AWARE: Analyzing the Impact of an Anti-Human Trafficking Advocacy Curriculum using Sixth Grade Students in Colorado

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AWARE: Analyzing the Impact of an Anti-Human Trafficking Advocacy Curriculum using Sixth Grade Students in Colorado

A Thesis
Presented to
The Faculty of the Josef Korbel School of International Studies
University of Denver

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Master of Arts

by
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Advisor: Dr. Peter Van Arsdale
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Abstract

Human trafficking is an international problem that penetrates every society on the globe. Trafficking in children for the purposes of commercial sexual exploitation, forced labor, and domestic servitude occurs in every state of the United States. Education is key in preventing human trafficking and American students lack proper knowledge of the issue. This study seeks to bridge this shortcoming through the creation and implementation of a holistic anti-trafficking advocacy curriculum that not only informs and motivates students and educators toward advocacy, but also meets Colorado state academic standards. Case studies using sixth grade students in Denver show the impact that such a curriculum has, not only on knowledge gained, but student empowerment and civic responsibility through advocacy.

The author analyzes the impact of the Aware Curriculum through formative and summative assessments, classroom observation, and diagnostic written assessments to gauge knowledge, comprehension of key concepts, and student thought processes about anti-trafficking advocacy.
Acknowledgements

I would like to sincerely thank Dr. Peter Van Arsdale for his much-appreciated guidance during the entire process of the Aware study. Without his constant feedback and informed suggestions, this project would not have been possible.

I would also like to thank Kirsten Gates and Ellen Jorgenson, two very passionate and motivated educators. Thank you for your time, efforts, patience with all of my questions, and for your genuine dedication to the Aware study. You have taught me so much of what it means to be an educator.

I especially thank Professor Claude d’Estrée and my dear associates of the Human Trafficking Clinic. Thank you for your leadership, commitment, and for pushing me to follow through with this project to its completion.

To my dear family and friends, thank you for your unwavering support and your perpetual faith in my abilities, not only relating to the Aware study, but all of my endeavors.
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CHAPTER ONE: INTRODUCTION AND RESEARCH DESIGN

Rationale

Human trafficking is an egregious human rights violation to which no nation is immune. This pandemic preys on the most vulnerable members of our global society. Human trafficking can be defined as the “recruitment and/or movement of someone within or across borders, through the abuse of power/position with the intention of forced exploitation, commercial or otherwise” (Human Trafficking Clinic 2010). Approximately twenty-seven million women, men, boys and girls around the world currently exist in slavery (Bales, Disposable People 2004). Many American youth today have no concept of the human trafficking problem, how it manifests, or that it is a transnational issue that affects the United States.

Human trafficking is the second largest criminal industry in the world, following the illicit sale of drugs, and is the foremost process by which people enter into modern slavery. Slavery is “the condition of being under the control of another person, in which violence or the threat of violence, whether physical or mental, prevents a person from exercising his/her freedom of movement or free will” (Human Trafficking Clinic 2010). Victims are trafficked into various forms of slavery, including but not limited to: forced labor, domestic servitude, sex slavery, forced prostitution, and child warfare.
The Aware study is of grave importance in the anti-trafficking movement today. With so much attention and resources focused on rescue and restore initiatives for victims and survivors of human trafficking, there is a lack of effective and sustainable approaches to prevention through education. The Aware study aims to curb this lack of anti-trafficking education among American students through the creation and petition for inclusion of a holistic anti-trafficking advocacy curriculum that meets Colorado state academic standards. Education is the key to ending human trafficking and modern slavery, possibly the most important key on the chain (Bales, Ending Slavery: How We Free Today's Slaves 2007).

Human Trafficking in the Context of Children

It is important to define human trafficking in the context of children because the Aware Curriculum’s target audience is school-age children. Child trafficking is “the recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation” (International Labour Organization 2009). The internationally accepted definition of a child is a person below the age of eighteen. Child trafficking is distinct from human trafficking in that it does not require abuse of power or position or any means by which the victim is exploited. Children are exploited in warfare, the commercial sex trade, domestic servitude, forced labor and other forms of slavery. As with human trafficking, child trafficking is not isolated to a specific world region. Children across the globe are trafficked into various exploitive situations and denied their basic human rights.
In the Philippines, for example, thousands of children are trafficked into forced labor annually. One of those children is a fourteen-year-old boy named Arturo. Arturo is fourth of eight children to a very poor family. A man visiting his town representing an employment agency in Manila recruits Arturo, along with two friends, to work in a factory. The recruiter offers an exceptional salary and benefits package, including payment for education. Arturo and his friends accept the recruiter's offer and make arrangements to leave their homes. Upon arrival in Manila, Arturo is forced to work eighteen-hour days on a pig farm without pay. Arturo never receives any of the benefits promised to him by the recruiter (Pacis and Flores-Oebanda 2006).

A seventeen-year-old girl in Denver, Colorado is trafficked and forced into prostitution. She is groomed for prostitution by her trafficker and then forced to meet with men for sex through a posting on the popular community website, Craigslist. Men pay $175 per hour for sex with her and her trafficker pockets the money. The trafficker, Dallas Cardenas, is the first person convicted of child trafficking under Colorado’s human trafficking and slavery statute (Pankratz 2010).

Even with the effects of globalization and a recent trend in a multicultural approach to education, American students are often sheltered from global issues like human trafficking and modern slavery. Anti-Slavery International (2010) voices that “throughout history and across societies, students have been great agents of change agitating to end injustice…[students] have an important role to play in supporting the drive to end slavery across the world” (Anti-Slavery International n.d.). If American students can realize commonalities between them and exploited children, across the globe and in their own cities, they will be informed and motivated to seek change.
Research Objectives

The following objectives outline the primary research aims of the Aware study:

- To produce an anti-trafficking curriculum that meets Colorado state academic standards and holistically educates students and teachers on the realities of human trafficking, empowering them toward civic responsibility through advocacy.

- To quantitatively and qualitatively assess knowledge acquired by students through formative and summative assessments, classroom observation, and diagnostic written assessments after implementing the Aware Curriculum.

Research Methods

The case study was chosen as the most sufficient research method for the Aware study. Three sixth grade classrooms in Denver, Colorado were selected to participate in the study. To maintain anonymity established during the IRB approval process, the classrooms are referred to as class one, class two and class three. Through these case studies was gained a deeper understanding of how anti-trafficking advocacy education can motivate and empower students of all aptitudes. The middle school age group is found to be effective for social justice and advocacy-based curricula because the early adolescence stage of human development allows for the internalization of concepts and ideas that lead to shape character and influence civic engagement in adulthood (Woolfolk 2007). In most children, adolescence begins between the ages of 10 and 14. This process includes both physical and neurological development, as adolescents become more capable to understand the perspective of the other and gain the capacity to think abstractly. At this time, students are constructing an identity that will follow them into
adulthood. Identity can be defined as “the organization of the individual’s drives, abilities, beliefs, and history into a consistent image of self” (Penuel 1995).

It is theorized that identity formation manifests in one of four ways: identity diffusion, identity foreclosure, moratorium, and identity achievement. Diffusion suggests confusion about the self and one’s wants, while foreclosure accepts the life choices of those in positions of authority (i.e. parents, guardians) and refrains from the exploration of options. Moratorium represents a struggle with the self and therefore a deferment of exploring choices. A student who achieves identity has a strong sense of self and is committed to life choices after unrestricted reflection of alternatives. Both moratorium and achievement are considered healthy statuses for students in adolescence. Educational institutions that offer students real-world experience, service learning and learning methods that engage active participation help to foster healthy identity formation (Woolfolk 2007). The Aware curriculum aims to reach students at this impressionable age to promote healthy educational and personal development through the use of inclusive and participatory lessons and activities that encourage responsible citizenship and civic engagement.

The three classes were selected out of eight classes tested using the formative assessment. The author sought to include classes of different academic abilities in the study. The classes represent students with special needs,\(^1\) students with advanced academic standing, and a class of multilevel learners. Based on information gained from

\(^1\) Students with special needs represented in the Aware study include students with ADD and ADHD, students with low literacy levels, students who are not proficient in English, and students with other developmental disabilities. For confidentiality, the author was not informed of the number of students in the class with each special need.
teacher consultation and documentation review, each class represents a distinct position on the spectrum of academic achievement and classroom diversity. The formative assessment was used to determine student knowledge of human trafficking, modern slavery, and advocacy prior to implementing the Aware Curriculum. The three classes selected showed the lowest results from the formative assessment and were therefore chosen as the most sufficient base by which to measure progress. From this selection approach, the author gained a better sense of students’ current development level in the subject, allowing effective use of class time within the students’ zones of proximal development. In any given subject area, the zone of proximal development is the space between a student’s current development level as characterized by the ability to solve problems, and the level of development a student could reach through teacher guidance or peer collaboration (Woolfolk 2007).

Primary quantitative data were collected through the implementation of the formative assessment and a summative assessment, evaluating students in four key areas: Identification of relevant vocabulary, Defining key concepts, Identification of human rights concepts, and Life application. The formative and summative assessments were identical and functioned like a pre-test and post-test. A rubric was developed, in close consultation with seasoned educators, to adequately measure these areas. The Aware rubric measures the four key areas on a point scale from zero to four, zero representing ‘no understanding’ and four representing ‘advanced understanding’. For example, questions 1, 2, and 3 of the Aware assessment measure the identification of relevant vocabulary. Each category, ‘no understanding’ to ‘advanced’, is given a point-value based on the number of vocabulary words listed by the student. The mean of the points
for questions 1, 2, and 3 is then assigned to a category on the rubric and given a nominal value. Qualitative data, relating to cooperative learning, motivation, and empowerment, were gathered from observation, discussions, and diagnostic written assessments. The Aware rubric is outlined below.

Table 1: Aware Assessment Rubric

<table>
<thead>
<tr>
<th>Point Value Range</th>
<th>Nominal Value</th>
<th>Identification of Relevant Vocabulary</th>
<th>Defining Key Concepts</th>
<th>Identification of Human Rights Concepts</th>
<th>Life Application/Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6 – 4.0</td>
<td>Advanced (4 points)</td>
<td>Student is able to list 10+ relevant vocabulary</td>
<td>Student can write a thorough, accurate definition, and excludes no major concepts</td>
<td>Student is able to list 3+ relevant concepts</td>
<td>Student is able to communicate very clear ways to raise awareness</td>
</tr>
<tr>
<td>2.6 – 3.5</td>
<td>Proficient (3 points)</td>
<td>Student is able to list 7-9 relevant vocabulary</td>
<td>Student can write an accurate definition, most concepts are included</td>
<td>Student is able to list 3 relevant concepts</td>
<td>Student is able to communicate clear ways to raise awareness</td>
</tr>
<tr>
<td>1.6 – 2.5</td>
<td>Developing (2 points)</td>
<td>Student is able to list 4-6 relevant vocabulary</td>
<td>Students can write somewhat accurate definition but thoroughness is lacking</td>
<td>Student is able to list 2 relevant concepts</td>
<td>Student is able to communicate somewhat clear ways to raise awareness</td>
</tr>
<tr>
<td>0.6 – 1.5</td>
<td>Little understanding (1 point)</td>
<td>Student is able to list 1-3 relevant vocabulary</td>
<td>Student can write a definition but most concepts are excluded</td>
<td>Student is able to list 1 relevant concepts</td>
<td>Student’s ideas for raising awareness are vague</td>
</tr>
<tr>
<td>0 - 0.5</td>
<td>No Understanding (0 points)</td>
<td>Student did not write an answer or answer is fully irrelevant</td>
<td>Student did not write an answer or answer is fully irrelevant</td>
<td>Student did not write an answer or answer is fully irrelevant</td>
<td>Student does not answer or answer is fully irrelevant</td>
</tr>
</tbody>
</table>

---

2 For example, 0.0 to 0.5 represents the nominal category of ‘no understanding,’ while 0.6 to 1.5 represents ‘little understanding.’ For key areas measured by one question, no mean was necessary to use in determining a nominal value.

3 Empowerment is defined as “bringing into a state of belief, one’s ability to act effectively” (DuHon-Haynes 1996).
The Aware Assessment

The Aware assessment was developed merging concepts from Bloom’s taxonomy and the author’s desire to craft a tool that sufficiently evaluates student ability to interpret information relating to human trafficking, modern slavery, and advocacy. Under Bloom’s taxonomy, there are three domains in which educational objectives should be assigned: cognitive, affective, and psychomotor. The Aware assessment focuses significantly on the cognitive domain. The cognitive domain illustrates six basic objectives:

- **Remembering** – Recalling or recognizing information as learned
- **Understanding** – Demonstrating understanding of the materials; transforming reorganizing, or interpreting
- **Applying** – Using information to solve a problem with a single correct answer
- **Analyzing** – Critical thinking; identifying reasons and motives; making inferences based on specific data; analyzing conclusions to see if supported by evidence
- **Creating** – Divergent, original thinking; original plan, proposal, design, or story
- **Evaluating** – Judging the merits of ideas, offering opinions, applying standards

(Woolfolk 2007)

Traditionally, these objectives have been seen as hierarchical. This perspective is not fully accurate, but can prove helpful when planning lessons or assessments (Woolfolk 2007). If a student’s development can be analyzed from an assessment tool rooted in hierarchical Bloom’s taxonomy objectives, then an educator can clearly see the student’s progress from remembering to understanding to applying a concept. The formative assessment was piloted with a group of six 15-year-old students and edited according to
findings. Some questions were found to be ambiguous in nature or incapable of generating a relevant response and were therefore removed or edited. The following questions are asked in each key concept area.

Identification of Relevant Vocabulary:

• Please write as many words as you can that you think relate to human trafficking.
• Please write as many words as you can that you think relate to modern slavery.
• Please write as many words as you can that you think relate to advocacy.

Defining Key Concepts:

• As best you can, please define human trafficking.
• As best you can, please define modern slavery.
• As best you can, please define advocacy.

Identification of Human Rights Concepts:

• Please list three things you know about human rights.

Life Application:

• What can a student do to help raise awareness about human trafficking?

Student Empowerment:

• Do you feel that these sessions have given you the tools to make a difference in the problem of human trafficking? Why or why not?4

4 This question is not measured by the Aware rubric. The author uses answers to this question to qualitatively assess motivation and depth of knowledge gained by students.
CHAPTER TWO: ANTI-TAFFICKING EDUCATION IN CONTEXT

Various anti-trafficking organizations, both domestic and international, have identified education as a major method of preventing human trafficking. Education plays an essential role in the prevention of human trafficking and the eradication of modern slavery (Anti-Slavery International n.d.). It is necessary to highlight the role of anti-trafficking education in prevention and anti-trafficking curricula in use today, as a means of substantiating the opinion within the anti-trafficking field of the growing need for anti-trafficking curricula and community education modules.

The Role of Education in Prevention

In the United States, human trafficking reaches school-age children, namely in the form of commercial sexual exploitation, labor exploitation, and domestic servitude. Traffickers consider children, especially those not residing in a family unit, a vulnerable population to be easily exploited (US Department of Education 2007). Between 100,000 and 300,000 children in the United States are considered to be at risk of commercial sexual exploitation annually (Estes and Weiner 2002). Sixty percent of these children are categorized as homeless, runaway, or thrown away. Traffickers target children for two primary reasons: they are naïve and easily persuaded and there is a market demand for younger victims, especially in the commercial sex industry. Studies show that traffickers
prey on American children as young as twelve years old. This information refutes the common assumption that only high school aged children are at risk of trafficking. Traffickers reportedly target child victims through the Internet, at malls, and even schools and after-school programs, using other children as recruiters (US Department of Education 2007).

All fifty states in the nation have reported cases of human trafficking. Human trafficking is a very real problem within our borders and one of the most effective ways to curb human trafficking and modern slavery is education. Bales (2007) states:

Although education is one key in the fight against slavery, we are hardly taking advantage of its power…the response to the need for public education is slow and fragmented. In the United States and Europe, for example, we have well-trained teachers and specialists employed in our education system…but how many are trained to teach the skills needed to help someone keep their freedom (Bales, Ending Slavery: How We Free Today's Slaves 2007)?

Along with those considered at-risk for trafficking in the developing world, American students are in need of anti-trafficking education. Bales suggests that teachers play a major role in anti-trafficking and anti-slavery advocacy. He charges teachers with the duty of promoting awareness but cites hindrances due to lack of funding and resources. Federal law supports the creation of anti-trafficking curricula for implementation among populations considered vulnerable to trafficking. Section 106 (a) (4) of the Trafficking Victims Protection Act of 2000 (TVPA) states:

The President shall establish and carry out international initiatives to enhance economic opportunity for potential victims of trafficking as a method to deter trafficking. Such initiatives may include…[the] development of educational curricula regarding the dangers of trafficking (United States Congress 2000).
The TVPA clearly expresses the fundamental role of anti-trafficking education programs in prevention. In 2009, a national conference was organized by the Department of Education to inform health professionals, members of law enforcement, and educators about the problem of human trafficking in the United States and their functions in prevention (U.S. Department of State n.d.). This conference shows a definite step toward bridging the gap in human trafficking awareness within the education community but questions linger. Are teachers in the United States being properly trained and given teaching resources on human trafficking? Are students being made aware? The severity of child trafficking in the United States paired with a congressional mandate to educate at-risk populations qualifies the need for a concerted effort toward anti-trafficking education in the United States, and an even greater need for an institutionalized approach to educating American students on the issue. The Aware Curriculum, along with other anti-trafficking education modules, provides teachers with a holistic resource and ensures that students are informed of the realities of human trafficking, locally and globally. The Free the Slaves Education Pack is another anti-trafficking education module that seeks to educate students and teachers about human trafficking and modern slavery.

**Free the Slaves Education Pack**

Free the Slaves (FTS) is one of the most well-known and respected anti-slavery organizations in existence. The FTS Education Pack was created for use in schools and community organizations to help raise awareness about modern slavery. The Education Pack targets students and educators at the middle and high school levels (Free the Slaves
2007). It is a pioneering model of anti-slavery education modules. At the time of its creation, many anti-trafficking organizations’ work was rooted in ‘sensational’ topics surrounding human trafficking and modern slavery, like prostitution and child exploitation. FTS’ Education Pack is rooted in the historical arc of abolition, consistent with the organization’s mission and purpose. The Education Pack was developed over the course of one year by a team of staff members and volunteers with one person spearheading the project. The curriculum was designed to educate the Global North on issues relating to modern slavery and human trafficking (Choi-Fitzpatrick 2011).

The FTS Education Pack is divided into four parts: Slavery in the 21st Century, Slavery Throughout History, Slavery and Human Rights, Bonded Labor Campaign. The activities outlined in part one work to reshape current thinking of slavery as an historic dilemma and introduce participants to the fact that slavery exists today in a greater way than it ever has in human history. Participants are asked the question, “What is today’s slavery and why does it exist?” to engender creative thinking as to why human trafficking and modern slavery are current pandemics (Free the Slaves 2007).

Part two focuses on the history of slavery and its progression to modern slavery. Participants learn of slavery in the ancient world, slavery in the United States, the Trans-Atlantic Slave Trade, and modern slavery. Lessons aim to acclimate participants to similarities and differences between ‘old slavery’ and ‘new slavery’ through case studies

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5 Austin Choi-Fitzpatrick is a former employee of Free the Slaves and a scholar on human trafficking and modern slavery. Though he played a major role in the development of the FTS Education Pack, in no way should information gained from his interview be taken to represent FTS’ current policy. All questions answered during the interview were answered in scholarly opinion.
and interactive activities. Part three of the FTS Education Pack deals with the link between human rights and modern slavery. Participants are educated on the origin of human rights and how they apply to people held in slavery today. Students are guided through a series of activities that allow them to identify their own rights and recognize situations where rights are not carried out appropriately. Case studies of trafficking and slavery victims around the world are used in this section to further instill in participants a sense of urgency about the issue of modern slavery.

Bonded labor is the sole subject of the fourth section of the FTS Education Pack. Participants learn how victims enter and, at times, exit bonded labor through role-play exercises and other interactive activities. The concept of ‘taking action’ is first introduced in this section. Participants learn of champions in the anti-slavery field and are supplied with some practical ways they can foster change, like writing letters to national leaders. The FTS Education Pack served a heuristic purpose in the Aware study but concepts from the Education Pack were not incorporated into the Aware Curriculum. The Aware Curriculum is a unique approach to anti-trafficking education.

The FTS Education Pack was one of the first anti-slavery and anti-trafficking education modules developed. Unlike the Aware Curriculum, the Education Pack was not field tested with students. The author was unable to determine if any monitoring and evaluation of the curriculum has been implemented. Also, there is no evidence that the FTS Education Pack was developed with academic standards in mind.
AWARE: A Curriculum for Understanding Human Trafficking and Promoting Awareness

The Aware Curriculum aims to educate students and teachers on the realities of human trafficking, both globally and locally, and empower students toward a civic responsibility to advocacy. Aware was developed over the course of two years, with multiple implementations in middle and high school classrooms and feedback from educators before a final version was completed. The Aware Curriculum exists in three units and is constructed using concepts from Peter Van Arsdale’s AAA Paradigm and the theory of multiple intelligences. Cognitive and affective domain objectives from Bloom’s taxonomy were also incorporated into the curriculum’s development. The AAA Paradigm suggests that when working with any population, there is a natural progression from awareness to action to advocacy (Van Arsdale 2011). One must be cognizant of this progression at all stages of project planning and implementation. Therefore, the Aware Curriculum is organized in a manner that parallels this progression. Unit one aims to raise awareness among students about human trafficking, unit two explains concepts of and within advocacy, while unit three encourages student agency in identifying ways they can be anti-trafficking advocates in their own communities.\

Unit one focuses on informing students about human trafficking, what it is and how it manifests. Students are taken through activities that help them define human trafficking and modern slavery and recognize the impact that this egregious human rights

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Agency is the “capacity to coordinate learning skills, motivation, and emotions to reach your goals. Agents are not puppets on strings held by teachers...instead [they] control many factors that influence how they learn” (Woolfolk 2007).
violation has on its victims and survivors. Role-play exercises, analytical diagrams, and other cooperative learning experiences aid students in relating to and empathizing with victims of human trafficking. This empathy works to motivate students toward advocacy in following units.

Unit two defines advocacy and teaches students why it is necessary. Students work individually and in groups to determine what advocacy means to them, how it displays in their communities, and how they can use creative expression to raise awareness about human trafficking and modern slavery. Lesson Two, in particular, encourages agency to reach the goal of advocating against human trafficking on school campuses by allowing students to artistically conceptualize an advocacy tool and explain how they will practically use that tool.

Unit three empowers students to be advocates and helps them to envision various ways they can apply advocacy to their lives. Students have the opportunity to develop their own visions for anti-trafficking advocacy and create a project plan relating to that vision. Students also participate in lessons that allow them to conceptualize the importance of group action in advocacy.

The Theory of Multiple Intelligences Applied

In the theory of multiple intelligences, Howard Gardener contends that there are at least eight distinct intelligences that affect how students learn and interpret knowledge: linguistic, musical, spatial, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist (Woolfolk 2007). Gardner defines an intelligence as the
“ability to solve problems and create products or outcomes that are valued by a culture” (Woolfolk 2007). Though not fully embraced by the scientific community, educators continue to infuse their lessons with objectives from this theory and have recorded significant progress in student ability. The Aware Curriculum uses the multiple intelligences theory throughout every unit and encourages diverse teaching methods to meet varied learning styles, especially when working with multilevel classrooms. The eight intelligences are outlined in the figure below.

Figure 1: Gardner’s Multiple Intelligences

Source: Educational Origami – Gardner’s Eight Intelligences
Colorado State Academic Standards for Sixth Grade Students Applied

The Aware Curriculum is formatted to meet specific Colorado state education standards in Social Studies and Reading, Writing and Communicating. Social Studies Standard Four outlines expectations for sixth grade graduates in Civics. Students are expected to be able to analyze how the United States is connected to other nations through discussing the advantages and disadvantages of living in a globalized society, examining ideas about citizenship in various times and places, and describing how people can and have influenced government here in the United States and in other nations (The Colorado Department of Education n.d.). Prepared sixth grade graduates are able to internalize what it means to be a responsible community member. Responsible community members are able to evaluate how the actions of one person can have domestic and international impact, analyze the relationship between rights and responsibility, and discuss how a nation’s decision-making impacts its citizens (The Colorado Department of Education n.d.).

With human trafficking being a worldwide problem, greatly affected by aspects of globalization, it serves as a comprehensive venue by which to educate students about societal interconnectedness and responsible citizenship. Through the Aware Curriculum, students learn how human trafficking transcends national boundaries, connecting the United States to various nations. Students examine the idea of citizenship through case studies of trafficking victims and survivors who find themselves in exploitive situations outside of their country of origin. In units two and three, students are given concrete ideas of how individuals and groups can affect domestic and international change. They also
develop their own strategies for responsible citizenship and civic engagement through advocacy. Particularly in unit three, students internalize various ways to be conscientious citizens through the creation of awareness projects in anti-trafficking advocacy.

Sixth graders in Colorado are also expected to collaborate effectively in groups, actively listening, posing thoughtful questions, and contributing thoughts to reach a group objective. This expectation is described in Reading, Writing, and Comprehension Standard One, Oral Expression and Listening. Students achieve this standard by sequencing ideas to produce claims and findings on a particular topic, engaging in collaborative discussions, showing command of the English language, and interpreting information presented in assorted formats. Standard Two, Reading for All Purposes, states that students evaluate how an author uses words to create mental imagery, suggest mood, and set tone (The Colorado Department of Education n.d.). Students also employ tactics to solve problems, judge the quality of ideas, or complete daily tasks using an array of real-life reading experiences. Standard Three, Writing and Communicating, suggests that students be able to write with clear focus, logical organization, ample elaboration, and detail. Students can also effectively apply standard rules of English to communicate in written language.

Group work, collaboration, and cooperative learning are infused into every unit of the Aware Curriculum. Collaboration is a way of “dealing with people that respects differences, shares authority, and builds on the knowledge that is distributed among other people” (Woolfolk 2007). Cooperative learning means working with others to reach a common goal. Group work is merely a number of students working together (Woolfolk
Through various collaborative activities, students learn the importance of group work and recognize one another’s perspectives.

The Aware Curriculum meets Standards Two and Three of Reading, Writing, and Communicating through the use of case studies, outlining diverse accounts of human trafficking and modern slavery. Students use these case studies to analyze how the victim was trafficked and what precautions could have been taken to prevent the crime. Students use reading comprehension and problem-solving skills to complete these activities. Students write essays, pertaining to concepts covered in the Curriculum, that are organized, well-planned, and display command of the English language.

Prevention through Education

Education is the key to prevention. Whether educating at-risk populations about the dangers of human trafficking or empowering more capable students to play a role in human trafficking awareness, education is at the center of anti-trafficking advocacy. The Aware Curriculum serves as a sustainable approach to prevention through education. The Aware Curriculum meets academic standards, promotes civic engagement, and encourages students to examine their own abilities and responsibilities, not only in anti-trafficking advocacy but various facets of humanity.
CHAPTER THREE: CASE STUDIES

The Aware Curriculum was implemented over the course of nine weeks with three sixth grade classrooms in the Denver Public Schools system. Classes one and two come from the same middle school. According to the 2010 Colorado Student Assessment Program (CSAP) results, twenty-eight percent of sixth graders from this school scored unsatisfactorily in reading, while thirty-four percent were partially proficient and thirty-seven percent were proficient. Only one percent of sixth grade students from this middle school ranked advanced in reading. In writing, twelve percent of sixth grade students ranked unsatisfactorily, while sixty-three percent were partially proficient (The Colorado Department of Education 2010). Twenty-three percent were proficient and one percent were advanced. Ninety-three percent of all sixth grade students attending this school were on free or reduced lunch during the 2010-2011 school year. This figure aids in understanding the socioeconomic make-up of classes one and two. Ninety-eight percent of all students enrolled belong to minority groups, with ninety percent of those students being Hispanic (Denver Public Schools 2011).

CSAP results from class three’s middle school show that one percent of sixth grade students were unsatisfactory in writing while twenty-two percent were partially proficient. Sixty-seven percent were proficient and nine percent ranked advanced. In reading, one percent of sixth graders ranked unsatisfactorily, ten percent were partially
proficient, seventy-one percent were proficient, and eighteen percent were advanced.

Forty-four percent of students from this school had free or reduced lunch (The Colorado Department of Education 2010). Standardized testing results and demographics show a great difference between the two schools used for the case studies. Those differences are also represented in the classrooms chosen for the sample.

Class One

Class one is composed of sixteen students. Fourteen students, seven males and seven females, were present the day of the summative assessment. The formative and summative assessments are identical. Class one is a geography class and each session lasts forty-five minutes. Objectives are written on the board daily so that students know what is expected of them. The average age of students in the classroom is twelve years old and the majority of students in the classroom are Hispanic. This is consistent with school demographics. Learners in class one are termed as students with special needs. Each session, students are instructed to line up single file at the door before they are allowed to enter the classroom. This is a behavior management tactic used by the regular classroom teacher that the author adopted during implementation of the Aware Curriculum. Even with certain tactics employed, behavior problems affected class time.

In the formative assessment and throughout the beginning sessions of class one, students relate human trafficking and modern slavery to people smuggling, particularly

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7 This includes students needing guidance with behavior management and students with developmental disabilities. A specialist attended classes once a week to work with particular students.
from Mexico to the United States. Students mention the roles that coyotes play in transporting people across borders. Drug use and gangs are recurring themes that students relate to human trafficking. This is outlined below in the output from Unit one-Lesson one of the Aware Curriculum.

Figure 2: Class One Output

Students in class one prefer working in groups as opposed to individual work. The author observes that students are able to process ideas and concepts relating to human trafficking, modern slavery, and advocacy in greater detail when working in groups. Class one students excel at translating their newly acquired knowledge to art, but struggle to verbalize, in depth, what they have learned. In the figure below, students create a
poster incorporating a definition of human trafficking and examples of exploitation. Students also implicate that action is needed to stop the problem by writing the phrase ‘act now’.

Figure 3: Class One Output

After learning the definitions of human trafficking, modern slavery, and advocacy, students are keenly interested in learning how people escape modern slavery and ask probative questions. This curiosity engenders lively classroom discussion from which the author was able to assess student comprehension of the subject matter. Students compare advocacy to occurrences like strikes, marches, and campaigns. When
students are asked what they can do to raise awareness about human trafficking, they answer in the following ways:

- Telling others what human trafficking is.
- Telling people to stop trafficking humans.
- Respect people.
- Make a website to tell people about human trafficking.
- Help people not to sell their bodies.

These responses are surface in nature but indicate that students know that respect, education, and awareness can be a part of anti-trafficking advocacy. When asked if these sessions have given them tools to make a difference in the problem of human trafficking, students in class one failed to offer thorough responses. Students state that they learned new things and that it is good to raise awareness but give no clear examples of what they’ve learned or tools they have extracted from the lessons.

The results of the formative and summative assessments show general improvement among students in class one from pre-implementation to post-implementation of the Aware Curriculum. In each key concept area, the mode moves from ‘no understanding’ to ‘little understanding’. Five students total reach proficiency in life application, defining key concepts, and human rights. No students reach ‘advanced’ standing. The data for class one is represented in the figure below.

<table>
<thead>
<tr>
<th>Class 1 Formative Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Students</td>
</tr>
<tr>
<td>No Understanding</td>
</tr>
<tr>
<td>Little Understanding</td>
</tr>
<tr>
<td>Developing</td>
</tr>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Advanced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 1 Summative Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Students</td>
</tr>
<tr>
<td>No Understanding</td>
</tr>
<tr>
<td>Little Understanding</td>
</tr>
<tr>
<td>Developing</td>
</tr>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Advanced</td>
</tr>
</tbody>
</table>
Ninety-four percent of students in class one were in the ‘no understanding’ category for identification of relevant vocabulary during the formative assessment. Upon the summative assessment, only fourteen percent of class one students fall in the ‘no
understanding’ category while seventy-one percent score ‘little understanding,’ and fourteen percent are ‘developing’. Some unique vocabulary words generated by class one relating to human trafficking, modern slavery, and advocacy are: coyote, illegal immigrants, lost identity, trading people, factories, boats.

For defining key concepts, ninety-four percent of class one again scored ‘no understanding’ on the formative assessment. Summative assessment shows improvement, with seventy-one percent of the class scoring ‘little understanding’ and twenty-one percent ‘developing’. In identification of human rights concepts, eighty-one percent of students fell under ‘no understanding’ in the formative assessment but the summative assessment shows fifty-seven percent at ‘little understanding’ and twenty-one percent making up ‘developing’ and ‘proficient’. Eighty-one percent of students in class one scored ‘no understanding’ on the formative assessment for life application. The summative assessment shows fourteen percent at ‘no understanding’ and seventy-two percent comprising ‘little understanding’ and ‘developing’. Seven percent of class one reaches proficiency.

**Class Two**

Class two is composed of twenty-three students. All students, eleven males and twelve females, were present the day of the summative assessment. The formative and summative assessments are identical. Class two is a geography class and each session lasts forty-five minutes. Objectives are written on the board daily so that students know what is expected of them. The average age of students in the classroom is twelve years
old and the majority of students in the classroom are Hispanic. This is consistent with school demographics. Class two is a multilevel classroom, with learners of various abilities. Each session, students are instructed to line up single file at the door before they are allowed to enter the classroom.

The formative assessment shows that the majority of students in class two did not have an understanding of human trafficking, modern slavery, and advocacy at the start of the study. By the end of the study, most students move from ‘no understanding’ to ‘developing’ in each key area.

Sixty-eight percent of students in class two were in the ‘no understanding’ category for identification of relevant vocabulary for the formative assessment. Twenty-seven percent made up ‘little understanding’ and five percent were proficient. Upon the summative assessment, only four percent of class two students fall in the ‘no understanding’ category while thirty-nine percent score ‘little understanding,’ and forty-seven percent are developing and proficient. Some unique vocabulary words generated by class two relating to human trafficking, modern slavery, and advocacy are: coyote, worldwide, broadcast, Martin Luther King, Jr., history, black markets, chains, and property of someone. Class two students also list numerous emotive words relating to victims and survivors of human trafficking: pain, brainwashed, desperate, and hopeful.

For defining key concepts, sixty-eight percent of class two once again scored ‘no understanding’ on the formative assessment, with ‘little understanding’ and ‘developing’ making up thirty-two percent. Summative assessment shows some improvement, with fifty-six percent of the class scoring ‘developing’ and ‘proficient’ and forty-three percent
‘little understanding’. In identification of human rights concepts, forty-five percent of students fell under ‘no understanding’ in the formative assessment but the summative assessment shows sixty percent at ‘little understanding’ and ‘developing’. Thirteen percent make up ‘proficient’. Fifty-five percent of students in class two scored ‘no understanding’ on the formative assessment for life application. The summative assessment shows zero percent at ‘no understanding’ and eighty-three percent comprising ‘little understanding’ and ‘developing’. Seventeen percent of class two reaches proficiency in life application. The figure below outlines data for class two.

<table>
<thead>
<tr>
<th>Class 2 Formative Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Students</td>
</tr>
<tr>
<td>Identification of Relevant Vocabulary</td>
</tr>
<tr>
<td>Defining Key Concepts</td>
</tr>
<tr>
<td>Identification of Human Rights Concepts</td>
</tr>
<tr>
<td>Life Application</td>
</tr>
<tr>
<td>No Understanding</td>
</tr>
<tr>
<td>Little Understanding</td>
</tr>
<tr>
<td>Developing</td>
</tr>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Advanced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 2 Summative Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 Students</td>
</tr>
<tr>
<td>Identification of Relevant Vocabulary</td>
</tr>
<tr>
<td>Defining Key Concepts</td>
</tr>
<tr>
<td>Identification of Human Rights Concepts</td>
</tr>
<tr>
<td>Life Application</td>
</tr>
<tr>
<td>No Understanding</td>
</tr>
<tr>
<td>Little Understanding</td>
</tr>
<tr>
<td>Developing</td>
</tr>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Advanced</td>
</tr>
</tbody>
</table>

29
Students draw correlations between human trafficking and people smuggling, particularly from Mexico to the United States through the use of coyotes. Students in class two prefer working in groups to working individually. Students work most
cooperatively when allowed to choose their own groups. One observation is that more advanced students tend to group with other more advanced students and less advanced students with less advanced. This grouping sometimes results in a disparity in outputs, which can be seen in the figures below.

Figure 6: Class Two Output
The poster in figure six includes the definitions of modern slavery and exploitation and mentions trickery. The output, however, does not clearly express human trafficking in any way but shows that the students understand some of the major concepts explained during unit one. In figure seven, one can see a depiction of downtown Denver. The students in this particular group include the phrases, “You never know when it’s happening or when it can happen,” “They can exploit you,” “They can trick you”. The vehicles carrying victims of human trafficking show that these students understand the aspect of movement in the definition of human trafficking. The students recognize the important themes of exploitation and trickery, and also identify that human trafficking is a local problem in Denver.
When asked if these sessions have given them the tools they need to make a difference in the problem of human trafficking, students reply in the following ways:

- Yes, because I now know how kids and such live when put in human trafficking. Now, I will be aware of the community around me.
- I think that participating in these classes has given me the tools I need to make a difference in the problem of human trafficking because I’ve really learned a lot and I can now raise awareness to people around the world.
- Mr. Alex made me learn a lot in the class. It can help me in many ways. I can try to warn people about human trafficking.

These responses are more detailed than those garnered from class one and show that class two students are processing what human trafficking is and understand that it is important to be aware. Also, community is identified as an important component of advocacy. This idea is covered in depth in units two and three of the Aware Curriculum.

**Class Three**

Class three is composed of nineteen students. All students, ten males and nine females, were present the day of the summative assessment. The formative and summative assessments are identical. Class three is a cultural studies class and each session lasts one hour and thirty minutes. The average age of students in the classroom is twelve years old and the class is ethnically diverse and representative. This is consistent with school demographics. Class three is an advanced classroom, existing in a school with a curricular focus on international studies.

By completion of unit one, students are able to make significant associations between modern slavery and slavery of the Trans-Atlantic Slave Trade era. Students
excel at classroom discussion and ask thoughtful questions after each lesson. Students also link advocacy and human rights issues to current events, namely the work of Invisible Children and the media coverage surrounding Egypt. Some students in class three conduct out-of-class research on human trafficking and modern slavery, reporting their findings to the author.

Students make parallels between human trafficking and people smuggling, namely from Central American countries to the United States. Some students go so far as to perceive that human trafficking is the avenue by which people enter modern slavery before a lesson is presented on this specific subject matter.

Class three students work equally well in groups and individually. From the early stages of curriculum implementation, students are very eager and expressive about ways they can affect change in human trafficking and modern slavery. When asked what ways a student can raise awareness about human trafficking, they respond with the following:

- Students can do lots. They can start an anti-trafficking club, make posters and t-shirts, announce it in front of their communities, and much more.
- Clubs, bake sales, flyers, posters, meetings, talking to people, wristbands, and websites.
- Be an advocate and raise awareness in a community. Explain human trafficking.

The results from formative to summative assessment show a great deal of development among students in class three, as outlined below.
### Class 3 Formative Assessment Results

<table>
<thead>
<tr>
<th>19 Students</th>
<th>Identification of Relevant Vocabulary</th>
<th>Defining Key Concepts</th>
<th>Identification of Human Rights Concepts</th>
<th>Life Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Understanding</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Little Understanding</td>
<td>12</td>
<td>13</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Developing</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Proficient</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Advanced</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

### Class 3 Summative Assessment Results

<table>
<thead>
<tr>
<th>18 Students</th>
<th>Identification of Relevant Vocabulary</th>
<th>Defining Key Concepts</th>
<th>Identification of Human Rights Concepts</th>
<th>Life Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Understanding</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Little Understanding</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Developing</td>
<td>12</td>
<td>6</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Proficient</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Advanced</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

### Class 3 Formative Assessment Results - Identification of Relevant Vocabulary

- No Understanding: 94%
- Little Understanding: 5%
- Developing: 0%
- Proficient: 0%
- Advanced: 0%

### Class 3 Summative Assessment Results - Identification of Relevant Vocabulary

- No Understanding: 10%
- Little Understanding: 9%
- Developing: 5%
- Proficient: 0%
- Advanced: 0%

### Class 3 Formative Assessment Results - Defining Key Concepts

- No Understanding: 0%
- Little Understanding: 0%
- Developing: 0%
- Proficient: 0%
- Advanced: 100%

### Class 3 Summative Assessment Results - Defining Key Concepts

- No Understanding: 0%
- Little Understanding: 0%
- Developing: 0%
- Proficient: 0%
- Advanced: 100%

### Class 3 Formative Assessment Results - Identification of Human Rights Concepts

- No Understanding: 0%
- Little Understanding: 0%
- Developing: 0%
- Proficient: 0%
- Advanced: 0%

### Class 3 Summative Assessment Results - Identification of Human Rights Concepts

- No Understanding: 0%
- Little Understanding: 0%
- Developing: 0%
- Proficient: 0%
- Advanced: 0%

### Class 3 Formative Assessment Results - Life Application

- Advanced: 0%
- Proficient: 0%
- Developing: 0%
- Little Understanding: 0%
- No Understanding: 100%

### Class 3 Summative Assessment Results - Life Application

- Advanced: 0%
- Proficient: 0%
- Developing: 0%
- Little Understanding: 0%
- No Understanding: 100%
Twenty-six percent of students in class three were in the ‘no understanding’ category for identification of relevant vocabulary for the formative assessment. Sixty-three percent made up ‘little understanding’ and ten percent were ‘developing’ and ‘proficient’. Upon the summative assessment, sixty-seven percent of class three students fall in the ‘developing’ category while thirty-three percent score ‘proficient’. Some unique vocabulary words generated by class three relating to human trafficking, modern slavery, and advocacy are: cross borders, no passport, gay and lesbian youth, immigration, commercial, teachers, and Southeast Asia. Class three students also list numerous emotive words relating to victims and survivors of human trafficking: disappointment, afraid, starving, badly hurt, misses family and friends, and persevere.

For defining key concepts twenty-one percent of class three scored ‘no understanding’ on the formative assessment, with ‘little understanding’ and ‘developing’ making up seventy-nine percent. Summative assessment shows improvement, with thirty-three percent of the class scoring ‘developing’ and sixty-one percent at ‘proficient’ and ‘advanced’. In identification of human rights concepts, sixty-four percent of students fell under ‘little understanding’ and ‘developing’ in the formative assessment but the summative assessment shows seventy-eight percent at ‘developing’ and seventeen percent ‘proficient’. Five percent of students in class three scored ‘no understanding’ on the formative assessment for life application, while eighty-four percent were at ‘little understanding’ and ‘developing’. The summative assessment shows thirty-three percent at ‘developing’ and sixty-seven percent comprising ‘proficient’ and ‘advanced’.
Students in class three excel significantly in translating what they’ve learned into tools for advocacy. The output below, from unit two, shows that class three students incorporate concepts from human trafficking, modern slavery, and advocacy into their creations. Students from this group made their poster interactive by adding a flip pamphlet for passersby to learn about anti-trafficking advocacy.

![Figure 9: Class Three Output](image)

When asked if these sessions have given them the tools they need to make a difference in the problem of human trafficking, students reply in the following ways:
• Because I have learned a lot. I feel more aware and more able to raise awareness to others. I have learned ways to advocate, why human trafficking is so bad, and why modern slavery is worse than old slavery.

• I do because when we get older or even now we will be able to raise awareness about it and change or stop human trafficking.

• Because every human has the right to be free and I have learned this. So this helps me prepare for helping people who are trafficked.

These answers are more advanced than those from classes one and two and show a deeper understanding of concepts covered in the Aware Curriculum. Though students do not identify specific tools, they do mention they have learned ‘ways to advocate’ and speak of raising awareness.
CHAPTER FOUR: DISCUSSION

Summary

All three classes participating in the Aware study show improvement from the formative assessment to the summative assessment, with class three making the most significant progress. In each key concept area, the majority of students in class one moved from ‘no understanding’ to ‘little understanding’. Classroom observation indicates that students in class one completed the Aware Curriculum with a better understanding of human trafficking and modern slavery but few concrete ideas to their specific roles in anti-trafficking advocacy. Class two students moved from ‘no understanding’ to ‘developing’ in each key concept area. Classroom observation shows that students gained a deeper understanding of human trafficking and modern slavery and saw some ways that they, as students, could help raise awareness about human trafficking. Class two students also began to emotionally relate to victims of human trafficking by comparing their feelings to those experienced by victims in case studies.

The majority of class three students moved from little understanding to developing and proficient. Thirty-two percent of class three reached ‘advanced’ understanding in defining key concepts and life application. Classroom observation
shows that students gained a great deal of understanding about human trafficking, modern slavery, and advocacy. Students made clear connections to advocacy and current events. Students also extracted concepts from previous cultural studies lessons and applied them to Aware lessons. This shows high-level processing and possible internalizing of concepts covered. Class three students expressed clear ways that they could join in advocating against human trafficking and created elaborate but practical plans for advocacy. Students identified emotionally with victims of human trafficking relating to ‘missing family,’ ‘being lonely,’ and ‘having hopes and dreams’.

Common trends recognized throughout all classes was the linking of human trafficking to people smuggling and illegal immigration from Central America to the United States. The author suggests that this preconceived notion in the majority of students across classes stems from the fact that many students participating in the Aware study come from immigrant families and are familiar with concepts relating to immigration. Another trend was the assumption that all victims of human trafficking are uneducated and come from the developing world. A deeper analysis of the situations human trafficking victims face helped students gain a broader perspective.

Of the four key concept areas, identification of human rights seemed to be the most difficult for students in all classes to conceptualize. The author submits that this shortcoming derives from the Aware Curriculum’s lack of lessons sufficiently outlining the broad framework of human rights. Students scored highest on life application, both in the formative and summative assessments. In class one, many students were extrinsically
motivated by rewards to actively participate in sessions. Classes two and three seemed to be more intrinsically motivated to participate in the sessions, asking numerous questions about the subject matter, engaging the author and other classmates, with full knowledge that no reward or grade was being offered for participation.

The Aware Curriculum can be modified to fit various subjects, needs, and student comprehension levels. The author implemented the Aware Curriculum in geography and cultural studies classes but the Curriculum can be used in language arts, social studies, civics, and other subjects as well. Anti-trafficking education is a sustainable method to prevent human trafficking in the United States and abroad. The Aware Curriculum centers on prevention through sustainable education. The results gathered from this study indeed show that students believe they have a key role to play in anti-trafficking advocacy and are confident and capable of doing so.

Limitations

- The Aware assessment tool was not comprehensive and lacked the ability to measure student use of higher-level objectives under Bloom’s taxonomy and proficiency in Colorado state academic standards.

- The duration of class sessions differed among the classes. Classes one and two lasted forty-five minutes while class three’s session was 1.5 hours. This allowed significant time for discussion in class three while classes one and two suffered time constraints.

- Time constraints also necessitated a modification of the Aware Curriculum for classes one and two. The author selected the most relevant

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Extrinsic motivation manifests when a student does something for a reason that has little to do with the activity at hand (Woolfolk 2007).
lessons to teach over the nine-week period, while class three was able to complete the entire curriculum.

- The relationship between the researcher and the regular classroom teacher was essential for the success of the Aware study but could not be systematically controlled.
- The author wrote the curriculum and also constructed the assessment tool so there is unintentional bias in the study.

Research Recommendations

If further research using the Aware Curriculum is conducted, the author suggests that the Aware assessment is reformatted to gain a better measure of life application and student empowerment. Using a ‘tool box’ where students list tools that they have extracted from lessons and then explain how they will effectively use these tools to reach a future objective can do this. The inclusion of questions that qualify Colorado state academic standards would also add weight to the validity of the Aware Curriculum. This method is much more comprehensive than asking students “Do you feel these sessions gave you tools to make a difference in the problem of human trafficking?” The author also suggests that a more representative research method be used to gain a broader sample size and a more quantitative assessment of student knowledge acquired through the implementation of the Aware Curriculum. For example, the study could be scaled out over a particular school district for a semester, with proper monitoring of how students interpret and apply concepts from the Aware Curriculum. The results from this study show the viability of further research.
REFERENCES


Duhon-Haynes, Gwendolyn M. *Student Empowerment: Definition, Implications, and Strategies for Implementation.* Third World Symposium, Grambling State University, 1996.


"New Colorado P-12 Academic Standards - Reading, Writing, and Communicating."


1. In the circle, please write as many words as you can that you think relate to human trafficking.
2. In the box, please write as many words as you can that you think relate to Advocacy.
3. In the pentagon, please write as many words that you think relate to modern slavery.
The following questions are short answer. Please answer as best as you can.

4. As best as you can, please define human trafficking.

5. As best you can, please define modern slavery.

6. As best you can, please define advocacy.

7. List three things you know about human rights.

8. What can a student do to help raise awareness about human trafficking?

9. Do you feel that these sessions have given you the tools you need to make a difference in the problem of human trafficking? Why or why not?
APPENDIX B: THE AWARE CURRICULUM

AWARE

A Curriculum for Understanding Human Trafficking and Promoting Awareness

Alex K. Monroe
Unit One: Human Trafficking, Modern Slavery and their Victims

Unit Overview:

Unit one focuses on informing students about human trafficking, what it is and how it manifests. Students are taken through activities that help them define human trafficking and modern slavery and recognize the impact that this egregious human rights violation has on its victims and survivors. Role-play exercises, analytical diagrams, and other cooperative learning experiences aid students in relating to and empathizing with victims of human trafficking. This empathy works to motivate students toward advocacy in following units.

At the end of unit one, students will be able to:

- Define human trafficking, modern slavery and human rights
- Understand the similarities and differences between human trafficking and slavery
- Discuss how human trafficking is a worldwide issue
- Identify characteristics of a victim of human trafficking
- Understand how human trafficking and modern slavery are linked
Lesson One: Word Relay: Human Trafficking and Modern Slavery
Time: 35 minutes
Materials: butcher paper, pens, markers, HT 101 Talking Points (supplemental materials)

Student Objectives:
- Students will be able to work in small groups cooperatively.
- Students will be able to participate in class discussion.
- Students will be able to define human trafficking.
- Students will be able to learn key terms and phrases about human trafficking.
- Students will be able to understand the similarities and differences between human trafficking and slavery.
- Students will be able to explain how human trafficking affects the United States.
- Students will be able to describe the factors and risks involved in human trafficking.

Facilitator Objectives:
- To gauge the students' perceptions of human trafficking, modern slavery, and their victims.
- To serve as a foundation for the lecture.

Opening Activity: (5 minutes)
2. Divide students into small groups (preferably even and no larger than 10 persons per group).
3. Assign three roles to students in each group: scribe (1 student), presenter (1+ students), and contributor (all students).
4. Give each group a sheet of butcher paper with the phrase ‘human trafficking and modern slavery’ written in the middle.
5. Explain that each group will have 3 minutes to write as many words or phrases as they can on the paper that they associate with ‘human trafficking and modern slavery’.
6. Allow each group member to share words or phrases that come to his/her mind. **Give only 3 minutes.**

Main Activity: (20 minutes)
10. Have groups return to full class setting.
11. Have each group presenter(s) share the words or phrases their group came up with, and post the paper around the classroom.
12. Review the terms and phrases as an entire class, specifically analyzing criteria such as:
   a. What are the key differences and similarities each group found?
   b. What do these words or phrases tell us about our perceptions of human trafficking?
      i. What do we as middle school students think of human trafficking?
   4. Once the class has discussed terms and phrases they presented, define both human trafficking and modern slavery. Definitions may vary based on comprehension ability.
      a. Human Trafficking is the action of moving a person from one place to
another, against his/her will or as a result of being tricked or forced, for the purpose of exploitation.

b. Modern Slavery is being under the complete control of another person. A person held in slavery cannot exercise free will. Modern Slavery is current and exists today.

5. Facilitator will then give a brief background on Human Trafficking using the following outline:

**Human Trafficking 101 Talk-Discussion Points for Lecture:**

- Human trafficking is an avenue to modern slavery
- There are an estimated 27 million people held is slavery today
- 800,000 to 1,200,000 cross borders as victims of human trafficking each year
- $9 -$11 billion is made in illicit profits by traffickers annually
- Between 14,500 – 17,500 victims cross US borders annually
- There are between 50,000 and 100,000 slaves in the US at any given time

- Remind students of 3 important factors to consider about human trafficking:
  a. Explain how trafficked persons lack freedom; their lives are not their own.
  b. Explore what drives people to take risks and trust traffickers (i.e. poverty, lack of awareness, push/pull factors, what creates vulnerability, etc.).
  c. Explain why trafficking is so attractive for those who do it (i.e. weak consequences, high profit margin, unlimited supply, etc.).

Closing Activity: (10 minutes)

1. Ask students for their reaction to the facts and figures:
   a. How have your feelings about human trafficking changed?
   b. What is something different you have learned?
   c. How do you define human trafficking?

2. Leave time for any lingering questions from participants.

Assessment:

- Facilitator will be able to assess knowledge based on the students’ ability to retain key information, ask further questions, and define human trafficking.

Tips for the Facilitator:

- If students have no idea what human trafficking is then the definition can be given before the activity to give them a better grasp on the subject.
- It helps to break down words that students may not be familiar with by giving synonyms or having participants use context clues to draw out the meaning.
- When explaining what human trafficking is, remember to draw from the work produced during the activities when giving your talk on human trafficking.
- Recycle the words and phrases used in the Word Relay to give the students a sense of interconnectedness to the subject.
• Make clear that trafficking is related to slavery but is a legal term that does not encompass all slavery situations, for examples bonded labor/debt bondage.
• Be sure to visibly display facts and figures for visual learners and describe in a tangible format.
Lesson Two: Analyzing the Situations Human Trafficking Victims Face (Body Outline)

Time: 1 hour
Materials: butcher paper, markers, pens, drawing materials

Student Objectives:
- Students will be able to define more terms regarding human trafficking.
- Students will be able to reflect on diverse examples of human trafficking.
- Students will be able to work cooperatively in groups with leadership roles.
- Students will be able to discuss how human trafficking is a worldwide issue.
- Students will be able to read and understand examples of human trafficking through case studies.
- Students will be able to explain backgrounds and experiences of human trafficking victims.
- Students will be able to identify key terms.
- Students will be able to identify characteristics of a victim of human trafficking.

Facilitator Objectives:
- To draw from students their individual perspectives on victims of human trafficking.
- To give a deeper explanation of human trafficking, its victims and potential victims.

Opening Activity: OPTIONAL (10 minutes):
1. Distribute and read aloud a case study from the supplemental materials (this will help stimulate discussion for the following activity).
2. Ask students questions relating to the case study:
   a. For example: What do you think the health condition was of the victim in the story?
   b. Remind students that these reflective questions and answers can be used to help groups brainstorm in the following activity.

Main Activity (40 minutes):
1. Divide the students into even groups and distribute one set of the materials to each group.
2. Each group should select leadership roles:
   - Illustrator (1), recorder (1+), reporter (1+)
3. Ask the illustrator to draw an outline of a person. This should only be an outline, with no specific sex, age or ethnic origin identified. Students should be informed that the outline represents a victim of human trafficking.
4. Ask each group to brainstorm on the following while the recorder(s) label each part of the body outline:
   a. Head: **Education**- words or drawings describing the educational and socioeconomic background of the trafficked person.
   b. Chest/Heart: **Emotions**- words or drawings describing the emotional state of the trafficked person.
   c. Arms and hands: **Exploitation**- words or drawings describing the possible forms of exploitation that the trafficked person suffers.
   d. Legs: **Treatment by Traffickers**- words or drawings describing the trafficked person’s treatment by recruiters, traffickers and exploiters.
e. Stomach: **Health**- words or drawings describing the physical state or health condition of the trafficked person.

f. Feet: **Hopes**- Others things that the groups wish to add (for example: talents, hopes, dreams, aspirations).

5. When the groups have finished their body outlines, allow each group reporter 5 minutes to present their group's body outline.
   a. Questions should be limited in order to stay on track with time.
   b. Facilitators should use this time to explain any terminology like ‘exploitation’ or ‘recruiters’ that the students don’t fully understand.

**Closing Activity (10 minutes):**
1. After all groups have presented, ask the students for feedback on the activity.
   a. Where do you think human trafficking occurs most?
   b. What things are trafficked persons forced to do?
   c. If your outline had an ethnic heritage, sex, age, what would it be?
2. Lead a discussion about the diversity of trafficking victims and how human trafficking is a global pandemic, from child soldiers in the Congo to domestic servants in Denver, Colorado. This discussion can blend into the Human Trafficking 101 Talk but can also be an individual discussion.
   a. The purpose of this discussion is to note the array of trafficking victims on a local, national, and global level.

**Assessment:**
- Facilitator will be able to assess knowledge based on the students’ ability to work in groups and complete the body outline. Further assessment will be acknowledged based on students’ active participation in discussion and ability to grasp key terminology and concepts explained in Human Trafficking 101.

**Tips for Facilitator:**
- The Body Outline guide should be already be displayed so that the activity can flow easily.
- The facilitator can decide to have the body outlines ready-made and labeled for distribution if pressed for time.
- It can be beneficial to read aloud and distribute a case study from the supplemental materials **before** this activity if the participants are struggling to begin. During and after the activity you can ask them to draw points from the case study and apply them to the body outline. (For example: What do you think the health condition was of the victim in the story? How can you apply it to your body outline?)
Lesson Three: Seeing Through the Victim’s Eyes (Case Study Skit)

Time: 55 minutes
Materials: multiple copies of different case studies for each group (provided with curriculum).

Student Objectives:
- Students will be able to analyze the similarities and differences of human trafficking case studies.
- Students will be able to work cooperatively together to retell their story.
- Students will be able to recall information from their case studies.
- Students will be able to lead and creatively comprehend situations.
- Students will be able to discuss and identify tactics used by traffickers.
- Students will be able to reflect upon forms of exploitation.
- Students will be able to identify similarities and differences among victims.

Facilitator Objectives:
- To bring clarity to students on how people become victims of human trafficking.
- To show how tactics or practices used by recruiters/traffickers parallel in each story.
- To show similarities and differences between victims, their backgrounds and the ways in which they are exploited.

Opening Activity (5 minutes):
1. Divide the students into groups of no more than ten and tell each group to select leader/two leaders.
2. Distribute a copy of the case study to each group member.
   a. Each group member should have a copy of the specific case study. (So if you have 20 students, you may have 4 groups of 5 students each.)
   b. Group 1 will have 5 copies of Case Study 1 and Group 2 will have 5 copies of Case Study 2, and so on.

Main Activity (40 minutes):
1. The group leader will read the case study aloud while other group members follow along silently using their own copies.
2. Give the groups 10 minutes to read over the case study.
3. Each group will assign characters and discuss how they want to act out the story.
   a. Students can act out the story as a rap, skit, or news report.
   b. Groups will have 10 minutes to brainstorm and create and plan.
4. The facilitator should tell them each group will have 5 minutes to present their output and all group members must participate in some way.
5. Allow each group 5 minutes to present their output.

Closing Activity (10 minutes):
1. After all groups have presented, analyze the similarities and differences between the stories.
   a. What did the victims have in common/how did they differ?
   b. What forms of exploitation did you notice in the stories? Did any of the stories parallel in that sense?
c. What similarities/differences did you see in the recruiters/traffickers? How did they deceive the victims?

2. Wrap up with a brief discussion on the tactics used by traffickers.
   a. For example: promises of money, a facade of wealth, gaining trust, etc.

Assessment:
   • Facilitator will be able to assess students’ knowledge based on their ability to completely read the case study. Further assessment will be acknowledged based on the students’ ability to reinterpret and retell the story creatively. Participation in discussion will also be qualitatively used to assess students’ ability to analyze the different stories.

Tips for the Facilitator:
   • To increase participation and creative input from students, the facilitator can offer a prize for the most creative group and allow the students to anonymously choose the winner.
Lesson Four: Human Right # 4- NO SLAVERY
Time: 45 minutes
Materials: Laptop and projector, Human Right #4 video (Youth for Human Rights International)

Student Objectives:
- Students will be able to define human rights.
- Students will be able to define modern slavery.
- Students will be able to understand how human trafficking and modern slavery are linked.
- Students will be able to process their own emotions and ideas relating to human trafficking and modern slavery.

Facilitator Objectives:
- To show students the relationship between Trans-Atlantic era slavery and modern slavery.
- To bring out students’ opinions of human trafficking and modern slavery.
- To introduce the concept of advocacy.

Opening Activity (10 minutes):
1. Divide students into even groups.
2. Ask each group the question, “What are human rights?” and give them 2 minutes to debate.
3. Allow each group 1 minute to present their output. Upon completion, ask the students these questions:
   a. Which group do you think has the most accurate definition of human rights? Why?
   b. How are the definitions similar and different from each other?
4. Compliment the students for their efforts and allow them to return to their seats.

Main Activity (20 minutes):
1. Inform students that they will view a short video about human trafficking and modern slavery. Ask them to please remain quiet during the video so that everyone can listen and will be able to give feedback at the end of the video.
2. Show the video “Human Right #4” found in the supplemental materials. It is 1 minute long. Feel free to show the video more than once so that students understand and can give feedback.
3. After the video, ask the students the following questions to help them process:
   a. How did watching this video make you feel?
   b. Who were the main characters in the video?
   c. What was happening in the video?
   d. What do you think the filmmaker wants you to take away from this video?
4. Encourage the students to speak openly about the video. Give them about 5 minutes to answer the following questions:
   a. How does this video relate to human trafficking and modern slavery?
   b. How does human trafficking relate to modern slavery?
   c. What human rights did you see being violated in the video?
Closing Activity (15 minutes):
1. Wrap up by providing the students with a definition of human rights.
   a. Human Rights are things you are allowed to be, do, and have. Human Rights exist for your protection and also to help us all get along with each other and live together in peace. (source: Youth for Human Rights)
2. It is important that students understand that human trafficking is a mode by which people are bought, sold, transferred and held in modern slavery.
   a. Explain that advocacy is very important because one of the major ways to prevent people from falling prey to human trafficking is to make them aware.
   b. Explain that their own awareness is not only important for themselves, but for others in their communities. In later activities they will more about putting their knowledge to action.

Assessment:
• Facilitator will be able to assess students’ knowledge based on their ability to comprehend and recall ideas from the video. Facilitator will be able to qualitatively assess student comprehension through responses to questions and participation in classroom discussion.

Tips for the Facilitator:
• Be sure to focus the discussion on how human trafficking and modern slavery relate and the importance of human rights. After viewing the video, students may have other questions about the Trans-Atlantic Slave Trade and the history of slavery but it is most important to tackle the subject at hand. Inform students that you can answer other questions during a break or after sessions.
Unit Two: What is Advocacy and why is it important?

Unit Overview:

Unit two defines advocacy and teaches students why it is necessary. Students work individually and in groups to determine what advocacy means to them, how it displays in their communities, and how they can use creative expression to raise awareness about human trafficking and modern slavery. Lesson Two, in particular, encourages agency to reach the goal of advocating against human trafficking on school campuses by allowing students to artistically conceptualize an advocacy tool and explain how they will practically use that tool.

At the end of unit two, students will be able to:

- Define advocacy, anti-trafficking advocacy, and community
- Analyze different forms of advocacy
- Create a definition of anti-trafficking advocacy
- Create a tool for advocacy in their communities
Lesson One: What is advocacy? What is anti-trafficking advocacy?
Time: 1 hour
Materials: markers, butcher paper, advocacy definition card sets, markers

Student Objectives:
- Students will be able to arrange words and form definitions.
- Students will be able to analyze different forms of advocacy.
- Students will be able to work in groups cooperatively.
- Students will be able to create a definition of anti-trafficking advocacy.

Facilitator Objectives:
- To garner students’ a deeper understanding of advocacy.
- To develop a definitions for advocacy and anti-trafficking advocacy.

Opening Activity (5 minutes):
1. Write the name ‘Martin Luther King Jr.’ on the board.
2. Divide the class into two teams.
3. Direct each team that their goal is to come up with the most words or phrases that relate to the name on the board.
4. Give each team 1 minute to huddle up and come up with as many examples as they can.
5. The instructor then points to one team and asks for one of their answers.
   a. The instructor goes back and forth between teams until a word or phrase is repeated, or until a team cannot come up with anymore examples.
6. When the game concludes, congratulate both teams, have students sit down and tell them that they will now be doing a similar activity in smaller groups.

Main Activity (45 minutes):
1. Divide participants into even groups of 4-5.
2. Distribute an advocacy card set, a sheet of butcher paper and markers to each group.
3. Instruct the participants that each card in their set has different words that all work together to form one definition of advocacy.
4. Instruct each group to work together to arrange the cards in the way that correctly states a definition of advocacy.
5. Once the group has arranged their cards correctly, allow them to write their definition on the butcher paper for class presentation.
   a. For groups that finish early, have them draw or depict their definition or use it in a sentence.
6. Each group will be allowed 3 minutes to present their definitions.
7. After presentation of definitions, discuss the following questions as a class:
   a. What similarities are seen between each group’s definitions?
   b. Are there certain words or ideas that stick out?
   c. Which definition do you think is the best? Why?
   d. Do they agree with these definitions? Why or why not?
Closing Activity (10 minutes):
1. Students should return to their seats and write down the following definition of advocacy, to be used in future activities.
   a. Advocacy is raising awareness about or drawing people's attention to an issue, how it affects our communities, and motivating people to do something about it.
2. Ask students to recall the opening activity and to provide examples of how Martin Luther King Jr.’s life related to advocacy.
   a. This will help students to see clear examples of how a person can advocate an issue.
3. Remind the students of the definition given for ‘human trafficking’ in Unit One.
4. Ask students to think about how they can use the definitions of ‘human trafficking’ and ‘advocacy’ to form a working definition of ‘anti-trafficking advocacy’. A definition for ‘anti-trafficking advocacy may look something like this:
   a. Anti-trafficking advocacy is raising awareness about or drawing people’s attention to human trafficking, how it affects our communities and motivating people to do something about it.

Assessment:
• Facilitator will be able to assess students’ knowledge based on their ability to work cooperatively in groups, identify common ideas for the term ‘advocacy,’ participate in classroom discussion, express opinions of definitions for ‘advocacy’ and create a definition for anti-trafficking advocacy.

Tips for Facilitator:
• If more time allows, expand the class discussion and ask students where they’ve seen advocacy in the past and present. Tie advocacy to historical dates and events, as well as what individuals were the leaders.
• If students are having difficulty creating a definition for ‘anti-trafficking advocacy, you should push them in the direction of the definition given above. Some key words to mention might be ‘awareness’, ‘speaking’, ‘motivation’, etc.
Lesson Two: Poster Making Activity
Time: 1.5 hours
Materials: markers, oil pastels, poster board, construction paper, colored pencils, various art supplies

Student Objectives:
- Students will be able to define community.
- Students will be able to work cooperatively in groups to create a poster.
- Students will be able to create a tool for advocacy in their communities.

Facilitator Objectives:
- To encourage creative ability among students.
- To promote agency and ownership of work among students.

Opening Activity (5 minutes):
1. Ask the class the following question and allow 1 minute for them to ponder and then 1 minute to respond.
   a. What is a community?
      i. A community is something we belong to and is made up of many people. Some characteristics of a community are common beliefs, ideas, activities, interests, etc.
2. Now ask the class the following questions, giving them 1 minute to ponder and 1 minute to respond.
   a. What communities do you belong to?
   b. Do you think they need to know about issues like human trafficking and modern slavery? Why or why not?
3. Instruct students to keep these ideas in mind throughout the next activity.

Main Activity (1 hour):
1. Divide students into even groups and issued materials to each group.
   a. Instruct each group to choose two people to present the output at the end of the activity.
2. Explain to students that they will be working together to create a poster to raise awareness about human trafficking in their schools using the theme: SLAVERY STILL EXISTS.
3. Allow the groups to brainstorm ideas for their posters for about 10 minutes.
4. Instruct the groups to work on their posters for 30 minutes.
5. After 30 minutes has passed, allow each group 5 minutes to present their posters.

Closing Activity (30 minutes):
1. After the presentations, lead the students in a discussion on different strategies they can use to advocate anti-trafficking on their campuses. You may ask:
   a. How can these posters be used to promote awareness of human trafficking and modern slavery on your school campus and/or communities?
   b. What are other ways you can do advocacy in your schools?
Unit Two: What is advocacy and why is it important?

i. Some of their answers may include film showings, events on UN World Days such as International Human Rights Day, workshops, camps, symposiums, teaching, etc.)

Assessment:
- Facilitator will be able to assess students’ knowledge based on their ability to work cooperatively in groups to produce a poster on anti-trafficking advocacy and their perspectives on how these posters can be used in their communities.
Lesson Three: What If…?
Time: 35 minutes
Materials: Case Studies

Student Objectives:
- Students will be able to identify similarities and differences between various examples of human trafficking and modern slavery.
- Students will be able to recall and apply concepts from previous lessons.

Facilitator Objectives:
- To draw from students their comprehensive ideas on human trafficking, modern slavery, and advocacy.

Main Activity (25 minutes):
1. Divide students into groups of no more than 4 or 5 students each.
2. Distribute a different case study to each, one copy for each member of the group.
   a. For example: If you have two groups of 5 each, Group 1 will receive 5 copies of case study A and Group 2 will receive 5 copies of case study B.
3. Give groups 15 minutes to read and discuss the case studies.
   a. Ask the groups to discuss how the victim in the story’s life may have been different if they had been made aware of human trafficking before leaving his or her home.
4. Instruct groups to think about the body outline from Unit 1 during this activity.
   a. How might the victim’s education, emotions, state of health, living situation, dreams, hopes, etc. be different?
5. Allow one person from each group 2 minutes to present their group’s output.

Closing Activity (10 minutes):
1. Discuss the outputs by asking students to note similarities and differences between each group’s outputs.
2. Wrap up with a brief statement acknowledging how advocacy informs and is a needed tool in preventing human trafficking and educating people about the issue.

Assessment:
- Facilitator will be able to assess students’ knowledge based on understanding of links between advocacy and prevention of human trafficking through analysis of case studies and discussion.

Tips for Facilitator:
- If students lack a clear understanding of the concepts covered in previous lessons, it can be beneficial to use the same case studies used in Unit 1: Lesson 3, for consistency.
Unit Three: Advocacy in Action

Unit Overview:

Unit three empowers students to be advocates and helps them to envision various ways they can apply to advocacy to their lives. Students have the opportunity to develop their own visions for anti-trafficking advocacy and create a project plan relating to that vision. Students also participate in lessons that allow them to conceptualize the importance of group action in advocacy.

At the end of Unit three, students will be able to:

- Define vision, goals, objectives, tasks, assets
- Apply advocacy to their own lives and identify roles they can play in advocacy work
- Comprehend and analyze why and how group efforts to advocacy are important
- Process the steps of project planning
Lesson One: But I'm Only a _____: Empowering students to be advocates

Time: 30 minutes
Materials: none

Student Objectives:
- Students will be able to apply advocacy to their own lives and identify roles they can play in advocacy work.
- Students will be able to identify communities and how they relate to advocacy.

Facilitator Objectives:
- To empower students to be advocates.
- To clarify what roles students and their communities can play in advocacy work.

Main Activity (20 minutes):
1. Ask the students to ponder for 2 minutes how they identify themselves and to give responses.
   a. Some examples may be ‘student,’ ‘child,’ ‘son,’ ‘daughter,’ ‘religious identity,’ ‘friend,’ ‘brother,’ ‘sister,’ etc.
2. Ask the students to recall the activity about ‘community’ in Unit Two. Allow students to give some of the examples given for communities during that activity.
3. Give students 5 minutes to ponder how a student, child, etc. (whatever identities given earlier) can do anti-trafficking advocacy work.
   a. Example response: I can make a poster to raise awareness about human trafficking.
4. Now ask students how they might implement those ideas in communities to which they belong.
   a. Example: If a student belongs to a baking club, he/she might organize a bake at school to raise awareness about human trafficking on campus and raise monies for an organization combatting the problem.

Closing Activity (10 minutes):
1. Allow as many students as you would like to give examples of how they can do anti-trafficking advocacy work.
   a. Explain to students that is is very important to know what community you want to target because there are different ways to target different communities. For example, if you creating an awareness poster for your school, the same may not be effective when trying to raise awareness at your place of worship. It may be more effective to give a short presentation or show a film about human trafficking.
2. Close the activity by encouraging the students with their ideas. These ideas can possibly be used in Lesson Two: Flying High with my Aware Vision.

Assessment:
- Facilitator will be able to assess students’ knowledge based on their ability to identify individual and community roles in anti-trafficking advocacy through discussion and observation.
Lesson Two: Flying High with my Aware Vision: Paper Plane Activity

Time: 50 minutes
Materials: construction paper, pencils, pens, markers

Student Objectives:
- Students will be able to define ‘vision’ and ‘goal’.
- Students will be able to create a vision and goals relating to anti-trafficking advocacy.
- Students will be empowered and encouraged to advocate.

Facilitator Objectives:
- To give a definition of ‘vision’ and ‘goal’.
- To aid students in creating practical visions and goals.

Main Activity (30 minutes):
1. Distribute a sheet of construction paper and markers to each student in class. Instruct the students that they will be creating a personal advocacy vision and writing it, along with 2 goals, on this paper.
2. Explain to the students that a vision is a one-sentence statement of an idea they think is achievable and goals are what help us achieve our vision. (Definitions of vision and goals are in the supplemental materials)
   a. For example:
      i. Vision: To create a poster to raise awareness about human trafficking in my school.
      ii. Goal 1: I will organize a group of students to create the poster.
      iii. Goal 2: I will ask my teacher how to go about getting materials for the poster.
   b. You can use the analogy of a house. If the roof is the vision then the goals are the walls that keep the roof up. The roof couldn’t stay in place without the walls and this is the same with vision and goals. Goals are needed to support the vision.
3. Once the students have written a vision and 2 goals, instruct them to create a paper airplane out of the paper. The inside of the plane should have their written statements while the outside is blank.
4. Next, have the students exchange their airplanes with 1 or 2 students and write an encouraging statement on the outside of another airplane. Some examples of encouraging statements are:
   a. This is a great idea. I believe you can do this!
   b. I see your vision being a success!
5. After everyone has at least one encouraging statement written on the outside of their airplane, let some of the students read the statements aloud. Ask the group how it made them feel to have a classmate say good things about their vision.

Closing Activity (20 minutes):
1. Allow the students to fly their airplanes (either outside or indoors).
2. After flying, discuss with the students how some of the airplanes flew very well and some only stayed in the air for a bit and then fell to the ground. Ask the students how they think this relates to advocacy.
3. Close by explaining that we need support for many of our visions to ‘stay in the air.’ This is why it is important for people to work together doing advocacy work. Sometimes one person is not enough to keep an idea afloat and to make it work. Everyone has a unique talent, skill, idea to add to this work and when we work together we can affect greater change.

Assessment:
- The facilitator will be able to assess students’ knowledge based on their ability to recall concepts from previous lessons and apply them to the creation of a practical vision and goals. Facilitator will also be able to qualitatively assess student engagement through observation.

Tips for Facilitator:
- Students can get carried away when allowed to fly their airplanes. Facilitator should set parameters within which students should remain before allowing them to fly their airplanes.
Lesson Three: Ten Heads are Better Than One: Diversity in Advocacy

Time: 50 minutes
Materials: Balls of yarn or string

Student Objectives:
- Students will be able to work cooperatively in groups.
- Students will be able to comprehend and analyze why and how group efforts to advocacy are important.

Facilitator Objectives:
- To draw from students their more-informed perspectives on group action and advocacy.

Main Activity (40 minutes):
1. Instruct students to stand in circles of no more than 10 people each. Give the ball of yarn to one student and tell him/her to give one characteristic of an advocate or advocacy. Who is an advocate or what does an advocate do? No one characteristic should be repeated.
2. After the student gives an answer, tell him/her to hold on to the end of the yarn and throw the ball to another student.
3. Repeat steps 1 and 2 until each student has spoken and the yarn has made a web in the middle of circle.
4. After everyone has spoken, ask the group how their answers were similar, how do they all connect? Give them a few minutes to answer. Explain to the group/s that advocacy and advocates can come in many forms. Each of us has something to bring to the circle.
5. Now instruct a few students to tug on their ends of the string. Ask them to observe what happens.
6. Now instruct a few students to let go of their strings. What happens? What does this represent?
7. Continue by explaining that advocacy works best when people work together. Everyone has a talent, idea, or skill that can is useful. If some dominate (tugging violently) then not all voices are being heard which makes the group suffer. If some do not contribute at all (dropping the yarn) then there is a gap in the web and no true connection is made.
8. Reiterate to the students that advocacy works best when people work together. Groups can affect change in ways that individuals cannot. Ask the students to name some ways they think change was made in history through group action.

Closing Activity (10 minutes):
1. Close the activity with a discussion on the importance of working together. Ask the students to think back to the encouraging words that were written on their airplanes and the discussion at the end of Lesson Two. How does this relate to the yarn activity? What does this show us about group action?

Assessment:
- Facilitator will be able to assess students’ knowledge based on their ability process and sufficiently answer discussion questions.
Tips for the Facilitator:
  • This lesson works best when there is more than one facilitator.
Lesson Four: Making an Aware Advocacy Plan

Time: 2.5 hours
Materials: Aware Advocacy Plan Worksheet, pencils, Aware Advocacy Plan Definitions Sheet

Student Objectives:
- Students will be able to define vision, goals, objectives, tasks, assets.
- Students will be able to process the steps of project planning.
- Students will be able to apply project planning to different areas of their lives.
- Students will be able to identify and apply various methods of anti-trafficking advocacy.

Facilitator Objectives:
- To show students how project planning can apply to many subjects.
- To give students clarity on what is needed to bring their visions to fruition.

Main Activity:
1. Divide students into groups of 3-5.
2. Distribute the definitions sheet (1 per student) and the Aware Advocacy Plan worksheet (1 per group).
3. Review with students the definitions of vision and goals. Use the definitions worksheet and advocacy plan worksheet to further explain how objectives and tasks work to help the goals and vision.
   a. You can continue with the analogy of a house. If the roof is the vision and the walls are the goals, then the bricks that keep the walls in place and safe are the objectives. Furthermore, tasks make up the mortar that hold the bricks in place. The only way for the house to stand and serve its purpose for the roof mortar to hold the bricks, the bricks to protect the walls, and the walls to hold up the roof. It’s the same with an advocacy plan. A vision can only come to fruition if goals, objectives, and tasks are appropriately in place. Also, be sure to explain assets and timeline, as listed on the definitions sheet.
   i. It is effective to use an example vision and go through each step down to tasks so that students understand the process as much as possible. For example:
      1. Vision: To create a poster to raise awareness about human trafficking in my school.
      2. Goal 1: Organize a group of students to create the poster.
      3. Objective 1.1: Make a school announcement to see which students are interested.
      4. Task 1.1: Ask my teacher whom I need to speak with about making an announcement.
      5. Task 1.2: Write a script for the announcement.
4. Continue by reiterating the definitions of objectives and tasks found on the definitions worksheet. Instruct students that each group will need to develop a vision, 2 goals, 2 objectives for each goal, and 3 tasks for each objective, as outlined on the advocacy plan worksheet. Instruct students to list all of their assets at the bottom of the sheet, as outlined.
5. Give the groups about 5 minutes to brainstorm what they want their group vision to be for
their advocacy plan. Once they have made a decision, ask the group to write their vision in the vision box on the advocacy plan worksheet. It is very important for the vision to be realistic and feasible.

6. Let the students continue and complete the worksheet, filling in each box listed. Make sure the students write in pencil as they will most likely do a lot of erasing.

7. Give each group 40-50 minutes to complete their worksheets.

8. Once complete, allow each group about 5 minutes to present their advocacy plan worksheets to the class. Allow time for Q&A.

Closing Activity:

1. Ask students some of the following questions:
   a. Why is planning for a project idea important?
   b. What did you/your group learn in the planning process?
   c. Were there any challenges you had to overcome? If so, how did the planning process help with that? etc.

2. Explain to the students how these steps/planning process can be used in many areas of life from things as big as summer vacation plans to something as small as completing your weekly homework assignments. Ask the students in what different parts of their life they think these skills might be helpful.

3. Close the activity by allowing each group to say one encouraging thing about another group’s advocacy plan.

Assessment:

• Facilitator will be able to assess students’ knowledge based on their ability to work cooperatively in groups to create a tentative anti-trafficking advocacy plan. Facilitator will be able to further assess student progress through observation and the types of questions elicited during group work.

Tips:

• This lesson works better when students are allowed to choose their own groups. This allows students to work more effectively and take ownership in the activity. I usually give students 30 seconds to break into groups of 3-5.

• You can also divide the students based on similarities in vision statements from Lesson 2: Flying High with my Aware Vision. For example, if three students listed that their visions are to create posters to raise awareness about human trafficking in their school, they make work together effectively.

• Students will ask if they are really going to carry out these projects. Facilitator can choose to make the project a part of the semester plan. You may explain to the students that the purpose of this lesson is to take them through the steps of project planning and not necessarily implementation. Some schools require service learning classes and the implementation of a community project. This activity works great for such requirements.

• This lesson is most effective when divided over several class sessions.
SUPPLEMENTAL MATERIALS
Arturo

Arturo is fourth of eight children and lives in the Philippines. His family is quite poor and Arturo wants to help them in any way he can. One day, a man named Vicente comes to Arturo's village recruiting workers for a carton factory in Manila, the capital of the Philippines. He says that the workers there will be paid a monthly salary of $400. This is a lot of money in the Philippines. He also says that three meals a day and a bedroom will be provided for each worker. Vicente told Arturo that if he is interested in the job he should get his birth certificate and identification card.

Later that month, Arturo and four of his friends go to Vicente's house to prepare for their departure to Manila. When they arrive Vicente is not there. Another person takes them to the employment agency where they meet Florie, the owner of the agency. The following day, Florie and the boys leave their barrio and board a ferry going to Manila. Once on the ferry, Florie takes away all of the boys' documents. She tells the boys that they all owe her more than $400 for travel expenses. She also tells them that they will only be paid $200 per month, not $400 and they must work for one full year before they can receive any salary.

The boys are taken to work on a pig farm in a village outside of Manila. Each of them is assigned to take care of 200 pigs. They live in a small shack near the pigs and have no bathroom to use. They bathe in a deep well near the pigs. They have no mats or pillows to sleep on and no plates or utensils to eat with. They eat their meals from the floor.

Arturo and two of his friends decide to escape. They catch a ride on a delivery truck headed for Manila. With the help of an NGO, they file a case against Vicente and the employment agency.
Maya

Maya is from Mexico. She is recruited by an agency to work for a rich family in Dallas, Texas. The family lives in a beautiful home. Maya is responsible for all the ironing, laundry and daily cleaning of the home. She has to handle this job alone. Though her employers are very clear about the jobs that Maya is supposed to do, they never tell her when she is to be paid. She is not allowed to leave the house at any time and is told to never contact her friends or family and to never try to ask for help or she will be punished.

At night, Maya sleeps in a small room with only an empty cardboard box that serves as her bed. Maya lived like this for a month before she tried to contact law enforcement for help. One day, as her employers left the home, she called 911. Local police investigated the call but the employers said they did not have a domestic helper named Maya. After that, life for Maya became even more difficult because her employers were much harder on her for trying to call for help. Maya did not give up. Another day, as her employers left the house, she convinced another domestic helper to escape with her. The two girls called 911 again and were able to be rescued. Now Maya is home in Mexico living her life outside of the box. She hopes to find new work not related to domestic help.
Melissa

Melissa is a 16-year-old girl from Denver, Colorado. While at the mall one night with her friends, Melissa is shopping for a new dress. While shopping in Macy’s, Melissa and her friends are approached by two guys named Colby and Keith. Colby and Keith are very nice and give the girls many compliments. They tell Melissa that she is really pretty and ask if she has a boyfriend. Melissa giggles and says, “No. I don’t yet.” Her friends laugh and encourage her to keep talking to Colby. Colby and Melissa exchange phone numbers.

The next day, Colby calls Melissa and asks if she wants to have dinner and watch a movie with him. Melissa is so excited and immediately says yes. Colby is the first guy to ever ask Melissa out on a date. They go out together and have a great time. She really likes him. Over the next week, they talk on the phone everyday. Colby invites Melissa out for a second date. She agrees to meet him at the mall. When she arrives at the mall, Colby tells Melissa that she should get in the car with him because he has a surprise for her. Melissa feels a bit uncomfortable but she really likes Colby so she goes with him. Colby tells Melissa that he loves her and that he needs her to do something for him. Melissa is very confused.

He takes Melissa to a hotel and tells her that he has a plan for them to make a lot of money. There is a man waiting at the hotel to have sex with her for money. Melissa refuses and Colby becomes violent. He beats Melissa and tells her, “If you don’t do this, I’ll hurt you and I’ll hurt your family. I know where you live.” Through her tears, Melissa agrees. Colby forces Melissa into prostitution and her life is changed forever.
Flor

In the winter of 2001, I became a victim of slavery in the garment industry in Los Angeles. I was an easy target for my trafficker: I was a desperate mother who had just lost my baby because I didn't have the money to take her to the hospital when she got sick.

After my baby died, I got so depressed and worried that what happened to my baby could happen to my other three children. I was taking sewing classes in hopes of starting my own business and earn enough money to take care of my children. My sewing teacher was approached by a trafficker because she knew a lot of women who knew how to sew and would be desperate to come to the United States to make money. There were no opportunities in my town, so when my sewing teacher told me about the opportunity to go to the U.S., I was definitely interested.

I had to leave my mom and my children behind. I was told that when I got to the U.S. I will have a job so I could send money home, food and a place to stay. When I arrived in Los Angeles, I quickly realized it had all been a lie. My trafficker told me that now I owe her almost $3,000 for bringing me to the U.S. and that I had to work for her in order to pay her back.

I was forced to work 18 hours a day making dresses that were being sold for $200 department stores. When all the workers in the factory got to go home, I had to clean the factory. I was forced to sleep at the factory in a storage room and I had to share a single mattress with another victim. The other workers in the factory were able to come and go at the end of their shift. I was forbidden to talk to anyone or from putting one step outside of the factory. I worked hard and I was always hungry. I was given only one meal a day and I had 10 minutes to eat.

If I took longer, I was punished. After only a few weeks of being there, one of my co-workers started suspecting that something was not right. She had realized that I was always there in the morning when she got there and was working at night after everybody left. She gave me her phone number on a piece of paper, and told me that if I needed help, I could call her.

I was so afraid, I didn't really trust anybody. My trafficker told me that if I ever go to the police, they wouldn't believe me. She said that she knew where my children and my mother lived and that I wouldn't want them to pay the consequences. This went on for 40 days, but I tell you it felt like 40 years. I thought I was going to die. I thought I would never see my children again. I was sick with worry about how my children were in Mexico and how they didn't know what happened to me. After weeks of begging my trafficker to let me go to church, she finally let me go.
The moment I set foot outside the factory, I decided not to go back. I went to a pay phone to call my co-worker but I didn't know how the pay phone worked. After awhile, someone walked by and I asked him if he spoke Spanish, and he did. Helped me dial the phone number and my co-worker came and picked me up and took me to a restaurant.

I was found by FBI agents who were already investigating my trafficker. They connect me with CAST (a non-profit group). CAST found me shelter and helped me with all my basic necessities because I had nothing when I escaped. Ultimately, my trafficker was charged with labor abuse and got a light sentence - only 6 months of house arrest. Since regaining my freedom I have had many challenges. Although I was enslaved 9 years ago, my trafficker is still after me and my family.

I was enslaved for 40 days but it felt like 40 years. Even though my enslavement doesn't define me as a person, it makes me who I am today. I am an advocate against slavery, I am a survivor of a crime so monstrous that the only way to move forward is by fighting back.
Aye Aye

Aye Aye is 17 years old and lives in Burma. She lives a simple life and comes from a poor family. Her friend, Isra, says that she knows of a way for her to make money to help support her family. She tells Aye Aye about a job in Thailand. She can work as a waitress and make enough money in one week to feed her family for a whole month. Aye Aye is very excited about the opportunity to leave her small town and also to help her family financially. About a week later, Isra takes Aye Aye to meet with a recruiter for the waitressing job in Thailand. Isra is paid a small amount by the recruiter for bringing him such a good candidate. Arrangements are made for Aye Aye to leave Burma and head for Thailand. When Aye Aye arrives in Thailand, she learns that she will not be working as a waitress but she will be forced to sell her body in a brothel. Everyday from noon to 2am, Aye Aye is forced to sit in a window, along with other girls, with a number pinned to her dress. Whenever her number is called, she is forced to have sex with a customer. She serves 12 to 20 customers per day. She is trapped in this brothel for three years until she is rescued. (Children in the Global Sex Trade)
Beatrice

Beatrice was 10 and lives in Uganda when she was abducted by rebel soldiers to become a slave. She was basically looking for babies and carrying heavy loads while the rebel army do its operations. She was tortured and had brutal beatings for every mistake she had.

Later on she became a wife to a man in the army who already had 10 wives. She always wanted to escape and got a chance when they were nearing the border of Sudan. She saw a refugee camp after successfully hiding herself. For nine years she became a slave to the rebel army and finally she returned home.
Ayolli was 8 when he was attacked by the rebels and was held in the jungle for a few days and recruited as a child soldier. He had been told that they were fighting to bring peace to Acholi-land and to stop people from breaking the Ten Commandments. He was beaten 50 strokes on the buttock as initiation, and was spunk with a hot knife.

Ayolli had military training at 8, dismantling and assembling a gun at a young age. And when he does mistakes his neck is brushed with a rough cassava stem until blood comes from neck. For five years he was in the military and always planned to escape but he saw no way out. The Sudanese People Liberation Army stood between him and home. One day his detachment was raided near Attiak, 75 kilometers north of Gulu town and he got a chance to escape. He hid in the bush for three days without food and drinks before he was tracked by locals and asked him to return home. He was afraid of Uganda People’s Defense Forces who had been his enemy. He was held in Gulu barracks for some days and was taken to Reception Center for rehabilitation, and finally reunited with his family.
Definitions for Advocacy

1. Advocacy is **speaking or writing in support of something**.
   
   *(www.yourdictionary.com)*

2. Advocacy is the **act of pleading or arguing in favor of something**, such as a cause or idea. *(www.thefreedictionary.com)*

3. Advocacy is a form of activism that involves “**intentional action to bring about social change**”. *(CWA)*

4. Advocacy is **speaking up, drawing a community’s attention to an important issue**. *(CWA)*

5. Advocacy is **any activity that a person or organization uses to influence laws**. *(www.npaction.org)*

6. Advocacy is a **process of educating people to create change**.
   
   *(Definitions of Advocacy by Pete Witzler)*
Advocacy

Definition One

Advocacy is speaking or writing in support of something.
Advocacy

Definition Two

Advocacy is the act of pleading or arguing in favor of something, such as a cause or idea.
Advocacy

Definition Three

Advocacy is a form of activism that involves “intentional action to bring about social change.”
Advocacy

Definition Four

Advocacy is speaking up, drawing attention to an important issue.
Definition Five

Advocacy

is any activity

that a person

uses to influence

laws.

90
Advocacy

Definition Six

Advocacy is a process of educating people to create change.
➢ **Vision** is a one-sentence statement about what our group wants to achieve. A vision should be creative and realistic.

➢ **Goals** are like building blocks to help us reach our vision.

➢ **Tasks** are what we do to reach the goals. Tasks are assigned to people.

➢ **Timeline** tells us how long it will take to make our vision a reality. What should be done at what time? Is there anything we need to look out for?

➢ **Assets** are tools we can use to help us reach our vision (people, materials, skills etc). Don’t forget it may be a person who can help us achieve our vision.
## APPENDIX C: AWARE RUBRIC

<table>
<thead>
<tr>
<th>Point Value Range</th>
<th>Nominal Value</th>
<th>Identification of Relevant Vocabulary</th>
<th>Defining Key Concepts</th>
<th>Identification of Human Rights Concepts</th>
<th>Life Application/Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6 – 4.0</td>
<td>Advanced (4 points)</td>
<td>Student is able to list 10+ relevant vocabulary</td>
<td>Student can write a thorough, accurate definition, and excludes no major concepts</td>
<td>Student is able to list 3+ relevant concepts</td>
<td>Student is able to communicate very clear ways to raise awareness</td>
</tr>
<tr>
<td>2.6 – 3.5</td>
<td>Proficient (3 points)</td>
<td>Student is able to list 7-9 relevant vocabulary</td>
<td>Student can write an accurate definition, most concepts are included</td>
<td>Student is able to list 3 relevant concepts</td>
<td>Student is able to communicate clear ways to raise awareness</td>
</tr>
<tr>
<td>1.6 – 2.5</td>
<td>Developing (2 points)</td>
<td>Student is able to list 4-6 relevant vocabulary</td>
<td>Students can write somewhat accurate definition but thoroughness is lacking</td>
<td>Student is able to list 2 relevant concepts</td>
<td>Student is able to communicate somewhat clear ways to raise awareness</td>
</tr>
<tr>
<td>0.6 – 1.5</td>
<td>Little understanding (1 point)</td>
<td>Student is able to list 1-3 relevant vocabulary</td>
<td>Student can write a definition but most concepts are excluded</td>
<td>Student is able to list 1 relevant concepts</td>
<td>Student’s ideas for raising awareness are vague</td>
</tr>
<tr>
<td>0 - 0.5</td>
<td>No Understanding (0 points)</td>
<td>Student did not write an answer or answer is fully irrelevant</td>
<td>Student did not write an answer or answer is fully irrelevant</td>
<td>Student did not write an answer or answer is fully irrelevant</td>
<td>Student does not answer or answer is fully irrelevant</td>
</tr>
</tbody>
</table>
Question 1: Examples of Relevant Vocabulary for Human Trafficking

<table>
<thead>
<tr>
<th>prostitution</th>
<th>maid</th>
<th>sex slave</th>
<th>exploitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>child soldiers</td>
<td>slavery</td>
<td>tricked</td>
<td>no freedom</td>
</tr>
<tr>
<td>forced labour</td>
<td>modern slavery</td>
<td>forced</td>
<td>one place to another</td>
</tr>
<tr>
<td>child labour</td>
<td>27 million</td>
<td>domestic work</td>
<td>violence</td>
</tr>
<tr>
<td>bonded labour</td>
<td>movement</td>
<td>cross borders</td>
<td>economic gain</td>
</tr>
</tbody>
</table>

Question 2: Examples of Relevant Vocabulary for Advocacy

<table>
<thead>
<tr>
<th>awareness</th>
<th>raising awareness</th>
<th>motivating people</th>
<th>speaking up</th>
</tr>
</thead>
<tbody>
<tr>
<td>writing in support</td>
<td>educating people</td>
<td>create change</td>
<td>social change</td>
</tr>
<tr>
<td>support a cause</td>
<td>activism</td>
<td>action</td>
<td>organize people</td>
</tr>
<tr>
<td>NGO</td>
<td>influence/change laws</td>
<td>communities</td>
<td>teachers</td>
</tr>
<tr>
<td>posters</td>
<td>broadcast</td>
<td>information</td>
<td>MLK Jr.</td>
</tr>
</tbody>
</table>

Question 3: Examples of Relevant Vocabulary for Modern Slavery

<table>
<thead>
<tr>
<th>human trafficking</th>
<th>violence</th>
<th>threat of violence</th>
<th>physical threat/violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>mental threat/violence</td>
<td>control</td>
<td>held against their will</td>
<td>exploitation</td>
</tr>
<tr>
<td>no freedom</td>
<td>no free will</td>
<td>disposable</td>
<td>poverty</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>lack of education</td>
<td>women</td>
<td>children</td>
<td>tricked</td>
</tr>
<tr>
<td>forced</td>
<td>bonded labour</td>
<td>prostitution</td>
<td>deception</td>
</tr>
</tbody>
</table>

**Question 4: Define Human Trafficking**

Human Trafficking is the action of moving a person from one place to another, against his/her will or as a result of being tricked or forced, for the purpose of exploitation. A person who has been trafficked usually lives like a slave and lacks freedom.

Key concepts to be extracted: exploitation, tricked, forced, transport, trade, movement/one place to another, cross borders

**Question 5: Define Modern Slavery**

Modern slavery is being under the complete control of another person. A person held in slavery cannot exercise free will and lacks freedom. Modern slavery is happening today.

Key words/ideas to be extracted: control, no freedom, no free will, violence, threat of violence, exploitation, current

**Question 6: Define Advocacy**

Advocacy is raising awareness about or drawing people's attention to an issue, how it affects our communities, and motivating people to do something about it.

Key concepts to be extracted: raising awareness, motivating people, creating change, social change, speaking up, supporting a cause
Question 7: List three things you know about human rights.

- Freedom
- Right to education
- Equal work for equal pay
- Declaration of Human Rights
- World War II
- Holocaust
- Freedom of speech

Questions 8: What can a student do to raise awareness about human trafficking?

- Make posters to display at school or in community
- Organize a fundraiser for a local anti-trafficking organization
- Start an organization at school to promote awareness
- Tell friends and family members about what I’ve learned