in it?

Prosecutor: Objection, asked and answered.

Judge: Overruled. The witness may answer the question.

Officer: I don't know. We went straight to the Laundromat doors.

Defense: You then entered the building?

Officer: Yes.

Defense: You found the girls?

Officer: Yes.

Defense: You did not find Mr. Smith?

Officer: Someone had just beaten one of the girls to a pulp.

Defense: You said on direct that you couldn't tell if the bruises were recent, correct?

Officer: On one girl, but the other girl still had blood pouring from her wounds.

Defense: But you did not physically see my client there?

Officer: No, just his car.

Defense: No further questions, Your Honor.

Judge: Any re-direct Counselor?

Prosecutor: Yes, Your Honor. Officer Reynolds, do you know who the owner of the Laundromat is?

Officer: Yes, we looked it up and learned that the defendant, Mr. Richard Smith, is the owner.

Prosecutor: And whose car was in the parking lot?

Officer: The defendant's.

Prosecutor: And did the girls admit to knowing the defendant?

Officer: Yes, they referred to him as their boyfriend and called him "daddy."

Prosecutor: Was the portion of the Laundromat that serves as a Laundromat open when you arrived?

Officer: No lights were on in the front, the door was locked; we only found the back of the building occupied.

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Prosecutor: No further questions for the witness Your Honor.

Judge: The witness is excused. (Wait for the witness to leave the stand.) The prosecution may call the next witness.

Prosecutor: The prosecution calls Sarah Roberts.

Clerk: Please stand. Raise your right hand. Do you promise that the testimony you shall give in the case before this court shall be the truth, the whole truth, and nothing but the truth, so help you God?

Victim: I do.

Clerk: Please state your first and last name, and spell your last for the record.

Victim: Sarah Roberts. R-O-B-E-R-T-S.

Prosecutor: Ms. Roberts, I know this is very hard for you, so take your time answering. Can you tell the court how old you are?

Victim: I am 14 years old.

Prosecutor: Are you from (State)?

Victim: No, I am from out of state.

Persecutor: Can you tell the court how you got to (State)?

Victim: Yeah. I was a freshman in high school when my dad left us. My mom wasn't around much and I wanted friends to hang out and have fun with. So one day this girl in my class invited me to a party. My mom wasn't around and she wouldn't have cared anyway, so I went.

Persecutor: Can you tell us about this party?

Victim: Yeah. I got there and there were all these people, a lot older, some my age. There was drinking and drugs, and dancing, you know. This guy came up to me and started telling me I was so pretty I should be a model, you know, all that stuff you want to hear. He asked to see me the next day and then I started seeing him everyday.

Prosecutor: Can you tell the court who this man was?

Victim: (Eyes looking down, then up) Yeah, it was Ricky, I mean Richard Smith.

Prosecutor: And do you see this man in the courtroom today?

Victim: Yes.

Prosecutor: Can you please identify him by what he is wearing and where he is sitting?

Victim: Yeah, he is sitting at the table right there, wearing a gray suit.

Prosecutor: Your honor, let the record reflect that the witness has identified the defendant.

Judge: The record will reflect the defense has identified the defendant.

Prosecutor: What happened after you started to see the defendant regularly?

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Victim: At first it was all cool, you know, he would compliment me, tell me I was his girl, buy me meals. He took me to get my nails and hair done so I could look good for him. After awhile, he told me I should get a tattoo. He said he loved me and wanted everyone to know I was his girl. So I got a tattoo of a diamond with his initials on either side of it.

Prosecutor: How long did this relationship last?

Victim: It was all nice for a few months. Then my mom and I had a fight and she kicked me out. So I stayed with him. At first, I would just kick it with him. He kept buying me gifts, then he started giving me alcohol and drugs. After a couple months, he told me I owed him, that I had to go sell myself to men to make money, you know for rent and food. I didn't have nowhere to go, so I did. When I said I did not want to anymore, he told me he owned me now, and that my tattoo proved it and no one would believe me. When I still refused, he said he took a video of me the first night we spent together and he would send it to my whole school and everyone would think I was scum, and no one would want to know me. I believed him. I just wanted to make him happy, wanted him to love me again.

Prosecutor: Did you ever think to tell someone or run away?

Defense: Objection, compound question.

Judge: Sustained. Counselor, please re-word your question.

Prosecution: Did you tell anyone what was happening?

Victim: No, what am I supposed to say? "I fell in love with this guy and he sells me on the Internet for money to a man to sleep with me or do whatever he wants." No one would believe me. I felt dirty.

Prosecutor: Did you ever think to run away?

Victim: Trust me I wanted to. But I didn't have nowhere to go. At least with him I had food and a place to sleep, there were other girls too. I didn't feel alone. Plus, we moved around a lot. A few nights here, and a few nights there. Sometimes I didn't even know where I was. That's how I ended up here. He made me think the police would never believe me, that one of his clients was a police officer. I was scared if I ran away, he would beat me. He would hit us a lot, beat us with things, burn us, and hurt us with whatever was close to him. We didn't want to make him mad.

Prosecutor: Sarah, I know this is really hard for you, but I need you to tell the Court what happened on March 10th at the Laundromat.

Victim: Ricky would take us to the Laundromat late at night. We had to stay in the rooms until he sent a man in there. We had to do whatever he wanted. That night a man came in and started to do things to me that were so awful. I couldn't take it, I begged and begged for him to stop. He was so mad he started to beat me. He was so mad, and drunk I think. I finally started to scream and he just walked out. I was so shocked, I kept screaming. That's when the other girl came in because her guy got scared away. We huddled in the corner together, that's when the cop came in and found us.

Prosecutor: No further questions, Your Honor.

Judge: Does the defense wish to cross-examine?

Defense: Yes, Your Honor. Ms. Roberts, you chose to go to the party.

Victim: Yes.

Defense: You chose to spend the night with my client.

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Victim: He was all nice to me. He gave me so much attention that night.

Defense: You chose to go out with him multiple times?

Victim: He told me he loved me, he promised to take care of me.

Defense: You chose to accept nice things.

Victim: Yes.

Defense: You chose to live with Mr. Smith.

Victim: I didn't have nowhere else to go.

Defense: You still went to school?

Victim: Yes.

Defense: So you could have still run away.

Victim: It's not that easy. I loved him and needed him.

Defense: You loved him so much you chose to do those things with those men?

Victim: He would have beat me or even killed me...humiliated me. I belonged to him.

Defense: No further questions, Your Honor.

Judge: Re-direct counselor? (To Prosecution)

Prosecutor: Yes, Your Honor. Sarah, did you choose this lifestyle?

Victim: No, I was tricked. I didn't know that he was going to expect me to sleep with men I didn't know just because he took me to get my nails done. I thought he did that because he loved me. I had no choice; I was forced.

Prosecutor: At any point, did you want this lifestyle?

Victim: No.

Prosecutor: Did you want to be beaten?

Victim: No.

Prosecutor: Did you want to be sold to men for sex?

Victim: No.

Prosecutor: Did you want freedom?

Victim: Yes.

Prosecutor: No further questions, Your Honor. The prosecution rests.

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Judge: The witness is excused. (Wait for the witness to leave the stand.)

Persecutor: Your Honor, the People rest their case.

Judge: Is the defense ready with its case?

Defense: Yes, Your Honor. The defense calls Chelsea Jones.

Clerk: Please stand. Raise your right hand. Do you promise that the testimony you shall give in the case before this court shall be the truth, the whole truth, and nothing but the truth, so help you God?

Chelsea: I do.

Clerk: Please state your first and last name and spell the last for the record.

Chelsea: Chelsea Jones. J-O-N-E-S.

Defense: Ms. Jones, how do you know Mr. Smith?

Chelsea: I am his girl.

Defense: And how did you meet him?

Chelsea: I used his Laundromat. He hit on me, told me I was beautiful, you know, sweet stuff like that. He was real nice, giving me discounts sometimes on my laundry. Soon after, I started to work for him.

Defense: Were you ever forced into a line of work that you were uncomfortable with?

Chelsea: Not at all. He is a great man. I love him. I never did anything that I did not want to.

Defense: Did anyone trick you into this line of work?

Chelsea: No. I make my own choices.

Defense: Ms. Jones, do you have any tattoos?

Chelsea: Yes, I do. Several in fact.

Defense: Did you choose to get your tattoos?

Chelsea: Yes. But it was a gift from Ricky though. He would give it to all the girls. It made us feel like we really belonged.

Defense: Ms. Jones, did you choose to stay with Mr. Smith?

Chelsea: Yes.

Defense: Did my client ever threaten you in anyway? Your life?

Chelsea: He loved me and, you know, love can be harsh sometimes.

Defense: I have no further questions, Your Honor.

Judge: Does the Prosecution have any questions?

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Prosecutor: I do, Your Honor. Ms. Jones, you stated you had tattoos, correct?

Chelsea: Yes.

Prosecutor: A tattoo with a diamond?

Chelsea: Yes.

Prosecutor: With the initials R.S.?

Chelsea: Yes.

Prosecutor: On the side of the diamond?

Chelsea: Yes. His girls get them.

Prosecutor: Now Ms. Jones, Mr. Smith would get angry if you didn't make enough money?

Chelsea: Yes...sometimes. He just knew our worth.

Prosecutor: Ms. Jones, you earned money by seeing clients?

Chelsea: Yeah, a lot.

Prosecutor: But you did not keep the money.

Chelsea: No.

Prosecutor: You believed the defendant loved you.

Chelsea: Yes, he does.

Prosecutor: He hit you?

Chelsea: Okay, he did. But I deserved it! I was acting out of line. And whenever he does lecture us, we totally deserve it. Look, he really cares about us. He promises us so much.

Prosecutor: Ms. Jones, you lived with the defendant when you worked for him?

Chelsea: Yes.

Prosecutor: He was always with you?

Chelsea: Yes. Always.

Prosecutor: I have no further questions, Your Honor.

Judge: (Looking at the Defense table) Any re-direct Counselor?

Defense: No, Your Honor. The Defense calls Jimmy Smith.

Clerk: Please stand. Raise your right hand. Do you promise that the testimony you shall give in the case before this court shall be the truth, the whole truth, and nothing but the truth, so help you God?

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Brother: I do.

Clerk: Please state your first and last name and spell your last for the record.

Brother: Jimmy Smith. S-M-I-T-H.

Defense: How do you know Richard Smith?

Brother: I am his older brother.

Defense: Would you say you are close with your brother?

Brother: I am, very much so.

Defense: Do you ever come by his Laundromat?

Brother: Yes, all the time.

Defense: Is it fairly busy?

Brother: All of the time.

Defense: And what shift does your brother work?

Prosecutor: Objection, lack of personal knowledge.

Defense: Your Honor, the witness has said he is close with his brother, so he would know his schedule.

Judge: Overruled. The witness may answer the question.

Brother: He works the night shift.

Defense: You said that you were close; do you two talk about your personal lives?

Brother: Sure, we're brothers.

Defense: And have you met any of his dates?

Brother: I have met a few of his dates. They are always very nice girls. They adore him. He takes care of the girls he dates.

Defense: Has he ever forced a girl to be with him?

Brother: No man, he wouldn't do that. He tends to date girls that come from pretty messed up situations, so they love being with him. It is way better than where they come from.

Prosecutor: Objection, speculation as to "it is way better than where they come from."

Judge: Sustained. The jury will disregard the witness's last statement.

Defense: Did your brother ever trap or coerce the girls he was with, forcing them to stay with him?

Brother: No, they could go whenever they wanted.

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Defense: I have no further questions and witnesses, Your Honor.

Judge: Does the Prosecution have any questions?

Prosecutor: Yes, Your Honor. Mr. Smith, you were close with your brother.

Brother: Yes.

Prosecutor: You talked about his dates.

Brother: That is what brothers do.

Prosecutor: You knew some were from out of state?

Brother: Yeah, a few were.

Prosecutor: Your brother bought gifts for his girls?

Brother: Yeah, expensive stuff, good stuff.

Prosecutor: You heard him tell them how much he loved them?

Brother: Yeah, he said it all the time.

Prosecutor: You saw these girls.

Brother: Yeah.

Prosecutor: You saw what they looked like.

Brother: Yes.

Prosecutor: You saw any marks or bruises on them?

Brother: Sometimes.

Prosecutor: No further questions.

Defense: The Defense rests, Your Honor.

Judge: Is counsel ready with the final arguments?

Persecutor: Yes, Your Honor.

Defense: Yes, Your Honor.

Defense Attorney: (Walk to the front of the jury and face them.)

Ladies and Gentlemen of the jury: At the beginning of this trial I told you this case was about choice. And, after hearing the testimony of the witnesses, this case is still about choice. The Prosecution would have you believe there was force and fraud, trickery, and trapping, but let us look at the evidence more closely.

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Sarah Roberts was in tough family circumstances. She wanted love and attention. She wanted love and attention so badly that, in fact, she CHOSE to leave her situation to be with Mr. Smith. She CHOSE to accept his gifts. She CHOSE to stay, despite the fact that she could leave at any time, and was surrounded by people that she could have turned to. She CHOSE to do those things with those men: there was no gun to her head. She CHOSE to allow her clients to do what they did to her.

The Prosecution tries to paint my client as a violent, ruthless man. The only thing my client is guilty of is being nice, and trying to help Ms. Roberts. The Prosecution must prove that Ms. Roberts' case involved force, fraud, or coercion, but they cannot do so. The choices of Ms. Roberts completely counter the law, and therefore we ask that you find my client innocent of all charges.

Prosecutor: (Stand up and face the jury.)

Sarah Roberts was tricked, trapped, and traumatized. The defendant tricked, trapped, and traumatized the girls he forced into human trafficking. After hearing the testimony in this courtroom you can see that, for Sarah Roberts, her story was not just a sensational headline on a newspaper. It was her life.

Gentlemen of the jury, it would be an injustice to allow a man over two times the age of his victim to get away with promising a young girl in unfavorable circumstances a better life when his only intent was to sell her body to men for sex.

As the Prosecution, we must prove that:

- An individual used force, fraud, or coercion against another to solicit or perform sexual acts for monetary gain or other measurable value

The individual here is the defendant. He used fraud by promising a better life and giving her gifts, such as getting her hair and nails done, and providing her with food and shelter. The defendant used force through abuse and fear. He blackmailed her with video footage, and told her that no one will want her.

He brainwashed Chelsea Jones into thinking that she matters to him, and that no one else will want or believe her. The defense will tell you that he loved the girls, but he did not care about them, about Sarah; he only cared about money.

Sarah told you how she was sold on the internet for sexual activity, which often turned violent. So violent that, on March 10th, she screamed and begged the man who paid to be with her to stop what he was doing.

Ladies and gentlemen of the jury, if you look beyond the emotions and at the facts, you will see a young girl just starting high school, hoping for a better life and falling prey to the lies and deceit of a man whose only intentions were to abuse and exploit her.

The facts are clear. Sarah was tricked into feeling loved, trapped from seeking out help, and traumatized by both the defendant and his clients. The Prosecution has met their burden, and you must find the defendant guilty of human trafficking.

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SESSION FIVE

INITIATION: HOW CAN I ABOLISH HUMAN TRAFFICKING?

Name: _____ Date: _____

ESSENTIAL QUESTIONS:

1. How would I recognize a victim?
2. When I recognize a potential victim, to whom do I communicate my concerns?
3. What necessary steps can I take to help a potential victim and abolish human trafficking?

KNOWLEDGE RATING OF ACADEMIC KEY VOCABULARY:

DIRECTIONS: Rate these words according to your current and previous knowledge:

1= Never have seen the word/term
2= Not sure what the word/term means
3= Can define the word/term and use it

Abolish 1 2 3	Brothel 1 2 3	Indicator 1 2 3
Branding 1 2 3	Hotline 1 2 3	Survivor 1 2 3

ANTICIPATION/REACTION GUIDE STATEMENTS:

DIRECTIONS: Read each statement and note whether you agree or disagree.

MY THOUGHTS: A= Agree D = Disagree	SESSION 5 STATEMENTS
	1. A victim is almost always easily identified.
	2. There are human trafficking resource phone numbers.
	3. One person cannot make a difference in the fight for freedom.

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CONSIDERATION:
SEE SOMETHING

DIRECTIONS: View the video segment on the indicators of human trafficking. Use the *See Something*: Two Perspectives *Chart* to highlight or underline the indicators you identify.

SEE SOMETHING: TWO PERSPECTIVES CHART

Indicators	Scenario 1 Victim: Jennifer	Scenario 2 Trafficker: Johnny
Physical	• Exhaustion • Outward signs of abuse (scars, bruises) • Inappropriate attire in order to look older • Outward signs of drug use (needle marks) • Branding by tattoo	• It can be anyone; there is no specific look • All ages • Outward signs of abuse or fights (scars, bruises) • Unusual or excessive possessions without having a job or regular income (e.g., multiple mobile phones, tablets, clothes, cameras, cars, games)
Behavioural	• Has a much older boyfriend • Absent from school often • Significant behavioural change-from happy to despondent • Withdrawn • Isolated • Receives expensive gifts such as designer handbags or electronics • Makes frequent references to traveling to other cities	• Disrespectful of females; dominant • Uses human life as a commodity • Hangs out in groups with other pimps • Often absent from school or work without reasonable explanations • Disappears for extended periods (days without contact) • Frequents certain areas with no relevant connection to the area • Distinct changes in his social circle (e.g., a loner suddenly has a lot of friends; shy guy suddenly has a lot of girls) • Excessive mobile device use (e.g., mobile phones, tablets) • Defiance or hostility toward authority, including law enforcement
Emotional	• Fear • Shame • Hopelessness • Frequent bouts of tearfulness • Insecurities	• Brokenness • Feelings of neglect or abandonment • Drastic changes in personality (e.g., extreme confidence or swagger) • Fits of rage or violent outbursts • Detachment from others • Lack of empathy; intense disregard for women

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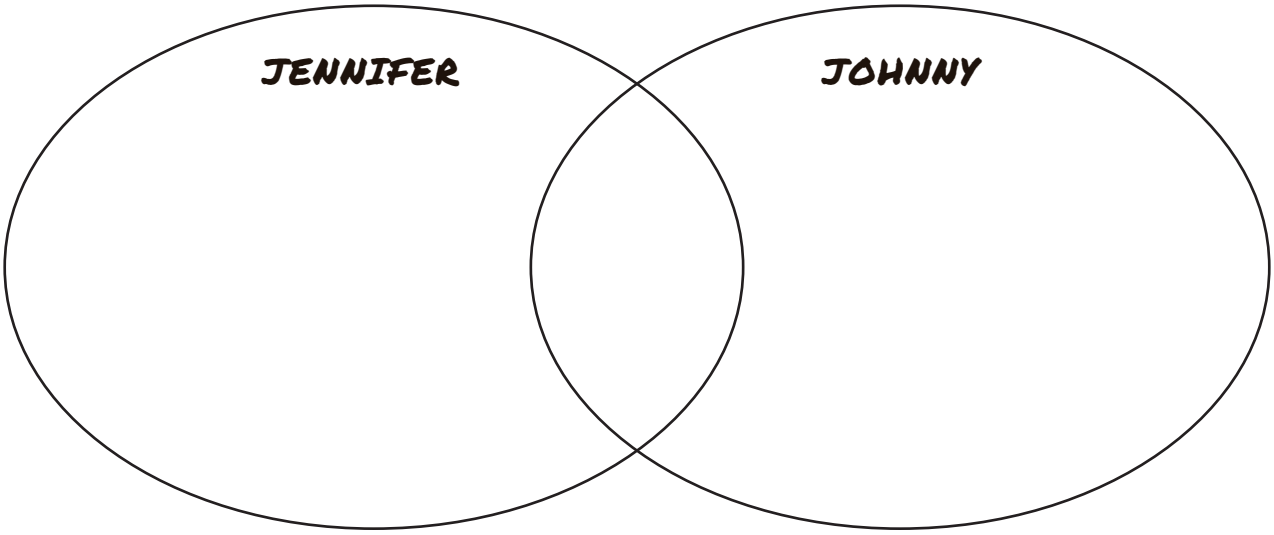
COLLABORATION:
SEE SOMETHING

DIRECTIONS: Collaborate in pairs and compare your *See Something: Two Perspectives Charts*. Compare and contrast the two perspectives: the first point of view is from the sister of the victim, Jennifer, being trafficked; the second is from the trafficker's friend. Use the Guiding Questions below to support your discussion. Share with your partner the reason(s) behind each of your responses to the two questions. State your justification of why you have chosen to perceive the scenario the way you did. Refer to the details from the video to support your thinking.

COMPARE AND CONTRAST THE TWO PERSPECTIVES:



1. How can I recognize a victim?

_____

_____

_____

_____

2. Based on the evidence presented in Jennifer and Johnny's scenarios, think about and jot down what you would do if you saw these indicators. Share what your next steps should be.

_____

_____

_____

_____

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CONSIDERATION:
SAY SOMETHING

DIRECTIONS: Reflect on the second essential question for this session again. Record below what information should be collected and who should be contacted when a human trafficking situation has occurred or is occurring.

ESSENTIAL QUESTION:
When I recognize a potential victim to whom do I communicate my concerns?

SAY SOMETHING

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COLLABORATION:
SAY SOMETHING

DIRECTIONS: Create a commercial/jingle on what steps you should take if you were to ever encounter a situation where you observed the indicators of a victim of human trafficking. Include the hotline number, key vocabulary, and other important information from this session. Apply the rubric provided as a guide to prepare your presentation. Be prepared to perform as a team your commercial/jingle to the rest of the groups.

SAY SOMETHING COMMERCIAL SCORING RUBRIC

SAY	ADVANCED (4)	COMPETENT (3)	APPRENTICE (2)	NOVICE (1)
Group Participation	Worked together with *all* members, contributing equal amounts toward project	Worked together with *some* members, contributing towards, project	There was little cooperation; few members contributed toward the project	There was little team work; only one to two members contributed toward the project
Hotline Number Presented	The hotline number and purpose was clearly stated *three* or more times in the commercial	The hotline number and purpose was clearly stated *two* or more times in the commercial	The hotline number was clearly stated *one* or more times in the commercial	The hotline number was stated one time in the commercial
Lyrics/Rap/ Jingle	Lyrics are extremely catchy and simple and describe the steps well	Lyrics are catchy and simple and describe the steps	Lyrics are somewhat catchy and simple, but lack description	Lyrics are not catchy or simple and lack adequate description
Melody Qualities: Short, Catchy, Simple, or Repetitive	Contains *three* or more qualities of an effective advertisement	Contains *two* qualities of an effective advertisement	Contains *one* quality of an effective advertisement	Lacks the qualities of an effective advertisement
Presentation	Excellent creativity and very well thought out; it captures and holds attention	Some creativity; it holds people's attention and most parts appear to have been thought out	Little creativity and few parts appear to have been thought out; it had trouble holding people's attention	Lacks creativity and not very well thought out; it does not capture or hold people's attention

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CONSIDERATION:
DO SOMETHING

DIRECTIONS: After viewing the video *Do Something*, consider how it only takes one person using their passions and interests to make a difference in the fight for freedom.

There are so many different ways we can make a difference. Be creative and design other strategies for abolishing human trafficking that were not talked about in the video.	_____ _____ _____ _____ _____ _____ _____

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COLLABORATION:
DO SOMETHING

DIRECTIONS: Use your notes from the video segment to springboard ideas. Work together with team members to review the Session 4 Strategies: 4P Paradigms and the actions that can be taken within each strategy. Record additional ways your group can take action and DO SOMETHING to abolish human trafficking

DO SOMETHING CHART

PREVENTION	PROTECTION	PROSECUTION	PARTNERSHIP
• Host awareness events • Get involved in public awareness campaigns • Learn how to identify victims • Get educated on who is at-risk and how to reach these people • Call national hotline and the authorities if you know a victim • •	• Write letters to victims in shelters • Send care packages to victims • Host fundraisers to donate towards aftercare for victims • Support rehabilitation efforts • Support reintegration efforts • •	• Call senators • Write letters to your congressmen about human trafficking legislation • Know your state's human trafficking stance • Get involved with organizations that implement prosecution • Raise awareness of the importance of strengthening prosecution efforts • •	• Build relationships with NGOs (Non-Governmental Organization) that fight human trafficking • Get involved in a local task force • Start a task force if your city does not have one • Focus on strengthening individual talents that can be used to make a difference • •

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DIRECTIONS: Re-read each statement and note whether you agree or disagree with your initial thoughts in the Anticipation Guide at the beginning of this session. While reflecting on the information presented in the video, your personal consideration of the material, and your group's collaborative responses, consider whether the facts presented either *confirm* or *change* your thinking. Justify your reasoning as you confirm or reassess your original responses to the session's statements, based on what you acquired from your learning experiences throughout the session.

ANTICIPATION/REACTION GUIDE

MY THOUGHTS A= Agree D = Disagree	SESSION 5 STATEMENTS	INFO: T= True F = False	MY REACTION (Confirms or changes thinking): Justify Evidence
	1. You can identify a victim by their appearance.		
	2. You are one phone call away from rescuing a victim.		
	3. You can be the *one* person who makes a difference in the fight for freedom.		

SESSION 5 EVALUATION SLIP: HOW CAN I ABOLISH HUMAN TRAFFICKING?

DIRECTIONS: Reflect on what you learned during Session 5. Fill in the rectangles with action steps you can take, indicating how you can help abolish human trafficking.

SEE SOMETHING

SAY SOMETHING

DO SOMETHING

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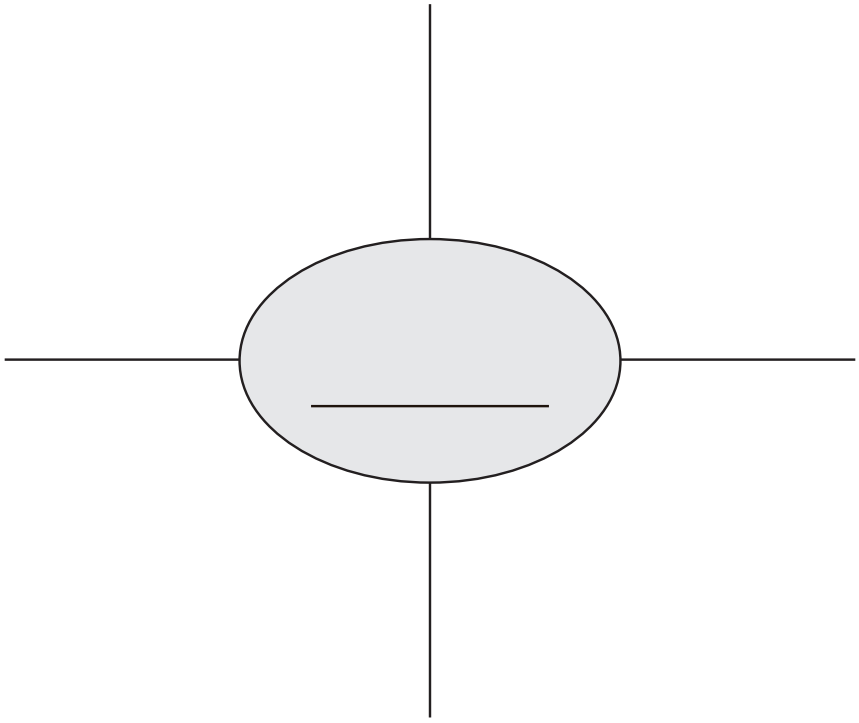
PERSONALIZE YOUR PASSION

STEP 1: Reflect on what passions you have. These can be interests in art, music, public speaking, or athletics. Fill out the schematic below, identifying your personal passions or skills in the middle of the circle.

STEP 2: On the lines extending from the circle, list four ways that what you identified in the inner circle can be used to help change and abolish modern-day slavery. Think of events (or awareness campaigns) that will highlight and implement these interests, such as poster campaigns.

PASSION CHART:



STEP 3: Brainstorm on how your skills and abilities can be combined with other students' talents to effectively combat the issue of modern-day slavery in your school.

DIFFERENTIATION: Imagine that you have been chosen to bring awareness of human trafficking to your community. Using the skills and abilities you listed above, record your top three ideas in the spaces provided below.

MY IDEAS:

1. _____

2. _____

3. _____

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BEING THE VOICE FOR THE VOICELESS

STEP 1: Sit with the group that has been developed for the purpose of this learning lab. Imagine that your group has been chosen to bring awareness about human trafficking to your community. Create a vision statement that explains the big picture behind how you would accomplish this task.

VISION STATEMENT:

_____

_____

_____

STEP 2: Make a list of the main points you and your group members have learned about human trafficking that you feel would be important to further educate the people in your community. Include a story, statistics, and action steps people can take when they suspect a situation of human trafficking is taking place.

INFORMATION

Story of a Victim	Statistics	Preventative Action

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STEP 3: Create a pamphlet, poster board, or fact sheet using the information your group has written that could be used to educate the people in your community about this issue.

STEP 4: Prepare a presentation to share with your community using the information on human trafficking your group has compiled. While you prepare, imagine there are people who are at-risk of being trafficked in the audience. Realize the information you are preparing to present could prevent them from situations of human trafficking.

STEP 5:

PRESENTATION GROUP: Give your group's vision statement and community presentation to your class. Listen to the feedback provided by your peers as they affirm what you have planned and/or provide additional suggestions to help improve your presentation.

AUDIENCE GROUPS: Listen to each presentation and then gather in your group to discuss them. Synthesize all you have learned in this session. Using the Presentation Feedback Form, collectively develop at least two positive comments and perhaps one additional suggestion to help each group improve its vision and presentation.

DIFFERENTIATION: Take your presentation outside the four walls of your classroom by presenting the information you have prepared to your family and friends or to another class or school or a community group you are a part of. This will help spread awareness about human trafficking to those who may be unaware of this injustice.

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SUMMARY CHART

Group Number	Positive Comment #1	Positive Comment #2	Positive Comment #3 (Optional)	Additional Suggestions (Optional)

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FACILITATOR FEEDBACK FORM
BODIES ARE NOT COMMODITIES CURRICULUM

Thank you so much for taking the time to complete this feedback form. Your comments and suggestions are appreciated. Please email this form to: Students@TheA21Campaign.org. Alternatively, you can mail feedback (both facilitator and student feedback forms) to:

The A21 Campaign
Attn: Education
427 E 17th St. #F223
Costa Mesa CA 92627

1. Please rate the following statements on a scale of 1-5, 1 being the lowest, 3 being average, and 5 being outstanding.

Overall branding and layout:
1 2 3 4 5

Ease of delivery as a facilitator:
1 2 3 4 5

Clarity of directions:
1 2 3 4 5

Quality of content:
1 2 3 4 5

Effectiveness of learning labs:
1 2 3 4 5

Media presentation:
1 2 3 4 5

Vocabulary word selection:
1 2 3 4 5

Pacing guide accuracy:
1 2 3 4 5

2. Please write a response to the following questions for each session.

Front Matters: Did this section include all necessary information in your opinion? If not, what could be added?

Pre/Post Test: Did you feel that the questions asked were important and relevant?

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Session 1: Recommendations for improvement:

Session 2: Recommendations for improvement:

Session 3: Recommendations for improvement:

Session 4: Recommendations for improvement:

Session 5: Recommendations for improvement:

Learning Labs: What is your favourite learning lab and why?

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Learning Labs: What is your least favourite learning lab and why?

Media: What is your favourite video element and why?

Media: What is your least favourite video element and why?

3. Would you recommend this material to others? Yes / No

4. Additional comments or an endorsement quote:

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STUDENT FEEDBACK FORM
BODIES ARE NOT COMMODITIES CURRICULUM

Thank you so much for taking the time to complete this feedback form. Your comments and suggestions matter! Please email forms to: Students@TheA21Campaign.org.

1. Please rate the following statements on a scale of 1-5, 1 being the lowest, 3 being average, and 5 being outstanding.

Overall, how would you rate this curriculum?

1 2 3 4 5

Was the information relevant and helpful to you?

1 2 3 4 5

How impacting were the videos?

1 2 3 4 5

2. Please write a response to the following questions.

Out of everything you learned, what stood out the most?

What was your favourite activity?

What was your least favourite activity?

Do you plan to take action to help end human trafficking?

Additional comments or endorsement quote:

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Andrea Hathaway	ScreenWise, LLC
Heather Scott	Bayside Community Church
Jeff Rubin	Cimaglia Productions, Inc.
Matthew Cimaglia	Cimaglia Productions, Inc.
Matthew Phillips	Cimaglia Productions, Inc.
Ryan Grow	Bayside Community Church
Scott Asher	Bayside Community Church
Susan Stauffer	Verocity Creative Communications Inc.
Virginia Thomas	Cimaglia Productions, Inc.

AC Black
Alicia Davalos
Andrew Hand
Anthony Flores
Ariana Costadini
Audrey Walker
Austin Stoecklein
Becky Robbins
Ben Hoyer
Ben Rabbers
Bianca Olthoff
Bradley Hannon
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