**Christian Ethics and Human Trafficking**

**Religious Studies 1. 3**

**AS90818: Describe the application of the key ethical principle(s) of a religious tradition to an issue**.

**Introduction**

This resource has been designed to allow students to work towards the above Level 1 Religious Studies Achievement Standard. The demands of this standard necessitate a limited approach to the teaching of Christian Ethics. This resource is not intended to be a comprehensive summary of Christian Ethics but rather to direct students as efficiently as possible to an understanding of key ethical Christian principles that can be applied to the issue of Human Trafficking.

The resource could also be used as part of a general RE/RS programme sitting outside the NCEA framework and thus could be part of a wider discussion around Christian Ethics.

There are essentially three stages in the plan:

Stage 1 introduces Christian Ethical Principles with emphasis on the teachings and actions of Jesus.

Stage 2 introduces the issue of Human Trafficking

Stage 3 invites evaluation of how Christian Ethical Principles identified in Stage 1 can be applied to the issue of Human Trafficking.

Depending on the previous learning of the students about Christian Ethics, it may be more appropriate to start at Stage 2. Individual teachers may also prefer to start at Stage 2 and ‘set the scene’ in terms of the issue of Human Trafficking before introducing Christian Ethical Principles based on the needs of their own students.

Each session has been put together based on a 45-50 minute lesson schedule.

All slideshows include teacher notes.

A sample internal assessment task is included at the end and there are also two set opportunities for formative assessment during the course of the plan.

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**Additional Resources:**

<https://polarisproject.org/human-trafficking>

US organisation

<https://www.antislavery.org/slavery-today/human-trafficking/>

UK organisation

<https://www.antislavery.org/voice-of-freedom/>

The Voice of Freedom project gave trafficked women cameras to document their lives- this link gives an insight into their stories

<http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11711211>

Article from 2016 on Human Trafficking in New Zealand

<http://www.ohchr.org/Documents/Publications/FS36_en.pdf>

Human Rights and Human Trafficking from the Office of the UN High Commissioner

<https://www.notmylife.org/explore>

Website for a documentary film about Human Trafficking – includes short video clips and background information about different types of Human trafficking.

<https://www.youtube.com/watch?v=WkjVwF4-8Fs>

TED Talk: #Buycott – ending human trafficking. Jesse Bach

<http://www.prescha.org/educateyourself/>

Organisation based in the Waikato region. The name prescha means “act urgently, with great haste, to advocate for the broken-hearted"

<http://www.anzrath.com/>

Aotearoa New Zealand Religious Against Trafficking in Humans

<https://www.liftinternational.org/>

Previously known as Nvader

<http://www.ffse.org.nz/about-us/>

Freedom from Sexual Exploitation

<http://www.salvationarmy.org.nz/our-community/faith-in-life/soul-food/slave-free-nation>

Salvation Army

**Lesson Schedule**

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| Session 1: Introducing Christian Ethics | | |
| Learning Objective | Students understand some of the sources of authority for Christians in terms of Ethics. | |
| Resources | Introduction to Christian Ethics slideshow – teacher notes included. |
| Start  Development | Use the slideshow resource: Introduction to Christian Ethics. Discuss the questions on slide 2 with the students - What is Ethics? / What are Christian Ethics?  Make the distinction between Absolute and Relative Morality – students should then work in groups to brainstorm actions that fit into the two categories.  Personal ethics is introduced on slide 4 – the students are asked to discuss the questions and then reflect on how they personally are guided in terms of ethical decision making.  The sources of Christian Ethics – Discuss with the students/ students to make notes.  The different perspectives on the Bible – what are the implications of the different views? The students should make notes on the different perspectives that are listed in the slideshow and also reflect on their own perspective on the Bible and the role that it plays in their own decision making |

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| Session 2: Introducing Christian Ethics | | |
| Learning Objective | Students understand some of the basic Christian ethical principles that come from the Bible. | |
| Resources | Christian Ethical Principles slideshow – teacher notes included, Bible texts from the First Testament |
| Start  Development | Explain the fundamental idea that the world is sacred and that God created human beings in his image – using brief notes on slide 1. A useful video to show would be the Creation story as told during the Noah movie.  Ten Commandments task–students should work to identify the Ten Commandments out of the text of Exodus 20 and then work in groups to determine what ethical ideas emerge out of the text of the Commandments – the idea of responsibility to God and responsibility to others is a good starting point.  Feedback as a whole class to share ideas.    Continuing through the slideshow, the students should read the selection of Bible quotes from the First Testament and work out:  1. What the text is about  2. What the ethical ideas are that come from the individual texts  Feedback as a whole class and then review the slide 3 summary points including the concept of agape |

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| Session 3: What did Jesus say? | | |
| Learning Objective | Students can identify some of the key ethical teachings of Jesus | |
| Resources | Christian Ethical Principles slideshow from slide 3– teacher notes included, What did Jesus Say sheet |
| Start  Development | Students read the selected teachings of Jesus on the sheet: What did Jesus say?    Discuss what the key ideas are that come from the teachings – what are the implications for how people should act?  Students to respond in writing to the task on the top of the sheet.  Why do the students think that the teachings of Jesus are regarded as challenging? Discuss.  Which of the teachings could potentially be the most challenging for people to follow. Why?  Read through the Beatitudes questions. Students to complete drawing dictation exercise – doodling or drawing what they hear in the text.  Students to discuss the Beatitudes questions in small groups and then respond in writing. |

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| Session 4/5: What did Jesus teach? | | |
| Learning Objective | Students understand the ethical ideas that come from the teachings of Jesus – the Good Samaritan and the Last Judgment. | |
| Resources | Christian Ethical Principles slideshow slides 4 and 5- teacher notes included, Good Samaritan/ The Last Judgment texts |
| Start  Development | Recap on the teachings of Jesus that were covered in the last session – introduce the concept of Agape. Students could play a game in of Bible charades in which they follow the principles of charades but act out the key points from the teachings covered last session.  Using the resource sheet - read the text of the Good Samaritan/ The Last Judgment with the students.  Students then have to identify what are the main take home messages and ethical principles that stem from the texts? See the text worksheet resources for questions to discuss and for students to respond to.  What are the wider implications of these stories in terms of how Christians are expected to live in terms of ethics? Students to brainstorm ideas in response to this question. |

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| Session 6: What did Jesus do? | | |
| Learning Objective | Students understand ethical ideas that can be seen in the actions of Jesus | |
| Resources | Christian Ethical Principles slideshow, Actions of Jesus resource |
| Start  Development | Discuss that Christians may be inspired by the actions of Jesus in addition to what he taught. What inspiring actions do students know that Jesus did?  Individual task using the Actions of Jesus resource - students to read each of the references and highlight/ make notes on how Jesus acts in each story.  Pairs task: Students to sum up the actions of Jesus in each story in the form of a haiku.  Discuss the quote from St. Teresa of Avila – what are the implications for how Christians should act in the world?  Group task – students to brainstorm practical ideas around what Christians can learn from the actions of Jesus and what actions Christians could take after being inspired by the teachings and actions of Jesus. |

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| Session 7-8 Christian Ethical Principles – an overview | | |
| Learning Objective | Students understand Christian ethical principles that stem from the Bible, teachings and actions of Jesus | |
| Resources | Christian Ethical Principles slideshow slide 9 |
| Start  Development | Go through instructions for the task using slide 9 of the slideshow.  Students to make a video of words/music and images using adobe spark or other similar apps to sum up the Christian ethical teachings they have learned about. They should include at least 5 quotes from the Bible that they think are significant in terms of Christian Ethics.  **\* This task offers an opportunity for formative and/or peer assessment of student understanding of Christian ethical principles** |

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| Session 9: What is Human Trafficking? | | |
| Learning Objective | Students understand what human trafficking is and can identify related key facts and concepts | |
| Resources | Human Trafficking slideshow, Video – ‘Tools that teach: What is Human Trafficking’ https://www.youtube.com/watch?v=35uM5VMrZas, Video – ‘Human Trafficking in 60 seconds – BBC News https://www.youtube.com/watch?v=\_I4k\_DUkH-g  Human trafficking research questions (teacher notes available with answers) http://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html |
| Start  Development | Hand out the questions below from slide 2 of the slideshow for groups of students to discuss and answer without carrying out any research – just based on their prior knowledge  What is human trafficking?  How is human trafficking different to human smuggling?  What countries are affected by human trafficking?  What is the most common form of human trafficking?  Who are the most likely victims of human trafficking?  Watch the video: Tools that teach: What is Human Trafficking/ Human trafficking in 60 Seconds BBC News.  Look at the infographic in the slideshow and discuss reactions to the statistics highlighted such as the victims of Human Trafficking being above 20 million people.  The students should then use the information from the UN about Human Trafficking (link above) to answer the same questions they attempted earlier and further develop their understanding. |

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| Session 10: Why is Human Trafficking such a serious issue? | | |
| Learning Objective | Students can explain how and why Human Trafficking is a challenging global Human Rights issue to be addressed. | |
| Resources | Human Trafficking slideshow slides 5 -6.  TED Talk – Witness: Illuminating the world of modern day slavery- Lisa Kristine, http://tedxmaui.com/lisa-kristine-witness-illuminating-the-world-of-modern-day-slavery/  TED Talk recording sheet |
| Start  Development | Watch the TED talk listed above (20 minutes). Students to make notes during the video of the different stories outlined in the Talk either in their own format or using the generic TED Talk recording sheet  Students to access https://www.notmylife.org/explore This is a website to support a documentary film about Human Trafficking (the documentary itself is available to purchase as an educational license DVD).  The website includes short video clips and background information about different types of Human trafficking that students can use to further develop their understanding of the issue of Human trafficking. The suggested activity is for students to use the information on this website to make a mind map of different aspects within the issue of Human Trafficking:  Sex trafficking  Child abuse  Child soldiers  Brothels  Traffickers |

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| Session 11-12 Human Trafficking in New Zealand | | |
| Learning Objective | Students understand that Human Trafficking is an issue of concern both globally and in New Zealand. | |
| Resources | Human trafficking slideshow, NZ Herald -Human trafficking happening right here in NZ  http://www.nzherald.co.nz/nz/news/article.cfm?c\_id=1&objectid=12025066,  TED Talk: Human Trafficking is all around you: Noy Thrupkaew  TED Talk recording sheet |
| Start  Development | Students read the April 2018 article from the NZ Herald around Human Trafficking in New Zealand and share reactions to what they read – are they surprised that human trafficking is a problem here?  Discuss why students think that Human Trafficking is so difficult to uncover both in New Zealand and around the world/ students brainstorm this question in small groups and then feedback.  Discuss with students how they believe the NZ public perceive the issue of Human trafficking/ students brainstorm this question in small groups and then feedback.  Watch the TED Talk from Noy Thrupkaew: Human Trafficking is all around you. She speaks from an American context but the points she makes are equally applicable to NZ. Students to write a summary of the ideas that come from this talk in either their own format or using the generic TED talk recording sheet.  **Formative Assessment**: **Explain what Human Trafficking is and why it is an important issue to be addressed in New Zealand and around the world.**  Students should aim to write about 500 words to respond to this question and a good response will be supported by facts, statistics and evidence. |

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| Session 13: What can be done about it? | | |
| Learning Objective | Students consider what action could be taken against Human Trafficking and can identify how Christian teaching can be applied to the issue | |
| Resources | Human Trafficking slideshow slide 11 ‘Time for action’ |
| Start  Development | Group task Part 1 – in small groups students to brainstorm ideas around the following questions and then feedback  *What action could be taken against Human Trafficking at the international level?*  *What action could be taken to put an end to Human Trafficking here in New Zealand?*  *What action could I take against Human trafficking*?  What Christian ethical teachings could be applied to the issue of Human Trafficking?  Students discuss this by reviewing their earlier work on Christian ethical principles.  They could make a collage or poster of their ideas in small groups or revisit the Bible references used during lessons 4-6 and identify how and why each reference or ethical principle is relevant to the issue of Human Trafficking. |

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| Session 14-15 | | |
| Learning Objective | Students can identify how the work of Tearfund shows a Christian response to the issue of Human Trafficking. | |
| Resources | Human trafficking slideshow, Tearfund website https://www.tearfund.org.nz/Our-Work/Anti-Trafficking-Exploitation.aspx, Tearfund Anti-Trafficking resource |
| Start  Development | Read through the Tearfund Anti-Trafficking resource sheet – students identify why Tearfund work against Human Trafficking, what Biblical concepts lie behind their work and the ways in which Tearfund aim to make a difference.  On the Tearfund website (link above) there is further information about the work Tearfund does and why they do what they do including the story of Tuan and Ny which is powerful to share with the students.  Students should make a poster or information sheet using the information in the Tearfund Anti-Trafficking resource and the other information on the Tearfund website identifying what Tearfund is, what work the organisation does against Human trafficking and the Biblical basis for their actions. |

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| Session 16: Christian responses to Human Trafficking | | |
| Learning Objective | Students can identify how individual Christians/ Christian groups respond to the issue of Human Trafficking. | |
| Resources | Christians against Human Trafficking resource |
| Start  Development | Students should carry out their own research into Christian individuals or organisations who are working against Human trafficking.  The task sheet Christians against Human trafficking includes links to the websites of a selection of Christian organisations as a starting point for this research task. |

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| Session 17-21 Assessment | | |
| Learning Objective | Students can identify how individual Christians/ Christian groups respond to the issue of Human Trafficking. | |
| Resources | Sample Assessment, exemplar responses. |
| Start  Development | Go through Assessment instructions with the students highlighting the assessment schedule and outlining what is required at the different levels of Achievement.  Students spend 4-5 periods and home learning time planning and then writing their assessment using their course notes. |

**Achievement Standard: Religious Studies 1:3**

**Describe the application of the key ethical principle(s) of a religious tradition to an issue**

**Standard: AS90818 v.3**

**Credits: 6**

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| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
|  Describe the application of the key ethical principle(s) of a religious tradition to an issue |  Describe in detail the application of the key ethical principle(s) of a religious tradition to an issue. |  Comprehensively describe the application of the key ethical principle(s) of a religious tradition to an issue. |

**Assessment task:**

***Comprehensively describe* the application of Christian ethical principles to the issue of Human Trafficking**

* You must write in your own words and cite all sources that you use in a bibliography.
* Your work should be completed in a combination of class time and your own time and should show evidence of independent research and sourcing of materials.
* Grading will be based on an examination of the evidence found in the written report against the criteria in the Achievement Standard.



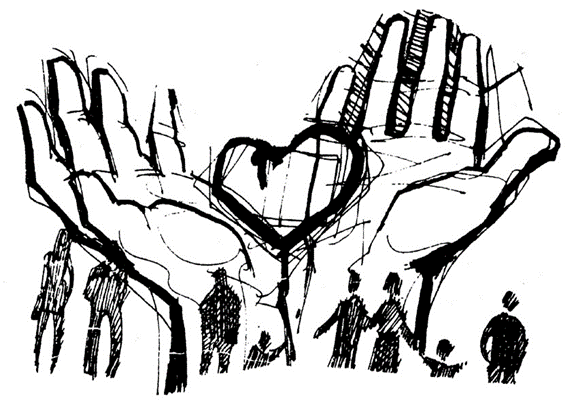
**Assessment Schedule**

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| **Achievement** | **Merit** | **Excellence** |
| Outline the **ethical principle(s) relevant to the issue**, including the **source of the ethical principles** from within the religious tradition |  |  |
| Outline **how and why** the religious tradition applies the ethical principle(s) to the issue | Outline the **significance of the application** of the key ethical principle(s) of a religious tradition to an issue | Outline **different perspectives** from within the religious tradition of how and why the ethical principle(s) are applied to the issue |
|  |  | **Describe the wider implications of the application of the key ethical principle(s)** of a religious tradition to an issue |



**Planning sheet**

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|  | Task |
|  | Explain what Human Trafficking is and why it is an important issue. |
|  | Explain Christian ethical principles that can be applied to the issue of Human Trafficking. Make sure you explain where these Christian ethical principles come from. |
|  | Explain how organisations such as Tearfund **put Christian ethical principles into practice** in their work against Human Trafficking. Include **different perspectives** such as the views of at least two groups or two different approaches to the issue. |
|  | Explain **how individual Christians might put Christian ethical principles into practice** as they take action against Human Trafficking |
|  | **Describe the wider implications or outcomes that could come from the application of Christian ethical principles to the issue of Human Trafficking.**  These wider implications or outcomes could be personal, social, historical, geographical or political. |



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**Exemplar responses**

**Comprehensively describe the application of Christian ethical principles to the issue of Human Trafficking**

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***Achieved***

***Outline the ethical principle(s) relevant to the issue, including the source of the ethical principles from within the religious tradition***

***Outline how and why the religious tradition applies the ethical principle(s) to the issue.***

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**Possible answers include:**

The ethical principles of Christianity originally come from Jesus. For example, in Mark 12: 31 he says “Love your neighbour as yourself.” This may lead Christians to act to help people in society who are less fortunate than themselves and having to work in awful conditions just to provide for their families.

In 1 John 4:21 it states, “And he has given us this command: Whoever loves God must also love his brother.” Groups such as Tearfund work to help those who have been victims of Human Trafficking. They are putting the principle into practice by showing love for their brother by trying to help the rebuild their lives.

**The above examples indicate only part of what is required.**

***Merit***

***Outline the significance of the application of the key ethical principle(s) of a religious tradition to an issue***

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**Possible examples of Merit-level responses are:**

In Matthew 25, Jesus teaches that people have a duty to care for those who are in need, whether they are hungry, thirsty, sick or in prison, for example. Jesus teaches that an act of care towards those who need it most, is an act of care towards God. Christians may be motivated by this teaching to work against Human Trafficking and try to give people hope.

Jesus’ teaching about the importance of love and care for your neighbour (Mark 12: 21) motivates organisations such as Tearfund to work towards trying to stop Human Trafficking and help those who have been victims of trafficking to rebuild their lives. Tearfund works to raise awareness of the issue of Human Trafficking and raise money to help victims of Human Trafficking in practical ways such as….

**The above example indicate only part of what is required**

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***Excellence***

***Outline different perspectives from within the religious tradition of how and why the ethical principle(s) are applied to the issue***

***Describe wider implications of the application of the key ethical principle(s) of a religious tradition to an issue***

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**Possible examples of Excellence-level responses are:**

Different Christians might feel differently about how best to respond to the issue of Human Trafficking. Jesus’ teaching is used by whole groups such as Tearfund to motivate their campaigns around Human Trafficking and to try and educate whole communities around the issue. On the other hand, some Christians might see this as more of a personal issue and believe that it is down to individual Christians to decide how to work against Human Trafficking in their own lives, perhaps by becoming more conscious of the consumer choices they make or making different business decisions.

Jesus taught the ethical principle of love your neighbour as yourself (Mark 12:31). Based on this principle and the concept of agape, Christians might feel motivated to get involved with campaigns against Human trafficking such as the Blue Heart Campaign which is run by the UNODC. In addition, they may support initiatives organised by groups such as the Salvation Army, ANZRATH or Prescha such as…..

If more Christians get involved with trying to put an end to Human Trafficking because they are inspired by Christian ethical principles to do so, it could have implications on several levels. On a personal level people might start to become more aware of where their consumable goods are coming from and use resources such as the Tearfund fashion guide to help them decide what clothing brands to buy. In the long term if people start to buy more responsibly, it could lead to better conditions for workers. If more people donate money to the cause it would also help organisations such as Tearfund to take more action and support more people who have been victims of Human trafficking. This would have social implications in terms of giving people more hope…..

**The above examples indicate only part of what is required**