**Lesson One: “Connecting Trafficking to Ourselves and Our Communities”**

**Problem statement:** How do we make our school and community safer by identifying and responding to potential human trafficking situations (for selves and others)? What is the definition of human trafficking and how does it connect to us?

**Learning objectives:**

**Lesson standards (NGSS, CCSS, CTE):**

[CCSS.ELA-LITERACY.RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/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.

[CCSS.ELA-LITERACY.RI.9-10.4](http://www.corestandards.org/ELA-Literacy/RI/9-10/4/):Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

[CCSS.ELA-LITERACY.W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7/): Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Soft skills:**

Communication: listen to guest speaker to understand problem & connections to workplace demands

Critical Thinking: recognize connections between topic and self/community.

**Locally and/or personally relevant for students:**

Connect issue to personal lives and communities

**Connections to career and educational pathways:**

Guest speaker will share about his work on the topic for the Port of Seattle

**Materials:** PDF Handout, chart paper, markers, paper for exit ticket

**Lesson preparation:** gather materials, coordinate with guest speaker

**Time required:** 50 minutes

**Grouping of students for instruction:**

Heterogeneous table groupings to support language learners and others with peer support needs.

**What is the instruction? Consider the PBL Procedure that is being addressed here:**

Students will be introduced to the topic of human trafficking. In this lesson they will begin the process of empathizing, deeply understanding the problem. Begin with student generated definitions, then supplement with authoritative definitions and examples. Use combined knowledge to update the chart created using student definitions.

1. Entry Task: How do you define human trafficking? Who do you think is most affected by human trafficking? How much do you think human trafficking affects your communities?
2. Share ET responses (record on 3 column poster), objective & agenda
3. Present definition: <https://polarisproject.org/is-it-human-trafficking>
4. Define terms: force, fraud, cohersion
5. Use wheel to understand examples: <https://polarisproject.org/is-it-human-trafficking>
6. Revise student definition from entry task

4. Image analysis: <https://www.kingcounty.gov/elected/executive/constantine/news/release/2019/January/18-stop-human-trafficking.aspx>

5. Ties to work place:

* Port of Seattle anti human trafficking initiative design & training (Chad)

6. PDF handout: <https://polarisproject.org/2018-us-national-human-trafficking-hotline-statistics>

1. Looking at the map, where are trafficking cases most likely to take place (form a theory based on what you know about US geography)
2. In 2018, Washington state had the \_\_\_\_\_\_\_\_\_\_\_\_ highest number of human trafficking cases reported.
3. What was the number one type of labor trafficking reported?
4. What race had the highest number of reported cases?
5. What is the number one risk factor for human trafficking?
6. What is the number one way to get help?

7. Update chart: Who do you think is most affected by human trafficking? How much do you think human trafficking affects your communities?

8. Exit ticket: Did this day change your thinking about this topic? How so? How does this issue connect to your own values, beliefs or ethics?

**Understanding the Problem**

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| --- | --- |
| **Teacher** | **Student** |
| Present entry task to class: How do you define human trafficking? Who do you think is most affected by human trafficking? How much do you think human trafficking affects your communities? | Answering question in notebooks or table group discussion. |
| Teacher records responses on chart paper divided into 3 columns: “Definition” “Who is affected” and “How affected” | After some writing/think time, students share answers with the whole class. |
| Present official definition of human trafficking, “Human trafficking involves the use of force, fraud, or coercion to obtain some type of labor or commercial sex act.”  Record each term on board etc: “Force” “Fraud” “Coercion”. Ask students to volunteer definitions for each. Help students revise by questioning & contrasting differences until each concept is defined in student friendly language. | Have a student read the definition.  Students volunteer definitions. |
| Hand out Power and Control Wheel  Ask students if definition on poster (from entry task) needs revision. Revise poster as needed. | Have students jigsaw slices of the wheel by discussing and providing an example of each “slice” |
| Image analysis: Use “Work\_Tagalog” file.  Ask students what they notice, who they think the intended audience is and if they think it will be effective. | Student share thoughts to whole group. |
| Mini Web Quest: <https://polarisproject.org/2018-us-national-human-trafficking-hotline-statistics>   1. Looking at the map, where are trafficking cases most likely to take place (form a theory based on what you know about US geography) 2. In 2018, Washington state had the \_\_\_\_\_\_\_\_\_\_\_\_ highest number of human trafficking cases reported. 3. What was the number one type of labor trafficking reported? 4. What race had the highest number of reported cases? 5. What is the number one risk factor for human trafficking? 6. What is the number one way to get help? | Use the website to answer questions |
| Ask students if we need to revise poster from entry task for who is affected and how big of a problem it is in our communities.  Update poster with student responses. | Students share answers |
| Facilitate a short discussion about connection to values, beliefs and ethics, ensure students know the meaning of the above terms.  Give exit ticket prompts & collect exit ticket  Did this day change your thinking about this topic? How so? How does this issue connect to your own values, beliefs or ethics? | Discuss and complete exit ticket |

**Accommodations:** Provide large format/high contrast version of handout for limited sight students. Group students for peer support.

**Extensions:**

Additional resources:

<https://www.colorlines.com/articles/theres-app-figure-out-how-many-slaves-work-you> - article about the app.

App: “Slavery Footprint” <http://slaveryfootprint.org/>

**Assessment:**

Exit Ticket

Formative Assessment in the Lessons

Summative Assessment for the Unit