



LESSON PLAN

Human Trafficking Awareness

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Human Trafficking - Modern Day Slavery

****Best suited for junior high and high school students.**

Objectives:

1. Students will learn what human trafficking is, including the specific three words: force, coercion, and fraud.
2. Students will gain a better understanding of the current presence of human trafficking both globally and locally.
3. Students will brainstorm possible ways to respond and help fight human trafficking within their community and sphere of influence.
4. Students will respond to the newly acquired knowledge and awareness of human trafficking by creating a personal expression of their thoughts/feelings.

Procedure:

Part 1: What is Human Trafficking?

- Ask the students to write on a note card how they would define human trafficking. If students are vocalizing feeling unsure, encourage them to take each word (“human” “trafficking”) and define it in parts if necessary.
- Allow students to share their working definitions of human trafficking with the class (volunteers only).
- Write the following definition of human trafficking on the white board:

The Victims of Trafficking and Violence Protection Act define human trafficking as:

- a. sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age; or,*
- b. the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.*

(Find definition and more at: <http://www.state.gov/g/tip/laws/>)

- Discuss with the students the definition listed above. Specifically discuss the terms *force*, *fraud*, and *coercion*.
 - Force = using violence to control someone
 - Coercion = using threats to control someone
 - Fraud = using lies to control someone

Part 2: What is a person worth?

- Ask students to write a journal entry answering the questions, “What is a person worth? How much is a person worth? How is a person’s worth determined?”
- Again, allow students to share their journal entry with the class (volunteers only).
- Ask the students to fill in the following blank, “In the 1800’s a slave/trafficked individual cost \$40,000. In 2010, a slave/trafficked individual costs _____.” (Answer is \$90).
- Ask the students why the “cost” of a person has decreased so much over time. Why is a person today only worth on average \$90?
- Give the students the attached handout entitled “Human Trafficking – Modern Day Slavery Statistics” (page 6.)
- Ask the students to fill in the omitted blanks (using pencil) to complete each statistic.
- As the students are sharing their thoughts and feelings, share the following statistics, pausing each time before sharing the omitted word/number, asking the students to fill in the omitted words/numbers with the word/number they think is correct.
 - o Estimated **27** million individuals are enslaved in the world today.
 - o Worldwide, it is estimated that somewhere between **700,000 and four million** women, children, and men are trafficked each year, and no region is unaffected.
 - o At estimated **14,500 to 17,500** women and children are trafficked into this country each year.
 - o Every single minute **2** or more children are forced into slavery.
 - o Trafficking is estimated to be **\$32** billion industry, affecting 161 countries worldwide.
 - o United Nations Children’s Fund (UNICEF) reports that across the world, there are over **one million** children entering the sex trade every year and that approximately **30 million** children have lost their childhood through sexual exploitation over the past 30 years.
 - o The U.S. Department of State estimates that about **600,000 to 800,000** people – mostly women and children – are trafficked across national borders annually.
 - o Estimated **100,000** American citizens are trafficked each year...plus 18,000-20,000 foreigners are trafficked into the U.S each year.
 - o **12-14** years old is the average age girls in the United States are trafficked for sex.
 - o **70-90%** of sexually exploited children have a history of sexual abuse.
 - o According to the 2010 Census, the population for West Michigan (Grand Rapids Metro, Holland and Muskegon areas) was 1,321,557. Estimated victims of human trafficking were **2,379**.
 - o In the U.S., about **1.6 million** children run away from home each year.
 - o **1 in 3** teens will be approached by a pimp within 48 hours of leaving home.
 - o Specifically in Kent County, in 2010, there were **751** runaways...that means there were 241 possible victims.

Part 3: Taking a Closer Look

- Show the following short video to the students.

Human Trafficking – Modern Day Slavery:

http://www.youtube.com/watch?v=VZTN0TbsRYA&feature=player_embedded

- Have students get into partners or groups of three. Ask each group to choose one of the following countries where slavery is taking place and research it on the internet:
 - o USA, Uganda, Greece, Burma, Cambodia, Belize, Sudan, Nigeria, Afghanistan, and Thailand.
 - o Students can type in “human trafficking in (country) ”
- Have students prepare a 3-5 minute presentation on slavery/human trafficking in the country chosen.
- Give students the attached handout to record the information presented by each group (page 7.)

Part 4: What can you do?

- Write the following list of ways/signs to identify a possible victim of slavery:
 - o Being a runaway
 - o Stunted growth
 - o Lying about age
 - o Multiple pregnancies
 - o Consistent need for pregnancy tests
 - o Multiple abortions
 - o Tattooing
 - o Hotel room keys
 - o Truancy
 - o Poor medical history,
 - o Sexually Transmitted Infections (STIs)
 - o Broken bones
 - o Branding
 - o Malnutrition
 - o Fake ID’s and/or no ID
 - o Substance abuse
 - o “Dating” an older, controlling man
 - o Rotting teeth
 - o Excessive money or jewelry
 - o Fertility/reproductive health issues
- Discuss with the students that these are ways/signs that they can look for in their fellow students, friends, and/or peers.
- Share with students the US Human Trafficking Resource Center’s National Hotline: 1-888-3737-888. This 24-hour hotline can be called by anyone who suspects or observes an

individual or group who may be victims of human trafficking and/or sexual exploitation. Translation services are available.

- Brainstorm with students what else they can do to respond to and help fight slavery. Ideas such as:
 - o Get educated and tell others.
 - o Watch for the ways/signs to identify a possible victim.
 - o Use your gifts, skills, expertise. For example, create a painting or write a song to be a voice for the voiceless. Or, create a drama and perform for your school or other schools, warning about trafficking tactics to help prevent bondage.
 - o Encourage survivors by writing letters to them in U.S. shelters. Contact Michigan Abolitionist Project at info@MichiganAbolitionistProject.org for information and guidelines.
 - o Tell your government officials stopping slavery is important to you and you want to be one of their priorities. Go here to find out who your government reps are and how to contact them: www.usa.gov/contact/elected.shtml
 - o Devote your Facebook status or Tweets once a week to anti-slavery efforts.

Part 5: Making it Personal

- Read the following story to the students:

Jenna is 13 years old. She loves to paint and listen to her iPod. She grew up in a Michigan suburb. While Jenna was at the mall with friends last summer, a middle-aged man told her, “you’re beautiful.” Flattered, she stopped to chat. 10 months later, the police reunited Jenna with her parents due to a tip from a person who knew the signs of human trafficking. She was found bruised and drugged in a basement-brothel where she had been forced to have sex with 8-10 men a day. Jenna has a long process of healing ahead of her, but due to the action of a person who recognized the signs, Jenna’s life was saved and she has a hopeful future.

- As a final activity, ask students to express their feelings, acquired knowledge, plan of action in whatever way they choose (poem, essay, journal entry, song, drawing, collage, etc.).
- Display students’ expressions in the classroom for the rest of the students to view/experience.

Materials:

- Notecards
- Whiteboard and markers
- Notebook paper
- Pencils
- Capabilities to show video via internet on a TV or projector screen for class to view
- Copy of both handouts for each student
- Access to enough computers with internet access for 10 groups of students
- Various mediums such as colored pencils, markers, old magazines, paint, etc. for students to use on final personal expression piece

Name: _____ Date: _____

Human Trafficking – Modern Day Slavery Statistics

1. Estimated _____ million individuals are enslaved in the world today.
2. Worldwide, it is estimated that somewhere between _____ women, children, and men are trafficked each year, and no region is unaffected.
3. At estimated _____ women and children are trafficked into this country each year.
4. Every single minute _____ or more children are forced into slavery.
5. Trafficking is estimated to be _____ billion industry, affecting 161 countries worldwide.
6. United Nations Children’s Fund (UNICEF) reports that across the world, there are over _____ children entering the sex trade every year and that approximately _____ children have lost their childhood through sexual exploitation over the past 30 years.
7. The U.S. Department of State estimates that about _____ people – mostly women and children – are trafficked across national borders annually.
8. Estimated _____ American citizens are trafficked each year...plus 18,000-20,000 foreigners are trafficked into the U.S each year.
9. _____ years old is the average age girls in the United States are trafficked for sex.
10. _____ % of sexually exploited children have a history of sexual abuse.
11. According to the 2010 Census, the population for West Michigan (Grand Rapids Metro, Holland and Muskegon areas) was 1,321,557. Estimated victims of human trafficking were _____.
12. In the U.S., about _____ children run away from home each year.
13. _____ teens will be recruited by a pimp within 48 hours of leaving home.
14. Specifically in Kent County, in 2010, there were _____ runaways...that means there were 241 possible victims.

Name: _____ Date: _____

Human Trafficking – Modern Day Slavery: Country Study

Fill in the following chart with the at least three pieces of information shared from each group.

Country:	Facts:
USA	
Uganda	
Greece	
Burma	
Cambodia	
Belize	
Sudan	
Nigeria	
Afghanistan	
Thailand	