



SOLD

COMPANION CURRICULUM GUIDE

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DEAR EDUCATOR,

As educators, we have the power to reach thousands of people through education and action to help bring an end to human trafficking. With the screening of SOLD, facilitated conversation about human trafficking, and the implementation of lessons designed to heighten awareness and empower young people to make change, we can contribute to the fight against modern-day slavery, specifically addressing the sexual and labor exploitation of young people locally and abroad.

Human trafficking is a modern-day form of slavery that involves the illegal trade of people for exploitation or commercial gain.¹ Human trafficking is a multi-billion dollar industry that denies freedom to 20.9 million people around the world. There are two primary forms of human trafficking: forced labor trafficking and sex trafficking.² Human trafficking is a local, national, and global issue. Victims of human trafficking can be U.S. citizens, foreign nationals, women, men, children, and LGBTQ individuals. Vulnerable populations targeted for human trafficking include those who are uneducated, runaway or homeless youth, children in the foster care system, undocumented immigrants, victims of sexual assault, domestic violence, war, natural disaster, poverty and/or social and racial discrimination.³ However, it is important to remember that although most of the children who are trafficked do fall into high-risk areas – anyone can be trafficked.

Labor traffickers use forms of coercion such as violence, threats, lies, and debt bondage to force people to work against their will in many different industries without pay. Victims are often made false promises of a quality-paying job, education, job training or travel to lure them into horrible working conditions for long hours and no pay. Traffickers exert control through physical and psychological abuse, debt-bondage, and the confiscation of passports and money. Victims believe they have no other choice than to continue working for their exploiter.⁴

Sex traffickers use similar tactics to control their victims, such as violence, rape, threats to victims and their families, deceit, and debt-bondage to compel adults and children to engage in commercial sex acts against their will. Victims of sex trafficking in the US can be held in one place against their will or brought to many locations locally or across-borders for transactions. “Prostitution” often has elements of trafficking with the “pimp” or trafficker keeping all of the money and requiring a minimum number of transactions a night. If a person is under 18, by federal law, this is automatically considered trafficking. Most transactions are set up on the Internet. A little known fact is that there are large numbers of boy and transgender youth forced into sexual exploitation as well.

Although the number of children who are exploited in the U.S. is unknown, the volume of reports of sexual exploitation received by the National Center for Missing and Exploited Children was over 1.1 million in 2014.⁵ This demonstrated the magnitude of children abused by this crime domestically. The numbers demonstrate a real need for more effective prevention. Educators have reported that they have students who are being exploited in prostitution; schools are a unique touch point for victims and those at risk. Recruitment on the Internet has become a growing trend; research shows youth being recruited into prostitution through social media sites, for example, by someone recognizing vulnerabilities. We, as teachers, need education on this issue and students need tools and empowerment to protect them. Understanding the risks and causes of trafficking along with knowledge on how to combat it is a powerful tool for prevention.

1 “Blue Campaign | Homeland Security.” 2012. 20 Mar. 2016. dhs.gov/blue-campaign

2 “Polaris.” 2015. 20 Mar. 2016. polarisproject.org

3 “Polaris.” 2015. 20 Mar. 2016. polarisproject.org

4 “Polaris.” 2015. 20 Mar. 2016. polarisproject.org

5 “Key Facts about the National Center for Missing & Exploited Children.” 2013. 20 Jun. 2016. missingkids.com/KeyFacts

THE DATA

- The Polaris Project states that 20.9 million are enslaved in the world today.
- Worldwide, almost 20% of all trafficking victims are children; however, in some parts of Africa, Asia and the Mekong region, children are the majority (up to 100% in parts of West Africa).⁶
- The U.S. Department of Labor has identified 136 goods from 74 countries made by forced and child labor.⁷
- Human trafficking is a 150 billion dollar illegal industry.⁸
- The global average age of trafficked children is 13-14 years old. Boys and Girls are trafficked for both sex and labor.⁹

DATA SPECIFIC TO SOLD

- 1.8 million children are estimated to be trafficked into sex slavery every year. (ECPAT International)
- The UN estimates that 5.5 million children are trafficked each year into labor and sex slavery.
- The “Zero Traffick” report estimates there to be over 6 million children sexually enslaved in India today.¹⁰

6 “UNODC Global Report on Trafficking in Persons - United Nations ...” 2009. 20 Jun. 2016. unodc.org/unodc/en/human-trafficking/global-report-on-trafficking-in-persons

7 “Global Report on Trafficking in Persons.” 2009. 20 Mar. 2016. unodc.org/unodc/en/human-trafficking/global-report-on-trafficking-in-persons

8 “Forced labour, human trafficking and slavery - ILO.” 2011. 20 Mar. 2016. ilo.org/global/topics/forced-labour/lang--en

9 “ECPAT - Abolish Sex Slavery.” 2012. 20 Mar. 2016. abolishsexslavery.org/ecpat

10 Zero Traffick Report: <https://www.dasra.org/cause/eradicating-sex-trafficking>



SUMMARY OF THE FILM

SOLD is a film that brings to light and humanizes the sexual exploitation of women and girls in India. **SOLD**, a multi-award winning film, tells the story of one brave young Nepalese girl who dreams of buying a tin roof for her family home, only to be tricked and taken to a prison brothel. There she is forced into debt bondage to work as a sex slave. Despite conditions, her will is never broken. Gradually, she builds friendships, creates a new family and all the while secretly plans her escape. Based on the best-selling novel by Patricia McCormick.

By telling one girl's story, **SOLD** gives a voice to the millions of children forced into sexual slavery. Grounded in hope and the resilience of the human spirit, **SOLD** is an unforgettably powerful call to action. Freedom from this crime can and must happen globally. As Executive Producer Emma Thompson notes, this riveting film leaves viewers "able to act" rather than experiencing the "hopelessness that gets in the way of doing anything."

There are two versions of SOLD distributed by Roco Films: rocoeducational.com/sold

The un-rated feature length version which is 90 minute (with five minutes of titles). This version is appropriate for 15 year olds and up. There is also a 50 minute PG 13 version (with five minutes of titles) appropriate 13 year olds and up.

The international cast features Gillian Anderson (*X-Files*), David Arquette (*Scream*), Susmita Mukherjee and Ankur Vikal (*Slumdog Millionaire*) and others.

SOLD has an engagement campaign called Taught Not Trafficked which raises funds to re-build schools in Nepal destroyed by the earth quakes to protect at risk children and help survivors of trafficking recover.



THE MOVEMENT AND A CALL TO ACTION

Human trafficking and slavery violates the essential human rights of individuals locally, nationally and globally. We must join together to support the fight against human trafficking through the 4P framework of: prevention, protection, prosecution, and partnership. The freedom and human rights denied and violation of any people puts all of our basic rights at risk.

The filmmakers behind SOLD, Oscar winning director Jeffrey Brown, Impact producer Jane Charles and Oscar winning executive producer Emma Thompson and the cast—are committed to making a difference. In addition to their partnership with Childreach International and the Taught Not Trafficked campaign, SOLD has partnered with many other worthy organizations using SOLD to raise awareness and funds for their global work: World Vision, Save the Children, ECPAT-USA, ECPAT-International, UNODC, ATEST, Innocence at Risk, Stolen Youth, United Way, the Walk Free Campaign, Apne Aap, Shakti Samhwa, Art of Living Foundation and their Care for Children Initiative, Build a Nest and the iRest Institute to make a difference in the lives of at risk children and survivors of trafficking. The campaign around the film raises both awareness and funds, enlists new activists into the abolition movement, inspires new and stronger support services for survivors, and helps advocates bring about policy change criminalizing traffickers and buyers of sex while protecting victims.

In addition to creating educational experiences using the film and the novel SOLD, consider the following ways by which students can take action:

Have an all school event to show SOLD, with a bake sale to raise funds for the [TaughtnotTrafficked](#) fund. \$3,500 dollars builds an earthquake proof classroom. Donations to TaughtnotTrafficked are administered by CAF and used to provide the funds to re-build the classrooms destroyed by the Earth Quakes in Nepal. Products made by sex trafficking survivors can be purchased on the website under [Take Action/Shop for Freedom](#) to generate income for survivors with 15% of sales donated to re-building classrooms in Nepal.

You decide as a class or school where to donate funds raised. Please consider our partner organizations or have students choose a local organization to support. Nonprofit organizations play a vital role in getting children off of the streets and out of “the life.” There are many worthy national and international anti-trafficking organizations. Many share knowledge, shape policy, facilitate legislative change and aid and rescue survivors.

Use [Gold Star Navigator](#) to rate NPO and NGO's.

HOW TO USE THIS GUIDE

Human Trafficking is a sensitive issue to address. Know your students' capacity and make sure that your lessons and discussion are developmentally appropriate. This curriculum is relevant to a variety of subjects, including Health, US History, Women's Rights, Women's History, Model UN, Service Learning, Leadership Empowerment, International Studies, Social Justice and Equity. Essential to each lesson is the creation of a safe space and context in which to have successful classroom conversation and fruitful instruction. In addition, it is encouraged that teachers embrace the opportunity to provide and role model the use of important concepts and vocabulary.

Ideally, the activities that follow the viewing and debrief of the film will include substantive service learning components. They are an opportunity for students to engage on a deeper level by reaching out to organizations in an interpersonal way. It is our hope that in addition to student research through the Internet they will contact organizations and speak to them in person to acquire a better definition of the problem, find out what the organization may need that students can help with, and establish a rapport with an organization that is passionate about effecting change and saving lives of young people caught up in this global crime.

POTENTIAL ISSUES AND PREPARATION

SOLD involves the sexual assault and rape of a young girl as part of the sex trafficking industry. The PG 13 version alludes to this while the full-length version shows it in a powerful but non-explicit manner. Although scenes are not explicit, it is possible that a student may experience discomfort related to intense empathy and/or their own experiences triggered by the film. It is important that the teacher should prepare students for the challenge of the topic and allow for a student to leave the classroom with instructions on where to go if they need support from the student counselor.

To access resources so that you may provide a context for viewing the film and/or teaching the book you can go to ecpatusa.org/ecpat_published_reports.

QUALIFICATIONS NEEDED

Given the challenge of discussing slavery and human trafficking, it is essential that teachers who implement these lessons be competent in various skills. These include: classroom behavior management, effective group facilitation, multicultural competency and basic counseling. Ideally, teachers are experienced with addressing sensitive and challenging issues and comfortable teaching about health-related topics, especially sexuality and violence. Teachers must be competent in creating and maintaining a safe environment, in which students can explore, deliberate and wrestle with topics that may conjure up vulnerability, judgment and awkward behavior.

LEARNING OBJECTIVES

1. Recognize and understand the prevalence of human trafficking locally and abroad.
2. Develop empathy for those who are victims of gender discrimination and survivors of human trafficking.
3. Understand how the human trafficking dynamic and impact abroad is different and the same as National and local human trafficking dynamics and impact.
4. Inspire international and local action as part of the movement to end human trafficking.
5. Navigate resources to heighten awareness and empower young people to join the movement to end slavery and human trafficking.

TIME NEEDED

Full Length version 90 Minutes, suggested age: 15 and up

PG-13, Educational version 50 Minutes, suggested age: 13 and up

You will need at an additional 30 - 60 minute discussion period after viewing the film to cover this topic.



BEFORE VIEWING THE FILM

Consider reading the book, *SOLD*, by Patricia McCormick.

Introduce the concept of human trafficking. To encourage thoughtful reflection, ask students to write in response to the following prompts before viewing the film (15 mins):

- Have you ever felt teased or bullied because of your race, religion, gender, sexual orientation or socio-economic background?
- Is there a gender/race hierarchy in your own culture or school? How does this impact you and others?
- Are there equal opportunities for different genders, people of different ethnic origins in your culture or school?
- Think of your own life and try to imagine what life would be like for a young person in Nepal and/or India. How do you think your life is different or similar?

Related topics that can be discussed: the cast system, female infanticide, child marriage, dowry systems, and honor killings. Recommended reading: *Half the Sky* by Nicholas Kristof and Sheryl Wudunn.



AFTER VIEWING THE FILM

Provide students with the opportunity to write again. It's helpful for students to take a moment to digest what they've seen and organize some thoughts so that they are ready to talk. Encourage them to respond to any or all of the questions below. (15 minutes).

- How is Lakshmi similar or different from you?
- What kind of adversity are girls in your own culture or country faced with?
- For boys: imagine a girl or woman you care about being confronted by this situation, how does it make you feel?
- How does a child being sold as a commodity make you feel?
- Think about the obstacles to success in your own life. What will you or can you do to overcome them?

If students read the book *SOLD* prior to watching the movie, you may choose to add the following prompts:

- How are the book and the film different?
- Are there details in the book that you missed during the film?
- Are their details in the film that surprised you and that you appreciated?
- What parts of the book were changed in the making of the film?
- How was the visual imagery of the film different from that which was conjured up for you by reading the book? How was the experience of seeing the story different from reading it?
- Which ending, the book or the film's, do you feel is more inspiring and why?
- What can we do as a society to address trafficking domestically? (Introduce the [Nordic Protocols used in Sweden](#).)
- What can we do internationally to address this and other forms of slavery? (Talk about the power of education and how many of the children (especially girls) in the world who do not have access to one.)

Additional suggestions: Discuss rule of law in our country and post-colonial countries.

Suggested reading: *The Locust Effect* by Gary Haugen, founder of IJM.



DISCUSSION OF THE MOVIE

LAYING THE GROUNDWORK: GUIDELINES FOR A SUCCESSFUL DISCUSSION

1. Think about organizing your classroom so that students are seated in a circle and can see each other. This will encourage a deeper, authentic discussion with your students.
2. Tell students that your intentions are to create a safe space for discussing this challenging topic so that they may consider what they can do to become part of the movement to end modern day slavery and human trafficking.
3. Provide guidelines and explicit expectations for behavior. Have the students brainstorm with you to create a short list of rules. Rules should be simple, but take time to explain the concepts. Confidentiality might be one of the rules - unless a student's life or well-being is at risk. These can be written and posted where everyone can see them. Ask students what they think is needed to manage the conversation as well. Their contributions and ownership is essential. After creating the collective guidelines, ask each student if he or she agrees and ask for each to provide you with an eye-to-eye head nod as you go around the room to show their commitment.

Some suggested expectations:

- Use "I" statements: encourage students to speak for themselves and personalize their knowledge.
 - Be aware of judgment: acknowledge that a fear of being judged can get in the way of honest and sincere student discussion.
 - Be an active listener: be present and engaged through attentive listening and not interrupting. Strive to empathize and understand. Use this as an opportunity to learn from your peers. This is respect that all of us deserve and should expect for ourselves.
 - Lean into discomfort: conversations that have to do with difficult topics can be uncomfortable. It's important to be resilient when confronted with awkward and challenging situations. These situations can yield the most growth.
 - License to fumble: acknowledge that these conversations may be challenging and that it's okay to make mistakes. Come up with a way by which students can respectfully express discontent should another say something offensive. Pledge to pause in that moment and mediate the issue.
4. Be clear that students will be held accountable for the norms created and that appropriate consequences will be given to those who do not comply.
 5. Remind students that a public conversation is not the place to speak about deeply personal experiences. Identify adults in your community who they can talk to privately if there is a need to reveal something that is not appropriate for the entire group to hear.
 6. Deal with conflicts as they arise. Be open and direct.
 7. Be aware of student "air time." Encourage students to pay attention to this as well. Create the space and time for those who aren't usually eager to participate to contribute. Some students need an invitation to join in; it is up to them to respond or pass.
 8. Summarize and review points made when the conversation is coming to an end to provide a sense of closure. If there are unresolved open-ended concepts left, create another time to discuss them. Or encourage written assignments that further explore the ideas and provide credible resources for further learning.

LARGE GROUP DISCUSSION

Minimum Time Needed: : (30-40 minutes) How much time you need may depend on several factors:

- a. Student's interest in and capacity for grasping these concepts;
 - b. Student willingness to participate in discussion about these challenging topics;
 - c. Student exposure to, and history of, discussing difficult social issues.
1. Go over Important vocabulary found in the Appendix.
 2. Select a few key questions you wish to pose to the class and facilitate a discussion about.



QUESTIONS FOR DISCUSSION

1. In the beginning of the film, does Lakshmi seem happy despite her life being difficult?
2. What made Lakshmi vulnerable to being sold?
3. Do you think an education would have made a difference in Lakshmi's life and made her less vulnerable to being sold?
4. Describe Lakshmi's relationship with her mother and its significance throughout the movie.
5. How would you describe Lakshmi's father? Why does he take money for her? Do you think he knows what is going to happen to her? (If you also read the book: How is he different in the book and the film?)
6. Identify the different metaphors and symbols within the movie. What does the feather represent? What does kite flying represent? What does the Goddess Lakshmi represent? What does the Goddess Kali represent?
7. What is the value of an education and how would it make girls less vulnerable to being trafficked?
8. What is the irony of the name Happiness House for the brothel that Mumtaz, Auntie Bimla, and the goondas run?
9. What sort of grooming, coercion and manipulation does Mumtaz use to keep the girls compliant?
10. Why would Mumtaz and Auntie Bimla, who are women, exploit young girls?
11. What keeps Lakshmi resilient, hopeful, and looking for opportunities to escape through her plight?
12. What does the scene of the girls dancing to the song, "Namaste" on the roof represent? What does this scene show when Auntie Bimla breaks the radio because "customers are waiting?"
13. What does the scene when Harish and Lakshmi are flying a kite together represent? What does it mean when Lakshmi suddenly lets go because she sees a body being buried?
14. How did Lakshmi's relationships with Harish and the other girls contribute to her survival?
15. What did you think of Lakshmi's escape plan? Why is her use of the red peppers so memorable?
16. How many girls do you think escape or are liberated by organizations and police relative to how many girls are enslaved?
17. What does it mean to be a global citizen?
18. If this is a global issue, what are our global responsibilities?
19. What sort of actions do you or does the class want to take now that we know about this issue?
20. What part of Lakshmi's story resonated with you most deeply?
21. How is human trafficking a moral, social, cultural and political issue?

CLOSING (2MINS)

Have students turn to a person next to them and share in response to the question: Has the film changed you or your thinking in any way?

Knowing now how prevalent this problem is in the world what action or actions will you take to stay safe and/or become part of the solution to this issue?

OPTIONAL EXTENDED LESSON

Navigate Resources and Raise Awareness: Create a Poster and Have a Contest

LEARNING OBJECTIVES

1. Raise awareness and acquire more knowledge about international and local modern day slavery.
2. Identify concrete ways by which young people can safely respond and act as a part of the Freedom movement to end sex and labor slavery internationally and or locally.
3. Synthesize pertinent information about a website to communicate a message and inspire action to the whole school.
4. Effectively navigate the process of establishing a relationship with credible organizations that take action to effect change.

MATERIALS

Poster boards, art supplies, access to the internet or phone lines.

TIME NEEDED

The equivalent of two, possibly three, 40 min. class periods and a homework assignment to research topics assigned. (multiple classes recommended)

TEACH DAY ONE

1. Introduce the activity. Tell students that they will be educating each other and the broader school community on resources that will heighten awareness, provide information, and strategies for how to take action against human slavery and sex trafficking by contacting local or international organizations working on the issue.
2. You/they may choose to post their posters within their classroom and/or beyond to further engage and impact the community.
3. You may also create fliers from the posters and/or organize a poster contest.
4. Divide the class up into pairs.
5. Assign each pair an online resource from organizations below.
6. Tell each pair to share the responsibility of finding information about its topic and presenting the information to the larger class as an oral presentation with a poster/visual aid.
7. Communicate that on day one of the assignment groups should 1) Be clear about their assignment 2) Discuss, divide and assume responsibility for their pair's requirements 3) Be clear about who will research what as well as what will be included on their visual 4) Start their research and ask any clarifying questions of the teacher before class ends 5) If they need to communicate with their partner outside of class, determine the best way to do so.

HOMEWORK

Gather information for their projects. Write down statements and essential information that can be transcribed onto their visual aids. Find any images to be included during the next class.

TEACH DAY TWO:

1. Instruct groups to:

- a. Collaborate and put together their visual aids
- b. Decide who will present what aspect of the work.

Note: How long the presentations take will depend on the size of your class. Plan accordingly. Extra class time may be needed.

Student visual aid needs to include:

- The name of the website/organization and its mission.
- Telephone or Skype interview with founder or an ambassador of the organization.
- If its work is local, national (If national, what state) or international (if international, what country and city?)
- Needs assessment: What does the organization need most? Are there ways students can help?
- Statistical information on human trafficking and how it's broken down between sex trafficking and forced labor.
- A short narrative that serves as a call to action
- A "How you can help" section. For instance, do they have a current campaign you can join, petition to be signed or item you can collect and donate. Do they need funds raised or are there other actions students can take?

For the partners of SOLD, [see here](#).

Additional resources for extended learning see Appendix 2.



OPTIONAL EXTENDED LESSON

Create and Post a Public Service Announcement

OBJECTIVE

To heighten awareness of local and/or global human trafficking through the creation of a public service announcement (PSA). Ideally, if this is done for a local organization, they can actually use what your students produce and post it to their website to help them raise awareness and funds.

TIME NEEDED

The equivalent of three 40-minute class periods. Two homework assignments (multiple classes recommended).

PREPARATION

View some effective PSAs that can be found on YouTube.

See the Official SOLD Trailer and the animated trailer of SOLD as effective examples:

soldthemovie.com/trailers (Scroll down to see the animated trailer.)

Also go to: stolenyouth.org and ECPAT: ecpatusa.org/videos

There are many other international and national nonprofits PSAs on line. Students may want to offer to collaborate with a nonprofit to create a PSA for them.



TEACH DAY ONE:

1. Discuss the objectives of a PSA: raising awareness, funds and changing public attitudes and behavior through information and messaging. Decide how long each PSA should be (suggested maximum time: 1 min.), acknowledge what tools students will have access to for creating the PSA. (Cameras, sound, editing, music, stills, graphics)
2. Screen an example of an effective PSA.
3. Divide the class into groups of 3 or 4. Each group will be responsible for creating its own PSA.
4. Students will prepare to film. Instruct students to come up with:
 - A primary objective for the PSA. This should include a target audience.
 - The most pertinent information and powerful message about human trafficking that they want to communicate through the PSA. Credible online resources include:
 - [ECPAT USA](#) or [ECPAT International](#)
 - [World Vision](#)
 - [Save the Children](#)
 - [The National Human Trafficking Resource Center](#)
 - [Childreach International](#)
 - [UNODC](#)
 - [UNICEF USA](#)
 - [UNICEF A Global Issue](#)
 - [Polaris Project](#)
 - [Apne Aap Women Worldwide](#)
 - [Shakti Samuha](#)
 - [Maiti Nepal](#)
 - The most effective strategy for getting their message across.
5. As class comes to an end, have students divide up the responsibilities of #3 and complete for homework.

TEACH DAY TWO:

1. Provide students with the storyboard template in Appendix. They will use this to organize and plan out their PSA shots, images, scripted dialogue or voice over and decide who will assume what responsibilities for PSA production. (directing, producing, research/image gathering, script writing, shooting, editing, voice over)
2. Support student collaboration towards creating and filming their PSAs. Students should rehearse and film their PSAs. (If PSAs will be used for real organizations, students must get releases signed from anyone in the film. If the person is a commercially exploited minor, they must hide their identity, name, face, and voice. See Appendix for a standard release form.)
3. View PSAs as a class and offer the option to post on YouTube.

CONSENT FROM GUARDIANS AND PRIVACY SETTINGS ARE REQUIRED.



OPTIONAL EXTENDED LESSON

Symbolism and Self-Reflection

There are three primary symbols within the film that represent connection, hope and freedom: Lakshmi's statuette of the Goddess Lakshmi, the feather Lakshmi gathers in her hometown, and Lakshmi and Harish's kites. It is Lakshmi's relationship with her mother that inspires her hope and determination to be free of Mumtaz's brothel. Lakshmi's hope enables her creativity and persistence in finding a way to escape from the extreme adversity she experiences in Happiness House.

LEARNING OBJECTIVES

1. To recognize the importance of hope and resilience in overcoming obstacles and making change.
2. To practice self-reflection and consider the value of important relationships in one's life.
3. To understand symbolism and its value in film and creative writing.
4. To practice personal written and verbal expression.

TIME NEEDED

40 min. class (multiple classes suggested depending on the number of students)

PREPARATION

Ask each student to bring in an object that they value and is symbolic of something important to them in their lives. Ideally, this is an object that reminds them of hope, freedom, courage, or resilience.



TEACH

1. Ask the class for definitions of symbols, objects which represent an idea or value they believe in or aspire to.
2. Provide relevant vocabulary and concepts from Appendix.
3. Facilitate a discussion about SOLD specific to the following prompts:
 - What does Lakshmi's statuette of the goddess she's named after symbolize? (Most people identify Lakshmi as the Goddess of monetary wealth and abundance - but her older aspect was the wealth and abundance of community and family connections.)
 - What does it mean to be spiritually wealthy, prosperous and fortunate? How does irony play out in the film in regards to Lakshmi's name?
 - How does the physical statuette provide Lakshmi with hope and resilience? Would she have been as persistent without her statue?
 - Birds are symbols within the film. Where and when do they appear? How are these moments significant?
 - What does the feather Lakshmi pulls from the mountainside and takes with her symbolize? Identify when the feather appears in the movie. How does it serve as a catalyst for Lakshmi's freedom? Can you identify other birds that appear as symbols within the film, if so, where and when?
 - What do kites symbolize in the movie? When do they appear? When Lakshmi and Harish are flying a kite together on the roof of Happiness House, what causes Lakshmi to let go of the string? How is this significant in the story?
4. Have each student place their personal object that is symbolic of something important to them on their desk.
5. Have each student write a personal narrative about their object and what it symbolizes.
6. Have each student share their object, what it symbolizes and why it's significant to their life. They may elect to simply read their piece of writing.

CLOSING

Have students turn to a neighbor and share what resonated most with them upon hearing about each other's objects and how their object was similar and/or different from Lakshmi's.

OPTIONAL EXTENDED LESSON

Our Slavery Footprints: Educate Yourself about Slavery and the Supply Chain

It is important for students to understand the economic dynamic of supply and demand, how they can be accountable to their “slavery footprint,” and what they can do to fight human labor slavery. Most people do not realize how their lifestyle decisions may support the human trafficking industry, and labor slavery. These web sites and the Slavery Footprint Survey will educate students on the impact of their consumer choices and how to make decisions that will reduce the demand for human trafficking.

LEARNING OBJECTIVES

1. Understand the concept of supply and demand.
2. Create awareness of one’s “slavery footprint” through unintentional support of the supply chain.
3. Practice critical and strategic thinking to reduce one’s “slavery footprint.”
4. Educate others about the Supply Chain and how to make a difference to reduce the demand for labor slavery.

TIME NEEDED

The equivalent of two 40 min. class

PREPARATION

Research and simplify the concept of supply and demand.

TEACH

1. Introduce the lesson. Make sure to cover the concept of supply and demand, how it relates to our everyday lives, and its connection to human trafficking.
2. Highlight that even reputable companies often don't know where all of the supplies that go into producing their products come from and whether or not the companies they out source from use forced labor and labor slavery. Sometimes human trafficking/slavery is often found far back in the supply chain in the raw materials process (coffee, chocolate, illegal fishing, palm oil, coltan, a metal used in cell phones and electronics). Slavery can also found in the finishing of products: jewelry, rugs, shoes, baseballs, electronic factory work.)
3. Go over the concept of a "footprint"
4. Have students work in pairs to do the following:
 - Explore the website: slaveryfootprint.org and Made in a Free World. Upon taking the survey, students will be linked to the MIAFW website.
 - Take the footprint survey
 - Deconstruct the different questions asked to understand all of the products we use that may contribute to our footprint. Take Notes. You may have the more detailed deconstruction of the survey itself emailed to students if applicable.
 - Find the mission of the organization that sponsors the site: Made in a Free World
 - Explore the different ways the site suggests taking action
5. Debrief student findings as a larger class. Questions may include:
 - Was there anything that surprised you?
 - What did you realize about your purchasing power?
 - How did it feel to know how many slaves contributed to your lifestyle?
 - Has this process changed your thinking in any way?
 - Do we have a responsibility to pay attention to how we contribute to the supply chain?
 - How does this factor into the concept of global citizenship?
6. Brainstorm ways students as individuals and as a class can heighten awareness, as well as educate and encourage the action of others in regards to this issue. This may include: posters, flyers, letter writing, buying products made by survivors to help them and to help the Taught Not Trafficked campaign re-build schools in Nepal. The students fundraising ideas such as a bake sale, party for a cause, to make a donation and/or social media campaign highlighted. Many options are suggested in the downloadable **SOLD mobilization kit** and more suggestions are on Made in a Free World both of which could lead to subsequent in-class activities.
7. Along the same lines, discussing how the private sector can be involved. For example, companies such as hotels that have signed The Code to have policies against the commercial sexual exploitation of children, and training for employees to recognize when someone might be a victim and how to respond. See ecpatusa.org/code.

CLOSING (2 MINS)

Have students turn to the person next to them and share what they commit to doing to making a difference in regards to human trafficking and their slavery footprint.

OPTIONAL EXTENDED LESSON

Media Deconstruction: Gender Stereotypes and The Sexualization and Objectification of Women

Violence against women is a global issue that is fueled by the cultural sexualization, objectification and commodification of the female sex. Young people are bombarded with sex and gender stereotypes that normalize and encourage this thinking and socialization. Provide students with the opportunity to actively engage in media deconstruction to understand how it perpetuates and benefits from manipulating and instilling these cultural concepts. This encourages awareness, critical thinking and action.

This could include a discussion on pornography and how gender roles and sexuality are portrayed. Pornographers and traffickers often work together using slaves to create content. You may also want to consider how these concepts contribute to "Rape Culture."

Additional films that support this work: [Miss Representation](#) and [The Mask You Live In](#).

Important note: Conversations that highlight and deconstruct these concepts in co-educational classrooms can generate guilt and shame on the part of boys and men. It is imperative that teachers be transparent about this potential dynamic, articulate this as not the intention and create understanding about the socialization process of constructs in regards to gender. It will be important to acknowledge and discuss the challenges that boys and men face as well in regards to gender stereotypes and societal expectations. An equitable conversation that encourages compassion and empathy will support students in the realization that gender stereotypes get in the way of healthy human relationships, and that the over sexualization and objectification of women contributes to cultural attitudes that justify and encourage the sexual exploitation of girls and women.

LEARNING OBJECTIVES

1. Understand the concepts of sexualization, objectification and commodification as it relates to the exploitation, discrimination, and sexual violence.
2. Examine these concepts at work in our own cultures and how they impact individuals and community.
3. Deconstruct media representations of gender to understand healthy and unhealthy representations of gender.
4. Practice critical thinking to develop strategies for resisting stereotypes and honoring individuality, acceptance, and respect of all genders.

TIME NEEDED

Preparation: Have students bring in 3-5 representations of gender stereotypes as they relate to sexuality. These representations can be in the form of video and/or movie clips, images from social media, on-line publications, magazines, newspapers. They may include, advertisements, trailers, movies, T.V. and music videos etc.

OPTIONAL PREPARATION

View the documentary films, *Miss Representation* and *The Mask You Live In*

TEACH

1. Create context for the class. Introduce the concepts of gender stereotypes, objectification and sexualization.
2. In groups of 3-4, have students share the media representations they acquired for class.
3. Have students brainstorm and identify characteristics specific to gender stereotypes for American Men and American Women. Make sure that students identify aesthetic looks as well as expected behavior. Acknowledge that cultural differences may influence these definitions and that it is important to specify those variations.
4. As a class, have students report what they came up with in small groups, and come up with a collective definition for the two gender stereotypes on the board.
5. Have students look at the identified characteristics, make observations, and write in response to the following prompts (15 mins.): What do you notice about the stereotypes on the board? How are the gender stereotypes for American Men and American Women the same and/or different? How do the gender stereotypes for American Men and American Women reinforce each other? How do the stereotypes inhibit healthy connection and relationships among people?
6. Engage students in a larger group discussion about their observations.
7. Continue with the following prompts: How does the media influence our way of thinking about gender and relationships? Do you see any connection between how we perceive gender as a result of stereotypes and the sexual exploitation of people?

OPTIONAL EXTENDED LESSON

Multicultural Literacy and Responsibility: “The Danger of a Single Story”

Whenever discussing experiences different from our own, it is essential that we remind students of the complexities of human relationships and events. Chimamanda’s TED talk is a call for us teachers to tell multiple stories or risk perpetuating stereotypes and limited knowledge. Chimamanda’s eloquent poignant and powerful message moves us away from guilt about having single stories and toward an activist stance of open-mindedness and receptivity to multiple narratives. When engaged in global thinking, Chimamanda states, “If we only hear about a people, place or situation from one point of view, we risk accepting one experience as the whole truth.” As we discuss the dire issue of human trafficking and sex slavery, it is essential to recognize that, **“Stories can break the dignity of a people, but stories can also repair that broken dignity.”**

Make up and tell different possible Lakshmi stories growing up as a young Nepalese girl with equity in regards to her experiences in Nepal and India. Or create different stories of what happens to Lakshmi after the film ends.

Encouraging students to see Lakshmi as a multi-dimensional character who students can relate to will encourage greater empathy and inspire deeper thought, understanding, and action. As educators who are bringing light to social justice, we must be responsible for honoring all aspects of human life, so that we continue to move away from stereotypes, prejudice, and all forms of oppression. This lesson explains the importance of not over simplifying individuals, cultures, and people, but rather seeing them for the complex, multi-faceted human beings that are part of a greater narrative and global community.

LEARNING OBJECTIVES

1. Practice critical thinking about social stories
2. Heighten awareness of our human vulnerability to adopt stereotypes.
3. Understand that there are multiple perspectives and stories about events and people in history and the world.
4. Realize that human trafficking is not someone’s only story, nor is it the only story of a country.

TIME NEEDED

A minimum of one 40 min. Class period.

TEACH

1. Show the [TED Talk by Chimamanda Ngozi Adichie](#)
2. Have students take an implicit bias study: implicit.harvard.edu/implicit/selectatest.html
3. Reiterate the guidelines for a successful discussion.
4. Facilitate a discussion about the talk in response to the following prompts:
 - What about Chimamanda's talk stood out to you?
 - What would be the single story of your school?
 - What are the potential single stories that might be created about you?
 - Have you ever experienced someone else's single story of you, which you feel diminishes or over simplifies who you are?
 - What single stories have you "bought into"?
 - What are some of Lakshmi's possible stories for her life after the film ended?
 - Chimamanda says it best when she says, "Show people as one thing over and over again, and that is what they become." If we are interested in the end of human trafficking and the empowerment of trafficking survivors, what will be important to remember?"
 - If we are trying to bring an end to international and local human trafficking why is the concept of "the danger of a single story" important? For example: building empathy humanizes an issue and inspires action. If we only see Lakshmi a victim, we miss an opportunity to find the other aspects of her character and life that students can relate to and connect with. Another example could be: if this is the first lesson or story a student has heard in such depth about India, that student may generalize and stereotype all Indian girls as sex slaves or that Indian people are often human traffickers, and perpetuate negative ways in which we generalize and develop prejudice about entire cultures and people.
 - What is important to keep in mind about survivors of human trafficking and the cultures they come from if we are to resist "the danger of the single story"?
 - What stories would be important to hear about so that a survivor of human trafficking is not also the victim of a single story?

CLOSING

Have students turn to the person next to them and share the primary piece of the conversation they'd like to remember and integrate into their thinking.

OTHER WAYS STUDENTS CAN MAKE A DIFFERENCE

- Organize an awareness assembly at school to educate others about this important issue. Invite a survivor to speak, have your students speak, show SOLD at an all school assembly.
- Post posters and/or flyers with information, resources and hotline numbers like the National Human Trafficking Resource Center (NHTRC) 1-888-373-7888, in community spaces to raise awareness and educate others.
- Educate themselves and others about slavery in the supply chain through freetowork.org and knowthechain.org.
- Send a letter to companies demanding a slave-free manufacturing supply chain at [Chain Store Reaction](https://ChainStoreReaction.org).
- Donate time to organizations in your area that organize young people to help with local educational and advocacy efforts.
- Sign up for an e-newsletter. Three examples are: The Polaris Project, Stop Trafficking Anti-Human Trafficking Newsletter, and the Coalition to Abolish Slavery and Trafficking.
- Promote awareness of human trafficking using social media: Dedicate your Facebook page for a period of time to raise awareness, make frequent status updates that educate on this issue, post links to the resources integrated into this guide. Tweet about human trafficking. Instagram photos of logos from nonprofits and hotline numbers. Study the social media related to the SOLD film and #TaughtNotTrafficked campaign and #Dareto bethelight. Find powerful quotes about freedom and slavery from heroes like: Martin Luther King Jr, Mahatma Gandhi, Nelson Mandela and Kailash Satyarthi, Nobel Peace Prize winner, Anuradha Koirala (Founder of Maiti Nepal) or Ruchira Gupta (Founder of Apne Aap).
- Students may organize an after school event to show SOLD with a bake sale to raise funds for the TaughtnotTrafficked fund.
 - Donations to TaughtnotTrafficked will re-build schools in Nepal destroyed by the earthquakes. Funds are administered through CAF and directed by a volunteer advisory board.
 - Host a screening of SOLD to fundraise for one of the partner organizations of soldthemovie.com.
 - Products made by sex trafficking survivors can be purchased online at soldthemovie.com/shop-for-freedom/ to generate income for survivors of sex trafficking.
 - Students may opt to research and designate the proceeds of their event to another nonprofit that makes an impact on the human trafficking. There are many credible organizations listed within this document that are worthy of support. The networks of nonprofit organizations play a vital role in supporting anti-trafficking efforts.

HOW DO I IDENTIFY A VICTIM OF HUMAN TRAFFICKING?

The following list can help you recognize potential victims of human trafficking. In addition to the following indicators, many child trafficking victims exhibit normal “red flags,” such as unexplained absences from school, physical bruises, burns, tattoos, trauma, as well as drug & alcohol addiction.

A student may be at risk if they:

- Demonstrate a sudden change in attire, behavior, or material possessions (expensive items).
- Make references to sexual situations that are beyond age-specific norms.
- Have a “boyfriend” or partner that is noticeably older, who speaks for them and does not allow them to speak for themselves.
- Make references to terminology of the commercial sex industry that are beyond age-appropriate.
[National Human Trafficking Resource Center](#)
- Engages in promiscuous or harmful sexual behavior.

HOW DO I REPORT A SUSPECTED INCIDENT OF CHILD TRAFFICKING?

- In cases of immediate emergency, it is best to call your local police department or emergency access number (911).
- You can anonymously call the national 24/7 toll-free National Human Trafficking Resource Center at: 1-888-373-7888; or text “Be Free”
- You can also email the Polaris Project at:
Nhtrc@polarisproject.org
traffickingresourcecenter.org.
- For sexually exploited or abused minors, call the National Center for Missing and Exploited Children (NCMEC) hotline at 1-800-THE-LOST or report incidents at cybertipline.org.
- You can report suspected instances of trafficking or worker exploitation by contacting the FBI field office nearest you at fbi.gov/contact/fo/fo.htm or by contacting the Department of Justice’s Human Trafficking Office at 1-888-428-7581.

APPENDIX 1

Important Vocabulary and Concepts

COERCION

Persuading someone to do something by using physical force or threats.

COMMODIFY

To turn into or treat someone as a commodity or product for sale; to make commercial. The transformation of goods, ideas, services or people into commodities for trade or purchase.

CONSENT

To give permission for something to happen. Sexual consent is specific to sexual activity between or among people. Sexual consent cannot be given under the influence of alcohol or other drugs, if someone is unconscious or coming in and out of consciousness, under direct threat of bodily harm or other forms of coercion, if someone has a physical, developmental, or mental disability that impairs their ability to understand the concept of consent, and (in the U.S.) if you are under the age of 18.

DISEMPOWER

To deprive of agency or authority. To weaken and make less powerful and/or confident.

EMPOWER

The process by which someone becomes stronger or more confident, especially in regards to claiming their rights and controlling their own life.

EXPLOITATION

Taking advantage of someone unfairly. Reaping profit from someone's work or labor without compensation. It can also mean selling someone for sex against their will and without paying them.

GENDER EQUALITY

Treating men and women equally; in particular, when it comes to access and opportunities.

GROOMING

To prepare or condition someone for a particular purpose or activity. Within the context of the sexual exploitation of people, grooming is the, deceit, manipulation and promising or giving of things to gain trust before and during the victim's exploitation. It also includes the breaking down of any resistance by the use of rape, violence and/or threats; it can also involve the forced use of drugs and forcing someone to become a drug addict to create dependency.

GODDESS LAKSHMI

The Hindu goddess of abundance, wealth, fortune, beauty, grace, charm, prosperity, auspiciousness and splendor. Also, known as the Goddess of family and friendships and other relationships, which provide us with the abundance and resilience to thrive in the face of great difficulties.

HUMAN RIGHTS

Rights inherent to all human beings. Rights that we are all entitled to without¹ discrimination.

1 "Human Trafficking - Polaris Project." 2015. 30 May. 2016 <<http://polarisproject.org/human-trafficking>>

HUMAN TRAFFICKING

A form of modern-day slavery that includes the illegal trade of people for exploitation and/or commercial gain. A 150 billion dollar criminal industry that denies freedom to 20.9 million people around the world. Trafficking victims have lost their freedom.

NAMASTE

A Hindu respectful form of greeting. A customary salutation and valediction. In Hinduism, it means "I bow to the divine in you." It is usually said with a slight bow, hands pressed together at the chest, fingers pointing upward and thumbs close to the chest.

OBJECTIFICATION

To treat someone as an object vs. a person.

SEXISM

Gender discrimination. Prejudice, bias, or discrimination based on gender, usually of women.

SEXUALIZATION

To make something sexual; it is often linked to objectification.

SEX TRAFFICKING

A form of human trafficking - a modern day slavery that exists throughout the United States and globally. Sex traffickers use violence, threats, lies, debt bondage, and other forms of coercion to compel adults and children to engage in commercial sex acts against their will.²

SOCIAL JUSTICE

Equity or fairness for all, rooted in our common humanity, and in terms of access to and the distribution of economic, political, social rights and opportunities.

STEREOTYPE

The widely held, oversimplified, categorization of an image, particular type of person, thing or idea.

SURVIVOR

Term that describes individuals who have been sexually exploited, raped or sexually assaulted. Many of these individuals and their advocates prefer to use "survivor" vs. "victim" because it's more empowering.

SYMBOLISM

The use of symbols to represent ideas or qualities.

TRAFFICKER

Someone who sells people for sex or labor.

VICTIM

Someone who has been the target of a crime.

2 "Sex Trafficking - Polaris Project." 2015. 30 May. 2016 <<http://polarisproject.org/sex-trafficking>>

APPENDIX 2

Additional Resources

NATIONAL

[Polaris Project](#)

(Students focused on a specific state or area can find resources here.)

[National Human Trafficking Resource Center](#)

(Students focused on a specific state or area - can find resources here too.)

[ECPAT - USA](#)

[United Way: Center on Human Trafficking and Slavery](#)

[Walk Free](#)

[Asset India Foundation](#)

[Save the Children: Protecting Children from Exploitation](#)

[The END IT Movement](#)

[UNICEF](#)

[Stolen Youth](#)

INDIA

[Asset India Foundation](#)

[Dasra](#)

[Hope House](#)

[Kranti](#)

[New Light](#)

[Prerana](#)

[Prajwala](#)

[Apne App](#)

[Sanlaap](#)

[Sanved](#)

[Stop India](#)

INTERNATIONAL

[Childreach International](#)

[ECPAT - International](#)

[Free the Slaves](#)

[Free the Children](#)

[Freedom Fund](#)

[Humanity United](#)

[World Vision](#)

[International Justice Mission](#)

[International Rescue Committee](#)

[Love Never Fails](#)

[Novo Foundation](#)

[Save the Children](#)

[Walk Free](#)

[UNODC](#)

NEPAL

[Maiti Nepal](#)

[Childreach Nepal](#)

[Nepal Youth Opportunity Foundation](#)

[Shakti Samuha](#)

APPENDIX 3

STORYBOARD TEMPLATES

STANDARD RELEASE FORM

(Minors must have parental signature)

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