

High School Session 5: Child Trafficking

Materials:

- Video Clip (15 min)-[Click here to access](#)
- Lesson Plan Overview & Suggested Script
- A.C.T. for Safety Scenarios

Objectives:

- Students will learn the definition and different aspects of human trafficking
- Students will understand that human trafficking is modern-day slavery
- 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 trauma bonds form
- Students will develop strategies to advocate for themselves and others
- Student will learn how to get help and report human trafficking

Lesson Plan Overview

- Brief Human Trafficking & Video Clip Introduction
- Show video clip
- Resources Overview
- A.C.T. for Safety Scenarios discussion/small group activity
- Optional additional activity
- Conclusion

Lesson Plan Suggested Script (note: does not have to be read verbatim, main points in bold)

Human Trafficking Introduction- “Hello, this is the final structured session we’ll be having about mental and emotional health. I encourage you to see your school counselor, myself, or another trusted adult in your life if you need to discuss the topics we’ve covered more in depth. Today we are going to talk about a dangerous problem – human trafficking. Human trafficking can happen anywhere, even in our own community and by anyone including family members. 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 and exploit vulnerable 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. If you or someone you know is being victimized by a human trafficker, you must seek help.”

Video Introduction- “We are going to watch a video about the problem of human trafficking. Florida ranks 3rd in the number of reported human trafficking cases in the country. There are over 3 million victims of human trafficking in the United States alone. The video will discuss the techniques used by traffickers to take and maintain control of victims, but you will also learn how to get help for yourself or a friend.”

[Play video]

Video Discussion-

How Traffickers Exert Control Over Victims

“In the video, you learned about the different forms of human trafficking. An important part of human trafficking is to understand how traffickers maintain control. **The trafficker maintains control over victims by removing their freedom. Traffickers control the money, food, personal identification, and living conditions. Traffickers may also threaten to hurt the victim or the victim’s loved ones, pets, or other things the victim cherishes. 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 and the victim’s addiction to them. Imagine how helpless you might feel if all of your freedoms were taken away.”**

Trauma Bonds

“There is also a lot of emotional and psychological manipulation. **Human traffickers 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 and 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 of every aspect of the victim’s life. The victim becomes dependent upon the abuser. The abuser then manipulates the victim’s behavior by convincing them to do things they don’t want to do in the name of love or to make the trafficker 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.”**

How Teens are Targeted by Traffickers:

- **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 areas and other common teen “hang outs”:** You may be approached in a public place like while you are shopping, at a professional sporting event, concert, or a park. Traffickers often target victims in crowds where they can be less conspicuous and make deals with less attention. 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.
- **Public Transportation Locations (airports, bus terminals, train stations, cruise terminals):** Traffickers often look for teens who have run away, are homeless, or are traveling unaccompanied. 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.

Resources Overview- “It is normal to have questions about human trafficking, especially if it is the first time you’ve heard it. We will do a couple of activities that will give you time to discuss human trafficking. Before that, I wanted to let you know of the community resources we have available to anyone that you suspect may be involved in human trafficking. On our school district website, we have a page that lists all the resources for each topic that we’ve covered in these five sessions. [Go to [website](#) and read list of resources under “Session 5: Child Trafficking”] If you need to reference this later but can’t recall where it was located, ask me or your school counselor and we can help you with it.”

Activity- A.C.T. for Safety

“You may have a friend or someone you know who is in an unsafe situation or relationship. Practicing A.C.T.-Ask, Care, Tell-is a way to let your friend know you are aware that something is wrong and then you can connect them with the help they need.”

A-Ask when you observe red flags or think something isn’t quite right in a friend’s life

C-Care about your friend by responding without judgement and supporting them when they disclose an unsafe situation or unsafe relationship

- Don’t say statements like, “How did you let this happen?”, “Why didn’t you do something about this?”, or “What’s wrong with you?”
- Say supportive statements like, “Wow that must be really difficult”, “You have been through a lot” or “I’m here with you, and we can get you help.”

T-Tell a trusted adult or report it someone who can help

- 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.

Activity Directions

Print one *A.C.T. for Safety Scenario* for each group. One member of the group will read the situation to their group. The group will discuss the situation and answers to the questions. The group will then share their solutions with the class.

Optional Additional 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?

Conclusion

“Human trafficking is not something anyone has to stay trapped in. There are ways to get help. Please see a trusted adult if you or someone you know needs help.”

A.C.T. for Safety Scenarios

Print and cut out the scenarios along the dotted line to disperse one to each group. Print a copy for yourself for when the groups share their responses. See the suggested answers in the key below the scenarios.

Directions: You will use the steps that we discussed earlier in A.C.T. to respond to the following scenario. Have one person in your group read the scenario out to the rest of the group. Discuss the answers to the questions below and select one person to read the scenario and share your group's answers with the class.

Scenario 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 expenses and all I have to do is go door to door selling magazines. This is perfect!"

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. 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.

Questions to Respond to:

1. What can you ASK Michael to show you care?
 2. What can you say to Michael to show you CARE and are concerned about the job?
 3. Who can you TELL to make sure Michael is not trapped into a traveling sales crew?
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Directions: You will use the steps that we discussed earlier in A.C.T. to respond to the following scenario. Have one person in your group read the scenario out to the rest of the group. Discuss the answers to the questions below and select one person to read the scenario and share your group's answers with the class.

Scenario 2:

Maya just moved to your school. 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. One day, Maya tells you that she is excited because Rylan asked if she was free to come over to his house this weekend so she could meet some of his friends at a party. 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." When Maya walked into Rylan's house, the only people at the party were some much older-looking men that Rylan said were his friends. Maya said Rylan's friends gave her a lot of attention and told her she was really pretty and that they'd like to see her again soon.

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 because Rylan won't let her. You realize that Maya could be in an unsafe situation. You are concerned about Maya.

Questions to Respond to:

1. What can you ASK Maya to show you care?
2. How can you respond to Maya to show you CARE?

3. Who could you TELL to get help for Maya?

Directions: You will use the steps that we discussed earlier in A.C.T. to respond to the following scenario. Have one person in your group read the scenario out to the rest of the group. Discuss the answers to the questions below and select one person to read the scenario and share your group's answers with the class.

Scenario 3:

You have been friends with Robbie and Will since elementary school. Will has always looked up to his older brother Manny. You hear Robbie and Will talking about hanging out with Manny and his friends. You feel left out, so you ask Robbie, "Hey, what are you guys talking about?" Robbie shrugs and says, "It's no big deal, William's brother Manny and his friends like to party, and they let us hang out with them sometimes." You ask, "Would it be cool if I came with you the next time you guys hang out?" Robbie quickly says, "No, you need to stay away, just trust me on this one." You think Robbie and William could be in an unsafe situation.

A few weeks pass and you can tell something is wrong with Robbie. When you ask him about it, he looks upset and tells you, "It's just, every time we hang out with Manny and his friends all they wanna do is smoke and drink. The more we hung out with them, the more we started doing the same stuff. It was ok at first, but then one day Manny was talking to a friend about taking care of some business. He told William and me that they needed us to help him out. 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 want to keep doing this because I didn't want to get in trouble. Manny's friend got up and grabbed me by the arm. He got in face and said, 'So we let you come here and use our stuff but you don't want to help us with a simple favor? We treat you like family. You don't want to know what happens to people who don't do what we say!' I was freaked out so I just went through with the deal in the park. Now I can't get away from them. I have keep making deals for them."

Questions to Respond to:

1. What can you ASK Robbie to show you are concerned?
 2. What can you say to Robbie to show you CARE?
 3. Who can you TELL to get help for Robbie?
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Directions: You will use the steps that we discussed earlier in A.C.T. to respond to the following scenario. Have one person in your group read the scenario out to the rest of the group. Discuss the answers to the questions below and select one person to read the scenario and share your group's answers with the class.

Scenario 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 didn't 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.

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 now is in debt to her boss and owes him lots of 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 him so much money and she can't get out of debt, so she feels trapped.

Questions to Respond to:

1. What can you ASK Katie to show you care?
2. What can you say to Katie to show you CARE?

3. Who can you TELL to help Katie?

Directions: You will use the steps that we discussed earlier in A.C.T. to respond to the following scenario. Have one person in your group read the scenario out to the rest of the group. Discuss the answers to the questions below and select one person to read the scenario and share your group's answers with the class.

Scenario 5:

Your friend Gabby posts to Instagram constantly and has a public account with many followers. Gabby almost always receives lots of positive comments on her posts and is hoping to become an influencer eventually. She makes this goal widely known in her posts and profile description, believing the more people who know she wants to do this, the more likely she'll be given an opportunity by a company. One day, Gabby tells you that a girl named Madison, who looked to be in her early twenties, sent her a DM saying how much the company she worked for liked Gabby's posts and that her job was to find new potential influencers and make contracts with them. Madison also said she wanted to invite Gabby to an exclusive event with some other potential influencers and that if Gabby wanted in, she needed to act soon.

Gabby said she felt like this could be her chance, so she responded to the message saying that she definitely wanted to attend the event. Madison responded telling Gabby to dress comfortably because there would be some stylists at the event who would give her a makeover, followed by some photos of her with the other influencers to show the company.

After Gabby went to the event, you asked her how it went. Gabby said it was at this really nice house, and as soon as she came in, she and the other girls who were there were told by Madison that they needed to sign a contract saying that they wouldn't share information about their activities that day with anyone since they weren't official with the company yet. They were told that if they did, they could go to jail. Gabby said the clothes they put her in were not what she was expecting. She said the photographer asked her to try on swimsuits and other clothes that Gabby wouldn't typically wear and that the makeup they put on her made her look a lot older. She said she also didn't feel comfortable with some of the poses they asked her to do, but when she asked if she could do something different, they told her this was part of the contract she signed. Gabby is worried about the pictures and what else she might be asked to do, but feels like she can't tell anyone about it.

Questions to Respond to:

1. What can you ASK Gabby to show you care?
 2. What can you say to Gabby to show you CARE?
 3. Who can you TELL to help Gabby?
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