



## ACRATH

### Education Resource

#### Step 3: RECOGNITION

##### Key question: Why is human trafficking wrong?

By the end of Step 3 students will have explored and understood a range of opinions about the issue of human trafficking.

##### Phase 1: Gathering others' opinions

Ask students to re-read their journals to recall the comments made in interviews with family, friends and neighbours. Did any judgements emerge about the issue of human trafficking in these interviews? Eg *"People have a right to be safe."* *"This is a human rights issue."* Etc.

Students are now to examine a range of opinions in the public domain on the 'appropriateness' of human trafficking. Divide students into small groups and assign each group a minimum of two texts. It is important to ensure that more than one group are given the same text so that when analysis is undertaken, there is additional feedback to be shared.

Select from the following collection:

**Prime Minister Announces New Program to Combat Human Trafficking** found at <http://acrath.org.au/2931/prime-minister-announces-new-program-to-combat-human-trafficking/>

**Bill to Combat People Trafficking a Good Start** found at <http://greens.org.au/content/bill-combat-people-trafficking-good-start-priority-should-be-supporting-victims>

**Australia leading Anti human trafficking action** found at <http://www.alp.org.au/federal-government/news/australia-leading-anti-human-trafficking-action/>

**An Ancient Evil in Today's Australia** found at <http://www.broomdiocese.org/kcp1008/1008jep.htm>

**Australian Government debate November 2012**  
<http://www.openaustralia.org/debates/?id=2012-11-26.111.2>

**Obama rails against ‘modern slavery’ of trafficking** found at <http://www.bbc.co.uk/news/world-us-canada-19719045>

**Tackling Violence Against Women and Children** found at <http://www.un.org/womenwatch/daw/followup/session/presskit/fs4.htm>

**"Twenty-first Century Slavery – The Human Rights Dimension to Trafficking in Human Beings"** found at [http://www.vatican.va/holy\\_father/john\\_paul\\_ii/letters/2002/documents/hf\\_jp-ii\\_let\\_20020515\\_tauran\\_en.html](http://www.vatican.va/holy_father/john_paul_ii/letters/2002/documents/hf_jp-ii_let_20020515_tauran_en.html)

**Angelina Jolie presents Inhuman Traffick** found at [http://www.youtube.com/watch?v=KZdlfAO\\_nTs](http://www.youtube.com/watch?v=KZdlfAO_nTs)

**Gaudium et Spes para 27** found at <http://www.columbia.edu/cu/augustine/a/gs27.html>

**US Conference of Catholic Bishops statement** found at <http://usccb.org/issues-and-action/human-life-and-dignity/human-trafficking/index.cfm>

**Papal statement on human trafficking** try: <http://www3.villanova.edu/mission/CSTresource/trafficking/front.htm> or

**“People on the Move”** found at [http://www.vatican.va/roman\\_curia/pontifical\\_councils/migrants/pom2007-105/rc\\_pc\\_migrants\\_pom105\\_statement-human-barnes.html](http://www.vatican.va/roman_curia/pontifical_councils/migrants/pom2007-105/rc_pc_migrants_pom105_statement-human-barnes.html)

**Catholic Social Teaching on Human Trafficking** found at <http://www.ipjc.org/links/HumanTraffickingAndCST.pdf>

**Catholic Church fights human trafficking & slavery** found at <http://www.renewamerica.com/columns/kralis/060804>

**Vatican Conference on Trafficking** found at <http://justiceforlifecdp.wordpress.com/2011/07/01/vatican-conference-on-trafficking/>

**[www.acrath.org.au](http://www.acrath.org.au) provides other suitable general statements on this issue, which you may like to include.** You might find other appropriate material in your own research, especially in daily newspapers etc.

## **Phase 2: Examining others’ opinions**

This activity aims to assist students to consider the various opinions, the authoritativeness of those opinions and the value base from which they originate. Ask students to explain to the class the different texts that they read and examined. Create a classroom chart on which statements made by each of the individuals/groups/institutions are summarized by the student groups in **one key sentence or key quote**. Students should articulate **why** that person or group sees human trafficking as wrong. The teacher is to lead a discussion with the class about the general conclusions that can be drawn from the information on the chart. The following is an example:

Name of document/text	Person/group	Role in society	Principal argument/key quote	Value/basis for Argument
<i>Obama rails against 'modern slavery' of trafficking</i>	Barak Obama	US President	There is no place for slavery in a civilised world	Endangers public health; promotes violence and organised crime

### Phase 3: Researching an organisation

Students are required to choose an organization, using the ACRATH site. **Examine** its stand on the issue and what work it is doing. Organisations include:

ACRATH	<a href="http://www.acrath.org.au">www.acrath.org.au</a>
Anti Slavery Australia	<a href="http://www.antislavery.org.au">www.antislavery.org.au</a>
Stop the Traffick Australia	<a href="http://www.stophettraffick.org/australia">www.stophettraffick.org/australia</a>
Stop the Traffick	<a href="http://www.stophettraffick.org">www.stophettraffick.org</a>
Project Respect	<a href="http://www.projectrespect.org.au">www.projectrespect.org.au</a>
FTANZ (Fair Trade Aus & NZ)	<a href="http://www.fta.org.au">www.fta.org.au</a>
Shakti	<a href="http://www.shakti.org.nz">www.shakti.org.nz</a>
Project Futures	<a href="http://www.projectfutures.com">www.projectfutures.com</a>
Somaly MAM	<a href="http://www.somaly.org/somaly-mam">www.somaly.org/somaly-mam</a>
Franciscans International	<a href="http://www.franciscansinternational.org">www.franciscansinternational.org</a>
Church in Action	<a href="http://www.churchinaction.org">www.churchinaction.org</a>

- Name of organization and where is it based?
- Why was this organization set up?
- Summarise what work is done in the name of this organization

Where students show interest and have time, they could compare the Australian organisation with that of an international agency: purpose of agency, work done by the agency etc.

Students discuss the key question, ***Why is Trafficking Wrong?*** by:

- Reviewing all work done so far,
- Some journal writing
- Talking with others in their class
- Talking with their teachers
- This can be synthesized by a video (or group art work, rap song etc) which humanizes the trafficked person. There must be evidence of elements of the learnings so far; shown in knowledge of terms; knowledge of breadth of the issue; church/UN/govt/personal statements; as well as students' own opinions in this piece.