

Project Planning Template

Human Trafficking: Listening to Her Story

COURSE: Law Enforcement	DURATION: 3 weeks	TEACHER:	Human Trafficking: Listening to Her Story
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GLOBAL ISSUE OVERVIEW

Human trafficking has received increasing global attention. Initially, trafficking of women and girls for forced sex work and domestic servitude were the sole focus of advocacy and assistance. Today, there is recognition that women, children, and men are trafficked into many different forms of labor and for sexual exploitation.

The health risks to victims of labor trafficking can include poor ventilation and sanitation, extended hours, repetitive-motion activities, extreme temperatures, and exposure to airborne or bacterial contaminants. Exposure to such risk factors can result in exhaustion, dehydration, a variety of mental health syndromes, heat stroke or stress, hypothermia, frostbite, accidental injuries, infections, and respiratory problems. In the case of trafficking for sexual exploitation, women and girls trafficked for prostitution are caught in cycles of sexual violence and assault.

A holistic and comprehensive strategy is needed to combat trafficking effectively. It is critical to implement legal safeguards for women and girls to alleviate poverty and create greater possibilities for non-exploitative options for girls and women.

Global Competencies Addressed:

- Investigate the World: Initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues.
- Recognize Perspectives: Recognize, articulate, and apply an understanding of different perspectives.
- Communicate Ideas: Select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.
- Take Action: Translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.

Standards Addressed		
Career/Technical Knowledge and Skills	Academic Knowledge and Skills	21 st Century Skills
<p>Common Career Technical Core Career Ready Practices CRP – 1 Act as a responsible and contributing citizen and employee. CRP – 4 Communicate clearly, effectively, and with reason. CRP – 5 Consider the environmental, social, and economic impacts of decisions. CRP – 6 Demonstrate creativity and innovation. CRP – 7 Employ valid and reliable research strategies. CRP – 10 Use technology to enhance productivity. CRP – 12 Work productively in teams while using cultural/global competence.</p> <p>Law Enforcement Services Career Pathway LW-ENF – 5 Analyze the impact of federal, state and local laws on law enforcement procedures. LW-ENF – 9 Evaluate for the signs of domestic violence, child abuse and neglect. LW-ENF – 13 Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.</p>	<p>Writing: Communicate information and ideas in narrative, informative, and persuasive writing with clarity and effectiveness. W.9-10.3 W.11-12.3 WHST.9-10.2 WHST.11-12.2 WHST.9-10.4 WHST.11-12.4</p> <p>Speaking: Deliver planned and impromptu oral presentations. SL.9-10.1 SL.11-12.1 SL.9-10.4 SL.11-12.4 SL.9-10.6 SL.11-12.6</p> <p>Common CORE Literacy CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance,</p>	<p>Learning and Innovation Skills:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Communication and Collaboration <p>Information, Media, and Technology Skills:</p> <ul style="list-style-type: none"> • Information Literacy <p>Life and Career Skills:</p> <ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-Direction • Productivity and Accountability • Leadership and Responsibility

and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5
 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

PROJECT DEFINITION & GOALS/OBJECTIVES

1. Students will identify and analyze the global legal problems of human trafficking.
2. Student will understand the laws to punish perpetrators of human trafficking.
3. Students will analyze the approach of law enforcement in ending human trafficking.

The teacher can identify human/sex trafficking stories in advance or have students research to find a story online.

Project Goals/Objectives:

- Identify state, national, and international statistics of human trafficking.
- Describe the issues and perspectives in law enforcement of victims of human trafficking.
- Identify state and national legal processes and procedures for perpetrators of human trafficking.
- Determine and describe how law enforcement is accomplishing their mission to end human trafficking.

SCENARIO OR PROBLEM: What scenario or problem will you use to engage students in this project?

Survivor Story: Tricked by a Man She Trusted

Several years ago, Gabriella lived in Colombia with her family and worked at a grocery store. As the eldest child, she had to provide for her mother and sisters after her father committed suicide. A childhood friend of Gabriella’s moved to the United States some years before, and he offered to help her move to America every time he visited Colombia. He promised he would help her to find work in a restaurant so she could better support her family. After a year, she agreed.

The next thing she knew, Gabriella was taken to the U.S. and forced into prostitution. Not only was she held in debt bondage for \$10,000, but she was told that if she tried to escape, her family would be harmed. For five long years, Gabriella lived as the property of her traffickers. She was moved to a different brothel almost every week, never knew where she was, and wasn’t able to seek outside help.

Unfortunately, Gabriella’s story is not unique. Victims are regularly left without homes, employment, family, or friends. Fortunately for Gabriella, Immigration Customs Enforcement (ICE) caught her trafficker. Gabriella was rescued through a raid that ICE did on the brothel where she was held. ICE referred her to Polaris for services.

(from: <https://polarisproject.org/blog/2015/01/05/survivor-story-tricked-man-she-trusted>)

How common is the trafficking of women internationally? The International Labour Organization estimates that there are 20.9 million victims of human trafficking globally. Fifty-five percent are women and girls, 26% are children, and 68% are trapped in forced labor. Law enforcement agencies recognize the need for a holistic and comprehensive strategy to combat human trafficking. You have been asked as consultants to research the prevalence of human trafficking, specifically of women. Your job is to:

- Find (or select) a story of a woman from another country who has escaped human trafficking.
- Research the statistics of human trafficking in the country she came from.
- Select one state in the United States:
 - Research the human trafficking statistics in that state.
 - Determine and describe how law enforcement is accomplishing their mission of ending human trafficking (task forces, advocates, etc.).
 - Research how law enforcement in the state works with victims (taking care of physical and mental health, coordinating social services, working with immigration and customs, maintaining victim privacy, etc.)
 - Research legal ramifications of perpetrators in the state.

You will compile your research in a written report as well as in a presentation for classmates. Your presentation should contain at least one visual aid (brochure, infographic, powerpoint, webpage, etc.) containing the results of your research.

Essential Questions		Grade Level Adaptations	
<ul style="list-style-type: none"> • How can human trafficking exist in the world today? • What does it mean to be in slavery? • How do my actions and choices locally impact human trafficking elsewhere in the world? 		<p>Younger grades: Given the nature of this topic, it is not recommended for students younger than 9th grade.</p> <p>More advanced students: Students can contact local law enforcement agencies for an interview on the topic. Students could also compare statistics from their own state to the state they research.</p>	
ASSESSMENT: How will you determine what students have learned? (Check all that apply.)			
FORMATIVE		SUMMATIVE	
Quizzes/Tests		Multiple Choice/Short Answer Test	
Notes/Graphic Representations		Essay Test	
Rough Draft	X	Written Product with Rubric	X
Practice Presentation	X	Oral Presentation with Rubric	X

Preliminary Plans/Goals/Checklists of Progress	X	Other Product or Performance with Rubric	
Journal/Learning Log		Self-Evaluation or Reflection	X
Other:		Evaluation by Authentic Audience	
		Other:	

MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?

- Computer access
- Internet access
- Presentation Rubric
- Project Rubric

Internet Resources – content specific:

- United Nations Office on Drugs and Crime: <http://www.unodc.org/unodc/en/human-trafficking/global-report-on-trafficking-in-persons.html>
- Equality Now Sex Trafficking Facts: <http://www.equalitynow.org/traffickingFAQ>
- Unicef Infographic: A Global Look at Human Trafficking: <https://www.unicefusa.org/stories/infographic-global-human-trafficking-statistics>
- The Advocates for Human Rights: http://www.stopvaw.org/Finding_a_Common_Definition_for_Trafficking.html
- World Health Organization: http://apps.who.int/iris/bitstream/10665/77394/1/WHO_RHR_12.42_eng.pdf
- The Polaris Project: <https://polarisproject.org/>
- The Polaris Project, State Laws and Issue Briefs: <https://polarisproject.org/state-laws-issue-briefs>
- FBI Bulletin: <https://leb.fbi.gov/2013/march/prostitution-and-human-trafficking-a-paradigm-shift>
- National Human Trafficking Resource Center: <https://traffickingresourcecenter.org/what-human-trafficking/federal-law>
- Homeland Security, Human Trafficking Laws and Regulations: <https://www.dhs.gov/human-trafficking-laws-regulations>
- Video on Britain’s Modern Slave Trade: <https://www.youtube.com/watch?v=JKoeUxvijRA> (47 minutes) or <http://interactive.aljazeera.com/aje/2016/uk-slavery-sex-slave-smuggling-investigation/index.html#sextrade> (1:15 minutes)

SUPPORT, MODIFICATIONS, AND EXTENSIONS: What is needed to provide support for students who have difficulty learning the content, modify for students with special learning needs, or to provide enrichment for advanced students?

- Teacher-created graphic organizers can be used to guide the project’s research and recommendation phases for students who need additional structure.
- Extended time can be offered to students with special learning needs.
- Advanced students can interview a local law enforcement officer on the topic or compare statistics from their own state to the state they research.
- Before and after school assistance will be offered.

CALENDAR OF MAJOR LEARNING ACTIVITIES—What are the learning activities or tasks for each day? Are there any project milestones? When will formal assessment activities occur?

Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Discussion about the perceptions of human trafficking, prevalence, victims, and perpetrators; Watch video on Britain’s Modern Slave Trade; present project scenario	Research day - Students research stories of women, countries, and states	Research day - Students research stories of women, countries, and states; Progress check-in	Continue research; Group brainstorming/discussion on local, federal, and international law enforcement responsibilities	Research day - Students research law enforcement missions, working with victims, and perpetrator legal ramifications
Week 2				
Research day – present draft data, stories, and law enforcement information to teacher	Research day – finalize story, data, and law enforcement information; Develop outline of report	Discussion of progress, preliminary findings, and presentations; Report outline due; Begin draft report	Writing day – Students write report of findings	Writing day – Students write report of findings; Begin presentation outline
Week 3				
Writing day – Students finalize report; Students work on draft presentation	Reports due; Students work on presentations & visual aid	Students finalize presentations and work on visual aids	Human Trafficking Presentations	Finish presentations Individual student reflections Class reflection activity

STUDENT REFLECTION ACTIVITIES—How will students reflect on their work? Add reflection questions and/or activities here.

See Human Trafficking: Listening to Her Story Reflection worksheet.

Class reflection activity: After students complete the student worksheet, put each reflection question from the worksheet on a sheet of poster paper and place around the room. Have students use post-its to place at least one reflection on each sheet. After everyone has put their post-its up, have students go to each poster again and place a dot (or x or checkmark) on the reflections of others that resonated with them. Quickly review the reflections, inviting students to share their thoughts on any “ah-ha” moments they had during the project.

Adapted from: Southern Regional Education Board, Unit Planning Template, 592 10th St. N.W., Atlanta, GA 30318-5776