Lesson 25: Human Trafficking

OBJECTIVES

1. Students will understand the definition of human trafficking, sex trafficking and labor trafficking
2. Students will explore personal values and norms regarding boundaries, emotional needs, basic needs, psychological needs, and identity.
3. Students will be able to explore situations that are defined as human trafficking

AGENDA

5 minutes  Do now
5 minutes  Review Group Agreements
10 minutes  Raise Your Hand Activity
10 minutes  What is Human Trafficking? / Facts about Human Trafficking
15 minutes  Human Trafficking Scenarios
10 minutes  Closing Activity
Homework  Human Trafficking

MATERIALS

- Flipchart or white board
- Markers
- Class Agreements
- List of questions for Raise Your Hand Activity
- Power Point presentation or printed slides
- Vocabulary sheet
- True/False homework handout

CALIFORNIA HEALTH EDUCATION STANDARDS

4.1.G Analyze how interpersonal communication affects relationships.
5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.
8.1.G Encourage and support safe, respectful, and responsible relationship.
DO NOW  

5 minutes

Activity
Write these questions on the board (or start the PowerPoint presentation that accompanies this lesson) and have students complete the following questions:

1. What are a person’s basic needs?
2. How does a person get those needs met?

Ask a few students to share their responses. Address and normalize that human basic needs are food, water, safety, housing, love, connection, vulnerability, intimacy, and acceptance. All humans have needs and that doesn't make you 'needy'. We must make safe spaces for each of us to explore how we go about getting our basic needs met.

REVIEW GROUP AGREEMENTS  

5 minutes

Review group agreements established during Be Real. Be Ready. lesson 1. Emphasize that today's lesson requires students to practice a high level of respect, and that this may be a sensitive topic to discuss for some of them.

RAISE YOUR HAND ACTIVITY  

10 minutes

Read some of the following statements to the students in your class. Ask students to raise their hands when they hear a statement they agree with. This activity will allow you to set the tone for today's lesson and also to explore values and norms. Values/norms that are especially important to discuss in regards to human trafficking include: boundaries, emotional needs, basic needs, psychological needs, and identity. Questions that focus on these values are marked with an asterisk (*).

1. *Do you know youth that go to hang out at the mall?
2. *Do you know someone that is dreaming of being a model or singer?
3. *You know someone who has an older friend?
4. You know someone who feels good about themselves when they receive compliments about their body?
5. *You know someone who wants to be loved?
6. *You know someone who has been in an unhealthy relationship?
7. You know someone who feels happier when they have a boyfriend/girlfriend?

Teacher Tip: Pick 5-10 questions and keep the pace moving – don’t let the activity get boring.
8. *You know someone who has a hard time identifying unhealthy relationships?
9. You know someone who needs to work hard to get their basic needs met?
10. *You know someone who doesn’t have a lot of people who give love to them in their life?
11. You know someone who has seen difficult things growing up?
12. You know someone who hasn’t had a safe place to stay at night?
13. *You know someone who has to take care of themselves?
14. You know someone who sometimes does things they don’t want to do because of peer pressure?
15. *You know someone who has been taken advantage of?
16. You know someone who feels complete because of a partner?
17. You know someone who doesn’t have anyone to go to for help or support?
18. *Do you know someone that has met someone through social media, like Facebook or Instagram?
19. You know someone who has been abused?

**Debrief**

Tell students to keep those incidents in mind over the next two days, as we learn about human trafficking and sex trafficking. Traffickers often prey on the young people’s vulnerabilities to take advantage of them.

### WHAT IS HUMAN TRAFFICKING?

10 minutes

**Materials**

- PowerPoint slides #3 – 14

**Activity**

Teach about Human Trafficking by showing and discussing the PowerPoint slides. Human trafficking involves someone using force, fraud, or coercion to benefit from things another person does. There are two types of human trafficking: sex trafficking and labor trafficking. **Human trafficking is the overall word used to describe both.**
HUMAN TRAFFICKING SCENARIOS

Materials
- PowerPoint slides #17 – 20

Activity
Show students the first scenario and read it out loud. Have students answer the questions at the bottom of each slide. Alternatively, print the slides and have students discuss them in small groups. These scenarios are designed to help students explore power and practice risk assessment. Emphasize that even if some examples seem like they involved choice, these are minors, so it is exploitation and abuse. (See vocabulary list, word #3).

Labor trafficking

Lyla is 16 years old and was born in El Salvador. She came to the United States when she was 11 with her father, and her mother is still in El Salvador. She and her father do not have documents. It was very hard for him to find a job. He finally found work as a dishwasher in a restaurant, where he works “under the table.”

Lyla’s father works 12 hours a day and is only paid $5 an hour. The person who owns the restaurant often doesn’t even pay her father the full amount he is owed. The owner has threatened to call law enforcement and tell them Lyla’s father is not documented if he complains or tries to tell anyone. Her father feels like there is nowhere for him to go and that he must keep working to support himself and Lyla.

1. Who has power?
2. How are they exerting power?
3. What makes this person vulnerable?

Sex trafficking

Ashley is almost 14 and has just started high school in San Francisco, where she was born and raised. She comes from a low-income family and sometimes doesn’t have enough money for the things she wants. Her friends tell her they know a way to make money. They have been spending time with an older guy who arranges for them to have sex with his friends in exchange for money.

Ashley’s friends say this is a good way to make money, even though the guy collects the payment and keeps a lot of it. Although she could use the money, something about the situation doesn’t feel right, so Ashley says she’s not interested.

One night, she is out with her friends and they are all using drugs. Ashley ends up at the house of someone she doesn’t know. The older guy is there and tells Ashley that she can make some money if she has sex with his friends. Ashley feels pressured with all of her friends there, and could use some extra money. She ends up having sex with the older guy’s friends in exchange for money.

1. Who has power?
2. How are they exerting power?
3. What makes this person vulnerable?
Labor trafficking
Rebecca, 17, has just moved from Ukraine to the United States to live with a relative. Once she arrives, it turns out that there are eight people living in the one bedroom house where she was expecting to stay. It’s too crowded and she does not feel welcome.

She responds to an ad on the Internet for a nannying job several hours away. She would be able to live there and get paid. Once she arrives at the house, the mother of the children sets up a lot of rules for her. She is not allowed to leave the house unless she is dropping the children off at school. She is barely allowed to eat and begins to lose weight. The mother of the children keeps saying she’ll pay Rebecca later, but it never happens. Rebecca cannot speak English and does not have anyone to communicate with about her situation.

1. Who has power?
2. How are they exerting power?
3. What makes this person vulnerable?

Sex trafficking
Brian is 15 and in 10th grade. After he comes out as gay to his family, they kick him out of their house. He is then homeless and living on the street.

One day, an older guy approaches him and says that he looks like he needs some help. Brian is tired, hungry and has no money. He says that he will do anything. The older guy says that he can help him find people to have sex with in exchange for money, food and somewhere to stay. Brian goes ahead with it.

1. Who has power?
2. How are they exerting power?
3. What makes this person vulnerable?

CLOSING
Discussion:
How did it feel to learn about this topic?
Were you surprised by the information, or were you already aware of human trafficking?
Did today change the way you think about the issue? How so?
Alternatively, students could fill out an exit slip answering the same questions.

HOMEWORK

Homework:
True / False sheet, 10 questions and a reflection question.
Lesson 25: Vocabulary

1. **Human trafficking** involves someone using force, fraud, or coercion to benefit from things another person does. Human trafficking, both labor and sex trafficking, happens to adults and children both internationally and right here in the United States.

2. **Sex trafficking** involves someone using force, fraud, or coercion to make another person exchange sex for anything of value. Some people refer to exploiters as pimps, a word we are trying not to use because it does not quite describe the whole picture of sex trafficking. It’s also the same with people who have been sex trafficked, who some people refer to as prostitutes or “ho’s.” Instead, we are calling them a victim, survivor, or exploited person. These words imply choice and don’t describe the whole picture of sex trafficking.

3. **CSEC, or the commercial sexual exploitation of children**, involves the sex trafficking of youth under the age of 18. Even if someone says they are doing it on their own, if they are under 18, it still counts as exploitation and CSEC, as this is a young person being purchased by adults. Usually the young person is exchanging sex for necessities (such as a place to sleep, food, safety, etc) needed to survive.

4. **Labor trafficking** involves someone using force, fraud or coercion to make another person work on their behalf. People who are being labor trafficked by a trafficker are often made to work for little or no money.

5. **Force** involves using physical restraint or serious physical harm to make someone do something.

6. **Fraud** involves using false promises to make someone do something.

7. **Coercion** involves using the threat of harm to make someone do something. This involves the belief that failure to do something would result in serious harm against someone, either self or someone else).

8. **Sexual Harassment** happens when someone bullies or threatens another person in a sexual way. Examples include:
   - Threatening to show other people sexual photos
   - Unwanted sex advances, including words, texts, or touching

People who have been sexually harassed often feel uncomfortable or bad about themselves. It’s important to remember that they didn’t do anything wrong.

9. **Abuse** happens when someone hurts another person physically (being hit or beaten up), sexually (sexual assault), or emotionally (teasing, making someone else feel bad, or bullying). It involves someone using their power to abuse another person.
10. **An ally** is someone who stands up for another person when they see that an abuse of power, which may include trafficking or harassment, is happening. An ally can intervene in a lot of different ways. For example, if they hear someone use a racist word, they can stand up and talk to the person and let them know that it isn’t right to do it. Allies can also stand up by doing things for the community as a whole like signing a petition or attending an event, like a rally, for someone or a group of people who are being harassed or abused.

11. **Consent** is the act of saying yes or agreeing to do something. True consent involves saying yes free of any pressure from peers or a personal situation, like not having money or food.

12. **Exploitation** is when someone actively seeks to benefit or profit from someone else’s actions, exerting power and control over them. When someone is being exploited, they may or may not recognize it, especially if it’s coming from someone they know or care about.

13. **Stigma** is the result of when judgments are made about someone or something in a negative way. Stigma means that it becomes harder to talk about something because it is perceived as a shameful or wrong topic, even when in reality, it’s not those things.

14. **Victim Shaming** happens when something bad happens to someone, and people blame that person. People can sometimes misunderstand a situation and say or do negative things to a person who has experienced something difficult, like sexual assault.

15. **Exploiters/Traffickers/Pimps** are people who benefit from someone else’s work or actions. Traffickers can exploit other people in two forms, through sex or labor trafficking. In sex trafficking, pimps/traffickers benefit, by exerting power and control, from selling the sexual acts of others for money or anything else of value. In labor trafficking, traffickers sell other people’s work.

16. **Purchasers/Consumers/’Johns’/Tricks** are people who purchase sex from other people.

17. **Survivors/Victims** are the people who are being sex or labor trafficked. Someone is taking advantage of them by using power and control (often through lies, force, or pressure). We call them survivors and victims’ because youth cannot be “prostitutes” and we are shifting the blame from them to the traffickers who are taking advantage of them.

18. **Bystanders** are people who have knowledge of a situation in which someone is using power and control over someone else. They are observing the situation going on. Bystanders have the responsibility and the capacity to do something when they see a negative situation unfolding.

19. **The Life** is a term used to describe the experiences of those involved in prostitution.

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Lesson 25: Human Trafficking

Answer the following questions by circling True or False:

1. Sex trafficking mainly happens overseas to young girls. True / False
2. Most youth who engage in sex work make a lot of money. True / False
3. Sex work is something a teenager can legally decide to do. True / False
4. Pimps are men in expensive clothing who protect those who work for them. True / False
5. Employers who hire people – even teenagers – are expected to follow regulations about keeping a safe workplace, giving works breaks, and paying a minimum wage. True / False
6. It is possible for a person who has experienced sexual exploitation to go on to have happy, healthy relationships. True / False
7. The exploitation of young people for profit is a form of abuse. True / False
8. It is illegal for adults to take, sell or trade sexual images of people under 18. True / False
9. Trafficking is only exploitative if victims are chained up or beaten. True / False
10. California law now protects sex trafficking victims by preventing people under 18 from facing criminal charges for prostitution. True / False

Reflection Question:
Was there information presented today that surprised you or changed the way you think about human trafficking? Why or why not?
**Lesson 25: Human Trafficking Slide Notes**

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<thead>
<tr>
<th>Slide 1:</th>
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<tr>
<td><img src="image" alt="Human Trafficking" /></td>
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<tr>
<th>Slide 2:</th>
<th>Have students complete the do now question.</th>
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<tr>
<td><strong>Do Now:</strong></td>
<td></td>
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<tr>
<td>What are people’s basic needs?</td>
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<td>How does a person get those needs met?</td>
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<thead>
<tr>
<th>Slide 3:</th>
<th>Explains the lesson objectives</th>
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<tr>
<td><strong>Human Trafficking</strong></td>
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<td>Today you will:</td>
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<tr>
<td>- Learn about different types of human trafficking</td>
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<tr>
<td>- Discover the scope of human trafficking in the United States</td>
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<td>- Explore situations that are defined as human trafficking</td>
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<tr>
<th>Slide 4:</th>
<th>Despite a term that seems to connote movement, at the heart of the phenomenon of trafficking in persons are the many forms of enslavement, not the activities involved in international transportation.</th>
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<tr>
<td><strong>What Is Human Trafficking?</strong></td>
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Lesson 25: Human Trafficking

Slide 5:

**Labor Trafficking**

Labor trafficking involves someone using force, fraud or coercion to make another person work for them. People who are being labor trafficked are often made to work for low or no money.

Slide 6:

**Sex Trafficking**

Sex trafficking involves someone using force, fraud, or coercion to make another person exchange sex for anything of value (money, safety, a place to sleep, food, etc.)

The term *Commercial Sexual Exploitation of Children* applies to any minor (under 18) who is involved in commercial sex acts - regardless of whether force, fraud or coercion can be proven.

Check for understanding: Ask a student to explain the difference between labor and sex trafficking.

Slide 7:

What Are Force, Fraud and Coercion?

**FORCE:** Force involves using physical restraint or serious physical harm to make someone do something. Examples include:
- Sexual assault
- Beating
- Kidnapping
- Physically (or psychologically) threatening someone
- Denial of food / water / medical care
- Forced use of drugs

Check for understanding: Ask a student to give you an example of force.

Slide 8:

What Are Force, Fraud and Coercion?

**FRAUD:** Fraud involves using false promises to make someone do something. Examples of false promises about:
- Wages
- Working conditions
- Type of work
- Immigration status
- Job as a model, dancer, music video star, or actor

Check for understanding: Ask a student to give you an example of fraud.
### Slide 9:

**What Are Force, Fraud and Coercion?**

<table>
<thead>
<tr>
<th>COERCION: When someone uses the threat of harm to make someone do something. Examples:</th>
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<tbody>
<tr>
<td>- The threat of harm to make someone do something</td>
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<tr>
<td>- Use of blackmail</td>
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<tr>
<td>- Taking someone’s passport</td>
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<tr>
<td>- Watching where someone goes</td>
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<tr>
<td>- Being controlling and provocative</td>
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<tr>
<td>- Requiring someone to pay off debts</td>
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Check for understanding: Ask a student to give you an example of coercion. Make sure students understand how coercion contrasts with authentic consent.

### Slide 10:

**Human Trafficking = Modern Day Slavery**

Most high school students are familiar with slavery. Explaining that human trafficking is modern-day slavery may help them understand it more clearly.

### Slide 11:

**Teacher Tip:**

This activity can be shown as a Power Point presentation or as walking gallery around the room.

For more information go to [https://polarisproject.org/facts](https://polarisproject.org/facts)

This shows the scope of the issue, normalizing vulnerability and highlighting victimization.

### Slide 12:

**Facts about Human Trafficking**

Human trafficking is estimated to be a $32 billion/year industry worldwide.  
--- California Dept of Justice

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Lesson 25: Human Trafficking

Slide 13:
Facts about Human Trafficking
The International Labor Organization estimates that there are 21 million victims of human trafficking globally.
- 86% of them are children.
- 86% are women and girls.

Slide 14:
Facts about Human Trafficking
In 2015, 1 out of 5 abductions reported to the National Center for Missing and Exploited Children were estimated to be child sex trafficking victims.

Slide 15:
Facts about Human Trafficking
The San Francisco Bay Area has been identified by the U.S. Department of Justice as a hub for the sex trafficking of others.

Slide 16:
SCENARIOS
Lesson 25: Human Trafficking

Slide 17:

Discuss:

- Who has power?
- How are they exerting power?
- What makes this person vulnerable?

Slide 18:

Discuss:

- Who has power?
- How are they exerting power?
- What makes this person vulnerable?

Slide 19:

Discuss:

- Who has power?
- How are they exerting power?
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Slide 20:

Discuss:

- Who has power?
- How are they exerting power?
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