



Module 5 Class Activities

BEYOND CURRENT CONCEPTIONS OF HUMAN TRAFFICKING

ACTIVITY 5.1 CONTINUUM: LIKELY ← PERHAPS → NOT HUMAN TRAFFICKING

Students think about different situations and discern if it is slavery or not.

Classroom prep – Create a continuum by writing the phrases “likely human trafficking” on one end, “perhaps human trafficking” in the middle, and “not human trafficking” at the other end on a blackboard or write each on a sheet of paper and hang them along a wall with plenty of space in between.

Choose situations – Different types of exploitative practices should be chosen from the resources accompanying this module

Arrange students – Students start off as a large group in the middle of the continuum and then break off as they see fit.

Student Instructions

- If space permits, instruct all students to stand in the middle of the continuum.
- Read each of the situations, pause and allow students to reflect and then move along the continuum.
 1. If space is limited, professors and students could write directly on a chalkboard or answer with post-its.
- After students have stopped moving or have placed their post-its, ask for volunteers to explain why they chose their position.
- Discuss how practices might or might not meet the Palermo Protocol Article 3 definition of “trafficking in persons.”

ACTIVITY 5.2 STUDENT DEBATE: EXPLOITATIVE PRACTICES

Students research and debate about different exploitative practices identified in the Resources section.

Arrange students – Place students into groups of 3 to 5 students.

Student Instructions

- Each group is assigned a single practice identified in the Resource section (Reality TV, organ transplants/transplant tourism, sports, marriage, adoption, ransom, prisons and detention).
- Students research their topic and create an argument supported by laws, data, and facts. They should prepare responses to the below questions:
 1. Per the exploitative practice chosen, do you believe the practice meets the Palermo Protocol definition of trafficking in persons? Why or why not?
 2. What more would you want to know about specific circumstances?

- Each team will have 15-20 minutes to present their perspective. All team members should present a portion of the argument.
- Then, allow the entire class to engage in questions and discussions based off of the material presented.

