**Westside High School Lesson Plan**

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| Teacher Name: | | Delia Thibodeaux | Unit Name and #: | Human Trafficking |
| Course: | | Health Education | Dates: | November 08-12, 2021 |
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| **Monday** | Daily Objectives: (see below)  **Abuse – Prevention and Intervention**  **HE.7J** Analyze the importance of health strategies that prevent physical, sexual, and emotional abuse such as dating violence, sexual violence, verbal abuse, and harassment.  **Relationships**  **HE.13B** Distinguish between a dating relationship and a marriage.  **HE.13C** Analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage.  Human trafficking is the recruitment, harboring, transporting, or procurement of a person for labor or services for the purpose of involuntary servitude, slavery, or forced commercial sex acts.  While human trafficking is a global problem, it is also a Texas problem.  School-aged children are vulnerable to the manipulation and exploitation tactics of traffickers. Unfortunately, law enforcement has confirmed cases of trafficking occurring on school grounds, at school events, and even carried out by classmates.  **Through open conversations, engaging activities, the use of media, and opportunities for self-disclosure, students will:**  Raise their awareness of what constitutes human trafficking and exploitation.  Learn how to recognize recruitment tactics and understand vulnerabilities.  Challenge harmful stereotypes and societal attitudes.  Identify healthy support systems.  Develop skills to safely navigate potential and existing exploitative situations.  Learn how to access community resources when situations occur that increase their vulnerability (or if exploitation is already underway).  Identify causes and consequences of HT and exploitation.  Identify those affected by HT and exploitation, where the abuses occur, and who is vulnerable.  Challenge assumptions regarding how youth become involved in commercial sex.  Expose recruitment tactics designed to exploit common social, emotional, and economic.  Daily Objectives: (See above)  TEKS/AP/Standards: | | | |
| **How will we learn it?**  Learning Activities:  Vocabulary: human trafficking, exploitation, exploiters, recruitment, vulnerability, commercial sexual exploitation of children (CSEC), abuse, emotional abuse, verbal abuse, physical abuse, sexual abuse, sexual assault, violence, force, fraud, coercion, victim, perpetrator, neglect, psychological abuse, dating abuse, stereotypes, society, blaming, red flags, green flags, and traffickers  Open Class Discussion on: Sarah’s Story, Leo Story, Photos of Convicted Traffickers & Exploiters (are traffickers or not), Cultural Norms Powerpoint, Ripped from the Headlines, Steubenville and Washington DC,  Instructions: Vocabulary, Notes, Hotline, Online Safety, Youth Prevention Program, Reading Human Trafficking and Modern Day Slavery, US Department of Health and Human Services – Human Trafficking, Help Line, and Quiz  Whole Group Discussion  Guided Essential Questions  Project: Advertisement | | | |
| **How will we tell if we’re learning it correctly?**  Assessment Methods:  Checking for understanding online orally with the whole class. | | | |
| **What do I need to be successful?**  Materials:  Laptop with internet connection. | | | |
| **What do I need to before next class?** Follow Up/HW: | | | |
|  | Project: Advertisement | | | |
| **Tuesday** | **What are we learning?**  Daily Objectives: (see above)  TEKS/AP/Standards: | | | |
| **How will we learn it?**  Vocabulary: body composition, diet, fitness, nutrition, disease calories, nutrients, hunger, appetite, carbohydrates, fiber, proteins, lipid, vitamins, minerals, Dietary Guidelines for Americans, Good Guide Pyramid, food additives, food allergy, food intolerance, foodborne illness, pasteurization, and cross-contamination  Instructions: Powerpoint with detail information  Whole Group Discussion  Guided Essential Questions  Project: Advertisement | | | |
| **How will we tell if we’re learning it correctly?**  Assessment Methods:   * Vocabulary – being able to explain and give examples in your own words. * Essential Understanding/Guided Questions – being able to answer in your own words. * Viewing a video on eating disorders – explain the meaning of the video * Project – Advertisement for Quality of Life – create in your own thoughts | | | |
| **What do I need to be successful?**  Materials:  Review powerpoint for understanding.  Laptop with internet connection. | | | |
| **What do I need to before next class?** Follow Up/HW:  Review powerpoint and vocabulary for understanding. | | | |
| **Wednesday/Thursday** | **What are we learning?**  Daily Objective:  (see Tuesday’s objectives)  TEKS/AP/Standards: HE.13A | | | |
| **How will we learn it?**  Learning Activities:   * Vocabulary – being able to explain and give examples in your own words. * Essential Understanding/Guided Questions – being able to answer in your own words. * Viewing a video on eating disorders – explain the meaning of the video   Project – Advertisement for Quality of Life – create in your own thoughts | | | |
| **How will we tell if we’re learning it correctly?**  Assessment Methods:  (see Tuesday) | | | |
| **What do I need to be successful?**  Materials:  Laptop with connection. | | | |
| **What do I need to before next class?** Follow Up/HW:  Review powerpoint and vocabulary for understanding. | | | |
| **Friday** | **What are we learning?**  Daily Objective:  See Monday.  TEKS/AP/Standards: | | | |
| **How will we learn it?**  Learning Activities: | | | |
| **How will we tell if we’re learning it correctly?**  Assessment Methods:  Checks for Understanding: Informal Assessment – orally | | | |
| **What do I need to be successful?**  Completing all assignments. | | | |
| **What do I need to before next class?** Follow Up/HW:  Vocabulary – Nutrition for Life | | | |