

~~BODIES ARE NOT~~  
*COMMODITIES*



# WHY WAS BODIES ARE NOT COMMODITIES (BANC) DEVELOPED?

- Millions of people are victims of human trafficking globally.
- Human trafficking has been reported in all 50 states.
- Almost 100% of USA survivors who have received care from A21 were trafficked during school years.
- Students are some of the most at-risk population for becoming victims of trafficking.
- Education can empower educators and their students to take action to be a part of the solution.

# WHAT ARE THE GOALS OF BANC?



Prevent human trafficking from happening in our schools.



Protect students from becoming victims.



Engage students to be part of the solution.

# WHO CAN USE THIS RESOURCE?

BANC is designed for secondary educators.



## Purpose:

Its purpose is to ensure student-centered sessions that lead to sustainable solutions in dealing with the reality of modern-day slavery.



# LAYOUT

- Facilitator guide
- Student guides
- Video downloads
- Extended interactive learning labs

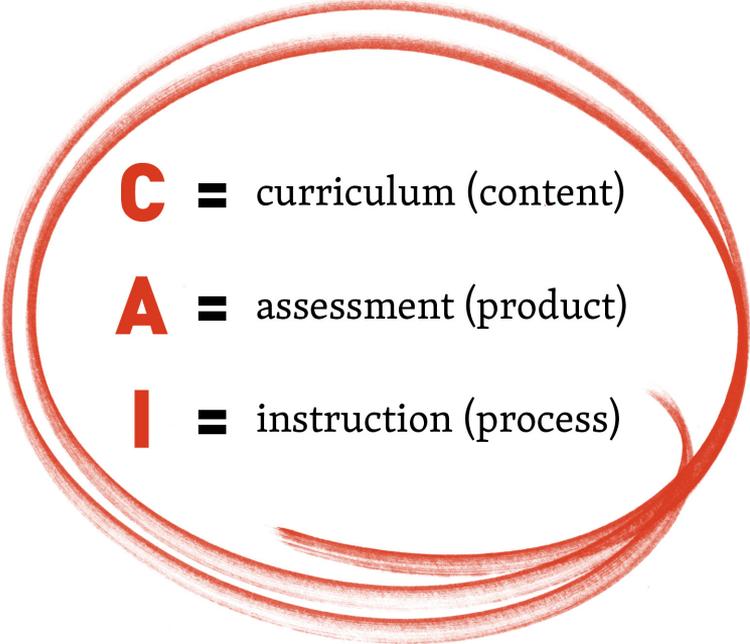
The curriculum resource is divided into five sessions. Each session includes the following learning format:

Preparation, Initiation, Consideration,  
Collaboration, Reflection, Application



# INFRASTRUCTURE

BANC is designed with a comprehensive infrastructure built around teaching the 'whole learner' through curriculum, assessment, and instruction.



**C** = curriculum (content)

**A** = assessment (product)

**I** = instruction (process)

# STANDARD ALIGNMENT

Integrated cross-curricular relevance within the subjects of history, citizenship, literacy, and critical thinking.

Table 3. Common Core State ELA **Literacy in History/Social Studies Standards** Session Alignments:

Common Core State Standards	1	2	3	4	5
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.	X Session			X *Intra. Lab	
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.	X *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X Session *Intra. Lab *Inter. Lab	X Session	
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.			X Session		
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 studies.	X Session	X Session *Inter. Lab	X Session	X Session	X Session
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.		X Session *Intra. Lab			
RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	X *Inter. Lab	X *Intra. Lab *Inter. Lab		X *Intra. Lab	

# CONTENT OUTLINE

There are five multimedia and interactive sessions with researched and standards-based strategies and techniques.

**Session one:** How has slavery evolved?

**Session two:** What is human trafficking?

**Session three:** How does someone become a victim?

**Session four:** How do we abolish human trafficking?

**Session five:** How can I abolish human trafficking?

# SESSION OVERVIEW

## Big ideas:

**why** the session is needed and the purpose of the session

## Educators' learning objectives:

**what** the facilitator plans to do to teach and deliver the content

## Students' learning outcomes:

**how** students gain access to what they should know, understand, and be able to do with the content



# SUMMATIVE AND FORMATIVE ASSESSMENT

BANC collects evidence where students demonstrate what they already know and have acquired through:

- Pre/post assessment (summative)
- Critical thinking through response to the activities addressing the essential questions (formative)
- Exit slips with journal response for ongoing evaluation throughout the learning process (formative)

# INSTRUCTIONAL FOUNDATION

The action and process of how the learner comes to make sense of the content and 'own' their learning. BANC's instructional foundation focuses on:

Whole child and  
whole learner

Brain-based and  
experiential learning

Differentiating  
learning labs

Multiple  
intelligences

# SESSION ONE

## HOW HAS SLAVERY EVOLVED?

### Essential questions:

- What are ways human rights can be violated?
- How has the concept of slavery and the role of the abolitionist evolved from past to present?
- What is a commodity?

### Session techniques include:

- Human Rights and Slavery Timeline
- Four Corners Graphic Organizer
- Slavery Footprint Survey



# SESSION ONE

## VIDEOS

### Human rights and slavery timeline:

Highlights the definition of human rights according to the United Nations, and examines how slavery is a violation of human rights. It is an introduction to the importance of social action against injustice and the role of abolitionists throughout history.

### Concept of a commodity:

The concept of a commodity is introduced and students are informed that a commodity is an economic good or product that can be bought or sold; humans are not products.



# SESSION TWO

## WHAT IS HUMAN TRAFFICKING?

### Essential questions:

- What is human trafficking?
- How are the main forms of modern-day slavery similar and/or different?

### Session techniques include:

- Semantic Feature Analysis
- Somebody/Wanted/But/So Graphic Organizer
- Point of View Journal



# SESSION TWO

## VIDEOS

### Five forms of human trafficking:

The definition of human trafficking is revealed and students are informed about some of the statistics that exist globally. They will also learn about the five main forms of human trafficking that exist in the world today.

### Donaldo's story:

Donaldo is a victim of labor trafficking, who travelled the country in pursuit of work, but instead was held captive and forced to work for no pay. He was a slave, but now he is free.

### Jennifer's story:

Jennifer is a victim of sex trafficking, and this video tells the story of how she was recruited and exploited through the 'loverboy' tactic that traffickers often use. Jennifer went to school during the day and was exploited at night while still living in her parents' house.



# SESSION THREE

## HOW DOES SOMEONE BECOME A VICTIM?

### Essential questions:

- Who is a victim and what happens to someone who becomes a victim?
- What causes someone to get trapped in human trafficking?
- How does someone become a victim?

### Session techniques include:

- Four Corners Graphic Organizer
- Reflection Connection Analogies
- Uncovering the Facts Talk Show



# SESSION THREE

## VIDEOS

### Who are victims?:

Shows the different faces, shapes, sizes, socio-economic status, gender, and race that are all vulnerable. It is a reminder that anyone can become a victim of human trafficking, and that prevention and awareness are essential to stop human trafficking before it starts.

### Methods, factors, causes and technology:

Traffickers often use force, fraud, and coercion to recruit and enslave their victims. Methods are exposed and examples of what makes someone vulnerable to human trafficking are given. It also highlights the dangers and opportunities associated with technology when it comes to combating human trafficking.



# SESSION FOUR

## HOW DO WE ABOLISH HUMAN TRAFFICKING?

### Essential questions:

- What are some preventive actions that can be taken to eliminate the demand for human trafficking?
- What are some of the challenges faced by those who are involved with protecting victims and prosecuting traffickers?
- Why is it necessary to have collaborating partnerships to end human trafficking?

### Session techniques include:

- 3R's Question Logs (Record, React, Reflect)
- Prosecuting the Perpetrators
- Mock Trial



# SESSION FOUR

## VIDEO

### Abolishing human trafficking:

Discusses the collective approach that must be taken to combat human trafficking: Prevention, Protection, Prosecution, and Partnership. Every person can do something to end human trafficking, and every community needs to work together to help to restore survivors.

 No one person can stop human trafficking, but everyone partnering together can help abolish this social injustice. 



## SESSION FIVE

# HOW CAN I ABOLISH HUMAN TRAFFICKING?

### Essential questions:

- How would I recognize a victim?
- When I recognize a victim, to whom do I communicate my concern?
- What necessary steps can I take to help potential victims and abolish human trafficking?

### Session techniques include:

- See Something - Two Perspective Chart
- Say Something Commercial
- Do Something Action Chart



# SESSION FIVE

## VIDEOS

### See something:

There are physical, behavioral, and emotional indicators that can be recognized when it comes to identifying a victim of human trafficking. Students are given tools to identify warning signs, and ways to respond.

### Do something:

Every person has unique talents and skills that can be used to fight human trafficking. Real-life examples are provided of modern-day abolitionists who are passionate to make a difference. It is a call to action to all students to join the fight for freedom.





Thank you so much for your interest in  
Bodies Are Not Commodities.

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