

Why an Education Resource?

This educational resource has been prepared for secondary school teachers to assist in educating and raising consciousness about the issue of human trafficking.



Aims

The resource has five aims:

1. To educate and raise consciousness about human trafficking and its many forms
2. To provide a process for teaching about human trafficking
3. To invite reflection on the issue of human trafficking
4. To encourage action to address the issue of human trafficking
5. To invite transformation in attitude on the issue of human trafficking

Human trafficking takes on many forms, has many faces and is one of the world's fastest growing crimes. Australia is a destination for trafficked people who are used for a variety of purposes.

ACRATH, the developer of this resource, is committed to working together towards the elimination of human trafficking in Australia, in Asia, the Pacific and internationally. In order to use this resource effectively, teachers need first of all to familiarise themselves with the contents of the **ACRATH website**.

This issue is about people, not numbers, who belong to real families, with parents, sisters, brothers... so while the numbers of those trafficked annually is understood to be in the millions, each person has a personal story to tell.

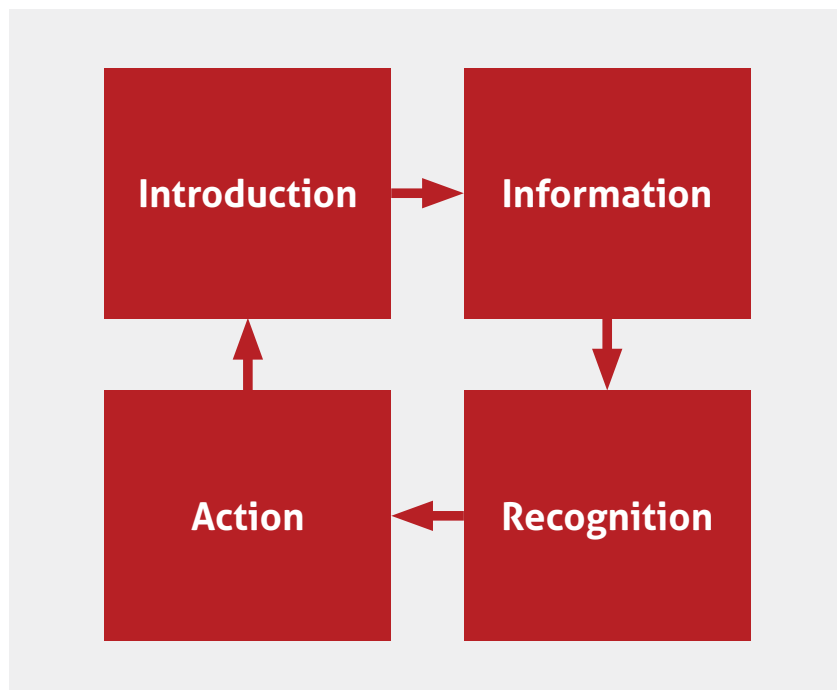
Sensitive Topics

A study of the issue of Human Trafficking naturally exposes all involved to information that some individuals may find upsetting. Teachers need to be aware and sensitive about how they introduce and teach this subject. Particular sensitivity is needed for teaching the unit of Forced Marriage: My Rights, My Future. Training is advised for teachers planning to use the Forced Marriage kit.

It is understood that it is the responsibility of all schools to inform parents about learning and teaching programs. It is expected that schools will follow their existing procedures regarding information to parents about sensitive topics that are taught and resources that are used. Similarly, it is expected that schools will follow their own procedures dealing with mandatory reporting of disclosed information.

Four Step Process

ACRATH has developed a 4-step process for teaching about human trafficking: **Introduction – Information – Recognition – Action**. Each step in the process is crucial and requires completion as students move through the learning cycle to a deepened understanding of the issue and a commitment to action. This 4-step process has been developed to reflect ACRATH’s approach on its website to the issue of human trafficking: tell the stories of trafficked people and invite website visitors to discuss and actively respond to the crisis that is human trafficking and slavery in our country, region and internationally.



Introduction

This first step in the process is aimed at enabling students to articulate a definition of human trafficking, having begun their exploration of some of the complexity of the issue.

Information

In this second step students formulate statements about different aspects of the issue as a result of learning key terms. They begin to make meaning from their initial research into the issue.

Recognition

In this third step students solidify their learning having explored a range of opinions about the issue and investigated the work of an agency in dealing with human trafficking.

Action

In this final step students take action to address the issue of human trafficking.

In undertaking this unit teachers are reminded of the need to be aware of students’ own experiences and knowledge of human exploitation and the need to be sensitive to student reactions to the stories of victims. For further assistance or to organise a guest speaker, see the **ACRATH website** for contact details in each state.

Step 1: WHAT IS HUMAN TRAFFICKING

By the end of Step 1 students will be able to articulate a definition of human trafficking and have explored some of the complexity of the issue.

Phase 1: Introducing the theme

Introduce the theme of trafficking. Ensure that students are given opportunities to discuss and process information arising from the material used on such a sensitive topic.



A video clip such as **Young People** introduces the theme simply but effectively.

1. Ask students to consider where they stand on some of the questions posed of the young people filmed:
 - » What is slavery?
 - » What do you think might be some of the factors contributing to slavery?
 - » Does slavery happen in Australia?
 - » Have you ever been treated like a slave?
 - » Isn't slavery a thing of the past?
2. Ensure students start a reflection journal for completion of all work connected with this resource.
3. Ask students to talk to at least four different people, eg someone in the family, a neighbour, one older person, someone your own age etc about what they know of the issue of trafficking. The following questions may help to begin the conversation: What is human trafficking? Does it exist in Australia? Have students use reflection journal to record responses as well as students' own thoughts.
4. Students are asked to feed back to their classmates two things they learned from the interview experience eg: "Younger people that I spoke to had more knowledge of trafficking than older people..." "The people I spoke to thought that trafficking was only to do with women..." "The people I spoke to didn't think there was any trafficking in Australia".....
5. Ask students to reflect on what they now know about human trafficking in their journal. Students share responses with one or two others, before opening this up for whole class discussion.



Phase 2: Learning the language

There are certain key terms used when discussing human trafficking. These terms identify the various forms of human trafficking. Students should watch the 3 x 30 second clips on the [Anti-Slavery Australia](#) home page. Another useful clip can be found [here](#).

In the general discussion that arises from viewing these clips, certain terms should emerge and these need to be explored in depth.

These terms include: 'human trafficking', 'slavery', 'forced labour', 'labour trafficking', 'domestic servitude', 'forced marriage', 'servile marriage', 'sham marriage', 'organ trafficking', supply chain

These terms are clearly defined on the [ACRATH website](#) (On ACRATH site, go to Resources -Human Trafficking- Forms of Human Trafficking)

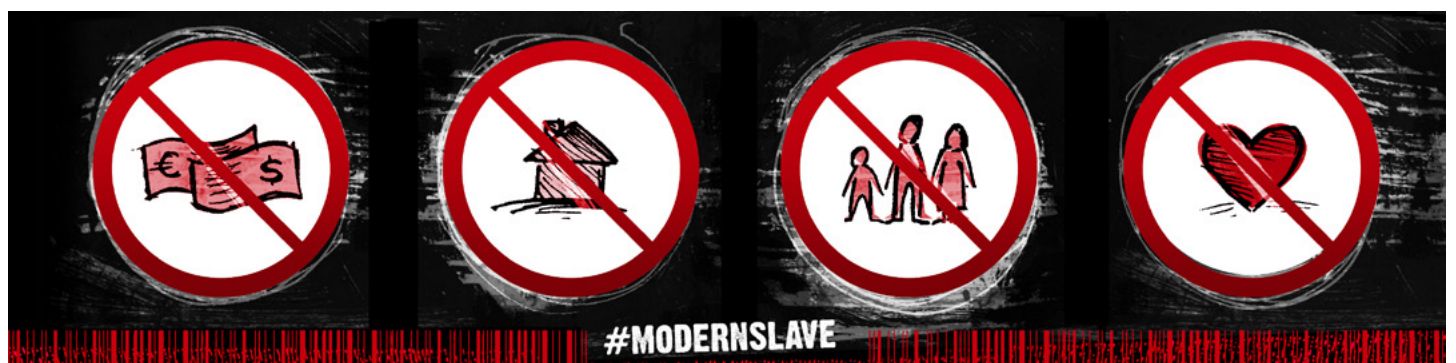
Form groups of twos or threes. Assign each small group a term to look up and “unpack”. Ensure that each group examines at least two terms to ensure breadth of response. Students need to come to an understanding of these terms before sharing with the rest of the class what the terms mean.

Phase 3: Applying the key terms

Have the class watch the video clip [Community](#), found on the Anti-Slavery Australia website. This video covers issues such as: what slavery looks like, how is it identified, how people can be deceived, what constitutes exploitation, why enslaved people don't go to the authorities etc. After discussion around these points, the class should take the key terms on the ACRATH site and build sentences using two or more terms. These sentences can be used as source material for creating bumper stickers, posters etc. These can be displayed in prominent areas of the school or inserted into newsletters, morning bulletins etc.



Have students write in their journal about what they have learnt about human trafficking so far.



Step 2: INFORMATION

By the end of Step 2 students will be able to formulate statements about different aspects of the issue of human trafficking.

Phase 1: Deepening knowledge

Divide the class into small groups. Assign each group one of the definitions found on the **ACRATH website**.

Students are required to find out as much as they can about their allocated definition. To assist in this task, students should be encouraged to research daily newspapers, television news and current events programs, the web including sites such as:

- » **Australian Catholic Religious Against Trafficking in Humans: ACRATH**
- » **United Nations**
- » **US Department of State**
- » **Stop Trafficking newsletter**

Phase 2: Reflecting on learning

On completion of this task, allow students time for individual reflection in their journals. The following may be helpful prompts:



- » *What is emerging as an issue or concern for me?*
- » *I hadn't realized that ...*
- » *I was shocked to find out ...*
- » *I feel.... after learning ...*
- » *The following questions come up for me now that I know*

Ask students to share something from their journal writing with one other person, then with two others, then with the whole class.

Discuss student learning in light of research and reflection. These questions could be placed around the walls of the classroom and students asked to walk around and write underneath each question what they have learnt so far and a word or phrase of personal reaction.

- » *Trafficking has been called a global phenomenon. What numbers of people are we talking about?*
- » *Nearly every country is a source, transit or destination for trafficking. What does this mean? What does it mean for Australia?*

Phase 3: Extending the learning

Two issues of increasing concern are **Forced Marriage** and **Slavery in Supply Chains**.

DEFINITION: Forced Marriage occurs where full and free consent by both parties does not exist, often as the result of coercion or deceit.

ACRATH has developed a resource kit (<https://www.mybluesky.org.au/learn-more/resources/>) on Forced Marriage entitled “My Rights, My Future” giving basic information about the topic of Forced Marriage as it applies to awareness raising and education in an Australian Secondary School setting.

Topics include human rights, marriage laws, sensitivities and complexities involved in forced marriage and the impact of forced marriage. Teachers are advised that this kit is comprehensive and will require careful discernment in planning to draw from this material if it is not taught as a complete unit. It is also strongly advised that teachers work through the module on Forced Marriage in the **Anti-Slavery Online Course** prepared by Anti-Slavery Australia.

The following additional resources will be of assistance to teachers in planning this section:

My Blue Sky website

Forced Marriage Community Pack

Videos:

Forced Marriages - Sara's Story

Forced marriage - a woman's story

Forced Marriage Continues in Many Countries

We are Girls Not Brides

DEFINITION: Supply chain is the name given to the production process of a good from the collection of raw material through to final product. Workers may be enslaved at any stage of the supply chain.

The following resources will be of assistance to teachers in planning this section:

Supply chains – Parliament of Australia

Human rights in supply chains: Promoting positive practice (32 pps, PDF)

Tackling Forced Labour in Company Supply Chains. Stop Trafficking newsletter vol 14, no 12

“Preventing Human Trafficking in Supply Chains”
US Dept of State: TIP Report 2015

“Digging At Our Conscience: Mining Toolkit” (36 pp, PDF)

Videos:

Modern day slavery - Supply Chains

Slavery and the Supply Chain

Slavery In Supply Chains - A closer look at the Cotton Industry - 2017

Teachers should ensure that students understand these terms, the prevalence of these aspects of Human Trafficking, the countries where these are most common and how much of a concern these are in Australia.

Teachers need to facilitate a general discussion after all have had an opportunity to write their own and read others' responses.

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 <https://acrath.org.au/prime-minister-announces-new-program-to-combat-human-trafficking/>

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

Australia's International Strategy to Combat Human Trafficking at <http://acrath.org.au/6681/international-strategy-to-combat-human-trafficking-and-slavery/>

Australian Government's Response to Human Trafficking at <https://acrath.org.au/australian-government-response-to-human-trafficking/>

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://w2.vatican.va/content/john-paul-ii/en/letters/2002/documents/hf_jp-ii_let_20020515_tauran.html

Angelina Jolie presents Inhuman Traffick found at http://www.youtube.com/watch?v=KZdlfAO_nTs

Gaudium et Spes para 27 found at http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651207_gaudium-et-spes_en.html

US Conference of Catholic Bishops statement found at <http://www.usccb.org/about/anti-trafficking-program/index.cfm>

Papal Statement on Human Trafficking – "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

Catholic Social Teaching on Human Trafficking found at https://ipjc.org/wp-content/uploads/2016/09/HumanTraffickingAndCST_0.pdf

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

World Day against Trafficking in Persons (30 July) <http://www.un.org/en/events/humantrafficking/>



www.acrath.org.au

People are NOT for sale



Pope Francis: Human Trafficking is a crime against humanity

<http://www.catholicherald.co.uk/news/2014/04/10/pope-francis-human-trafficking-is-an-open-wound-on-society/>

World's faith leaders sign up to stamp out modern slavery

http://en.radiovaticana.va/news/2014/12/02/worlds_faith_leaders_sign_up_to_stamp_out_modern_slavery/1113297

Australian Faith Leaders launch the Australian Freedom Network

at <http://afn.org.au/>

'No Longer Slaves but Brothers and Sisters', Message of Pope Francis for the World Day of Peace 2015 https://w2.vatican.va/content/francesco/en/messages/peace/documents/papa-francesco_20141208_messaggio-xlviij-giornata-mondiale-pace-2015.html

Pope Francis denounces exploitation of migrant workers at <http://acrath.org.au/6330/pope-denounces-exploitation-of-migrant-workers/>

End Human Trafficking: The White House <https://obamawhitehouse.archives.gov/node/230831>

Presidential Proclamation -- National Slavery and Human Trafficking Prevention Month, 2015 <https://obamawhitehouse.archives.gov/the-press-office/2014/12/31/presidential-proclamation-national-slavery-and-human-trafficking-prevent>

8 February: First World Day of Prayer, Reflection and Action against Human Trafficking <https://cruxnow.com/church/2015/02/03/vatican-announces-a-day-of-prayer-against-human-trafficking/>

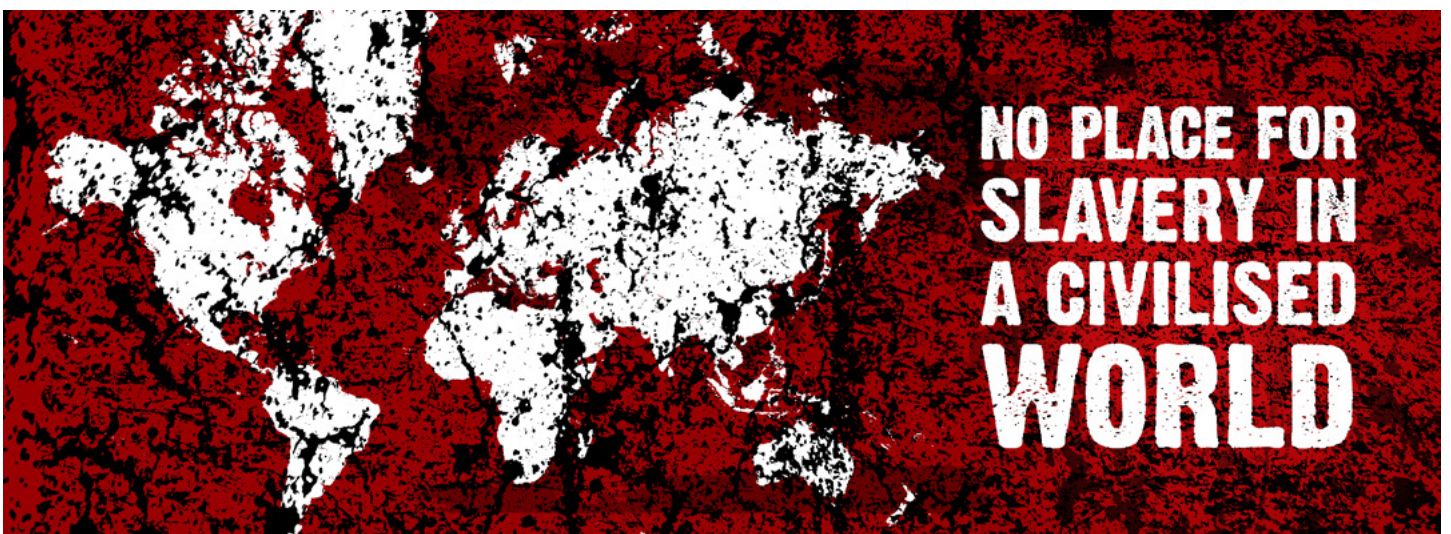
Sr Angel Reed rsm speaks at UN on Human Trafficking at <http://acrath.org.au/6639/human-rights-life-course-five-point-framework-to-address-human-trafficking/>

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>	Barack Obama	US President	There is no place for slavery in a civilised world	Endangers public health; promotes violence and organised crime

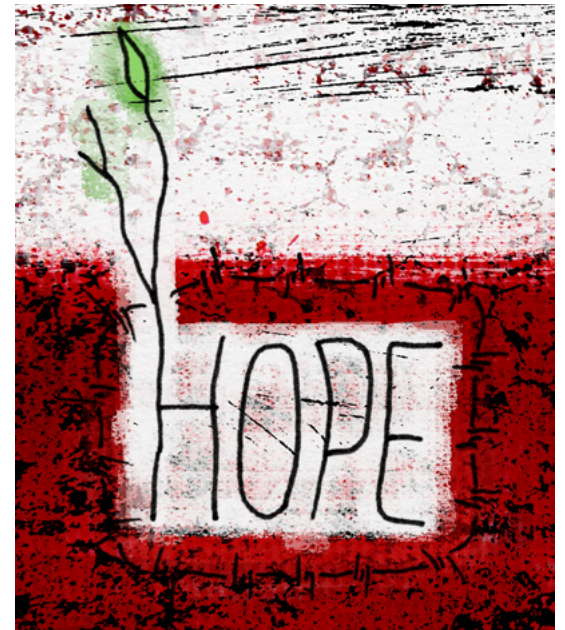


Phase 3: Researching an organisation

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

ACRATH	acrath.org.au
AFESIP Cambodia	www.afesip.org
Anti-Slavery Australia	www.antislavery.org.au
ANZRATH	www.anzrath.com
APT	www.aptireland.org
Bakhita	bakhitainitiative.com
FTANZ (Fair Trade Australia & New Zealand)	www.fta.org.au
Hagar Australia	hagar.org.au
Medaille Trust	www.medaille-trust.org.uk
Project Respect	www.projectrespect.org.au
Red Cross Support for Trafficked People Program	www.redcross.org.au/support-for-trafficked-people.aspx
Renate	www.renate-europe.net
RUHAMA	www.ruhama.ie
Shakti	shakti-international.org
STOP THE TRAFFIK	stophetraffik.com.au
Talitha Kum	www.talithakum.info
Truckers Against Trafficking	www.truckersagainstrafficking.org
US Catholic Sisters Against Human Trafficking	www.sistersagainstrafficking.org

- » 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.



Step 4: ACTION

Key Question: *How have I been transformed by my investigation into Human Trafficking?*

By the end of this step students will have taken action to address the issue of human trafficking.

Phase 1: Finding out more

Facilitate a general discussion with students about what interests them in their learning so far. Ask students to consider what stands out for them, what is interesting them in this issue. This step requires them to consider what action they can take. Also, what this class and school might do about this issue.

Ask students to decide on an aspect of human trafficking that they wish to know more about. Allow students a set time, e.g., 20 minutes, to skim articles on the www.acrath.org.au under True Stories in Resources to assist them to make their decision. It is advised that students consult with you about their choice of topic.

Students conduct research using the following questions as a starting point:

- » Extent of issue? include statistics if available
- » Who it affects: children, women, men or all three?
- » Is this a recent issue? Is it on the increase?
- » What can you find out about its occurrence in Australia?
- » Can you find any recent reports on this issue in the media? (or is it hidden?)

Phase 2: What to do about it?

Ask students to consider what action they can take to make a difference.

Encourage actions that:

- » Are safe and manageable
- » Increase people's awareness: eg start to read the regular uploads on the ACRATH website, including the newsletter that is published four times a year; acknowledge UN dates of significance; create a YouTube clip on an aspect of the issue etc.
- » Change people's attitudes, including their own, eg begin to use the term "prostituted woman" instead of "prostitute" or talk to five people this week about the issue or go back to the first person you interviewed and tell them what you now know
- » Support actions that take a stand against trafficking in humans, such as Fair Trade etc
- » See **ACRATH site** for options



Students in congregational schools could write to the Congregational Leader about what they are doing and how they acknowledge the work being done by the Congregation to address this issue. Students in other Catholic schools could write to the Parish Priest or Canonical Administrator.

Students in independent or Ministry schools could write to the Prime Minister, or local Member of Parliament, and/or ACRATH, UN etc. Students should be encouraged to find ways to inform their school community about this issue as well. If your school belongs to a school system with a presence in another country, consider how students might share their learnings about this issue with that school.

Teachers in Catholic and/or religious schools are encouraged to conclude this unit with a liturgy or prayer experience. Resources for this are available at www.acrath.org.au/resources/prayer

Students could share their intended actions with ACRATH personnel in your state – see www.acrath.org.au for details. All correspondence will be acknowledged by publication or letter.

Teachers are invited to reflect on what worked well in this unit, what they might adjust next time etc. and make their suggestions to the ACRATH Education Committee – see www.acrath.org.au/contact-us.

Phase 3: Reflecting on the experience



Invite students to write in their journals to comment on how the experience of this unit has had an impact on them. The following questions are offered as starting point for reflection:

- » What has been the most surprising thing I have learnt in this unit?
- » How has my learning changed me?
- » If someone asked me if trafficking in humans was wrong, what would I now say to them?
- » Where could I go to find out what I might do about this issue?
- » What will I do now as a result of my learning?
- » What won't I do now as a result of my learning?
- » Who could I talk to further about this issue?

Consult with the class about ways to keep this issue alive as the year progresses. Try to honour that commitment.

