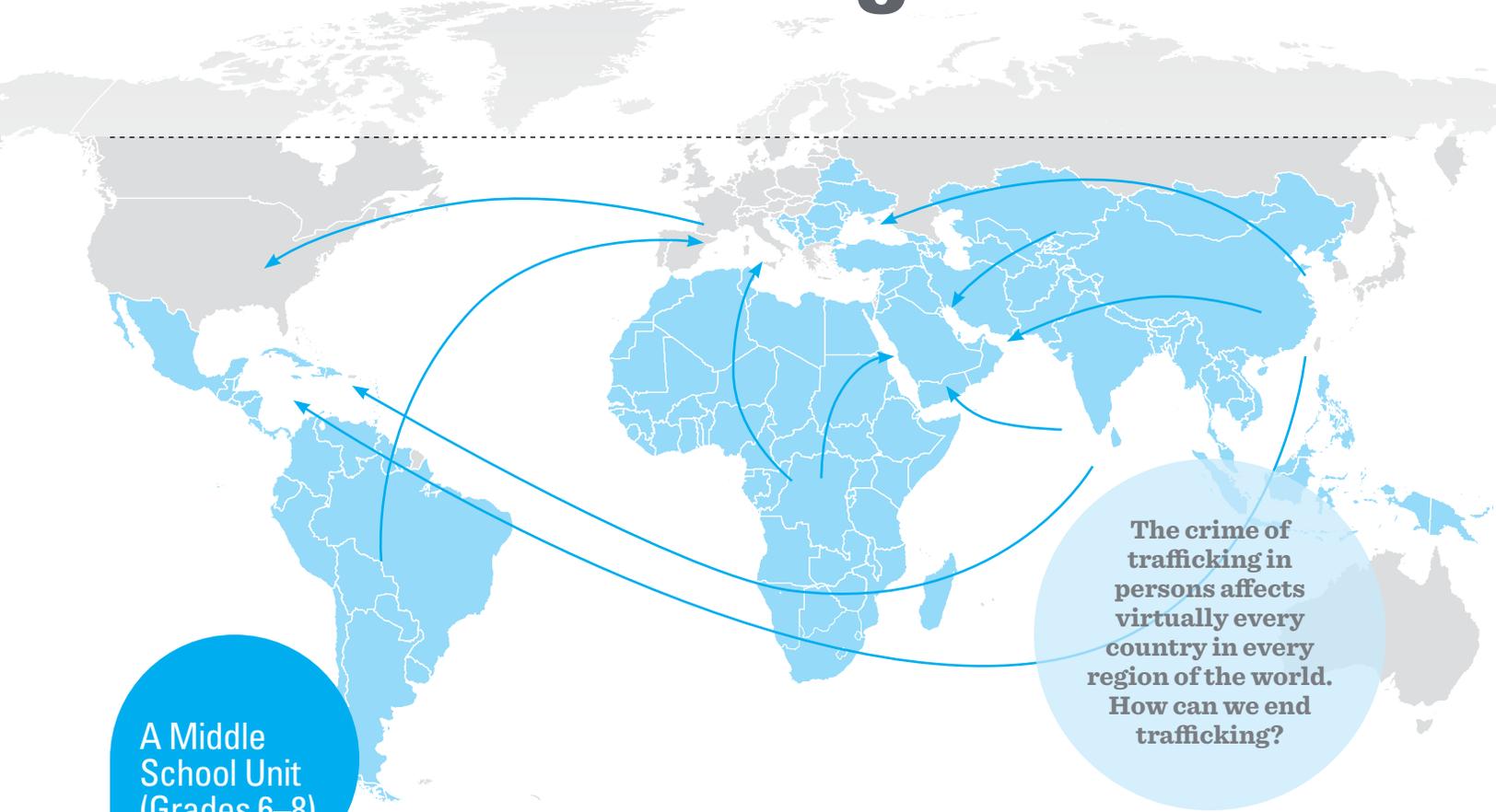




Child Trafficking



A Middle School Unit (Grades 6–8)

The crime of trafficking in persons affects virtually every country in every region of the world. How can we end trafficking?





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Unless stated otherwise, the source for all charts, figures, maps, and statistics used in this unit is: United Nations Children’s Fund, (UNICEF), New York. Additional sources are noted when they are required. Website addresses (URLs) are provided throughout this unit for reference and additional research. The authors have made every effort to ensure these sites and information are up-to-date at the time of publication, but availability in the future cannot be guaranteed.

UNIT OVERVIEW

Child Trafficking is a unit of three lessons designed

1. To provide students with an understanding of the complexity of human trafficking.
2. To help students recognize and analyze how human trafficking affects children in the United States and around the world.
3. To educate on what UNICEF and other organizations are doing to combat human trafficking and encourage students to take action, both locally and globally.



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Enduring Understanding

Human trafficking exists in the United States and around the world today, and it particularly affects children and youth. This is a human rights violation, it is unacceptable, and I can do something about it.

Essential Questions

1. What forces, from the local to the global, create a world where human trafficking exists?
2. How do vulnerability, trafficking, and exploitation affect a person?
3. Why are human rights so important to keep in mind when combating and discussing human trafficking?
4. How can advocacy and action to combat human trafficking be effective?

Lesson 1: What Is Human Trafficking?

Students will tap into their knowledge of human trafficking and become acquainted with its domestic and international dimensions, including the relationship between labor exploitation and global consumer demand. They also will begin to associate child trafficking with the violation of rights guaranteed in the Convention on the Rights of the Child (CRC).

Lesson 2: Survivor Stories

Students will examine how children in different parts of the world become victims—and then survivors—of trafficking. This will include information on the risk factors that children face, the manner in which victims are exploited, and how organizations like UNICEF are working to protect the survivors.

Lesson 3: Taking Action

Students will learn how they can take action to help end child trafficking through education of others, civic engagement, and support of UNICEF and its partners, while also demonstrating what they have learned about trafficking in general.

Background Information

Around the World

In recent years, people have become more aware that children and women (and sometimes boys and men) are trafficked into the world's commercial sex trade. But child trafficking also takes on many other forms. Children are trafficked into labor exploitation in agriculture. They may toil in a variety of manufacturing industries, from large-scale sweatshops to small craft workshops. In some parts of the world, children are exploited in mining or in fisheries, or into the militia and armed gangs in conflict zones. Girls in particular are trafficked into domestic labor.

Driven by poverty and other underlying factors, many children are moved away from their homes and are exploited in the informal economy, where they are even more difficult to trace and at risk of many forms of violence. Criminal networks and individuals exploit children in begging, street hawking, and other street-based activities. Some children are exploited as drug couriers or dealers or in petty crime such as pickpocketing.

When children are trafficked, they almost always end up in work that is dangerous to their health, safety, and morals. They may not be able to go to school, and so they lose the opportunity to improve their lives in the future. They are often cut off from their families and at risk of sexual abuse and other forms of violence. In addition to these dangers, child trafficking violates many rights promised to children by the UN Convention on the Rights of the Child and other international laws, including their rights to be protected from exploitation, to remain with their family, to go to school, to be protected from sexual violence, and to have time to play.

In the United States

Human trafficking leaves virtually no country untouched, including the United States. American citizens are trafficked right here at home; the U.S. is a source, destination, and transit point for trafficking victims. Anyone can be trafficked, regardless of citizenship, class, education, gender, or age when coerced or enticed by false promises.

In the U.S., child labor trafficking occurs in industries like restaurants, bars, hotels, and agricultural work. Child sex trafficking occurs in brothels and strip clubs, via escort and massage services, and through pimp-controlled prostitution on the street. Increasingly, it is facilitated through the Internet. Approximately 244,000 to 326,000 American children are at risk for commercial sexual exploitation each year.¹ Many are runaways, homeless, or otherwise vulnerable youth.

Efforts to Protect Children

UNICEF is the United Nations' primary agency focusing on the rights of children and approaches trafficking as a serious violation of these rights. Protecting children from the exploitation of trafficking begins with prevention. This means reducing the vulnerabilities that make children and families susceptible to exploitation in the first place. UNICEF, with its partners, addresses factors that may contribute to trafficking, including poverty and lack of education or employment options. Active in more than 150 countries, UNICEF child protection programs take into account all of the needs and realities that vulnerable families and communities face. UNICEF's efforts include

- Helping provide sustainable economic opportunities that ensure a living wage for parents so that their children do not have to work to support the family and can attend school instead.
- Working with communities on changing prevalent mindsets around the treatment of children, through efforts such as forming local self-help groups.
- Improving the quality of education, including transitional options for children whose education has been interrupted.

In the U.S., collaboration between grassroots volunteers, survivors of human trafficking, NGOs, policymakers, business leaders, and educators are leading to fundamental legal, corporate, and cultural changes aimed at ending human trafficking in all its forms. Because human trafficking is such a complex, widespread issue, addressing it requires coordination between many actors, including government, nonprofit organizations, businesses, faith-based communities, law enforcement, and educators.

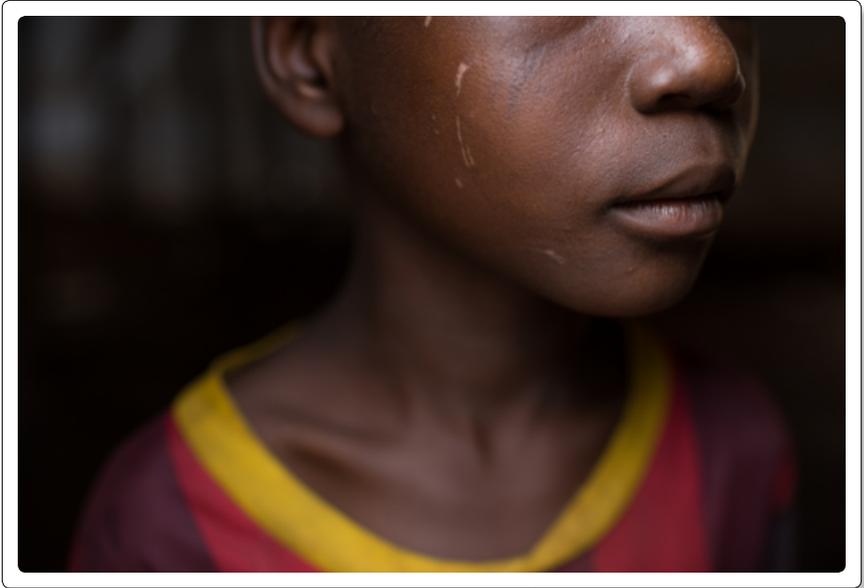
1 Richard J. Estes and Neil Alan Weiner, *The Commercial Sexual Exploitation of Children in the U.S., Canada and Mexico*, September 18, 2001 (revised February 20, 2002), 144, accessed January 8, 2016, http://www.thenightministry.org/070_facts_figures/030_research_links/060_homeless_youth/CommercialSexualExploitationofChildren.pdf.

Sensitive Nature of Issues Addressed in this Unit

The exploitation of children discussed in this unit is a difficult and unsettling topic. Your students may not have encountered such an issue before, but even if they have, reasonable caution is advised in discussing it with them. Set a tone from the beginning that the unit will explore some complex and potentially disturbing issues, and that you expect the class to explore these issues in a mature fashion.

Remind the students that these crimes are happening to real children in this country and around the world and that their dignity needs to be respected.

Child trafficking takes many forms, including sex trafficking, a threat that puts hundreds of thousands of American youth at risk each year. Due to the age of the intended audience for this unit, however, you may choose to omit this topic from classroom discussions. Prior to instruction, it is suggested that you review the lesson plans carefully to determine which content is most appropriate for your particular students. If you choose to incorporate sex trafficking in your instruction, we have included several resources you may wish to use; they are clearly marked as optional. Moreover, we strongly recommend that you collaborate with and gain the support of your administration, school mental health professionals, and your students' families before including this mature content. (For an example of the topic of sex trafficking integrated more fully into instructional materials, please see our high-school unit.)



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About This Lesson

Time

2 days
(two 45-minute periods)

Grade Level

Grades 6–8

Vocabulary

- Commercial sexual exploitation
- Convention on the Rights of the Child
- Demand
- Domestic service
- Exploit
- Human trafficking
- Labor trafficking
- Pornography
- Profit
- Prostitution
- Sex trafficking
- Source, destination, and transit point (in trafficking)
- Supply
- Treaty
- UNICEF

Lesson 1: What Is Human Trafficking?

OBJECTIVES

Students will

- Define human trafficking and explain the general characteristics of the local and global problem.
- Identify and analyze how human trafficking is a violation of human rights.
- Explore the relationship between modern consumerism and forced labor around the world.
- Investigate and analyze a photo essay of children experiencing human trafficking.

MATERIALS

- Chart paper and markers
- Computer and Internet access
- Screen and LCD projector or interactive whiteboard

PREPARATION AND SETUP

- Prepare copies for each student of Handouts 1–5.
- Prepare to display a world map (Day 2).

DIRECTIONS

DAY ONE:

1. Introduction (20 min)

- Ask students to think about the term “human rights” and to brainstorm some examples of these rights. Then prompt students to share ways in which these rights have been violated throughout history. If no one offers slavery as an example, bring it up and ask what they remember about the topic. Tell students they will now be learning about a rights violation that particularly affects children and youth around the world today. Introduce the topic of human trafficking and explain that it is likened to modern-day slavery. Note that it exists today in every one of the more than 190 countries in the world, including the United States, where it has been reported in all 50 states.
- Using chart paper, employ a K-W-L (know, want to know, learned) activity² to better understand student background knowledge and interests about human trafficking (i.e., students list in table format what they know about the topic, what they want to know about it, and what they have learned about it). Keep the chart displayed so it can be referred to throughout the unit.
- Tell students that this unit will explore cruelty toward and exploitation of children in ways that they may not have encountered before. Define *exploit* as “to make use of meanly or unfairly for one’s own advantage.”³ For example, an employer may exploit recent immigrants by violating their rights with pay below the minimum wage and unsafe working conditions. With limited knowledge of a new language and legal system, immigrants may work in such jobs rather than seek justice because it may be the only way for them to survive. Tell the students that when examining instances of cruelty and exploitation in this unit, they must act maturely and recognize that these crimes are happening to real people around the world.

OPTIONAL (if you choose to include sex trafficking in your instruction):

Tell students that one theme that will be examined with particular maturity is commercial sexual exploitation of children. This is the

2 Donna M. Ogle, “K-W-L: A Teaching Model That Develops Active Reading of Expository Text,” *Reading Teacher* 39, no. 6 (February 1986): 564–570.

3 Merriam-Webster.com, s.v. “Exploit,” accessed August 4, 2012, <http://www.merriam-webster.com/dictionary/exploit>.

process of profiting from exploiting children sexually, and it often involves pornography or forcing them to engage in sexual acts with others. (The United Nations defines *commercial sexual exploitation* as “the obtaining of financial or other benefits through the involvement of another person in prostitution, sexual servitude or other kinds of sexual services, including pornographic acts or the production of pornographic materials.”⁴) Gauge the students’ response and answer questions if they have any. Insist that the students address this sensitive topic with the utmost of maturity and seriousness.

2. Reading Activity and Review (10–15 min): Distribute Handout 1: End Trafficking and Handout 2: Questions for “End Trafficking” and have the students complete the reading activity. When they finish, review and discuss together:

1. What is the definition of *human trafficking*? *Answer: A practice that subjects children, women, and men to force, fraud, or coercion for the purpose of commercial sexual exploitation or forced labor.*

2. What are some forms that labor trafficking can take?

Answer: Work in restaurants, bars, hotels, agriculture, construction, or traveling sales crews.

OPTIONAL (if you choose to include sex trafficking in your instruction):
Go over the forms of sex trafficking listed. Indicate that they are also known collectively as “commercial sexual exploitation.”

Indicate that the following forms of trafficking also affect millions of children around the world:

- *Child soldiers*
- *Child begging*
- *Forced marriage*

3. Where does human trafficking occur in the United States? *Answer: Human trafficking has been reported in all 50 states, with particularly high rates in California, Texas, Florida, and New York.*

Discuss:

- Why do you think trafficking rates are particularly high in those four states? *Answer: They are the four largest states in population, and they have large numbers of immigrants (though it is not just immigrants who can be trafficking victims).*

Please return to the “Sensitive Nature of Issues Explored in this Unit” heading in the Background section for our advice regarding the teaching of the aforementioned topics.

⁴ United Nations Office on Drugs and Crime (UNODC), *Model Law against Trafficking in Persons*, accessed August 4, 2012, http://www.unodc.org/documents/human-trafficking/UNODC_Model_Law_on_Trafficking_in_Persons.pdf.

- Definitions of terms⁵
 - **Source:** Country, town, or village or other origin point of the trafficked individual
 - **Destination:** Place where the trafficked individual ends up in exploitation
 - **Transit point:** Point on a trafficking route between the source and the destination
4. How many children are estimated to be victims of human trafficking? Is any type of person not at risk of being trafficked? *Answer: The International Labor Organization estimates that there are 5.5 million child victims of trafficking. Anyone can be trafficked, regardless of class, education, gender, or age when coerced or lured by false promises.*

Discuss:

- Ask the students if they are surprised that being of a higher income level (i.e., class) does not necessarily protect someone from being trafficked.
 - Ask them if they think that being poor automatically puts someone at risk.
 - Tell them that poverty, while important, is only one of many risk factors, which can include lack of education or economic opportunity; breakdown in the family due to separation, displacement, disease, or death; and societal discrimination based on class, religion, or ethnicity. Reiterate that anyone can be trafficked, regardless of class, education, gender, or age.
5. Name one way UNICEF helps fight child trafficking that you think you understand well. Give another example that you do not fully understand. *Start the discussion by sharing UNICEF's message about what it does:*
- The United Nations Children's Fund (UNICEF) works in more than 190 countries and territories to help get kids what they need to survive and grow into happy and healthy adults. UNICEF helps to supply things like medicines and vaccinations, clean drinking water, health-giving foods, and shelter. It also helps to build schools and provide school supplies. It responds with emergency relief when wars take place or when disasters like earthquakes and floods occur.
- Then address students' contributions to this item from the handout, which will come from the second page and will vary. Explain the examples that students do not fully understand; for those needing more explanation, place them in the "W" column of the K-W-L chart.*

5 Adapted from International Labour Office (ILO), International Programme on the Elimination of Child Labour (IPEC), *Training Manual to Fight Trafficking in Children for Labour, Sexual and Other Forms of Exploitation, Textbook 1: Understanding Child Trafficking* (Geneva: International Labour Organization, 2009), 22, accessed August 5, 2012, http://www.unicef.org/protection/Textbook_1.pdf.

3. Preparation for the Activity “Understanding My Slavery Footprint” (5–10 min)

- a. **Supply and Demand:** Tell students that trafficking impacts everyone, victims and nonvictims alike. Ask the students to think of something they have purchased recently at a store. Point out that when they and others purchased that item, they created a demand for that item. The more people who went to the store and bought that item, the greater the demand became for that item, causing the store to increase their supply of that item to meet the demand. Ask the students if price matters when they make purchases. Indicate that we want the products we buy to be as cheap or inexpensive as possible in comparison with other similar products so we feel like we’re getting the best value. This causes companies to produce products at the lowest cost possible. Normally, this can be achieved in regular and legal ways. But when law enforcement is weak, a producer may be tempted to pay workers inadequate wages or no wages at all. The producer also may be tempted to employ traffickers to provide these workers.
- b. Explain to the students that they will be given a homework assignment that will help them begin to think about how they and their families and communities may, without even knowing it, be helping to fuel the supply of trafficking victims by creating demand for certain goods. Distribute Handout 3: Where Was It Made? and review the directions; assign it as homework.
- c. Review with the students the main points from the day’s session (definition of human trafficking; labor and sex trafficking being the two main forms; the geographic elements to trafficking; and the economic concepts of supply, demand, and profit). Note these on the K-W-L chart. End with a preview of tomorrow’s session.

DAY TWO:

1. **Opening (5–10 min):** Review the previous day’s session, using the K-W-L chart. Review the part of Handout 1 that says that trafficking victims suffer from physical, emotional, and sexual abuse, and rarely have access to education or to health care. Tell students that these are rights that children lose when they are victims of trafficking. Emphasize that child trafficking is a human rights violation, as made clear in the Convention on the Rights of the Child (CRC). Mention that the CRC is the most widely accepted *treaty* (or contract in writing between two or more political authorities⁶) in the world, which puts into international law basic standards in health, education, protection, and social services for children. It is at

6 Merriam-Webster.com, s.v. “Treaty,” accessed August 5, 2012, <http://www.merriam-webster.com/dictionary/treaty>.

the foundation of UNICEF’s work in all of its core areas, including child protection (which includes combating child trafficking).

OPTIONAL Show video, “Overview: Convention on the Rights of the Child,” at teachunicef.org/materials/overview-convention-rights-child, asking the class to note examples of the rights the CRC protects. Discuss.

2. Understanding Our Slavery Footprint (25–30 min):

- a. Have the students take out their homework (Handout 3). Ask a volunteer to tell the class what his or her first item is and where it was made. Locate the country on a displayed map. Note the continent where the country is located. Is the class familiar with this country? Was anyone in the class born in this country, or has anyone traveled to this country? Does anyone in the class have a friend or relative who lives in this country? Solicit several such examples from the class; find each country on the map, and ask the same questions. The goal is to get examples of several different types of products from a variety of countries, including the United States.
- b. Introduce the concept of a footprint. Besides the tracks left by feet, indicate that the dictionary defines *footprint* as “the area on a surface covered by something.”⁷ A specific use of that meaning of footprint is employed in the environmental term *carbon footprint*, or “the amount of greenhouse gases and specifically carbon dioxide emitted by something (as a person’s activities or a product’s manufacture and transport) during a given period.”⁸ Tell the students that this activity examines our slavery footprint, as individuals and as a society.
- c. Either distribute copies of Handout 4: A Day in Your Life: Touched by Modern Slavery or display it on a screen or interactive whiteboard. Read it carefully together as a class, contextualizing and modifying for the age and maturity level of your audience as you go. Note which products and countries or regions were represented in their homework assignment.
- d. Lead a discussion centered on these prompts:
 - Describe our slavery footprint.
 - What did you learn from this activity?
 - How does what you learned make you feel? Explore issues of fairness and justice.
 - Will this make you think more about where your products come from?

Learn more about the CRC at teachunicef.org/teaching-materials/topic/child-rights-crc.

The U.S. has not ratified the Convention as of the development of this unit. If you are interested in ways to take action with your students, visit unicefusa.org/help/advocate/ratify-convention-rights-child and the Campaign for U.S. Ratification of the Convention on the Rights of the Child at childrightscampaign.org.

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

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

- In our economy where products move easily around the globe, it is almost inevitable that our lives will be touched by conditions like slavery in some way. Do you think this is acceptable? What can we do to change that reality?
- e. Solidify the connection between forced labor and human trafficking. Tell the students that many of the individuals involved in these situations are children and victims of human trafficking. Indicate that when people are recruited, transported, transferred, harbored, or received for the purpose of exploitation (such as the situations examined in this activity), they are being trafficked.⁹
- f. **OPTIONAL:** Use computers to access a United States Department of Labor report at [dol.gov/ilab/reports/child-labor/list-of-goods](https://www.dol.gov/ilab/reports/child-labor/list-of-goods) and determine whether the students' products and countries are on the list of goods produced by child labor or forced labor.
- 3. Closure (5 min):** End the lesson with discussion, journaling, or another way to capture the students' thoughts on the issues presented thus far. Add to the K-W-L chart. Tell students that in the next lesson, they will learn more about human trafficking in the United States and around the world and what is being done by UNICEF and other organizations to combat trafficking and to help its survivors. They will do this by "meeting" a few of those survivors.

EXTENSION ACTIVITIES

- Have students research one of the companies from their assignment and write a report on what, if anything, the company is doing to make sure that none of their products are made using human slaves. They can research the country where the product is made and report on what laws are in place in that country to prevent human trafficking; to prosecute traffickers; and to protect vulnerable men, women, and children from becoming victims of trafficking.
- Have students write letters to local shop owners to discourage them from carrying certain products that have a heavy slavery footprint.
- Encourage students to launch or join a campaign to raise local awareness about everyone's slavery footprint and products that involve slave labor.

9 ILO, IPEC, 14.



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Lesson 2: Survivor Stories

About This Lesson

Time

2 days
(two 45-minute periods)

Grade Level

Grades 6–8

Vocabulary

- Coerce
- Coercion
- Fraud
- Rehabilitation
- Vulnerable

OBJECTIVES

Students will

- Explain the general components of a trafficking situation, including risk factors and vulnerability, exploitation, rescue, and rehabilitation.
- Engage in a role-play of a real-life trafficking situation to convey the complexities of trafficking situations.

MATERIALS

- Computers and Internet access
- Screen and LCD projector or interactive whiteboard

PREPARATION AND SETUP

- Prepare copies for each student of Handouts 5 and 7
- Prepare copies of Handouts 6a-f (Trafficking Stories) so that each student has one story to read

DIRECTIONS

DAY ONE:

1. **Re-engage with Photos (5 min):** Find Bangladesh on the map. Ask if any students had products from the previous session that came from Bangladesh. Then show students the “Child Labor in Bangladesh” photo essay at unicef.org/bangladesh/6505.html; discuss. Add resulting ideas to the K-W-L chart. Address students’ concerns before moving on.
2. **Learning Survivor Stories (30 min)**
 - a. Tell students that now that they have a basic idea of what human trafficking is, they will begin to learn about real stories of survivors of child trafficking from around the world: how they were vulnerable to trafficking, how they were exploited, how they were rescued, and the kinds of things being done by numerous organizations around the world to help them.
 - b. Define the following terms used in the activity:
 - **Coercion:** The act of using force or threat to achieve something
 - **Fraud:** The act of using falsehoods to get something from someone else
 - **Rehabilitation:** The process of being restored to health and well-being
 - **Vulnerable:** Open to being harmed, physically or emotionally
 - c. Distribute Handout 5: Components of Trafficking Stories and display it on the screen or interactive whiteboard. Have students read the column headers on their own or guide them through them. Explain and discuss; check for understanding.
 - d. Tell students that they will now hear a survivor story read aloud. As they listen, they are to try to identify the trafficking components of the story and record them in the appropriate column on the first line of the chart in Handout 5. Read the following story, pacing yourself intentionally to allow the important elements to make their impact on students:

My name is Natalia and I was born and raised in a small village in Ghana, in West Africa. My family was struggling to pay the school fees for their children’s education and they welcomed the opportunity for me to receive an education in the United States.

Shortly after I arrived in the U.S., the father of the family I was living with began to physically [and sexually] abuse me. I was constantly afraid. For the next six years I was forced to clean the house, wash clothes, cook, and care for their three children, often working 18 hours a day while receiving no form of payment. I was never allowed to enroll in school as the family had promised, go outside, or even use

the phone. One day, after I was severely beaten, I was able to run away from the home and a neighbor called the police. I was then taken to a local hospital for medical care. They called the National Human Trafficking Resource Center and referred me to Polaris Project who immediately coordinated emergency services, including clothing, a safe shelter, counseling, emotional support, and case management. Within a month, I was enrolled in school as I had always dreamed. I am now living in transitional housing and volunteering at a local animal rescue shelter, participating in a weekly poetry workshop, and pursuing my education to become a nurse.¹⁰

After reading the story, review the trafficking components with the class and check for understanding. Lead a discussion using some or all of the following questions:

- What are some specific words that describe how this child felt throughout the trafficking experience?
 - How do you think the experience affected this child's sense of who she is or her relationships with others?
 - What lasting effects might such an experience have on this child, even after rescue and rehabilitation?
 - What do you think her dreams and goals are for the future?
 - Is there anything that you would like to ask this child?
- e.** Provide each student with a trafficking story to read (see Handouts 6a–f; note that Handout 6f, should you choose to include it, involves attempted sexual exploitation). Indicate that they are based on the stories of real survivors of child trafficking, but the names and some of the details (including the country where the person was born or trafficked) may have been changed in order to protect the survivors. Instruct students to identify the trafficking components of their assigned story on Handout 5; encourage students to add their reflections and questions as well. (Note: Due to the variation of the source material of the stories, each one may not contain information to fully satisfy each of the components.) Students may work independently or with a partner, but each student should complete his or her own chart.
- f.** After students have completed the charts, have each of them find a partner who read a different story. Encourage students to share their story with their partner and discuss their reflections.

¹⁰ Adapted from "Survivor Story: Promised an Education, Forced to Work Instead," Polaris Project, accessed January 9, 2016, <https://polarisproject.org/blog/2015/06/17/survivor-story-promised-education-forced-work-instead>.

- 3. Closure (5 min):** Ask questions to sample students' understanding of the components of trafficking stories; correct as necessary. Ask also for students to share their reflections about what they read or heard from their partner. To conclude, explain that in the next session they will be returning to their stories and participating in an interview role-play activity. To prepare for this, students should continue to reflect on their stories for homework—considering any new ideas their discussions with partners may have sparked, hypothesizing on their person's backstories or thoughts about the future, even researching about the country where their person lives or the organization that helped rescue him or her.

DAY TWO:

- 1. Review (5 min):** Return to the story that the class worked on together in the previous session to review the trafficking components. Share the ideas gathered about the child's feelings and backstory as well, and collect any other questions that students may want to ask her.
- 2. Introduce and Model the Interviews (10 min):** Tell students that today's goal is to simulate interviews with the survivors from the handouts. Distribute Handout 7: Survivor Interview, and review it with the class. Select a student volunteer to role-play his or her assigned person, and conduct an abbreviated interview, using and recording answers on Handout 7 and adding a few additional questions from among those collected in the review to start class. Meanwhile, have the observing students fill out another column on Handout 5 with the components of the trafficking story they hear described. Afterward, review what made the interview successful. Remind students of the discussion from the start of the unit about addressing cruelty and exploitation, how the stories involve real people from around the world and the crimes that happened to them, and how students' seriousness during the roleplays is crucial.
- 3. Concurrent Survivor Interviews (10–15 min):** Divide students into new pairs and make sure they have Handouts 6 and 7 with them. Ask them to decide who will be the interviewer and who will be the survivor. Direct students to begin their role-play and monitor their activity while they work. After about five minutes, have students switch roles.
- 4. Activity Debriefing (10–15 min):** Discuss the activity, using some or all of the prompts detailed here. Encourage the students to fill out Handout 5 during the course of the discussion for the two stories they were part of for the interviews.
 - Who played roles in which poverty, family instability, or being a girl was a risk factor? Were there any other ways a survivor was vulnerable to being trafficked?

- Who played roles in which the recruitment into a trafficking situation involved force, fraud, or coercion?
- What types of forced labor did your stories involve?
- **OPTIONAL** (if you choose to include sex trafficking in your instruction): What sort of exploitation was Jessica at risk of being recruited for? Describe how her trafficker attempted to recruit her.
- How did being trafficked affect your person? What rights can you imagine were being violated?
- How was your person rescued? Did his or her rescue conflict with his or her rights or best interests? How could rights and best interests be in conflict? (*Example: The rescue itself could have threatened the victim's safety.*)
- What kind of help was provided after your person was rescued? Did this help conflict with his or her rights or best interests? How could these two things be in conflict? (*Example: If the person was forced to work in an illegal activity like prostitution, he or she could be held as an accused criminal and may only receive services while in detention.*)
- What are the similarities that you observed?
- What are the differences? (*Example: While poverty was a factor in many cases, for some of the survivors, such as Hahn, it was not a factor at all.*) Remind students that anyone can be trafficked, regardless of age, race, class, gender, or education.
- Who is helping the survivors get rescued from their situation? What is significant about this? (*Answer: Everyday people in the person's life who were able to recognize the signs of human trafficking and knew whom to contact: a pastor, a hospital worker, a cousin, a teacher, etc. Significance: Since anyone can be a victim, anyone can also be called on to help a trafficked person.*)

5. Closure (5 min): Review with the students the main points from the lesson (components of the trafficking stories; key examples of those components; significant takeaways from the cases presented). Note these on the K-W-L chart. Preview Lesson 3 by saying that the students will be given the opportunity to take action to help put an end to human trafficking.

EXTENSION ACTIVITIES

Screening of *Not My Life*

The documentary film *Not My Life* is a powerful tool for educating your students about human trafficking. Filmed on five continents over a period of four years, *Not My Life* brings the horrifying practices of a multibillion-dollar global industry to life through the stories of a handful of survivors.

You can find a 30-minute streaming version of the film, along with an educator's screening guide, at teachunicef.org/teaching-materials/topic/child-trafficking.

For more information about the film, visit notmylife.org, or contact the End Trafficking project at the U.S. Fund for UNICEF by emailing endtrafficking@unicefusa.org.



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Lesson 3: Mapping Out Solutions

About This Lesson

Time

90 minutes or more over multiple days

Grade Level

Grades 6–8

OBJECTIVES

Students will

- Identify several organizations combating child trafficking and some methods they employ.
- Create a tool for preventing child trafficking and advocating for its abolition locally and globally.

MATERIALS

- Computer lab with Internet access

PREPARATION AND SETUP

- Prepare teacher-created assignment worksheet, based on the project below.
- Prepare copies of the assignment.

DIRECTIONS

- 1. Review and Reflect (5 min):** Review the ways the survivors were exploited in the role-plays in Lesson 2. Remind students that trafficking violates the fundamental rights of children and youth (refer to the K-W-L chart). Prompt the students for rights that were violated in those stories. Address students' concerns before moving on.
- 2. Organizations Spotlight (10 min):** Ask the students for the names of the organizations featured in the role-play activity that helped rescue and rehabilitate the trafficking victims (Polaris Project and UNICEF; Women Trafficking and Child Labor Eradication Foundation, or WOTCLEF, was also mentioned in the story about Jane in Handout 6e, but it will not be examined below).
 - a.** Introduce them to Polaris Project and its mission; you might use an interactive whiteboard or LCD projector to show the students its website (polarisproject.org).

Named after the North Star that guided slaves toward freedom along the Underground Railroad, Polaris Project has been providing a comprehensive approach to combating human trafficking and modern-day slavery since 2002. Polaris Project is a leading organization in the United States combating all forms of human trafficking and serving both U.S. citizens and foreign national victims, including men, women, and children. They use a holistic strategy, taking lessons learned from their work with survivors and using it to guide the creation of long-term solutions. Polaris Project strives for systemic change by advocating for stronger federal and state laws, operating the National Human Trafficking Resource Center hotline 1-888-373-7888, and providing services to help clients and all victims of human trafficking.

Review several types of interventions Polaris Project provided from the survivor stories (such as the National Human Trafficking Hotline, counseling, and coordination of social services).

- b.** Remind students what UNICEF is. (See the teacher instructions for reviewing Handout 2 in Day One of Lesson 1 of this unit.) Again, you may choose to show the students the UNICEF website (unicef.org). Then read some of the UNICEF project descriptions from Handout 1 to the class, such as helping governments to strengthen child protection systems. Review several of the types of interventions UNICEF and its partners provided from the survivor stories (such as skills training and education, counseling and other support services, and re-establishing contact with families).

3. Introduce the Final Assessment (10–15 min): Tell students that they will now have the opportunity to take action themselves against child trafficking. They will take what they have learned in the previous activities and synthesize the ideas to create their own ad campaign for a school- or class-wide Child Trafficking Awareness Day or Week on the theme “Ending Child Trafficking: What Can I Do?” This activity will be largely collaborative with the opportunity for some students to work more as individuals and at the same time come together as a group to achieve the goal of educating and raising awareness. The ad campaigns will be shared with the class upon completion.

Explain what an ad campaign is; use current examples, perhaps campaigns that have been active recently in your school or community. Ask students to think about what different media organizers use to get the word out (e.g., print, online, TV, radio, social media) and how these techniques could figure into their own projects. Suggested projects include:

- Designing a bulletin board or hallway display
- Creating a PowerPoint display to be shown at a school or class assembly
- Designing a page on the school website
- Designing and airing a news broadcast to be aired on the school’s TV station, or an audio broadcast over the school’s PA system
- Designing brochures to hand out after school or in the cafeteria.

Tell the students that whichever media they use, they should demonstrate knowledge of child trafficking in their ad campaigns by accomplishing the following:

- Define human trafficking.
- Explain where trafficking happens (include letting people know it exists in the United States).
- Answer the following questions:
 - Who are the victims of human trafficking?
 - What are at least four factors that put a person at risk of being trafficked?
 - What are at least four human rights that are violated when a person is trafficked?
 - What is being done in the United States and other countries to combat trafficking?
 - What kinds of organizations are involved in combating trafficking? What are some of their names and website addresses?
- Provide key data from a study of human trafficking or a key quote from a UN speech, resolution, or something similar, and clearly explain what it means.

- Tell a brief version of one survivor’s story, using some of the stories and your notes from Lesson 2, telling how this person came to be trafficked (force, fraud, coercion), how he or she escaped or was rescued from the situation, and what his or her life is like today, thanks to organizations such as Polaris Project, UNICEF, or others.
- Provide the National Human Trafficking Resource Center hotline number (1-888-373-7888) and the U.S. Fund for UNICEF website (unicefusa.org/mission/protect/trafficking/end).

Tell students that in addition to the knowledge demonstrated above, their work will also be evaluated on the following:

- How were graphics used to convey the information?
- How were quotes from survivors and individuals from rescue organizations used?
- How was original artwork, music, or poetry incorporated into the ad campaign?
Optional: How was digital technology leveraged to enhance the campaign?

So that students can find the additional resources they will need for this assignment, refer them to U.S. Fund for UNICEF, UNICEF, and United States government websites. In addition to the resources provided by this unit, TeachUNICEF.org (teachunicef.org) offers a selection of educator-vetted readings, videos, and podcasts that can be useful for your students. Students can also search the UNICEF website (unicef.org) for additional sources of information to complete this task. The photo essays and other assets at unicef.org/photography are particularly useful for finding personal stories. For primary-source data and text, students may also wish to consult UNICEF and U.S. government documents and websites, such as the following:

- UNICEF, UNODC, and UNGIFT, *Training Manual to Fight Trafficking in Children for Labour, Sexual and Other Forms of Exploitation, Textbook 1* (2009): unicef.org/protection/Textbook_1.pdf
- Combating Child Trafficking: *Handbook for Parliamentarians* (2005): [unicef.org/publications/files/IPU_combattingchildtrafficking_GB\(1\).pdf](https://unicef.org/publications/files/IPU_combattingchildtrafficking_GB(1).pdf)
- The most recent U.S. Department of State *Trafficking in Persons Report* at state.gov/j/tip/rls/tiprpt/index.htm (contains trafficking information for the United States and other countries worldwide)
- The Central Intelligence Agency’s *World Factbook* at cia.gov/library/publications/the-world-factbook (provides broad-based information—including trafficking data—on more than 260 world entities)

Answer any questions about the assignment.

4. **Begin!** Tell students to gather their notes and handouts from the previous lessons to refresh their memory about child trafficking, and to think about what they would like their ad campaign to feature (including what type of media to use). Then divide the students into teams, perhaps grouping students with similar ideas together, and have them work on the assignment for the rest of the class period.
5. Allow students to work in or out of class on the projects as you wish. Use sub-deadlines and check-ins to ensure quality of work and timeliness of completion.
6. Have the groups present their ad campaigns to the class or display their campaigns on a classroom bulletin board or other gallery space.
7. **Debriefing:** Lead a class discussion centering on the following points:
- On the ad campaigns:
 - Which were the most effective campaigns? What made them most effective?
 - How could the campaigns be modified to have an even greater impact?
 - Tell the students that problems with the depth, scope, and severity of human trafficking can be combated effectively only if people of all ages, genders, nationalities, religions, and income levels stay engaged and informed and take action. Point out that ad campaigns, while often successful in the short term by raising awareness and educating people, are often quickly forgotten. It is sometimes said that human beings have short attention spans, regardless of how effective the campaign is and how serious and widespread an issue as human trafficking. Discuss how this can be overcome.
 - On the unit:
 - Examine the K-W-L charts. Discuss the major knowledge gained, knowledge that was desired but not gained, and new things the students want to know.
 - Lead a discussion on the Enduring Understanding and Essential Questions listed at the beginning of the unit.

EXTENSION ACTIVITIES

- Have students present their ad campaign to the school.
- Facilitate students sharing their ad campaigns with the greater community, possibly by contacting the local newspaper, radio station, community blog, or civic and religious organizations.

Share your students' work with us! The U.S. Fund for UNICEF's End Trafficking project is interested in hearing about the sample campaigns that your students create. Please consider sharing their work with us. Email their campaigns to endtrafficking@unicefusa.org.

TEACHunicef

- 
- Have students write an essay explaining why it is important to stay engaged with an issue such as trafficking and how they plan to continue to stay informed and active. The essay may note ways, such as forming a UNICEF club when they get to high school, following organizations like UNICEF on Facebook or Twitter as a way of staying informed, and subscribing to print and online publications of organizations like UNICEF, Polaris Project, and others. They may write about making a commitment to do business only with companies that manufacture and sell “Made in a Free World” products.

Common Core State Standards¹¹

| College and Career Readiness Anchor Standards for Reading | Lesson | | |
|--|--------|---|---|
| | 1 | 2 | 3 |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | ✓ | ✓ | |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | ✓ | |
| 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | ✓ | | ✓ |
| 10. Read and comprehend complex literary and informational texts independently and proficiently. | | | ✓ |

| College and Career Readiness Anchor Standards for Writing | Lesson | | |
|---|--------|---|---|
| | 1 | 2 | 3 |
| 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | | | ✓ |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | ✓ | ✓ |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | | | ✓ |
| 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | | | ✓ |
| 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | | | ✓ |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | ✓ |

| College and Career Readiness Anchor Standards for Speaking and Listening | Lesson | | |
|---|--------|---|---|
| | 1 | 2 | 3 |
| 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | | ✓ | |
| 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | | ✓ | ✓ |
| 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | | ✓ | ✓ |
| 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | | | ✓ |
| 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | | ✓ | ✓ |

11 © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

| College and Career Readiness Anchor Standards for Language | Lesson | | |
|---|--------|---|---|
| | 1 | 2 | 3 |
| 6. Acquire and use accurately a range of general academic and domainspecific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | ✓ | ✓ | |

National Content Standards

| National Curriculum Standards for Social Studies ¹⁴ | Lesson | | |
|--|--------|---|---|
| | 1 | 2 | 3 |
| 1. CULTURE: Social studies programs should include experiences that provide for the study of culture and cultural diversity. | ✓ | | |
| 2. TIME, CONTINUITY, AND CHANGE: Social studies programs should include experiences that provide for the study of the past and its legacy. | ✓ | | |
| 3. PEOPLE, PLACES, AND ENVIRONMENTS: Social studies programs should include experiences that provide for the study of people, places, and environments. | ✓ | | ✓ |
| 5. INDIVIDUALS, GROUPS, AND INSTITUTIONS: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. | | ✓ | ✓ |
| 6. POWER, AUTHORITY, AND GOVERNANCE: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance. | | ✓ | ✓ |
| 7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. | ✓ | ✓ | ✓ |
| 9. GLOBAL CONNECTIONS: Social studies programs should include experiences that provide for the study of global connections and interdependence. | ✓ | ✓ | ✓ |
| 10. CIVIC IDEALS AND PRACTICES: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic. | ✓ | ✓ | ✓ |

| Standards for the English Language Arts ¹⁵ | Lesson | | |
|---|--------|---|---|
| | 1 | 2 | 3 |
| 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. | ✓ | ✓ | ✓ |

12 National Council for the Social Studies, *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* (Silver Spring, Maryland: NCSS, 1994), 14–23.

13 National Council of Teachers of English and International Reading Association, *Standards for the English Language Arts* (Urbana, IL, and Newark, DE: National Council of Teachers of English and International Reading Association, 1996), 25. For a full list of standards, see <http://www.ncte.org/standards>.



| Standards for the English Language Arts | Lesson | | |
|--|--------|---|---|
| | 1 | 2 | 3 |
| 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). | ✓ | ✓ | ✓ |
| 4. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. | | ✓ | ✓ |
| 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. | | ✓ | ✓ |
| 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. | | | ✓ |
| 8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. | | | ✓ |
| 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). | | | ✓ |

| National Geography Standards ¹⁶ | Lesson | | |
|--|--------|---|---|
| | 1 | 2 | 3 |
| Essential Element II. PLACES AND REGIONS: The geographically informed person knows and understands... | | | |
| 4. The physical and human characteristics of places. | ✓ | | ✓ |
| Essential Element IV. HUMAN SYSTEMS: The geographically informed person knows and understands... | | | |
| 9. The characteristics, distribution, and migration of human populations on Earth's surface. | ✓ | ✓ | ✓ |
| 11. The patterns and networks of economic interdependence on Earth's surface. | ✓ | ✓ | ✓ |
| Essential Element V. ENVIRONMENT AND SOCIETY: The geographically informed person knows and understands... | | | |
| 16. The changes that occur in the meaning, use, distribution, and importance of resources. | ✓ | | |

14 National Geography Standards, Geography Education Standards Project, *Geography for Life: The National Geography Standards* (Washington D.C.: National Geographic Society Committee on Research and Exploration, 1994), 34–35.



End Trafficking

What is human trafficking? Human trafficking has been likened to modern-day slavery that subjects children, women, and men to force, fraud, or coercion for the purpose of commercial sexual exploitation or forced labor. This horrific practice can include prostitution, pornography, and sex tourism as well as labor for domestic service, factory or construction work, and migrant farming. ■

The ILO estimates that there are

5.5
MILLION
child victims of trafficking.

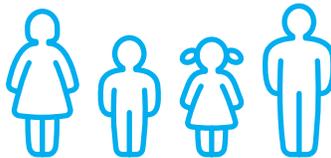
Victims suffer from **physical, emotional, and sexual abuse**, and rarely have access to an education or to health care.

Some runaway groups estimate that

1 in 3

young people is solicited for sex within 48 hours of running away or becoming homeless in the U.S.

Anyone can be trafficked regardless of class, education, gender, or age when forcefully coerced or lured by false promises.



Human trafficking is extremely profitable, generating an estimated **\$150 billion in yearly profits.**

Labor trafficking occurs in a wide variety of industries. **Sex trafficking** is facilitated in numerous ways.



LABOR TRAFFICKING

Restaurants
Bars
Hotels
Agriculture
Construction
Traveling sales crews



SEX TRAFFICKING

Brothels
Strip Clubs
Escort and massage services
Pimp-controlled prostitution
On the street
On the internet



Human trafficking rates are particularly high in California, Texas, Florida, and New York.

In the U.S., human trafficking has been reported **in all 50 states**, — a source, destination, and transit point for trafficking victims.

The high demand for **cheap goods** and **commercial sex** puts children around the world at risk of becoming the “supply.”





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What Can I Do? Three Ways to Take Action

1 Join or start a UNICEF club at your high school or college. Visit: unicefusa.org/highschool or unicefusa.org/campusinitiative

2 Find out how many exploited people work for you. Slavery Footprint's website allows you to better understand the connection between your purchases and forced labor. Take the site's survey and raise your voice for ethically sourced products. Visit: slaveryfootprint.org

3 Keep Learning. Visit: unicefusa.org/endtrafficking and notmylife.org to learn more about what UNICEF and other organizations are doing to protect children.

ABOUT THE U.S. FUND FOR UNICEF

The End Trafficking project is the U.S. Fund for UNICEF's initiative to raise awareness about child trafficking and mobilize communities to take meaningful action to help protect children. In partnership with concerned individuals and groups, the End Trafficking project aims to bring us all closer to a day when there are no exploited children.

LEARN MORE For more information, please contact endtrafficking@unicefusa.org

UNICEF works in more than 150 countries to help children survive and to protect them from violence, exploitation, and abuse. To combat child trafficking, UNICEF strives to reduce factors that place children and families at risk in the first place.

UNICEF PROJECTS



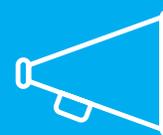
- Help governments strengthen child protection systems



- Ensure that child victims are placed in safe environments and provided with social services, health care, and psychosocial support



- Support the training of social workers, health workers, police and border officials to spot signs of trafficking and to treat children with dignity



- Work with communities and faith-based organizations to change harmful societal practices that increase children's vulnerabilities to trafficking

Handout 2: Questions for “End Trafficking”

1. What is the definition of *human trafficking*?

.....

.....

.....

2. What are some forms that labor trafficking can take?

.....

.....

.....

3. Where does human trafficking occur in the United States?

.....

.....

.....

4. How many children are estimated to be victims of human trafficking? Is any type of person *not* at risk of being trafficked?

.....

.....

.....

5. Name one way UNICEF helps fight child trafficking that you think you understand well. Give another example that you do not fully understand.

.....

.....

.....

Handout 3: **Where Was It Made?**

Name

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



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Item #1

What is the item, and where was it made?

.....

.....

What is the name of the company that produced this product?

.....

Is the item made up of parts or materials that might have come from somewhere other than where the item was manufactured? Explain.

.....

.....

.....

.....

Item #2

What is the item, and where was it made?

.....

.....

What is the name of the company that produced this product?

.....

Is the item made up of parts or materials that might have come from somewhere other than where the item was manufactured? Explain.

.....

.....

.....

.....

Item #3

What is the item, and where was it made?

.....

.....

What is the name of the company that produced this product?

.....

Is the item made up of parts or materials that might have come from somewhere other than where the item was manufactured? Explain.

.....

.....

.....

.....

CIVILIAN SECURITY, DEMOCRACY, AND HUMAN RIGHTS



A DAY IN YOUR LIFE: TOUCHED BY MODERN SLAVERY

The food you eat, the products you buy, and the consumer items you use on a daily basis may have been produced or touched by those held in involuntary servitude.

6:00 am:

**WAKE UP
AND GET
READY FOR
WORK:**



The  on your back could have been produced by a man, woman, or child in a garment factory in Asia, the Middle East, or Latin America who is subjected to forced labor, including withholding of passports, no pay, long working hours to meet quota, and

physical and sexual abuse. To complete your outfit, the  you put on this morning may include gold mined by trafficked children in Africa, Asia, and Latin America.

8:00 am:

**SIT DOWN
AT
YOUR DESK:**



The , and other electronics you use may be dependent on minerals that are produced in conflict-affected areas in Africa. Children and adults are forced to work in mines under conditions of forced labor and sexual servitude.



The  you use may also be produced in Asia by adults and children – some as young as nine years old – who are sold or deceived into working in electronic factories under conditions of forced labor, including excessively long hours, minimal or no pay, and threats.

10:00 am:

**TAKE A
CAFFEINE
BREAK:**



The  you drink to keep you energized may have been touched by modern slaves. Some men and children work under conditions of forced labor on coffee plantations in Latin America and Africa. The sugar you put in that coffee may have also come from plantations where children and men in Latin America, Asia, and Africa are subjected to conditions of forced labor and debt bondage. These victims were exposed to high levels of pesticides and potential injuries from machetes, which are used to cut sugar cane.

12:00 pm:

EAT LUNCH:



The  you eat for lunch may have been caught by men in Southeast Asia and children as young as four years old in West Africa, who are subjected to conditions of forced labor in the fishing industry. While catching your lunch, these victims may have been deprived of wages, food, water, and shelter, worked extremely long hours, and suffered physical and sexual abuse.

2:00 pm:

**AFTERNOON
SNACK:**



The  dessert you eat may have been touched by modern slaves, primarily in Africa. Children that work on plantations that produce cocoa – the key ingredient in chocolate – are subjected to conditions of forced labor. There are an estimated 300,000 children who work in cocoa production worldwide.

4:00 pm:**DRIVE TO A MEETING:**

The tires on the  you drive are made of rubber, which is produced in Asia and Africa on rubber plantations. Adults and children, including entire families, are forced to work on these plantations for little to no pay, excessive hours to meet quotas, and in hazardous working conditions.

6:00 pm:**ARRIVE AT HOME:**

The bricks in the walls of your  may have been produced by bonded labor victims, including men, women, and children, in brick kilns primarily in Asia and Latin America. Children and adults are forced to work in hazardous working conditions in brick kilns for long hours and minimal pay.

8:00 pm:**ENJOY DINNER:**

The  you cook and the  you eat for dinner may have been touched by men and children subjected to forced labor on cattle ranches and farms in the United States, Latin America, and Africa. These victims work long hours, receive little or no pay, and suffer physical and emotional abuse to herd the cattle that will eventually make it to your dinner table.

11:00 pm:**GO TO BED:**

The cotton in your  may have been picked by men, women, and children – some as young as three years old – in cotton fields, primarily in Central Asia and Africa. While you rest easy on your cotton pillow, children are forced to leave school to work under arduous and abusive conditions, sometimes with no pay, during the annual cotton harvest.

The items that you wore, used, and consumed today were touched by modern slaves from around the world -- men, women, and children. This is just one day. What about the rest of your life? Find out more at www.slaveryfootprint.org.



Handout 5: **Components of Trafficking Stories**

(Lesson 2 vocabulary terms are in **bold**)

| Story | Risk Factors How is the child vulnerable ? | Recruitment <ul style="list-style-type: none"> • Force • Fraud • Coercion | Type of Trafficking/Exploitation | Rescue and Rehabilitation Must be provided in line with the child's rights and his/her best interests |
|--------------|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Reflections:

Handout 6a: Yonas*

My name is Yonas. I am a 14-year-old boy from Ethiopia, where my mother and my younger brother still live. I was sent here to the U.S. to live with my father to help with work in a restaurant and to attend school in Mississippi. When I got here, though, my father did not allow me to go to school and instead made me work almost 14 hours a day in the restaurant and he kept all of the money I earned. I resisted him at first, but he abused me physically and mentally until I gave in. Day after day, I would work in that restaurant, knowing that kids just like me were going into school. Whenever I dreamed I, too, could go to school, my father would notice me slacking off and would verbally abuse me. One day, one of the customers of the restaurant called the child welfare authorities, and I was taken away to a foster family and then sent to live with my aunt in Georgia. My aunt contacted a counselor with the National Human Trafficking Resource Center, who helped connect us to an office in the federal government that would advocate for me to stay in the U.S. and go to school.

NOTE: The National Human Trafficking Resource Center runs the National Human Trafficking Hotline 24 hours a day, 365 days a year. The hotline handles calls from anyone, including witnesses, potential victims, service providers, community members, and people hoping to learn more. It is toll free and can be reached anywhere in the U.S.

* Adapted from Polaris Project, "Labor Trafficking | Restaurant," accessed August 4, 2012, <http://www.polarisproject.org/what-we-do/national-human-trafficking-hotline/the-nhtrc/call-vignettes/topics/322> (page now defunct).

Handout 6b: **Melissa***

My name is Melissa. I am 18 years old and I am from a country in Central America. When I was a young girl, my parents sent me to the United States to live with my aunt, who promised that I would get an education and have a better life. Once I got here, though, my aunt said that I had to take care of my three young cousins and do all the housework. She did let me go to school, but she made me get up at four each morning to complete my chores before school, and I had to return home to begin working right after school ended. My aunt also yelled at me all the time and told me I was lazy and stupid. Even when I got sick, she still made me work and take care of the kids. I had a hard time staying awake at school and got terrible grades. One day, one of my teachers asked me what was wrong. I said nothing, of course, because I was scared of being in trouble. But my teacher persisted, and eventually I trusted her enough to tell her my story. She gave me the number of the National Human Trafficking Resource Center (she had actually been talking with them about me already), and they helped me leave my situation safely by coordinating with a local agency that helps kids like me. I've gotten help for several months now, and I now have a safe place to live. I keep working with my counselor, and I'm doing well in school.

NOTE: The National Human Trafficking Resource Center runs the National Human Trafficking Hotline 24 hours a day, 365 days a year. The hotline handles calls from anyone, including witnesses, potential victims, service providers, community members, and people hoping to learn more. It is toll free and can be reached anywhere in the U.S.

* Adapted from "Labor Trafficking | Domestic Servitude," Polaris Project, accessed August 4, 2012, <http://www.polarisproject.org/what-we-do/national-human-trafficking-hotline/the-nhtrc/call-vignettes/475-labor-trafficking-domestic-servitude> (page now defunct).

Handout 6c: Hanh*

My name is Hanh. I am a 16-year-old boy, and I was born in Vietnam, in Southeast Asia. My sister and I were both kidnapped when we were small children and sold to an illegal adoption agency. We were adopted by a lady in Missouri who made us work and earn money for her. She made me deliver newspapers, wash dishes at a restaurant, and sometimes work on construction projects. She made my sister clean at a hotel near where we live, and do all the cooking and cleaning at our house. If we did not give her all the money we made, she yelled at us and beat us. We lived with this secret for years and even grew to call the woman our mother. But the beatings wore on me, and I couldn't imagine they'd get any worse if our mother knew I told the secret. So I decided to tell someone I trusted, the pastor at our church, who then called the National Human Trafficking Resource Center. They connected him with a local organization with experience helping survivors of trafficking like me and to a very resourceful officer in the federal government. After all the plans were in place, government officials took us away from our mother and soon placed us in a safe foster home. The local organization immediately gave us medical care, counseling, and other services, and we can now begin to heal from those years of exploitation.

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* Adapted from "Labor Trafficking | Domestic Servitude," Polaris Project, accessed August 10, 2012, <http://www.polarisproject.org/what-wedo/national-human-trafficking-hotline/the-nhtrc/call-vignettes/497-labor-trafficking-domestic-servitude> (page now defunct).

Handout 6d: Lany*

My name is Lany. I grew up in a village called Xok in one of the poorest provinces of Laos, a country in Southeast Asia. When I was 13 years old, my parents agreed to let me travel with a recruiter to the neighboring country of Thailand to work. We believed that I could find a good job there to earn more money and support my family. But I ended up at a small garment factory where I sewed decorations onto jeans and T-shirts. Sometimes we worked through the night, and could sleep only two hours. If we didn't work fast enough, the foreman would beat us. He would hit us with a stick until we bled. One day I accidentally broke a piece of equipment. The factory boss was furious, and told his staff to punish me. They dragged me to the factory toilet, where they wrapped me in plastic sheeting like an Egyptian mummy. They poured toilet cleaner inside the plastic and left me on the floor for the night while the chemical burned into my skin. The next morning, I was forced to go back to work with painful burns all over my body. Four months later police raided the factory after hearing some complaints about abuses there. I was taken to the hospital and received several operations by a plastic surgeon. I am thankful for UNICEF and its partners in Laos who help young women like me recover from being trafficked. They provide skills training and education so we can have a steady income, as well as counseling and other support services. They are also teaching young people like me in villages to understand the risks of human trafficking.

* Adapted from Simon Ingram, "Two Lives, One Trauma: Trafficking and Sexual Exploitation of Children," UNICEF Panorama Features, August 2009, UNICEF Intranet, <http://www.intranet.unicef.org/geneva/panorama.nsf>.

Handout 6e: Jane*

When I was eight years old, my mother was very ill in the hospital and a family friend took me away from my village in Nigeria, in West Africa. I was a child, and I had no choice but to follow her. We spent two days at sea before reaching Cameroon and later Gabon in central Africa where she handed me over to her friend. After a month, she took me to a woman's house where I met my sister, who had been taken away several months earlier. I was abused, exploited, and refused an education or care of any kind. While the woman's children got to attend school and dress nicely, we were not allowed to get an education and wore tattered clothing. We were often beaten and denied food. When we were given food it was always leftovers, and the quantity was measured in proportion to the money we had made that day. I was forced to work selling cigarettes, kola nuts, and liquor at a street corner each day. In addition to this work, I had to clean, do laundry, and cook for the woman and her family.

My case was reported to the Nigerian embassy in Libreville, Gabon, which facilitated the intervention of the Women Trafficking and Child Labor Eradication Foundation (WOTCLEF), a UNICEF-assisted organization engaged in the rehabilitation of girls trafficked abroad for either forced labor or prostitution. After being rescued and brought back to Nigeria, my sister and I re-established contact with my family; however WOTCLEF found out that it would not be possible to send us back home, given the difficult situation of my family.

Instead, my sister and I have remained in the organization's shelter in Abuja, the Nigerian capital, where we presently live with 13 other children. WOTCLEF is also supporting my education and I am now a high school student. I am better off today, thanks to WOTCLEF and UNICEF and other individuals. They have given me the opportunity to start a new life.

* Adapted from Francis N. Nwosu, "A New Life for Jane," UNICEF Nigeria, accessed August 7, 2012, http://www.unicef.org/nigeria/media_2270.html.

Handout 6f: **Jessica***

My name is Jessica. I am 19 years old and I am from New Mexico. When I was 15 years old, I switched schools. I was very depressed and fighting a lot with my parents. I began chatting online with some older guys who gave me a lot of attention. I sent one of them my picture, and he said he could help me get into modeling. I agreed to meet him at a mall, and I told a friend of my plans. She was worried, though. She had just seen a documentary about scenarios like this where girls got manipulated and caught up in sex trafficking. She told me about the National Human Trafficking Hotline run by the Polaris Project. I told her she was being overprotective, but I took the number just in case. It got me thinking, though, and I decided not to go meet him. I count my blessings now, because shortly after that I saw a news report about pimps who recruited girls from my area in the same way that guy was manipulating me. Today I am in college, but I shudder to think what would have happened had I met that guy at the mall. I want to try to help other girls who have been vulnerable to exploitation by telling my story.

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* Not based on any particular real survivor story, though reflective of a common method of recruiting victims

Handout 7: **Survivor Interview**

Name

Your task is to interview a survivor of human trafficking. Ask the person the following questions, encouraging him or her to give as much detail as possible.

What is your name?

Where were you born?

Where are you living now?

What was your situation before you were trafficked? How were you vulnerable to trafficking?

When were you first trafficked, and what did the traffickers do to get you to go to work for them?

What type of work were you forced to do?

What effects did being trafficked have on your life? How has it affected you physically and emotionally?

Describe how you were rescued from the trafficker(s). Who first helped you?

Who is helping you today, and in what way?

What kinds of things are you able to do today that you were not able to do when you were being forced to work?

What are some of your dreams and goals for the future?

