

# Modern Day Slavery



<http://www.thefreedomproject.org/five/>

## How do we, as youth, combat all forms of human trafficking?

Often compared to modern day slavery, human trafficking has become one of the world's largest hidden criminal industries. Whether the individual is sexually exploited or becomes a domestic servant, or a factory laborer, those trafficked are held in conditions against their will. How do we, as youth, combat all forms of human trafficking?



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LESSON PLAN OVERVIEW	
<b>Estimated Time:</b> 1-2 days, depending on structure and length of class.	<b>Grade Level:</b> High school students, 9 <sup>th</sup> -12 <sup>th</sup> grades)
<b>Materials:</b> Discussion Space, Pen/Pencil, Paper, Internet access.	
<b>Standards</b> GNG's work is directly linked to preparing students for college and career readiness through the <a href="#">Common Core standards</a> . While our work is centered on Common Core standards, we also meet <a href="#">National Standards for Civics &amp; Government</a> and <a href="#">Technology</a> .  <i>Please refer to the GNG website (<a href="http://www.gng.org">www.gng.org</a>) for specific standards.</i>	
<b>Lesson Overview</b> As a best practice, teachers should integrate the full lesson plan. This lesson plan is divided into three best practice steps. Educators should approach the lesson using all steps collectively as each step is built cumulatively upon the other. <ol style="list-style-type: none"> <li><b>Step #1</b> students will <b>LEARN</b> as they <i>acquire background knowledge</i> about human trafficking.</li> <li><b>Step #2</b> students will <b>ACT</b> as they <i>participate</i> in a class project and <i>prepare</i> for the Interactive Videoconference (IVC).</li> <li><b>Step #3</b> students will <b>REFLECT</b> and connect on how this topic personally impacts them and the world around them, including accessing <i>additional resources</i> to further learn about the topic.</li> </ol>	
<b>Learning Objectives &amp; Outcomes</b> <i><b>Program Goal:</b> Students will gain an understanding of the complexity and magnitude of human trafficking issues in the world and will learn what organizations, individuals, and students are doing to spread awareness.</i>	
<b>LEARNING OBJECTIVES</b> <ul style="list-style-type: none"> <li>Identify different forms of human trafficking.</li> <li>Explore the effects human trafficking has on individuals and communities.</li> <li>Apply the information to both domestic and international contexts.</li> <li>Investigate and analyze solutions.</li> <li>Engage in critical thinking and discuss how to create awareness of human trafficking.</li> </ul>	<b>LEARNING OUTCOMES</b> <ul style="list-style-type: none"> <li>Gain familiarity with different forms of human trafficking and the effects it has on individuals and communities.</li> <li>Understand multiple perspectives and contribute productively to a group discussion.</li> <li>Learn how to work as a team member to solve a social problem.</li> <li>Demonstrate their knowledge by creating solutions to a complex issue.</li> </ul>

## Pulse: Modern Day Slavery

**“How do we, as youth, combat all forms of human trafficking?”**

UNICEF is the United Nations’ primary agency focusing on the rights of children and approaches trafficking as a serious violation of these rights. Protecting children from trafficking begins with prevention. This means reducing the vulnerabilities that make children and families susceptible to exploitation in the first place. UNICEF, with its partners, addresses factors that may contribute to trafficking, including poverty and a lack of education or employment options. Active in child protection in more than 150 countries, UNICEF child protection programs take into account all of the needs and realities that vulnerable families and communities face.



<http://www.unodc.org/>

UNICEF’s efforts include:

- Helping provide sustainable economic opportunities that provide a living wage for parents so that their children do not have to work to support the family and can attend school instead
- Working with communities on changing prevalent mindsets around the treatment of children, forming local self-help groups.
- Improving the quality of education, including transitional options for children whose education has been interrupted.

In the U.S., collaboration between grassroots volunteers, survivors of human trafficking, NGOs, policymakers, business leaders, and educators are leading to fundamental legal, corporate, and cultural changes aimed at ending human trafficking in all its forms. Because human trafficking is such a complex, widespread issue, addressing it requires coordination between many actors, including government, nonprofit organizations, businesses, faith-based communities, law enforcement, and educators.<sup>1</sup>

The topic of human trafficking can be a difficult and sensitive topic to address. The following guiding questions can further support student learning and reflection:

- Is my community aware of human trafficking?
- Where does human trafficking occur and why?
- Who does human trafficking affect?
- As a high school student, can I play a role in combatting human trafficking?

<sup>1</sup> Found on page 3: [http://teachunicef.org/sites/default/files/sites/default/files/units/end\\_trafficking\\_6\\_6\\_hs\\_unit.pdf](http://teachunicef.org/sites/default/files/sites/default/files/units/end_trafficking_6_6_hs_unit.pdf)



Program Activities			
	Activity	Page	Estimated Time
LEARN	Human Trafficking: Worldwide Modern Day Slavery	5-6	60 minutes
	Not My Life Viewing Guide	6-18	
	IVC #1	19	30 minutes preparation 60 minute IVC + 30 min. dial-in
ACT	Anti-Human Trafficking Campaign	20	60 minutes
	IVC #2	27	30 minutes preparation 60 minute IVC + 30 min. dial-in
REFLECT	Reflect and Connect: Debrief & Take Action	28-30	15 minutes

## LEARN

Human Trafficking: Worldwide Modern Day Slavery	
<b>TIME</b> Approximately 1 class period	<b>MATERIALS</b> Internet, notebook, board or larger paper for presentations if needed
<b>OVERVIEW</b> Students will work together to learn about human trafficking in many forms in many regions. Students will then share their findings and reflect upon the affects of human trafficking worldwide.	
<b>INSTRUCTIONS</b> Using UNICEF's End Trafficking Project <b>Educator Screening and Discussion Guide</b> (found on pages 6-18), students will learn about various forms of human trafficking taking place in different regions around the world though the film, <i>Not My Life</i> . Follow the sample agenda given in the UNICEF Educator Guide. This includes a pre-screening survey and discussion in addition to an introduction to the film. Then, watch the film <i>Not My Life</i> .  <b>DISCUSS:</b> As a class, use the "Post-Screening Discussion" section of the Educator Screening and Discussion Guide to discuss the film <i>Not My Life</i> .  For additional Educator resources, please visit <b>Teach UNICEF's Child Trafficking lesson plans</b> , with units specifically focuses on grades 6-8 and 9-12: <a href="http://teachunicef.org/explore/topic/child-trafficking">http://teachunicef.org/explore/topic/child-trafficking</a> .	



<sup>®</sup>  
**BELIEVE IN ZERO**

## **Not My Life**

### **Educator Screening and Discussion Guide**

**The End Trafficking Project**

## Contents

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# About This Screening & Discussion Guide

TeachUNICEF is proud to feature a school-friendly version of the human trafficking documentary film *Not My Life* at [teachunicef.org/explore/topic/child-trafficking](https://teachunicef.org/explore/topic/child-trafficking).

This screening guide for the film is designed to help you engage students — a single class, an informal group, or an audience at a special event — on human trafficking as it occurs in the U.S. and around the world. The tools it contains are meant to assist you and can be adapted to best suit the needs of your group.

Human trafficking is a highly complex issue affecting millions of children, women, and men worldwide. Given trafficking's secretive nature, people in your community may not be aware of how widespread it is — and they may have a limited understanding of the abuse, violence, and exploitation that trafficking victims experience.

This is what makes *Not My Life* such a powerful tool for raising awareness about human trafficking. Filmed on five continents over a period of four years, *Not My Life* brings the horrifying practices of a multibillion-dollar global industry to life through the stories of a handful of survivors.

**You are encouraged to use this film in conjunction with the TeachUNICEF End Trafficking middle or high-school unit. There, you will find lessons that allow students to**

- Learn the basics of child trafficking
- Examine their own connection with a world economy that permits – and often encourages – worst forms of child labor
- Discuss the risks and vulnerabilities that can lead to a child being trafficked
- Create comic strips that depict real-life stories of organizations (including UNICEF) rescuing children from trafficking situations
- Develop and share their own advocacy tool for combatting child trafficking

These units are interdisciplinary, standards-aligned, and available for free download at [teachunicef.org/explore/topic/child-trafficking](https://teachunicef.org/explore/topic/child-trafficking).

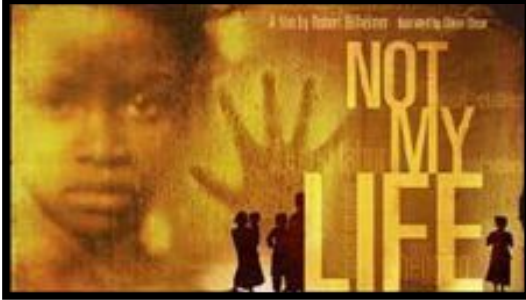
## Helpful screening hints:

- If the viewing is a special event and you are going to serve refreshments, please consider buying Fair Trade options to ensure that no child or slave labor was used in the making of the products.
- For the first 27 seconds of the film, there is only audio. Images will appear at about 30 seconds.



# Sample Agenda

(Suggested Duration: Eighty to Ninety Minutes)



1. Pre-Screening Surveys and Discussion (10 minutes)
2. Introducing the End Trafficking Project and Not My Life (5 - 7 minutes)
3. Not My Life Screening (32 minutes)
4. Film Discussion (15 minutes)
5. Take Action Discussion & Closing (10 minutes)
6. Evaluation (5 - 7 minutes)

## Introducing the End Trafficking Project

Introduce UNICEF and this special project from the public face of UNICEF in the United States, the U.S. Fund for UNICEF.

### Suggested Talking Points

- Has anyone here ever heard of UNICEF? What do you know about it?
- When many people hear the name UNICEF, they often think about UNICEF's work in providing children with things like emergency aid, therapeutic food, clean water, and medical care.
- But UNICEF also has a strong record in protecting children from violence, exploitation, and abuse.
- As many of you may already know, human trafficking is happening here in the U.S. and in virtually every country around the world.
- That is why the U.S. Fund for UNICEF has launched a new project called End Trafficking.
- The goal of the End Trafficking project is to a) raise awareness about the issue and b) help people take meaningful action to protect children and prevent this horrific form of exploitation.

# Pre-Screening Discussion Guide

## a) Pre-Screen Survey

Before beginning the screening, ask the students to complete the brief survey on page 9. Review responses as a group to help guide the pre-screening discussion. Don't be surprised if students know the answers to some or most of the questions. The point of the survey is not just to teach something new, but to activate prior knowledge and prepare students to view the film. Emphasize that there are many different types of trafficking, many risk factors that make people vulnerable, and many organizations and actors involved in combating trafficking.

## b) Other Suggested Questions for Pre-Screening Discussion

- What is "human trafficking"? Can you give an example?
- Where does human trafficking take place?
- What kinds of people are vulnerable to trafficking? What are some factors that make them vulnerable? Who are the traffickers?
- How do you think trafficking is being combated?

## c) Suggested Talking Points to Introduce the Film:

*(For more information, visit [notmylife.org](http://notmylife.org))*

### GENERAL STATISTICS

- Every year, as many as 800,000 women, men, and children are trafficked across international borders. (U.S. State Department)
- According to recent ILO estimates, 55% of those trafficked are women and girls –and up to 5.5. million are children.
- Today, children right here in the U.S. are being exploited and sometimes enslaved.

### NOT MY LIFE & UNICEF

- For many of us, it may be hard to understand what statistics like these really mean. Not My Life is such an important film because it puts human faces on these numbers and brings them to life.
- Filmed on five continents over a period of four years, Not My Life forces us to face the reality of human trafficking through the lives of victims around the world.
- UNICEF is one of several partner organizations that helped in the making of Not My Life. In fact, during the film you will hear from Dr. Susan Bissel, Chief of UNICEF's Child Protection Program.

### SENSITIVE ISSUES

- Some of the people in the film have survived horrific, unspeakable experiences. Because of that, some of the content you're about to see may be difficult to watch.
- We want you to know that sensitive issues will be raised; the film requires maturity from its viewers. As challenging as some parts of the film will be, we believe you will ultimately find it inspiring.

# Screening Guide

The streaming version of *Not My Life* on **TeachUNICEF.org** breaks down into segments as follows:

Time	Title	Content
0:00 – 1:20	Intro	
1:24 – 6:07	“Many Boys Die”	<ul style="list-style-type: none"> <li>Fishing boys enslaved on Lake Volta in Ghana</li> </ul>
6:07 – 7:23	“It Is Like Hell in This Place”	<ul style="list-style-type: none"> <li>Children working at the Ghazipur Landfill in New Delhi, India</li> </ul>
7:23 – 10:38	“I Beat Them With My Fists”	<ul style="list-style-type: none"> <li>Who are the traffickers? Prosecution for trafficking</li> <li>Interviews with traffickers at Zoha Prison in Bucharest, Romania</li> </ul>
10:38 – 15:40	“He Could Have Been My Grandpa”	<ul style="list-style-type: none"> <li>Domestic sex trafficking in the U.S.: Oklahoma, Kansas, District of Columbia, and New York City</li> </ul>
15:40 – 20:57	“Our Greatest Shame”	<ul style="list-style-type: none"> <li>A brief look at labor trafficking and child labor in the supply chain</li> <li>Child exploitation within families in Guatemala City featuring International Justice Mission</li> </ul>
21:00 – 23:21	“Don’t Mess With Your Children”	<ul style="list-style-type: none"> <li>Child exploitation within families in Guatemala City featuring International Justice Mission</li> </ul>
23:22 – 26:24	“Force, Fraud, and Coercion”	<ul style="list-style-type: none"> <li>Polaris Project and the National Human Trafficking Resource Center and Hotline</li> <li>Forced domestic servitude in Washington, DC</li> </ul>
26:29 – 30:04	“Children Started Killing Themselves”	<ul style="list-style-type: none"> <li>Child soldiers</li> </ul>
30:04 – 31:57	Closing	<ul style="list-style-type: none"> <li>Inspiration to take action</li> <li>Where are the victims now?</li> </ul>

# Post-Screening Discussion

To help the students process what they've just seen, allow time for reflection after viewing the film. Feel free to use some of the other suggested questions, as appropriate, and be prepared to talk about what UNICEF is doing to protect children from trafficking before leading the group in a discussion of ways to take action.

## Reflection and Recap – Suggested Questions

- What struck you most about the film? Did anything surprise you?
- What kinds of trafficking did you see in the film?
- Who were the victims? Did they match your idea of them before seeing the film?
- What were some of the factors that led to people being trafficked?
- What were some similarities in the stories of the people who were trafficked?
- What were some differences in the stories of the people who were trafficked?
- Who were the traffickers? Did they match your idea of them before seeing the film?
- How is trafficking being addressed? Who is involved in the fight? What are they doing?
- Do you think there might be trafficking in your city or state? Where might it be happening?

## What UNICEF Is Doing About Trafficking – Suggested Talking Points

To combat child trafficking, UNICEF works with its partners in 150 countries around the world to reduce factors that place children and families at risk in the first place. Some examples of UNICEF's child protection efforts include:

- Partnering with MTV in Latin America to conduct an awareness campaign aimed at at-risk youth (MTV Exit Campaign)
- Helping to pay school fees for children in West Africa so that parents are less pressured to sell their children's labor
- Ensuring that girls get education, vocational training, and life skills in order to reduce their vulnerability
- Working with communities to change harmful traditions and practices like forced child marriage that increase children's vulnerability to trafficking
- Training police, social workers, and border officials to treat child victims of trafficking with dignity, and not as criminals
- Promoting safe Internet access for children
- Working with governments to develop and enforce laws that outlaw use of children in armed forces
- Reintegrating survivors with family and community, if that proves to be in their best interest
- Filming the testimonies of survivors so that they do not have to relive their story over and over during investigations

# Take Action

Lead the students in a discussion on ways to take action. Distribute the End Trafficking Fact Sheet included in the appendices, or if you are using the TeachUNICEF End Trafficking unit, ask the students to refer to Handout 1. The Fact Sheet recommends three ways to take action, including posting the National Human Trafficking Hotline; a Hotline flier is also provided in the appendices.

## **Suggested Talking Points**

- At the end of Not My Life, a challenge is presented: Now you know. What will you do?
- Ask the students for suggestions.
- Three suggestions are listed on the back of the End Trafficking Fact Sheet. Review and discuss Take Action items.
- You can also visit [unicefusa.org/endtrafficking](http://unicefusa.org/endtrafficking) for more take action ideas.
- Closing – Suggested Talking Points
- Leave some time for questions and comments. If the screening is a special event, thank the audience and express your hope that they will continue to learn and take action that protects children in the U.S. and supports UNICEF's efforts to protect children around the world
- It would be helpful if you would distribute the evaluations found on page 6 and submit results to: **End Trafficking – The U.S. Fund for UNICEF, 125 Maiden Lane, 10th floor, New York, NY 10038**

## END TRAFFICKING PRE-SCREENING SURVEY (PLEASE CIRCLE ONE)

- |  |   |       |
|--|---|-------|
| 1. On a scale of 0 to 5 (0 = not at all, 5 = very), how familiar are you with what human trafficking is? |   |       |
|  | 1                      2                      3                      4                      5 |       |
| 2. Victims of human trafficking in the US can be US citizens as well as foreign born.                    | TRUE  | FALSE |
| 3. About one third of all trafficking victims are children.  | TRUE  | FALSE |
| 4. Traffickers can make a lot of money, and are rarely convicted.  | TRUE  | FALSE |
| 5. Human trafficking has been reported in all 50 states in the US.                                       | TRUE  | FALSE |
| 6. It is the government's responsibility to fight trafficking.   | TRUE  | FALSE |
- 

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| 5. Human trafficking has been reported in all 50 states in the US.                                       | TRUE  | FALSE |
| 6. It is the government's responsibility to fight trafficking.   | TRUE  | FALSE |
- 

## END TRAFFICKING PRE-SCREENING SURVEY (PLEASE CIRCLE ONE)

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| 3. About one third of all trafficking victims are children.  | TRUE  | FALSE |
| 4. Traffickers can make a lot of money, and are rarely convicted.  | TRUE  | FALSE |
| 5. Human trafficking has been reported in all 50 states in the US.                                       | TRUE  | FALSE |
| 6. It is the government's responsibility to fight trafficking.   | TRUE  | FALSE |
- 

### Answer Key

**2. TRUE** — The film will help us understand this better. While many U.S. victims come from vulnerable backgrounds (contact with the child welfare system, history of sexual abuse), people without these experiences can be trafficked as well. **3. TRUE** — Girls and boy are trafficked for sex and labor. Worldwide, girls are more affected – for every three child victims, two are girls, one is a boy. **4. TRUE** — It's estimated that the profit from human trafficking is \$32 billion a year. While more and more countries have laws against trafficking in place, laws are often not enforced; traffickers use technology and criminal networks to avoid being caught. **5. TRUE** — Human trafficking has been reported in all 50 states. However, trafficking is especially prevalent in states like California, Florida, New York and Texas. **6. TRUE** — It is the government's responsibility to fight trafficking, but trafficking is a complicated widespread crime. It will take cooperation between many different people to end it (e.g. teachers, health care officials, police, people like you!).

## NOT MY LIFE: SCREENING EVENT EVALUATION

1. During this event, I learned that:

- ☐ Human trafficking happens all over the world, including the United States.
- ☐ Human trafficking includes sex trafficking and labor trafficking.
- ☐ Children are often trafficked at a very young age.
- ☐ Other: \_\_\_\_\_

2. When I think about human trafficking, I feel: \_\_\_\_\_

3. After this event, do you feel equipped to tell others about what human trafficking is?  
(0 = not at all, 5 = definitely)

0                      1                      2                      3                      4                      5

4. What actions are you most likely to take after attending this event? Check all that apply.

- ☐ Go to **[www.unicefusa.org/endtrafficking](http://www.unicefusa.org/endtrafficking)** and follow **@EndTraffick** on Twitter.
- ☐ Join the UNICEF Action Center **<http://actioncenter.unicefusa.org>**.
- ☐ Visit **[www.slaveryfootprint.org](http://www.slaveryfootprint.org)** to learn how many exploited people work for you.
- ☐ Post the National Human Trafficking Hotline number: **1-888-373-7888** or text **BeFree** (233733).
- ☐ Ask elected officials to support anti-trafficking laws.
- ☐ Encourage others to watch the film and/or host a screening of "Not My Life."
- ☐ Other (please specify) \_\_\_\_\_

5. How would you rate the event overall?

★                      ★★                      ★★★                      ★★★★                      ★★★★★

6. Any final comments or suggestions regarding the event and End Trafficking in general?

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## WHAT IS HUMAN TRAFFICKING?

**Human trafficking** has been likened to modern-day **slavery** that **subjects children,** women, and men to **force, fraud, or coercion** for the purpose of commercial sexual **exploitation** or **forced labor.** This horrific practice can include **prostitution, pornography, and sex tourism** as well as **labor** for domestic service, factory or construction work, and **migrant farming.**

Victims suffer from **physical, emotional, and sexual abuse** and rarely have access to an education or to health care.



Human trafficking has been reported in **all 50 states in the U.S.** The U.S. is a source, destination, and transit point for trafficking victims.

Human trafficking rates are particularly high in California, Texas, Florida, and New York.

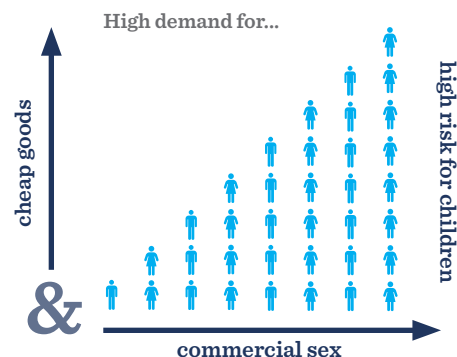


Anyone can be trafficked regardless of class, education, gender, or age when forcefully coerced or lured by false promises.

The ILO estimates that there are **5.5 million** child victims of trafficking.

## Supply & Demand

The high demand for cheap goods and commercial sex puts children around the world at risk of becoming the "supply."



Human trafficking is extremely profitable, generating an estimated **\$32 billion** in yearly profits.

### LABOR TRAFFICKING

### SEX TRAFFICKING

restaurants	brothels
bars	strip clubs
hotels	escort and massage services
agriculture	pimp controlled prostitution
construction	on the street
traveling sales crews	on the internet

Labor trafficking occurs in a wide variety of industries. Sex trafficking is facilitated in numerous ways.

Some runaway groups estimate that **1 in 3** young people is solicited for sex within 48 hours of running away or becoming homeless in the U.S.



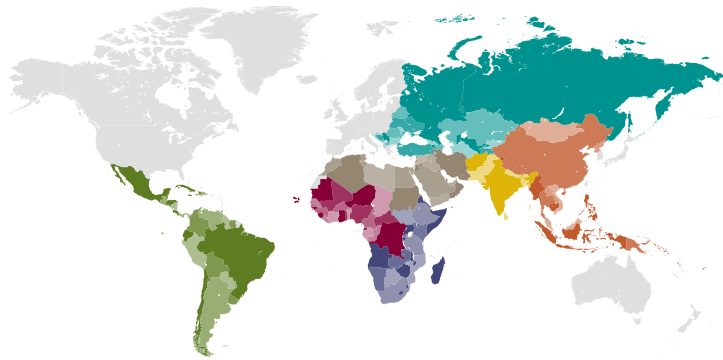
# WHAT CAN I DO?

## THREE WAYS TO TAKE ACTION:

**1** Join or start a UNICEF club at your high school or college. Visit [unicefusa.org/highschool](http://unicefusa.org/highschool) or [unicefusa.org/campusinitiative](http://unicefusa.org/campusinitiative).

**2** Find out how many slaves work for you. Slavery Footprint's website allows consumers to understand how their purchases may connect them. Take the site's survey and use their action center and mobile app to raise your voice for ethically sourced products. Visit [slaveryfootprint.org](http://slaveryfootprint.org).

**3** Keep Learning. Visit [unicefusa.org/endtrafficking](http://unicefusa.org/endtrafficking) and [notmylife.org](http://notmylife.org) to learn more about what UNICEF and other organizations are doing to protect children.



## HOW UNICEF HELPS:

UNICEF works in **more than 150 countries** to help children **survive** and to **protect** them from **violence, exploitation, and abuse**. To combat child trafficking, UNICEF strives to **reduce factors** that place **children** and **families** at risk in the first place.

## UNICEF PROJECTS...

- ...help **governments** strengthen **child protection systems**
- ...ensure that child victims are placed in **safe environments** and provided with **social services, health care, and psychosocial support**
- ...support the **training** of social workers, health workers, police and border officials to spot signs of trafficking and to treat children with dignity
- ...work with **communities** and **faith-based organizations** to change harmful societal practices that increase children's vulnerabilities to trafficking

## ABOUT THE U.S. FUND FOR UNICEF

The End Trafficking project is the U.S. Fund for UNICEF's initiative to raise awareness about child trafficking and mobilize communities to take meaningful action to help protect children. In partnership with concerned individuals and groups, the End Trafficking project aims to bring us all closer to a day when there are zero exploited children.

For more information, please contact [endtrafficking@unicefusa.org](mailto:endtrafficking@unicefusa.org).

**unicef**   
united states fund

[unicefusa.org](http://unicefusa.org)

**National Human Trafficking  
Resource Center (NHTRC)**

**1-888-3737-888**

email: [NHTRC@PolarisProject.org](mailto:NHTRC@PolarisProject.org)  
TOLL-FREE | 24 Hours/day, 7 Days/week  
*Confidential | Interpreters available*

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IVC #1 Preparation and Outline	
<b>TIME</b> IVC Outline Preparation: 30 minutes (before IVC) IVC #1: 60 min. + 30 min. dial-in = <b>90 minutes TOTAL</b>	<b>MATERIALS</b> Paper, pen/pencil, notebook, agenda
<b>OVERVIEW</b> The outline below will be used as a guide for discussion during the first IVC. Have students review and complete this outline prior to IVC #1.	

INTERACTIVE VIDEOCONFERENCE #1: GUEST SPEAKER DISCUSSION	
Day	
Date	
Tech Dial-in Time	____:____ (Hour: Minute AM / PM)
Conference Start Time	____:____ (Hour: Minute AM / PM)

### Interactive Videoconference Outline:

#### **I. Introduction and Greetings (10 minutes)**

GNG facilitator welcomes all participating students to the third IVC meeting. One representative from each school shares:

- Number of students participating in today's IVC:
- Your school location:
- What was the most surprising or inspirational part of *Not My Life*?:

#### **II. LEARN: Guest Speaker (45 minutes)**

GNG facilitator will introduce the guest speaker and provide a brief overview of his/her experience.

Drawing from the information students have learned about human trafficking, students will record three thoughtful and reflective questions for our guest speaker Robert Bilheimer, Director of Not My Life. GNG facilitator will guide a discussion between the guest speaker and the students.

#### ***Guiding Questions:***

- What motivated you to create a film about human trafficking?
- Were there any challenges you faced in making this film?
- How can the international community work together to find ways to combat human trafficking?
- What can students do to contribute to combatting human trafficking?

#### **III. Conclusion (5 minutes)**

GNG facilitator thanks all students and guest speaker for participating and reminds participants to prepare for the campaign showcase in IVC #2. Post your campaigns on the Pulse+ platform!





## ACT

Creating an anti-human trafficking campaign		
<b>TIME</b> 60 minutes in-class planning <i>30 minutes additional preparation (outside of class if needed)</i>		<b>MATERIALS</b> Team Roles (page 21-22) Project Guide (page 24-26)
<b>OVERVIEW</b> Students will create an anti-human trafficking campaign to implement in their school and/or community. This activity is formatted to encourage students to think critically about a problem in their school and create a solution.		
<b>INSTRUCTIONS</b>  <div>1. <b>View Sample Project:</b> Organizations such as UNICEF and Worldwide Documentaries are doing important work to raise awareness about human trafficking and also create solutions to fight against it. These organizations are not the only ones who can work to fight human trafficking; students are also working hard to raise awareness about human trafficking.</div> <div>Based upon the intended goal of their own project, have students select one of the six projects below to view/read/observe:</div>		
<b>Awareness</b>	<b>OneLENS: Public Service Announcement</b> <a href="http://www.youtube.com/watch?v=Xn3aCGUG1qs&amp;list=SP9807DC6DB80322F1">http://www.youtube.com/watch?v=Xn3aCGUG1qs&amp;list=SP9807DC6DB80322F1</a>	<b>Slavery is Wrong: Wear a Barcode – Shelley Wright</b> A group of students wore barcodes on January 11 <sup>th</sup> , the National Human Trafficking Awareness Day. These barcodes served two purposes: to be visual symbols that people are bought and sold just like objects and possessions; and to start conversations about human trafficking. <a href="http://shelleywright.wordpress.com/2012/01/09/slavery-is-wrong-wear-a-barcode/">http://shelleywright.wordpress.com/2012/01/09/slavery-is-wrong-wear-a-barcode/</a>
<b>Advocacy</b>	<b>One Million Bones: Join the Movement!</b> <a href="http://www.youtube.com/watch?v=FFukmsLLG0k">http://www.youtube.com/watch?v=FFukmsLLG0k</a>	<b>“Freedom Week”, FIU 4 FREEDOM Campaign Recap 2012</b> Students in Florida created a week of awareness at their school by creating various awareness projects to show their community that human trafficking is a major problem. <a href="http://www.youtube.com/watch?v=ZXJtWE7fJfA">http://www.youtube.com/watch?v=ZXJtWE7fJfA</a> <a href="http://www.youtube.com/watch?v=gAFv2vx4GkY">http://www.youtube.com/watch?v=gAFv2vx4GkY</a>





<b>Action</b>	<b>“Stand for Freedom” – International Justice Mission</b> Thousands of high school and college students stood for 27 hours all across the country to raise awareness for the 27 million victims who are currently enslaved in human trafficking. They also raised more than \$121,000. <a href="http://www.ijm.org/stand/">http://www.ijm.org/stand/</a>	<b>Lutheran South Academy students rally to help victims of human trafficking</b> High school students in Texas collected over 6,500 donations (including clothing, toiletries, gifts and other items) to give to a recovery center that helps victims of domestic child sex trafficking. <a href="http://www.yourhoustonnews.com/friendswood/living/lutheran-south-academy-students-rally-to-help-victims-of-human/article_0af09b9a-e373-53f8-a548-0b975e709221.html?mode=image">http://www.yourhoustonnews.com/friendswood/living/lutheran-south-academy-students-rally-to-help-victims-of-human/article_0af09b9a-e373-53f8-a548-0b975e709221.html?mode=image</a>
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After exploring the projects, have students answer the following either in small groups or as a class:

*What did this project make you feel, think, or want to do as a result of viewing?*

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*What elements of this project helped it reach its goal of awareness, advocacy or action?*

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*What could have been strengthened to better reach the project goal?*

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*In what ways do you think this project impacted its school and community?*

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2. **Team Roles:** It took more than one person to complete the project you viewed. Have students indicate what roles they think individuals played in completing the project they viewed, referring to the Team Roles below for guidance.

#### ☐ **Group Leader**

You make sure all group members stay on task and meet deadlines! You are also responsible for communicating with your partner group and/or GNG and SOLA staff, as needed. As the group leader, you should keep your peers focused and on schedule, making sure your project stays on topic, is action-oriented, and involves positive collaboration, feedback, and reflection with your partner group.

#### ☐ **Research Committee**

As part of this team, you will conduct or lead background research on the chosen topic, which includes finding similar projects for inspiration and comparison. You should share what you learn with the







Content Creation Committee to make sure the project is accurate, relevant to your chosen topic, and has the information necessary to make it successful.

**Example:** In a project to reduce your community's trash output, the research committee might research how much trash the community currently produces, where the trash goes, what current recycling options exist in the area, etc.

#### ☐ **Logistics Committee**

As part of this team, you will make sure that the group has all necessary supplies and materials needed for project and your community event. You will also coordinate any travel needs, event planning and/or any venue reservations required.

**Examples:** Reserve venue for film screening/exhibition/community event; hire bus or translations services; recruit volunteer to assist with film editing, etc.

#### ☐ **Content Committee**

As part of this team, you will coordinate the creation of content of the project. This doesn't mean you have to create all of the content yourselves; similar to the Research Committee, other group members may be assigned roles in the creation process.

**Examples:** Storyboard, draft, and collect materials for project, which could be film, photos, posters, letter writing templates, mural, etc.

#### ☐ **Documentation Committee**

As part of this team, you will visually document the project – in its creation and/or completion. You will make sure it can be easily shared with online and in person audiences

**Examples:** short film, time-lapse photography, or other means.

#### ☐ **Outreach Committee**

As part of this team, will raise awareness about your project: engage in PR, social media, and or press media campaigns. You should also plan a community event, in coordination with the Logistics Committee.

### **3. Activities and Materials:** Ask students – What materials or resources do you think the project team needed?

Have students imagine that they were on that project team. In small groups or as a class, record all of the steps, materials, resources, and roles students think were needed to make the sample project successful.

Activity (Step)	Materials/Resources Needed	Committee Responsible
1.		



2.		
3.		
4.		
5.		
6.		
7.		
8.		

**4. Now it's your turn! Identify Project Activities and Team Roles for Your Own Project:**

Using their notes on what made the sample project successful, have students list team roles, step-by-step process, and the materials/resources needed to complete their own project.

Encourage students to be as specific as possible in outlining steps. Remind them to include deadlines with the IVC dates in mind!

Have students use the **Team Roles** (p. 8) to make sure **every person in the group has a role** in the collaborative project. If applicable, be sure students are prepared to discuss team roles with their partner school.

**5. Project Guide:** Using the information recorded in step 4 above, students will complete the Project Guide (pgs. 11 - 12) to record this information.

**6. Narrative Project Outline:** It is important that students are able to describe the story of their project. As a group, have student create a narrative outline for the project. Project outlines could be in the form of:

- Image criteria/subject list for photo story
- Argument points for letter-writing campaign
- Storyboard for a short film
- Bulleted narrative of theatre/radio piece
- Interview questions for live debate

**7. Presentation, Feedback, Revision:** Have students present their narrative project outline to



their peers for feedback in class. Presentations should be 5-8 minutes in length and give peers a sense of the narrative, story, or argument that the project will tell.

**8. Project Implementation:** After feedback is shared, the class will choose 1 project to move forward with. Plan when you will showcase this project to the community (whether the school or larger community). You will share this project with your peers during the second videoconference!

**9. Engage your school community!** Start a UNICEF club at your high school. Register today on UNICEF's website: [www.unicefusa.org/highschool](http://www.unicefusa.org/highschool). UNICEF has various resources to help you and your peers get started.

For questions about creating a UNICEF club at your high school, please contact:

Taruna Sadhoo: [tsadhoo@unicefusa.org](mailto:tsadhoo@unicefusa.org)

## Project Guide

*The **Project Guide** will lead the development of your project.*

### A. Project Overview

*Refer to Format Options, page 7, for additional guidance.*

**Topic:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Goal:**      ☐ Awareness      ☐ Advocacy      ☐ Action

**Driving Question (DQ):** \_\_\_\_\_

**Objective:** *Based on your DQ and goal, what do you hope to achieve with your project?*

**Project Type:**    ☐ Campaign    ☐ Documentary    ☐ Event    ☐ Public Service Announcement

**Media Output:**    ☐ Visual Arts    ☐ Performing Arts    ☐ Writing    ☐ Event-Based

Specific output (for example: radio piece, blog, photo story): \_\_\_\_\_







## B. Target Audience

**Who** is the target audience? (ex: peers, teachers, community, family, country)

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**Why** is this an important target audience?

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**How** will we share our project with our audience? (ex: In local events? Online?)

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## C. Team Roles

*Refer to Team Roles, page 8, for additional guidance*

**Student Roles:** *Record your group's roles here.*

Group Leader: \_\_\_\_\_

Research Committee: \_\_\_\_\_

Logistics Committee: \_\_\_\_\_

Content Committee: \_\_\_\_\_

Documentation Committee: \_\_\_\_\_

Outreach Committee: \_\_\_\_\_

## D. Activity and Materials Chart

*Record the step-by-step process for completing your project in the chart below, taking into account all student roles. Specify the materials you need, deadline for each step (keep the milestone deadlines in mind!), and committee responsible for each activity.*

Activity (Step)	Materials/Resources Needed	Deadline	School Responsible	Committee Responsible
1.				
2.				





3.				
4.				
5.				
6.				
7.				
8.				



IVC #2 Preparation and Outline	
<b>TIME</b> IVC Outline Preparation: 30 minutes (before IVC) IVC #2: 60 min. + 30 min. dial-in = <b>90 minutes TOTAL</b>	<b>MATERIALS</b> Paper, pen/pencil, notebook, agenda, campaign project guide
<b>OVERVIEW</b> The outline below will be used as a guide for discussion during the fourth IVC. Have students review and complete this outline prior to IVC #2.	

INTERACTIVE VIDEOCONFERENCE #2: PEER-TO-PEER DISCUSSION & ACTIVITY SHOWCASE	
Day	
Date	
Tech Dial-in Time	____ : ____ (Hour: Minute AM / PM)
Conference Start Time	____ : ____ (Hour: Minute AM / PM)

**I. Introduction and Greetings (5 minutes)**

GNG facilitator welcomes all participating students and a representative from UNICEF's End Trafficking Project to the second session of the *Modern Day Slavery* program. One representative from each school introduces him/herself and their classmates to their partner school.

- Number of students participating in today's IVC:
- An interesting fact you learned from the last IVC:

**II. ACT: Presentation of Anti-human trafficking campaign (20 minutes)**

Students will share their project work plans and GNG facilitator will guide the conversation amongst participants. Questions may include:

- Have you learned about a specific human trafficking story that motivated you to implement your class project?
- Do you think the anti-bullying examples that we have discussed would work in your schools and communities? Why or why not?
- What role should youth play in creating an environment free of human trafficking? What role should adults play in creating an environment free of human trafficking?

**III. Peer Discussion (25 minutes)**

GNG facilitator will guide a discussion among the student participants. Questions may include:

- What are the effects of human trafficking?
- How are others working to stop human trafficking?
- What role should youth play in combating human trafficking?

**IV. Conclusion (5 minutes)**

GNG facilitator thanks all students and teachers for participating and reminds participants to reconnect on the Pulse+ Online Platform.





## REFLECT

### Reflect & Connect

**TIME**

15 minutes

*(Either immediately following or shortly after IVC)*

**MATERIALS**

Pen, paper, internet access to online platform

**OVERVIEW**

Engage your students in a short reflective conversation on their experiences to date. Complete the online educator feedback survey with your students' reflections in mind.

**INSTRUCTIONS****1. REFLECT** on your Conversation:

- What were some of the similarities and differences between the anti-human trafficking campaigns?
- How did feedback from your peers influence your plans for finalizing your project?
- Complete the **Student Reflection Survey**: <http://www.surveymonkey.com/s/R8QVZCD>
- Complete the **Educator Reflection Survey**: <http://www.surveymonkey.com/s/RVLQG6R>

**2. CONNECT** on Google Plus:

- Visit the Pulse+ Community to continue the conversation:  
<https://plus.google.com/communities/107560589114643213566/stream/bba3bdd6-cd2f-4528-bb62-0843e7678e71>
  - What did you learn about human trafficking worldwide?
  - What is your answer to the driving question: How do we, as youth, combat all forms of human trafficking?
- Check out UNICEF's End Trafficking Project's Toolkit: <http://www.unicefusa.org/campaigns/end-trafficking/>

### TAKE ACTION – BECOME A GLOBAL CITIZEN!

**OBJECTIVE:** "Take Action" empowers students to move beyond the lesson plan and Interactive Videoconferences (IVCs) and continue their learning experience to become active global citizens. Students may choose to engage in a "Take Action" activity, project, or choose to design one of their own.

Below is a list of resources to help you further engage in civil action, give you the means to connect with other people concerned with similar issues, and, most importantly, to help you take the next step turning interest into action.



**Organizations and Additional Resources:**



**UNICEF**

<http://www.unicef.org/>

UNICEF is the driving force that helps build a world where the rights of every child are realized. They have the global authority to influence decision-makers, and the variety of partners at grassroots level to turn the most innovative ideas into reality.



**Worldwide Documentaries**

<http://worldwidedocumentaries.com/>

Founded in 1985 by producer/writer/director and Oscar® nominee Robert Bilheimer, Worldwide Documentaries, Inc. is an award winning, not-for-profit film production company focusing on subjects of social, cultural, and humanitarian concern.



**Not For Sale**

<http://www.notforsalecampaign.org>

Not For Sale creates tools that engage business, government, and grassroots in order to incubate and grow social enterprises to benefit enslaved and vulnerable communities. Together, we can end slavery in our lifetime.



**POLARIS PROJECT**

FOR A WORLD WITHOUT SLAVERY

**Polaris Project**

<http://www.polarisproject.org/>

In addition to operating a national, victim-centered, toll-free hotline, the National Human Trafficking Resource Center provides referrals, resources, general information and training and technical assistance. The NHTRC provides training and technical assistance through the hotline that seeks to build individual and practitioner expertise and strengthen local anti-trafficking infrastructure to improve the nationwide response to human trafficking.



**Hager USA**

<http://hagarusa.org>

Our purpose is singular; we restore broken lives. We welcome the toughest of human conditions. We stayed focused on the individual. And we do whatever it takes for as long as it takes to restore life in all its fullness. Whatever it takes for as long as it takes to restore a broken life.



**Nivasa Foundation**

<http://nivasafoundation.org>

The Nivasa Foundation provides for the basic needs of the children of victims of human trafficking and slavery. By providing the children with food, clothing, and an education, we help mitigate the circumstances that might otherwise drive these mothers to seek employment in the Middle East, exposing themselves to human traffickers.



**Prevent Human Trafficking**

<http://preventhumantrafficking.org/>

Prevent Human Trafficking (PHT) is a Washington, D.C., based non-profit organization working to build a bridge between South East Asia and the United States to prevent human trafficking. PHT empowers individuals, organizations and governments to tackle the root causes of human trafficking through direct support and technical assistance.

### Take Action!

Students are encouraged to learn more and create awareness by:

- Start a UNICEF High School club at your school! [www.unicefusa.org/highschool](http://www.unicefusa.org/highschool)
- Find various action plans in UNICEF's End Trafficking Project's Toolkit: <http://www.unicefusa.org/campaigns/end-trafficking/>
- Complete one of the 20 actions recommended by the State Department: <http://www.state.gov/j/tip/id/help/>
- Learn more about how you as a consumer may be contributing to human trafficking by completing the "slavery footprint" quiz at [slaveryfootprint.org](http://slaveryfootprint.org)
- Use social media tools to help spread awareness about human trafficking and its effects.