

Trafficking

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

IV.8.CC.3 –Define sex trafficking, sexual exploitation, and gender-based violence

IV.8.INF.1 – Describe strategies that sex traffickers/exploiters employ to recruit youth

TARGET GRADE: Grade 7
Supplemental Lesson

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop
- Projector
- Screen
- Trafficking assessment (copy for each student)
- Trafficking Key Terms and Definition Cards
- Trafficking hotline cards
- PowerPoint presentation

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define sex trafficking [Knowledge]
2. Describe sexual exploitation [Knowledge]
3. Explain what gender based violence is and identify who is at risk for this violence [Knowledge]
4. Describe strategies that traffickers employ to recruit youth [Knowledge]

LESSON RATIONALE:

Sex trafficking rates continue to increase and this lesson aims to clearly explain what sex trafficking is, how prevalent it is, and what it could look like. By educating our learners about tactics sex traffickers employ to recruit and exploit young people, offer additional protective factors to young people.

ADVANCE PREPARATION:

Prior to the lesson please communicate with the social services support staff at the school to 1) provide advanced warning of the topic to be covered in the lesson and subsequent access of services by students and 2) invite the staff to join the lesson by sitting in the back of the class to offer immediate support if needed. Additionally, it is helpful to have a plan B option for students who opt out of the lesson for personal reasons. Please print copies of the trafficking assessment, key terms and definition cards, and hotline cards. Also, it can be helpful to add the hotline call number or web address to your email signature so that any future email communication further links these resources to your students.

PROCEDURE:

NOTE TO EDUCATOR: *The lesson will cover topics that might bring up trauma for students and require their connection to additional support. It is important to share a warning with the class before starting to teach in order to be transparent and ensure that those who need to take care of their health and well being are able to do so. Additionally, it would best serve the students to connect with the school counselor and invite them to sit in for the class or at least be aware that it is being taught and students might be seeking out health services.*

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STEP 1:

Say something like, “**Today we are going to talk about a difficult topic, sex trafficking and sexual exploitation. This topic might be particularly challenging to hear about or discuss, which is normal. If at any point you feel like you need to excuse yourself to talk with the school counselor, please let me know. I also want to take the time to remind everyone of our group agreements regarding respecting others and keeping information private. Just to remind all of you, I am here as a trusted adult and I am a mandatory reporter so if you share that you are being harmed or might harm others I must report this to the appropriate adults in order to get you help. Does anyone have any questions before we begin?**”

(2 minutes)

STEP 2:

Distribute the Sex Trafficking: Is It Common? assessment and let the students know they should complete the five questions independently. Assure the students that the assessment will not count towards the grade so they should just make an educated guess. Once the students have completed the assessment, review the correct answers as a class using the answer key. Have the students correct their answers as you review each question. Process the answers with the students by asking the following:

- **What did you already know?**
- **What was new information?**
- **What surprised you?**

After the assessment, set up the Amaze video, Sex Trafficking, What Is It? (<https://www.youtube.com/watch?v=STdXo0qpwmo>), and say, “**We are going to watch a short video to get a better understanding of what sex trafficking is.**” Play the video and ask the students to share their thoughts. As the students watch the video, write the following questions on the board:

- **What is something new you learned about sex trafficking?**
- **Why do survivors of sex trafficking continue to experience challenges even after they are no longer being trafficked?**
- **In what ways does sex trafficking impact young people?**

After the video, ask the students to find an elbow partner (a partner directly near them) to discuss their answers to the questions you wrote on the board for about 3 minutes. Once elbow partners have discussed their answers ask for volunteers to share their responses with the larger group.

(12 minutes)

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STEP 3:

Say something like, **“We all have an understanding of what sex trafficking is and how common it is but there are a few other terms that are very important that we understand. Can I please have ten volunteers to help me with our next activity?”**

Once you have ten volunteers standing at the front of the classroom, distribute a card with a term or definition to each student and provide the following instructions. **“I have given each of you a card with either a definition or a term and when I give you the green light I want you to find the person whose card matches the appropriate term with the correct definition. For the students who are observing, feel free to give suggestions to our volunteers to help them find their partner.”** Set a timer for approximately 3 minutes to complete the activity.

- **Sexual Exploitation** – sexual abuse or harassment from which the harasser can experience financial, social, or professional benefits
- **Gender based violence** – violence directed at someone based on their biological sex or gender identity
- **Grooming** – when a person develops a relationship with a young person with the intention to sexually exploit or abuse the person being targeted
- **Sex Trafficking** - when one person causes another to take part in sexual behaviors to gain something of value like money, food, drugs, housing, etc
- **Sex Traffickers** - the person who forces another to take part in sexual behaviors to gain something and could even be a family member, a sexual or romantic partner, or someone known

Review the answers as a full class by having each volunteer read their term and then the correct definition. Then, using the sex trafficking power point slide deck answer key provide additional details for each term to assure that the students have a strong understanding of all five terms. When reviewing sex traffickers say the following, **“Sex traffickers use all kinds of strategies in order to traffic people for their benefit. This is called grooming where traffickers manipulate others in order to traffic them. Traffickers can act as if they love or want a relationship with the person they are trafficking, make promises of gifts, offer safety, or even appeal to needing help with extreme situations. What are some other ways that traffickers might groom their targets?”** Allow the students time to identify other ways that traffickers might recruit their targets.

(12 minutes)

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STEP 4:

Say something like, **“Let’s take a closer look at gender based violence. Who would you think is more likely to have violence directed at them based on their real or perceived gender?”** Prompt the students to say that people with a vulva are more likely to experience gender based violence and specifically people of color. **“Anyone can be a recipient of gender based violence but the overwhelming majority of people who experience this violence are people with a vulva and specifically people of color.”**

“The federal government has drafted a couple of laws aimed to reduce the rates of trafficking and gender based violence but of course those laws can always be amended which means there can be additions or changes made to improve upon the laws. There is also an option to create a brand new law or regulation. Please take the next 7 minutes to write a law or expectation that you feel would offer protection to those who are most vulnerable.” Once the students are given independent time to complete the activity, ask for volunteers to share their new proposed laws with the full class.

(12 minutes)

STEP 5:

Say something like, **“sex trafficking is a difficult and challenging thing to talk about but it is important to have these conversations because it is common. When we have these tough conversations it provides additional protection because we then might be able to identify when trafficking is taking place and alert the proper people and also continue to provide support to those who are most at risk for violence and assault. Please remember that I am available to talk if you need additional support after today’s class and of course the school counselor is also available. Thank you for your hard work.”**

(2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Objective 1 is completed in Step 2, Objective 2 is completed in Steps 3 and 4, and Objective 3 and 4 are completed in Step 4.

OPTIONAL HOMEWORK:

Trafficking is common throughout every state in the United States. One way to help stop trafficking is to know the warning signs. Research and create a visual to help spread the message about the top warning signs of trafficking.

OR

Share your drafted law to help reduce trafficking with your local legislator to elevate the issue of trafficking with those who make the laws where you live.

Sex Trafficking: Is It Common?

Please review the following question and make an educated guess. This is not a quiz or test and your answers will not impact your grade. Please complete every question on the assessment.

QUESTION	PRE-ASSESSMENT ANSWER	CORRECT ANSWER (IF NEEDED)
1. How many times a day is a minor trafficked for sex? a. 1 time b. 3-5 times c. 7-10 times d. 15 times		
2. What is the typical age of a trafficking victim being sold into prostitution for the first time? a. 12-14 years old b. 21 years old c. 18 years old d. 25 years old		
3. What is the percentage of trafficking victims who are minors? a. 10% b. 25% c. 30% d. 40%		
4. What percentage (%) of human trafficking cases are identified? a. Less than 1% b. 15% c. 50% d. 100%		
5. How much money is generated by sex trafficking each year across the world? a. \$1 million b. \$ 10 million c. \$1 billion d. \$99 billion		

Sex Trafficking Pre-Assessment – Answer Key

Please review the following question and make an educated guess. This is not a quiz or test and your answers will not impact your grade. Please complete every question on the assessment.

QUESTION	PRE-ASSESSMENT ANSWER	CORRECT ANSWER (IF NEEDED)
1. How many times a day is a minor trafficked for sex?		On average, 15 times per day
2. What is the typical age of a trafficking victim being sold into prostitution for the first time?		12-14 years old
3. What is the percentage of trafficking victims who are minors?		40% but most adults who are trafficked were minors when they were sold for the first time.
4. What percentage (%) of human trafficking cases are identified?		0.04% of cases are identified so the vast majority of cases are not detected.
5. How much money is generated by sex trafficking each year across the world?		\$99 billion is generated each year through the crime of sex trafficking.

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