The aim of this manual is to provide educational material on the issue of human trafficking to life orientation educators or any other educators who may present this topic to a group of learners in a school context or another group outside of school.

This manual includes:

• A detailed, easy-to-use lesson plan for the educator’s use; and
• Continuous Assessment Tasks for Grades 10, 11 & 12.
• Posters and fliers for distribution purposes available from the International Organisation for Migration.
### Lesson plan outline

Please note that the lesson is designed to cover two 40-minute sessions.

<table>
<thead>
<tr>
<th>Activity Involved</th>
<th>Information Covered</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td><strong>Brainstorm (in pairs)</strong></td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
|                                    | • Concepts related to human trafficking  
|                                    | • What is human trafficking?                                                      |          |
| **Main Body**                      | **Teacher reads testimony**                                                        | 5-10 minutes|
|                                    | Testimony of a victim of human trafficking                                         |          |
| **Reflection (individual task)**   | **Exploring the emotional consequences of human trafficking**                      | 10 minutes|
| **Teacher conveys information**   | **More in-depth information related to trafficking covered, including statistics.**| 10 minutes|
| **Group discussion (in groups of 4)** | **How the Soccer World Cup will play a role in magnifying the issue of human trafficking** | 5 minutes|
| **Teacher conveys information**   | **Preventative measures and reporting human trafficking**                          | 10 minutes|
| **Conclusion**                     | **Reflective questionnaire**                                                       | 15 minutes|
|                                    | Consolidating knowledge the learners have just learnt about human trafficking.     |          |
|                                    | **Formal assessment task handed out and explained to learners**                    | 5-10 minutes|
# Learning outcomes and assessment standards covered when using this manual:

<table>
<thead>
<tr>
<th>Learning outcomes covered in life orientation:</th>
<th>LO1: Personal well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The learner is able to achieve and maintain personal well-being.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LO2: Citizenship education</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practise responsible citizenship, and to enhance social justice and environmentally sustainable living.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment standards covered in LO1:</th>
<th>Grade 10 (LO1):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The learner must be able to explain changes associated with growing towards adulthood and describe values and strategies to make responsible decisions regarding sexuality and lifestyle choices in order to optimise personal potential.</td>
</tr>
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<table>
<thead>
<tr>
<th>Grade 12 (LO1):</th>
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</thead>
<tbody>
<tr>
<td>The learner must be able to investigate the human and environmental factors that cause ill health, accidents, crises and disasters, and explore appropriate ways to deal with them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment standards covered in LO2:</th>
<th>Grade 10 (LO2):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The learner must be able to identify social and environmental issues, and participate in a group project to address a contemporary social and environmental issue (e.g. abuse, depletion of resources).</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Grade 11 (LO2):</th>
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</thead>
<tbody>
<tr>
<td>The learner must be able to formulate strategies based on national and international instruments for identifying and intervening in discrimination and violations of human rights.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Grade 12 (LO2):</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner must be able to evaluate services offered by a community project on a contemporary social or environmental issue, and evaluate own contribution to the project.</td>
</tr>
</tbody>
</table>
1. Introduction

1.1 Brainstorm activity: Thinking about human trafficking

- Ask the learners to work in pairs and brainstorm the question: What comes to mind when you think of the word slavery?
- Ask for general feedback from the learners and write their answers on the board.
- Ask the learners to brainstorm what they understand by the terms “prostitution”, “forced labour” and “forced marriage”.
- Ask for general feedback and write their answers on the board.

After the brainstorm activity, state the following to the learners:

People tend to think of slavery as something that happened long ago. However, it is happening now, as we speak, and involves forced prostitution, forced labour and forced marriage.

All over the world people are tricked for these purposes.

1.2 What is human trafficking?

**Human trafficking** results in the exploitation of human life. To exploit something means to take unfair advantage of that thing by using it for your own gain. It involves traffickers who sell people for money. Victims of human trafficking are tricked, transported, trapped and, finally, exploited in some way. (Write these four words as headings on the board.)

Human trafficking is a form of modern-day slavery.

Now listen to stories from people who have experienced this. During the viewing of or listening to these stories, see if you can identify how the victim was tricked, transported, trapped and exploited.

2. Testimony from a victim of human trafficking

2.1 Choose a testimony (See pages 9-12)

Teachers are encouraged to choose two out of the four stories that would be most appropriate for their learners.

After the stories have been read, ask the learners to identify how the victims were tricked, transported, trapped and exploited, and write their answers on the board under these four headings.

**Teacher’s note:** it is important that the learners understand the four components of human trafficking (tricked, transported, trapped and exploited). Please reinforce these in your lesson.
3. Exploring the emotional consequences of human trafficking

3.1 State the following to the learners:

After having listened to the stories, reflect on how trafficking affects victims emotionally.

3.2 Individual task

Write the following reflective questions on the board and get the learners to write down their answers:

1. Write a paragraph on a time when you’ve felt most afraid. What happened? Are you over it? Who else was affected?
2. Who in your life do you most want to protect and why? How far would you go to protect them?
3. Do you think victims of human trafficking or people who have close friends or relatives who have been trafficked ever view life in the same way again? Why?
4. List all the areas of a trafficked person’s life that will be affected.

4. Further information

4.1 The teacher conveys the following information to the class

Human trafficking is the third biggest profit-making crime in the world next to weapons and drug trafficking. Approximately 27 million people in the world are believed to have been victims of human trafficking.

People most vulnerable to human trafficking are children, teenagers, young women, refugees and job seekers. These people are preyed upon in various ways and are literally tricked into going somewhere with their traffickers, and subsequently held against their will.

People are trafficked for:
- Labour exploitation/slave labour (One is paid very little; the other is not paid at all.)
- Prostitution (paid very little), sexual slavery (not paid)
- Forced marriage (In South Africa, women are often forced to marry mine workers.)
Global statistics relating to trafficking:

- 27 million people are believed to have been the victims of human trafficking.
- 1 to 2 million people are trafficked every year.
- Most trafficking victims are girls between 5 to 15 years of age.
- 1.2 million children are trafficked annually (half are African).
- It is a $33.9 billion or R257 billion industry.


Statistics Relating to South Africa:

- It is estimated that 30,000 children are being prostituted in South Africa.
- Half of these children are younger than 14 years old.
- Children as young as four are prostituted.
- There are up to 10,000 child prostitutes in Johannesburg.
- Up to 1,000 girls are trafficked to South Africa from Mozambique each year.
- The Eastern Cape, Mpumalanga and Limpopo are the main “recruitment” areas for victims of human trafficking.
- The sex trade is moving to middle- and high-income houses and rich neighbourhoods near sports stadiums in the run-up to the world cup soccer tournament.


5. Human trafficking and major sporting events, such as the Soccer World Cup

5.1 Class discussion:

Ask the learners to discuss in groups of four what they think the benefits of the World Cup are for South Africa AND the possible negative consequences.

5.2 State the following once the discussion has taken place:

Although there are many benefits resulting from large public events, there are also many negative consequences, such as the increased demand for child and other prostitutes, resulting in more trafficking.
6. Preventative measures & reporting incidents of human trafficking

The teacher conveys the following information to the class.

6.1 Preventing human trafficking

Be wary of the following situations. Regard them as potentially dangerous:

- An attractive job is offered to you that is far away from home — in another province or country. It may be a modelling contract, a waitressing job, or a contract with a soccer club. These offers may appear in newspapers or via word of mouth.

- No qualifications are required and free housing and transport is offered with the job, plus the free processing of your visa and/or work permit.

- The people you are dealing with organise for you to cross a border illegally.

- A friend or relative offers to send you to an expensive/good school that is far from home and offers to pay your school fees.

- Travel documents that were obtained by illegal means, are given to you.

- A recruitment agent tells you that a visitor’s or tourist visa is good enough for working purposes.

- Someone with whom you are chatting on MXIT wants to meet with you face to face, (to offer you work or a free holiday).

Victims of trafficking are almost always introduced to the trafficker by someone they know!

How to ensure that a prospective employer is genuine:

- Call them on a LAND line to confirm they are a legitimate company and are recruiting. (Be wary of a company that only has a cell number or free web-based email address such as hotmail, yahoo, google mail etc.)

- Sign a contract with your employer before you leave your home country. A good employer is happy to do this. The contract should state your terms of employment (i.e. wages, costs deducted for travel expenses and housing, your duties, working hours). You can do this through email or regular mail. You can even ask your employer for references.

- Call the South African Chamber of Commerce and check that the recruiting company is registered with them.

- Before accepting a job in a foreign country, check on the immigration website of the country of destination and find out for yourself what the visa requirements are.
Other important tips in preventing trafficking

- **Travel with contacts.** Carry the number of your embassy in the country to which you are relocating. Inform your embassy when you arrive. Have a list of phone numbers of friends or contacts in the host country. Call them when you arrive.

- **Travel with an emergency plan.** Provide your family members back home with all of your contact details. Call them and give them your new phone number and address when you arrive, as well as the phone number of your **embassy and the local police.** Should something go wrong and you lose contact with them, or they cannot reach you, have them call your embassy, the International Organisation for Migration (IOM) and the local police on your behalf.

- **Travel with a copy of your passport.** Do not give your passport to anyone! It is illegal for your employer to ask to hold your passport for any reason.

- **Know your rights.** No one has the right to force you to do something or keep you against your will. If you are trafficked, you are the victim of a crime. You may have entered the country illegally, but you still have rights. You may be in “debt” to your trafficker, but this is not a legal debt. You do not have to honour it. If your human rights are being violated, you are the victim of a crime.

How to help prevent trafficking in your community

- Tell your friends and neighbours how to protect themselves from being trafficked.
- Learn to recognize trafficked persons.
  - They are often unable to speak the local language.
  - They appear to be trapped in their job or the place they stay.
  - They may have bruises and other signs of physical abuse.
  - They do not have identification documents (passport, ID, refugee or asylum papers).
- Report places where you suspect trafficked people are kept (for example, brothels, farms, factories, shebeens) to the local authorities and the media.
- Report people you suspect may be traffickers to the local authorities (police, NGOs) and the media.

6.2 Reporting Incidents

Human trafficking is not yet clearly defined in law in South Africa, and only specialised units within the police force (such as the Organised Crime Unit) are equipped to deal with cases of human trafficking. So the police are not always the best people to call. There are, however, a few Human Trafficking help lines. These numbers have been set up to help people who have been trafficked. Calls to both numbers are free and anonymous.

*Try to memorize both numbers:*

- **(IOM) 0800-555-999**
- **(Salvation Army) 08000- RESCUE (737283)**

When in a foreign country, go to your embassy and ask for help, even if you don’t have any documentation. Try the police. Don’t stop asking for help!
7. Reflective questionnaire

1. Trafficking is regarded as a “hidden crime”. It’s not often spoken about and few trafficked victims are willing to share their stories.

a) If one of your friends had to ask you what the term “human trafficking” meant, what would you tell them? What are the four elements of human trafficking?

b) What three facts have you learnt today about human trafficking?

c) How does the issue of human trafficking make you feel?

2. The 2010 Soccer World Cup is just months away:

a) What advice would you give to your friends to protect them from being trafficked?

b) Name three signs a person might possess that would make you suspect that they have been trafficked.

c) Name one of the organisations you can call to report incidents of human trafficking.
My name is Grace and I’m from Mozambique. I’m 17 years old and I have a one-year-old baby, but no husband. When I was living in Mozambique, I struggled to make enough money to feed my child. One day my cousin introduced me to a friend of his. His name was Frederick. Frederick told me that he had a connection with a Mozambican restaurant in Cape Town. He told me they were looking for waitresses and that the money was good. He said that he would be able to provide me with a VISA and a free ride to South Africa. He said this was a once-in-a-lifetime opportunity and that I would be able to send money back to my family in Mozambique so that they could look after my baby.

So I left my baby with my aunt. When I boarded the taxi, I was told to give my passport to the driver. I managed to get across the border without any hassles, although at the time I wasn’t sure if this was legal.

I will never forget my first days in Cape Town. I was raped and beaten by Frederick, and the next day he took me to a brothel in Green Point. I was told that I must sell myself as a prostitute and if I did not do as I was told, Frederick would kill my baby and my aunt.

Frederick told me that I “owe” him for bringing me here, and that I can’t leave until I have paid him back. I’m too afraid to go to the police, because I am in the country illegally and I don’t have a passport to get home.

Even if I could get away, I don’t have enough money. I am forced to sleep with as many as 10 men a day, but I hardly get any of the money. I have been forced to take drugs. I am now addicted to them.

Frederick sold me for money. I am now a prostitute and a drug addict. I don’t know how I will ever get out of this. If only I hadn’t been so trusting.
Child labour trafficking

My name is Nandi and I am 11 years old. I am from the Eastern Cape and I am one of four daughters. My dream was to go to school, but my family is very poor. In fact, they often do not have enough money to even buy food.

An old family friend returned from Cape Town for the December holiday. He has an uncle who knows many rich families living in the suburbs of Cape Town. This man told me that I could easily find work and live with one of those families. Most importantly, I could go to school while being a domestic worker in the afternoons. I would have food and clothes given to me and even be able to send most of my earnings back home. With that money the whole family could eat every day!

Two days after I had spoken to him, I got on board a taxi full of children headed to the suburbs of Cape Town. I didn’t realise that as I waved goodbye to my parents that I would never see them again.

I did not go and live with a family in the suburbs. I was lined up with the other children to be looked over and then purchased for R700. The family I was sent to live with pays me R250 a week for the 15 hours of work I do each day. They expect me to pay back my purchase price, plus pay for my room, food and clothing. There is no money left to send to my family in the Eastern Cape.

I work so hard, I have no time for school, and when I complain, I am beaten. But, I am lucky. The other children were sold to factories which they live in. The boys were sold to farmers, where they do back-breaking work with no pay at all. I heard some children were sold to gangs and are forced to beg or sell drugs.
My name is Thulani. My friends and family say I could play soccer before I could walk. At 17, I was the best on my team and captured the attention of many coaches in the area. Like most boys, I dreamt of being a star soccer player and of making big money. One day an agent for a soccer club in France showed up to watch me play. After the game, the agent told me that I had a real chance to make it as a professional player.

The agent said he would help me get a visa to France, if I could just come up with the money for the air ticket. Once in France, I could live in a house full of African soccer players, and the agent would help me get signed by a professional soccer club.

With the help of my family and friends, I managed to come up with just enough money to cover the expensive airfare to France. It hurt my family to scrape together so much money, but they thought that if I could make it, I would be able to take care of them forever.

At the airport in France, the agent was waiting for me with some friends. I got into a van, but they didn’t take me to a home full of soccer players. They took me to a poor, dark part of the city.

Before I even got out of the van, I was beaten and drugged. In this broken state, I was thrown into a house full of young men just like me.

They are all drug addicts. They are all male prostitutes bought by other men. They are not playing soccer, and they are never going home. Neither am I.
My name is Thandi. I graduated from high school with top grades and excellent English. After school, I saw an advert in the newspaper for jobs in the Middle East. The pay looked so good that I thought I could save money overseas and then come home to open my own business. So I found my way to a small office and filled out an application. A week later, I got a call from the company and was told that I had been hired.

The company said they would pay my travel expenses and they assured me that a tourist visa was good enough. I said goodbye to my family and boarded the plane with a company representative.

I travelled to the Middle East with a group of other women. We were told that we would be working very hard as domestic workers and nannies and living in group housing for nine months.

On arrival in the Middle East, we discovered that we would not be housed together, and that each of us was to be sent to a different, wealthy family.

I was relieved when I met my new employers. They seemed nice. Though the hours I was expected to work were very long, I knew that I could last nine months.

I handed over my passport because my employers said they needed to register me with local officials.

Within a few days, the husband of the house started making advances toward me. When I complained, I realized that everyone assumed that having sex with him was one of my duties. When I refused, he beat me and denied me food. Finally, I was raped. I escaped and went to the police, but the laws of this country give few rights to women, and I was returned to my employer and rapist. Without a passport, I cannot leave the country.

My nine months have come to an end, but the company that hired me has not come to collect me. Until I can find a way to smuggle myself out of the country, I will continue to live as a guarded prisoner, working 15 hours a day and being used at night.
Grade 10 Life Orientation

Assessment task – human trafficking

Task 1 (in pairs or as individuals)

1. Use what you have been taught in class to answer the following questions.

1.1 Some people are more vulnerable to being trafficked than others. Which of the following types of people do you think would be most vulnerable? Number each example from one to five (one = most vulnerable; five = least vulnerable):

a) Ziyanda, who is 14 years old, has an au pair (sitter/care-giver) who takes her to school in the mornings, picks her up and takes her back home in the afternoons, and looks after her until her parents get home.

b) Danwel is 13 and walks to school by himself every morning using exactly the same route, which takes him through a park.

c) Casey is 15, always fights with her mom and often runs off for a few hours without telling anyone where she is going.

d) Zola is 13 years old. His parents and teachers have told him to watch out for suspicious strangers and never to walk alone in dangerous areas. No matter where he goes, he always lets someone at home know where he’s going and how long he will be. He always carries his phone and has some emergency numbers on speed-dial.

e) Sally is 14. Her parents are very poor. Her father is often drunk and shouts at her. She has been sexually abused by an uncle, but has told no one. An older friend tells her that she knows how to get money from men who cruise the streets in their fancy cars: she says all you need to do is dress sexy and flirt with them a bit. Sally decides to try this.

1.2 In each case, give a reason why you gave each person the “vulnerability rating” that you did.

2. For some people, offering sex for money/food/clothes/airtime (transactional sex) may seem like their only option.

2.1 What -if any- circumstances might transactional sex be considered an option? Give at least three possible circumstances.

2.2 Can you think of any negative emotional and physical consequences of doing such a thing? Give two possible consequences.

2.3 What advice would you give to a person who may be considering such a thing?

3. How can you protect yourself from being kidnapped or trafficked?

Total: 25
Your principal has asked you to put together a five-minute presentation on the issue of human trafficking that will be presented to register classes at your school. You need to design an A3 poster that will assist you with your presentation. Your presentation must:

• Define human trafficking.
• Give factors that cause human trafficking.
• Name the types of people who are most vulnerable to human trafficking.
• Give actions that can be taken to protect yourself and others from being trafficked.
• Suggest courses of action that can be taken if you discover someone has been trafficked.

**Final Assessment Total: 75**
Grade 10 Life Orientation

Human Trafficking - memorandum

Task 1

Learners may give any logical answer that relates to the questions. Evaluate each answer and if it is applicable within the context of the question and the learner is able to justify his/her opinion, please mark the answer accordingly.

Use what you have been taught in class to answer the following questions.

1.1  
   a  4 √
   b  3 √
   c  2 √
   d  5 √
   e  1 √  (5)

1.2  Any valid, well-argued and substantiated response. (one mark each)  (5)

2.1  Possible circumstances:  extreme poverty (a desperate need for money to buy food)  √
     a need to provide for family members who are not able to work  √
     the person is convinced by a trusted person that this is an acceptable form of work.  √
     (or any other acceptable alternative)  (3)

2.2  Emotiona consequences:  inability to trust people  √
     self-loathing develops  √

     Physical consequences:  sexually-transmitted diseases/HIV AIDS  √
     death  √  (4)

2.3  Seek help from people or organizations who are able to give the help you need. For example, speak to a parent, teacher or an adult you can trust. You could also advise your friend to call Childline or Child Welfare.  √
     Remind the person of the consequences of their actions should they take this route.  √
     Don’t ever engage in transactional sex. Anyone who tries to pressure you into it is seeking to exploit and abuse you, which is illegal.  √  (3)

3.  Be informed and know your rights!  √
     Prostitution is illegal in S.A.  √
     Sex with minors is a criminal offence.  √
     Never walk alone.  √
     Always tell someone where you are going.  √
     Never accept lifts from strangers.  √
     Do not accept a job overseas unless you have investigated that it is legitimate.  √
     Do not agree to meet up with Mxit “friends” who are strangers.  √

     (or any other relevant suggestion)  (5)

Total:  25
# Rubric for the assessment of the poster

**NAME:** ........................................................

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent 10/9</th>
<th>Very good/good 8/7</th>
<th>Average 6/5</th>
<th>Below average 4/3</th>
<th>Poor 2/1/0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creativity</strong></td>
<td>The poster shows a very high degree of creativity in the use of colour and arrangement of pictures.</td>
<td>The story poster shows a good degree of creativity in the use of colour and arrangement of pictures.</td>
<td>The poster shows some degree of creativity in the use of colour and arrangement of pictures.</td>
<td>The poster does not show much creativity in the use of colour, and arrangement of pictures.</td>
<td>The poster shows poor creativity in the use of colour and arrangement of pictures.</td>
</tr>
<tr>
<td><strong>Information included</strong></td>
<td>Highly relevant and appropriate information included. Learners have a sound understanding of each sub-section.</td>
<td>Relevant and appropriate information included. Learners have a good understanding of each sub-section.</td>
<td>Somewhat relevant and appropriate information included. Learners have a basic understanding of each sub-section.</td>
<td>Hardly any relevant and appropriate information included. Learners’ understanding of each sub-section is lacking.</td>
<td>Information included is irrelevant and inappropriate. Learners’ understanding of each sub-section is very poor.</td>
</tr>
<tr>
<td><strong>Overall impression of effort made</strong></td>
<td>A great effort has been made.</td>
<td>A very good effort has been made.</td>
<td>Some effort has been made.</td>
<td>Not much effort has been made.</td>
<td>Hardly any effort has been made.</td>
</tr>
</tbody>
</table>

**Total:** 30
# Rubric for presentation of information

**NAME:** .................................................................

## Delivery and overall impression

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rarely able to speak with confidence. Large lapses in cohesion. Limited fluency and expressiveness, and serious lapses in synthesis which interferes with meaning. Seldom able to assert opinions, and these do not make sense. No justification. Alternative presentation has severely limited links to oral, and is not effective and may interfere with meaning.</td>
<td>0-5</td>
</tr>
<tr>
<td>2</td>
<td>Seldom able to speak with confidence. Large lapses in cohesion. Limited fluency and expressiveness, and lapses in synthesis which interferes with meaning. Seldom able to assert opinions, and these do not always make sense and battles with justification. ‘Alternative’ presentation has severely limited links to oral, and may not always be effective and may interfere with meaning.</td>
<td>6-7</td>
</tr>
<tr>
<td>3</td>
<td>Speaks and presents with limited confidence. Large lapses in cohesion. Some fluency and expressiveness, but lapses in critical synthesis which interferes with meaning. Able to assert opinions, but these do not always make sense and battles with justification. ‘Alternative’ presentation has limited links to oral, but may not always be effective and may interfere with meaning.</td>
<td>8-9</td>
</tr>
<tr>
<td>4</td>
<td>Speaks and presents with varied confidence. Lapses in cohesion. Generally fluent and expressive – lapses in critical synthesis which at times interferes with meaning. Able to assert and justify opinions, but these do not always make sense. ‘Alternative’ presentation links to oral, but may not always be effective and may interfere with meaning at times.</td>
<td>10-11</td>
</tr>
<tr>
<td>5</td>
<td>Speaks and presents with some confidence. Some lapses in cohesion. Generally fluent and expressive – lapses in critical synthesis which at times interfere with meaning. Largely able to assert and justify opinions. ‘Alternative’ presentation links to oral, but may not always be effective.</td>
<td>12-13</td>
</tr>
<tr>
<td>6</td>
<td>Speaks and presents mostly with confidence. Some lapses in cohesion. Fluent and expressive – may be lapses in critical synthesis. Largely able to assert and justify opinions. ‘Alternative’ presentation links effectively to oral.</td>
<td>14-15</td>
</tr>
<tr>
<td>7</td>
<td>Speaks and presents confidently, coherently and cohesively. Exceptional fluency and expressiveness and is able to synthesise information critically. Convincingly asserts and justifies opinions. ‘Alternative’ presentation links effectively to oral and enhances considerably.</td>
<td>16-20</td>
</tr>
</tbody>
</table>

**Total:** 20
Scenario:

You work for a small non-governmental organization (NGO) which has been doing excellent work in your community to combat human trafficking. You’ve been informed that there is government funding available to extend your operations. In order to obtain the funding, you need to draw up a proposal detailing what you would do with the money.

Task 1: Research

1. Use the internet and what you have learnt in class to complete the following table with regards to the various organizations involved in fighting human trafficking. This information will help you to write your proposal.

<table>
<thead>
<tr>
<th>Name of Organisation</th>
<th>Country of origin</th>
<th>In which countries does the organisation operate?</th>
<th>Affiliated organisations (who are they involved with?)</th>
<th>Sponsors/Funding</th>
<th>What are their goals?</th>
<th>Activities</th>
<th>Specific strategies related to human trafficking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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</tr>
</tbody>
</table>

Total: 25
Task 2: Proposal

1. Now write your proposal to the government, using what you have learnt from your research in task 1.

2. Your proposal must include:
   - An outline of the challenges faced;
   - Ideas for an awareness-raising campaign;
   - Ideas as to how to protect vulnerable people; and
   - An education campaign.

3. Use a standard report format (see suggested format below).

   **Total: 50**

Suggest report format:

<table>
<thead>
<tr>
<th><strong>To:</strong></th>
<th>The MEC for Safety and Security</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus:</strong></td>
<td>Proposed usage of additional funding in order to combat human trafficking</td>
</tr>
<tr>
<td><strong>Findings:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusions:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recommendations:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Your name and the date:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Grade 11 Life Orientation

Rubrics for assessment – human trafficking

Name: ...................................................................

Task 1: Evaluation of the table

<table>
<thead>
<tr>
<th>Mark allocation</th>
<th>Mark achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory: 0-5</td>
<td></td>
</tr>
<tr>
<td>Satisfactory: 6-10</td>
<td></td>
</tr>
<tr>
<td>Well done: 11-15</td>
<td></td>
</tr>
<tr>
<td>Very well done: 16-20</td>
<td></td>
</tr>
<tr>
<td>Excellent: 20-25</td>
<td></td>
</tr>
</tbody>
</table>

Total: 25

Task 2: Proposal

<table>
<thead>
<tr>
<th>Levels</th>
<th>Excellent: 7</th>
<th>Very good: 6</th>
<th>Competent: 5-4</th>
<th>Adequate: 3-2</th>
<th>Not achieved: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria and marks</td>
<td>10-9</td>
<td>8-7</td>
<td>6</td>
<td>5-4</td>
<td>3-0</td>
</tr>
<tr>
<td>Type of text; target reader; specific aim</td>
<td>Requirements of the task and report fully understood and clearly presented. Aim of report successfully achieved and explained.</td>
<td>Requirements of task clearly understood and achieved. Aim has been achieved and well set out.</td>
<td>Requirements of the task on the whole understood and achieved. The aim has been achieved.</td>
<td>Requirements of task adequately understood. Visible attempt at showing aim.</td>
<td>Little or no understanding of the requirements of the task. No clear aim.</td>
</tr>
<tr>
<td>Report format; investigation and research</td>
<td>Format correct in all aspects.</td>
<td>Format followed successfully. Research and investigation clearly reflected in format.</td>
<td>Format followed on the whole. Research and investigation competent and suitably reflected in format.</td>
<td>Adequate report format - some lapses in understanding of various headings. Some evidence of research and investigation.</td>
<td>Haphazard format. Little or no understanding of the requirements of the various headings. Little evidence in format.</td>
</tr>
<tr>
<td><strong>Presentation and understanding of task</strong></td>
<td>Excellent presentation showing clear understanding of topic.</td>
<td>Topic has clearly been understood, and the content indicates that considerable insight has been gained from the research. Relevant detail used. Conclusions and recommendations well formulated and supportive of aim.</td>
<td>Competent understanding; satisfactory presentation. Clearly, some useful knowledge has been gained as a result of the research. Fairly accurate detail has been presented. Convincing recommendations and conclusion.</td>
<td>Adequate understanding and presentation; some vagueness in meaning. A meager amount of knowledge has been gained from the research. Very little detail. Conclusion and recommendations sections inadequate, faulty.</td>
<td>Topic and aim indicated at variance with content. Hardly any, even mistaken, insight into topic and the aim has been gained. Little or no detail has been presented. Conclusions and recommendations faulty or absent.</td>
</tr>
<tr>
<td><strong>Quality of ideas generated</strong></td>
<td>Ideas are realistic, insightful and creative.</td>
<td>Ideas are often insightful, mostly realistic and usually creative.</td>
<td>Ideas are reasonably insightful, generally realistic and partially creative.</td>
<td>Some ideas are insightful, realistic and creative.</td>
<td>Ideas are unrealistic, unoriginal or lacking sense.</td>
</tr>
</tbody>
</table>
Grade 12 Life Orientation

Assessment task – human trafficking

Task 1: Research

1. Use the internet, library, newspapers, magazines, interviews, what you have learnt in class and your own experience to answer the following questions:

1.1. Who is affected directly and indirectly by this issue? (3)

1.2. Which human rights are being violated? (2)

1.3. Is this a global, regional, national or local problem? Explain your answer. (3)

1.4. In what ways does the issue affect the wider community positively and negatively? (3)

1.5. What is the underlying cause of the problem? What factors may be responsible, e.g. poverty, lack of education, unemployment? Draw a table identifying social, economic, political and environmental factors that contribute to the problem. (4)

1.6. What solutions have been suggested or tried? (3)

1.7. List any organizations, campaigns or events that focus on the issue. (2)

1.8. Who is in a position to bring about change? (1)

1.9. Who or what is preventing this? (1)

1.10. What is the most effective action that you could take to help? (3)

Total: 25

Task 2: Proposal

2. Find an organization, campaign or event that addresses this issue in our country. Using the evaluation form given, interview someone involved in such an endeavour. Then compile a report on the effectiveness of this organization’s work.

Total: 25

Task 2: Writing a proposal

3. Draw up a proposal for an awareness and intervention programme that would mobilise learners at your school and people in your community to become more involved in combating human trafficking. You may ask the advice of and use the resources from the organization you evaluated.

Total: 25

Final Assessment Total: 75
<table>
<thead>
<tr>
<th>Name of interviewer:</th>
<th>Name of interviewee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation:</td>
<td></td>
</tr>
<tr>
<td>How long have they been in operation?</td>
<td>How do they get their funding?</td>
</tr>
<tr>
<td>Mission Statement</td>
<td></td>
</tr>
<tr>
<td>What kind of work do they do?</td>
<td></td>
</tr>
<tr>
<td>Area of influence (please tick)</td>
<td>Local</td>
</tr>
<tr>
<td>To what extent do they:</td>
<td></td>
</tr>
<tr>
<td>1. Inform and educate</td>
<td></td>
</tr>
<tr>
<td>2. Involve the community</td>
<td></td>
</tr>
<tr>
<td>Achievements</td>
<td>Challenges</td>
</tr>
<tr>
<td>Vision for the future</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
</tbody>
</table>
Grade 12 Life Orientation

Memorandum – human trafficking

Task 1

(Learners may give any answer that relates to the question. Evaluate each answer and if it is applicable within the context of the question and the learner is able to justify his/her opinion, mark accordingly.)

1.1. Individuals, families and communities are directly affected. Nation states and all of society is indirectly affected by human trafficking. (any 3)

1.2. Human dignity, freedom and security of the person, freedom of movement and residence, labour relations, special children’s rights, health care, food, water and social security, education √√ (any 2)

1.3. Human trafficking is a global problem. √ It’s a problem that starts with the individual and family, affects the community, the country and eventually the whole world. Everyone should take responsibility for this problem. √√ (3)

1.4. -It is exploitation, so there are no positive effects. √ The negative impacts include: -Violation of human rights; -people become suspicious of each other; -they feel unsafe and don’t trust strangers; -creates an unhealthy power structure where adults abuse their authority over children and children have no rights; -financial gain at the expense of human freedom; -destroys the fabric of the family. √√ (3)

1.5.

<table>
<thead>
<tr>
<th>Social</th>
<th>Economic</th>
<th>Political</th>
<th>Environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
<td>War</td>
<td>Corruption</td>
<td>Lack of resources</td>
</tr>
<tr>
<td>Crime</td>
<td>Unemployment</td>
<td></td>
<td></td>
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<tr>
<td>HIV/AIDS</td>
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</tr>
</tbody>
</table>

√    √    √    √    (4)

1.6 – 1.10: Learner may use resources from classwork and own research to answer the following questions: 1.5, 1.6, 1.7, 1.8, 1.9, 1.10. When marking look for understanding of the issue, knowledge of alternatives and options available and individual responsibility in making a difference. The aim of these questions is to bring the learners to a place where they are empowered and have a plan as to how they can enable others or be part of the process of empowering people.

Total: 25
Task 2 (Learner will need to use resources on report and proposal writing skills covered in English.)

Rubric for the interview and report

Name: ...............................................................

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Answered all questions appropriately</td>
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<td></td>
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<tr>
<td>2. Insightful perspective, able to highlight real issues</td>
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<tr>
<td>3. Presentation, format and logic of report</td>
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<tr>
<td>4. Able to find links between the organization and community</td>
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<tr>
<td>5. Able to comment critically on the effectiveness of the organisations</td>
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</tbody>
</table>

Task 3

Rubric for proposal – Awareness and intervention programme

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practical, logical, workable programme</td>
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<tr>
<td>2. Significant partnership planned between school and community</td>
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<tr>
<td>3. Raises and attempts to deal with real issues</td>
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<tr>
<td>4. Resources used, Creativity, Variety of events and strategies</td>
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<tr>
<td>5. Impact on individual – is evidence of opinion, attitude and life change apparent</td>
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</tr>
</tbody>
</table>