

Suggested activities for teachers to undertake using the human trafficking video: sheet 1

Cognitive The knowledge and thinking skills necessary to better understand the world and its complexities	Socio-emotional The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully	Behavioural Conduct, performance, practical application and engagement	Teacher <i>Consider which activities you might undertake using the human trafficking video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p>Brainstorming: KWLQ activity</p> <ul style="list-style-type: none"> • K: What I know • W: What I want to learn • L: What I have learned • Q: What further questions I have <p>Time: 40-50 minutes</p> <p>Topic: Linking to prior learning and knowledge</p> <p>Grade level: Secondary (13-18)</p> <p>Learning outcomes: students should be able to:</p>	<p>Not For Sale</p> <p>Time: 30 minutes</p> <p>Topic: Goods produced by victims of child labour and forced labour</p> <p>Grade level: Lower secondary (13-15)</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Distinguish between child labour and forced labour, and recognize that child labour is an outcome of human trafficking 	<p>Mapping the Three Key Elements in Human Trafficking (Act, Means and Purpose)</p> <p>Time: 40-45 minutes</p> <p>Topic: Applying the three elements of human trafficking to the video</p> <p>Grade level: Lower secondary (13-15)</p> <p>Learning outcomes: Students should be able to:</p> <ul style="list-style-type: none"> • Map the three key elements of human trafficking to the video on human trafficking 	

<ul style="list-style-type: none"> Recall prior knowledge Evaluate their own learning Formulate further questions <p>Materials: Different versions of the KWLQ activity information sheet</p> <p>Description: the KWLQ activity helps students recall prior learning, organize their ideas and report what they learned after viewing the video.</p> <p>Conduct the KW part of the activity before viewing the video. The LQ part of the activity takes place after viewing the video.</p> <p>K: What students know about human trafficking W: What they want to learn about the subject L: What has been learned about the subject Q: What further questions do the students have about the subject?</p> <p>The Q offers opportunities to explore questions students have concerning human trafficking issues that are not covered in the video.</p>	<ul style="list-style-type: none"> Identify goods commonly produced by victims of child labour and forced labour Recognize the underlying profit-related motive of human trafficking <p>Materials:</p> <ul style="list-style-type: none"> Human trafficking video 2018 List of Goods Produced by Child Labour or Forced Labour (US Department of Labor) <p>Description:</p> <ul style="list-style-type: none"> After viewing the video, ask the students to identify at least three goods that they use every day that may have been produced by victims of child or forced labour. Explain the difference between forced labour and child labour. Ask how what actions they and others might take to end child and forced labour? 	<ul style="list-style-type: none"> Define human trafficking as a process <p>Materials:</p> <ul style="list-style-type: none"> Human trafficking video Key elements of human trafficking factsheet <p>Description:</p> <ul style="list-style-type: none"> Explain to the students how human trafficking comprises three key elements: <ul style="list-style-type: none"> The act (what is done) The means (how it is done) The purpose (why it is done) Distribute the key elements human trafficking factsheet to the students. Place the students in groups and ask them to identify the three key elements of human trafficking as depicted in the video using the key elements human trafficking factsheet. 	
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<p>Presentation: The students should present the results of their KWLQ activity to the class.</p>	<ul style="list-style-type: none"> • Forced labour is any work or service performed against a person's will under the threat of punishment. Victims of trafficking for forced labour often work in sectors such as construction, agriculture, fisheries, the service industry and manufacturing. According to the Global Initiative to Fight Human Trafficking, more than 12.3 million people are in forced labour today. Furthermore, almost all the countries in the world are affected and nearly half of all people in forced labour are children. • Child labour refers to work that is done by children (people under the age of 18; in some countries this means people under the age of 14). The work is hard and dangerous and impacts children physically, mentally and morally. The work also interferes with their ability to get an education. 	<ul style="list-style-type: none"> • For example, the act in the video is the attempted recruitment of the boy who is playing football with other boys and girls. • The groups should present their findings. Replay segments of the video that correspond to the act, means and purpose for reinforcement. <p>Key messages:</p> <ul style="list-style-type: none"> • Human trafficking should be viewed as a process rather than as a single event. • Human trafficking can start with the recruitment of a person (with or without consent) and continues with the movement of the victim to another area. • Means refers to the ways and methods of gaining control of and recruiting intended victims, such as 	
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	<ul style="list-style-type: none"> • How are they similar? Child labour and forced labour are similar in that they target the same populations, such as the poor, the stigmatized and those that are discriminated against. The motive for exploitation is often the same: to exploit the victim for profit or gain. <p>Debriefing: Display and/or distribute the International Labour Office publication Global estimates of child labour: Results and trends, 2012-2016.</p> <p>Key message:</p> <ul style="list-style-type: none"> • Human trafficking may be closer to us than we think. For example, some of the goods that we consume may have been produced by victims of human trafficking. 	<p>through deception, coercion, abduction, fraud and abuse of power.</p> <ul style="list-style-type: none"> • It is important that the students understand that a child (a person under the age of 18) cannot give consent under any means or methods. • The exploitation phase refers to when the victim is exploited or taken advantage of in some way, such as forced labour or sexual exploitation. • Other crimes may be committed during the human trafficking process, because trafficking is linked to organized crime. 	
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