

Human Trafficking

Activity 52: Pinocchio and Cinderella - Labor Trafficking

Length of Activity: 60 minutes

Materials:

- Flashcards
- Writing Utensils
- Internet Access
- Screen with Audio
- Cinderella Videos
 - *Cinderella being bossed around by her stepmother* (04:49): https://www.youtube.com/watch?v=urGE_tcx9JA
 - *Cinderella: Glass Slipper* (01:21): <http://video.disney.com/watch/glass-slipper-4ca3d081299b2810cff9a5f0>
- Pinocchio Videos:
 - *Pinocchio - Pleasure Island* (03:04): https://www.youtube.com/watch?v=Q_wfqgnhbLU
 - *Pinocchio Jackass Transformation* (02:34): <https://www.youtube.com/watch?v=tgmfV5VLHvs>



Like slavery in the United States before the Civil War, human trafficking involves forcing other people to work for an exploiter's own personal and/or financial gain. It is often referred to as a form of modern-day slavery. According to the International Labor Organization, in 2016 there was an estimated 40.3 million victims of human trafficking/modern day slavery.¹⁶⁸ This means that more slaves exist today than at any other time in human history.

Discussion Questions:

- What does freedom mean to you?
- Is everyone free?

Activity:

1) Ask Participants what being free means to them. Explain to the group that today's topic is sensitive, and it may be a bit frightening. **Explain to them that the purpose is not to scare them, but rather to inform them so they may recognize a potentially harmful situation and ask for help.**

2) Show the *Cinderella being bossed around by her stepmother* (04:49) clip and allow Participants to discuss what they saw: https://www.youtube.com/watch?v=urGE_tcx9JA

¹⁶⁸ *Global estimates of modern slavery: Forced labour and forced marriage* International Labour Office (ILO), Geneva, 2017

3) Labor Trafficking: Inform Participants that Cinderella was a victim of Labor Trafficking/Domestic Servitude. Move on to a Facilitator-led discussion through each bullet point below and in the table:

- a) Isolation - Not allowed to leave the home, no friends, locked in her room so others will not find her. She may feel her safety is in danger if she tries to leave.
- b) Perpetrators/Exploiters/Traffickers - In this case it was her family.

<i>Cinderella</i>		
<i>Wasn't allowed to leave her house</i>	<i>Wasn't allowed to attend the ball</i>	<i>Hidden from others</i>
<i>Locked up in the attic/room</i>	<i>She did not have the same treatment as her sisters (clothing, room)</i>	<i>Her family, not strangers</i>
<i>Forced to work all day</i>	<i>No human friends</i>	<i>She was not paid maybe she wasn't going to school</i>

Discuss good and bad rules and how they are different from what Cinderella experienced, and why some are necessary and enforced:

- a) To keep children safe such as, curfew, locking house doors, not being allowed to leave the house at night by yourself.
- b) To contribute to house duties such as, chores
- c) Stress to the group that this is not just something that happens to females, although the media may portray it that way.

4) Show *Pinocchio* - Pleasure Island (03:04):

https://www.youtube.com/watch?v=Q_wfqgnhbLU) and *Pinocchio Jackass Transformation* (02:34): <https://www.youtube.com/watch?v=tgmfv5VLHvs> then allow Participants time to discuss what they saw in those two clips.

5) Inform Participants that Pinocchio was also a victim of Labor Trafficking/Child Labor. Move on to a Facilitator-led discussion about how Pinocchio was lured and deceived. Discuss Pinocchio's:

- a) Perpetrators/Exploiters/Traffickers - In this case it was a stranger, Mr. Honest John.
- b) Deception & Recruitment- False promises of fun, free food, free shelter, and

no rules (no school, no cops, etc.). Pinocchio receives validation from a "Friend."
c) Isolation - Pinocchio's identity was taken away (removed clothing) and literally transformed into something else (donkey) as a method of enslaving him.
d) Debt Bondage- "You boys have had your fun, now pay for it!"

6) Ask Participants to think of different types of helpful people. Explain that people whom they can trust and who can help in times of need might be very different for everyone such as, a parent, a sibling, a cousin, a friend's parent, a teacher, etc. Inform Participants that not all people you know are necessarily trustworthy.

7) Pass out one flashcard and a writing utensil to each Participant. Have Participants create a list of three people whom they trust the most on their flashcard. Encourage them to write down specific people and their phone numbers, and to keep it somewhere safe.

Stress to the group that they should always call 911 in an emergency. Always!

Have Participants write down the National Human Trafficking Resource Center number below and remind them that the people on their cards will help them seek help/call the appropriate people if they are in danger or suspect someone else is in danger. Reinforce that people you trust do not force you to keep secrets that make you feel worried, scared, or uncomfortable.

➤ National Human Trafficking Resource Center:
Text BEFREE
CALL: 1-888-373-7888

8) As the Facilitator, it is crucial to review each Participant's list of trusted people since some may write down their peers, who may not necessarily be able to help them contact police, etc. **If Participants do not know a phone number, leave that as a 'home-work' assignment and follow up at the next ROOTS session.**

9) Show the *Cinderella: Glass Slipper* (01:21) clip: <http://video.disney.com/watch/glass-slipper-4ca3d081299b2810cff9a5f0> and discuss. Reinforce that Participants are their own best advocates and that this may be pivotal to their safety.

Stress self-advocacy and empowerment! Cinderella defied her stepmother and broke out of her room, but the gentleman who insisted she try on the slipper also helped identify her. He was an upstander and spoke up for Cinderella.

10) Be an upstander: Discuss with the group that someone else may need them to be their fairy-godmother or their Jiminy Cricket.

11) As the Facilitator, remind the group that you are available after today's activity should they have any questions or comments.



Although it is encouraged that Facilitators be available for Participants outside of the ROOTS space, it is not recommended that a Facilitator and child are alone one-on-one. While meeting with a child in a private setting may be necessary at times, it is strongly recommended that another child or mentor be in the same room/space to ensure safety. Keeping in mind the Participant’s privacy, the “witness” can be within clear site of both the Facilitator and the Participant, but with enough distance where the conversation is inaudible.



This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for Pinocchio and Cinderella – Labor Trafficking activity in Section 4.

Sex Trafficking

Activity 53: Walk in My Shoes

Length of Activity: 60 Minutes

This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney's Office and Project Concern International.

This discussion may prompt the Participants to self-identify as a victim of abuse or trafficking or share stories about others who may be victimized. Be prepared for this situation and know the mandated reporter requirements and protocols!

Materials:

- *Walk in My Shoes* Worksheet (1 per Participant)
- Writing Utensils
- Crayons or Markers



Sex trafficking is an international and domestic issue, one that also effects San Diego County. One of the factors that cause children to be more susceptible to being victims of sex trafficking is their socio-economic status. However, this does not mean that adolescents from higher socio-economic status are not actively recruited. Thus, it is important that we empower adolescents by providing them with red flags or signs of exploitation to make them more resilient against recruitment.

Discussion Questions:

- If you or someone you know is a victim of human trafficking, how can you help them?
- What is the National Human Trafficking Resource Center Number?
Text BEFREE
CALL: 1-888-373-7888

Activity:

- 1) Review Participants' list of trusted adults that they created in the previous activity entitled "Pinocchio and Cinderella - Labor Trafficking." Inform Participants that this list is important to keep in mind as we begin today's lesson.
- 2) Advise the group that today's topic is also sensitive, and it may be a bit frightening. Explain to them that the purpose is not to scare them, but rather to inform them so they may recognize a potentially harmful situation and ask for help.
- 3) Inform the group that during your last session you discussed one form of exploitation, labor trafficking, and today you will read a story about exploitation. After reading the story, the group will discuss the following:

- What were the different challenges this young girl/boy had to face?
- How could things have gone differently?
- How may she/he feel now?
- What were the warning signs or red flags?

4) Read the story “In My Shoes” and allow a couple of minutes for silent reflection. Then move to a discussion using the questions in step 3 as a guide. Allow time for critical dialogue and questions.

5) After a few minutes, pass out the *Walk in My Shoes* worksheet (see below). Inform Participants that everyone faces very different challenges, and although they may not be the same as the ones in the story, that does not make them any less important. Ask Participants to write/draw challenges that they face.

6) After about 10 minutes, ask for volunteers to share what they wrote.

7) Now shift the conversation and have Participants write/draw what motivates them. How do they overcome their challenges? You may ask for volunteers to share.

8) Conclude the lesson by emphasizing that exploitation is an extreme example of a life challenge, but now that we know a few red flags/signs, we are better able to identify a potentially dangerous situation.

9) Stress to the group that when you “walk in someone else’s shoes” you come to realize the challenges that they may not talk about or you may not see. We must practice being kind to others because we never know what someone else may be going through or if they need help.

10) Conclude the lesson by answering any questions and encouraging Participants to speak to you or their trusted adult if they are ever in need of help or in need of encouragement.



The following story uses the name “Brandy.” Please adapt the character’s name, sex, environment, and socioeconomic status to best fit your group.

In My Shoes...

My name is Brandy, I am 13 years old. My mom raised me most of my life by herself, I never knew my dad. My mom and I live in an apartment and I am the only child. My mom must work a lot to support us and we often don’t have enough money for cable or to go to many places. I spend a lot of time at home alone. I get bored and lonely. After school, I walk the long way home so that I am not bored and alone until my mom gets off work at 8:00 p.m.

I remember one time when I was 10, I was walking home and noticed a house where there was always a group of teenage guys hanging out in the front yard. I knew the guys were way older than me, but I was curious about them because they were always laughing and seemed like they were having fun. Sometimes they were outside when I would walk past, and sometimes they were not. I admit that when they were outside, I would get a little excited.

When I was 11, I started to get taller and my clothes fit me a little tighter, because my mom couldn’t afford to buy me new clothes. Now when I walked past the house with all the teens, they would notice me. Sometimes they would whistle or say hi, but I was so shy, I would keep on walking. I didn’t have many friends because I was embarrassed to invite friends over to my house and I didn’t think the other girls at school would like me because I didn’t dress as nice as them.

At home, we didn’t have nice furniture and we didn’t have a TV or computer like most of the other kids at my school. One evening when I was bored, I thought that maybe it would be a good idea to hang out with the guys I would walk past every day. They always tried to say hi and were friendly to me anyways. The next day I woke up earlier than normal and spent some extra time doing my hair.

After school, when they did their usual joking and flirting as I walked past, I stopped and chatted a little more. To my surprise all the guys were really nice; there were usually 4-5 of them outside. They asked me what my name was and even offered me a soda. I told them a little about myself, I explained that I was always bored because my mom worked a lot and they invited me to start hanging out with them after school.

When I got home that day, I was so excited. I vowed not to tell my mom because they were teenagers and I didn’t want her to stop me from hanging out with my only friends. For the next few days, I would stop at that house every day after school. We would play cards, talk, and listen to music. After two weeks of hanging out with the guys, I started to feel more comfortable around them.

One night I stayed over there so long it was almost 8 o’ clock and I had to run home to beat my mom to the apartment. Luckily, I made it there before her and she assumed I was doing homework the whole time.

There was one guy I spent the most time with, his name was Ricky. I liked Ricky because he had nice hair and a nice smile. Plus, Ricky was really nice to me. He always gave me compliments and gave me gifts, like flowers and candy. If one of the other guys said a joke about me, he would always stand up for me. I started liking Ricky, even though he was 16 and I was 12, it seemed like we were perfect for each other.

On one dreamy rainy day, Ricky and I actually kissed. It was my first kiss! I was so excited when I went home, I couldn't wait to kiss him again the next day. The next day we kissed again, and he asked me to be his girlfriend. After being boyfriend and girlfriend for a month, we got really close. Ricky was my first love and I was sure that he would be my future husband. Well that was until one night he asked me to do something that I didn't feel exactly comfortable about doing.

Ricky was in trouble at home and his parents kicked him out. Ricky told me his crazy idea that we could get an apartment and live together. There was one catch, he needed help coming up with the money. Ricky told me that he loved me and that in relationships you have to help each other out. I thought that seemed pretty normal. But, I didn't think it was normal that Ricky suggested that I help him out with money by going on a date with a stranger. I was so confused, a date? Why would someone pay to go on a date with someone they didn't even know? Although it seemed weird, I didn't want to make Ricky mad. I mean, he was my only friend and the love of my life.

After what seemed like hours of Ricky convincing me that it would be a quick and easy way to make money, that I would be safe, and that the money would be spent on us staying in love, I decided that I would do it. I mean it was just a date, why not. Ricky promised that the first date that I went on to earn money would be used on us going to the mall and going shopping, and that I would return before my mom got home from work. I was really excited because I rarely ever get to go shopping for new things.

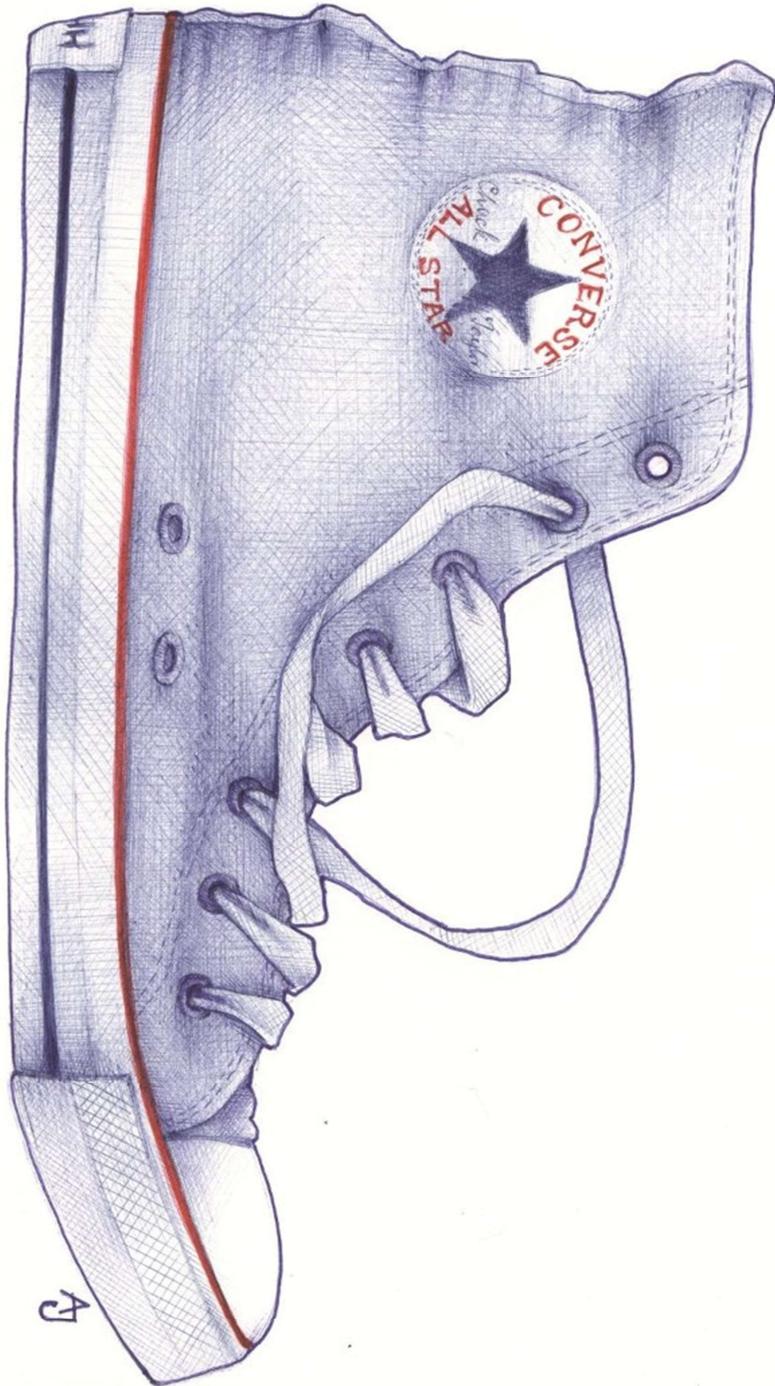
So, it was around 5 o'clock and Ricky told me to put on a dress that he borrowed from his older sister's closet. I got dressed up; Ricky kissed me and told me everything would be alright. When the stranger picked me up that I was supposed to be going on a date with, instead of going to get ice cream, he took me to a hotel. When I asked what was going on and asked to go home, the strange man said he would not take me home until he was satisfied because he already paid Ricky.

That man hurt me. But I was also heartbroken that day because the guy who I thought loved me, knew what was going to happen all along. I knew that he planned it because when I came back, he made me go on another date. I haven't told my mom or friends because I'm embarrassed and scared.

Participant Name: _____

Walk in My Shoes

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Activity 54: Pimps and Hos

Length of Activity: 30 minutes

This activity was adapted from the 2016 Girls Only! Toolkit created by the San Diego County District Attorney's Office and Project Concern International.

Materials:

- White Board or Large Paper
- Markers



Pimps use power, control, trust, intimidation, fraud, threats, force, or deception to prostitute someone for financial gain. Per the law, pimps are sex traffickers. The justice system has criminalized the violence, threats, and manipulation pimps employ to keep people under their control. Many pimps have been sentenced to prison for 20 or more years for sex trafficking related crimes. It is important for boys and girls to understand that a pimp is not a positive nickname, role model, or slang term.

Discussion Questions:

- What are the ways a pimp may manipulate someone?
- Why might someone want to be called a pimp or be one?

- 1) On a piece of poster paper or a white board, write the words "Pimp" and "Ho" side by side. Begin by asking the group to raise their hands if they have heard these words in the music they listen to.
- 2) Ask Participants to describe what they think of someone who is a "pimp." Next, ask them to describe the characteristics of someone who is considered a "Ho." For additional prompting, ask Are they good? Are they bad? What are they like? Record their responses on a visible location.
- 3) Ask Participants why they gave the answers they did.
- 4) If "Pimp" produced any positive words or connotations, remind the group of the definitions discussed in previous activities (Ex. Someone who hurts and abuses others). Ask, "Aren't those bad things? Why would we think positively about those behaviors?"
- 5) If "Ho" produced negative words or connotations, remind the group of the previously discussed examples of someone who is exploited (Ex. Often a victim of violence who was tricked or forced to be there; controlled by trafficker who takes their money). Ask, wouldn't it be insensitive and incorrect to call someone in this situation a derogatory name? Why would we say negative things like this about someone who is a victim of abuse and violence?
- 6) Conclude by explaining to Participants that even though we may use words jokingly or out of context, words such as pimp or hoes have real meanings that cannot be taken lightly. In addition, knowing the true meanings builds resilience towards the real dangers.



You may expand this exercise by asking the group for their favorite song and select the one that seems to be the best known amongst Participants. Then as a group, analyze the lyrics line by line and what they imply, how specific images are glorified, and the implied harms that they describe.



This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for the *Pimps and Hos* activity in Section 4.

Activity 55: Who are the Victims? (12+)



Length of Activity: 60 - 90 minutes

This activity was adapted from the 2016 Girls Only! Toolkit created by the San Diego County District Attorney's Office and Project Concern International.

This discussion may prompt the Participants to self-identify as a victim of abuse or trafficking or share stories about others who may be victimized. Be prepared for this situation and know the mandated reporter requirements and protocols!

Materials:

- Screen with Audio
- Internet Access
- White Board or Large Paper
- Polaris, *America's Daughters* (04:00): <https://www.youtube.com/watch?v=aTA-VZChvLR4>
- MSNBC, *Young, LGBT, Homeless in NYC* (03:17): <https://www.youtube.com/watch?v=wNvWGuLREnE>
- Project Unbreakable, *Victims of Sexual Assault* (02:53): <https://www.youtube.com/watch?v=l892WPTYUDc>



Begin by informing Participants that sex trafficking is a real and growing problem not only globally, but here in America. Explain to Participants that today's focus is on how to avoid becoming a victim as well as learning who is at risk for being victimized. Mention that by imagining yourself in someone else's shoes, you may be able to understand which behaviors to avoid and how to recognize "red flags." In most occurrences, recognizing these red flags can keep you safe.

Discussion Questions:

- Who is at high risk of being trafficked for sex?
- Who are the exploiters/pimps/traffickers?
- What are some ways you can protect yourself from becoming a victim of sex trafficking?

Activity:

1) Ask the group, "What kind of people do you think are most likely to be sexually exploited or trafficked into prostitution?" Write the question on a piece of poster paper and jot down the Participants' answers. If prompting is needed, ask "Are they boys? Girls? Young? Old? Students?"

2) Show the group Polaris, *America's Daughters* (04:00) and allow time for reflection: <https://www.youtube.com/watch?v=aTAVZChvLR4>

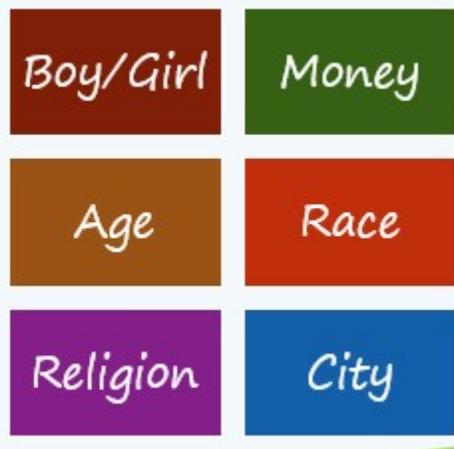
3) Ask the group if they were aware that this was happening in the United States, and whether they think it happens in San Diego?

4) Ask the group who the victims were in the videos? What were some common themes that they noticed amongst the victims? For example, she was sexually abused, she wanted love, she was American, and she was 12 years old.

5) Now show the group MSNBC, *Young, LGBT, Homeless in NYC* (03:17) and allow time for reflection: <https://www.youtube.com/watch?v=wNvWGuLRenE>

6) Finally, show the group the Project Unbreakable, *Victims of Sexual Assault* (02:53) and allow time for reflection: <https://www.youtube.com/watch?v=l892WPTYUDc>

7) Now redefine who the victims are by asking the group the same questions that were asked in step 4. Stress that anyone can be a victim regardless of the following:



8) Discuss some of the statistics found in the graph at the end of this activity. Emphasize the average age of exploitation in San Diego is 16 years old, but victims can be much younger.

- Many more girls than boys are trafficked (based on the current statistics).¹⁶⁹
- Traffickers and pimps often target children who run away from home or are in foster care
- Traffickers may target children who drop out of school
- Trafficking is likely to happen in neighborhoods where gang activity, prostitution, and sex crimes already take place.

9) Ask the group if anyone has heard of something like this happening in their own community or school? Does anyone have friends who have been in situations where they may have been exploited?

169

Carpenter, A. C. and Gates, J. (2016). *The Nature and Extent of Gang Involvement in Sex Trafficking in San Diego County*. San Diego, CA: University of San Diego and Point Loma Nazarene University.



Be aware of the requirements of mandated reporting of child abuse. This discussion may prompt a Participant to self-identify as a victim of abuse or trafficking or share stories about others who may be victimized. Be prepared for this situation and know the protocols before implementing this activity.

10) Now move to a Facilitator-led discussion and define what a Perpetrator/ Exploiter/ Trafficker/ Pimp means.

Then identify who a perpetrator could be making sure to emphasize that like a victim, a perpetrator can be anyone regardless of income, profession, race, religion, economic status, age, etc. Inform the group that an exploiter could be a stranger, a “boyfriend” or “girlfriend, or someone they have known for an extended period i.e. A “friend” they met over the internet and two years later they begin the exploitation.

11) Reinforce the distinction between a mutual and manipulative relationship:

- a) Forced to have sex in exchange for money or other goods, such as a place to sleep
- b) Someone promises you love, but physically and emotionally inflicts harm
- c) Isolates you from loved ones and friends
- d) Branded with a tattoo
- e) Forced to take drugs

12) With your group, write down a list of risks or dangers associated with being prostituted or exploited. Call on Participants to share their thoughts. These may include:

- Loss of freedom
- Loss of contact with family and friends
- Unwanted pregnancies
- HIV/AIDS and other STDs
- Severe violence, or even worse
- Threatened or actual violence against family and friends
- Shame, depression, suicide ideation
- Others

13) Now brainstorm with the group how they can avoid these dangers.

Note that some of the characteristics mentioned in step 7 which describe some vulnerabilities of a victim, may be the realities in any or all the Participants’ lives. Stress to the group that some of the best things they can do to avoid exploitation is to know and practice the many skills they are learning in ROOTS. These include:

- Identify and reach out to your list of trusted adults
- Do not share private information on social media
- Know your boundaries and speak up if someone does not respect them
- Pursue your positive passions
- Set goals that will help you succeed

14) Remind Participants that the purpose of today's activity was not to scare them, but rather to inform them so they may recognize a potentially harmful situation and ask for help.

15) Remind Participants to refer to their list of trusted adults that they created in the activity entitled "Pinocchio and Cinderella - Labor Trafficking."

16) As the Facilitator, reassure the group that you are available after today's activity should they have any questions or comments. Remind them that you are also someone they can reach out to for help.



Although it is encouraged that Facilitators be available for Participants outside of the ROOTS space, it is not recommended that a Facilitator and child are alone one-on-one. While meeting with a child in a private setting may be necessary at times, it is strongly recommended that another child or mentor be in the same room/space to ensure safety. Keeping in mind the Participant's privacy, the "witness" can be within clear site of both the Facilitator and the Participant, but with enough distance where the conversation is inaudible.



Expand the activity by revisiting Participants' *I am Poem*, found in the Empowerment module. Once Participants learn about who the victims are and the vulnerabilities, they can use poetry as a pact to themselves that despite some of the previously discussed vulnerabilities they also possess resilient qualities.

Give an example of your own "I am..." poem just as before, however, this time, the second to last line will end with *I will not be exploited*.

*I am motivated.
I am a man.
I am a big brother.
I am Matthew*

*I am smart.
I am inspired.
I am goofy.
I am Matthew
I am worthy.
I am grateful.
I will not be exploited.
I am Matthew*



San Diego, sex trafficking is closer to home than you think.

DID YOU KNOW?

In San Diego, sex trafficking is an **\$810 million industry** with an estimated **3,000-8,000 victims** every year.

WHO ARE THE VICTIMS?

The average age of entry for San Diego's sex trafficking victims is 16 years old.

Risk factors include children or youth who have a history of:

- Maltreatment, particularly sexual abuse
- Homelessness
- Family instability
- Foster care
- Emotional distress
- Mental health issues
- Substance abuse

WHERE AND HOW DOES THIS HAPPEN?

- Recruitment of children into sex trafficking happens everywhere, including malls, trolley stops, parks, churches and even schools.
- In a recent study by Point Loma Nazarene University and the University of San Diego, all 20 participating San Diego County high schools confirmed recruitment taking place with their students.
- Traffickers often use family members or friends of intended victims as well as social media and public internet platforms to facilitate recruitment.
- At least 75% of transactions for illegal sex are made online and during work hours.





This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for the *Who are the Victims? (12+)* activity in Section 4.

Activity 56: The Words We Use (12+)



Length of Activity: 60 minutes

This activity was adapted from Ending Sexual Exploitation: Activities and Resources for Educators of High School Students, Chicago Alliance Against Sexual Exploitation, 2011.

Materials:

- White Board or Large Paper
- Paper
- Writing Utensils
- Screen with Audio
- Internet Access
- Modern Slavery – Human Trafficking (05:13)
https://www.youtube.com/watch?v=VZTN0TbsRYA&feature=player_embedded
- Guest Speaker (Lived Experience Expert Testimonial Optional)

Discussion Questions:

- Why is it important to learn about trafficking?
- Where does sex trafficking occur and who are the victims?

Activity:

1) Present the following vocabulary words, each one written on its own piece of poster paper for the Participants to see. Ask, “Who has heard of...” and request the meanings or examples while recording Participants’ responses:

Exploitation
Sexual Exploitation
Prostitution
Human Trafficking
Pimp/Pimping
Coercion

2) Offer the actual definitions of the words to use as prompts for further discussion. Use examples or analogies to make the definitions more relatable.

- Exploitation – The abuse of power or position to make money by harming someone else.
- Sexual Exploitation – When the abuse of power or position to make money is done by harming someone sexually. May include pimping, sex trafficking, pornography, sex buying or other activities.
- Prostitution – Engaging in or offering to engage in a sexual act in exchange for something of value, such as money, drugs, shelter, clothing, etc. It is important to remember that some people in prostitution are exploited by someone else; controlled by threats or abuse.
- Human Trafficking – Forcing, coercing, or deceiving people into labor or sex work. A victim of human trafficking believes their safety would be in grave danger if they tried to leave.

- Note: Anyone under age 18 engaging in commercial sex is considered a trafficking victim
- Pimp/Pimping – Using power, control, trust, threats, force, or deception to prostitute someone else for personal financial gain.
 - Illegal and a violation of human rights
 - Pimps typically keep the money made by the prostituted person
- Coercion – The practice of persuading someone to do something by using force or threats.
 - Sex Traffickers use coercion to lure girls and boys into sexually exploiting their body for money.

3) Explain that sex trafficking happens all over the world to men, women, boys and girls. While the dangers of sex trafficking may seem to only occur in movies or overseas, unfortunately it also happens locally. Many people are at risk for becoming a victim of sex trafficking, so it is important that we are aware of the terms behind trafficking as well as the meaning of the terms. The more aware you are about the dangers and realities of sex trafficking, the more resilient you can be to the risks.

4) Show the Participants the following video: Modern Slavery – Human Trafficking

http://www.youtube.com/watch?v=VZTN0TbsRYA&feature=player_embedded

5) Allow the group to jot down their thoughts about the video for 3-5 minutes.

6) Follow up by discussing what was happening in the video using the newly learned terms. Ask for volunteers to share how they felt about the video and what they learned about sex trafficking.



If a lived experience expert is available to explain his or her story to the group, this can be an effective way for them to understand sex trafficking and its effects. Seeing and hearing a lived experience expert can be compelling and it can reinforce the group's knowledge of sex trafficking. Ask the speaker to share his or her story in a way that is realistic yet age appropriate. Beforehand, make sure that the speaker is comfortable answering questions from the group and that the language and stories are age appropriate. If he or she is, conclude by letting the speaker answer questions about the issue.



This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for *The Words We Use (12+)* activity in Section 4.