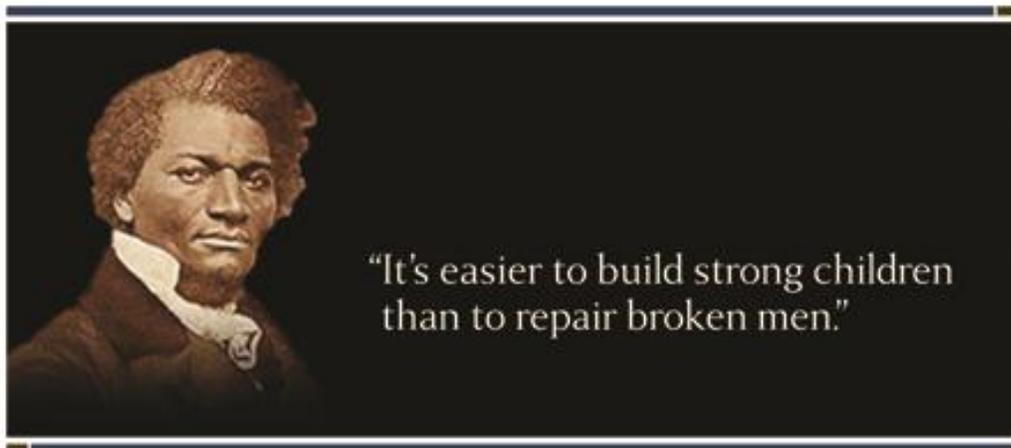


FREDERICK DOUGLASS FAMILY INITIATIVES presents



**HISTORY, HUMAN RIGHTS
and the POWER of ONE™**

YOUTH FOR SALE

2013-2014 Human Trafficking Education Program

International Child Trafficking



LIVING HISTORY BEHIND THE PROGRAM



The Frederick Douglass Family Initiatives (FDFI) was co-founded in June 2007 by Nettie Washington Douglass, her son, Kenneth B. Morris, Jr. and Robert J. Benz. FDFI exists to honor and preserve the legacy of Frederick Douglass and to create awareness about the issue of modern-day slavery in an effort to expedite its demise.

The founders represent a remarkable living history. Ms. Douglass and Mr. Morris are direct descendants of Frederick Douglass, the man called “the father of the civil rights movement” and Booker T. Washington, the famed educator and founder of Tuskegee Institute.

Through the union of Ms. Douglass’ mother, Nettie Hancock Washington (granddaughter of Booker T. Washington), and her father, Dr. Frederick Douglass III (great grandson of Frederick Douglass), the founders unite

the bloodlines of two of the most important names in American history.

A few years back, the founders were confronted for the first time with solid facts about modern-day slavery: millions are still enslaved in every country of the world, including the United States, in conditions as bad or worse than those suffered by their ancestors. They decided that this was not something from which they could walk away especially considering the platform granted to them by their lineage.

Based on their experience and the opinions of leading experts in the field, FDFI founders believe that education and awareness are the first step to ending human trafficking in our lifetimes. The foundation has, therefore, made it their business to educate the public about this veiled crime with the starting point being young people.

“When we work with students,” says Ms. Douglass, “we can accomplish several things at once: provide an interesting narrative about an important period in our history that is often overlooked; inspire modern abolitionists; provide timely information that may prevent young people themselves from becoming victims and help create better world citizens.”

[Who was Frederick Douglass?](#)

[Who was Booker T. Washington?](#)

[Nettie Washington Douglass](#) - Chairwoman

[Kenneth B. Morris, Jr.](#) - President

[Robert J. Benz](#) - Founder & Executive Vice-President

[Contact Us](#)





Not everything that is faced can be changed, but nothing can be changed until it is faced.

James Baldwin, born August 2, 1924 in Harlem, New York

Young people play critical roles on both sides of the Contemporary Slavery spectrum: at one end, they are the most vulnerable to becoming its victims and, at the other, the most qualified to lead its demise. Solutions that will be championed by students involve both controlling the wild fire of human trafficking and permanently extinguishing the long-smoldering embers of slavery. It is this auspicious mission upon which we embark with young voices and minds at the forefront, guided by teachers, within the framework of the lessons contained here. Let history and its heroes -- both celebrated and suppressed -- remind us how best to prevail over injustice.

Human trafficking is modern-day slavery and it occurs when one or more individuals (the victims) are controlled and exploited by others (the traffickers). The trafficker uses intimidation, lies, threats, physical restraint and attacks or drugs in order to control the victim. Trafficking victims may include children involved in the sex trade, adults age 18 or over who are coerced or deceived into commercial sex acts as well as anyone forced into different forms of "labor or services," such as panhandling, domestic workers held in a home, farm workers forced to labor against their will, people forced to fight in wars and even those incarcerated systematically for profit or other motives. Modern-day slavery is illegal and those who control and exploit others in this way are criminals. Educating young people about these crimes is an important step in addressing them.



What People Are Saying About: History, Human Rights and the Power of One

"Douglass himself could not have imagined a better use of his own life's work." Professor David Blight, Yale University

"More than a century ago my famous ancestor said, "Talk! Talk! Talk! That will never free the slaves. What is needed is action—action." I know that the students using this curriculum will prove him correct – action is what we need, and action is what the students will provide, as they continue the fight to eradicate slavery and its many horrors."

Alice Keesey Mecoy

Great-great-great granddaughter, John Brown
Board Member of John Brown Lives! Human Rights Project

"History, Human Rights and the Power of One," a school curriculum produced by the Frederick Douglass Family Initiatives, is one of the best uses of the legacy of the abolition in America that I have ever seen. As a Frederick Douglass biographer, as well as a former public high school teacher in Flint, Michigan in the 1970s, I can attest to both the dedication of the Frederick Douglass Family Initiatives and to the care and substance of this program. To take the story of slavery and abolition to young people, and then to connect it to current-day practices of human trafficking, is simply one of the best ways to get our youth invested in the meaning of the deeply informed material, and teachers will be very lucky to have it in their hands. I strongly encourage adoption of this program in New York City and in as many other cities as possible. Douglass himself could not have imagined a better use of his own life's work."

David W. Blight

Class of '54 Professor of American History, and Director,
The Gilder Lehrman Center for the Study of Slavery and Abolition,
Yale University



Youth For Sale

Content provided in association with: US Fund for UNICEF

Focus: International Child Trafficking
Subjects: Economics, Social Studies, Humanities, History, Art, and Government
Keywords: Human Trafficking; Coercion; Social Justice; Lesson Plan; Literacy; Slavery; Challenging Societal Perspectives; Common Core Standards; Modern-Day Slavery; International Slave Trade; Vulnerable; Risks for Youth; Supply and Demand; Globalization

COURSE SUMMARY

While commenting about the lack of provisions against child labor within an important international trade agreement, author and columnist Anna Quindlen said, “Amid attempts to protect elephants from poachers and dolphins from nets, the rights of children go remarkably unremarked.”

Humans have been traded for centuries to and from different parts of the world as a valuable commodity for the purposes of slave labor. Today, the international slave trade and the practice of slavery have been rejected and made illegal by every nation on the globe as a universal recognition of the rights of individuals to live free. (The West African country of Mauritania was the last to abolish slavery in 1981.) Why, then, are people still enslaved? Why are children especially vulnerable to being bought and sold on the world market for various forms of labor and sexual exploitation, if slavery is illegal everywhere?

Youth for Sale will provide students a basic understanding of the labor and sexual exploitation of children around the world. It will describe the greatest risk factors for being trafficked and the methods of international traffickers to lure or force children into slavery. It will also expose students to actual victims’ stories and empower them to protect themselves and their peers from traffickers—as well as begin to work on projects to end trafficking worldwide.



YOUTH FOR SALE – Three Units

History - Most people enslaved during the Trans-Atlantic Slave Trade of the 16th, 17th, 18th and 19th centuries came from the continent of Africa. **Youth for Sale** will compare an account of Venture Smith, a child who was sold to slavers in Guinea in the 18th century and brought to Rhode Island, with a video episode from *Not My Life* depicting African boys from Ghana (not far from Guinea) who work today as virtual slaves in the fishing industry on Lake Volta. Students will explore issues such as: How is the situation of these boys the same as Venture Smith's 250 years ago? How is it different? What are some common indicators of slavery? What are common vulnerabilities to being enslaved?

Human Rights - Students will read and analyze a case study of a young Roma boy who was trafficked into Greece to beg for money, and they will watch and analyze three segments of the film *Not My Life* (including segments depicting child workers in a trash dump in India, a trafficker who talks about his tactics in Romania and a young girl who was trafficked in the United States). These segments illustrate how the right to live free has been stolen or has never existed for some children/young adults. Students will begin to imagine the dehumanized thoughts and feelings of children who are vulnerable or, worse, victims of trafficking.

The Power of One - With a basic understanding of the challenges faced by vulnerable children around in the world, students will strategize possible ways to reduce their own (and their peers') chances of being victimized. They will also strategize ways to actively work against the enslavement of children worldwide.

COMMON CORE STANDARDS

Youth for Sale is designed to meet requirements of numerous Common Core State Standards categories. The curriculum includes cross-disciplinary readings, critical analysis of primary and secondary texts, comparisons of issues presented in various media (film and print), careful textual readings, and collaborative discussions of topics of immediate concern and interest to the students. Examples of the CCSS rubrics met for 9th and 10th grades are provided at the end of the module. **Youth for Sale** is readily adaptable, however, to accomplish CCSS requirements at all secondary grade levels. ([See Common Core State Standards met by Youth for Sale.](#))



MODULE OBJECTIVES

Students will:

- *Learn about children who were trafficked in the Trans-Atlantic Slave Trade in the United States in the 16th – 19th centuries—the ways they were lured or captured and their lives as slaves;*
- *Use written narratives from trafficked people, along with segments from the documentary **Not My Life**, as the basis for discussions of the psychological and social dynamics of victimization. They will be able to answer common questions posed about victims and trafficking: “Are there really still slaves in the world today?” “What are indicators that people are enslaved?” and “Why don’t they just leave?”;*
- *Learn some of the risk factors that make children and others around the world vulnerable to trafficking and exploitation today;*
- *Strategize and implement plans to keep themselves and their peers protected from traffickers who might prey on them;*
- *Strategize and implement plans to work towards the reduction of child trafficking around the world.*

EXPECTED OUTCOMES

Through learning basic information about the methods of international traffickers, students will be made aware of this human rights violation, and will be able to identify trafficking, identify victims, and know how and where to report trafficking safely when they suspect it. They will also be empowered by knowledge to protect themselves and their peers from the lures that traffickers employ, and they will develop plans to engage in practical actions to prevent children around the world from being trafficked.

[Continue to Unit One](#)



Unit One—History

Focus Question: How were children bought and sold as slave laborers in the United States in the pre-Civil War period, and how do children continue to be enslaved in the world today?

Purpose: To have students grapple with the relationship of modern-day child slavery to historical slavery through the narrative of a child who was captured in Africa and brought to Rhode Island in the 18th century, and through a film depicting boys who are enslaved today in Africa.

Duration: One to three (45 minute) class sessions

Unit Objectives:

Students will:

- *Learn what “slavery” and “bonded labor” are;*
- *Read and reflect on the 250-year old autobiographical narrative about the life of a man who was sold into slavery in Africa as a child and brought to the United States by slavers;*
- *Read and reflect on a film segment depicting the lives of children who are currently enslaved in the fishing industry in Africa;*
- *Compare the situations of the historical boy and the modern-day slaves to understand what made each of them vulnerable to slavery; what gave “slavers” a chance to ensnare them and what the psychological and social effects of slavery on these children were;*
- *Begin to focus on why children may be the most vulnerable targets of traffickers in the United States and globally;*
- *Begin to discuss modern-day responses to the threats of trafficking in their own lives and in the lives of children around the world.*

Materials:

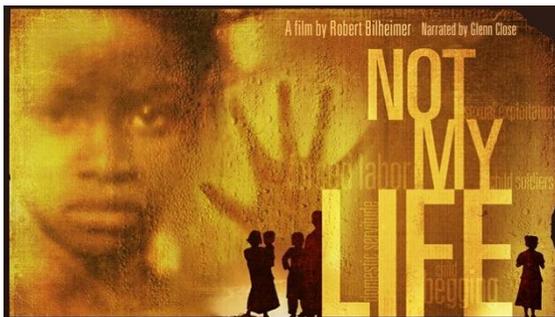
Handout #1: [The Narrative of Venture Smith](#)

Documentary: [Not My Life](#) - 30 minute streaming version



Not My Life was filmed on five continents in a dozen countries and takes viewers into a world where millions of children are exploited through practices including forced labor, domestic servitude, begging, sex tourism and child soldiering.

To receive a copy of the DVD, email: <mailto:endtrafficking@unicefusa.org>.



Lesson Guide:

Teacher Background

A) What is Child Trafficking?

Child trafficking is the buying and selling of children for sex and/or labor. The United Nations Office on Drugs and Crimes estimates that human trafficking is one of the fastest growing criminal activities in the world – and children figure prominently among the victims.

Boys are often trafficked for forced involvement in agricultural labor or criminal activities. The most common form of trafficking for girls is sexual exploitation into which they are forced by poverty or bonded labor. There are few accurate verifiable statistics on the sexual exploitation of children because the crimes involved are covert, associated with feelings of shame and assumed to be vastly under-reported.

Children are trafficked all over the world including the **United States**. In the **Philippines**, young girls are exploited in sex tourism industries and trafficked throughout **Asia and the Middle East** for forced labor and prostitution. Studies in **India** suggest that the majority of females prostituted there begin between the ages of 9 and 14.

Also see: [Human Trafficking Fact Sheet](#)



B) What is Bonded Labor?

Bonded labor is the most common form of child slavery. It is work done to pay off a debt usually for such small wages that the debt can never be paid. Sometimes the payments are offset by exorbitant charges by the trafficker for food, shelter, and medical care (if it is available), so that 85-90% of a day's wages are taken from the child, supposedly in "payment" for his or her upkeep.

Child bondage through debt typically occurs when an impoverished parent takes on a loan at high interest rates secured against their children's time or labor. When loan payments fall due and parents are unable to pay, creditors take the children and force them to work.

A bonded laborer is usually tricked or trapped into working for little or no pay often seven days a week. The value of the work they do is usually much greater than the debt they (or their parents) originally owed.

Bonded labor arrangements channel children into hazardous employment in mining, agriculture, domestic services, child prostitution and a range of sweatshop activities. Systems of bonded labor are at the heart of some of the most exploitative and damaging child labor practices.

The International Labor Organization estimates that around 5.5 million children* are in forced and bonded labor in the world today. ([ILO Global Estimate of Forced Labour, 2012, p. 14](#)).

* It should be noted that statistical data of any kind regarding the numbers of children or adults trafficked annually or existing numbers of enslaved persons are imperfect. We utilize data from reliable sources as a guide while understanding that, until we achieve consensus on the exact parameters of today's slavery and delve deeper into the problem, measurement is based on best guesses. Please use statistics with this in mind.

Also see: [UNICEF info and resources on child labor](#).



Classroom Activities:

- 1) Give a brief presentation on child trafficking and bonded labor - the most common form of child trafficking. Tell students that it is estimated that 5.5 million children are forced to work in the world today. (International Labor Organization). Trafficking is a worldwide phenomenon—no country is untouched by it. People are trafficked to, from and through countries.

Ask students why they think human trafficking still happens in the world even though it is illegal everywhere.

- 2) In many ways, children who are trafficked and in bonded labor are slaves. Slavery is nothing new—in fact, people have been enslaved for thousands of years. Remind them that in the United States, millions of people were kidnapped and brought from Africa -- bought and sold to do agricultural and other labor -- before the Emancipation Proclamation and the 13th Amendment made slavery illegal.

- Have students read Handout #1: [*A Narrative of the Life and Adventures of Venture A Native of Africa, but Resident Above Sixty Years in the United States of America Related by Himself*](#)
- Venture Smith, a 6-year old boy from Guinea, Africa, was sold by his mother to “slavers” (men who kidnapped or purchased men, women and children to sell to people in Europe and North America) in the 18th century. He was transported by ship across the Atlantic Ocean (“The Middle Passage”) to Rhode Island and sold to a trader when he was 8.
- Ask the students what strikes them about the reading (e.g., the age of the child captured, the work he was required to do, the way he was sold for rum and cloth [“calico”], the tragedy of being separated from his parents).
- Ask them to name some of the indications that Venture was a slave (e.g., he was sold by his mother; his name was taken away, and he was given a new one by his owner; he was punished if he didn’t do the work—although he was only 6 years old; he was bought and sold; he was told to prepare to be sold).
- Although Venture—who wrote this narrative when he was almost 70 years old—speaks confidently and non-emotionally about his experience as a child, ask students to talk about what he may have been feeling and experiencing at the time—as he was separated from his mother and father, forced into a slaving



band, forced to work or be punished, imprisoned in a castle, taken across the ocean, and sold to a stranger—all before he was 9 years old.

- 3) Tell students that they are now going to learn about some children who are enslaved in today's world—beginning with boys as young as 10 in Ghana, Africa. These boys are forced to fish every day on Lake Volta for a man who tricked their parents. (Show them a map of Africa—and ask them to find Guinea in relation to Ghana):
- 4) Show the first 6 minutes of [Not My Life](#) --an episode entitled “Many Boys Die.”
 - Have students discuss their reactions to the episode. Are these fishing boys slaves? How can the students tell that they are slaves—what are the indications that the boys are not working voluntarily? Why don't the boys just leave? Why do the men interviewed want to rescue them?
 - In what ways are their experiences like Venture's? In what ways are they different?
- 5) End by asking students to write five or six words on a clean sheet of paper describing the way they feel as they begin to learn about modern-day slavery. Tell them to keep the sheets—to remember the day when they became aware that there are still slaves in the world.

Further Resource Materials

Historical background:

[“Children in the Slave Trade”](#) - Roy Rosenzweig Center for History and New Media

Gordon Brown, *Child Labor and Educational Disadvantage: [Breaking the Link, Building Opportunity](#)*, Report from the UN Special Envoy for Global Education. London, 2012, pp. 32-33.)

Child Labor:

[International Labor Organization, “Child Labour”](#)



Unit Two—Human Rights

Focus Question: What are some of the ways in which children are enslaved/trafficked in today's world—and what makes children so vulnerable to being trafficked?

Purpose: To enable students to discern, through analyzing several additional episodes of *Not My Life*, children's vulnerabilities to being trafficked—including poverty, lack of education, lack of opportunities, and, sometimes—sadly—by exploitive behaviors by adults they know in their families and communities.

Duration: One to three (45 minutes) class sessions

Unit Objectives:

Students will:

- *Become aware of the indicators of modern-day trafficking/enslavement and discern some of the factors that make children vulnerable to being trafficked through--*
 - *Reading a case study of a young boy, Michael, who is trafficked as a beggar in Greece;*
 - *Watching and analyzing several episodes in **Not My Life**;*
 - *Analyzing and comparing some of the risk factors that make children and others around the world vulnerable to trafficking and exploitation.*

Materials:

Handout #2:

[Risk Factor Analysis: Michael](#)

Handout #3

[Vulnerabilities Worksheet: Michael](#)

Handout #4

[Not My Life Worksheet](#)

Documentary:

[Not My Life](#) (episodes 2, 3, and 4) (6:07 – 15:40)



Lesson Guide:

Teacher Background:

Factors That Make Children Vulnerable to Traffickers

A) Community/Family Disruptions: Violent Conflict, Natural Disasters, Political Oppression, and Disease

Severe community and family disruptions increase children's vulnerability to being trafficked. If family members leave for war or are killed as bystanders to conflict, children are often left defenseless to traffickers, who are quick to find them.

There are also wider social, economic and natural disruptions to families that make children more vulnerable to traffickers: damaging storms, droughts, floods, earthquakes, etc. can leave rural families, especially, with no food and no income, and unable to care for their children.

In addition to such natural disasters, man-made political emergencies such as government oppression and persecution can drive families from their homes. Many families flee into refugee camps where their members frequently become separated, become sick, go hungry, have inadequate shelter and are attacked by criminals. In these camps, traffickers actively find and recruit children who feel that their lives could not get worse. Unhappily, children who are trafficked almost always lead lives of unrelenting agony, sadness, exploitation and hopelessness.

In some parts of the world, where deadly diseases, especially HIV/AIDS, are prevalent, one or both parents may die and leave children with no adult support or protection. UN Research in **Zambia** (in southern Africa) has documented the impact of HIV/AIDS in forcing children into employment involving sexual exploitation.

Detailed research from 2006, found that almost two-thirds of the children involved in commercial sexual exploitation were either single or double orphans. "Almost half of the children came from households that had experienced some form of shock. One in five of the girls interviewed reported having to perform sex in return for shelter, raising concerns about those working in domestic service."

[UN Research on Child Labor and Education](#)



B) Migration

People without sufficient incomes to support themselves and their families often migrate to places where job markets are more promising and where they might be able to find work. Sometimes they even leave their home countries behind.

Although not all trafficking involves travel or migration, the vulnerabilities of people on the move (who many times don't have community support, sufficient food or shelter, financial resources, or even legal protection) make them a tempting target for traffickers.

While they are traveling (or "in transit") they are the most vulnerable, and this is especially true for children. Children are particularly at risk in transit places (such as bus or railway stations, or places they stop to rest) and particularly when they are traveling alone, at night, without money, unprepared and uninformed, undocumented, or in some other form of "trouble" with law enforcement (and perhaps also unable to speak the language of the place where they've stopped). They are also at risk because they may not even know their final destinations.

Many traffickers also defraud vulnerable people (including children), telling them that, if they will pay large amounts of money for transportation, they will be guaranteed good, safe, high-paying jobs when they reach their destinations. Travelers promise to pay the traffickers once they start working in the new location. But, the promised jobs never materialize. There never were any jobs—the promise was only a trick to lure innocent people by the trafficker. By the time the travelers reach their destinations they have become victims--trapped by the traffickers who force them to work for little or no pay, give them no medical care, house them in substandard (and often filthy) shelters, and take their travel documents.

Children who are lured into travel by these traffickers often report physical and sexual abuse in transit. In addition, once the children have arrived at their promised destinations, they may be sold to other criminals in the area who will force them into prostitution and/or other dangerous and dehumanizing work.



Classroom Activity:

- 1) Review what was learned about slavery in the previous session—what slavery looks like and what some of the signs of slavery are. Ask if students have further thoughts about what they read about Venture Smith or saw about the fishing boys from Ghana.

- 2) Have students read Handout #2, "[Risk Factor Analysis: Michael.](#)" This is a case study about Michael, an 11-year old boy in Greece who is forced to beg for money for his trafficker. His mother gave permission for the trafficker to take him from his home in Albania, so he could earn money for the family.

[Look for Albania and Greece on several maps.](#)

Find Thessaloniki, where Michael is being trafficked.

http://www.atlapedia.com/online/maps/political/Greece_etc.htm

Ask students how they can tell that Michael is being trafficked/enslaved, and is not doing this voluntarily (Handout #3 - [Vulnerabilities Worksheet: Michael](#)):

Ask students what they think made Michael vulnerable to being trafficked. Why was he in danger in his family? Do they think his mother was tricked? Why can't he go to the police? How does his trafficker keep him under control? What do they think will happen to Michael when he is too old to earn money for his trafficker as a beggar?

- 3) **EXTRA FOR MATURE STUDENTS:** Have students watch episodes 2, 3, and 4 of *Not My Life*. These are episodes that focus on children who are forced to work in a garbage dump in India, a trafficker who talks about prostituting women in Romania, and a young girl who was prostituted at a truck stop in the United States.

Ask students to be thinking about these questions (Handout #4 - [Not My Life Worksheet](#)):

- How can they tell that the children/young women were being trafficked and weren't voluntarily participating in being prostituted or in the work they were doing?



- How did the children/young women become vulnerable to being trafficked? What situations in their lives put them at risk? Why do you think the traffickers chose these particular children?
 - What was similar about the risk factors in the various cases? What was different?
 - Which risk factors do you think are more common overseas than in the United States? Which do you think are present both overseas and in the United States?
 - Why couldn't the children/young women just leave the horrible situations?
 - What were some of the dangers involved in the work they were doing? And in being prostituted?
 - Why do you think young girls are particularly vulnerable to being trafficked?
 - Do you think there is any hope that these children/young women might eventually lead happy lives? What must happen for them?
- 4) **Using the worksheets they have completed**, have students participate in making a classroom list of factors that make a child/young person vulnerable to being trafficked. This list will be continued in the next Unit and will become the basis of their service learning projects.

Further Resource Materials:

U.S. Department of State, *Trafficking in Persons Report*—describes trafficking in all countries of the world. It is available for no cost at:

<http://www.state.gov/j/tip/rls/tiprpt/>

[Continue to Unit Three](#)



Unit Three - The Power of One

Focus Questions: What can students do to protect themselves, their friends and family members from being trafficked? What should they do if they suspect that someone is being trafficked or if someone approaches and tries to lure them? How can we work towards ending child trafficking in the United States and internationally?

Purpose: To enable students to a) articulate vulnerabilities for being trafficked, b) identify the signs that someone may be a victim of trafficking, c) know what to do if they recognize trafficking—and where and how to report it safely, and d) work towards ending trafficking in their communities and in the world.

Duration: One to three (45 minute) sessions

Unit Objectives:

Students will:

- *Understand and articulate risks/vulnerabilities for child trafficking in their own communities;*
- *Understand and articulate some risks/vulnerabilities for child trafficking internationally;*
- *Know appropriate hotline and text numbers and safe personnel to whom to refer cases of trafficking they may suspect or encounter;*
- *Strategize and carry out plans to help reduce vulnerabilities in their own communities and for children around the world.*

Materials:

[Not My Life](#) (remaining episodes: 15:40 – end)

Teacher Background:

See [“What is Service Learning?”](#) to learn about theory and value of students becoming involved in service as a way not only to change their communities/the world, but also as a means of learning through involvement and empowering themselves to be better advocates, citizens and scholars.



Classroom Activity:

- 1) Review the classroom trafficking vulnerabilities list the students began in Unit Two.
- 2) **FOR MATURE STUDENTS:** Finish viewing [Not My Life](#). As they are watching have students write down vulnerabilities as they see them in the stories presented.
- 3) Discuss the students' "Vulnerabilities Lists"—and write the vulnerabilities noted on the board. Choose the most important 10 items from among the vulnerability factors noted. This list will become the “Action List.”
- 4) Have students brainstorm about how they might work to reduce one or two of the vulnerabilities they’ve noted on the “Action List.” Ideas could include educating their peers, making videos and posting to their Facebook, or other social media accounts, planning to show *Not My Life* to others in their school or social/church groups.
- 5) One of the items listed and discussed from may deal with what students should do if they encounter people they feel are vulnerable to (or are being) trafficked.

Review the [U.S. Department of Education Fact Sheet](#) on Trafficking with the students. Discuss that trafficking takes many forms and that not all victims show all of the signs, and some may show other signs. The signs listed are red flags that the students should be looking for in their families, friends, and neighborhoods.

The teacher should be prepared to share the [Human Trafficking Hotline](#) number [1-888-3737-888] (as well as the hotline text – BEFREE or 233-733) and to talk about what it does.

If students want to know about what kinds of calls the Hotline receives and to read some case examples, they can visit: [Polaris Project - What We Do](#)

Tell students that since 2007, the Hotline has received almost 4000 calls from people in the State of New York. [Polaris Project - State Map](#)

Students will also need to know what they can safely do if they suspect or know of a person being trafficked—including information about to whom they can safely report what they've seen: (you) the teacher, the principal, guidance counselor, school nurse, or whomever your school may have designated.



Provide contact information for these safe people—who understand the necessity of reporting serious concerns to child protective services and/or law enforcement. Students always have the option of calling or texting the Polaris Hotline number—stress to them that any call made to Polaris will remain completely anonymous.

- 6) Students should discuss interesting ways they can disseminate the National Human Trafficking Hotline phone and text numbers—by posting them on Facebook, by making them part of their email signatures, etc. The best ideas will be those that are not obvious, so victims or potential victims can carry them without fear that traffickers will know.
- 7) Students can also begin thinking about ways they can affect the international vulnerabilities they've listed. One idea may be to advocate for the United States to ratify the United Nations Convention on the Rights of the Child (CRC). The CRC lays out a comprehensive set of rights for children, and recognizes the essential role and importance of parents and families. The United States has already ratified two Optional Protocols to the CRC that expressly forbid the trafficking and exploitation of children, and expressly forbid nations to use child soldiers.

[Ask President Obama to submit the CRC for U.S. ratification](#)

[Click here](#) for more information about the CRC.

[Continue to Common Core Standards](#)



COMMON CORE STANDARDS

COMMON CORE STANDARDS FOR GRADES 9 – 10

Met By *History, Human Rights, and the Power of One—Youth for Sale*

I. ENGLISH LANGUAGE ARTS STANDARDS >> READING >> LITERATURE

Key Ideas and Details

- **CCSS.ELA-Literacy.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

- **CCSS.ELA-Literacy.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

Range of Reading and Level of Text Complexity

- **CCSS.ELA-Literacy.RL.9-10.10**

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.



By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

II. ENGLISH LANGUAGE ARTS STANDARDS >> SPEAKING & LISTENING

Comprehension and Collaboration

- **CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - **CCSS.ELA-Literacy.SL.9-10.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - **CCSS.ELA-Literacy.SL.9-10.1c** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - **CCSS.ELA-Literacy.SL.9-10.1d** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
 - **CCSS.ELA-Literacy.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 - **CCSS.ELA-Literacy.SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
-



Presentation of Knowledge and Ideas

- **CCSS.ELA-Literacy.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
 - **CCSS.ELA-Literacy.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - **CCSS.ELA-Literacy.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)
-

III. ENGLISH LANGUAGE ARTS STANDARDS >> HISTORY/SOCIAL STUDIES

Key Ideas and Details

- **CCSS.ELA-Literacy.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
 - **CCSS.ELA-Literacy.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - **CCSS.ELA-Literacy.RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
-

Craft and Structure

- **CCSS.ELA-Literacy.RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
-



- **CCSS.ELA-Literacy.RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - **CCSS.ELA-Literacy.RH.9-10.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
-

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.
 - **CCSS.ELA-Literacy.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.
-

Range of Reading and Level of Text Complexity

- **CCSS.ELA-Literacy.RH.9-10.10** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
-

[Continue to Human Trafficking Fact Sheet](#)



“What is Human Trafficking?” FACT SHEET

DEFINITION: *Human trafficking is a form of modern-day slavery where people profit from the control and exploitation of others. Victims of human trafficking include:*

- *children (under 18) involved in the sex trade,*
- *adults (age 18 or over) who are coerced or deceived into commercial sex acts, and*
- *anyone forced or tricked into different forms of "labor or services," such as domestic workers held in a home, farm-workers forced to work against their will, traveling sales teams, and other people who are promised good work, only to be given unhealthy and unsafe jobs without pay and without a chance to leave.*

COMMON MISCONCEPTIONS ABOUT TRAFFICKING:

MYTH: *No U.S. citizens are trafficking victims, only very poor international immigrants.* **Reality:** There are both U.S. citizens and international victims of trafficking in the United States; trafficking victims come from situations of both poverty and affluence. What they all have in common is that they are vulnerable—through not being educated, being previously abused, or they are just looking to fulfill their dreams for better lives.

MYTH: *Trafficking victims must be transported from place to place.* **Reality:** If a person under 18 is used in commercial sex, he or she is being trafficked—no travel is necessary. In fact, minors are sometimes trafficked from their own homes.

MYTH: *Force/bodily restraint must be present in trafficking.* **Reality:** The legal definition of trafficking does not require physical restraint, bodily harm, or physical force. Psychological means of control, such as threats and lies, used to force someone to work or be prostituted are just as powerful, and count as trafficking.

MYTH: *If a trafficking victim consented (or agreed) to be trafficked one time, he or she is not a victim, because he or she made their choice and should have known better.* **Reality:** Minors under the age of 18, cannot legally agree to be sexually trafficked—even if they are not forced or tricked, and even if they are paid.

MYTH: *Girls who are prostituted have glamorous and fun lives and earn a lot of money.* **Reality:** Girls who are prostituted by traffickers (or pimps) usually have to hand over all the money to their pimps. They are often emotionally abused, beaten, tortured, branded, brainwashed, and sometimes even killed by their pimps.



What is Service-Learning?

Service-Learning Resources for Educators from The National Youth Leadership Council (NYLC)

The **NYLC** spearheads programs and initiatives that engage young people as leaders by using the community as a classroom, and local and global needs as the subject matter. The resources described below are available for free to young people, teachers, schools, and community partners who aim to solve real-world problems using service-learning.

Lift: Raising the Bar for Service-Learning Practice. Whether you're a new or experienced service-learning practitioner, this free interactive, multimedia website explains the eight K-12 Service-Learning Standards for Quality Practice in a way that's easy to understand and share. The Lift also has many PDF documents pertaining to each of the standards, including planning documents and research summaries.

» Explore the Lift and the K-12 Service-Learning Standards for Quality Practice at: <http://lift.nylc.org>

Getting Started in Service-Learning. This easy-to-use teachers' guidebook covers the basics of service-learning, from assessing community needs to using multiple reflection strategies. Purchase this and other NYLC publications in the NYLC bookstore.

» Visit the NYLC bookstore at: <http://www.nylc.org/store>

Recorded Webinar: Getting Started in Service-Learning. This webinar is perfect for practitioners who work with youth at the elementary to high school level and are new to service-learning as a methodology. It follows the *Getting Started in Service-Learning* handbook published by NYLC.

» View this webinar at: <http://vimeo.com/34101870>

Recorded Webinar: Increasing Student Voice, Ownership, and Leadership. This webinar invites you to explore your current perceptions and opportunities for shared decision-making with youth and gain techniques and resources to strengthen youth voice in your work.

» View this webinar at: <http://vimeo.com/33557190>



UNICEF and Child Protection



Trafficking of children is a grave violation of their rights, robbing them of their childhood, their well-being, and the opportunity to reach their full potential. No country is untouched by human trafficking as a source, transit point, or destination.

Dr. Susan Bissell, Chief of Child Protection, UNICEF

Millions of children around the world are subjected to violence, exploitation and abuse. Many more, not yet victims, also remain without adequate protection. In more than 150 countries around the world, UNICEF helps create a protective environment for children to guard them against abuse in the same way that good health and adequate nutrition strengthen them against disease.

- In **Nepal**, UNICEF is working to educate parents on the harmful effects of child labor and to give children ages three to five a safe, encouraging place to learn and play. In just one year, tens of thousands of parents and caregivers participated in this effort.
- In **Romania**, UNICEF has worked to prevent child abandonment by working with maternity hospitals. They have provided counseling and financial support to pregnant women and mothers in difficult circumstances, enabling them to keep their children. UNICEF has also supported foster families and family-like homes to keep children from being institutionalized.
- In **Niger**, UNICEF has advocated against early marriage through training village chiefs, producing TV and radio dramas in local languages, and facilitating open discussions with rural populations. UNICEF also trained staff in a hospital that offers services to girls suffering medical complications due to early pregnancies, many of whom had been married early.
- In **Thailand**, UNICEF supported the government in organizing to protect children and women from domestic violence. After the training, participants were appointed as youth volunteers, monitoring violence against children, youth and women in their communities.
- In **India**, children participated in a training session designed to influence police in their approach to children's issues such as drug addiction, street children, and exploitation. The children participated as "resource persons" in order to help police learn about life in the street from a child's point of view. The children and police worked together with UNICEF in order to create a more child-friendly approach to police interventions.



Youth for Sale

Created by:

- U.S. Fund for UNICEF
- Patricia H. Davis, Ph.D., J.D., Frederick Douglass Family Initiatives
- Robert J. Benz, Frederick Douglass Family Initiatives

With special thanks to:

Robert Bilheimer, Heidi Ostertag, and Amy Detweiler of Worldwide Documentaries, creators of *Not My Life*.



FREDERICK DOUGLASS
FAMILY INITIATIVES

Use of Sensitive Material:

The subject matter contained in the *History, Human Rights, and the Power of One* curriculum relates (in an open, honest, and descriptive manner) to real human rights violations—both historical and modern. It also relates to actual people (historical and living) and the circumstances of their victimization. Because of this, teachers must be even more careful than normal to teach with sensitivity and compassion—always upholding the dignity of the teaching profession, the dignity of their students, and the dignity of the victims and survivors of the terrible crime of slavery portrayed.

Copyright Notice:

All materials contained in *History, Human Rights, and the Power of One* are solely owned by Frederick Douglass Family Initiatives (FDI) and protected by United States copyright law. They may not be reproduced, distributed, transmitted, displayed, published, broadcast or revised and incorporated into any other materials without the prior written permission of FDI or in the case of third party materials, the owner of that content. You may not alter or remove any trademark, copyright or other notice from copies of the content.

However, teachers may download material from the FDI Web Site for educational use in their classrooms and schools, and others may download material for personal, noncommercial use only.

Links to Web sites other than those owned by FDI are offered as a service. FDI was not involved in their production and is not responsible for their content.