



Module 3 Class Activities

COMPLEXITIES OF LABOR TRAFFICKING

ACTIVITY 3.1 TRACING THE SUPPLY CHAIN

Students investigate product supply chains.

Student Instructions

- Each student identifies something that they have with them (clothing, backpack, etc.).
- Students use the internet to trace the company's supply chain in general or the actual product's supply chain to see how it is manufactured.

ACTIVITY 3.2 COMPANY POLICIES

Select Companies – Identify companies from which people regularly buy.

Arranging students – Form groups depending on how many companies have been identified.

Student Instructions

- Via the internet, students see if they can find the company policies on protecting the supply chains and answer the following questions:
 1. Does the company have a comprehensive plan in place to ensure forced labor is not used in their supply chain? If so, what are the plans?
 2. What is your reaction if you can't find any commitments to clean supply chains in their business?

ACTIVITY 3.3 SLAVERY FOOTPRINT

Resources Required - Sheets of paper for questions and sticky notes for each group. Access to the internet.

Arranging students – Students do part 1 by themselves, part 2 as a large group, and part 3 as small groups of 3-5 students before coming back together as a whole.

Write Questions – Before class, write each of the following question on a large sheet of self-adhering chart, post-it paper, whiteboard, or simply on pieces of normal loose leaf paper:

- What has changed in your understanding of supply chains? (Can refer to the Slavery Footprint, readings, and class presentations.)
- In a world with forced labor in supply chains, what is your role as a consumer and as a Citizen?

- What will you do, or do differently, if anything?

Place Questions – Post the questions in various places around the room with sufficient space between them.

Student Instructions

- **Part 1:** Each student takes the [Slavery Footprint](#) survey in order to see how supply chains affect their personal lives.
- **Part 2:** In a large group, discuss for 12-15 minutes the strengths and weaknesses of this tool's attempt to quantify the individual's role as consumers in forced labor.
- **Part 3:** Students break into small groups to write on individual sticky notes to answer the questions. Students put their ideas on the wall or whiteboard (below relevant discussion question), then walk around and look at their classmates' answers for 5 minutes. Then, in a large group, talk about these ideas critically. Students can identify which of their fellow students' ideas they found interesting and which they have questions about.

ACTIVITY 3.4 ETHICALLY MADE COLLEGE SWAG

This activity requires students to visit their college bookstore.

Arrange Students – Place students into teams of three to five.

Student Instructions

- Task students with identifying and investigating an item carrying the college's brand.
- Lead the students to the college bookstore to identify items. Suggested items include: apparel, water bottles, class rings.
- Via the internet, students research how much an item's supply chain is public, what they can learn about the risk of a dirty supply chain, in terms of the licensing company as well as the "made in" information.
- Groups report out their findings to the class.