



A THOUSAND WORDS

Theme: Murals and Street Art Against Human Trafficking & Modern Slavery

Time: Two 55-minute lessons, depending on the level of your students

Learners: Older teens, young adults and adults, B2+ (upper intermediate to advanced)

Materials: Reading text about four murals, reading text about trafficking and modern slavery, student worksheet, Action Plan for collaborative project, autonomous learning resources, transcript of audio recordings, slides, Teacher's Guide.

Content Learning Objectives

Students will learn about the crime of human trafficking and modern slavery.

Students will examine ways that art is used to inform the public about the crime - analysis of 5 powerful murals.

Development of project management skills—interpersonal skills such as collaboration, co-operation, clarification of objectives, and time management.

ELT Learning Aims

Vocabulary: abuse (n), abduction, human trafficking, minor, myth, profit, recruitment, survivor, symbol, victim, vulnerability, to abuse, to abduct, to deceive, to exploit, to recruit

Skills:

Reading: to identify specific details in a text

Listening: comprehension of specific information

Speaking: expressing opinions, negotiating and collaborating

About this Lesson

Five powerful murals against human trafficking and modern slavery are the basis of this lesson plan. The murals were created collaboratively by diverse groups and in different countries, to include university students, high school students, trafficking survivors and professional artists.

From The NO Project

As teachers, we can never know what memories, thoughts or emotions such content may trigger in our students, and this certainly includes adult learners. We ask you to be aware of this and to respond sensitively and responsibly. Although the focus in this lesson is visual imagery, the crime being addressed is violent, exploitative and often targets young people.

PROCEDURE

Step 1: Before viewing the murals

This first task can be done in pairs, small groups or as whole group - depending on class size. The goal is to motivate the learners and to spark their curiosity, emotional engagement and imagination.

Show Slide #1 or write on the board: **A Picture Paints a Thousand Words**

- Ask the students to discuss what the phrase means. Is there a similar phrase in their own language?

Show slide #2: Four small segments

- Ask the students to think about the art. Tell them that there is no 'right answer'.
- Explain that one theme connects all the four segments. Students may think that the four segments are from one large mural - that's fine. This is a creative, exploratory stage.

Show slide #3: The next piece of the puzzle

- Wait for students' comments and see if they work out that these are different segments of the same four murals.
- Encourage students to discuss the use of text in the murals.
- Let students continue to develop and share their ideas.
- Ask students if they can see what theme connects the art. Discuss.

Step 2: The Big Picture: Viewing four murals in full

Show slide #4: Four murals full size

- Students view all four murals in full size.
- Allow time to express their ideas, preferences.

Suggested questions to guide the discussion

1. What theme connects all the murals? Human trafficking/slavery
2. What do you think about the use of words/text/poetry in the art?
3. Notice that all art includes people - how are the people similar or different?
4. What questions do they have about the murals? (Where is this art? Who were the artists?)
5. What message do the artists want to send?

Step 3: Reading about the murals

- Encourage students to come up with questions about the murals.
- Ask the students how many people they think are in slavery today. How many children are in slavery? How are they exploited?

Note: According to the Global Slavery Index 2018, there are over 40 million people in slavery, 10 million are 17 years or younger. This information is in the reading passage.

- Give students the reading passage so they can now find out more about each of the four murals. A link for each mural is provided at the bottom of handout.
- Discuss the power of public art. Is this an appropriate or effective way to raise awareness of the crime? Why/why not? Would an indoor space be better?

Note: public art may not be a legal/acceptable action in certain settings, therefore omit this question if not appropriate.

Step 4: Listening

Listening 1

- Tell the students they will hear four people talking. Each person describes one mural. Listen and decide which mural they are talking about.
- Play the recordings all the way through. Students may wish to take notes.
- After the first playing, ask students to share ideas (pairs, groups or whole class).
- Elicit responses and identify if there were any speakers that students want to hear again. Encourage students to listen in detail when you play the recordings a second time. This also allows for confirmation of responses.

Listening 2

- If needed, play the recording again. Stop at any point that the students appear to find challenging and need clarification.

Step 5: Discussion – expressing personal viewpoints

Second Life Mural

The Second Life Mural is also about human trafficking but it is different in that there are no people or words in the mural. The artists have used the symbol of a thistle – a plant that can survive in different environments.

Show slide #5: The thistle

- Allow time for students to look at the image and read how the thistle is a symbol of strength. They may already know the plant, if so does it symbolize anything?

Show slide #6: Second Life mural

- Allow time for students to observe the three panels of the artwork. The thistle appears in each panel – struggling to survive in a dark, desolate urban environment to blossoming in the final panel of beauty and strength.

- Ask students how they feel about Second Life mural compared to the previous four murals with people. Do they have a preference? Why?

Step 6: Reading - The Crime of Trafficking

- Find out what the students already may know about the crime of human trafficking or modern slavery.

- Tell the students they will read a short text about the crime.

- Ask students what they would like to know.

- Guide students towards the questions below:

1. Who are the victims?

2. How do the traffickers find their victims?

3. What are some forms of slavery – how are people exploited?

- Give handout so that students can read about the crime. Draw attention to the links on the handout that they can check out at home.

Step 7: Language focus

Student handout with new vocabulary. Depending on time available and the level of your students, this can be done as an in-class activity or at home.

KEY

Task 1: 1 d 2 a 3 j 4 b 5 e 6 c 7 h 8 g 9 f 10 i

Task 2: 1 abduction 2 recruitment 3 symbol 4 vulnerability 5 victim 6 abuse

Step 8: THE ART PROJECT:

Preparation for written proposal and action plan

Please note: This follow-up project is optional but we strongly urge you to implement the project – even in a simple form.

Show slides 7,8,9,10. These are examples of artwork that young artists have created. These are not murals, however each piece goes beyond clichéd sensationalist images that The NO Project does not support. Avoid duct tape, barcodes, chains and images of abuse that enfeeble the victim.

Project Development

In groups or as whole class, students create an action plan for an art/poetry installation. The action plan guideline below is based on real-life skills that are needed to implement a project: goal-setting, time management, collaboration, team-work, sharing of ideas, negotiation, and decision making. Ideally, even on a small scale, the goal is to actually implement the students' action plan so that **the project becomes a reality** – even if only for one day.

Allow time to discuss this with the students.

We encourage you to allow the students to take control of the project - with your guidance. Let the learners have a pro-active voice in this process - but with responsibility and accountability. A project such as this will need time management and commitment.

Suggested activities:

1. Students prepare and deliver a short presentation about their project.
2. Students prepare and send emails to the appropriate individuals or organizations regarding their project. This will require your guidance and input to ensure appropriate clarity and tone of emails.

A Picture Paints a Thousand Words: The Art Project

Show slide #11 - this is a summary of the detailed handout for the students.

- Location and Time
- Permission
- Financial Support
- Experts to guide you
- The Art: What is your message?
- Dignity and Respect in imagery
- National anti-trafficking hotline number
- Special event to launch the Art
- Action Plan with a timeline

Beyond the class / Personal Projects

Visit this site to see and read about an international collection of anti-slavery murals from around the world. <http://antislavery.ac.uk>

Autonomous Learning & further resources:

After learning more about the crime, students can use their own skills and interest to express their response. Compose music, write song lyrics, theatre, prose, poetry, create art, or make a video.

An excellent blog article, in particular see the section The Mural as this describes nine images that are in the artwork and what they represent.

<https://developmenteducation.ie/blog/2013/03/ty-students-from-bray-use-art-to-investigate-contemporary-slavery/#9>

Note – some statistics in the blog have since been updated, given that this project was from 2012-3. See www.globalslaveryindex.org for updated information.

Jessica's story by Lydia Emily Archibald

<https://artsandculture.google.com/asset/jessica-s-story/NwHiMzJ6EzhnPQ>

Joel Artista in West Bengal

<https://joelartista.com/2016/03/18/combating-human-trafficking-through-the-arts/>

Joel Artista, Dayton Ohio

<https://joelartista.com/ohio-sex-trafficking-awareness/>

Second Life by MMIA Mixed Media Inspired Artists, Tennessee, USA 2016

<https://www.timesfreepress.com/news/opinion/columns/story/2017/jan/19/mural-will-bring-light-second-life-residence/408287/>

Taking Action: Going Public

Students collaborate with each other to implement The Art Project. The student handout provides detailed, carefully planned points and actions that must be addressed in order to implement a powerful, educational Arts-based event.

Credits & acknowledgements

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Audio Actors: Ian, Saffron, Cleo, Blake

Music: www.elijahbossenbroek.com

<http://antislavery.ac.uk>

<https://artsandculture.google.com/asset/jessica-s-story/NwHiMzJ6EzhnPQ>

<https://developmenteducation.ie/blog/2013/03/ty-students-from-bray-use-art-to-investigate-contemporary-slavery/>

<https://joelartista.com/2016/03/18/combating-human-trafficking-through-the-arts/>

<https://joelartista.com/ohio-sex-trafficking-awareness/>

<https://www.timesfreepress.com/news/opinion/columns/story/2017/jan/19/mural-will-bring-light-second-life-residence/408287/>

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