

SAFER, SMARTER TEENS

LESSON 7

HUMAN TRAFFICKING: MODERN-DAY SLAVERY

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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

OVERVIEW

Students will learn about control and manipulation that can result from an imbalance of power. Students will be aware of the potential dangers of being controlled by others as these tactics can be used by human traffickers. They will understand that human trafficking can occur anywhere and to anyone, and it is even likely happening in their own community. Students will learn the definition and risks of human trafficking. In this lesson, students will be introduced to a scenario that demonstrates risky situations and red flags shown by a teen in a vulnerable position. How traffickers maintain control and the impact of trauma bonds will be reviewed. They will learn methods of reporting suspected or actual human trafficking. Students will review how to advocate for themselves and others.

MATERIALS

- Focus Scene PDFs
- Spotlight and Key Vocabulary PDF
- Close-Up Activity Scenario PDFs
- Student copies of the following PDFs:
 - Point of View
 - Take Action Activity
 - Know the Facts About Human Trafficking
 - Journal
 - Parent Letter 7

LESSON 7 OUTLINE



1. POINT OF VIEW (5 MINUTES)

Each lesson begins with students deciding if they agree or disagree with five statements about the day's topic in the "Before Viewing" column on the Point of View. The purpose of this activity is to activate students' background knowledge on the topic and allow for increased engagement while they are viewing the video.



2. FOCUS ACTIVITY (5 MINUTES)

The Focus Activity provides an overall theme for the lesson, video, and activities through the use of two photo cards, taken from the opening montage in the videos, with taglines that indicate there is often more going on in a student's life than others may realize. The cards depict scenarios that can make a student more vulnerable to unsafe situations and unsafe decisions. In this whole-group activity, the teacher will ask students to respond to questions that enable them to step into the scene with the pictured students, make comparisons, and draw conclusions.

This activity helps students:

- Become sensitized to the feelings of others
- Make observations about the behaviors of others
- Step outside of themselves
- Develop empathy
- Tap into their personal power to be the change

A. This activity focuses on personal safety. Display the Lesson 7 Focus Scene Cards:

- "A trauma bond formed with her abuser"
- "Being forced to work"

B. Explain to students that these cards represent a "snapshot" in someone's life and a situation that each is experiencing. Something happened before this "snapshot" was taken, and something will happen afterward. Encourage students to imagine what might be going on in each of the Focus Scene Cards, and ask how these two situations could be related.

C. Ask students the following questions:

- What do you think may have happened before this scene?
- What may have happened after this scene?
- How do you think the characters are feeling? How do you know?
- If you were in this scene, what would you be doing?

Teacher Tip:

Human trafficking is real problem and it can happen to anyone. Be aware that human traffickers use psychological manipulation to maintain control. They look for vulnerable children and teens who have a void and work to fill it. It might be the "social outsider" who is seeking to belong. The traffickers convince the victim they will be part of a "family", cared for, and loved. The need for belonging may lead victims to believe that they are not being trafficked, and are participating of their own will. In reality, they are being manipulated by the false sense of belonging.

Teacher Tip (Continued):

A trauma bond is formed between the victim and the trafficker in which the victim loses their sense of self, adopts the worldview of the abuser, and takes responsibility for the abuse. This bond can be thought of like Stockholm Syndrome. The victim is made to feel they cannot survive without the protection and support of the abuser, making it very difficult for the victim to leave.

Other victims may feel powerless because of temporary status. They may be in the United States on a temporary work visa. The employer may withhold documents, use threats of deportation, and use force, fraud, and coercion to use the victim for services and financial gain.

Help students identify the trusted adults in their life who they can turn to, confide in, and who will help them in any situation. When students have a trusted adult to turn to, they are less likely to be victimized. It can be very difficult for some teens to identify trusted adults, especially those who are being trafficked. They may think the trafficker is a trusted adult, when in reality, they are far from being trustworthy. Teens should look for someone in their life who does not want something or demand something from them. A trusted adult is there for the teen with no strings attached.



3. SHOW LESSON 7 VIDEO (10 MINUTES)

Lauren will discuss the importance of helping someone in need. Just as there are warning signs of abuse, there are warning signs of human trafficking. She will remind students of the life-changing efforts of Harriet Tubman and others in the Underground Railroad. Students are encouraged to seek help if they or someone they know is in danger.

Lauren will cover:

- Identifying unsafe situations
- The importance of helping someone in need
- How to access help
- The National Human Trafficking Hotline

Teacher Tip:

Many survivors of sexual abuse and human trafficking state that they wish someone had just asked them what was wrong, what was happening in their life, or what they needed. Simply reaching out to someone when you notice something is not right could save them from a dangerous situation and bring them to safety.



4. POINT OF VIEW (5 MINUTES)

Immediately following the video, allow students to review the five statements in the "After Viewing" column. Allow a brief time for students to process this new knowledge and perspective with class discussion.

Teacher Tip:

Activating students' background knowledge prior to the introduction of new information provides a way to hook what they already know to newly acquired knowledge. Responding in writing to this activity ensures the long-term retention of this important information.

5. TEACHER-LED ACTIVITIES (60 MINUTES)



A. Spotlight and Key Vocabulary

Review this lesson's "Spotlight" and key vocabulary with students.

Spotlight – Human trafficking occurs when someone is recruited, hidden, or transported against their will for services and the financial gain of another person. This is sometimes referred to as "modern-day slavery." It is important to identify unsafe situations and unhealthy relationships that could put you at risk. Using your personal power to maintain the balance of power in relationships will help you stay safe.

Key Vocabulary

- **A.C.T.:** Ask, Care, Tell.
- **Balance of Power:** How power is shared by people in a relationship.
- **Coercion:** Maintaining control and making someone do something against their will by using threats and intimidation
- **Force:** Maintaining control and making someone do something against their will by using violence
- **Fraud:** Maintaining control and making someone do something against their will by using false promises and lies
- **Human Trafficking:** When someone is recruited, hidden, transported against their will for services and the financial gain of another person.
- **Personal Power:** The tools we have to help us make safe decisions that help ourselves and others.
- **Safe and Unsafe Relationships:** In a safe relationship, there is a balance of power where healthy boundaries are protected; the relationship is positive, rational, productive, and supportive. In an unsafe relationship, there is an imbalance of power that results in one person being controlled and manipulated by another person; boundaries are not respected, resulting in a destructive and negative relationship.
- **Trauma Bond:** A bond rooted in survival instinct; the victim is made to feel they cannot survive without the protection and support of the abuser, making it very difficult for the victim to leave. The trafficking victim loses their sense of self, adopts the worldview of the abuser, and takes responsibility for the abuse.

DID YOU KNOW?

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

Teacher Tip:

Explain to students that traffickers exert control by removing the victim's freedom. Traffickers control the money, food, personal identification, and living conditions. Traffickers often provide illegal drugs to victims, maintaining control through access to drugs. There is also a lot of emotional and psychological manipulation.



B. Close-Up Activity

The Close-Up Activity further extends and reinforces the concepts presented in the video and in the Focus Activity and provides the background for students to complete the Take Action Activities. Close-Up Activities will include class and group discussion, some will include written work, and some will include role-play as part of the activity.

• **Close-Up Activity**

- Prior to the lesson review the following points about slavery:
 - » Slavery has occurred throughout history. People have owned and used other people for services and their own personal gain.
 - » Slavery became illegal in the United States over 150 years ago, when President Abraham Lincoln issued the Emancipation Proclamation.
 - » Ask student why the Emancipation Proclamation was so important.
 - » Why is this important proclamation still important today?

Risk Factors

- Distribute the Know the Facts About Human Trafficking sheet.

Teacher Tip:

Help students understand that traffickers look for victims who are not going to tell. Using their voice and personal power to seek help is an important way to protect themselves from human traffickers.

Review the risk factors that make someone more vulnerable to human traffickers:

- Running away from home
- Needing money or living in poverty
- Dropping out or skipping school
- Lack of job opportunities – unemployment, looking for a job
- Low self-esteem, when you don't feel good about yourself, you may be more easily taken in by the lies and manipulation of traffickers
- Social isolation – being alone may limit who you turn to for help and who will notice that you may be in an unsafe situation
- Substance abuse – using drugs and alcohol

Explain how traffickers target their victims:

Social Media, Online, and Cell Phones

- Traffickers use many popular social media sites and digital devices to contact potential victims
- Just like a sexual predator grooms a victim, human traffickers also groom victims
- Traffickers may start by scouting victims through social media sites, then 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
- Traffickers often post false ads promising easy money as a way to find vulnerable victims who can be tricked, trapped, and trafficked
- Cell phones and social media are also used to maintain control; the trafficker will pretend to be the victim and send messages to friends and family claiming that everything is okay and that the victim is safe

Malls, Hang-Out, Bus Stops

- Traffickers find victims in the places where kids your age spend time: malls, movie theaters, fast food restaurants, bus stops
- Traffickers know that a teen who is alone, especially in a place like a bus or train station, may be more vulnerable
- They look for teens who respond to their attention, who are homeless, or who need money
- Traffickers build a relationship, make false promises, and trap the victim

Peer Recruiters

- Explain that there are kids their age are recruited by other teens. Most victims are recruited by someone they know.
- A peer recruiter may find a victim at a local hangout or online. The recruiter starts giving the victim attention and gifts, trying to make the victim feel special. Then the recruiter may begin to act like a boyfriend or girlfriend. In time the recruiter introduces the victim to the trafficker and the victim is trapped and trafficked.
- Another type of recruiter will befriend the victim and offer drugs and alcohol. The traffickers maintain control through access to the drugs and alcohol and by using threats of telling parents or other important adults. Out of fear of getting in trouble or addiction to drugs, the victim does what the trafficker wants.
- A peer recruiter may trick victims by showing off expensive clothes, fancy shoes, pretty nails, and hair. When the victim shows interest, the recruiter offers to introduce the victim to a friend who will do the same for them. Sadly, the gifts and attention are soon replaced with demands from the trafficker.

Review the red flags or warning signs that indicate someone is being trafficked:

- Appears fearful or anxious

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

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

- 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 needed
- Appears undernourished or malnourished
- Shows signs of physical and/or sexual abuse
- Has marks indicating physical restraint or confinement
- Branding or tattoos with a name or nickname

Explain the common living and working conditions of someone being trafficked:

- Unable to leave or to come and go when you want
- 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
- Being forced into sex

Review all resources for getting 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

Divide the class into groups. Give each group a scenario card. Students will read the scenario card about peer situations that illustrate unsafe situations. Have each group determine the vulnerability, how freedom was taken away, and how the student was being used for someone else’s personal gain. After each group shares, have the class discuss ideas of how to get help.

Teacher Tip:

When you discuss how to access help, it is important to remember that not all students consider law enforcement officials trusted adults. Be prepared to discuss all adults who can help when someone is in danger. Help can be accessing the National Human Trafficking Hotline by texting help to 233733 (BeFree) or by call 888-373-7888



C. Take Action Activity

Take Action Activities provide students an opportunity to apply and practice the important concepts they have learned in the lesson. Take Action Activities are composed of a variety of activities, including role-play, group work, and individual work.

- **Take Action Activity**

- Review **A.C.T.:** **A**sk, **C**are, **T**ell with students:
 - » **A**sk when they observe a red flag in a friend's life.
 - » **C**are about their friend by responding without judgment and with support when that friend discloses an unsafe secret, unsafe situation, or unsafe relationship.
 - » **T**ell a trusted adult. Students need to understand that they must involve a trusted adult and either accompany that friend when they tell an adult or tell an adult themselves if the friend feels as though they cannot tell.
- Divide class into the same groups they were in during the Close-Up Activity.
- Distribute the appropriate "Take Action by Using A.C.T." to each group.
- Discuss using personal power to say "No" and seek help.
- How can students use personal power to stand up and maintain control?



Today's Power Play: Recognizing the Risks of Human Trafficking

Encourage students to be cautious of potential risks. Human traffickers often seek out children and teens who are vulnerable. It is essential to help students recognize an appropriate balance of power in relationships and be aware of people and situations where they may be coerced into giving up personal power. If a student or someone they know is in an unsafe situation that may be human trafficking, they should seek help from a trusted adult or call the National Human Trafficking hotline at 888-373-7888, or text help to 233733 (BeFree).



D. Journal

"If I could have convinced more slaves that they were slaves, I could have freed thousands more."

–Harriett Tubman

What does this quote mean to you? Can you put it in context of the concept of trauma bonds? Why is it important use your personal power to keep yourself and others safe?

SAFER, SMARTER TEENS

LESSON 7

Human Trafficking: Modern-Day Slavery **STUDENT MATERIALS**

- **Point of View Worksheet**
- **Focus Scene Cards**
- **Spotlight and Key Vocabulary**
- **Close-Up Activity**
- **Take Action by Using A.C.T.**
- **Journal**
- **Parent Letter**
- **Know the Facts About Human Trafficking**

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



POINT OF VIEW

Directions: Before viewing the video, read the statements below. In the "Before Viewing" column, mark whether you Agree (A) or Disagree (D) with the statement. After you have viewed the video, go back to the statements and mark in the "After Viewing" column whether you Agree (A) or Disagree (D) with the statement.

Before Viewing		After Viewing
_____	1. Human Trafficking is only a problem in other countries.	_____
_____	2. Human Trafficking would never occur in my hometown.	_____
_____	3. Students at my school are not at risk for being targeted by human traffickers.	_____
_____	4. Using your Personal Power can help protect you from human traffickers.	_____
_____	5. I can send a text message to get help to free myself or someone else from human trafficking.	_____

Before I watched the video, I thought

Now I know

**A TRAUMA BOND
FORMED WITH
HER ABUSER**



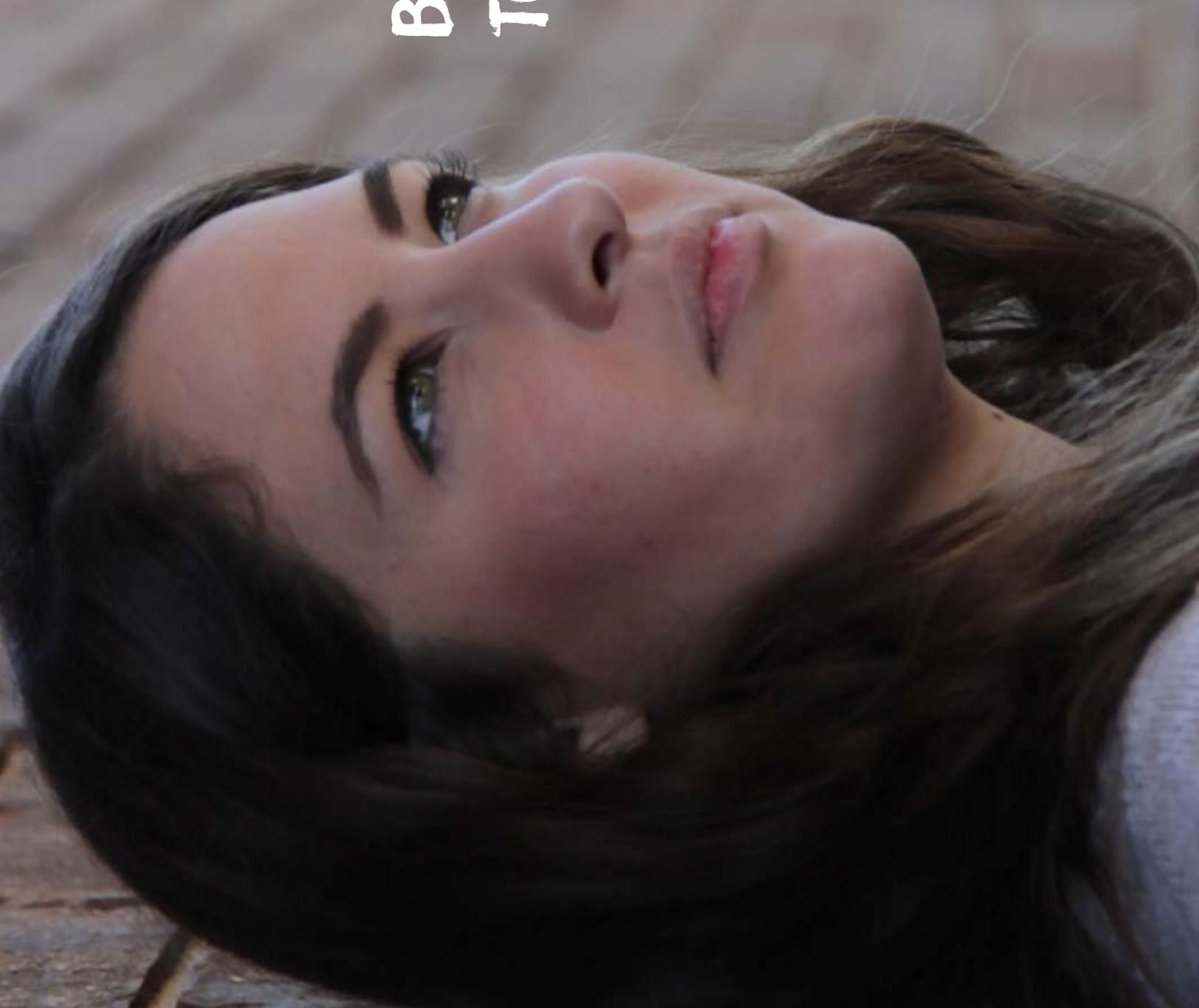
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Human Trafficking: Modern-Day Slavery



- What do you think may have happened before this scene?
- What may have happened after this scene?
- How do you think the character is feeling? How do you know?
- If you were in this scene, what would you be doing?

**BEING FORCED
TO WORK**



LESSON 7

Human Trafficking: Modern-Day Slavery



- What do you think may have happened before this scene?
- What may have happened after this scene?
- How do you think the character is feeling? How do you know?
- If you were in this scene, what would you be doing?



SPOTLIGHT – Human trafficking occurs when someone is recruited, hidden, or transported against their will for services and the financial gain of another person. This is sometimes referred to as "modern-day slavery." It is important to identify unsafe situations and unhealthy relationships that could put you at risk. Using your personal power to maintain the balance of power will help you stay safe.

KEY VOCABULARY

- **A.C.T.:** Ask, Care, Tell.
- **Balance of Power:** How power is shared by people in a relationship.
- **Human Trafficking:** When someone is recruited, hidden, transported against their will for services and the financial gain of another person.
- **Personal Power:** The tools we have to help us make safe decisions that help ourselves and others.
- **Safe and Unsafe Relationships:** In a safe relationship, there is a balance of power where healthy boundaries are protected; the relationship is positive, rational, productive, and supportive. In an unsafe relationship, there is an imbalance of power that results in one person being controlled and manipulated by another person; boundaries are not respected, resulting in a destructive and negative relationship.
- **Trauma Bond:** A bond rooted in survival instinct; the victim is made to feel they cannot survive without the protection and support of the abuser, making it very difficult for the victim to leave. The trafficking victim loses their sense of self, adopts the worldview of the abuser, and takes responsibility for the abuse.



CLOSE-UP ACTIVITY: SCENARIO 1:

Directions: Read each scenario and consider what makes someone vulnerable to be used for someone else's gain.

Carlos has always looked up to his older brother, Daniel. He likes to hang out with Daniel's friends when they come over. Sometimes the guys tease him and call him a little kid. He really wants to fit in and be like the older guys. One day he overhears them talking about dealing drugs. When they realize Carlos heard them, they make threats against Carlos and his younger sister. One of the guys threatens, "If you tell anyone what you heard, your little sister will pay the price. You keep your mouth shut and she will stay safe." One day, Daniel gives Carlos a package. Daniel says, "You need to take the package and wait for a guy on the basketball court. And remember keep quiet." As he is leaving, one of the guys says, "You better keep quiet, you know what happens to snitches!"

What made Carlos vulnerable?

How were the older guys taking away his freedom?

How were they using Carlos for their own gain?



CLOSE-UP ACTIVITY: SCENARIO 2:

Directions: Read each scenario and consider what makes someone vulnerable to be used for someone else's gain.

William's mother is sick and has expensive medical bills. He wants to help out by earning some money, however it is not easy for a 13-year-old to find a job. The owner of a small farm about 20 miles from William's house offers him a job. The farmer explains that most kids his age can't get a job, so if William agrees to be paid cash he can work in the fields each weekend. The farmer picks up William and several other boys each Saturday morning. When William starts working he is required to work for 10 to 12 hours each day out in the hot sun. The farmer explains that he pays the workers based on how many crates of vegetables are packed. However, the farmer only pays for the crates he thinks are properly packed. He charges William for the ride to the farm, for the work gloves, for water, and for the crates he is filling. William keeps working hoping to get out of debt to the farmer.

What made William vulnerable?

How did the farmer take away his freedom?

How did the farmer owner use William for his own gain?



CLOSE-UP ACTIVITY: SCENARIO 3:

Directions: Read each scenario and consider what makes someone vulnerable to be used for someone else's gain.

Belinda lives with her parents and older sister. She meets Alex, who is older than her and attends high school. She is very flattered that he is interested in her. He tells her he wants to spend time with her, however Belinda's parents would not approve of her going out with an older boy. Belinda starts sneaking out of the house to meet Alex. At first Alex is very nice and Belinda enjoys being with him. However, things change and Alex begins to demand that she do what he wants, when he wants. She texted him some inappropriate photos and he says that she will get into big trouble with her parents if they find out, so if she wants to keep their relationship a secret, she better do what he wants.

What made Belinda vulnerable?

How did Alex take away her freedom?

How did the Alex use Belinda for his own gain?



CLOSE-UP ACTIVITY: SCENARIO 4:

Directions: Read each scenario and consider what makes someone vulnerable to be used for someone else's gain.

Ethan has been looking for a job. He has been searching for almost a year, however he can't get hired. One day he is playing basketball at the neighborhood courts. Ethan is approached by several guys who ask to join the game. As they are playing, one of the guys named Liam begins talking about work. Liam tells Ethan about a great opportunity. They all work for this company that provides summer work to teenagers. He explains that it is so much fun. They travel all over the country selling magazines or cleaning products door-to-door. He describes how the company provides the transportation, provides all of the food, gives them a place to stay, and even provides a cell phone. Ethan is excited about getting a job. He is told that each day he and a few other people will be taken to an area of a town to make sales and they will be picked up that night. Everyone will go out to dinner and then out to the movies or other fun activities. All he has to do is sell the products and the money will come pouring in. However, when Ethan starts working for the company he is driven around in a van with ten other teenagers. They are not told where they are going. When they are dropped off they are threatened that if they do not sell a certain amount, they will not be given any food that night. The cell phone he was provided can only be used to contact his boss. He cannot call home or anyone else he knows. At night, all ten teens must sleep in one hotel room. If anyone complains or questions the boss, they are beaten.

What made Ethan vulnerable?

How did Liam and his company take away Ethan's freedom?

How did Liam and his company use Ethan for his own gain?



CLOSE-UP ACTIVITY: SCENARIO 5:

Directions: Read each scenario and consider what makes someone vulnerable to be used for someone else's gain.

Kelly and her friends like to chat online. She likes meeting people online because she is frequently teased about being shorter than her friends and looking like a little girl. One day, a guy from another school messages Kelly online. She isn't sure about the conversation at first, since she has never met him, but they continue chatting because she likes having someone to talk to and he is giving her positive attention. Kelly is flattered by his attention and agrees to give him her number. Soon he starts texting her, and asking her to send him photos. He continues to tell her how special she is. Kelly begins to meet him secretly. When they get together, she realizes he is older than he said he was online – but he is still really nice to her. He tells her to keep their friendship a secret, and he takes her out and buys her nice things. She knows it's wrong to keep this secret, but he makes her feel special. Eventually, he offers her drugs and alcohol. He tells Kelly he loves her, and she must prove her love for him. He makes promises to her and she believes that if she does what he wants, he will fulfill his promises. He has Kelly do things for money and she is forced to give him all of the money. Kelly no longer hangs out with her friends. When her friends invite her places, she tells them her boyfriend won't let her hang out because she has to be with him.

What made Kelly vulnerable?

How did the man take away Kelly's freedom?

How did the man use Kelly for his own gain?





TAKE ACTION BY USING A.C.T.

Directions: Review the scenario from the Close-Up Activity. Use A.C.T.: Ask, Care, Tell to help the victim in each scenario. Write your answers below and prepare to share your answers with the class.

Scenario 1: Carlos has always looked up to his older brother, Daniel. He likes to hang out with Daniel's friends when they come over. Sometimes the guys tease him and call him a little kid. He really wants to fit in and be like the older guys. One day he overhears them talking about dealing drugs. When they realize Carlos heard them, they make threats against Carlos and his younger sister. One of the guys threatens, "If you tell anyone what you heard, your little sister will pay the price. You keep your mouth shut and she will stay safe." One day, Daniel gives Carlos a package. Daniel says, "You need to take the package and wait for a guy on the basketball court. And remember keep quiet." As he is leaving, one of the guys says, "You better keep quiet, you know what happens to snitches!"

Carlos has been avoiding you and doesn't hang out anymore. He seems nervous and tense. How can you **Ask** Carlos what is wrong?

Carlos gets quiet and says that he can't tell you because he has to protect his little sister.

You realize that something serious must be going on with Carlos. How can you tell or show him that you **Care**?

Who can you **Tell** to get Carlos help?



TAKE ACTION BY USING A.C.T.

Directions: Review the scenario from the Close-Up Activity. Use A.C.T.: Ask, Care, Tell to help the victim in each scenario. Write your answers below and prepare to share your answers with the class.

Scenario 2: William's mother is sick and has expensive medical bills. He wants to help out by earning some money, however it is not easy for a 13-year-old to find a job. The owner of a small farm about 20 miles from William's house offers him a job. The farmer explains that most kids his age can't get a job, so if William agrees to be paid cash he can work in the fields each weekend. The farmer picks up William and several other boys each Saturday morning. When William starts working he is required to work for 10 to 12 hours each day out in the hot sun. The farmer explains that he pays the workers based on how many crates of vegetables are packed. However, the farmer only pays for the crates he thinks are properly packed. He charges William for the ride to the farm, for the work gloves, for water, and for the crates he is filling. William keeps working hoping to get out of debt to the farmer.

William has been gone every weekend for the past few weeks. He doesn't talk much and seems really tired, especially on Monday. When you ask William to go to a game next weekend, he hangs his head and says, "No, I can't." How can you **Ask** William what is wrong?

William tells you about his job. He describes how difficult the work is and that he isn't making any money because the farmer charges him for everything and he can't pay off the debt.

You know William is being forced to work and that's not safe. What can you do to show him you **Care**?

Who can you **Tell** to get William help?



TAKE ACTION BY USING A.C.T.

Directions: Review the scenario from the Close-Up Activity. Use A.C.T.: Ask, Care, Tell to help the victim in each scenario. Write your answers below and prepare to share your answers with the class.

Scenario 3: Belinda lives with her parents and older sister. She meets Alex, who is older than her and attends high school. She is very flattered that he is interested in her. He tells her he wants to spend time with her, however Belinda's parents would not approve of her going out with an older boy. Belinda starts sneaking out of the house to meet Alex. At first Alex is very nice and Belinda enjoys being with him. However, things change and Alex begins to demand that she do what he wants, when he wants. She texted him some inappropriate photos and he says that she will get into big trouble with her parents if they find out, so if she wants to keep their relationship a secret, she better do what he wants.

Belinda used to always talk about her boyfriend. Now she hides her phone and looks distressed when he sends her a text message. How can you **Ask** Belinda about her boyfriend and find out what is wrong?

Belinda tells you she feels like he is controlling her and she has to do whatever he wants.

You can tell that Belinda is in an unhealthy relationship. How can you let Belinda know you **Care**?

Who can you **Tell** to help Belinda get out of the unhealthy relationship?



TAKE ACTION BY USING A.C.T.

Directions: Review the scenario from the Close-Up Activity. Use A.C.T.: Ask, Care, Tell to help the victim in each scenario. Write your answers below and prepare to share your answers with the class.

Scenario 4: Ethan has been looking for a job. He has been searching for almost a year, however he can't get hired. One day he is playing basketball at the neighborhood courts. Ethan is approached by several guys who ask to join the game. As they are playing, one of the guys named Liam begins talking about work. Liam tells Ethan about a great opportunity. They all work for this company that provides summer work to teenagers. He explains that it is so much fun. They travel all over the country selling magazines or cleaning products door-to-door. He describes how the company provides the transportation, provides all of the food, gives them a place to stay, and even provides a cell phone. Ethan is excited about getting a job. He is told that each day he and a few other people will be taken to an area of a town to make sales and they will be picked up that night. Everyone will go out to dinner and then out to the movies or other fun activities. All he has to do is sell the products and the money will come pouring in. However, when Ethan starts working for the company he is driven around in a van with ten other teenagers. They are not told where they are going. When they are dropped off they are threatened that if they do not sell a certain amount, they will not be given any food that night. The cell phone he was provided can only be used to contact his boss. He cannot call home or anyone else he knows. At night, all ten teens must sleep in one hotel room. If anyone complains or questions the boss, they are beaten.

Ethan has a job where he is being controlled and forced to work. He has no way to contact anyone and he will be punished if he does not do as he is told. How can you **Ask** Ethan more about this unsafe situation?

Ethan tells you he is afraid of his boss and has no way to contact his family or anyone else who can help.

You can tell what Ethan's boss is doing is wrong and seems illegal. How can you let Ethan know you **Care**?

Who can you **Tell** to help Ethan get out of the unsafe situation?



TAKE ACTION BY USING A.C.T.

Directions: Review the scenario from the Close-Up Activity. Use A.C.T.: Ask, Care, Tell to help the victim in each scenario. Write your answers below and prepare to share your answers with the class.

Scenario 5: Kelly and her friends like to chat online. She likes meeting people online because she is frequently teased about being shorter than her friends and looking like a little girl. One day, a guy from another school messages Kelly online. She isn't sure about the conversation at first, since she has never met him, but they continue chatting because she likes having someone to talk to and he is giving her positive attention. Kelly is flattered by his attention and agrees to give him her number. Soon he starts texting her, and asking her to send him photos. He continues to tell her how special she is. Kelly begins to meet him secretly. When they get together, she realizes he is older than he said he was online – but he is still really nice to her. He tells her to keep their friendship a secret, and he takes her out and buys her nice things. She knows it's wrong to keep this secret, but he makes her feel special. Eventually, he offers her drugs and alcohol. He tells Kelly he loves her, and she must prove her love for him. He makes promises to her and she believes that if she does what he wants, he will fulfill his promises. He has Kelly do things for money and she is forced to give him all of the money. Kelly no longer hangs out with her friends. When her friends invite her places, she tells them her boyfriend won't let her hang out because she has to be with him.

If you realized Kelly was spending all of her time with an older guy and not allowed to see her friends, what could you **Ask** to find out about her relationship?

Kelly tells you that she loves her boyfriend and she doesn't want him to break up with her, so she does what he wants. He promises her that someday they will have a wonderful life together, but for now he gets really angry and threatens her if she doesn't do what he wants.

You can tell that Kelly is in an unsafe situation. How can you let Kelly know you **Care**?

Who can you **Tell** to help Kelly get out of the unsafe situation?

PERSONAL POWER



JOURNAL

"If I could have convinced more slaves that they were slaves, I could have freed thousands more."
–Harriett Tubman

What does this quote mean to you? Can you put it in context of the concept of trauma bonds? Why is it important use your personal power to keep yourself and others safe?

PERSONAL POWER

PARENT LETTER 7: HUMAN TRAFFICKING

In this **Safer, Smarter Teens: Personal Power** lesson, your child learned about the problem of Human Trafficking. *Human trafficking is when a child or adult is recruited, hidden, transported against their will by using force, fraud, or coercion for the personal gain of another.* Students learned that human trafficking is modern-day slavery. Historical references were used to help students understand that just as Harriett Tubman and other members of the Underground Railroad rescued slaves and brought them to freedom, there may be someone they know who has lost their personal power and needs to be rescued. Scenarios were used to illustrate risky situations and circumstances that may make teens more vulnerable. Methods of reporting suspected or actual human trafficking and the importance of advocating for themselves and others were reviewed.

PARENT CONNECTION

This lesson was very important because teenagers have increased independence. Teens need to have knowledge of potential risks and develop the skills needed to maintain their personal power to stay safe. Human traffickers use tactics to control and manipulate others by creating an imbalance of power.

School-aged children right here in the United States – and even in your own community – are being trafficked, therefore it is essential that all students and parents are informed of the risks. There are factors that may increase the risk of being a victim of human trafficking including being a runaway, living in poverty, dropping out of school, having low self-esteem, and feeling a lack of opportunities. However, any child could be the target of human traffickers.

It is very important that you and your child understand how human traffickers maintain control. Control is maintained by removing the victim's freedom. Traffickers often control the money, food, personal identification, and living conditions of their victims – though every case is different. Traffickers often provide illegal drugs to victims, maintaining control through access to drugs. There is also a lot of emotional and psychological manipulation. 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 manipulates the victim's behavior by making false promises. Abusers use the bonds that have formed to convince the victim to do things in the name of love. The trauma bond makes it very difficult for the victim to leave.

TIPS TO FURTHER TODAY'S LESSON

Discuss various situations where a trafficker could approach your child. Apply the TFA strategy ("What do you think? How do you feel? What would you do?") if someone:

- Contacted you online and offered to meet you to talk about an afterschool job
- Stopped you in the mall and offered you a free photoshoot and modeling contract
- Offered you a job doing farm labor on the weekends for cash
- Chatted with you online and asked to meet in person at a party

During this lesson, students used the **A.C.T.** rule: **A**sk, **C**are, **T**ell to respond to an unsafe situation. It is essential for children to have the tools to advocate for themselves and others.

Discuss the following scenario with your child: One of your friends starts hanging out with some older kids. When you ask to get together, your friend tells you that he/she already has plans. You start to notice that your friend seems anxious and nervous since hanging out with these older friends.

What can you **Ask** your friend to find out if something is wrong?

Your friend tells you he/she is being forced to deliver drugs for some of the older kids.

What can you say to show you **Care**?

Who can you **Tell** to get your friend help?

Remind your child, how important it is to seek help if they or someone they know is in an unsafe situation. To seek help for human trafficking:

- Text **“BeFree” (233733)** and immediately connect with the **National Human Trafficking Hotline (1-888-3737-888)**.
- Local Law Enforcement - **911**
- Florida Abuse Hotline - **1.806.96.ABUSE (1.800.962.2873)**

KNOW THE FACTS ABOUT HUMAN TRAFFICKING

RISK FACTORS

Know the risk factors that make someone more vulnerable to human traffickers.

- Runaways
- Needing money or living in poverty
- School dropout or skipping school
- Lack of job opportunities - unemployment
- Low self-esteem
- Social isolation
- Substance abuse – drugs and alcohol

INDICATORS SOMEONE IS BEING TRAFFICKED

- 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

HOW TRAFFICKERS TARGET VICTIMS

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

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
- 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
- Being forced into sex

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

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