

<b>CAREER CLUSTER:</b> <b>Law, Public Safety, Corrections, and Security</b>	<b>DURATION: 17 Sessions – can be modified (Session = 45 to 50 minutes)</b>	<b>TEACHER:</b>	<b>U.N. SUSTAINABLE DEVELOPMENT GOAL: #16 — Peace, Justice, and Strong Institutions</b>
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**GLOBAL ISSUE OVERVIEW**

Buying and selling of goods or services is a global concept and global commodities can include grains, metals, oil, and food products. However, there is also an unspoken global market — of people. Although there are laws preventing the trafficking of persons, there is still work to do in the areas of protecting people, preventing trafficking, prosecuting offenders, and partnering with victims.

Globally, regions that have suffered from conflict or violence are often the target of trafficking of persons. And, it is often a movement from lower income to higher-income countries. Most victims trafficked have been women or children, and over 90% are trafficked for sexual exploitation or forced labor. Over half of countries worldwide have established a human rights institution. These institutions have been peer reviewed for compliance with internationally agreed upon standards, but only 75% of those countries fully comply. Progress is being made in regulations that promote public access to information and strengthen institutions that uphold human rights.

The [United Nations Sustainable Development Goal #16 — Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels](#), has laid out the following [target](#):

- 16.2: End abuse, exploitation, trafficking, and all forms of violence against and torture of children.

**Global Competencies:**

*Investigate the World:* Initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues.

*Recognize Perspectives:* Recognize, articulate, and apply an understanding of different perspectives.

*Communicate Ideas:* Select and apply appropriate tools and strategies to communicate and collaborate effectively — meeting the needs and expectations of diverse individuals and groups.

*Take Action:* Translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.

STANDARDS ADDRESSED		
Career/Technical Knowledge and Skills	Academic Knowledge and Skills	21 <sup>st</sup> Century Skills
<p><b>Common Career Technical Core</b> <b>Career Ready Practices</b></p> <ol style="list-style-type: none"> <li>1. Act as a responsible and contributing citizen and employee.</li> <li>4. Communicate clearly and effectively and with reason.</li> <li>5. Consider the environmental, social and economic impacts of decisions.</li> <li>6. Demonstrate creativity and innovation.</li> <li>7. Employ valid and reliable research strategies.</li> <li>8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>9. Model integrity, ethical leadership and effective management.</li> <li>12. Work productively in teams while using cultural global competence.</li> </ol> <p><b>Law, Public Safety, Corrections, and Security Career Cluster</b></p> <ul style="list-style-type: none"> <li>• <b>LWC.03.01.</b> Formulate ideas, proposals and solutions to address law, public safety, security, and corrections related problems to ensure effective and efficient delivery of safety and/or security services to targeted consumers.</li> <li>• <b>LWC03.02.</b> Apply critical thinking strategies to team discussions around solutions that address, law, public safety, security, and corrections related problems to contribute to formulating effective solutions.</li> </ul>	<p><b>National Council for the Social Studies</b></p> <p>Theme 3: People, Places, Environment Theme 6: Power, Authority, and Governance Theme 9: Global Connections Theme 10: Civic Ideals and Practices</p> <p><b>Common Core Academic Standards</b></p> <p>ELA/Literacy:</p> <ul style="list-style-type: none"> <li>• <b>RST. 11-12. 1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• <b>RST.11-12.7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</li> <li>• <b>RST.11-12.8.</b> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</li> <li>• <b>RST.11-12.9.</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</li> </ul>	<p><b>Learning &amp; Innovation Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity &amp; Innovation</li> <li>• Critical Thinking &amp; Problem Solving</li> <li>• Communication &amp; Collaboration</li> </ul>

## PROJECT DEFINITION & GOALS/OBJECTIVES

The [Trafficking in Persons Report](#) (TIP Report) is an annual report issued by the U.S. State Department's office to monitor and combat trafficking of persons. Within the TIP Report, countries are placed into one of three tiers based on their governments' efforts to comply with the "minimum standards for the elimination of trafficking". The descriptions are as follows: Tier One countries comply with minimum standards. Tier Two countries do not currently comply but are making efforts to. Finally, Tier Three countries do not comply and are not making efforts to do so. The goal of this project is for students to research a country that does not fully comply with the Trafficking Victims Protection Act, touching on each of the objectives below.

Objectives:

- Research the [Trafficking Victims Protection Act](#) (TVPA).
- Use the table of contents of the current TIP Report to find the Tier Placements for countries.
- Research a specific country/region that does not comply with the TVPA.
- Research what laws or regulations the country has in place to protect children from child labor.
- Research what prevention or protection is available for children in the country.
- Identify causes for human trafficking in that country.
- Research what resources are available to help children that have been trafficked.
- Research media involvement in the country.
- Develop a recommendation for the country based on research.
- Model the potential impact.
- Communicate the solution in a creative way.

## SCENARIO OR PROBLEM: What scenario or problem will you use to engage students in this project?

You are part of a local law enforcement team working with Interpol, the world's largest police organization with 192 member countries. Interpol is working to end international human trafficking. Using the [Counter Trafficking Data Collection](#) and other online sources, you will investigate which country is the largest source of children being trafficked into your state. Next, you will dive into how much overall human trafficking is occurring in this other country and the potential causes. What laws or regulations does that country have in place to protect children from being trafficked? How can local law enforcement in the United States work to end human trafficking? What resources or organizations are available to assist children that have been rescued? Finally, research media involvement and impact on the issue. Once those steps are complete, compile the information and create a recommendation for working within the laws of the United States as well as of the country you chose, to end child trafficking. Be prepared to share your recommendations to Interpol and local law enforcement authorities in a creative way.

Essential Questions	Grade Level Adaptations
<ul style="list-style-type: none"><li>• What are the driving factors of human trafficking?</li><li>• What additional programs, plans, or laws could be put in place to decrease the demand for the sale of humans?</li><li>• What resources could be provided to those that enforce the law to mitigate the trafficking of humans?</li></ul>	<ul style="list-style-type: none"><li>• For younger students, focus on child labor issues. Provide them with ample time to research a variety of sources to learn more about the topic. Provide videos, articles, and resources to help them begin.</li><li>• Advanced students can interview their own law enforcement officials. Students can also present their findings to local law enforcement.</li></ul>

**ASSESSMENT: How will you determine what students have learned? (Check all that apply)**

FORMATIVE		SUMMATIVE	
Quizzes/Tests		Multiple Choice/Short Answer Test	
Notes/Graphic Representations	X	Essay Test	
Rough Draft		Written Product with Rubric	
Practice Presentation	X	Oral Presentation with Rubric	X
Preliminary Plans/Goals/Checklists of Progress		Other Product or Performance with Rubric	
Journal/Learning Log	X	Self-Evaluation or Reflection	X
Other:		Evaluation by Authentic Audience	X
		3D Model	X
		Other:	

**MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?**

**Materials:**

- Computers with internet access
- Student journals
- Project rubric

**Resources:**

- [U.N. Sustainable Development Goals](#)
  - [Goal #16: Peace, Justice and Strong Institutions](#)
- Interpol People Smuggling Website <https://www.interpol.int/Crimes/People-smuggling>
- [“Trafficking In Persons Report”](#) from the U.S. Department of State
- [Counter Trafficking Data Collection](#)
- Video Resources:
  - United Nations’ video, [“Sustainable Development Goals Explained: Peace, Justice and Strong Institutions”](#) (2:15)

**Possible Constraints & Solutions:**

- Authenticity of final presentations could be limited due to availability of volunteer industry representatives, community members, and/or people involved in nonprofit/poverty reduction work. To mitigate this, consider utilizing Skype, Zoom, or another video conferencing program to showcase the final presentations. See the Global CTE Toolkit for places to help at <https://digitalpromise.org/cte>.

**SUPPORT, MODIFICATIONS, AND EXTENSIONS: What is needed to provide support for students who have difficulty learning the content, modify for students with special learning needs, or to provide enrichment for advanced students?**

**Support & Modifications:**

- Provide rotating small group sessions or team meetings on a regular basis with a focus on teaching research skills and strategies for students that will need support.
- Design journal templates for students that might struggle to keep their own journal organized.

**Extensions:**

- Require advanced learners to interview local law officials or law enforcement officers on human trafficking in their community.
- Require advanced learners to develop a teachable unit for younger students and have them deliver the lessons to classrooms.
- Develop an awareness campaign for their cause.
- Share their findings with local law enforcement.

**CALENDAR OF MAJOR LEARNING ACTIVITIES—What are the learning activities or tasks for each day? Are there any project milestones? When will formal assessment activities occur?**

Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Initiating:</b> Lead lesson and discussion on building awareness for SDG#16. What prior knowledge do students have on the topic?</p>	<p><b>Initiating:</b> Lead a discussion on SDG #16. Discuss where human trafficking occurs, potential causes, and challenges to ending abuse and trafficking.</p>	<p><b>Initiating:</b> Students generate questions and challenge assumptions. Facilitate discussion and record questions for continued research.</p>	<p><b>Initiating:</b> Form teams of students and share the scenario with them. Students research trafficking of children in their state or region and investigate the source country. Why might children be trafficked in this country? Why are they being sent to the United States?</p>	<p><b>Initiating:</b> Dig deeper into the country's protection, prevention, and prosecution for child labor. How are they laws upheld? Are the laws upheld? How are children enslaved in child labor? What laws exist in the U.S. and how do local police enforce them?</p>
Week 2				
<p><b>Initiating:</b> Students submit a brief overview of their chosen community/region that describes demographics,</p>	<p><b>Planning:</b> Armed with research, data, and information, student teams brainstorm possible solutions.</p>	<p><b>Planning:</b> Students determine their best recommendation for Interpol, keeping cultural and economic</p>	<p><b>Executing:</b> Students begin creating their prototype. This might be a physical product, a</p>	<p><b>Executing:</b> Continued creation time. Encourage testing and improving solutions throughout. If creating</p>

<p>the impact of their chosen SDG #16 target, and provides rationale as to why they are addressing their specific place and issue.</p> <p>Students continue to research their issue and gather data. They might research online, conduct interviews, etc.</p>	<p>Facilitate the brainstorming session(s) and encourages all ideas. Encourage multiple possibilities ranging from physical items to digital solutions to services or events.</p>	<p>realities of their chosen country in mind. Students generate a plan to address their solution and assign team roles and tasks.</p>	<p>digital product, a service, a presentation, etc.</p>	<p>a presentation, share and seek feedback to improve how the information is being presented to increase clarity.</p>
<b>Week 3</b>				
<p><b>Executing:</b> Continued creation time. Encourage testing and improving solutions throughout. If creating a presentation, share and seek feedback to improve how the information is being presented to increase clarity.</p>	<p><b>Executing:</b> Continued creation time. Encourage testing and improving solutions throughout. If creating a presentation, share and seek feedback to improve how the information is being presented to increase clarity.</p>	<p><b>Executing:</b> Students complete first iteration of their recommendation and share it with the class/you/other users. Students explain the purpose and key features, gather feedback and/or run tests, identify failure points or areas of improvement, and make revisions.</p>	<p><b>Executing:</b> Students complete first iteration of their recommendation and share it with the class/you/other users. Students explain the purpose and key features, gather feedback and/or run tests, identify failure points or areas of improvement, and make revisions.</p>	<p><b>Executing:</b> Students complete first iteration of their recommendation and share it with the class/you/other users. Students explain the purpose and key features, gather feedback and/or run tests, identify failure points or areas of improvement, and make revisions.</p>
<b>Week 4</b>				
<p><b>Closing:</b> Students present their solutions to an authentic audience — local law enforcement, officials, politicians, students, public, etc.</p> <p>Students could also post solutions (e.g., pictures, brief summaries, etc.) to</p>	<p><b>Closing:</b> Students present their solutions to an authentic audience — local law enforcement, officials, politicians, students, public, etc.</p> <p>Students could also post solutions (e.g., pictures, brief summaries, etc.) to</p>			

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**STUDENT REFLECTION ACTIVITIES: How will students reflect on their work? Add reflection questions and/or activities here.**

- Provide a prompt at the end of each session, and have students write their reflections in their journals.
- Using a site like [Flipgrid](#), allow students to post video reflections of their work and development.
- Guide summary activities at the end of research days such as:
  - Quick Pick: Students pick the top three takeaways they had during the lesson.
  - Two Dollar Summary: Students write summaries of what they learned, but each word is worth ten cents.
  - Gallery Walk: Students write or draw what they learned on large sheets of paper then walk through the gallery reading each other's charts.
- Allow students to create a blog that details the problem they are trying to solve and the process they are engaged in for solving it.

Adapted from: "Unit Planning Template" by the Southern Regional Education Board, n.d., Atlanta: Southern Regional Education Board.