



RIGHTS SITES NEWS

PROMOTING HUMAN RIGHTS EDUCATION IN THE CLASSROOM

A Publication of The Advocates for Human Rights

Human Trafficking and Modern-day Slavery

“The idea that some lives matter less is the root of all that is wrong with the world.”

~ DR. PAUL FARMER

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Although slavery is illegal in every country in the modern world, it still exists. In fact, there are more slaves today than at any point in history, with approximately 35.8 million victims worldwide.¹ An estimated 70% are female and nearly one-third are children.² They labor in fields and factories under brutal employers who threaten them with violence if they try to escape. They work on construction sites or in homes for families that keep them virtually imprisoned. They are forced to work on the streets as child beggars, in wars as child soldiers, on farms, in traveling sales crews, or in restaurants and hotels. Some are forced to work in brothels and strip clubs or for escort and massage services. They are often held far from home with no money, no connections, and no way to ask for help, fearful of the consequences if they fail to earn their daily quota.³

Today this modern-day form of slavery, also known as human trafficking, is one of the largest and fastest growing criminal industries in the world.⁴ In general, human trafficking refers to the sale of adults and children into both commercial sexual servitude and forced or bonded labor and involves the recruiting, harboring, receipt, or transportation of persons for some exploitative purpose.⁵

Human trafficking is not just an issue that happens to people in other countries, and does not require that a person cross over a country or state line. Although the United States formally abolished slavery with the passing of the 13th Amendment 150 years ago, cases involving sexual exploitation and bonded or forced labor are still prevalent, with estimates as high as 50,000.⁶ The United States is a source and transit country, and is also considered one of the top destination points for victims of child trafficking and exploitation.⁷ However, U.S. citizens and legal permanent residents are also trafficked within the country. Cases of human trafficking have been reported in all fifty states.

Human trafficking is a severe and multi-faceted human rights issue.⁸ Slavery flourishes when people cannot meet their basic needs, and they lack economic opportunity, education, healthcare, safety and security, and honest government. Once enslaved, numerous human rights are directly violated, including the right to personal autonomy, the right not to be held in slavery or servitude, the right to liberty and security of person, the right to be free from cruel or inhumane treatment, the right to safe and healthy working conditions, and the right to freedom of movement. Those that do escape do not always find relief, as many governmental policies treat victims as criminals. Victims from other countries are often sent home without support and often ostracized in their home countries.

Human rights law has long recognized that human beings cannot be sold. The 1926 Convention to Suppress the Slave Trade and Slavery is among the earliest human rights conventions. Human rights law further condemns slavery in numerous treaties and recognizes trafficking as a form of exploitation and discrimination against women and children.

Educators have an important role to play in fighting human trafficking. In recognition of January as National Slavery and Human Trafficking Prevention Month,⁹ this edition of *Rights Sites News* is dedicated to helping teachers raise awareness about human trafficking in their classroom, prevent their students from becoming victims themselves, and ultimately empower students to eradicate slavery during their lifetimes.

1 Walk Free Foundation, 2014 Global Slavery Index, www.globalslaveryindex.org/.

2 United Nations Office on Drugs and Crime, 2014 Global Trafficking in Persons Report, www.unodc.org/documents/data-and-analysis/glotip/GLOTIPI4_ExSum_english.pdf.

3 Secretary of State Hillary Clinton, U.S. State Department Trafficking in Persons Report, 2009, www.womenfound.org/people-not-property-zero-tolerance-for-trafficking/

4 UNHCR. Conference puts focus on human trafficking, fastest growing criminal industry. Oct. 11, 2010. www.unhcr.org/4cb315c96.html.

5 The Advocates for Human Rights, "Sex Trafficking Needs Assessment for the State of Minnesota." www.theadvocatesforhumanrights.org/uploads/report_final.10.13.08.pdf.

6 Clawson, Heather J., Nicole Dutch, Amy Solomon, and Lisa Goldblatt Grace, "Human Trafficking Into and Within the United States: A Review of the Literature,"

Washington, D.C.: U.S. Department of Health and Human Services, 2009. <http://aspe.hhs.gov/hsp/07/humantrafficking/litrev/>.

7 UNICEF USA, Child Trafficking, www.unicefusa.org/mission/protect/trafficking.

8 OECD, "Trafficking in Persons as a Human Rights Issue," www.oecd.org/dac/gender-development/44896390.pdf.

9 Presidential Proclamation, National Slavery and Human Trafficking Prevention Month, 2014, www.whitehouse.gov/the-press-office/2013/12/31/presidential-proclamation-national-slavery-and-human-trafficking-prevent.

Lesson: What Does It Mean To Be Held in Slavery?

Goal: To allow students to redefine their understanding of slavery and discover that slavery still exists.

Grades: 7-12 (depending on content)

Time Frame: 1 class period

Essential Questions

- ? What does it mean to be in slavery?
- ? Does slavery still exist?

Materials:

- Handout: To Be a Slave - discoverhumanrights.org/uploads/rights_of_workers_9-12_lesson_plan_3.pdf (pp 9-10)
- Video: 12-minute film “Slavery 101” by Free the Slaves - vimeo.com/14676960.

Overview:

The discussion of slavery in secondary school curriculum has been relegated primarily to an historical context. History and civic education classes educate students solely on the traditional, “chattel” form of slavery and the historical process leading to its abolishment. As a result, students are left with the impression that the practice no longer exists. The purpose of this activity is to raise awareness to the inaccuracy of this notion, to encourage students to challenge their assumptions about slavery, and to reassess and broaden their understanding of the term. This lesson is part 1 of a 4-part lesson that introduces students to modern-day forms of slavery and human trafficking and helps them examine the human rights violations associated with these injustices. The full lesson can be downloaded for free at discoverhumanrights.org/uploads/rights_of_workers_9-12_lesson_plan_3.pdf.

Procedure:

1. Small Group Discussion. Divide students into small groups. Allow each group 5-10 minutes to come up with words and phrases that they associate with slavery or that they think defines the condition of slavery. The following questions should be written on the board or whiteboard to guide discussion and prompt appropriate responses:

- What does it mean to be held in slavery?
- Do you think slavery still exists?
- Why or why not?

Students should take notes and record their group’s conclusions so that they may report them to the class after discussion.

2. Read and Respond. Distribute the poem *To Be a Slave* to the students. Each student should have his or her own copy. Allow students 5-10 minutes to read the passage on their own and respond in writing to the following questions:

- How does Lester’s description of slavery compare to the definitions and descriptions of slavery that your group decided upon? How is it similar? How is it different?
- How does Lester describe the perspective of those held in slavery? Of those holding them in slavery?
- What must a person be deprived of to be considered enslaved? Do you believe that there are or should be fundamental rights that protect individuals from this?

3. Class Discussion. What does it mean to be in slavery? Have students raise their hands and share the ideas they came up with as a group and the ideas they came up with individually, with the help of the “To Be a Slave” excerpt. Write their responses on a chalkboard, white board, or large paper. Ultimately, the goal will be to guide students towards the following recognitions:

- People held in slavery are not paid directly or given other forms of compensation for their work.
- People held in slavery are held against their will by physical and psychological violence or threat of violence.
- People held in slavery are separated from the support of friends and family.



- People held in slavery are portrayed as inferior to the slaveholder as justification for abusive treatment.
- People held in slavery are subjected to unreasonably long work hours, as well as dangerous and often unsanitary conditions.
- People held in slavery live with substandard food, shelter, and medical care and without a viable means of escape.
- People held in slavery are deprived of educational and other opportunities and are therefore prevented from achieving full development as human beings.

Be sure to ask questions that may prompt or guide students toward conclusions similar to these.

- 4. Watch.** Show the 12-minute film *Slavery 101*. The film introduces students to the issue of modern-day slavery. The teacher may choose whether or not to show the video clip according to the time available, the maturity level of the students, or simply the direction in which the teacher wishes to lead the lesson.
- 5. Discuss.** Following the video, students will discuss the following questions as a large group:
 - Were you surprised to discover that slavery still exists?
 - Did you know anything about the types of slavery mentioned in the film?
 - What are your reactions to any statistics regarding the frequency with which slavery occurs? To the statistics on slavery in the United States?
 - How has your definition or particular view of slavery changed after viewing the film clip? Do you view slavery differently now than you did during the small group discussion?
 - Do you feel that these types of slavery are an issue of concern? Should these modern forms of slavery be addressed in the same way as more traditional forms of slavery that you have learned about in history classes? Are they, or should they be, considered equally reprehensible?
 - What is your emotional reaction to learning about modern-day slavery?
 - Why do you think there is not a higher level of awareness of modern-day slavery and those it affects?

To Be a Slave

“To be a slave. To be owned by another person, as a car, house, or table is owned. To live as a piece of property that could be sold—a child sold from its mother, a wife from her husband. To be considered not human, but a ‘thing’ that plowed the fields, cut the wood, cooked the food, nursed another’s child: a ‘thing’ whose sole function was determined by the one who owned you.

To be a slave. To know, despite the suffering and deprivation, that you were human, more human than he who said you were not human. To know joy, laughter, sorrow, and tears and yet to be considered only the equal of a table.

To be a slave was to be a human being under conditions in which that humanity was denied. They were not slaves. They were people. Their condition was slavery.

They who were held as slaves looked upon themselves and the servitude in which they found themselves with the eyes and minds of human beings, conscious of everything that happened to them, conscious of all that went on around them. Yet slaves are often pictured as little more than dumb, brute animals, whose sole attributes were found in working, singing, and dancing. They were like children and slavery was actually a benefit to them—this was the view of those who were not slaves.

Those who were slaves tell a different story.”¹⁶

~ Julius Lester

Source: Lester, Julius. *To Be A Slave*. New York, Dial Press, 1968, (pp. 28-29).



FEATURED CURRICULUM: HISTORY, HUMAN RIGHTS AND THE POWER OF ONE

FREDERICK DOUGLASS FAMILY INITIATIVES presents



HISTORY, HUMAN RIGHTS and the POWER of ONE™

Human Trafficking and the Struggle for Freedom

Frederick Douglass Family Initiatives (FDI) offers three history-based trafficking prevention curriculum modules for use by secondary teachers called **History, Human Rights and the Power of One**. Each module conforms to Common Core Curriculum Standards.

The first unit, **Human Trafficking: Modern-Day Slavery in the United States** focuses on the problem of slavery in our country by introducing the legal framework of abolition in the U.S. (including the 13th Amendment of the U.S. Constitution, the Universal Declaration of Human Rights, and the U.S. Trafficking Victims Protection Act) along with stories from survivors of slavery, from the past and present. The goal of this module is to have students understand how slaves were, and are, controlled through coercion manifested both physically and/or psychologically, and will understand the similarities and differences of historical and modern-day slavery.

Download Unit One at: www.fdfi.org/docs/hhrpo-nyc-2013.pdf.

The second unit, **Youth for Sale**, provides students a basic understanding of the labor and sexual exploitation of children around the world. It describes the greatest risk factors for being trafficked and the methods of international traffickers to lure or force children into slavery. It also exposes students to actual victims' stories.

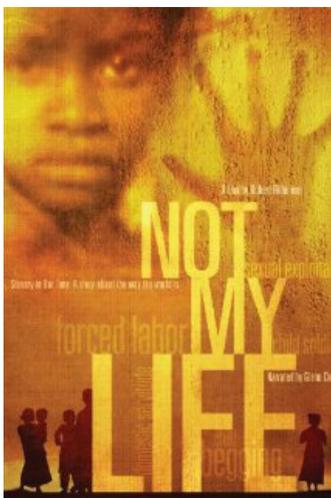
Download Unit Two at: www.fdfi.org/docs/unicef-nyc-2013.pdf.

The third unit, **Globalize 13**, is a service-learning curriculum that commemorates the upcoming 150th anniversary of the 13th Amendment (in 2015). The module illustrates the realities of child and forced labor all over the world and challenges students to consider ways the freedom spirit of the 13th Amendment can be used to fight modern-day slavery.

Download Unit Three at: www.fdfi.org/g13/g13-curriculum.pdf.

All of the above materials include a final service-learning lesson to involve students as modern-day abolitionists and to empower them to protect themselves and their peers from traffickers.

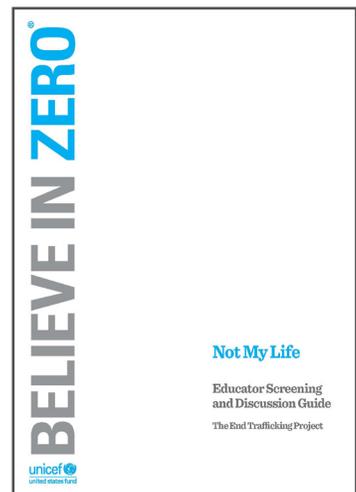
FEATURED FILM: NOT MY LIFE



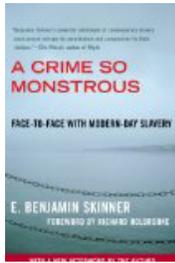
TeachUNICEF has created a school-friendly 30-minute version of the human trafficking documentary film **Not My Life** and an accompanying viewing guide designed to engage students on human trafficking as it occurs in the U.S. and around the world. Filmed on five continents over a period of four years, **Not My Life** brings the horrifying practices of a multibillion-dollar global industry to life through the stories of a handful of survivors. The 30-minute version is available for free at teachunicef.org/explore/topic/child-trafficking.

Teachers can use the film in conjunction with the TeachUNICEF's *End Trafficking* units for middle or high-school students. The lessons challenge students to not only learn the basics of child trafficking, but also to examine their own connection with a world economy that permits – and often encourages – the worst forms of child labor, discuss the risks and vulnerabilities that can lead to a

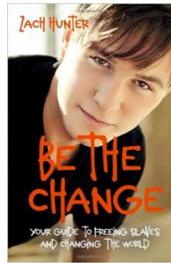
child being trafficked, and develop and share their own advocacy tool for combating child trafficking. These units are interdisciplinary, standards-aligned, and available for free download at teachunicef.org/explore/topic/child-trafficking.



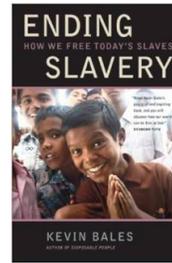
MODERN-DAY SLAVERY BOOK LIST



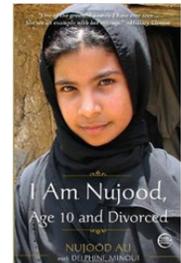
A Crime So Monstrous: Face-to-Face with Modern-Day Slavery
By E. Benjamin Skinner
ISBN-10: 0743290070
Ages: 14+



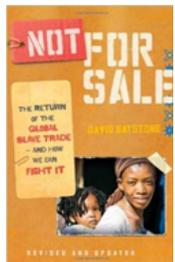
Be the Change: Your Guide to Freeing the Slaves and Changing the World
By Zach Hunter
ISBN-10: 0310726115
Ages: 12+



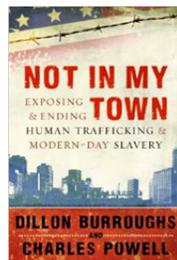
Ending Slavery: How We Free Today's Slaves
By Kevin Bales
ISBN-10: 0520257960
Ages: 14+



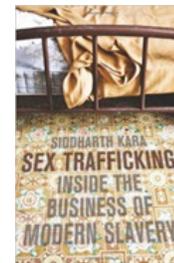
I Am Nujood, Age 10 and Divorced
By Nujood Ali
ISBN-10: 0307589676
Ages: 12+



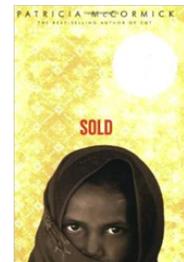
Not for Sale: The Return of the Global Slave Trade and How We Can Fight It
By David Batstone
ISBN-10: 0061998834
Ages: 14+



Not in My Town: Exposing and Ending Human Trafficking and Modern-Day Slavery
By Dillon Burroughs and Charles Powell
ISBN-10: 1596693010
Ages: 14+

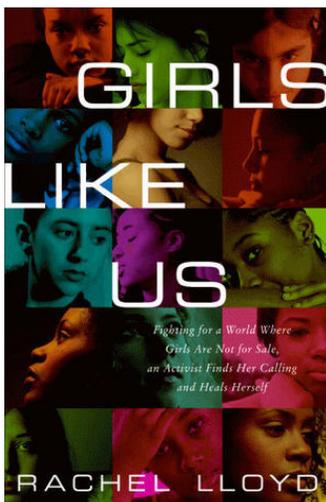


Sex Trafficking: Inside the Business of Modern Slavery
By Siddhartha Kara
ISBN-10: 0231139616
Ages: 14+



Sold
By Patricia McCormick
ISBN-10: 0786851724
Ages: 12+

FEATURED BOOK: *GIRLS LIKE US*



In *Girls Like Us: Fighting for a World Where Girls Are Not for Sale* Rachel Lloyd tells her own harrowing story growing up in a poor dysfunctional family and how her life changes at the age of 13 when she meets a sweet-talking man who introduces her to “the life” that would take years for her to bravely escape. Combining well-researched case studies with her own personal experiences, she explores the social roots of sexual exploitation, the myths, and hard realities it creates for vulnerable youth in America.

Her story not only speaks to sex trafficking’s violence towards girls, but it also offers hope as it recounts her founding of GEMS, New York City’s Girls Education and Mentoring Service, to help countless other young girls escape “the life.” It is both an emotional and intelligent exploration into the often-misunderstood world of human sex trafficking. Purchase the book at amazon.com/Girls-Like-Us-Fighting-Activist/dp/0061582050. To learn more about GEMS, the organization founded by the author, visit gems-girls.org/.





The average price of a trafficked human being is at an historic low of \$90.

— Kevin Bales, *Free the Slaves*



1.2 million children are trafficked every year.

— UNICEF



Women and girls account for 70% of all trafficked victims.

— UNODC



3 out of 4 child sex trafficking victims in the U.S. are sold online.

— Thorn Survivor Survey

35.8 MILLION PEOPLE ARE FORCED TO LIVE

FORMS OF SLAVERY

DOMESTIC SERVITUDE:

Employees working in private homes are forced or coerced into serving and/or fraudulently convinced that they have no option to leave.

SEX TRAFFICKING:

Women, men, and children are exploited, controlled, coerced, or held against their will for the purposes of sexual exploitation.

FORCED LABOR:

Human beings are under the threat of no pay. These slaves are property and exploited product for comm

There is no place in the world. Between 2010 and 2012, victims from at least 153 countries

UNITED STATES: Human trafficking affects over 20 thousand people within our borders, half of whom belong to the commercial sex industry. Nearly half are children.

HAITI: With often-false promises of education and opportunity, upwards of 225 thousand children (nearly 1 in 10) have been committed to involuntary domestic servitude - called *restaveks*. In addition to unpaid, illegal household labor, *restaveks* are particularly vulnerable to beatings and sexual assault.

BRAZIL: A source country for sex trafficked children and women: federal estimates show over 250 thousand children are involved with sex trafficking. Victims are found all over the world, although mostly in European countries. Meanwhile, roughly 25 thousand men face bonded labor on cattle ranches, mines, and sugar plantations.

COTE D'IVOIRE: A country of destination for many men and boys subjected to forced labor. Boys from Ghana, Mali, and Burkina Faso face forced labor on cocoa, coffee, pineapple, and rubber plantations. Due to years of civil unrest the Ivory Coast "lacks" the ability to engage with human trafficking seriously: it fails to provide care to rescued victims, it does not recognize forced prostitution of adults as trafficking, and has not reported any prosecutions of forced labor in the cocoa sector.

DEMOCRATIC REPUBLIC OF CONGO: rebel groups and have been plaguing and eastern provinces. D.R.C. have abducted civilians, forced into prostitution and forced labor. reported that manufacturers of minerals mine

— Country Information: *Trafficking in Persons Report 2011, 2014, U.S. State Department*

IN SLAVERY AROUND THE WORLD TODAY

— *Global Slavery Index 2014*

forced to work
of violence and for
are treated as
coited to create a
mercial sale.

BONDED LABOR:

Individuals are compelled to work in order to repay a debt and unable to leave until the debt is repaid. Bonded labor is the most common form of enslavement.

CHILD LABOR:

Any enslavement – whether domestic servitude, bonded labor, sex trafficking, or forced labor – of a child.

— *End Slavery Now*

ld safe from human trafficking.

countries were detected in 124 countries worldwide.

— *Global Report on Trafficking in Persons, UNODC*

UNITED ARAB EMIRATES:
90 percent of U.A.E.'s workforce is comprised of migrant workers, typically from poorer southern and southeastern countries. Construction workers are particularly vulnerable to poor living conditions and forced labor, including debt bondage as they struggle to pay off debts for recruitment fees.

RUSSIA: Human Rights Watch cited several employers of construction projects at the 2014 Sochi Olympics who “withheld pay, disregarded contracts, and seized passports and work permits to keep workers in conditions of exploitation.”



JAPAN: Japanese crime syndicates have notoriously been known to use fraudulent marriages and debt bondage to entrap foreign and Japanese girls, boys, and women into prostitution. Commencement contracts have required victims to pay off a debt as high as US\$50,000 to their employers.

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on, child soldering,
or. It is widely
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have purchased
d by forced labor.

NEPAL: A source country for both trafficked women and men for both labor and sex. Reportedly, there are 200 thousand Nepalese trafficked sex workers in Indian brothels, 20 percent of whom are under 16 years old. Additionally, 2.6 million children in Nepal work for a living; 39 percent are believed to be working in hazardous conditions as forced laborers or sex workers.

\$ Human trafficking is one of the fastest growing criminal enterprise and generates \$150 billion a year.
— *International Labor Organization*



The victims of slavery are as young as 5 years old.
— *International Organization for Migration*



Slavery contributes to the production of at least 122 goods from 58 countries.
— *U.S. Dept. of Labor*



Cases of human trafficking have been reported in all 50 states.
— *UNICEF USA*

EDUCATORS' ROLE IN FIGHTING HUMAN TRAFFICKING

Educators are key players in the fight against human trafficking. Traffickers seek out and prey on vulnerable individuals, and minors are especially vulnerable to commercial sexual exploitation. As such, educators who are in regular contact with youth are in a unique position to identify individuals who are vulnerable to being trafficked or who are already trafficked. The ability to identify potential victims or vulnerable youth and connect them to services is a vital role that educators can play in both responding to and preventing sex trafficking. In addition, educators can play a role in preventing sex trafficking by opening a dialogue in schools to empower youth to recognize exploitation and its dangers.

WHAT TO LOOK FOR AS EDUCATORS

Educators are in a unique position to recognize physical, behavioral, and school-related indicators in the classroom. The majority of minors who are victims of sex trafficking are girls; however, boys can also be trafficked. Educators should be aware of the following signs in order to respond to any student exhibiting them (see “How to Respond,” page 9). While none of these indicators alone may be a sure sign of trafficking, they may be considered “red-flags,” and together, indicate a higher risk of potential or existing exploitation.

SCHOOL-RELATED SIGNS

- Has frequent unexcused absences or an inability to attend classes.
- Has a history of attending many different schools or has multiple recent transfers.
- Indicates that meals/food/money is limited or regulated.
- Has unreasonable work or “chore” expectations at home.
- Travels frequently.
- Has sudden change in academic performance.
- Possesses expensive items that seem out of character.
- Has numerous inconsistencies in their story when recounting life outside of school.

PHYSICAL SIGNS

- Shows signs of physical abuse including bruises, cuts, broken teeth and bones, scars, and unattended infections.
- Shows signs of drug or alcohol addiction (e.g., red or glassy eyes, shakes, inappropriately cold).
- Shows signs of neglect or lack of basic necessities, such as hunger or clothes appearing dirty, revealing, or inappropriate (e.g., no coat, no bra, etc.).
- Seems to lack basic medical care for illness or injury.
- Resists or is emotionally triggered by touch.
- Falls asleep in class and is usually fatigued.
- Has a tattoo, burn, or “branding” that s/he is reluctant to explain or appears to belong to a trafficker’s name.
- Has had to terminate multiple pregnancies.

BEHAVIORAL SIGNS

- Is under 18 years old and engaging in commercial sex.
- Uses sex industry lingo: refers to controller as boyfriend, pimp, manager, or “daddy”; refers to commercial sex as “The Life,” or “The Game”; refers to dates as “Johns” or “Tricks.”
- Uses language such as “a train” or “a train party” or identifies another person as having been gang-raped at a party or gathering.
- Has overly controlling or abusive boyfriend.
- Avoids looking people in the eye, especially a “boyfriend.”
- Shows off large amount of cash or has an increase in material possessions.
- Shows signs of high-risk or self-injurious behavior.
- Has abrupt changes in mood or behavior (e.g., was once extroverted, but is now withdrawn).
- Is overly shy about changing clothes or refuses to participate in physical education.
- Demonstrates unusually fearful, anxious, depressed, or angry behavior.
- Engages in sexual behavior that appears high-risk or inappropriate for their age and/or has inappropriate knowledge of sex acts.
- Abuses or possess detailed knowledge of drugs.
- Has an explicitly sexual online social networking profile (e.g., Facebook).
- Has familiarity with places for selling commercial sex (e.g., backpage.com).
- Reports an excessive amount of sexual partners during a check-up.
- References suspicious job offers or situations (e.g., unusually high wages, long hours, inappropriate work tasks, quotas).

HOW TO RESPOND

If you suspect that a student might be a victim of human trafficking, it is important to follow the protocols outlined by your school. If your school does not have a protocol in place, it is important that one be developed in partnership with local law enforcement and community advocates. The resources in this article are meant to be supplementary and do not guarantee safety. If you believe there to be immediate danger to the minor, promptly call 9-1-1. DO NOT intervene directly or confront individuals you believe to be traffickers, as this may endanger you or the victim involved.

When responding to human trafficking, it is important to be mindful of the child’s safety, especially when approaching her or him directly. It is important to not involve non-official organizations or individuals that could potentially endanger the child. The Polaris Project provides critical considerations when assessing safety. See <http://www.traffickingresourcecenter.org/sites/default/files/Educator%20Assessment%20Tool.pdf>.

(Continued on page 10)

**THE CHILDHHELP®
NATIONAL CHILD ABUSE
HOTLINE**

1-800-4-A-CHILD
(1-800-422-4453)

Professional crisis counselors can connect a caller with a local number to report abuse.

**NATIONAL CENTER FOR
MISSING & EXPLOITED
CHILDREN®**

1-800-THE-LOST
(1-800-843-5678)

Prevents child abduction and sexual exploitation; helps find missing children; and assists victims of child abduction and sexual exploitation and their families, as well as professionals.

**NATIONAL HUMAN
TRAFFICKING RESOURCE
CENTER**

1-888-373-7888
SMS: 233733 (Text
“HELP” or “INFO”)

Operates a 24-7 hotline. The NHTRC helps callers identify and coordinate with local organizations that protect and serve victims of trafficking.

**HOMELAND SECURITY
INVESTIGATIONS TIP LINE**

1-866-347-2423

Operates 24-7. You can also submit a tip online at www.ice.gov/tips.

Awareness is the key to fighting human trafficking and modern-day slavery. Once these issues are better understood, they will no longer be invisible, and teachers, students, parents, and entire communities will know what to expect, where to look, who to help, and how to join together in the fight against these human rights violations. Below are resources to help you get started educating and empowering yourself and your students.

EDUCATE YOURSELF

Before you can begin talking to your students about human trafficking, it is important to make sure you are educated yourself. The following resources are a great place to start:

NATIONAL HUMAN TRAFFICKING RESOURCE CENTER

traffickingresourcecenter.org/resources

Includes curriculum, as well as guidance on how educators can better understand, recognize, and report incidents. See “Human Trafficking for Educators,” and “End Trafficking: High School Educator’s Guide.”

THE POLARIS PROJECT

polarisproject.org

Provides information on human trafficking in the U.S. and around the world, resources on how to identify and combat trafficking in your community, and comprehensive book and movie lists to raise awareness.

EDUCATE YOUR STUDENTS ON TRAFFICKING PREVENTION

Awareness is only the first step. Prevention is crucial if we are ever going to end trafficking. The following resources can help teachers to educate children on how to identify risk factors and trafficker recruitment tactics that might make them or their peers vulnerable to human exploitation.

BE THE JAM

bethejam.org

A website for teens that defines the dangers and realities of human trafficking and empowers youth to protect themselves and avoid falling prey to a trafficker’s traps. Includes short but powerful videos about tactics and vulnerabilities traffickers manipulate to recruit victims. There is also a manual for youth leaders available here: endslaverytn.org/bethejam-manual.

LOVE I46

lovei46.org/prevention-education

A user-friendly resource to help educate yourself about human trafficking in addition to providing a curriculum to help teach prevention to classrooms.

THE PREVENTION PROJECT

prevention-project.org/home.php

A 6-12 curriculum educates students on the facts and lures of human trafficking, develops healthy self-awareness and boundaries, and empowers students to be abolitionists.

NETSMARTZ WORKSHOP

netsmartz.org/Parents

An interactive, educational program of the National Center for Missing & Exploited Children® (NCMEC) that provides age-appropriate resources to help teach children how to be safer on- and offline.”

EMPOWER YOUR CLASSROOM

Students also need to understand the bigger picture and the extent to which human trafficking is a global human rights concern that has far-reaching implications for the health, safety, and well-being of all people. This newsletter provides a plethora of resources on teaching about human trafficking, including comprehensive and informed curriculum, books, films, and more. Once they understand the problem, it is equally important for students to feel empowered to be part of the solution. Always include a “take action” component and encourage students to take their own steps to address the local and global issues of trafficking.

TEACHING RESOURCES

A21 Campaign: Bodies are NOT Commodities

thea21campaign.org

A high school curriculum created to bring awareness and action against the injustice of human trafficking.

The Advocates for Human Rights

theadvocatesforhumanrights.org/human_trafficking

Information on policy and advocacy efforts on human trafficking in the U.S. and around the world.

Anti-Slavery International

antislavery.org/english

Teachers and students can access a wealth of free resources, including lesson plans, videos, resources for assemblies, and more. Also check out their online visualization of products throughout the world created through using child or forced labor at productsofslavery.org.

Do You Want Slavery with That?

humaneeducation.org/wp-content/uploads/2012/10/DoYouWantSlavery2013.pdf

This lesson by the Institute for Humane Education uses stories to teach students about modern-day slavery and consider what action they can take to help.

Educator's Guide: A collection of curricula to aid in the ending of violence and exploitation

teachunicef.org/sites/default/files/sites/default/files/documents/caase_educators_resource_guide.pdf

Numerous lessons to help educators effectively engage in these difficult topics with their students so future generations can both understand these violations and effectively become allies for change.

Fair Girls

fairgirls.org

Works to prevent the exploitation of girls worldwide with empowerment and education. Students can take their "Charm Alarm" online quiz to assess relationship safety at charmquiz.com/.

The Faces of Modern-day Slavery – in pictures

theguardian.com/global-development/gallery/2013/apr/03/faces-modern-day-slavery-in-pictures

This photo gallery explores the reality of slavery for many people in the modern world.

Free the Slaves

freetheslaves.net/teachers

This site offers short videos, testimonials from former slaves, teaching materials, interactive maps, ways to help, and more.

Free to Work

free2work.org

Free2Work provides consumers with information on forced and child labor for the brands and products they love.

Global Slavery Index

globalslaveryindex.org

A global index that estimates the prevalence of modern-day slavery by country and explores how governments are tackling modern-day slavery and the factors that explain or predict the prevalence of modern-day slavery.

Human Trafficking is the Modern-day Slave Trade

udayton.edu/artsscience/humanrights/abolition_ohio/img_files/human_trafficking_hs_curriculum.pdf

A comprehensive high school curriculum on human trafficking.

Not for Sale - Slavery Map

slaverymap.org

Part of the Not for Sale campaign, this crowd-sourced map allows people to document cases of human trafficking in their communities and displays reports from all over the world.

New York Times: What Is Modern Slavery?

learning.blogs.nytimes.com/2012/03/06/what-is-modern-slavery-investigating-human-trafficking/?_php=true&_type=blogs&_r=0

In this lesson, students use articles by *NY Times* columnist Nicholas D. Kristof to investigate the causes and consequences of human trafficking, the role of globalization, and ways to respond effectively.

Sex Trafficking in the USA

www-tc.pbs.org/independentlens/path-appears/resources-pdf/apa-lp-sextrafficking.pdf

This lesson plan accompanies the PBS film, *A Path Appears*, helping teens better understand human trafficking; the barriers to opportunity in developing countries and in the United States; ways to effectively make a difference.

Slavery Footprint

slaveryfootprint.org

Take the survey and find out how many slaves are working for us, based on the products we consume.

Stanford Human Rights Education Initiative

shrei.stanford.edu/node/473

Lesson plans on human trafficking from Stanford Human Rights Education Initiative fellows.

Stop the Traffik

stopthetraffik.org/library/campaign/5

Lesson plans, worksheets, trafficking stories, and various other resources aimed at empowering young people to fight trafficking, including ways to help end child labor in the chocolate industry.

TED talk: How to Combat Modern Slavery

ted.com/talks/kevin_bales_how_to_combat_modern_slavery#t-13716

TED talk with Kevin Bales, co-founder of Free the Slaves, explaining the business of modern-day slavery.



JANUARY

National Slavery and Human Trafficking Prevention Month - whitehouse.gov/the-press-office/2014/12/31/presidential-proclamation-national-slavery-and-human-trafficking-prevent

27 International Day of Commemoration in Memory of the Victims of the Holocaust - un.org/en/holocaustremembrance/2014/calendar2014.shtml

FEBRUARY

4 World Cancer Day - un.org/en/events/cancerday/index.shtml

6 International Day of Zero Tolerance to Female Genital Mutilation - un.org/en/events/femalegenitalmutilationday/index.shtml

13 World Radio Day - unesco.org/new/en/communication-and-information/events/prizes-and-celebrations/celebrations/world-radio-day/

20 World Day of Social Justice - un.org/en/events/socialjusticeday/

21 International Mother Language Day - un.org/en/events/motherlanguageday/

MARCH

1 Zero Discrimination Day - unaids.org/en/resources/campaigns/2013/12/6zerodiscrimination/

3 World Wildlife Day - un.org/en/events/wildlifeday/

8 International Women's Day - un.org/en/events/womensday/

20 International Day of Happiness - un.org/en/events/happinessday/

21 International Day for the Elimination of Racial Discrimination - un.org/en/events/racialdiscriminationday/

21 World Poetry Day - un.org/en/events/poetryday/

21 International Day of Forests and Trees - un.org/en/events/forestsday/

22 World Water Day - un.org/en/events/waterday/

25 International Day of Remembrance of the Victims of the Transatlantic Slave Trade - un.org/en/events/slaveryremembranceday/

Rights Sites News is published by the The Advocates for Human Rights to promote human rights education in the classroom and support teachers.

Rights Sites News Editor: Emily Farrell

To sign up to receive this free newsletter, please send your name and your e-mail address to: efarell@advrights.org.

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www.DiscoverHumanRights.org



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