

Evangelical Lutheran Church in America
Human Trafficking Learning Series
session 3

Human Trafficking: The Big Picture



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

Hello Interested Lutheran Leader!

Welcome back to the ELCA Human Trafficking Learning Series for session 3, **“Human Trafficking: The Big Picture.”** We hope your first two sessions went well and are thrilled that you are continuing to study human trafficking. Remember, this resource is intended *for Lutheran high school-aged young people* and is **designed to be led by a Lutheran high school-aged young person** or an adult.

As a reminder, 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.
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.

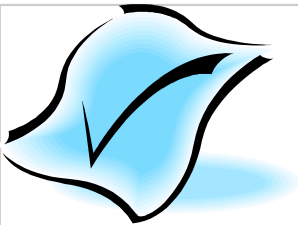
As always, we give thanks for your continued interest and commitment to educating others about human trafficking. By raising awareness and engaging in thoughtful dialogue and learning, you are helping to *educate* for justice, *advocate* for change and *lead* into the future! If you have questions, and/or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

Keep up the good work and service!



In one hour, learners will have...

- Demonstrated the complexities involved in making choices
- Named factors that make individuals more vulnerable to trafficking
- Examined the systems related to root causes of human trafficking



Learning Leader's Checklist

Suggested Prep Time: 1 hour

Materials

- Writing utensils/markers
- Watch, clock or timer
- Take-away handouts from back of packet
- Printed Jeopardy game. (see pgs 14-53)
- Large easel pad with sheets of paper for posting information and recording answers
- Tape
- Optional:* Treats or other prizes for Jeopardy game
- Group norms, Bible verses, key trafficking facts from session 1, trafficking definition and key signs of identifying from session 2, written on large paper to be hung around the room

Your part as the learning leader, teacher and facilitator begins here. Being prepared is the easiest way to enhance the learning! Check off the boxes on this checklist to make sure you're ready.

Preparation Tasks (see back of packet for necessary information sheets)

- Write and hang sheets with previous session information on the wall.
- Print "Big Picture Jeopardy."
- Hang up "Big Picture Jeopardy" with the titles either missing or turned around.
- Print take-home sheets.
- Make sure you've read through entire session and know what's coming up!



Let's dive in!

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 “Be Thou My Vision” ELW 793.

Opening Prayer

[Time: 1 minute]

Remember to keep close track of time so that the session moves along.

Let us pray:

Everlasting God, human trafficking is an overwhelming and scary topic. We ask that you open our hearts and minds today to better understand some of the many ways that people become vulnerable to trafficking. We know that you are a God of justice and love, and we pray that you'll help us to keep your life-giving vision for the world in mind as we learn about and discuss the ways in which that vision is not yet whole. Amen.

Recap of Sessions 1 and 2

[Time: 4 minutes]

In our last two sessions we connected our faith, summarized the scope, assessed the term, and named key signs of human trafficking. Some key facts, as well as the definition of human trafficking, from the last session are posted on the wall. Turn to a partner and talk about any questions, concerns or ideas that have come up for you since our last session; you'll have three minutes.

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

Remember : pausing after asking a question gives learners time to think.

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

[Partners share]

If a learner asks a question that will be answered during the session, let them know you'll cover it later. If a learner asks a question for which you don't have an answer, try bringing it back to the group: "I'm not sure about that. What does the group think?"

Does anyone have a question, concern or idea that you feel is important for the large group?

[Pause, if no one has a question, move on]

Learning Objectives

[Time: 1 minute]

Today, during session 3, we will focus on vulnerability and root causes to see the big picture of human trafficking. By the end of the hour we will have:

- Demonstrated the complexities involved in making choices
- Named factors that make individuals more vulnerable to trafficking
- Explored the systems related to root causes of human trafficking

Warm-Up: Demonstrate the complexities involved in making choices

[Time: 6 minutes]

Let's start out with a warm-up. In a minute, I'll ask you all to stand in the middle of the room and I'll read a scenario. If you would absolutely say yes, move toward the right wall. If you'd absolutely say no, move toward the left wall. You may also stand anywhere in between if you are unsure but leaning toward yes or no.



What questions do you have? *[pause]*

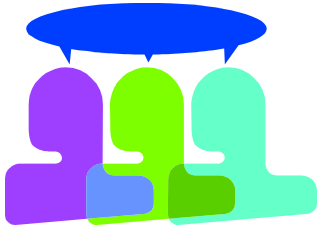
Okay, let's stand up and get started.

Be sure to read the following scenarios loudly and slowly. Allow plenty of time for learners to make their decisions. If learners look puzzled or are slow to react, read the scenario again.

Scenarios:

- You meet someone who offers you a job where you'd make \$200 a week, but you have to go somewhere with this person right away to apply. Do you go?
[Pause for learners to move]
- One of your parents was recently laid off. The other works part time, but you know money is very tight. You've been trying to find a part-time job to help out. You meet someone who offers you a job where you'd make \$200 a week, but you have to go somewhere with this person right away to apply. Do you go?
[Pause for learners to move]
- You're the child of a single parent and the oldest of six children. Your parent works hard but money is always tight and you and your siblings often go to bed hungry. Education is very important to you and your family, but childcare isn't always available for your younger siblings so sometimes you have to stay home. You haven't been able to find a job that is flexible enough for you to go to school, take care of your siblings and work. You see an ad for a cleaning service. It says they have flexible hours and are hiring right away if you go to the address provided. Do you go?
[Pause for learners to move]
- Someone approaches you at the mall and says you have what it takes to be a model. They're sure you'll start booking jobs right away. They offer to get a portfolio started for you. What do you say?
[Pause for learners to move]
- A year ago a terrible flood washed away your family's home as well as most of those in your neighborhood. You've been able to stay in various homes and shelters, but there has been nothing steady and it is taking a long time to save enough money to rebuild. You meet someone who says that you can make money quickly working for a nearby factory and you'll be hired right away. Do you take the job?
[Pause for learners to move]
- You recently moved to a new country on your own with a visa to work at a hotel. You know a bit of the language, but you're still learning. You thought your hotel job would pay much more than it does and soon you're late on your rent payment. You meet a couple who offer you a job working in their home and they are willing to help you get your start in the country. They'll help you learn the language and you can even live with them for free until you save enough for your own apartment. Do you go with them?
[Pause for learners to move]





Learning I: Name factors that make individuals more vulnerable to trafficking

[Time: 12 minutes]

Thank you for your participation. Let's all take our seats again and have some discussion about the warm-up and how it might relate to trafficking.

You might ask the following questions in order for a more structured conversation. You might also list them on the board and ask learners to respond to any question for a more flexible conversation. If learners are having a difficult time talking about the exercise, try asking them to discuss with their neighbor for a few minutes and then bring the conversation back to the group.

Questions:

How did this exercise make you feel?

Which questions did you find particularly difficult? Why?

What specific factors made your decision most difficult? (*e.g., lack of money, wanting to help family, etc.*)

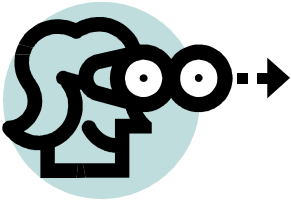
Based on this exercise and what you've learned so far about trafficking, what factors might make individuals more vulnerable to the promises of traffickers?

[write these down up front]

If learners have a hard time thinking of vulnerability factors, you might try re-reading some of the scenarios from the warm-up

This is a great list, thank you. Though from our first sessions we know that trafficking can happen anywhere and to anyone, we can see that there are factors that make individuals more vulnerable. Using some of this list, and *[maybe]* adding a few other ideas, let's go a bit deeper to learn about and discuss these vulnerabilities on a larger scale.





Learning 2: Explore the systems related to root causes of human trafficking

[Time: 25 minutes]

Learning Task A (17 min.):

Let's play "Big Picture Jeopardy!" In a minute, I'll count you off into four even groups. After you gather with your group, we'll start with group one. Group one will choose a category, for example, "gender for 100." I'll read the question and team 1 will have a chance to answer. If it is answered correctly, group one receives the points, in this case 100. Once group one's turn is over, we'll move on to group two and around the room until all of the questions are answered. All of the 100 and 200 level questions must be answered before moving on the the 300 level.

What questions do you have? [pause]

Okay, I'll count off. [count off groups; as groups are moving together, hang up the category titles]

Groups should have enough players to work together, but not so many that some voices aren't heard. Three or four members should work well. Depending on the number of learners, you may need to adjust the number of groups.

Our categories are:

- Hunger
- Poverty and Homelessness
- Natural Disasters and Political Unrest
- Gender
- Marginalization of Immigrants and Minority Groups

Group one, what question would you like? [group one answers, continue with game until all questions are answered]

If you begin to run out of time, consider asking the 300 level questions as one large question to the whole group, "What connections might there be between each of these categories?"

Here is what your board will look like:

Hunger	Poverty and Homelessness	Natural Disasters and Political Unrest	Gender	Marginalization of Immigrants and Minority Groups
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300

Individual sheets to be printed are located on pages 14-53

Questions and Answers (in green):

Hunger	Poverty and Homelessness	Natural Disasters and Political Unrest
<p>There are 6.7 billion people in the world. This is the percent of people in the world who are hungry.</p> <ul style="list-style-type: none"> • 16.4% • 14.3% (963 million)¹ • 12.8% 	<p>In the U.S., this percentage of people live below the poverty line.</p> <ul style="list-style-type: none"> • 10.8% • 12.2% • 15.3% (46.2 million)² 	<p>In 2010 alone, this is the number of people who lost their homes due to natural disasters.</p> <ul style="list-style-type: none"> • 42 million³ • 38 million • 26 million
<p>In 2010, this percentage of American households suffered food insecurity (struggled to put food on the table at some point in the year).</p> <ul style="list-style-type: none"> • 10.4% • 14.5%⁴ • 20.2% <p>Bonus: What percent of these were children? (21.6)</p>	<p>In 2008, the last year comprehensive poverty numbers were available, how many people in the world lived in extreme poverty (less than \$1.25/day)?</p> <ul style="list-style-type: none"> • 900 million • 1.29 billion⁵ • 1.4 billion 	<p>75% or more of those killed or wounded in modern wars are civilians. As of June, 2012 there were at least ___ documented violent military conflicts across the globe.</p> <ul style="list-style-type: none"> • 36 • 39 • 42⁶
<p>What connections might there be between this category, poverty and gender?</p>	<p>What connections might there be between this category, natural disasters and political unrest?</p>	<p>What connections might there be between this category, hunger and marginalization of minorities?</p>

1. "ELCA World Hunger – Hunger Facts." Accessed July 2, 2012. www.elca.org/Our-Faith-In-Action/Responding-to-the-World/ELCA-World-Hunger/Resources/Hunger-Facts.aspx
2. U.S. Census Bureau. "Poverty Status in the Last 12 Months" Accessed July 2, 2012. http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_1YR_S1701&prodType=table
3. Salon Media Group. "42 million displaced by natural disasters in 2010." Accessed July 2, 2012. www.salon.com/2011/06/06/natural_disasters/
4. Bread for the World. "U.S. Food Insecurity." Accessed July 2, 2012. www.bread.org/hunger/us/insecure.html
5. The World Bank. "World Bank Sees Progress Against Extreme Poverty, But Flags Vulnerabilities." Accessed July 2, 2012. www.worldbank.org/BS/EXTERNALWS/0,contentMDK:23130032~pagePK:64257043~piPK:437376~theSitePK:4607,00.html
6. "The World at War." Accessed July 2, 2012. <http://www.globalsecurity.org/military/world/war/>

Gender	Marginalization of Immigrants and Minority Groups
<p>Women represent a disproportionate number of the world's poor. Some estimates place them at ___%.</p> <ul style="list-style-type: none"> • 70¹ • 63 • 72 	<p>Migrating to the U.S. for work is difficult. Due to rigid qualifications, only ___% of immigrants received employment-based visas in 2009.</p> <ul style="list-style-type: none"> • 1%² • 3% • 5%
<p>___ out of 5 displaced people are women, children and young people.</p> <ul style="list-style-type: none"> • 2 • 3 • 4³ 	<p>Racial and ethnic minorities* make up 25% of U.S. population, but ___% of U.S. population living in poverty.</p> <ul style="list-style-type: none"> • 36.4% • 39.5%⁴ • 41.1%
<p>What connections might there be between this category, marginalization of immigrants and hunger?</p>	<p>What connections might there be between this category, poverty and natural disasters?</p>

As groups answer questions, flip the cards on the board to reveal the answer on the other side.

There are no wrong answers for the 300 level questions; the idea is for learners to discover the interrelatedness of the categories.

1. UN Women. "Women, Poverty & Economics." Accessed July 2, 2012. www.unifem.org/gender_issues/women_poverty_economics/

2. Lutheran Immigration and Refugee Service. "Mythbusters." Accessed July 2, 2012. www.lirs.org/mythbusters

3. Women's Refugee Commission. "General Resources." Accessed July 2, 2012. http://womensrefugeecommission.org/resources/cat_view/68-reports/75-general-resources?start=10

4. U.S. Census Bureau. "Poverty Status in the Last 12 Months" Accessed July 2, 2012. http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_1YR_S1701&prodType=table

* Includes African American, Asian, Native American, Native Hawaiian or Pacific Islander, other race, or multi-racial people.

Learning Task B (8 min.)

Great job, everyone. We can see that these are big and complex issues. It looks like group ___ had the most points. *[hand out prizes if you choose]*

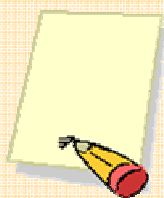
Based on your group and preference, you decide how to use the points and prizes. If you just want to play the game for fun and use neither, that's just fine! You might also have a unique prize for the "winning" group and a different prize for the rest of the group. The points are secondary to everyone learning and having fun.

I have one more question for you all for a "final Jeopardy" round. You'll have three minutes to talk it over in your groups and then each group will share your answers.

What questions do you have? [pause]

Okay, your final Jeopardy question is: Keeping in mind our vulnerability exercise from earlier, in what ways might the categories of this Jeopardy game relate to human trafficking? *[groups discuss]*

Alright, which group would like to share your answer first? *[each group shares]*



Use the above space to record any thoughts, ideas, or questions that you or learners might like to come back to later.

Thank you, everyone, those were some great answers. We can now see that human trafficking is connected to some pretty deep root causes. This means that while protecting victims and persecuting perpetrators of trafficking is important, it is also important to address the root causes that allow trafficking to exist in the first place. Some really great news is that the ELCA is doing a lot of this work, and you can get involved! Programs like ELCA World Hunger, Global Mission, ELCA Disaster Response and Lutheran Immigration and Refugee Services serve the vulnerable and offer creative approaches to ending that vulnerability.



Closing

[Time: 5 minutes]

We've covered A LOT of information today! In our last five minutes, let's go around the room and say one thing we've learned and one thing we want to learn more about.

What questions do you have? [pause]

Okay, I'll start. *[everyone shares]*

Thanks, everyone. As you leave today I'll hand you a sheet with more information about ELCA work and how you can get involved!

What final questions do you have? [pause]

Next time, we'll take a look at another kind of root cause: demand.

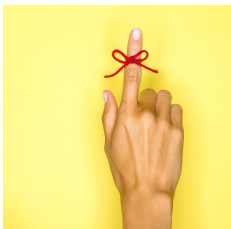
Closing Prayer

[Time: 1 minute]

Let us pray:

Enduring God, we know that the root causes of human trafficking are many and run deep. We know also that addressing them is long, difficult work. Help us to remember your unfailing strength, hope and forgiveness. We ask for your guidance as we leave here today so that we might take what we've learned and use it to make a difference. Thank you for this time of learning and growing together. In your loving name we pray, Amen.

Either distribute sheets to learners, or, if you have an email list, send the take-home materials online to save paper.



**Don't forget to
schedule
your next session!**

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Hunger

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100

There are 6.7 billion
people in the world.
963 million or 14.3%
of people in the
world are hungry.

2000

In 2010, 14.5% of American households suffered food insecurity (struggled to put food on the table at some point in the year).

21.6% of these people were children.

300

What connections
might there be
between this
category, poverty
and gender?

Poverty and Homelessness

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100

In the U.S., 46.2 million people, or 15.3%, live below the poverty line.

200

In 2008 1.29 billion
people in the world
lived in extreme
poverty (less than
\$1.25/day).

300

What connections
might there be
between this category,
natural disasters and
political unrest?

Natural Disasters and Political Unrest

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100

In 2010 alone,
42 million people
lost their homes due
to natural disasters.

2000

75% or more of those killed or wounded in modern wars are civilians.

As of June, 2012 there were at least 42 documented violent military conflicts across the globe.

300

What connections
might there be between
this category, hunger
and marginalization
of minorities?

Gender

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100

Women represent a disproportionate number of the world's poor. Some estimates place them at 70% of all poor.

2000

4 out of 5 displaced
people are women,
children and young
people.

300

What connections
might there be
between this category,
marginalization of
immigrants and hunger?

Marginalization of Immigrants and Minority Groups

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100

Migrating to the U.S. for work is difficult. Due to rigid qualifications, only 1% of all immigrants received employment-based visas in 2009.

2000

Racial and ethnic minorities make up 25% of U.S. population, but 39.5% of U.S. population living in poverty.

300

What connections
might there be
between this
category, poverty and
natural disasters?



Get Involved!

Check out the ways various ELCA and ELCA-affiliated groups already address the root causes of human trafficking! Join in!



ELCA World Hunger www.elca.org/hunger

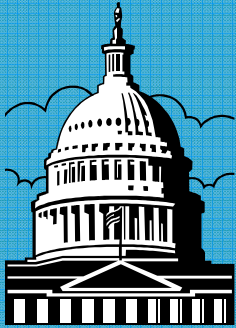
Follow the Hunger Rumbings blog!
<http://blogs.elca.org/hungerrumbings>

Learn more with Hunger Education Toolkits!



ELCA Advocacy

www.elca.org/advocacy



Work for change through public policy!

Follow the blog!
<http://blogs.elca.org/advocacy/>

ELCA Disaster Response

www.elca.org/disaster

Find resources and information for your congregation!

Follow the blog!
<http://blogs.elca.org/disasterresponse/>



Learn about:

ELCA Global Mission

www.elca.org/globalmission



Think about becoming a Young Adult in Global Mission!

www.elca.org/yagm

Address poverty with:



Lutheran World Relief
SUSTAINABLE DEVELOPMENT. LASTING PROMISE.

www.lwr.org

Check out the blog! <http://blog.lwr.org/>

Address gender justice with:



www.elca.org/justiceforwomen

Lutheran Immigration and Refugee Services

www.lirs.org

Stay informed!
<http://www.lirs.org/blog>



Connect with these ministries on



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Prepared by Melanie Massnick, Justice for Women program, Office of the Presiding Bishop



Evangelical Lutheran Church in America

God's work. Our hands.

*Produced by the ELCA Justice for Women Program,
Office of the Presiding Bishop*