

TEACHING NOTES for Unit 17: Human Trafficking

Objectives

After completing this unit, learners should be able to:

1. Understand and briefly describe an example of human trafficking
2. Find and call an emergency help line
3. Know how to get information about trafficking from at least one website
4. Understand and give brief answers to questions commonly asked by advocates for victims

Overview

This unit explains common types of human trafficking, some resources available to victims, and what victims of trafficking can do to escape.

Some students may already have knowledge of human trafficking both in this country and in their homelands. Although you may find this a difficult subject to discuss, your students may be anxious to share with you what they have heard, seen, or experienced. Help students understand that there are both government and private agencies that can help if they are trafficking victims.

To prepare for teaching this unit, do the following:

1. **Visit the website <http://www.unodc.org/unodc/en/multimedia.html> (United Nations Office on Drugs and Crime).** Look at the short dramatic television spots that will acquaint you with both the problem and what one government body is doing about it. You may want to share one or two of these with your students as a ‘kick-off’ to the lesson.
2. **Visit the website <http://www.state.gov/g/tip/>** -- Be prepared to explain and demonstrate where to find the most critical information available on this site.
3. **Gather whatever brochures are available locally (in students’ languages, if possible)** so that you can make them available to students and co-workers. Brochures are available from the above websites. If your community has 211 service, ask 211 what local agencies may also have brochures and posters available.
4. **Find out the procedures your school, agency, or organization wants you to follow if you suspect human trafficking.** If your agency does not have formal written procedures, follow these steps if you suspect a student may be a trafficking victim:
 - a. Ask yourself if the student has or has shown:
 - Evidence of being controlled, not allowed to move or leave a job
 - Bruises or other signs of physical abuse
 - Fear or depression
 - Fear of speaking on own behalf and/or not speaking local language; or
 - No passport or other forms of identification or documentation.
 - b. Ask your student:
 - What type of work do you do?
 - Are you being paid?

- Can you leave your job if you want to?
- Can you come and go as you please?
- Have you or your family been threatened? If so, how? By whom? When?
- What are your working and living conditions like?
- Where do you sleep and eat?
- Do you have to ask permission to eat, sleep, or go to the bathroom?
- Are there locks on your doors and windows so you cannot get out?
- Have any official documents such as a passport, visa, ID card, or driver's license been taken away from you?

If you feel the answers indicate that the student may be a victim of human trafficking, encourage your student to call the federal hotline for help (or call yourself, if the student is unable to do so).

Federal Hotline for Help to Escape Trafficking: 1-888-373-7888

Caution: If students tell you about any possible trafficking situations, do not call the police, unless the federal hotline people tell you it is OK to do so.

Unit Segments

Theme Pictures (page 1) -- Discuss the young woman in the large picture. Why is she wearing handcuffs? What is slavery? How do the handcuffs represent her 'slavery'? What is human trafficking? Use this as a chance to discover what your students already know about this issue. The smaller pictures represent how many people get caught in trafficking: promises of transportation to another country for a better job—but when they get there, they are prisoners and slaves.

Key words to introduce or review with the theme pictures:

handcuffs	threaten	an agricultural worker
slavery	money	a smuggler
human	violence	a victim
illegal	helpless	an employee
legal	a farm worker	an employer

Vocabulary (page 2) – These key words illustrate jobs often held by trafficking victims in Florida:

farm worker	motel maid	prostitute
landscape worker	janitor	brides for sale
gardener	busboy	babies for sale
migrant worker	cook	
construction workers	dishwasher	

Be sure to also teach or review these words:

a slave	a guard	a bar
a prisoner	a criminal	a restaurant
a wedding	crops common to your area	a motel

Pronunciation and Clap the Stress (page 3) – Teach in the usual manner, except be more particular about pronunciation than usual. You want to be sure students will be understood, if they do use the phone hotline number.

Conversations (page 3) – Use the sample conversation as a vehicle for having students practice both asking questions and explaining the meaning of terms. NOTE: change the underlined portions. For example:

Person 1: What does slavery mean?

Person 2: That's when you are locked up and forced to do work, without pay.
Someone owns you and may sell you or even kill you.

Person 1: What does construction worker mean?

Person 2: That's someone who builds things such as houses or roads.

What Is Human Trafficking? (page 4) – Due to the extreme importance of the text, teach it as follows, to ensure maximum understanding by all students:

1. Read only the first paragraph to the students, as they follow along.
2. Ask lots of questions to check their comprehension:
 - What happens every year?
 - Where do these people come from?
3. Read the paragraph aloud with the students, like this: You read a sentence. They read the sentence after you, in unison.

Teach each paragraph in the same manner.

How Human Trafficking Happens (page 5) – Ask students to study the pictures and tell you what they are (an Asian man, a passport, a poor child, an ad for brides). Then teach the text paragraph by paragraph, as you did on page 4. Give students time to do the brief comprehension check (page 6) and carefully check their answers before going on to the next segment. Whatever your students' immigration status may be, this is important information that they can pass on to friends and relatives.

The comprehension check on page 6 is also very important.

What a Person Can Do to Escape from Human Trafficking (page 6) – Before helping students practice answers to the questions listed, share any recent stories of human trafficking that have been in the local news. For example, print out this cover story from the July 12 issue of the Weekly Planet. (Go to <http://www.weeklyplanet.com> and type *Slaves Among Us* in **Search**. Then click on **Find**. Discuss the photos and point out examples of trafficking in students' areas. Help them know where it's safe to go for help in their communities.

Human Trafficking in the U. S. (page 7) – Help students identify the three states that have the most trafficking at the present time (Florida, New York, and Texas). Ask what countries most trafficking victims in Florida are from.

Internet Activities about Human Trafficking (pages 8 and 9) -- Be sure to study these sites before class, so you will be able to direct students to what is most helpful for them. Note that some sites have brochures in a variety of languages that can be downloaded. If possible, download the video clips ahead of time from the <http://www.unodc.org/unodc/multimedia.html> site. They are simple but powerful.