

SAFER, SMARTER TEENS

LESSON 6

HUMAN TRAFFICKING

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DID YOU KNOW?

Each year, as many as 300,000 American children are at risk for sexual exploitation. The average age a child enters the commercial sex trade is 11-13 years old.²

OBJECTIVES:

- Students will learn the definition and different aspects of human trafficking
- Students will understand that human trafficking is modern-day slavery
- Students will understand the recruiting tactics used by human traffickers
- Students will learn who is at risk of being victimized by human traffickers
- Students will be able to recognize the outward signs of human trafficking in others
- Students will develop strategies to protect themselves against potential risks of human trafficking
- Students will learn how traffickers maintain control
- Students will understand how traffickers use force, fraud, and coercion to maintain control
- Students will understand how traffickers use drugs, alcohol, and nicotine to recruit and control victims
- Students will understand how trauma bonds form
- Students will develop strategies to advocate for themselves and others
- Student will learn how to get help and report human trafficking

OVERVIEW:

In this lesson, students will learn about the problem of human trafficking and discover that it is both a global problem and a problem within their own communities. The tactics used by traffickers to victimize vulnerable teenagers will be introduced. Students will identify situations that may make them vulnerable to the techniques used by human traffickers. Students will learn how traffickers maintain control over victims. The formation of trauma bonds between victims and traffickers will be introduced. Methods of reporting suspected or actual human trafficking will be identified. Students will review how to advocate for themselves and others.

MATERIALS

- Lesson 6 Video
- Lesson 6 Glossary
- A.C.T. for Safety Situation Cards
- PSA Worksheet
- Human Trafficking Information Sheet
- Freedom Bill of Rights
- Parent Letter

LESSON 6 OUTLINE

1. INTRODUCTION

Teachers may refer to the scripted wording if they prefer.



“Today we are going to talk about a dangerous problem – human trafficking. Human trafficking happens everywhere; it can even happen right here in our own community. Human trafficking is when someone is recruited, hidden, or transported against their will for the purpose of forced labor, involuntary servitude, slavery, or for a commercial sex act. You can think of it as modern-day slavery.

We’re going to talk about some of the tactics used by traffickers to find teens who are vulnerable, so they can exploit those teens for services and financial profit. It is important to know about this serious problem so that you can protect yourself and others from being victimized.

Just like we learned that sexual abuse is not your fault, and that you need to tell a trusted adult if you or someone you know is being abused. If you or someone you know is being victimized by a human trafficker, you must seek help.”

Teacher Tip:

Teachers may have differing comfort levels with this material, and the scripts are provided for teachers as a support for implementing this important information. The intent is for teachers to use any or all parts of the scripts that are helpful in delivering the content of the lesson’s message. Teachers will want to review the scripts in the lesson prior to teaching to provide the background knowledge they will need to deliver the content in an age-appropriate manner for high school students.

2. SHOW VIDEO LESSON 6



“We are going to watch a video about the problem of human trafficking. You will hear descriptions of what human trafficking is and how it can happen in our own community. You will learn how human traffickers identify and target teens, and the risk factors that may make someone more vulnerable. The video will also explore the techniques used by traffickers to take and maintain control of victims. Finally, you will learn how to get help for yourself or a friend.”

Video 6 Summary | Human Trafficking

- What is human trafficking?
- What could human trafficking look like in your community?
- Who is at risk of becoming a victim of human trafficking?
- How traffickers take and maintain control over victims
- How trauma bonds form
- Signs of human trafficking
- How to get help

Teacher Tip:

It may be necessary to pause the video to clarify information, allow students to ask questions, and to provide an opportunity for class discussion.

3. CLASSROOM ACTIVITIES

These activities allow students to apply the knowledge they are acquiring in each lesson in *Safer, Smarter Teens* and reinforce the important safety concepts. Implementing these activities is a critical part of the curriculum. Teachers may divide these activities to fit within the period of time Lesson Six is being taught. The activities are designed to be completed individually, with partners, in small groups, or for the entire class. To limit the need to photocopy each activity for each student, many activities can be projected to allow for class discussion rather than completing a worksheet.



A. Class Discussion

What is Human Trafficking?

1. Write or project on the board:
 - What is slavery?
 - What is human trafficking?
 - Where does human trafficking occur?
 - Who is at risk of being a victim of human traffickers?
 - How is human trafficking modern-day slavery?
2. Have students share their ideas and develop a definition of slavery.

3. Have students discuss the definition of human trafficking, where it occurs, and who is at risk.



Project the Human Trafficking Information Sheet.

Teacher Tip:

Use the Human Trafficking Information Sheet to provide essential information and guide the discussion.

- Remind students that human trafficking is not just a global problem, it can happen in their own community.
- Explain how teens are targeted:
 - Online, social media sites, and cell phones
 - Shopping malls and common “hang-outs”
 - Bus and train stations
 - Peer recruiters

Social Media

The use of social media and cell phones creates opportunities for human traffickers to recruit teens. Many popular social media platforms are used by traffickers to deceptively build relationships and advertise fake jobs. Recruiters may be other teens or adults pretending to be someone your age. Traffickers use a grooming process that is very similar to the tactics used by sexual predators. They start by scouting victims through social media sites. Then they use a variety of techniques to manipulate the victim into believing they are loved, will be cared for, and that they will have a better life. Finally, they trap the victim and use them for financial gain. Many traffickers will boldly post ads promising quick money, even showing pictures of teens with vast amounts of cash. These false ads are used to locate vulnerable teens, trick them, trap them, and finally to traffic them.

Cell phones and social media are also used to maintain control. The trafficker restricts access to social media and often takes the victim’s phone. Pretending to be the victim, the trafficker will send messages to friends and family claiming that everything is okay and that they are safe.

Malls, Hang-Outs, Bus Stops

The best way for traffickers to find vulnerable teens is to go where teens go. Traffickers know what makes a teen more vulnerable and more likely to believe their lies. They look for teens who are alone, who are receptive to their attention, who are homeless, or need

DID YOU KNOW?

Florida is the third largest hub for human trafficking in the United States.²

money. Then they build a relationship, make false promises, and trap the victim.

Peer Recruiters

Recruiting victims is a very systematic process. Most victims are recruited by someone they know, it is estimated that 71% of victims are recruited by someone they know. 4

There are several ways traffickers use recruiters to trap victims into human traffickers. The Loverboy or Lovergirl recruiter finds a victim in the mall, local hangout, or online. After befriending the victim, the recruiter begins to give gifts and attention with the goal of making the victim feel special. In time, there is a demand for sexual acts as pay back for all of the gifts the recruiter bought.

The enabler is a recruiter who befriends the victim and offers drugs and alcohol. If the victim becomes addicted, the traffickers uses access to drugs and alcohol in exchange for commercial sex acts. Even if the victim is not addicted to drugs, the trafficker can use threats of telling parents or other important adults about the victim's drug or alcohol use. Control is maintained because the victim fears getting in trouble or has become physically addicted to substances controlled by the trafficker.

Peer recruiters work to trick other teens. A recruiter may show off new clothes, fancy shoes, pretty nails, and hair. Then brags about having someone who pays for everything. When another teen seems interested, the recruiter will introduce the victim to the trafficker. Soon the gifts and attention are replaced with demands for sex acts.

Teacher Tip:

The following example can be used to illustrate the reality of peer recruiters. A man in Tennessee was accused of trafficking girls as young as 15. A boy under the age of 18 was alleged to have help recruit girls from the local high school. He was paid \$20 for every \$100 the girls made.

- Explain the risk factors that increase vulnerability to human traffickers:
 - Being a runaway
 - Living in poverty
 - School dropout or skipping school
 - Lack of job opportunities or unemployment
 - Social isolation
 - Low self-esteem

DID YOU KNOW?

1 in 5 children are solicited sexually through the Internet before their 18th birthday. Gaming systems, deactivated cell phones, iPods, and other such digital devices can also access the Internet over WiFi. Many games, even those that cater to young children, give players access to servers where they are exposed to other players who can communicate with them through gameplay and chat features.¹

- Drug and alcohol use or substance abuse.
- Review the physical, emotional, and behavioral indicators of human trafficking:
 - Appears fearful or anxious
 - Overly submissive, nervous, or tense
 - Lack of eye contact
 - Displays unusually anxious behavior or appears fearful at the mention of law enforcement
 - Appears to be in poor health or does not seek medical attention when it is needed
 - Appears undernourished or malnourished
 - Shows signs of physical and/or sexual abuse
 - Has marks indicating physical restraint or confinement
 - Branding or tattoos that include a name or nickname
- Explain the common living and working conditions of victims of human trafficking:
 - Unable to leave or to come and go
 - Working for little or no pay, or paid only with tips
 - Working extremely long and/or unusual hours
 - Not allowed to take a break
 - Working with excessive restrictions
 - Owing the employer large amounts of money and being unable to repay the debt
 - Recruited with false promises regarding the type or work, living conditions, and working conditions
 - High security measures at the work site and/ or the living locations, such as boarded up or covered windows, security bars, security cameras, barbed wire fences
 - Signs of drug addiction
 - Having a “manager” or “pimp” in a commercial sex industry
- Review how to get help for someone who is a victim of human trafficking:
 - Tell a trusted adult
 - Call the National Human Trafficking Resource Center (NHTRC) Hotline at 888- 373-7888
 - Text HELP to “BeFree” (233-733) to be connected with the NHTRC Hotline
 - Call the Florida Abuse Hotline at 800-96-ABUSE (1-800-962-2873)
 - Call 911 to reach local law enforcement
 - Call the US Department of Justice at 888-428-7581

4. Through group discussion, have students make the connection that human trafficking is modern-day slavery.

Teacher Tip:

Human trafficking can happen anywhere and to anyone. It is important to help students understand that human trafficking can happen in their own community. This can be emphasized by sharing local news stories of human trafficking.



B. A.C.T. for Safety

Introduce the concept to **A.C.T** to students:

A – **A**sk when you observe red flags or think something isn’t quite right in a friend’s life.

C – **C**are about your friend by responding without judgement and supporting them when they disclose an unsafe situation or unsafe relationship.

T – **T**ell a trusted adult or report it to someone who can help.

TL “You may have a friend or someone you know that is in an unsafe situation or an unsafe relationship. Sometimes they may not realize that they are in danger, but you can tell that something is wrong and help them seek needed help. You may not know how to approach them, how to show you care, or how to get help. Practicing **A.C.T. - Ask, Care, Tell** - is a way to let your friend know you are aware that something is wrong and seek needed help. You **Ask** them to share with you what is happening in their life. You show you **Care** by the way you respond, without being judgmental. You don’t want to say things like, “How did you let that happen?”, “Why didn’t you do something about this?”, or “What’s wrong with you?” Instead, consider supportive statements like: “Wow, that must be really difficult”, “You have been through a lot”, “I am here with you, and we can get you help.” The last step is to **Tell**. This may mean going to a trusted adult to tell them or reporting to a hotline. The key is to get your friend out of a dangerous situation by telling an adult who can help. Remember, you want to let your friend know you care and assist them in accessing help, it is not your responsibility to solve the problem or fix things. It’s important to seek help right away once you know about an unsafe situation – even if your friend asks you not to.”

Print one A.C.T. for Safety situation for each group, or project the situations on the board. One member of the group will read the situation

to the group. The group will discuss the situation and answers to the questions. The group will then role play the solution for the class.



C. Class Discussion

TL *“In the video, you learned about the different forms of human trafficking. An important part of human trafficking to understand is how traffickers maintain control. The trafficker maintains control over victims by removing their freedom. Traffickers control the money, food, personal identification, and living conditions. Victims may have no personal possessions or may not be allowed to speak for themselves. Traffickers often provide illegal drugs to victims, maintaining control through access to drugs. Imagine how helpless you might feel if all of your freedoms were taken away.”*

“In lesson 3 we learned how control can be maintained by using Force, Coercion, and Fraud. Human traffickers also use similar tactics. Force maintains control through violence or threats of violence. Coercion uses threats and intimidations to control victims. Using lies or false promises is how traffickers maintain control with fraud.”

“Ask students how a human trafficker could use Force, Coercion, and Fraud to control a victim. Examples could include:

Force – using physical violence or weapons

Coercion – threatening to embarrass or shame the person by exposing what they have been doing; threatening to get the victim in trouble by telling that the victim has been using drugs or alcohol

Fraud – telling the victim that there is a great job waiting, a great place to live, or they can have drugs with no string attached”

“Another way human traffickers control victims is through access to and use of drugs and alcohol. The trafficker may start their relationship by offering drugs and alcohol to the victim. The trafficker then starts to maintain control using force, coercion, and fraud. Physical violence may accompany drug use or the victim may be forced to deal drugs. Coercion is often used by threatening to tell parents, coaches, or other important adults in the victim’s life, or threatening to cut off access to the drug. The victim is manipulated into continuing to do what the trafficker wants. Fear of getting in trouble or being arrested may cause the victim to stay in the relationship and give the trafficker control. Traffickers use many lies and

DID YOU KNOW?

Traffickers may target young victims through social media websites, chat features in apps or on games, after school programs, on the streets, at shopping malls or in clubs. In some cases, teens who are already involved with the traffickers are used to recruit other victims. In fact, a person can be trafficked without ever leaving his or her hometown.²

fraud. They may tell the victim that they only need to deal drugs this one time, or they only need to commit a sex act once to get more drugs. All of these tactics are used to maintain control.”

Teacher Tip:

Remind students that traffickers target teens that may be engaging in risky behaviors, such as drug and alcohol use, sneaking out of their homes, smoking, shop lifting, etc. Traffickers “blackmail” students with threats of telling parents or other authorities about the risky behaviors. The victim then complies with the trafficker out of fear of getting in trouble.

“There is also a lot of emotional and psychological manipulation. Remember when we talked about the grooming process used by abusers? Human traffickers also use a process to create a bond with their victims called a trauma bond. Everyone wants to feel connected and loved by other people. We have a natural desire to have relationships; relationships create bonds. In healthy relationships, there are positive and productive bonds. However, in unhealthy relationships there are destructive or “trauma bonds.” The creation of a trauma bond is an intentional process. The abuser starts by filling the need of the victim. The use of secrecy and isolation creates even more dependence. The abuser then begins to take control by managing the money, managing the victim’s time, and providing drugs, food, or shelter. The victim becomes dependent upon the abuser. The abuser then manipulates the victim’s behavior by convincing them to do things in the name of love or to make him or her happy. In the beginning, the victim may be willing to please the abuser. However, in time, emotional, physical, and sexual abuse are used to maintain control.”

Directions: Review each scenario again. Identify how the trafficker maintained control and how a trauma bond was established.

Teacher Tip:

The following methods are used by traffickers to maintain control:

Emotional Abuse

- Humiliation in front of others
- Belittling, name calling
- Convincing the victim that no one else cares about him/her
- Blaming the victim for their current circumstances
- Making the victim feel guilty about their current circumstances

Physical Abuse

- Hitting, slapping, punching, kicking, strangling
- Brands, tattoos, burns, scarring
- Exposure to dangerous chemicals
- Withholding food and water
- Creating an addiction to drugs
- Providing or withholding drugs to maintain control

Sexual Abuse

- Forced sexual acts
- Sexual assault as punishment
- Treating the victim as an object for monetary gain
- Convinces the victim that sexual violence or selling sex is normal

Economic Control

- Creating a debt that cannot be repaid
- Keeping the money the victim earns
- Denying access to money or providing only a small allowance

Isolation

- Keeping the victim confined
- Relocating the victim frequently
- Accompanying the victim in all public places
- Convincing the victim not to trust others
- Denying or restricting access to friends and family
- Restricting access to school

Intimidation

- Harming other victims
- Abusing pets in the presence of the victim
- Using or displaying weapons
- Destroying property and the possessions of others

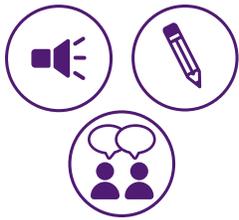
Teacher Tip (Continued):

Coercion and Threats

- Threats to harm the victim and the victim’s friends and family
- Threats to tell of the victim’s actions that will cause shame
- Threats to report the victim to the police

Denying

- Minimizing the abuse or exploitation
- Denying any responsibility for the illegal acts
- Denying that there was exploitation or abuse
- Blaming the victim for the trafficking situation



D. Create a PSA: 30 Seconds for Safety

Explain that Public Service Announcements (PSAs) are short messages used to provide important information to the public. Human trafficking is a real problem and a PSA is a good way to inform the public.

Ask students to think about what would catch their attention and make them stop and listen to a PSA about human trafficking.

Have students work in small groups to create a PSA that will provide important information to prevent human trafficking and help someone in danger. PSAs will be presented to the class. If possible, record the PSAs and broadcast on the school news.

Discuss how teens in your community spend time when not in school. Identify potential risks and how traffickers target teens. Review how to get help and make a report.

Give each group a PSA Worksheet and Human Trafficking Information Sheet.

Teacher Tip:

Share taglines from popular Public Service Announcements aimed at teens such as:

- “This is your brain. This is your brain on drugs. Any questions?”
- “A mind is a terrible thing to waste.”
- “Friends don’t let friends drive drunk.”
- “Stop the texts, stop the wrecks.”
- “Arrive alive, don’t text and drive.”
- “See something – say something.”

Teacher Tip:

Remind students that human trafficking is not just a global problem, it can happen in their own community. Encourage students to include tactics used by traffickers including online contact, cruising malls and hangouts, and making false promises and offers that are too good to be true. Students may include risk factors such as:

- Runaways
- Living in poverty
- School dropout or truancy
- Lack of job opportunities – unemployment
- Substance abuse

Reporting Human Trafficking

There are several ways to report suspected or known human trafficking:

- Call the National Human Trafficking Resource Center (NHTRC) Hotline at 888-373-7888
- Text HELP to “BeFree” (233-733) to be connected with the NHTRC Hotline
- Call the Florida Abuse Hotline at 800-96-ABUSE (1-800-962-2873)
- Call 911 to reach local law enforcement
- Call the US Department of Justice at 888-428-7581



E. Freedom Bill of Rights

1. Distribute the Freedom Bill of Rights. These materials are found behind the Lesson Six divider.
2. Provide each student with a Bill of Rights Folder. Each portion of the Bill of Rights will remain in the folder. The folders should not leave the classroom, to ensure that all portions of the Bill of Rights are present for the final activity, in which the students will complete their Personal Bill of Rights.



“Think about your rights, responsibilities, and what you have control over to protect your freedom. What do you think you have the right to expect to preserve your freedom? List two or three in each section. When you finish, put your Freedom Bill of Rights in the folder.”

3. Collect folders.

Teacher Tip:

Freedom Bill of Rights

Directions: Think about your rights, responsibilities, and what you have control over to protect your freedom. What do you think you have the right to expect to preserve your freedom? List two or three in each section.

I have the right to

- My personal choices
- Be treated with respect and dignity

I have the responsibility to

- Protect myself and others when I know of an unsafe situation by seeking help from a trusted adult
- Realize when someone is using force, coercion, or fraud to control me or others

I am in control of

- How my body is used
- Saying no when someone is trying to use me



F. Extension Activity: Written Reflection

Provide students with the three writing prompts below. Students will select one topic and write a one-page written reflection. Explain to students that they can share a real-life situation or a fictional story. Remind students that if they feel they are being victimized or at risk of human trafficking, they can write in the written reflection that they need help. Teachers must follow up if a student discloses trafficking or abuse. Contact your school administrator and school counselor to help the student. Any disclosure or suspicion of abuse must be reported to the abuse hotline.

Written Reflection Topics

- a. Think about the risk factors for being targeted by human traffickers. What could your school or community do to protect those who are vulnerable?
- b. How can you inform other students of the dangers of human trafficking and the steps they could take to protect themselves?
- c. If you were in a vulnerable situation that could make you a target for human traffickers, what steps could you take to protect yourself?

SAFER, SMARTER TEENS

LESSON 6

Human Trafficking
STUDENT MATERIALS

- **Lesson 6 Glossary**
- **A.C.T. for Safety Situation Cards**
- **PSA Worksheet: 30 Seconds for Safety**
- **Human Trafficking Information Sheet**
- **Freedom Bill of Rights**
- **Lesson 6 Parent Letter**

For more information, visit SaferSmarterTeens.org
or LaurensKids.org.

LESSON 6

Human Trafficking

Glossary of Terms

Commercial Sex Act: When sex is provided in exchange for something of value.

Coercion: Making someone do something against his or her will by using threats or intimidation to control that person.

Force: Making someone do something against his or her will by using violence to control that person.

Fraud: Making someone do something against his or her will by using false promises or lies to control that person.

Human Trafficking: When someone is recruited, hidden, or transported against his or her will for the purpose of forced labor, involuntary servitude, slavery, or for a commercial sex act; “modern-day slavery.”

Involuntary Servitude: When a person remains in the service of another person against their will

Sex Trafficking: When someone is recruited, hidden, or transported against his or her will for commercial sex; their trafficker financially benefits from the sex acts performed by the victim.

Slavery: When a person is considered the property of another person and forced into involuntary servitude.

Trauma Bond: A trauma bond forms when a victim of abuse forms an emotional connection with the abuser. This bond makes it extremely difficult for the victim to leave.

Trusted Adult: Someone you can turn to for help, who does not want anything from you in return.



LESSON 6

Human Trafficking

A.C.T. for Safety

Directions: One member of the group will read the situation. The group will discuss the scenario and answer the questions. Use **A.C.T.** to respond to a student in a dangerous situation.

Situation 1: Michael has been having a difficult time looking for a summer job. He is getting ready to graduate and wants to save money for college. One day he comes to school and tells you about a great new job that he has been offered. He is excited and tells you, “I am going to be traveling around the country with a sales crew selling magazines. They will pay for all of my travel, lodging, and food. All I have to do is go door to door selling popular magazines. This is going to be so much fun and a great way to earn lots of money!”

You have heard about traveling sales crews and how they trap people with false promises. They set a very high quota for the number of magazines that must be sold. If that amount is not sold, there are threats, beatings, food is withheld, they may even leave you on the side of the road without knowing your location, and they control your cell phone so you can't call anyone for help. Sometimes, they provide drugs and control the workers by giving or withholding the drugs. You are worried that Michael is at risk of being in an unsafe situation.

You know that traveling sales crews can be very dangerous. What can you **ASK** Michael to show you care?

Michael tells you he just met this guy at the mall and he told him about the great opportunity. But there isn't a name of the company because they are “restructuring” so he will contact him when it's time to start traveling.

What can you say to Michael to show you **CARE** and are concerned about the job?

Who can you **TELL** to make sure Michael is not trapped into a traveling sales crew?



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Situation 2: Maya just moved to your town. She sits next to you in English and you often talk before class. You notice that she usually sits alone during lunch. After a few weeks, Rylan starts sitting by her and talking to her during lunch. Maya tells you that she is excited that Rylan is going to introduce her to some of his friends this weekend. He is going to pick her up on Saturday after dinner. On Monday, you ask Maya how things went with Rylan. Maya looks down and says, "It was okay, just not really what I was expecting." She explained that when she got in the car there were several older guys in the backseat. They drove to Dylan's house for a party. Most of Dylan's friends were much older than Maya. She talked about how they were pretty cool and they gave her a lot of attention and told her she was really special.

After a few weeks, you notice that Maya always seems upset. When Rylan sits by her she slumps down and looks away. She has started missing school and her grades are slipping. She doesn't talk to you before class and only hangs out with Rylan. You ask Maya if she wants to get together after school to study for the English exam. She tells you that she can't, Rylan won't let her. You realize that Maya could be in an unsafe situation.

You are concerned about Maya. What can you **ASK** to show you care?

Maya tells you that Rylan takes her over to Dylan's every day after school. They are always doing drugs. She resisted at first, but after a while she started doing them too. There have been times that she is really high and Dylan demands that she do things with the older guys at his house. Sometimes she doesn't even remember what happened.

How can you respond to show you **CARE**?

Who could you **TELL** to get help for Maya?



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Situation 3: You have been friends with Robbie and William since elementary school. William has always looked up to his older brother Manny. You hear Robbie and William talking about hanging out with Manny and his friends. You feel left out so you ask Robbie, “Hey, what’s going on with you and William?” Robbie shrugs and says, “It’s no big deal, Manny and his friends like to party and they let us hang out.” You ask, “Can I come along too?” Robbie quickly says, “Hey, man, you need to stay away, just trust me on this one.” You think Robbie and William could be in an unsafe situation.

You can tell something is wrong. What can you **ASK** Robbie to show you are concerned?

Robbie looks upset and tells you, “I was surprised when Manny and his friends were smoking and drinking. They offered us a beer and I didn’t want to look lame so I took it. The more we hung out, the more we smoked and drank. At first it was cool hanging out with them every weekend. Then one day Manny was talking to a friend about taking care of some business. He told us that they needed us to help him out because he needed to get to work. He had some stuff for a friend and we were supposed to drop a package off a few blocks away. It was on the way home so I took the package. A few days later Manny asked us to meet his friend in the park. I told Manny I didn’t think this was cool and that I didn’t want to get in trouble. Manny’s friend got up and grabbed me by the arm. He got in my face and said, ‘So you come here and drink my beer and smoke my weed! We treat you like family and you don’t want to help us out. I have been treating you like a friend, you don’t want to know what happens to someone who is my enemy!’ I was pretty scared, so I made the deal in the park. Now I can’t get away from them, I have to keep making deals for them.”

What can you say to Robbie to show you **CARE**?

Who can you **TELL** to get help for Robbie?



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Situation 4: Katie is your lab partner in science. She works very hard to earn good grades. You often get together after school to study. Lately, Katie has been missing a lot of school. When she does come to school she appears very tired and often falls asleep in class. She was supposed to meet you to work on a science project, but she did not show up. When you ask her where she was, she gets tears in her eyes and tells you she was working. You are concerned that something is different about Katie and you are worried she could be in an unsafe situation.

What can you **ASK** Katie to show you care?

Katie explains that she has been working a lot of long hours. She thought it would be an easy job being a waitress at a diner down the street, but instead she actually owes her boss money. She explains that she is charged for everything like her uniform, any orders she gets wrong, any food that customers complain about, and her boss takes her tips. She can't quit working because she owes them so much money and can't get out of debt.

What can you say to Katie to show you **CARE**?

Who can you **TELL** to help Katie?



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Situation 5: Malory began talking about her new boyfriend. She was excited about how nice he was to her. She told stories about the kind things he said to her, expensive gifts he gave her, and parties they attended on the weekends. Malory explained that no one had ever cared for her like he does. After a few weeks, Malory stops talking about her boyfriend. You notice she appears anxious and upset.

What can you **ASK** Malory to show you care?

Malory begins to cry. She explained how when she hangs out with her boyfriend he always has drugs. At first, she thought it was cool and liked getting high with him, but now she is addicted. She tells you that several weeks ago she went to a party with her boyfriend. He led her upstairs and told her that now it was time to pay him back for all he had done for her, and told her to go into a room with a guy she didn't know. He said he needed her to do this to show him how much she loved him, and if she didn't, he would leave her and cut her off from the drugs she'd come to depend on. After she agreed, he started forcing her to continue having sex with people. When she refused, he would keep drugs from her. Now she was so addicted to the drugs, she kept agreeing to do what he wanted. Whenever she refused to do what he wanted, he told her that she had nothing before he came along because she was worthless. He threatened her and told her he would hurt her if she didn't do what he wanted. She begins to sob and says. "But I know he loves me!"

What can you say to Malory to show you **CARE**?

Who can you **TELL** to help Malory?



LESSON 6

Human Trafficking

PSA: 30 Seconds for Safety

Directions: Work with your group to create a 30 second Public Service Announcement (PSA) about human trafficking to be presented to the class. The Human Trafficking Information Sheet contains information your group may include in the PSA. The PSA should begin with a statement that will catch people's attention and include information you have learned including:

- Risk factors of becoming a target of human traffickers
- How teens are targeted by human traffickers
- The physical, emotional, and behavioral indications of human trafficking
- The common living and working conditions of those being trafficked
- The importance of getting help, including hotline information

Tagline:

Introduction:

Important Facts: (Such as risk factors, how teens are targeted, indications someone is in a dangerous situation, and living and working conditions)

Getting Help:

Conclusion:



LESSON 6

Human Trafficking

Human Trafficking Information Sheet

Risk factors of becoming a target of human traffickers:

- Runaways
- Living in poverty
- School dropout or truancy
- Lack of job opportunities – unemployment
- Low self-esteem
- Social isolation
- Substance abuse

How teens are targeted:

- Online and cell phones
- Shopping malls and common “hang-outs”
- Bus and train stations
- Peer recruiters

Physical, emotional, and behavioral indicators of human trafficking:

- Appears fearful or anxious
- Overly submissive, nervous, or tense
- Lack of eye contact
- Displays unusually anxious behavior or appears fearful at the mention of law enforcement
- Appears to be a poor health or does not seek medical attention when it is needed
- Appears undernourished or malnourished
- Shows signs of physical and/or sexual abuse
- Has marks indicating physical restraint or confinement
- Branding or tattoos that have the name or nick name of the traffickers

Common living and working conditions:

- Unable to leave or to come and go
- Working for little or no pay, or paid only with tips
- Working extremely long and/or unusual hours
- Not allowed to take a break
- Working with excessive restrictions
- Owning the employer large amounts of money and being unable to repay the debt
- Recruited with false promises regarding the type or work, living conditions, and working conditions
- High security measures at the work site and/or the living locations, such as boarded up or covered windows, security bars, security cameras, barbed wire fences
- Signs of drug addiction
- Having a “manager” or “pimp” in a commercial sex industry

How to Get Help:

- Tell a trusted adult
- Call the National Human Trafficking Resource Center (NHTRC) Hotline at 888-373-7888
- Text HELP to “BeFree” (233-733) to be connected with the NHTRC Hotline
- Call the Florida Abuse Hotline at 800-96-ABUSE (1-800-962-2873)
- Call 911 to reach local law enforcement
- Call the US Department of Justice at 888-428-7581



LESSON 6

Human Trafficking

Freedom Bill of Rights

Directions: Think about your rights, responsibilities, and what you can control to protect your freedom. What do you think you have the right to expect to preserve your freedom? List two or three items in each section.

I have the right to

I have the responsibility to

I am in control of

BE THE CHANGE

PARENT LETTER 6: HUMAN TRAFFICKING

In this **Safer, Smarter Teens: Be The Change** lesson, your child learned about the problem of Human Trafficking. Human trafficking is when a child or adult is recruited, hidden, or transported against their will for the purpose of forced labor, servitude, slavery, or for a commercial sex act. Your teenager learned that this is both a global problem and a problem in your own community. Students learned to identify situations that may make individuals vulnerable to the techniques used by human traffickers. The methods of reporting suspected or known human trafficking were identified and students reviewed how to advocate for themselves and others.

PARENT CONNECTION:

We often think of human trafficking as a problem that occurs in underdeveloped countries and that human trafficking is not a concern for our children here in the United States. The reality is, human trafficking occurs everywhere, even in our own communities.

School-aged children right here in the United States are being trafficked, and it is essential that all students and parents are informed of the risks. Any child could be the target of human traffickers, however there are factors that may place a teenager at greater risk for being targeted by human traffickers. These risks include:

- Runaways
- Living in poverty
- School dropout or truancy
- Lack of job opportunities – unemployment
- Low self-esteem
- Social isolation
- Foster care
- Substance abuse

Your teenager could be targeted during their everyday activities:

- **Online or cell phone:** It can be easy to find a vulnerable child or teenager online and establish a relationship. Relationships are established based on false promises. Deals are negotiated that can trap teens, and people aren't always who they claim to be online.
- **Shopping malls and common teenager "hang outs":** Your teenager may be approached in a public place like a shopping mall or park. False promises or offers that are too good to be true may be made, such as a photo shoot for a modeling contract, job offers to make deliveries for a large amount of money, invitations to come hang out at home with lots of video games, or offers to buy expensive clothing.
- **Bus and train stations:** Traffickers often look for teens who have run away or are homeless. When the teen has nowhere to go, traffickers offer work and a place to stay.
- **Peer Recruiters:** Traffickers may pay other teenagers to recruit teens. The peer recruiter gets to know the vulnerable teen and determines what he/she needs. The peer recruiter then talks about the great opportunities the trafficker can provide to fill that need.

TIPS TO FURTHER TODAY'S LESSON:

As they grow older, teens have more opportunities to participate in activities independently, so it's important that they understand potential risks and how to protect themselves. Discuss both online and in-person situations that could put your child at risk. Discuss how traffickers can trap teens and maintain control through manipulation and even force.

Everyone has a natural desire to be connected to others, to be cared for, and to be loved. In a healthy relationship, the bonds that form create positive, productive, and meaningful experiences. However, in unhealthy relationships the use of threats, fear, drugs, and various forms of abuse reinforce the connections. These trauma bonds can be so strong that they blur boundaries and make it difficult for the victim to identify right from wrong, healthy from unhealthy, and safe from unsafe. Abusers intentionally use the need to feel connected and loved to make false promises to fill this need which results in a strong trauma bond.

It is important for parents and their children to discuss the various ways that teens can be trapped and how traffickers maintain control. Teens may be afraid to tell parents or other trusted adults when they have been trapped into an unsafe situation out of fear of punishment or even legal consequences, as traffickers often force teens to participate in illegal activities like drinking or doing drugs. Help your teen understand that there are many ways to seek help, and remind them that it is ALWAYS okay to tell. Review the trusted adults in his or her life to turn to get help. If your child does fall victim to a human trafficker make sure they know how to go for help.

- Call the National Human Trafficking Resource Center (NHTRC) Hotline at 888-373-7888
- Text HELP to “BeFree” (233-733) to be connected with the NHTRC Hotline
- Call the Florida Abuse Hotline at 800-96-ABUSE (1-800-962-2873)
- Call 911 to reach local law enforcement
- Call the US Department of Justice at 888-428-7581

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