



Module 1 Class Activities

HUMAN TRAFFICKING: AN OVERVIEW

Understanding what it is, how to recognize it, and strategies to address it

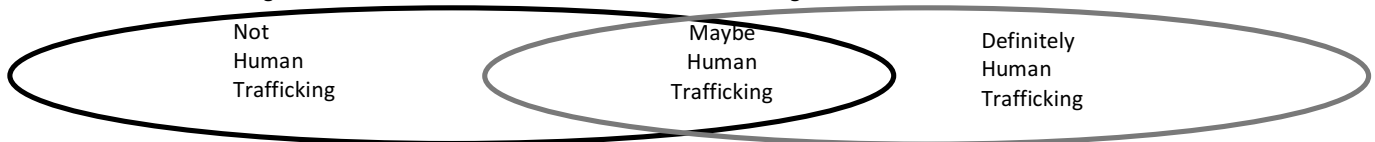
1.1 VENN DIAGRAM: HUMAN TRAFFICKING, MAYBE, MAYBE NOT

Timing- Activity needs to be conducted at the beginning of class or module.

Class prep- Create a list of potential forms of human trafficking. Examples include:

| Not Human Trafficking | Maybe Human Trafficking | Definitely Human Trafficking |
|--|--|---|
| -Fully consenting sex worker over 18 -Smuggling with full consent of person transported -Labor exploitation not reaching the level of HT (long hours, hazardous conditions, bad pay) | -Brothel with sex workers under 18 -Men harvesting cocoa pods with no pay and unable to leave before the end of harvest -Worker in a gold mine, receiving food rations only and escalating debt owed to employer for other needs, including medical care -Forced organ removal Other maybe/maybe not trafficking kinds of exploitation – smuggling, child soldiers, workers exploited short of human trafficking, debt bondage.. | -Debt bondage -Child soldiers -Forced labor, including children |

Draw a venn diagram somewhere in the room and label it the following:



Student Instructions:

- Given the list of potential forms of human trafficking, have students place the different types in the diagram.
- Ask what variables would need to be present for a situation to go from one category to a different one?

- Near the end of class, reassess where the practices fall and discuss any changes in understanding of what meets the legal definition of trafficking-in-persons.
- Revisit the Palermo Protocol (Force, fraud, and coercion- and note that children cannot consent to the exploitation) and see if that changes opinions. Reassess types against the Palermo Protocol.

1.2 STEP INTO THEIR SHOES

Class prep- Potentially provide notecards for each student or ask them to each pull out a piece of paper.

Student Instructions

Read the below instructions to students:

- You have been promised a good job in the city and you are going on a journey. Your best friend is worried, but she tells you that you should write down three things on a paper that will help you in case you get lost. You write down these 3 items:
 1. Name of someone you can call in an emergency
 2. That person's phone number
 3. Where that person lives.
- Hand the paper to someone else in the room.
- You get put on a bus with a stranger who takes your bag.
 1. Hand the paper to someone else.
- You are told to follow someone else and have to change buses.
 1. Hand the paper to someone else.
- You are told to stay overnight in a locked room, and to leave your belongings outside.
 1. Hand the paper to someone else.
- The next day, you are placed in a car with a burka over your head so you can't see anything.
 1. Hand the paper to someone else.
- You see money change hands and then you are told to follow someone else.
 1. Hand the paper to someone else.
- Months pass, you have to work hard and have no contact with the outside world. At night, you are sometimes approached and told to do unspeakable acts. You are ashamed and depressed. Over time, you get thin and ill. One day, someone leaves a door open and you are able to escape. You realize that you don't speak the same language as the people you meet on the street. Now, how do you find your contacts or otherwise get yourself back home?

1.3 QUIZ TIME!

Students and teachers benefit from the *three-minute anonymous quiz* at the end of class, allowing students to identify key take-aways and remaining questions from the class session. Numbers 1, 2, and 3 might have significant overlap—the answer to the last question might be either a student's biggest take-away or a source of confusion. Student feedback helps professors see how students see the big picture take-aways from the session, and identify points to discuss further in the next class.

Class prep- either display the below questions in the classroom or print off individual sheets for each student.

- What was your biggest "take-away" from today's session?
 - What are you unclear about, what remains murky or confusing?
- AND
- How do you describe human trafficking to a roommate or friend who asks, "So, what is human trafficking anyway?"

Student Instructions

- Students take 3-5 minutes to answer the questions.