

Evangelical Lutheran Church in America
Human Trafficking Learning Series
session 2

Human Trafficking: Scope, Definition, and Identification



"Consider it. Take counsel. Speak out."
-Judges 19: 30b

Hello Interested Lutheran Leader!

Welcome back to the ELCA Human Trafficking Learning Series for session 2, **“Human Trafficking: Scope, Definition, and Identification.”** We hope your first session went well and are thrilled that you are continuing to study about human trafficking. Remember, this resource is intended *for ELCA high school-aged young people* and is **designed to be led by an ELCA high school-aged young person** or an adult.

As a reminder, as with session 1, you don't have to be an expert to lead. The directions are clearly written out so all you have to do is read the tasks from this guide, keep time, and facilitate good discussion when needed.

Remember:

1. **Learners are responsible for their own learning!** Your job is to do the best you can to include input, help the participants make relevant connections to the content, and encourage questions. Also,
2. **Respect your learners.** We each know *some* things! By respecting the fact that the participants already *know* something, the door to learning is open and inviting.

We will continue to include some of our tips and suggestions for how to best facilitate learning in boxes like this.

As always, we give thanks for your continued interest and commitment to educating others about human trafficking. By raising awareness and engaging in thoughtful dialogue and learning, you are helping to *educate* for justice, *advocate* for change, and *lead* into the future! If you have questions, and/or would like to share feedback and success stories, please email justiceforwomen@elca.org.

Keep up the good work and service!

P.S. Look for session 3, coming in November!



In one hour, your learners will have...

- **Summarized the scope** of human trafficking
- **Assessed the term human trafficking**, and
- **Named key signs** to help identify human trafficking victims

Learning Leader's Checklist

Your part as the learning leader, teacher, and facilitator begins here.
Being prepared is the easiest way to enhance the learning!



Suggested Prep Time: 1 hour

Materials

- Writing utensils/markers
- Watch or clock
- Sticky note packets, one per each group of three or four (scratch paper and tape may also be used)
- Handouts on pages 12-14
- Group norms from intro session

Preparation Tasks

- Select four stories from the 12 provided on pages 12—14. Include stories of both men and women, different ages, locations (domestic and international), and types of trafficking.
- Print, cut apart, and number one set of the stories you chose.
- Print a full set of the four stories you selected for each group of three or four.
- Print and post "Scope, Questions, and Signs Handouts" on pages 15—22.
- Identify and ask a person to assist during stories as instructed on page 5.
- Write the definition of human trafficking from the top of page 8 on large piece of paper or chalk/dry erase board. Cover up until addressed.
- Write the signs of human trafficking from page 10 on a stack of sticky notes.
- Print "Human Trafficking Wallet Cards" on pages 23—24, one for each participant, or request pre-printed ones from the Justice for Women program for free at least one week in advance by calling 1-800-638-3522, ext. 2028 or 2710.



Let's Get Started!

From here on, everything written is intended to be read aloud except for text located within brackets and orange boxes, which are notes for you.

Opening Hymn

[Time: 2 minutes]

[Selection is from *Evangelical Lutheran Worship* (ELW). For more options, try the “justice,” “peace” and “community in Christ” sections of the hymnal.]

We will begin with the hymn “Lord, Let my Heart be Good Soil,” ELW page 512.

Opening Prayer

[Time: 1 minute]

Keep close track of time so that the session moves along.

Let us pray:

Loving God, you have created us, your people, to do your work in your world. Be with, protect, and comfort all those who are in situations of fraud, force, and coercion, especially those ensnared in human trafficking. Through your Holy Spirit, open our hearts and enliven our minds as we learn about human trafficking today. Help us to love and care for our neighbors as you first loved and care for us. In the name of Jesus Christ our Lord we pray, Amen.

Recap of Session 1

[Time: 3 minutes]

During our last learning session we identified our existing knowledge about human trafficking, some key facts about the topic, and also connected our faith to the call to care about and act about human trafficking.

Right now, turn to a partner and, for 2 minutes, share what you followed up on after session 1 or share some other trafficking fact or question that you have been thinking about.

What questions do you have? *[Pause for five seconds]*

Begin, and I will let you know when you have one minute left.

[Partners share]

Wait five seconds after asking a question, because it gives people a chance to think about their response. If no one answers, move on.

Learning Objectives

[Time: 1 minute]

Today, during session 2, we will learn about the scope and definition of human trafficking as well as some signs to look for. By the end of this module, you will have...

- **Summarized the scope of human trafficking**
- **Assessed the term human trafficking, and**
- **Named key signs** to help identify human trafficking victims

Reading the learning objectives helps prepare participants for the lesson ahead.

Warm-Up: Identifying existing human trafficking knowledge

[Time: 5 minutes]

First, we will do a warm-up to think about how trafficked people might feel or the type of situations they might be in.

Learning Task:

Take a minute right now to think of a time in your life when you felt trapped, restrained, or used in a situation. *[Wait one minute]* Turn to a partner and briefly share about that time. Only share what you are comfortable sharing. Each person will have one minute to share, and I will tell you when the first minute is finished so you can switch.

What questions do you have? *[Pause for five seconds]*

Begin, and I will let you know when you have one minute remaining.

Ask "what questions do you have?," especially after new information.

Someone probably has a question!

[Groups share]

Learning I: Summarizing the scope of human trafficking through stories

[Time: 30 minutes]

Now that we have discussed times when we have felt trapped, restrained, or used, we are going to read about and summarize the scope of human trafficking through real people's stories. These are true stories, so some people's names and specific information may have been changed for their safety. Also, some of these stories are fairly graphic. If you begin to feel uncomfortable at any time, please feel free to leave the room, and *[insert name here]** will meet with you to talk about your reaction. These stories may evoke fear, but that is not the intent. The purpose is to describe the realities to help us best work against trafficking.

***Identify a person such as a pastor or other trusted adult** to be available to talk to and care for those who may be disturbed by the stories the group is about to learn from. Any time there is difficult content, be extremely attentive to your learners. **Safety really is first. Create a safe space** by providing a **process** for those who feel uncomfortable and **disclosing, ahead of time**, possibly disturbing content.

Learning Tasks:

1. Listen as your peers read these real stories of people who were trafficked. The stories are numbered. If you have a story, read your story aloud to the group when it is your turn. Please read slowly and clearly, and allow a short time of quiet for reflection after the previous story before you begin reading.

What questions do you have? [Pause for five seconds]

Whoever has number one, please begin.

[Stories are read] Thank you for listening to the stories.

2. With a partner, share your answers to these two questions:

- How do these stories make you feel?
- Which story or stories stuck out most to you, and why?

[Post the sheets with these questions on the wall for participants to see.]

We will take about three minutes to share in pairs before moving on.

What questions do you have? [Pause for five seconds]

As the leader, your job is to remove the barriers to learning.

We ask these questions to help the participants deal with their reactions and emotions so we can fully connect to the reality of trafficking.

3. Get into groups of no more than three or four. Each group will receive a copy of the stories. In your groups, summarize the stories by answering the questions I will post around the room.

Depending on how many learners are present, groups may be bigger or smaller.
Each group should be looking at only one story.

For example: 5 stories, 20 learners. Split the learners into 5 groups of 4, assign each group one story to look at.

*[Post the printed question signs one at a time as you read the question aloud.
Leave space for the groups' notes.]*

- What type of work/ labor was the person forced to do?
- Who was the person trafficked (name, age, location, other information)?
- How (process) did the person become trafficked? Who else was involved, and how?
- Why do you think the person stayed in the trafficking situation?

Then, on sticky notes, write your group's answers to the questions as well as the story number, and stick the notes near the appropriate question sign. Write one answer per post-it, so if you have two answers for why a person stayed in a trafficking situation, you would write and hang two post-its. You will have approximately 10 minutes to discuss, write, and post your answers. Then, we will come together for discussion.

If you don't know the answer to a question, **open it back to the group** saying, "That's a great question. I don't know. What does the group think?"

What questions do you have? *[Pause for five seconds]*

Begin, and please ask me questions as they come up.
[Continue with task. Give an alert when five minutes remain.]

Now that you have summarized the stories, let's see what we've learned. Please ask questions if they come up along the way.

Question 1: What type of work/ labor was the person forced to do?

Who would like to share what their group came up with? *[Sharing.]*

Thank you. These answers help us to see some of the different types of trafficking that occur.

Spend about 2 minutes on each of the four questions, giving everyone a chance to talk and keeping the conversation moving.

What types of trafficking, specific situations or jobs, do you think are missing from our list?

[Pause for five seconds, sharing]

Question 2: Who was the person trafficked (name, age, location, other information)?

Who would like to share their group's answer? *[Sharing].* Thank you.

Based on these answers, who can be and is trafficked? *[Pause for five seconds, sharing]*

Question 3: How (process) did the person become trafficked? Who else was involved and how?

Who would like to share first? *[Sharing]* Thank you.

What surprises you most about how people are trafficked and who's involved? *[Pause for five seconds, sharing]*

Question 4: What kept the person in the trafficking situation?

Who would like to share their group's thoughts first? *[Sharing]*

Thank you.

Thank your learners for being active and participating!

Acknowledge their input. It helps to know we are being listened to!

Learning II: Defining Human Trafficking

[Time: 8 minutes]

Now that we have analyzed the scope of trafficking, how does our analysis match the official definition of trafficking?

[Post prepared definition of trafficking or refer to pre-written definition]

According to the United Nations and the United States government, human trafficking is:

the recruiting, harboring, transporting, providing, or obtaining a person to be used for any of the following purposes:

1. Labor or services through force, fraud, or coercion that result in involuntary servitude, peonage, debt bondage, or slavery (i.e. sweatshops, forced labor, child labor and begging, organ removal, child soldiers, etc.); or
2. Sexual exploitation through force, fraud, or coercion (i.e. prostitution, stripping, explicit photographs, phone sex, mail order brides, etc.); or
3. Sexual exploitation of any kind (force, fraud or coercion is not required) with a person who is under 18 years old.

Learning Task:

1. Look at your answers from questions 1-4. As a large group, reorganize the post-its around the definition of human trafficking as your answers relate to it. For example... ***[Use a real example for their list.]***

For example: From questions three, in one of the stories, the person was tricked, which is coercion, so we would place the "tricked" post-it next to the word "coercion" in the definition.

You will have five minutes to rearrange the post-it notes together.

What questions do you have about the task? *[Pause for five seconds]*

Begin reorganization, and I will let you know when there is one minute left.

[Complete task]

Thank you for that work! As you can see, we were able to identify exact examples of the definition of human trafficking from the stories. Now we know the definition of human trafficking and examples of that definition.

Learning III: Naming Key Signs to Identify Trafficking Victims **[Time: 9 minutes]**

Finally, we will name key signs to help us identify victims of human trafficking. You will see that we already have most of the answers!

Learning Task:

1. Look at the sticky notes clustered around the definition. In a large group, take the ones that look like signs, emotions, or characteristics that would help us identify someone who is a victim of trafficking, and put them under the sign. While you're collecting the sticky notes, cluster the related ones together. For example, "fear" and "scared of traffickers" would be clustered together. You will have about three minutes to pull and cluster the signs, emotions, and characteristics of a trafficked person.

What questions do you have? *[Pause for five seconds]*

Begin as a large group, and I will let you know when there is one minute left.

[Complete task]

Now that you have organized your signs, here are some of the signs experts suggest to look for to help identify a trafficked person.

[Pick up prepared sticky notes with signs and as you read off the following signs of trafficking, place the sticky notes by the related clusters the learners identified.]

If the participants have not identified clusters that directly relate to the signs, try to connect your prewritten signs with the signs they identified.

Signs of Human Trafficking

1. Evidence of being controlled. *Where does that fit with your signs?*
2. Inability to move or leave jobs. *Where does that belong?*
3. Signs of physical abuse. *Where does this sign fit?*
4. Fear or depression. *Where does this sign belong?*
5. No forms of identification. *Where does this fit with your signs?*

As you can see, we identified most/all of the signs of trafficking from our knowledge from the trafficking stories. Excellent work!

What questions do you have? [Pause for five seconds]

Take Home Learning: See Something. Say Something.

[Time: 1 minute]

Now that we know the scope of human trafficking, the definition, and signs to look for, what can we do about it? We can see something and say something! Here are wallet-sized cards. Please pass them around.

Finish distributing the cards before continuing! This will help the learners focus fully on the content.

On side one is the definition of human trafficking which we discussed today. On side two are the signs to look for that we also named. At the bottom of that side is the National Human Trafficking Resource Center hotline for reporting suspected human trafficking as well as obtaining information on human trafficking. Put the card in your wallet or purse so you have it when you need it. Now, when you see something, you can say something!

What questions do you have? [Pause for five seconds]

Side One:

What is Human Trafficking?

Human trafficking always includes recruiting, harboring, transporting, providing, or obtaining a person to be used for:

1. *Labor or services* through force, fraud, or coercion resulting in involuntary servitude, peonage, debt bondage, or slavery;
2. *Sexual exploitation* (physical, visual, verbal, etc.) in exchange for anything of value through force, fraud, or coercion; or
3. *Sexual exploitation of any kind involving a person who is under 18 years old.*

- United Nations' and United States' official definition

Side Two:

Look for these and other signs of human trafficking:

- Evidence of being controlled
- Inability to move or leave jobs
- Signs of physical abuse
- Fear or depression
- No forms of identification

If you suspect trafficking or want more information, contact:

The National Human Trafficking Resource Center
888.3737.888 (toll free) or NHTRC@PolarisProject.org

For your reference, these are exact copies of what you have to hand to your learners!

Closing

[Time: 1 minute]

Thank you for learning about the scope of human trafficking, the definition, and signs to look for. I hope to see you back for the next session where we will learn about how trafficking might affect and interact with our daily lives and what we can do about it!

What final questions do you have? [Pause for five seconds]

Closing Prayer

[Time: 1 minute]

Let us pray:

Vigilant God, you care for and watch over all of Creation. Help us to be more aware of human trafficking in the world and in our communities that we might advocate for those who we are called to serve. Be with those who are experiencing trafficking now as you are with us and embolden us to seek justice for women, girls, and all of Creation always. Amen.

(Go to www.elca.org/justiceforwomen for session 3, coming soon)

Human Trafficking Stories

My name is Dora. I am from Ghana where I was a school teacher, and I was trafficked. Four months ago, I came to Washington D.C. legally on a special visa that allowed my employer, a World Bank official, to bring me as a domestic servant to work for him and his family. I was promised health insurance, minimum wage, room, and board. My employers do not use my name, but call me "The Creature." I am forced to work from 5:50 a.m. to 9:30 p.m., over 15 hours of straight work, every day. I have only been paid for one month of the four months I have been working. My employers tell me if I go outside, I might be kidnapped or raped, so I stay indoors at all times. The mental abuse is unbearable. I have no freedom or rights in this house.

My name is Andrew. I am from Jamaica, and I was trafficked. My friend David and I came legally to the United States to work for a company in New Hampshire. When we arrived, our new employers took our passports and identification even before we left the airport. We were forced to live in a tool shed with no running water, bathroom, or heat. We worked grueling hours and had to pay \$50 per week to "rent" the shed we were kept in. David and I have been threatened and beaten multiple times. I had read about slavery; I heard about slavery; but I didn't know I would experience slavery. It is like the job you'd give somebody that you don't care about. The man and woman who brought David and me to the United States are serving five years in prison.

My name is Theresa. I am now 43 years old, but I am sharing my story of being trafficked so others know trafficking can happen to anyone. As a 15-year-old girl from a good, upper-middle-class Catholic family, I was used as a sex slave for two years in an upscale suburb of Detroit. My father was a business executive, and we moved a lot for his job. When we moved to Detroit, an older boy invited me over to visit his house. During that night, he raped me, and I was so ashamed I kept it a secret. A few days later at school, he showed me pictures his cousins, who were hiding in the room, had taken of the assault. He used those pictures to blackmail me into doing whatever he and his cousins demanded. The first night, they beat me and raped me for two hours in their basement. For the next two years, four nights a week, they made me take drugs, raped and beat me, and sold me to other boys for money. I didn't feel like I could turn to anyone, because they wouldn't believe me. My parents didn't suspect anything. They thought my dropping grades and tiredness were just teenage habits. This ended after two years when my family moved again for my father's job. I didn't find the courage to speak out until college. Now I have written a book about my experience, [The Sacred Bath: An American Teen's Story of Modern Day Slavery](#), and have opened a shelter for trafficked women in Ohio.

My name is Joe, I am from the United States, I am homeless, and I was trafficked. My captors, the Evanses, looked for African Americans, mostly men, from homeless shelters and the surrounding streets across the Southeast, including New Orleans. If we were addicted to crack cocaine or alcohol that was even better. The Evanses promised us room, board, and work, so I went with. Our captors drove us to a camp in Northeast Florida where they grew vegetables. Once at the camp, we were charged \$50 a week for room and board and worked in the fields for wages at or near minimum wage. Then, at the end of every weekday, after dinner, we could purchase, on credit and at inflated prices, crack cocaine and untaxed generic-quality beer and cigarettes at a "company store" operating at the camp. Our "purchases" were kept track of, and the amounts were deducted from our pay envelopes. Many of us became perpetually indebted to the Evanses. For most of us, once the deductions for our purchases came out of our pay, we were paid approximately 30 cents on the dollar. Both of our captors have been sentenced to time in prison, but not for trafficking, even though they used fraud and coercion against us.

I am Miya, I am 19 years old from Phoenix, Arizona, and I was trafficked. I worked at a mall selling sunglasses, one of three jobs I was working, to pay off bills and save for college. One day while I was working, a young woman and well-dressed man approached me. The man said I was pretty. He said he was a modeling agent looking for new models in the area, so I agreed to meet them later at a local restaurant to learn more. They said they were on their way back to their offices in California and asked me to go with them to try out modeling for three days. I agreed. The next morning, they took me to get my hair, makeup, and nails done. They took my picture with a cheap, disposable camera, and they said they'd use high quality cameras and sets in California. When we arrived a few days later, the man showed me my picture on a website for an escort service. I was forced to work as a prostitute. I didn't know where I was, so I didn't try to run away. I was moved constantly and advertised online. I finally escaped one night. The police caught the man who trafficked me, but he's only been charged with pimping and pandering the girl with him—not for what he did to me. Also, before they found me, the couple I met in the mall approached 30 other girls, but I was the only one who agreed to go.

My name is Fernando, and I was trafficked. My son and I hoped to find a better life in the United States where we could make more money than in our hometown in Mexico. I paid \$450 to a person to smuggle my son and me across the border into the United States. We were brought to a ranch in California where we worked 16 hours a day, six days a week for \$1 an hour. We cleaned and packed flowers from 3 a.m. to 8 p.m. at night, with only one 10 minute break in the morning and one hour for lunch. I was only allowed to drink water and use the bathroom during those times. I was charged to live in filthy barracks and for sheets, tools, and toilet paper. I could only buy food from the company store, which charged three times the cost of food at a grocery store. My boss filled out my time card, which only showed that I worked three to six hours a day. My son and I were rescued by two men who snuck under the ranch's barbed wire fence.

My name is Julia, and I am from The Balkans, which is a region of southeastern Europe and includes countries like Albania, Bosnia, and Greece. I was trafficked. When I was 8, a man took my sister and me to a neighboring country and made us beg on the streets until we were early teenagers. Then, he sold us into prostitution, where I was expected to bring in a certain amount of money a day or be beaten. When I was 14, I ran away and the local authorities put me in an orphanage where I was not allowed to attend school, because I was undocumented in the country I had been moved to. After a few months, I ran away from the orphanage and went back to what I knew. I became involved with a pimp who prostituted me to local men and tourists. Most recently, I have been arrested on narcotics charges. I will probably spend the next two years in juvenile prison, because I am not yet 18, but there, I will finally be taught to read and write.

My name is Kachepa, and I am from Zambia. Both of my parents died before I was nine, and I was living with 15 family members without electricity or running water. When a Baptist missionary offered to make me part of a Zambian boys choir that would sing at American churches to raise money to build schools in my hometown and support my family, I eagerly agreed. However, three months after we arrived, the choir director stopped letting us contact people, even our families. All 12 of us boys lived in a mobile home at our home base, and we were not allowed to see a doctor if we were sick. I was never paid to sing, my family back home never received any money, and no schools were built. Eventually, some church families who hosted us while we were traveling realized something was wrong. Church members helped all of us find homes and reconnect with our families in Zambia. I am now a junior in college.

My name is Guadalupe, I am 20 years old, and I am deaf. I was kidnapped from my home in Mexico City and smuggled into the United States where I finally ended up in New York. A fellow Mexican family, who were also mostly deaf, smuggled 100 other deaf-mute and speech impaired Mexicans like me to New York City. I lived in a house in Queens in a room with 10 other people. We were all forced to sell trinkets and keychains on the streets and in the subways. I would hand people passing by keychains and tags that read, "\$1. I am deaf." We were expected to make \$600 per week, and if we attempted to escape, we were shocked with a stun gun. Our captors made about \$1 million off our sales and forced begging. Finally, after fellow workers reported the family to the police, 20 of our traffickers were charged, with one woman, Lemus, eventually sentenced to 14 years in prison and ordered to pay us \$1 million in back-wages and restitution.

My name is Jayati, and I live in India. My husband and I were bonded laborers at a rice mill in India for more than 30 years. From 2 a.m. to 6 p.m. every day, I separated and boiled rice. I suffered burns, injury, and illness. The owner of the mill threatened to hurt us if we tried to leave. Our children were also forced to quit school and work alongside my husband and me at the mill. Our grandchildren were also born into bonded servitude. In 2005, my family and I were freed with the help of non-governmental organizations and local authorities. I never dreamt of a day like this in my life. India does not have a comprehensive law against child trafficking or against human trafficking, which might have helped my husband and me, our children, and grandchildren

My name is Lucien, and I live in the Democratic Republic of the Congo. I was studying at school when a militia group in my country abducted me and 11 other boys from our secondary school. We were driven to a military training camp and put into a pit in the group. If we resisted, we were beaten. I was stabbed in the stomach and tied up until I agreed to train. We endured difficult training, about 60 children, including some girls. We were fed one plate of maize (corn) meal a day, which we shared amongst 12 people. I watched people die from starvation and illness. When others tried to escape, the soldiers killed them, and forced us children to bury the bodies. I have since escaped, and now I live with a host family.

My name is "Debbie," I am 15 years of age, and I am from a close-knit Air Force family in suburban Phoenix, Arizona. I am a straight A student, and I was trafficked. One night, a casual acquaintance of mine, Bianca, asked to stop by my house. I went out into my driveway and talked to her and two older men who were with her. When she said they were leaving, I went to hug her goodbye, and she pushed me into the car. The men ordered my friend to tie me up and threatened to shoot her if she refused. She covered my mouth and eyes and tied my hands. One man threatened to shoot me if I struggled, so I didn't. My captors drove me around the streets for hours, but we were only 25 miles from my house. When we arrived, I was drugged and raped by five men. Among other things, I was kept in an apartment in a dog kennel and tied into a drawer under a bed. My pimps put an advertisement for me on Craigslist, and soon, men started showing up at all times of the day and night demanding sex from me. They paid, and I received no money. My captors threatened to harm me and my family, so I never tried to run. The police received tips I was being held, but didn't find me until the second time they broke into to the apartment, because I was crushed into that drawer under the bed. I am now back with my family, and the two men are charged with sexual assault and kidnapping, not trafficking.

Which story or stories stuck out most to you, and why?

*How do these
stories make you
feel?*

*What type of
work/ labor
was the person
forced to do?*

*Who was the
person trafficked
(name, age, location,
other information)?*

How (process) did
the person become
trafficked?

Who else was in-
volved and how?

Why do you think
the person
stayed in the
trafficking
situation?

**Possible Signs,
emotions,
characteristics
of a trafficked
person**

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**Evangelical Lutheran
Church in America**

God's work. Our hands.

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