

INTERNATIONAL JUSTICE MISSION:

Social Justice Curriculum for High School Students

For use in public schools



Purpose:

This social justice curriculum is to be used as a resource for high school teachers who would like to bring social justice into their classrooms.

This curriculum can be used on its own, or as a supplement to:

1. International Justice Mission's *At the End of Slavery* documentary
2. Loose Change to Loosen Chains Campaign for high school students

Objectives:

Students will be able to:

1. Define injustice.
2. Identify causes and issues of injustice in the world.
3. Learn about four types of injustice that commonly victimize the poor in the developing world (slavery, sex trafficking, illegal detention, and illegal land seizure) through facts, statistics, and personal casework stories
4. Demonstrate personal understanding of issues of injustice through various reading, writing and speaking activities
5. Display knowledge of issues of injustice, and what can be done to respond to and prevent them.
6. Apply lessons on injustice to bring awareness to action.
7. Develop individual ideas for responses to injustice and influence other students toward advocacy for the poor and oppressed.

Texts used:

- Terrify No More by Gary Haugen
- Disposable People by Kevin Bales
- "Perils of Indifference" by Elie Wiesel
- IJM casework
- "Safety, Hope, and Rest" by Christa Hayden
- IJM facts and statistics
- IJM Media Pieces:
 - IJM media montage
 - *We Were Free* DVD
 - *At the End of Slavery* DVD
 - *Behind the Story of Trade* video
 - Video clips from www.ijm.org including: NBC Dateline, "Does Slavery Exist?"
- "The Forgotten of Africa, Wasting Away in Jails without Trial," (Michael Wines, *New York Times*)
- Preface to *Making the Law Work for Everyone* (U.N. Commission on Legal Empowerment of the Poor)
- The *Trafficking In Persons Report* (U.S. State Department)

Activities: QuickWrites, written reflections, class discussions, small group discussions, small group collaboration/brainstorming, think-pair-share, jigsaws, article analysis, personal reflection, response to media and personal accounts, personal advocacy reflection involving student-centered projects, brainstorming/collaboration/ execution of advocacy programs

Timeline:

This curriculum includes nine lessons. Teachers can choose to complete this unit within a two-week timeframe or disperse the lessons throughout a unit relating to social justice. However, the curriculum should be taught in chronological order to ensure a clear understanding of injustice. At the end of the lesson series, the teachers are encouraged to promote and implement a Justice Advocate project with their students.

Overview of Lessons on Social Justice:

Each lesson is designed to be conducted within a 40-minute period. However, the time can easily be modified if your class period is shorter or longer than 40 minutes.

Lesson One: What is Social Justice?

Objectives: Students will be able to define social justice and identify injustice through discussing issues of injustice today.

Essential questions: What is social justice? What is injustice? What kinds of injustice are there in the world today? Why should we study social justice?

Lesson Two: The Depths of Injustice

Objectives: Students will be able to identify with injustice by personally relating to their own accounts of injustice and seeing injustice through the eyes of a victim.

Essential questions: How does injustice happen? How does it make the victim feel vulnerable?

Lesson Three: Focus on Public Justice Systems

Objective: Students will be able to comprehend the role of the public justice system in their own lives, and understand how a “broken” public justice system impacts the global poor through viewing IJM’s *We Were Free* DVD.

Essential questions: What is the rule of law? What is being done to relieve victims of oppression? How and why is a functioning public justice system important for the poor?

Lesson Four: The Impact of Modern-Day Slavery

Objectives: Students will be able to understand where, why and how slavery occurs today through reading Kevin Bales’ research in *Disposable People*.

Essential questions: What is modern-day slavery? Where does it occur? Why and how does it occur?

Lesson Five: At the End of Slavery (*Implement “At the End of Slavery”*)

Objective: Students will be able to relate to victims of injustice, connect previous lessons to actual victim cases, and illustrate their personal thoughts on injustice by viewing stories of slavery.

Essential questions: How do personal cases of slavery bring us closer to the reality of injustice? What needs to be done to end slavery?

Lesson Six: Sex Trafficking: The Terrors of an Invisible Industry (*Implement “Behind the Story of Trade” and NBC Dateline video clip*)

Objective: Students will be able to analyze where, why, and how sex trafficking occurs today through watching Dateline-NBC's "Children for Sale" broadcast.

Essential questions: What is sex trafficking? Where does it occur? Why and how does it occur?

Lesson Seven: Sex Trafficking: An Inside Look at Injustice

Objective: Students will be able to make connections from previous lessons to individual victim cases, and illustrate their personal thoughts on injustice by reading and reflecting upon stories of victims of sex trafficking.

Essential questions: How do personal cases on sex trafficking offer us a closer look at reality? What does the future hold for victims who have been released?

Lesson Eight: Awareness to Action I: Discussion and Reflection

Objective: Students will be able to reflect and respond to one another's thoughts on injustice and determine why they should seek justice.

Essential questions: How do these lessons change our worldview? What should we do with the knowledge that we have?

Lesson Nine: Awareness to Action II: Seeking Justice *(Optional: Implement Loose Change to Loosen Chains)*

Teachers are encouraged to motivate their students to actively seek justice after this lesson series. This may be done within class time or outside of class time. Students and teachers are encouraged to use this lesson to collaborate together and determine one way that they want to seek justice as a class or as school.

Objective: Students will be able to generate practical ideas to seek justice through internalizing the call to seek justice by thinking of practical ideas for being an advocate for justice.

Essential questions: So now what? What are some practical ways to seek justice? What is the difference between being and doing? What can we do as a class to seek justice and advocate for the rights of the oppressed?

Lesson One: What is Social Justice?

Objective: Students will be able to define social justice and identify injustice through discussing issues of injustice today.

Overarching questions: What is social justice? What is injustice? What kinds of injustice are there in the world today? Why should we study social justice?

Defining Social Justice (15 minutes)

1. Warm-up: Pass out note-cards to each student and ask them to define social justice and what they envision when they hear the phrase.
2. Gather student responses of their definitions of social justice. Write responses on the board. Ask if/where they have heard of social justice, and why certain issues come to mind.
3. Define social justice: *Teachers are free to use their own definitions*
 - *Social justice* is achieved when individuals and groups have fair treatment and an impartial share of the benefits of society
 - *Doing justice* is to act or treat fairly
 - “Justice is conscience, not a personal conscience but the conscience of the whole of humanity. Those who clearly recognize the voice of their own conscience usually recognize also the voice of justice.” - [Alexander Solzhenitsyn](#)

Identifying Injustice (25 minutes)

1. Transition into defining injustice. If we now know what social justice is, what is injustice and how does it occur?
2. Have the students brainstorm some issues of social injustice of which they are aware (i.e., child soldiers, racism, slavery). The students will gather into small groups and write down their ideas on posters placed around the room. (5 minutes)
3. Conduct a short class discussion on what we see and know of our world based on these posters. Then discuss why they think these injustices occur, or have each group go to another group’s poster and brainstorm ideas of why those injustices occur.
4. Share that through this unit you will be using resources from International Justice Mission, a group that fights for rescue and protection for victims of violent oppression around the world. If appropriate, you may share “About IJM” (Appendix A)
4. Individual reflection: On the back of the note-card from the beginning of class, respond to our discussions. Why do you think we should care about social justice? Do you think these issues relate to your life? If so, how? And if not, why? (5 minutes)

Optional reading for homework: Share a recent news story on forced labor, trafficking, or another form of injustice your class discussed (use Google’s news search). You may also encourage asking your students to find an article on injustice themselves.

Lesson Two: The Depths of Injustice

Objective: Students will identify injustice by personally relating their own accounts of injustice, and seeing injustice through the eyes of a victim.

Essential questions: How does injustice happen? How does it make the victim feel vulnerable?

When have I personally witnessed injustice? (15 minutes)

Warm-up: Think of a time when you have witnessed injustice. Did this injustice happen to you, or were you a witness? Were you the victim, on the sidelines, or part of the fight against it? Write about or draw your experience.

1. Have the students share their experiences with one another from the perspective they witnessed, as the victim, the witness or the defender.
2. After the students share, have the students think about their situation as if they were the victim. In a helpless situation, the victim would want a voice and a defender. Transition into talking about the injustices that the students brainstormed in Lesson One. Ask them to think about those victims who have been oppressed and have no voice. How would the victims want others to respond?

Abuses of Power and the Impact of Loss (25 minutes)

The purpose of this simulation is to demonstrate how a victim might feel when an oppressor takes away their values. In order to make this simulation effective, the teacher must demonstrate the injustice through her words and actions. Before the simulation begins, choose five students who will act as “oppressors” and explain the simulation to them. The oppressors will act by forcefully shredding the slips of paper that hold the students’ values. (See instructions below).

1. Have the students write down the 10 things/ideas that matter the most to them in their life. This could be their family, their religion, perhaps their pet, or their friend or even something very tangible such as material possessions. We’ll call all these things we cherish “values” for the sake of this simulation.
2. Tell the students to imagine that these 10 slips of paper are all they have in the world. These are the things they value, they cherish, and believe will be able to last for a while. Share with the students that no matter where you live in the world, you always have values in your life that mean a great deal to you.
3. Transition into telling the students that sometimes these values are quickly taken away by violent oppression. *As you start to tell them about oppression, walk around the room and rip the students’ slips of paper to shreds, one by one. The purpose is to demonstrate the force of taking away their values.* Tell them that in this lesson series, we will be learning about injustice that seems so far away, yet is very near and close to us because the ones who are suffering have values just like us. Tell them that we will be learning about slaves who are subject to hours and hours of grueling work without pay. Tell them that we will be learning about young victims who are kidnapped from their homes and unable to see their families again. Tell them about the victims who face hurtful words and physical abuse every day. Tell them that oppressors, not just one oppressor, but many oppressors who have power abuse those who are poor and vulnerable. *As you say this, look at the five students you have chosen to be the “oppressors” and they will also go around the room to shred the students’ slips of paper with force and with “anger.” The effect is that the students should feel that their values are being forcefully taken away from them.*
4. Continue talking about injustices in this world (you may choose to infuse your own statistics or thoughts brainstormed from the first lesson) as the “oppressors” continue to shred the papers. When you are finished, ask the oppressors to pick up their values and stand in the front of the room. By this time, the rest of the students should only have a few slips of paper left.

5. Have the students open up their remaining slips of paper to find what they have left. Perhaps some of the students may only have their friend or their house left, but their family, love, and hope is taken away.
6. After the students look at their remaining slips, have them write down their reactions to the loss they have experienced as if the only things remaining was what they had left in the world. Have the oppressors look at their values and see how many values they still hold, and ask them to read them out loud to the group to give the full effect that the oppressor still holds the power. Have the oppressors sit down and write down their feelings on being the oppressor and shredding people's values.
7. After the students have finished writing, share about what they have written and what values they had left at the end. Have them relate this simulation to victims in the world who are suffering and who have lost their own values due to oppression. Ask them who they wish would protect their items. Wrap up the discussion by telling the students that tomorrow they will be learning about the role of the public justice system in protecting victims of oppression.

Lesson Three: Focus on Public Justice Systems

Objective: Students will be able to comprehend the role of the public justice system in their own lives, and understand how a “broken” public justice system impacts the global poor.

Essential questions: What is the rule of law? What is being done to relieve victims of oppression? How and why is a functioning public justice system important for the poor?

What happens when systems designed to help us do not work for everyone? – 4 minutes

1. Warm-up: “Announce” to students that your school rules will no longer be enforced for students from a certain neighborhood – they are welcome to wear whatever they like, hurt other students, not attend class, etc. Pass out note-cards and ask students to write about how this change in rules makes them feel – personalizing their answer based on whether or not they live in the geographic area impacted by the change – or conduct a classroom discussion on the issue. Is it fair? What might the results of this rule be?

What is a public justice system? What happens when it doesn’t work?– 20 minutes

1. Share with your students that just like your school needs both rules and fair, equal enforcement of those rules to function, countries have rules and systems of enforcement for our protection – this is called the public justice system. Explain that the police, courts and laws of a country are designed to protect the vulnerable from abuse and to keep us safe like our school rules – but that these systems do not always work effectively and equally for all people. In fact, in some countries, the poor simply cannot count on these systems to protect them.
2. Place three large poster boards around the classroom with one element – “police,” “courts,” “laws” – written on each sheet. Ask students to move around room and write on each poster a consequence of these systems not working (Example: on poster reading “police,” a student might write, “My things get stolen and I can’t get them back.”)
3. Have your students sit back down and prepare to respond to what they have written on the posters by reading about broken public justice systems. Have half of your students read the article “The Forgotten of Africa, Wasting Away in Jails without Trial,” by Michael Wines for the *New York Times* (<http://www.nytimes.com/2005/11/06/international/africa/06prisons.html>). Have the other half of your students read the preface to *Making the Law Work for Everyone*, the report from the U.N. Commission on Legal Empowerment of the Poor (pages i – ii) (http://www.undp.org/legalempowerment/report/Making_the_Law_Work_for_Everyone.pdf)
4. Have a representative from each group give a summary of the text they read.
5. Lead a classroom discussion: What injustice did the inmates in Wines’ article suffer? What injustice did the Kenyans suffer in Albright and de Soto’s preface? What laws do you think each country has to protect people from these kinds of abuses? Why do you think people still suffer these abuses? Why don’t we read about rich people suffering these abuses? [Guide conversation so students understand that wealthy people in these countries are able to pay for protection (guards, security systems) and advocacy (lawyers) that poor people cannot.]

Introducing slavery – 30 minutes (min)

6. Share with students that you will be spending the next few days learning about what it looks like when a justice system does not protect the poor. Break students into groups, and provide each group with one nation’s entry from the U.S. State Department’s *Trafficking in Persons Report* (<http://www.state.gov/g/tip/rls/tiprpt/index.htm>). This report is the U.S. State Department’s

comprehensive annual study on how trafficking and slavery are being combated throughout the world. (You can ask groups which countries they would like to learn about the day prior, or assign them based on areas of interest for your class. This activity will be more effective with country reports from nations on Tier II or Tier III.)

Have each group review the document and answer the following questions:

- What abuses are taking place?
- What could this country's police system do to prevent these crimes?
- What might be some obstacles that currently exist to doing that?
- What could this country's court system do to combat these crimes?
- What could be some obstacles?
- What do you think should be done to fix this system?

This activity can be done for homework if there is not sufficient time during the class period.

Lesson Four: The Impact of Modern-day Slavery

Objectives: Students will analyze where, why, and how modern slavery occurs through Kevin Bales' research in Disposable People.

Essential questions: What is modern-day slavery? Where, why, and how does it occur?

Resources: "Does Slavery Still Exist?" video: <http://www.ijm.org/video/viewcategory>; Disposable People by Kevin Bales (p.8-33)

Extra resources: If students want to take home a copy of concrete statistics, feel free to make copies of the IJM forced labor factsheet – Appendix C.

Does slavery exist? (10 minutes)

1. Write on the board: "There are 27 million slaves today." Emphasize that to put this into perspective, "There are more slaves alive today than all the people stolen from Africa in the time of the transatlantic slave trade. Put another way, today's slave population is greater than the population of Canada, and six times greater than the population of Israel." – Kevin Bales
2. Ask students to think quietly about that statistic. Play "Does Slavery Still Exist?" video
3. Ask them to think about how what they learned today connects to the Trafficking in Persons report entries they read yesterday. Then ask students to write down another two words or phrases about what they think of slavery now after watching the video and yesterday's lesson.
Optional: Ask students to read them out loud again. Feel free to discuss reactions.

Where, How, and Why Does Slavery Exist?

Students will now move into a more in-depth look into modern-day slavery. Preface the activity by noting that Kevin Bales is an expert on contemporary slavery and that today's readings come from his studies in Disposable People.

Jigsaw on Modern Slavery (15-20 minutes)

1. Divide students into five groups to analyze and discuss excerpts from Disposable People by Kevin Bales
 - a. "How many slaves?" and "What does race have to do with it?" (p. 8-13) - Group One
 - b. "The Rise of New Slavery" (p. 12-19) – Group Two
 - c. "The Forms of the New Slavery" (p.19-22)- Group Three
 - d. "The New Slavery and the Global Economy" Part One (p. 22-29) – Group Four
 - e. "The New Slavery and the Global Economy" Part Two (p. 29-33) – Group Five

Instructions: Ask students to read the excerpts within their groups (either individually or out loud) and discuss the facts that are presented in the excerpts. Some guiding questions can include: Who are the slaves today? Why are they "disposable"? What does the economy have to do with modern slavery? What do the issues of rule of law we discussed yesterday have to do with modern slavery?

Have students prepare at least three major points or phrases from the excerpt that are essential to our understanding of modern slavery.

Collaboration of Jigsaw: Discussion on Modern Slavery (10 minutes)

This discussion may run over time, depending on your students' presentation and responses. Feel free to extend this discussion to the next lesson

After small group discussion, have the students present the excerpts and gather student responses. Students may lean towards discussing the relationship between slavery and the global economy, as well as the differences between the "old slavery" and "new slavery:"

Lesson Five: At the End of Slavery (*Implement “At the End of Slavery”*)

*If the previous discussion on Disposable People requires more time, teachers can choose to continue the discussion during this lesson.

Objective: Students will be able to relate to victims of injustice, make connections from previous lessons on actual victim cases, and illustrate their personal thoughts on injustice by witnessing accounts of slavery.

Essential questions: How do personal cases on slavery bring us a closer look into reality? What is being done to relieve victims of slavery?

Resources: “At the End of Slavery” DVD, Chapter 7: “Body-Crushing Toil” of Terrify No More by Gary Haugen

Relating Statistics to Actual Victims: Viewing of “At the End of Slavery” (35 minutes)

Encourage the students to focus on the oppression that the slaves encountered when they were in bonded slavery, and how IJM rescues victims of slavery. As they view the film, they should relate their analysis of Kevin Bales’ research and their background on IJM to the stories in the film. Inform the students that there will be a short writing assignment about these connections after the film.

Justice Matters - Take-home writing assignment:

Ask students to read Chapter 7: “Body-Crushing Toil” of Terrify No More by Gary Haugen

Reflect upon Chapter 7: “Body-Crushing Toil” of Terrify No More and *At the End of Slavery*. How did slavery seem more real to you through the film? How do you feel about injustice now? How does the film illustrate slavery in our world? Why do you think these issues should matter to us? Use specific examples from the film to back up your thoughts. (1-2 pages double-spaced, typed) *Teachers should collect these, read them, and comment on them. Teachers are free to assign grades for take-home assignments if appropriate.*

Lesson Six: Sex Trafficking: The Terrors of an Invisible Industry

Objective: Students will be able to analyze where, why, and how sex trafficking occurs today through watching Dateline-NBC's "Children for Sale" broadcast.

Essential questions: What is sex trafficking? Where does it occur? Why and how does it occur?

Resources: "Behind the Story of Trade: The Violent Reality of Human Trafficking" short DVD; NBC Dateline video (<http://www.ijm.org/video/viewcategory>); Chapter 6: "It's All About 'The One'" of Terrify No More by Gary Haugen; IJM Factsheet: Sex Trafficking (Appendix C).

What is sex trafficking? (10-15 minutes)

1. **Opening:** At the beginning of class, ask students if they know what sex trafficking is. Elicit student responses and initiate a short class discussion of their prior knowledge. After the discussion, write the definition on the board:

Sex trafficking is a massive global enterprise based upon force, coercion, and deception. Traffickers transport or detain their victims for the purpose of exploitation and profit through acts of sexual violence. This trade in rape-for-profit victimizes thousands of women and children every year.

2. Have students read the rest of the IJM Factsheet on sex trafficking in pairs and compare their prior knowledge of this issue to what they know now.
3. After the students read the IJM Factsheets and discuss quickly with their partners, ask them to complete a QuickWrite answering the following questions:
 - a. Are you surprised by these statistics? Why do you think sex trafficking is such a large crime that we have seemingly forgotten to address? Why do you think this crime has become the world's third largest criminal enterprise?

How does sex trafficking exist? (15 minutes)

1. Show "Behind the Story of Trade: The Violent Reality of Human Trafficking" video (3.5 minutes). Ask students to reflect on the statistics while they watch the videos.
2. Show NBC Dateline's video clip on IJM's operation in Cambodia. (7 minutes and 17 seconds)
3. After showing the two videos, ask the students to complete another QuickWrite with the guiding questions:
 - a. How did you feel about this injustice while watching the video? What do you imagine some of the challenges of responding might be?

Why does sex trafficking exist? (10-15 minutes)

Ask student volunteers to read out loud "Chapter 6: It's All About 'The One'" from Terrify No More by Gary Haugen. Preface the reading by telling students that Terrify No More is about IJM's operation to rescue trafficking victims in Svay Pak, Cambodia. After the reading, elicit student responses about "the one" and how this concept motivates us and gives us a different perspective on seeking justice.

Lesson Seven: Sex Trafficking: An Inside Look into Injustice

Objective: Students will be able to relate to victims of sex trafficking, make connections from previous lessons on actual victim cases, and illustrate their personal thoughts on injustice by reading and reflecting upon stories of

Essential questions: How do personal cases on sex trafficking bring us a closer look into reality? What does the future hold for victims who have been released?

Resources: IJM Personal Stories: The Apocalypse Bar, Panida, Kunthy and Chanda, (<http://www.ijm.org/caseworkstories/viewcategory>) or Salila's story on *We Were Free* (IJM DVD); "Safety, Hope and Rest" by Christa Hayden (<http://www.ijm.org/articles/firstperson-christahayden-oct2008>)

Relating Statistics to Actual Victims: Personal Testimonials and Stories (25 minutes)

1. Have students break up into four groups to read all of the personal stories:

- a. The Apocalypse Bar
- b. Panida
- c. Kunthy and Chanda

*If you are interested in longer personal stories, you may consider looking into using To Plead Our Own Cause: Personal Stories by Today's Slaves written by Kevin Bales and Zoe Trodd. Or, you may choose instead to screen Salila's story (approx. 3 minutes) from *We Were Free*, an IJM-produced DVD.*

2. Instruct the students to discuss the stories among themselves with attention to these guiding questions:

- a. Do you see related themes among the stories of rescue? How were the victims vulnerable to abuse?
- b. How were the stories similar or different than one another? In what way?
- c. Do you think perpetrator accountability is important in rescuing victims? Why or why not?
- d. Do you think aftercare is important in rescuing victims? Why or why not?

3. Initiate class discussion on the stories based on the guiding questions. How do these stories make you feel about the injustice? What themes did you see in the stories of rescue? (Victims were often poor and vulnerable as Kevin Bales mentioned in his book, Disposable People.)

Through the eyes of a first responder: "Safety, Hope, and Rest" by Christa Hayden (15 minutes)

Have the students read the article and complete a short QuickWrite, answering the following questions:

- How does Christa see the girls?
- How does she relate to them as an aftercare worker?

Justice Matters - Take-home assignment (take-home sheet on Appendix F)

Instructions: You have read the victims' stories. You have seen their rescue. How do you respond to all this? Is this overwhelming? How does this change your perspective on our world? In what way? Take it all in at once, or bit by bit. Reflect. Respond. React.

In the next two lessons, we will be discussing the "Now what??" What do we do with all this information and the darkness in this world? In order to prepare our discussion, personally respond to the last six lessons we have gone through.

Here are some suggestions on how you can do that. Pick one of the suggestions or create your own response to these lessons:

1. Write a 1-2 page personal response to a specific topic, a specific story, or a lesson that particularly impacted you.
2. Draw or paint how you experienced the injustices in the world through these lessons.
3. Compose a poem or a song that takes the perspective of a victim or a justice worker.
4. Conduct short research by finding an article or essay discussing slavery or sex trafficking. Respond to it through writing.
5. Prepare a three-minute presentation on how you witnessed injustice and rescue through these lessons.
6. Choose one of the films/clips we watched. In any way you choose, respond to the film with these guiding questions: How did this particular film impact you? In what way? How did it bring you closer to reality?
7. Become an advocate by finding at least 5-7 examples of organizations or students like you who have stepped up to seek justice. How have they done it? Write down some specific ways students have sought justice.
8. Create a short plan on how we can seek justice as a class. Do you have any ideas in mind? How can we bring awareness to our school?

Or create your own response!

Bring all personal responses to the next class for sharing. Be prepared to share your own personal reflections with the class.

Teachers are free to assign grades for take-home assignments if appropriate.

Lesson Eight: Awareness to Action I: Discussion and Reflection

Objective: Students will be able to reflect and respond to one another's thoughts on injustice and their current worldview through class discussion and sharing.

Essential questions: How do these lessons change our worldview? What should we do with the knowledge that we have? How do we view these issues now?

Optional Resources: "Perils of Indifference" by Elie Wiesel
(<http://www.historyplace.com/speeches/wiesel.htm>)

This lesson is intended to be an entire period of class discussion in which your students are free to share their thoughts and their personal reflections on today's injustices, and what our generation can do about it. Feel free to be flexible with the discussion and conduct the discussion in the direction your students want to take. You may be surprised as to what your students actually know and feel about these issues.

Our Changing Worldview: Class Discussion (30-35 minutes)

1. As the students walk in, write this on the board:

"What is your worldview?"

A worldview is defined as "your perspective of the world" or your "framework of ideas and beliefs through which you interpret the world and interact with it."

How do these stories and lessons change your worldview?"

2. Start off your class discussion with the questions on the board. Have the students relate to the lessons they have learned
3. Have the students primarily facilitate the discussion themselves. If they need more guidance, you can refer to the suggested guiding questions*
4. Transition from talking about worldview into sharing about their personal reflections on these lessons.
5. Have students share their Justice Matters projects. *Leave at least 10-15 minutes for this*

Wrap up the discussion with a QuickWrite with the following questions (5 minutes):

Do you think students are called to seek justice? Why or why not do you think we have a part in seeking justice locally and internationally? How do you think students should seek justice? *Ask the students to hand this in so that you may gather the students' thoughts and ideas before the next lesson.*

Other suggested guiding and starting questions*:

1. How aware were you of these issues before we started our lesson series? How did you connect your prior knowledge to what you know now?
2. What parts of the lesson do you wish we had discussed more in depth? What else would you like to know about modern-day slavery and sex trafficking?
3. Why do you think these injustices happen in the world?

Recommended reading for all grades: Have students complete "Perils of Indifference" by Elie Wiesel at home and then come to class to respond to the question, "What is the peril of indifference?"

Lesson Nine: Awareness to Action II: Seeking Justice

Teachers are encouraged to motivate their students to actively seek justice after this lesson series. This may be done within class time or outside of class time. Students and teachers are encouraged to use this lesson to collaborate together and determine one way that they want to seek justice as a class or as school.

Objective: Students will be able to generate practical ideas to seek justice through brainstorming ideas and reflecting on our lesson series.

Essential questions: So now what? What are some practical ways to seek justice? What can we do as a class to seek justice and advocate for the rights of the oppressed?

If teachers choose to do so, they may implement an advocacy program or Loose Change to Loosen Chains campaign after these series of lessons. For more information on Loose Change to Loosen Chains, visit <http://www.ijm.org/getinvolved/youth>. You may visit the Web site for the full downloadable toolkit!

Seeking Justice

1. **Opening (5-10 minutes):** What is the difference between “being” and “doing”?

Ask the students to think about this question and write down their thoughts on their paper. Elicit student responses. Demonstrate to the students that we are not to seek justice with the mere acts of doing, but that we should seek justice by BEING a justice advocate. “Being” involves not only seeking justice in practical ways, but also in **being students who care and are passionate about justice.**

2. **Prep for Brainstorm:** Read some (up to six) of the QuickWrites you collected from the last lesson out loud. Do this anonymously and “seamlessly” - one response after another. This will allow your students to know what others are thinking about seeking justice and help them get started. Transition into talking about how we are going to brainstorm for our class’s justice advocacy project

3. **Brainstorming for Justice Advocacy (10-15 minutes):**

Have students break up into four groups. Give each group a large poster to brainstorm ideas for how the class can get actively and practically involved in seeking justice.

Provide the following instructions:

Justice can be sought in many ways. Students can seek justice through raising awareness, promoting education, and raising funds to support IJM’s work or another anti-slavery organization that brings relief to victims. We can also partner with other student groups seeking justice.

As you brainstorm, think about justice advocacy in these ways...

a. Become a Justice Advocate by Raising Awareness

Suggestions:

Research what the State Department or a specific NGO is doing now to stop trafficking and write a news article about it for our school.

Make a class video highlighting these injustices that can be shown to the student body.

b. Become a Justice Advocate through Fundraising

Suggestions:

Implement the Loose Change to Loosen Chains campaign

(<http://www.ijm.org/getinvolved/youth>), in which students collect change to free victims of slavery.

Partner with another community service or human rights club at school to host an awareness event that fundraises for IJM or another anti-trafficking organization.

Gather ideas as a group to present them to our class. Pick one representative to present your ideas—emphasize one or two ideas that your group really likes. The ideas should be realistic and suitable for completion within a month. The class will vote for a project to implement at the end of the lesson. Which one will be the winning project to help us seek justice?

4. Present the Justice Advocacy ideas (15 minutes):

Have representatives from each group present ideas, paying special attention to the one or two ideas that the group really likes. After each group presentation, discuss the idea. At the end, vote (either privately or publicly) on the justice advocate project your class intends to complete.

In order to implement this project effectively, you may need another lesson to work out the logistics and delegate tasks. Integrate core messages from the lesson series throughout the project's progress.

Suggestions for implementing your Justice Advocacy project:

1. Select a project that would be realistic, challenging, inspiring, and sustainable for your school. Make sure that your students are satisfied and motivated by the project you chose as a class.
2. You may choose to implement this project in class or outside of class, depending on your schedule and flexibility.
3. Create tangible and practical goals for your project while emphasizing the mission that your class wants to seek justice on behalf of the oppressed.
4. Set a timeline for your project and make sure there are no conflicts with the administrative calendar. Ideally, the project should be completed within a month.
5. Delegate students who will take leadership roles in the project that you choose and keep those students accountable to you.
6. Promote your event or project with other teachers and students! Have your students promote it in creative ways.
7. Inspire other teachers or club advisors to partner with you so that more people in your school can actively seek justice.
8. Let your students take ownership of the project while you advise and monitor their project. Make sure that all students are involved.
9. If needed, you may choose to assign this project as part of class participation, class work, or extra credit. This is up to your discretion.
10. Have fun! Let your project take your class into the depths of seeking justice on behalf of the oppressed.

Appendix A (Lesson One): About International Justice Mission

International Justice Mission is a human rights agency that secures justice for victims of slavery, sexual exploitation and other forms of violent oppression. IJM lawyers, investigators and aftercare professionals work with local officials to ensure immediate victim rescue and aftercare, to prosecute perpetrators and to promote functioning public justice systems.

The Facts

- The total market value of illicit human trafficking is estimated to be in excess of \$32 billion (U.N.)
- Each year, more than 2 million children are exploited in the global commercial sex trade (UNICEF)
- 27 million men, women and children are held as slaves (Kevin Bales, *Disposable People*)
- 1 in 5 women is a victim of rape or attempted rape in her lifetime (U. N. Development Fund for Women)
- More than 1 million children live in detention, the vast majority awaiting trial for minor offenses (UNICEF)

Where IJM Works

IJM currently has ongoing operations in Cambodia, the Philippines, Thailand, India, Kenya, Rwanda, Uganda, Zambia, Bolivia, Guatemala, Honduras and Peru.

IJM is headquartered in Washington, D.C., and is supported by affiliate offices in the [U.K.](#) and [Canada](#).

Collaborative Casework Model

IJM investigators, lawyers and social workers intervene in individual cases of abuse in partnership with state and local authorities. **IJM handles six case types: slavery, sex trafficking, police brutality, illegal land seizure, illegal detention, and sexual violence.**

By pushing individual cases of abuse through the justice system from the investigative stage to the prosecutorial stage, IJM determines the specific source of corruption, lack of resources, or lack of good will in the system denying victims the protection of their legal systems. In collaboration with local authorities, IJM addresses these specific points of brokenness to meet the urgent needs of victims of injustice.

In all of its casework, IJM has a four-fold purpose:

1. Victim Relief

IJM's first priority in its casework is immediate relief for the victim of the abuse being committed.

2. Perpetrator Accountability

IJM seeks to hold perpetrators accountable for their abuse in their local justice systems. Accountability changes the fear equation: When would-be perpetrators fear the just consequences of their abuse, the vulnerable no longer fear them.

3. Victim Aftercare

IJM aftercare staff and trustworthy local aftercare partners work to ensure that victims of oppression are equipped to rebuild their lives and respond to the complex emotional and physical needs that are often the result of abuse.

4. Structural Transformation

IJM seeks to prevent abuse from being committed against others at risk by strengthening the community factors and local judicial systems that will deter potential oppressors.

Appendix B: Take-Home Sheet

Justice Matters - Take-Home Assignment

Name:

Date:

Justice Matters

Instructions: You have read the victims' stories. You have heard their cries. You have seen their rescue. How do you respond to all this? Is this overwhelming? How does this change your perspective on our world? In what way? Take it all in at once, or bit by bit. Reflect. Respond. React.

In the next two lessons, we will be discussing the "Now what?" What do we do with all this information and the darkness in this world? In order to prepare our discussion, personally respond to the last six lessons we have gone through.

Here are some suggestions on how you can do that. Pick one of the suggestions or create your own response to these lessons:

1. Write a 1-2 page personal response to a specific topic, a specific story, or a lesson that particularly impacted you
2. Draw or paint how you experienced the injustices in the world through these lessons
3. Compose a poem or a song that takes the perspective of a victim or an IJM worker
4. Conduct short research on more information about a topic or story by finding an article or essay that talks about slavery or sex trafficking. Respond to it through writing
5. Prepare a three-minute presentation on how you witnessed injustice and rescue through these lessons
6. Choose one of the films/clips we watched. In any way you choose, respond to the film with these guiding questions: How did this particular film impact you? In what way? How did it bring you closer to reality?
7. Become an advocate by finding at least 5-7 examples of organizations or students like you who have stepped up to seek justice. How have they done it? Write down some specific ways students have sought justice
8. Create a short plan on how we as a class can seek justice. Do you have any ideas in mind? How can we bring awareness to our school?

Or create your own response!

Bring all personal responses to the next class for sharing. Be prepared to share your own personal reflections with the class.

Appendix C: Forced Labor and Sex Trafficking Fact Sheets

FACT SHEET: SLAVERY

Slavery is the use of deception or violent coercion to compel someone to labor without pay or for no pay beyond the substance necessary to continue the labor. Modern-day slaves face brutal conditions in rock quarries, rice mills, brick kilns, fisheries, garment factories and many other industries around the world. Victims of slavery are often deprived freedom of movement, unable to leave the facility where they are forced to work and unable to seek employment elsewhere. Forced laborers are also often victims of violent physical and sexual abuse.

Debt bondage is a common method used to entrap victims of slavery. In this illegal scheme, an employer offers a small loan (often as low as \$25) to a laborer when they accept a job. The laborer is then forbidden to leave the work facility until the loan is repaid in full but the perpetrator ensures this repayment is impossible by inflating the loan through exorbitant interest rates, false charges and denying requests for information on the status of the loan. The employer quickly becomes the worker's owner – and the debt is often extended to relatives of the laborer, including children, who are forced to work off a false and ever-growing debt.

The Facts

- There are an estimated 27 million slaves in the world today—more than any other time in history. (Kevin Bales, *Disposable People*)
- Children below the age of 18 years represent between 40 to 50% of all forced labor victims. (ILO, 2005)
- In a recent, wide-reaching survey conducted by the United Nations Office on Drugs and Crime, 40% of countries had not registered a single conviction against perpetrators of trafficking and slavery, which is crucial for deterrence. (UNODC, 2009)

How does IJM respond?

IJM investigates cases of slavery and partners with local authorities to release slaves and their families from the facilities where they are held. IJM lawyers work to pursue perpetrator accountability, so that slave-owners are prosecuted with sentences commensurate with their crimes – a rarity in most of the world. IJM staff ensure that victims of slavery are provided the full spectrum of government rehabilitation services to which they are entitled. Former slaves are provided with aftercare services, including counseling, assistance securing employment and enrolling children in school, facilitation of community groups and assistance opening a bank account. IJM's anti-slavery casework is conducted primarily in India.

Kumar's Story

INDIA: Orphaned at age five, Kumar became a slave in a brick kiln at age seven. He was forced to carry heavy loads of bricks on his head and work through illness and injury. While his peers were in school, he struggled daily with the physical stress of hard labor. After five years at the kiln, Kumar was released from slavery through IJM intervention in collaboration with local authorities. Now an adolescent, Kumar is free to pursue his dream for the future: *"I want to become a police officer so I can*

help and protect the good people of our village,” he recently told staff. He has excelled in school and remains in close contact with IJM staff.

FACT SHEET: SEX TRAFFICKING

Sex trafficking is a massive global enterprise based upon force, coercion and deception. Traffickers transport or detain their victims for the purpose of commercial sexual exploitation. This trade in rape for profit thrives in the absence of robust law enforcement to ensure the protection of the law for vulnerable children and women.

The Facts

- Human trafficking is the world's third largest criminal enterprise, after drugs and weapons. (U.S. Department of State)
- Worldwide, there are nearly two million children in the commercial sex trade. (UNICEF)
- There are an estimated 600,000 to 800,000 children, women and men trafficked across international borders annually. (U.S. Department of State)
- Approximately 80 percent of human trafficking victims are women and girls, and up to 50 percent are minors. (U.S. Department of State)
- The total market value of illicit human trafficking is estimated to be in excess of \$32 billion. (U.N.)
- Sex trafficking is an engine of the global AIDS epidemic. (U.S. Department of State)

International Justice Mission's Response

International Justice Mission's first priority in its anti-trafficking casework is to secure the protection of the law for trafficked women and children forced into commercial sexual activity. IJM investigators spend hundreds of hours gathering and documenting undercover evidence of trafficking and sexual exploitation. Using this evidence, IJM staff members then work with local authorities to remove victims from forced prostitution and ensure that they have access to aftercare services to meet their vital needs. IJM lawyers work to secure the conviction and sentencing of traffickers and other perpetrators in an effort to deter future crimes.

Sex trafficking will endure as long as it remains a profitable criminal enterprise. By freeing victims and prosecuting their perpetrators, IJM operations increase the risk and decrease the profitability of trafficking. IJM works to combat sex trafficking in Bolivia, India, Cambodia, and the Philippines. IJM investigations have resulted in freedom for more than 1000 girls and women held by force in the commercial sex trade.

Manna's Story

When 14-year-old Manna* ran away from her abusive home in South Asia, she met a woman who offered her job selling fabric. She accepted the position, and the woman provided her a place to sleep for the night. When Manna awoke in the morning, the woman was gone, and Manna discovered that she was in a brothel. For the next two years, she was held in the brothel and raped by customers for the profit of the brothel owners. She was freed when IJM investigators discovered her captivity and alerted local authorities, working with them to release her and three other young girls from the brothel. The brothel owners each received five-year sentences for their crimes.