

H.O.P.E Student Awareness



Helping Oklahomans Prevent Exploitation

Dear Educators,

I wanted to personally thank you for taking the time to educate your students about human trafficking. Today human trafficking is modern day slavery.

1. There are an estimated 29.8¹ million people in modern day slavery.
2. Human trafficking affects every country in the world. America is a country very largely affected.²
3. The key issue in modern slavery is vulnerability.³
4. 100,000-300,000 American kids are at risk for commercial sexual exploitation within America each year.⁴
5. The average age when American children are recruited, coerced, and forced into sex trafficking by a predator/trafficker is 13 years old.⁵
6. The FBI has rescued 105 child sex-trafficking victims, FBI Assistant Director Ronald Hosko announced July 29, 2013. The youngest of the rescued children was 9 years old, according to Reuters.⁶
7. One of the most prevalent ways traffickers target pre-teens and teens is through the internet and social media sites like Facebook.⁷
8. Students can make a huge difference once they are empowered and know about the issue.
9. You can go to www.polarisproject.org for more information about human trafficking, America, and the world.

By utilizing HOPE Student Awareness Video Curriculum in your classrooms and groups, I hope that you can foster open discussion and perhaps inspire youth and fellow educators to hold a fund-raiser or other activity to combat it (see pg. 24 and Videos 20 & 21 for more ideas.) Our goal is to empower others to take action against human trafficking. The first step is to learn basic facts about the issue, be able to recognize the signs of victims, know when and where trafficking might occur.

For more information about this curriculum or further resources on human trafficking including movies, books, and other websites, please visit www.hopestudentawareness.com.

Regards,
Lucy Mahaffey

¹ <http://www.globallslaveryindex.org/findings/>

² [http://www.unodc.org/unodc/en/human-trafficking/faqs.html#Which countries are affected by human trafficking](http://www.unodc.org/unodc/en/human-trafficking/faqs.html#Which%20countries%20are%20affected%20by%20human%20trafficking)

³ <http://www.polarisproject.org/human-trafficking/human-trafficking-faqs#Who%20are%20the%20victims?>

⁴ http://sharedhope.org/wp-content/uploads/2012/09/SHI_National_Report_on_DMST_2009.pdf

⁵ <http://aspe.hhs.gov/hsp/07/humantrafficking/litrev/#Minor>

⁶ http://www.huffingtonpost.com/2013/07/29/child-sex-trafficking-rescue-fbi-announcement_n_3670749.html

⁷ <http://www.polarisproject.org/human-trafficking/sex-trafficking-in-the-us/internet-based>

How Do You Use this Video Curriculum?*

This video curriculum is designed for you to use in your classroom, club meeting, or other youth activity. It is organized with accessibility in mind. You may either play the DVD straight through for one long session or play a few videos (or only one, as time permits) for many shorter sessions.

This kit comes with two components:

1. The first DVD contains the videos and bonus features.
2. The second DVD contains all of the lessons, handouts, and instructor resources.

Please familiarize yourself with both DVD's and use material at your own discretion. Some topics are heavier than others. The activities that accompany a particular video section from the first DVD all enable discussion and analytical thinking of what students have just seen. For example, the Theresa Flores handout (accompanies Video 16, "How Can You Become A Victim?") is very important for students to do so that they can understand what vulnerabilities one might have in his or her life, factors that can keep someone in a harmful situation, and ideas for how to break out of a harmful situation.

Note: Only HOPE Videos 4, 5, 13, 16, & 19 have lessons and activities written in this curriculum. The rest of the videos are designed to be played sequentially, when your lesson plan and schedule allows. We made this curriculum as versatile as possible so that you may incorporate your own activities, subject areas, or discussions.

**If you have any questions, please do not hesitate to visit our website at www.hopestudentawareness.com or email us at hopestudentawareness@gmail.com. We also have a Facebook, Twitter, and Pinterest, which you can find the links to on our website.*



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Also Included on DVD #2

- Educator Assessment Tool - Are Your Students Being Trafficked?
- “A Parent’s Guide to Internet Safety” - US DOJ
- Department of Education “Human Trafficking of Children in the United States: A Fact Sheet for Schools”
- Not My Life - Educator Screening and Discussion Guide (with handouts)

Lesson 1**WHAT IS HUMAN TRAFFICKING?****Total Time: 30 minutes (6:13 mins of video + 10-20 minute discussion)****Objectives**

Students will

- Define human trafficking and explain the general characteristics of the local and global problem.
- Identify and explore common myths and misconceptions of the issue.
- Investigate and define various types of human trafficking.

Vocabulary

The following terms may not be used daily in a student's vocabulary. Feel free to use this list at your discretion as a resource for students to expand their working vocabulary as they encounter these words and terms in the lesson.

- | | |
|-----------------------------|----------------------|
| • human trafficking | • sex trafficking |
| • labor trafficking | • child beggars |
| • pornography | • child marriage |
| • Emancipation Proclamation | • child soldiers |
| • modern day slavery | • debt bondage |
| • trafficking | • organ trade |
| • force | • domestic servitude |
| • fraud | • illegal adoptions |
| • coercion | |

Materials Needed and Setup

- HOPE DVD - High School video 4 "What is Human Trafficking?" and also video 5 "Global Types of Human Trafficking"
- Handout #1 - pre-screening survey "Global Types of Human Trafficking"
- *Educators-only*: Instructor Resource #1

Directions

1. Pass this out to students before you show them the DVD section 4, "Global Types of Human Trafficking."
2. After the video is over, discuss what they have just seen and learned about the various types of human trafficking.
3. See the myths/misconceptions handout to grade/correct their answers. This may be used as an additional handout for the discussion following section 4 of the DVD, at your own discretion.

Extension Activities

Research *one* type of human trafficking mentioned in the video. Write 1-2 pages about it. Answer questions like:

1. Where can this type of trafficking occur?
2. What is a good way to aid victims?
3. What are some statistics of human trafficking in another state? Another country?
4. What is one way traffickers force victims into a type of trafficking?
5. What can you do, as a student, to help stop it?

Handout 1
Pre-Screening Survey - "Global Types of Human Trafficking"

Name _____

Date _____

List 5 things that you know about human trafficking.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

What are the three things traffickers to maintain control?

1. _____

2. _____

3. _____

What is one type of trafficking?

Instructor Resource 1:

Myths & Misconceptions about Human Trafficking

1. **Myth:** It doesn't happen in America.
Reality: Due to the covert nature of the crime and high levels of under-reporting, the total number of victims of human trafficking within the United States is still being researched by the government and academic researchers. However, a range of estimates have been released by some government agencies and non-governmental organizations. Visit www.polarisproject.org for resources & statistics.
2. **Myth:** *It only means immigrants or foreigners.*
Reality: The federal definition of human trafficking includes both U.S. citizens and foreign nationals - both are protected under the federal trafficking statutes and have been since the TVPA of 2000. Human trafficking encompasses both transnational trafficking that crosses borders and domestic or internal trafficking that occurs within a country. Statistics on the scope of trafficking in the U.S. are most thorough and accurate if they include both transnational and internal trafficking of U.S. citizens as well as foreign nationals.
3. **Myth:** *You need to be transported or moved from A to B (across state lines, out of town, out of country.)*
Reality: The legal definition of trafficking, as defined under the federal trafficking statutes, does not require transportation. Although transportation may be involved as a control mechanism to keep victims in unfamiliar places, it is not a required element of the trafficking definition. Human trafficking is not synonymous with forced migration or smuggling. Instead, human trafficking is more accurately characterized as exploitation, a form of involuntary servitude, or "compelled service" where an individual's will is overborne through force, fraud, or coercion.
4. **Myth:** *Human trafficking is another term for human smuggling.*
Reality: There are many fundamental differences between the crimes of human trafficking and human smuggling. Both are entirely separate federal crimes in the United States. Most notably, smuggling is a crime against a country's borders, whereas human trafficking is a crime against a person. Also, while smuggling requires illegal border crossing, human trafficking involves commercial sex acts or labor or services that are induced through force, fraud, or coercion, regardless of whether or not transportation occurs.
5. **Myth:** *There must be elements of physical restraint or force or bondage of some kind in order for the case to be considered "human trafficking."*
Reality: The legal definition of trafficking does not require physical restraint, bodily harm, or physical force. Psychological means of control, such as threats, fraud, or abuse of the legal process, are sufficient elements of the crime. Unlike the previous federal involuntary servitude statutes (U.S.C. 1584), the new federal crimes created by the Trafficking Victims Protection Act (TVPA) of 2000 were intended to address "subtler" forms of coercion and to broaden previous standards that only considered bodily harm. It is important for definitions of human trafficking in the U.S. and around the world to include a wide spectrum of forms of coercion in order for the definition to encompass all the ways that traffickers control victims.

6. **Myth:** *Victims of human trafficking will immediately ask for help or assistance and will self-identify as a victim of a crime.*
Reality: Victims of human trafficking often do not immediately seek help or self-identify as victims of a crime due to a variety of factors, including lack of trust, self-blame, or specific instructions by the traffickers regarding how to behave when talking to law enforcement or social services. It is important to avoid making a snap judgment about who is or who is not a trafficking victim based on first encounters. Trust often takes time to develop. Continued trust-building and patient interviewing is often required to get to the whole story and uncover the full experience of what a victim has gone through.
7. **Myth:** *Human trafficking victims always come from situations of poverty or from small rural villages.*
Reality: Although poverty can be a factor in human trafficking because it is often an indicator of vulnerability, poverty alone is not a single causal factor or universal indicator of a human trafficking victim. Trafficking victims can come from a range of income levels, and many may come from families with higher socioeconomic status.
8. **Myth:** *Sex trafficking is the only form of human trafficking.*
Reality: Elements of human trafficking can occur in the commercial sex industry as well as in situations of forced labor or services. The federal definition of human trafficking encompasses both “sex trafficking” and “labor trafficking,” and the crime can affect men and women, and children and adults.
9. **Myth:** *Human trafficking only occurs in illegal underground industries.*
Reality: Elements of human trafficking can be identified whenever the means of force, fraud, or coercion induce a person to perform commercial sex acts, or labor or services. Trafficking can occur in legal and legitimate business settings as well as underground markets.
10. **Myth:** *If the trafficked person consented to be in their initial situation or was informed about what type of labor they would be doing or that commercial sex would be involved, then it cannot be human trafficking or against their will because they “knew better.”*
Reality: A victim cannot consent to be in a situation of human trafficking. Initial consent to commercial sex or a labor setting prior to acts of force, fraud, or coercion (or if the victim is a minor in a sex trafficking situation) is not relevant to the crime, nor is payment.
11. **Myth:** *Foreign national trafficking victims are always undocumented immigrants or here in this country illegally.*
Reality: Foreign national trafficked persons can be in the United States through either legal or illegal means. Although some foreign national victims are undocumented, a significant percentage may have legitimate visas for various purposes. Not all foreign national victims are undocumented.

**Taken and revised from Polaris Project “Myths and Misconceptions”
www.polarisproject.org*

Lesson 2

UNDERSTANDING MY SLAVERY FOOTPRINT

Total Time: 2 Days (two 45-minute periods)

Objectives

Students will

- Define supply, demand, and exploitation.
- Explore the relationship between modern consumerism and forced labor around the world.
- Investigate forced labor and its proximity to their own lives.

Vocabulary

The following terms may not be used daily in a student's vocabulary. Feel free to use this list at your discretion as a resource for students to expand their working vocabulary as they encounter these words and terms in the lesson.

- slavery* (*see glossary*)
- profit
- demand
- consumer
- producer
- exploit/exploitation
- supply
- Source, destination, and transit point (in trafficking)

Materials Needed and Setup

- Handout #2 - Where Was It Made?
- Handout #3 - A Day in Your Life from this website:
<http://www.state.gov/documents/organization/194922.pdf>
- Computer and Internet access
- World Map
- *optional*: chocolate or a different edible product (something for each student)

Directions * *

Day One:

1. Preparation for the Activity "Understanding My Slavery Footprint" (5-10 minutes, depending on how much this is review for students) *Optional: Give out the chocolate or the edible product which students can enjoy while you talk to them about the following.*

a. **Supply and Demand:** Tell students that trafficking impacts everyone, victims and non- victims alike. Ask the students to think of something they have purchased recently at a store. Point out that when they and others purchased that item, they created a demand for that item. The more people who went to the store and bought that item, the greater the demand became for that item, causing the store to increase their supply of that item to meet the demand. Ask the students if price matters when they make purchases. Indicate that we want the products we buy to be as cheap or inexpensive as possible in comparison with other similar products so we feel like we're getting the best value. This causes stores to stock products that are priced as low as possible.

b. **Profit:** Explain that stores make a profit when they sell an item above what it cost them to buy the product from its supplier or manufacturer. The producer also

makes a profit when it sells the product to the store at a price above what it cost them to make, grow, or mine that product (including the cost of materials and labor) and transport it to the store. To sell more of a product – and make more profit – a producer will keep its prices as low as possible in comparison with other similar products by minimizing its costs.

c. Ask students how a producer can minimize costs. (Answers may include buying their supplies cheaply, paying low wages, and minimizing inefficiencies.) Suggest that when people are vulnerable and when law enforcement is weak, a producer may be tempted to pay workers inadequate wages or no wages at all. The producer also may be tempted to employ traffickers to provide these workers.

- **Consumer** (you and I) -- Demands products at the lowest price possible
- **Store:**
 - a. Supplies popular products to the consumer at the lowest price possible....
 - b. Makes profit when it sells products for more than they cost the store
 - c. Demands products from the producer at the lowest price possible
- **Producer:**
 - a. Supplies products to the store at the lowest price possible
 - b. Makes profit when it sells products for more than its own costs of production and transportation
 - c. Maximizes profits by minimizing costs

Explain to the students that they will be given a homework assignment that will help them begin to think about how they and their families and communities may, without even knowing it, be helping to fuel the supply of trafficking victims by creating demand for certain goods. Distribute *“Where Was It Made?”* and review the directions; assign it as homework. *Optional: Considering offering bonus credit or incentive to a student that researches the product you distributed at the beginning of class.*

Understanding My Slavery Footprint (approx. 45 minutes, can be altered) – Day Two

- a. Have the students take out their homework (“Where Was It Made?”). Ask a volunteer to tell the class what his or her first item is and where it was made. Locate the country on a displayed map. Note the continent where the country is located. Is the class familiar with this country? Was anyone in the class born in this country, or has anyone traveled to this country? Does anyone in the class have a friend or relative who lives in this country? Solicit several such examples from the class; find each country on the map, and ask the same questions. The goal is to get examples of several different types of products from a variety of countries, including the United States.
- b. Introduce the concept of a footprint. Besides the tracks left by feet, indicate that the dictionary defines footprint as “the area on a surface covered by something.”⁸ A specific use of that meaning of footprint is employed in the environmental term carbon footprint, or “the amount of greenhouse gases and specifically carbon dioxide emitted by something (as a person’s activities or a product’s manufacture and

⁸ Merriam-Webster.com, s.v. “Footprint,” accessed August 5, 2012, <http://www.merriam-webster.com/dictionary/footprint>.

transport) during a given period.”⁹ Tell the students that this activity examines our slavery footprint, as individuals and as a society.

c. Visit www.slaveryfootprint.org and using 1-2 volunteers, complete the online survey (15-20 mins.)

d. Lead a discussion centered on the survey:

- Describe our slavery footprint.
- What did you learn from this activity?
- How does what you learned make you feel? (Explore issues of fairness and justice.)
- Will this make you think more about where your products come from?
- In our economy where products move easily around the globe, it is almost inevitable that our lives will be touched by conditions like slavery in some way. Do you think this is acceptable? What can we do to change that reality?

e. Solidify the connection between forced labor and human trafficking. Tell the students that many of the individuals involved in these situations are children and victims of human trafficking. Indicate that when people are recruited, transported, transferred, harbored, or received for the purpose of exploitation they are being trafficked.

f. *Optional: Discuss the research that students have done on the product that you handed out during the previous day. What slavery footprint did it probably leave?*

***If you are exceptionally pressed for time, you can simplify this lesson by asking students to go home and to fill out the online survey at www.slaveryfootprint.org. After completing it, have the students print off their final number of slaves (in the final section of the survey.) Ask them to bring that number to class for open discussion.*

Extension Activities

OPTIONAL: Use computers to access a United States Department of Labor report at <http://www.dol.gov/ilab/programs/ocft/PDF/2011TVPRA.pdf> and determine whether the students' products and countries are on the list of goods produced by child labor or forced labor.

Source: Teach Unicef

http://teachunicef.org/sites/default/files/sites/default/files/units/end_trafficking_ms_unit.pdf

⁹ Merriam-Webster.com, s.v. “Carbon footprint,” accessed August 5, 2012, <http://www.merriam-webster.com/dictionary/carbon%20footprint>.

Handout 2
Where Was It Made? – Slavery Footprint

Name _____

Date _____

Find three different types of items at home that you or someone in your family purchased recently. Each of the items should have been made or produced in a different country from the others, and each should be of a different type of product from the others (for example, one article of clothing, one food item, and one electronic device.) Answer the following questions for each item:

Item #1What is the item, and where was it made?
_____What is the name of the company that produced this product?
_____Is the item made up of parts or materials that might have come from somewhere other than where the item was manufactured? Explain.
_____**Item #2**What is the item, and where was it made?
_____What is the name of the company that produced this product?
_____Is the item made up of parts or materials that might have come from somewhere other than where the item was manufactured? Explain.
_____**Item #3**What is the item, and where was it made?
_____What is the name of the company that produced this product?
_____Is the item made up of parts or materials that might have come from somewhere other than where the item was manufactured? Explain.

source: Teach Unicef

http://teachunicef.org/sites/default/files/sites/default/files/units/end_trafficking_ms_unit.pdf

Lesson 3**Reflections On A Survivor's Story****Total Time: 8:25 min video + writing time at your discretion****Objectives**

Students will

- Examine the story of Kiera, an Oklahoma trafficking survivor (trafficked at 17.)
- Reflect on what surprised, inspired, or emotionally resonated with them.
- Identify ways to take action against trafficking.

Vocabulary

The following terms may not be used daily in a student's vocabulary. Feel free to use this list at your discretion as a resource for students to expand their working vocabulary as they encounter these words and terms in the lesson.

- Vulnerable
- "Situational"
- Proactive
- Self-worth

Materials Needed and Setup

- HOPE DVD - High School video 13 "Interview With An Oklahoma Trafficking Survivor"
- Paper and a writing utensil

Directions

This activity is very versatile and specific details including assignment length and format is at discretion of the instructor. This can also connect with material studied in class such as previous novels studied or previous discussions.

1. Ask students to write a reflection from the survivor's story (the length is at your discretion.)
2. Tell students this writing assignment can be taken many different ways. They could write a letter to Kiera, a letter to a friend about the topic, a poem, a news article about Kiera's trafficking situation, a diary entry about what they thought of the story or something else.

Extension Activities

You may want to expand upon this assignment by:

- Following this in-class writing assignment, pair off everyone in the class and have a discussion between partners
- Asking students to either research a certain aspect of trafficking (such as a particular country or type of trafficking)
- Or asking students to elaborate on their reflection piece and make a longer, more extensive version.
- Share your students' work with us! *HOPE Student Awareness* is interested in the perspective of your students and their insights to this issue. Please consider sharing their work with us or inviting them to share their work with us. Email their pieces to hopestudentawareness@gmail.com

Lesson 3.1 (optional)**SHAUNA DRAMATIC ACTIVITY****Total Time: At your discretion****Objectives**

Students will

- Explore possible causes and outcomes of a trafficking situation.
- Relate to a trafficking victim.
- Demonstrate how preventative measures could be taken to help stop trafficking.

Materials Needed and Setup

- none

Directions

You may want to break students into groups and assist them as they write a brief skit on. Victim, predator/trafficker, and intervention characters can demonstrate in a series of simple improvisations the factors that can make a person vulnerable, the tactics used by traffickers to maintain complacency, and also how prevention or intervention might play into the situation depending on certain circumstances or choices.

Lesson 4**HOW CAN YOU BECOME A VICTIM?****Total Time: 40 mins (6:50 video + 30 minute activity and discussion)****Objectives**

Students will

- Explain the general components of a trafficking situation, including vulnerabilities used to target victims and how traffickers can maintain control.
- Investigate why victims of trafficking may not seek help or be vocal about their situation.
- Explore why people who see something wrong may not report or take action and discuss strategies to prevent this from happening.

Vocabulary

The following terms may not be used daily in a student's vocabulary. Feel free to use this list at your discretion as a resource for students to expand their working vocabulary as they encounter these words and terms in the lesson.

- Blackmail
- surveillance
- sex trafficking

Materials Needed and Setup

- HOPE DVD - High School video 16 (parts 1-3) "How Can You Become A Victim?"
- Handout #4 - Theresa Flores -Small Group Case Study
- *Educators-only*: Instructor Resource #2

Directions

1. Familiarize yourself with the video and questions. See the next page for an answer sheet & summary of this case study. *Note: Some of the answers will not appear in the video, but must be discussed anyway. Please talk to your students about all possible answers.*
2. **BEFORE** activity, inform the participants:

"Victims like Theresa are hard to identify because in her case she lived at home, stayed in school and sang in the church choir every week while she was being trafficked. You could meet her and never know because she was ashamed of what they were doing to her and *afraid* people would find out so she would not tell."
3. Distribute Handout #4 to each individual before playing the video then show the HOPE video "How Can You Become A Victim?"
4. Divide your students into groups. Have each group discuss the questions and work together for answers, but before you need to tell them the "Background Info."
5. **Background Information, before questions:**

Three times people saw something wrong in Theresa's life but no one stopped it.

 - I. Theresa told a female teacher that she had been raped and the boys were making her do things that she did not want to do. The teacher acted concerned but never did anything as far as Theresa could tell.
 - II. After about a month Theresa decided not to answer the phone one night and did not go out to meet them. The next day the boys found her at her locker in between classes and roughed her up, yelling and hitting her, said she would be sorry, etc. A Security Guard at the school watched the whole thing from down

the hall and did not stop the boys from hitting her.

- III. Later, after more than a year, Theresa's parents were out of town and she did not come out when they called. They came in and dragged her out, took her to a bad part of Detroit, to a seedy hotel where they allowed a customer to pay extra to beat and torture her. They thought he went too far and left her there for dead. She crawled out of the hotel about 4 am and made it to a nearby diner that was open 24 hrs. The waitress called the police for her.
 - IV. A Detroit Police Officer responded to the call and asked her questions but she would not tell him anything. She just wanted to be taken home. At 5 am he rang the doorbell on her nice home, waking her parents to tell them he had found their daughter in a bad part of Detroit... he knew something bad was happening, but she would not tell him anything and left them his card in case she wanted to talk.
 - V. Her parents acted embarrassed that the police brought her home and never talked to her about it.
 - VI. *She never told anyone till she was in her 30's... but looking back she wished one of those times one of the adults in her life would have done more to help her.*
6. After giving them about 10-20 minutes for discussion (depending on the group size), ask for a representative from each group to read that group's answers to every question. Alternatively, you can ask each group to answer only one question if you are pressed for time. Discussion and analytical thinking is at the center of this activity. Be sure to say that if anyone has a question they should feel free to ask.
Note: the answer sheet to this activity is labeled at Teacher Resource #2.
7. **AFTER** activity, inform participants about the rest of Theresa's story:
One day her traffickers were about to take Theresa away—finally outside her hometown and out of her state. Miraculously, before that happened, her father's job moved and so did her family. Years later in her thirties, she finally discovered that she had been trafficked and was not, as she had been verbally abused as, a prostitute or drug-addict, but a trafficking victim. She learned this when she heard another survivor speak. She tells her story now to empower other survivors of human trafficking to tell their story and to educate the world about the danger of silence.
* You can check out Theresa's book, "The Slave Across the Street." It is listed under "Resources" in this curriculum and on our website
www.hopestudentawareness.com/resources
8. **SUMMARY:** *We hope your students can take away the following key points.*
- New situations - Middle school, high school, and college are all new situations. Be wary and smart.
 - If a situation feels weird, it probably is.
 - Find a cool adult (teacher, aunt, etc.)
 - You **MUST** tell if someone is blackmailing you - it will **NOT** get better.
 - **YOU are more important than any event or situation.**
 - Raise awareness. You really can be the change.

Instructor Resource 2:
Theresa Flores – Small Group Case Study ANSWER SHEET

Many answers can vary. This is a guide for conversation. Please use this at your discretion with your students. The goal is to get students thinking about human trafficking in America, erase some misconceptions, identify how one can be vulnerable, show different tactics of traffickers and factors that *keep* people vulnerable, and also spark discussion on actions that could be taken.

1. What were some of the vulnerabilities in Theresa’s life that her traffickers used to target & trap her?

- i. New kid in school (few friends, new surroundings)
- ii. Tension at home (business father often gone)
- iii. Fear of displeasing parents
- iv. False hope – She believed she could earn the pictures back. This is what traffickers and all blackmailers count on. Many trafficked victims believe they can earn blackmail back, pay off a debt, or in some other way work towards a goal. It is false hope, though. This is a large key concept for this activity. If someone is blackmailing you—tell a trusted adult (cool uncle, friendly teacher, etc.)

2. What factors did the traffickers use to maintain their control of Theresa?

- i. Keeping her trapped - Factors
- ii. Blackmail/Threats – She told an interviewer later that if she did anything her traffickers didn’t want, “I would be dead.”
 - a. Photos - Traffickers threatened to show the photos to her dad, dad’s boss, church, school, and everyone else they knew. Imagine how that would feel.
 - b. Her dog – After disobeying them the first time and refusing to answer the phone, Theresa’s dog went missing. She got a call the next day with a dog barking and gunshots. Her dog’s body was never found.
- iii. Force – They physically beat her.
- iv. Lying – “You can earn your pictures back.”
 - a. The Power of Family – She so much wanted to please her parents that she put perfection over her safety and health. The problem worsened. When being blackmailed, you must realize that “you are more important than any event or situation. Those being blackmailed should tell an adult. They can call in to the National Humans Trafficking Hotline if they wish for anonymity at 1-888-3737-888. Or text “HELP” or “INFO” to BeFree.
- v. Drugs – She was forcibly addicted to drugs.
- vi. Surveillance – Her traffickers often went to Theresa’s workplace and simply sat there. They emphasized their presence constantly.
- vii. Control of time/schedule – She had no option. She had to make it work when they told her to come. She was no longer in control.
- viii. Her silence – Her silence is dependent upon all of the other factors listed.
- ix. The silence of others – Brainstorm with your students, “How can we keep this silence from happening again?”

1. Theresa told a female teacher about the date rape and fear of these boys, yet the teacher failed to report. Why?

- She did not understand the depth of the issue.

- The teacher felt threatened by the boys.
- However, she honestly had no excusable reason to not report it.

⇒ **Solution:**

Open Discussion within classroom.

2. School Security Guard saw Theresa being slapped around and threatened by the boys yet failed to act. Why?

- He did not understand the depth of the issue.
- Perhaps he didn't care.
- However, he honestly had no excusable reason to not report it.

⇒ **Solution:**

Open discussion within classroom.

3. What more could the officer have done? *

- Theresa wouldn't talk of the issue when the policeman asked, so he dropped it.
- *Open discussion within classroom.*

(*Please keep in mind that most police officers are not yet well acquainted with human trafficking cases. There has been a learning curve in the last decade. There are, however, organizations for officers to contact including coalitions, shelters, resource centers, and the National Human Trafficking Hotline.)

4. What could the parents have done at this point instead of grounding her for sneaking out?

- *Open discussion within classroom.*

Note: Theresa's parents genuinely thought she was a troubled, rebellious teenager who was going through phases and moods. Even though all of these were against her character, her parents did not figure out the truth until decades later.

Handout #4

Theresa Flores - Small Group Case Study

1. What were some of the vulnerabilities in Theresa’s life that her traffickers used to target & trap her?

2. What factors did the traffickers use to maintain their control of Theresa?

Issues of Case: Theresa was a victim of sex trafficking even though she lived at home, went to school and sang in the church choir. There were three opportunities of intervention that all failed to free her from her traffickers. Examine each one and offer possible options that could be realistic solutions.

3. Theresa told a female teacher about the date rape and fear of these boys, yet the teacher failed to report.

Why? _____

⇒ Solution:

4. School Security Guard saw Theresa being slapped around and threatened by the boys yet failed to act.

Why? _____

⇒ Solution:

At one point Theresa would no longer comply, she was taken into Detroit where a brutal customer raped and beat her, leaving her for dead. She made it to an all night diner where a waitress called the police for her. The officer drove her home, asking questions, but Theresa was too afraid to assist him. He gave her his card and left her with her embarrassed and shocked parents at 5:00 am.

5. What more could the officer have done?

6. What could the parents have done at this point instead of grounding her for sneaking out?

7. What action can you take to help prevent a case like this from happening again?

Lesson 5**WHAT DO VICTIMS LOOK LIKE?****Total Time: 20 minutes (5:42 min video + 10-20 minute discussion)****Objectives**

Students will

- Cite multiple reasons why victims of trafficking may not seek help or be vocal about their situation.
- Identify how a victim of human trafficking might look physically and also act emotionally.
- Demonstrate how to report potential trafficking situations and request assistance for potential victims.
- Name resources for trafficking information.

Vocabulary

The following terms may not be used daily in a student's vocabulary. Feel free to use this list at your discretion as a resource for students to expand their working vocabulary as they encounter these words and terms in the lesson.

- malnourishment
- self-identifying/not self-identifying
- brand (an animal/person)
- "johns"
- pimps/traffickers

Materials Needed and Setup

- HOPE DVD - High School video 19 "Recognizing Victims"
- Handout #5 - Recognizing Victims
- *Educators-only*: Instructor Resource #3

Directions

1. This activity is meant to be a "guided discussion." Similar to the Theresa Flores Case Study, engaging the student through partner or group work could be an effective mode to relay the information. However, this depends on your preferences and time restraints.
2. This activity can be a simple fill-in-the-blank one. Students answer the questions on Handout #5 with the section "What Do Victims Look Like?" on the HOPE DVD. *However, if you have the time, you may want to consider an extension activity to solidify the information.*
3. Please discuss all possible answers listed on Teacher Resource #3 with your students. Give students Handout #5 and after playing "What Do Victims Look Like?"

Extension Activities

- ✓ **WRITE**: Consider having students write something (like poetry, a public radio show, short story, letter to a friend, etc.) utilizing the signs of recognition. This is to engage their sense of awareness and have them apply the information to their own lives in some way.
- ✓ **DRAW**: Consider having students draw their response to knowing the signs of recognizing victims of human trafficking. To those students who prefer art, this can be a great outlet.

- ✓ **ACT:** Divide students into groups and have each group make a small skit about recognizing a human trafficking victim (this could be very imaginative as long as it conveyed some of the information - at your discretion.)

Instructor Resource 3

Recognizing Victims

Please discuss all possibilities with your students.

1. **Common Work & Living Conditions:**

This can mean that a victim:

- Is not free to leave or come and go as he/she wishes
- Is under 18 and is providing commercial sex acts
- Is in the commercial sex industry and has a pimp / manager
- Is unpaid, paid very little, or paid only through tips
- Works excessively long and/or unusual hours
- Is not allowed breaks or suffers under unusual restrictions at work
- Owes a large debt and is unable to pay it off
- Was recruited through false promises concerning the nature and conditions of his/her work
- High security measures exist in the work and/or living locations (e.g. opaque windows, boarded-up or barred windows, barbed wire, security cameras, etc.)

2. **Poor Mental Health or Abnormal Behavior**

This can mean that a victim:

- Is fearful, anxious, depressed, submissive, tense, or nervous/paranoid
- Exhibits unusually fearful or anxious behavior after bringing up law enforcement
- Avoids eye contact

3. **Poor Physical Health**

This can mean that a victim:

- Lacks health care
- Appears malnourished
- Shows signs of physical and/or sexual abuse, physical restraint, confinement, or torture

4. **Lack of Control**

This can mean that a victim:

- Has few or no personal possessions
- Is not in control of his/her own money, no financial records, or bank account
- Is not in control of his/her own identification documents (ID or passport)
- Is not allowed or able to speak for themselves (a third party may insist on being present and/or translating)

5. **Other**

- Claims of just visiting and inability to clarify where he/she is staying/address
- Lack of knowledge of whereabouts and/or do not know what city he/she is in
- Loss of sense of time
- Has numerous inconsistencies in his/her story

6. **Not all victims look alike. There are some telltale signs, but these are not representative of all people.**

Victims may be branded with a tattoo, have physical abuse marks, or be malnourished. However, many victims look like people living their everyday lives

and this can become a great difficulty in any recognition efforts. Stay aware. If something feels wrong, it probably is.

7. **Almost all victims are NOT self-identifying.** They have been brain-washed by their traffickers to think they are worthless. They are labeled as “prostitutes,” “drug-addicts,” or some other “unwanted person.” Please tell students to keep this in mind if they see something that feels wrong but the person in question is not speaking up. Human trafficking victims know they are in a horrible situation, but they probably do not know what it is called and are too scared, threatened, or manipulated to speak up.
8. **Report it!** Call the National Human Trafficking Hotline (1-888-3737-888) if it is a questionable situation. If someone is in immediate danger then like always, call 911 first and THEN still call the National Human Trafficking Hotline. Also, if it is someone at school, tell a teacher or other trusted adult.
9. **Don’t approach traffickers/pimps or johns* and don’t try to take the trafficked victim with you.** Your own safety matters and you must trust authorities to do the right thing.

* “Johns” are the clients of traffickers, who are buying the sexual acts.

Handout #5
Recognizing Victims

Name _____

Date _____

1. How do you think a person being trafficked is living? What are their work hours like? Their pay? Can they leave? What might be characteristics of where they're being kept?

2. What do you think that victims feel mentally? Are they trusting? Do they have a nervous tendency (i.e. twiddle thumbs)?

3. What do you think that victims feel physically? Do they get healthcare? Do they get all the food they need?

4. Do you think that a victim is in control of anything? What might he or she not be in control of?

5. Are there any physical things that you can look for to identify a victim of trafficking?

6. Will a victim come towards you and say, "HELP" ?

7. What should you do if you do think you have seen a victim?

8. What should you NOT do if you think that you have seen a victim?

9. Recap - what are 5 things that you can look for to recognize a person that has been trafficked?

Handout #6**Ways to Help Stop Human Trafficking**

1. National Human Trafficking Hotline - Call to report if you see something, if you need help, or if you have questions: call 1-888-3737-888 or text HELP or INFO to "BeFree" (233733)
2. Polaris Project, www.polarisproject.org, is the sponsor of the National Human Trafficking Hotline and does in-depth research of all things human trafficking-related within America (and some internationally.)
3. How many slaves work for you? Find out with an interactive and very personalized website Slavery Footprint, www.slaveryfootprint.org, great for all ages and as a discussion starter on this topic.
4. Netsmartz, <http://netsmartz.org/>, fantastic website for educators, parents, tweens and teens about internet safety, cyberbullying, sexting, etc. Free online resources and videos!
5. International Justice Mission, www.ijm.org/node/144, "Loose Change to Loosen Chains" collect loose change at your school or business to fight human trafficking!
6. www.slaverymap.org Slavery Map is a "crowdsourced" map that allows individuals to document human trafficking case in their own community.

Instructor Resource 5

FUTHER EDUCATIONAL RESOURCES *

High School Curricula

- Chicago Alliance Against Sexual Exploitation's Resources & Activities on "Gender Roles, Sexual Exploitation, & Human Trafficking"
http://g.virbcdn.com/_f/files/bl/FileItem-150112-EducatorsToolkit.pdf
- International Justice Mission's High School Curriculum on Social Justice and Slavery in the 21st Century
www.ijm.org/node/144
- Unicef's "End Trafficking - A High School Educator's Guide"
http://teachunicef.org/sites/default/files/sites/default/files/units/end_trafficking_6_6_hs_unit.pdf
- Netsmartz, www.netsmartz.org "NetSmartz Workshop is an interactive, educational program of the National Center for Missing & Exploited Children® (NCMEC) that provides age-appropriate resources to help teach children how to be safer on- and offline."
- Free The Slaves' 5-part curriculum on "Modern Slavery"
<http://www.freetheslaves.net/Page.aspx?pid=302&srcid=299>

Books:

1. *The Slave Across The Street* by Theresa Flores, American human trafficking survivor giving a voice to other survivors through her own story from Michigan, USA
2. *Be the Change: Your Guide to Freeing Slaves and Changing the World* by Zach Hunter, teenage abolitionist talking about he helped fight human trafficking and how students can help the world
3. *Sold* by Patricia McCormick, focusing on the story and poetry of a thirteen-year-old in Nepal who was trafficked.
4. *Ending Slavery: How We Free Today's Slaves* by Kevin Bales, founder of "Free The Slaves" and a global expert on modern slavery outlines how each section of society (government, individuals, organizations, etc.) can do their own part in ending modern slavery
5. *Not in My Town* by Dillon Burroughs and Charles Powell, Slavery still exists-- here. As seen recently on Fox News, Dillon Burroughs and Charles Powell bring awareness about what's happening in our nation and world.

Websites:

1. Start a Free the Slaves "Student Chapter" at your school! Find out who else has one and how to start your own at www.freetheslaves.net/SSLPage.aspx?pid=618
2. Truckers Against Trafficking, www.truckersagainstrafficking.org, informs truckers and travelers about child sex trafficking in America and how they can help stop it.
3. Young Heroes Academy is a youth engagement platform designed to increase school retention, prevent self-destructive behaviors, promote racial healing, and abolish modern-day slavery through two means, public speaking and books.
www.iamayounghero.com/content/young-books-trafficking

Films:**

- *Not My Life* film (32 min film) - Not My Life is the first documentary film to depict the horrifying and dangerous practices of human trafficking and modern slavery on a global scale. This UN version is appropriate for 6-12 grade and gives a global and very local, American look at human trafficking. Use with the UNICEF viewing guide for a full discussion with your classroom or student group <http://teachunicef.org/explore/media/watch/feature-film-not-my-life>
UNICEF viewing guide:
http://teachunicef.org/sites/default/files/sites/default/files/documents/not_my_life_educator_guide.pdf
- *Very Young Girls* - Very Young Girls is an expose of human trafficking that follows thirteen and fourteen year old American girls as they are seduced, abused, and sold on New York's streets by pimps, and treated as adult criminals by police. The film follows the barely-adolescent girls in real time, using intimate interviews with them as they are first lured on to the streets and the dire events which follow. The film also uses startling footage shot by the brazen pimps themselves giving a rare glimpse into how the cycle of street life begins for many women. Website: <http://www.gems-girls.org/get-involved/very-young-girls>
- *Call & Response* - CALL+RESPONSE is a first of its kind feature documentary film that reveals the world's 27 million dirtiest secrets: there are more slaves today than ever before in human history. CALL+RESPONSE goes deep undercover where slavery is thriving from the child brothels of Cambodia to the slave brick kilns of rural India to reveal that in 2009, Slave Traders made more money than Google, Nike and Starbucks combined. <http://www.callandresponse.com/>

**For a cumulative list of human trafficking movies & their descriptions, please see: http://www.polarisproject.org/storage/documents/Human_trafficking_films_full_list_with_summaries.pdf.

*Please note that this list is not cumulative and that by merely searching the web, one can find hundreds of other resources including films, blogs, news articles, stories, and more!

Instructor Resource #4

Glossary

Unless otherwise noted, all definitions came from Merriam-Webster at www.Merriam-Webster.com. Use your professional judgment before sharing definitions with students verbatim.

brand (an animal/person): a mark that is burned into the skin of an animal (such as a cow) to show who owns the animal

child beggars: when children beg and are forced to hand all or most of their money over to their trafficker or “owner.” See *child labor*.

child labor: work that children should not be doing because they are too young to work, or – if they are old enough to work – because it is dangerous or otherwise unsuitable for them. Children may receive no payment if they are injured or become ill, and can seek no protection if they suffer violence or are maltreated by their employer.¹⁰

child marriage: formal marriage or informal union before age 18; this is a reality for both boys and girls, although girls are disproportionately the most affected.¹¹

child soldiers: Children are used as combatants, messengers, porters and cooks and for forced sexual services. Some are abducted or forcibly recruited, others are driven to join by poverty, abuse and discrimination, or to seek revenge for violence enacted against them or their families.¹²

coerce: to achieve by force or threat

coercion: the act, process, or power of coercing

commercial sexual exploitation: the obtaining of financial or other benefits through the involvement of another person in prostitution, sexual servitude or other kinds of sexual services, including pornographic materials.¹³

consumer: one that utilizes economic goods

debt bondage: Victims’ labor is demanded as a means of repayment for a loan or service in which its terms and conditions have not been defined or in which the value of the victims’ services are not applied toward the liquidation of the debt. The value of their work is greater than the original sum of money “borrowed.”¹⁴

demand: willingness or ability to purchase a commodity or service; the quantity of a commodity or service wanted at a specified price and time.

destination (in trafficking): in the context of trafficking, it is the place where an individual ends up in exploitation.¹⁵

domestic servitude: when trafficked victims work within their employers’ households (such as cooking, cleaning, child-care, elder care, gardening etc.); they may or may not

¹⁰ Adapted from the United Nations, *Resources for Speakers*, “What is Child Labour?” <http://www.un.org/en/globalissues/briefingpapers/childlabour/>

¹¹ UNICEF “Child Marriage” http://www.unicef.org/protection/57929_58008.html

¹² UNICEF “Factsheet: Child Soldiers” <http://www.unicef.org/emerg/files/childsoldiers.pdf>

¹³ United Nations Office on Drugs and Crime (UNODC), *Model Law against Trafficking in Persons*, accessed January 1, 2014, http://www.unodc.org/documents/human-trafficking/UNODC_Model_Law_on_Trafficking_in_Persons.pdf.

¹⁴ Adapted from Office of Refugee Resettlement, assessed January 1, 2014, <http://www.acf.hhs.gov/programs/orr/resource/fact-sheet-labor-trafficking-english>

¹⁵ Adapted from ILO, IPEC, 22.

live in their employer's homes. Domestic workers may be U.S. citizens, undocumented immigrants, or foreign nationals with specific visas types.¹⁶

Emancipation Proclamation: the announcement made by President Lincoln during the Civil War declared that as of January 1, 1863, all slaves in the rebellious states "shall be then, thenceforward, and forever free."¹⁷

exploit: to make use of meanly or unfairly for one's own advantage.

force: In trafficking, it is the violence, compulsion, or constraint exerted upon or against a person or thing.

fraud: intentional perversion of truth in order to induce another to part with something of value or to surrender a legal right.

human trafficking: The recruitment, harboring, transportation, provision, or obtaining of a person for labor or service, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery or for the purpose of a commercial sex act.¹⁸

illegal adoptions: An illegal adoption is an adoption resulting from abuses such as: abduction, the sale of, traffic in, and other illegal or illicit activities against children.¹⁹

john (in trafficking): a man who pays money to a prostitute for sex

labor trafficking (also severe forms of trafficking in persons): The recruitment, harboring, transportation, provision, or obtaining of a person for labor or service, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.²⁰

malnourishment: not eating enough food or not eating enough healthy food

modern day slavery: another term for *human trafficking*.

National Human Trafficking Resource Center (NHTRC): a program of Polaris Project, a non-profit, non-governmental organization working exclusively on the issue of human trafficking. We are not a government entity, law enforcement or an immigration authority.

organ trade: the recruitment, transport, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power, of a position of vulnerability, of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation by the removal of organs, tissues or cells for transplantation.²¹

Polaris Project: an anti-trafficking organization, named after the North Star "Polaris" that guided slaves to freedom along the Underground Railroad; by successfully pushing for stronger federal and state laws, operating the National Human Trafficking Resource

¹⁶ Polaris Project, accessed January 2, 2014, <http://www.polarisproject.org/human-trafficking/labor-trafficking-in-the-us/domestic-work>

¹⁷ History.com "Emancipation Proclamation," assessed January 2, 2014, <http://www.history.com/topics/emancipation-proclamation>

¹⁸ Human trafficking is an "umbrella term" for both sex trafficking and labor trafficking.

¹⁹ US DOS, Intercountry Adoption Glossary, http://adoption.state.gov/adoption_process/glossary.php

²⁰ Trafficking Victims Protection Act (TVPA), 22 U.S.C. § 7102(8) (2001).

²¹ American Journal of Transplantation, "Organ Trafficking and Transplant Tourism: A Commentary on the Global Realities" accessed January 2, 2014, <http://onlinelibrary.wiley.com/store/10.1111/j.1600-6143.2008.02200.x/asset/j.1600-6143.2008.02200.x.pdf?jsessionid=OCF2D1F05FC7352FCDB03C6A087B9E8C.f02t02?v=1&t=hpy8i7cn&s=2baa0cabda10714a8aa32152846fa092bc8bfecf>

Center hotline (1-888-373-7888), conducting trainings, and providing vital services to victims of trafficking, Polaris Project creates long-term solutions that move our society closer to a world without slavery.²²

pornography: The depiction of erotic behavior (as in pictures or writing) intended to cause sexual excitement.

proactive: acting in anticipation of future problems, needs, or changes

producer: someone or something that grows or makes particular goods or products

profit: The excess of the selling price of goods over the cost.

prostitution: The act of practice of engaging in promiscuous sexual relations especially for money.

rehabilitate: to restore or bring to a condition of healthy or useful and constructive activity.

self-identification: the act of identifying yourself as a particular kind of person

self-worth: a feeling that you are a good person who deserves to be treated with respect

sex trafficking: The recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act.²³

situation: all of the facts, conditions, and events that affect someone or something at a particular time and in a particular place

situational: of, relating to, or appropriate to a situation

slave: one that is completely subservient to a dominating influence

***slavery:** the state of being a slave. *Note: There is no explicit mention of race in the definition of slavery and it should be clarified that modern day slavery is not based on race, gender, age, nationality, or socioeconomic background. Human trafficking must not be confused with previous examples of slavery.*²⁴

source (in trafficking): In the context of trafficking, it is the country, town, village or other origin point of a trafficked individual.²⁵

supply: The quantities of goods or services offered for sale at a particular time or at one price.

trafficking: to buy or sell something especially illegally

traffickers: a person who trades in illegal goods. *Trafficker* can refer to a person selling anything illegal - including humans.²⁶

- **pimp:** a man who makes money illegally by getting customers for prostitutes. In instances of the use of force, fraud, or coercion, then a *pimp* is a *trafficker*, too.
- **madam:** the female head of a house of prostitution. In instances of the use of force, fraud, or coercion, then a *madam* is a *trafficker*, too.

transit point (in trafficking): point on a trafficking route between the source and the destination.²⁷

vulnerable: capable of being physically or emotionally wounded.

²² Polaris Project, *About Us*, accessed January 2, 2014, <http://www.polarisproject.org/about-us/overview>

²³ Trafficking Victims Protection Act (TVPA), 22 U.S.C. § 7102(9) (2001).

²⁴ Polaris Project, FAQ, *Who Are The Victims?* accessed January 2, 2014,

<http://www.polarisproject.org/human-trafficking/human-trafficking-faq#Who%20are%20the%20victims?>

²⁵ Adapted from ILO, IPEC, 22.

²⁶ Adapted from <http://dictionary.cambridge.org/dictionary/british/trafficker>

²⁷ Ibid.