

Evangelical Lutheran Church in America
Human Trafficking Learning Series
session 4

Human Trafficking: Our Lives and Our Responsibilities Part 1: Labor Trafficking



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

Hello Interested Lutheran Leader!

Welcome back to the ELCA Human Trafficking Learning Series for session 4, **“Human Trafficking: Our Lives and Our Responsibilities Part 1 .”** We hope your first three 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.

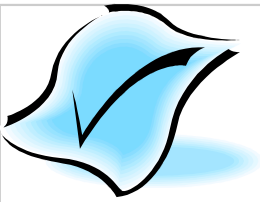
We will continue to include some of our tips and suggestions for how to best facilitate learning in boxes like this.

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...

- Identified places where our lives may intersect with labor trafficking
- Dissected the role of demand in supply chains
- Brainstormed immediate action steps



Learning Leader's Checklist

Suggested Prep Time: 1 hour

Materials

- Writing utensils/markers
- Watch, clock or timer
- Small sticky note packets — multiple colors!
- Handouts from back of packet
- Printed “everyday activities” for warm-up. (see pgs 14-20)
- Large easel pad with sheets of paper for posting information and recording answers
- Tape
- 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 and hang printed “everyday activity” sheets for warm-up.
- Print labor trafficking fact sheets.
- Print supply chain visual.
- Print questions for learning 2 and group assignments for learning 3.
- Print “take action” take-home sheets.
- Make sure you've read through entire session and know what's coming up!



Here we go!

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 “Canticle of the Turning,” ELW 723

Opening Prayer

[Time: 1 minute]

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

Let us pray:

Transforming God, we know that you are constantly moving in the world. We pray that the dawn is drawing near for those who suffer from human trafficking. Be with us and keep our hearts and minds open as we learn together today. Help us to remember that all are members of Christ’s body, equally sinful and equally forgiven. Give us the strength to struggle with the harsh and uncomfortable truths of human trafficking as we work toward justice. In your holy name we pray, Amen.

Recap of Sessions 1, 2, and 3

[Time: 4 minutes]

In our last session we delved deeper into the big picture of human trafficking and some of its root causes.

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 3 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

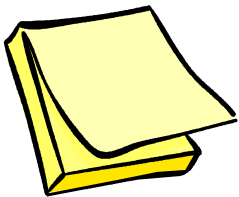
[Time: 1 minute]

Today, during session 4, we will learn about our personal relationship with labor trafficking, its root causes and what we can do. By the end of the hour, you will have:

- Identified places where our lives may intersect with labor trafficking
- Dissected the role of demand in supply chains
- Brainstormed immediate action steps

Warm-Up: Everyday Activities

[Time: 5 minutes]



We'll begin this session with a warm-up. In a minute, I will hand you each some sticky notes. On the wall there are activities written on sheets of paper. Place a sticky note on each activity that you've done in the last 2 months. You'll have 2 minutes.

What questions do you have? *[pause]*

When instructions are given, learners will probably have clarifying questions!

[learners place their sticky notes; alert them when one minute remains]

Great! Now, how would you describe these activities in a word or two? I'll record your answers as you shout them out. Call out your words as you think of them!
[record answers until you have a full list, for up to 3 minutes]

This looks like a good list, thank you for your participation. Let's continue with the session; we'll come back to this activity during our first learning task.

Learning I: Identifying Places Where our Lives May Intersect with Labor Trafficking

Time: 20 minutes



Learning Task A:

In a minute, I will hand out some labor trafficking fact sheets. They are numbered; whoever has number one will read first, continuing in order until all of the facts have been read.

Be sure to finish explaining the task before you hand out the fact sheets so that learners can focus on the directions.

What questions do you have?

[Pause for 5 seconds]

Who would like to read a fact sheet? *[Pass out sheets to those who'd like to read first, asking for more volunteers if too few raise their hands.]*

Whoever has sheet number 1 may read. *[Learner reads; continue until all sheets are read]* Thank you, *[final learner's name]*.

Now, let's take a look at our sticky note activity. What connections do you see between the sheets we just read and these activities? What surprises you? *[Pause and wait for some answers; have a short discussion.]*

If conversation lags, try asking open questions or inserting statements like these:

- In what other ways do you suppose our lives may or may not be connected to human trafficking?
- What surprises you about the facts you just heard?
- The fact sheets we read help us to see that we're connected to trafficking not only through products, but possibly more directly in our own country.

If someone asks a tough question or makes a particularly interesting statement, ask for a response from the whole group! Try to get as many voices involved as you can!

Remember to thank learners for their contributions!



Thank you all for your input. It looks like these everyday activities might have a bit more to them than we often realize. If you have a fact sheet, please tape it above the activity sheet where you think it fits best. If you aren't sure, ask a friend!

[Learners hang sheets]

This visual display helps solidify learners' understanding of the connections they've just made.

Activity/Fact Cheat Sheet:

Fact Sheet #1: Bought New Clothes

Fact Sheet #2: Stayed in a Hotel

Fact Sheet #3: Ate at a Restaurant

Fact Sheet #4: Went Grocery Shopping

Fact Sheet #5: Lived in or Traveled to a Big City

Fact Sheet #6: Ate Chocolate

Fact Sheet #7: Wore Cotton Clothes

Thank you, readers. We'll leave these sheets up for the rest of the session in case you'd like to refer back to them.

Learning Task B:

Now that we've learned some facts about labor trafficking and can begin to see how it connects to our everyday lives, let's look back at the words we first used to describe those activities.

In a minute, I'll ask that you turn to a partner and

- discuss how those words make you feel now.
- then, when you feel ready, come up and write one or two words that describe the feelings you've discussed with your partner.

We'll take 5 minutes for this task; I'll let you know when there is 1 minute left.

What questions do you have? *[Pause]*

Alright, let's begin. *[Learners discuss]*

Keep track of time and let learners know when they have 1 minute remaining, reminding them to add their words to the list.



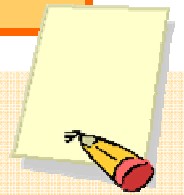
Okay, let's come back to the large group. Let's take a look at our two lists.

How are you feeling right now? What questions or concerns would you like to voice for the whole group?

[Use your remaining time for Learning 1 to have an open discussion about how learners (including you!) are feeling about the connections they have made]

This is a particularly tough subject. Learners may feel guilty and vulnerable. Be sure to give learners a lot of time to think and react. Silence is okay! Thank learners for their contributions and ask open questions. If you can't answer a question, don't be afraid to let learners know that you're still getting familiar with this topic too.

You're all learning together and there are no easy answers.

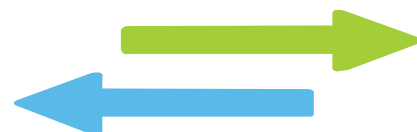


Use the above space to record any thoughts, ideas, or questions that you or learners might like to come back to later.

Thank you all for this open conversation; I know this is a difficult topic. While our lives intersect with trafficking in many ways that we aren't always aware of, this does not mean that EVERY service worker has been trafficked or that every product is made using trafficked individuals. Remember our definition from the last session; trafficking must involve *force, fraud or coercion*. I know many of us may feel a little uneasy right now, but as we continue with the session we'll gain more understanding of labor trafficking and what we can do to make a difference. Hang in there!

Learning 2: Dissecting the Roles of Supply and Demand in Labor Trafficking

Time: 15 minutes



Now that we can see that some of our daily activities and the products we use may be connected to human trafficking, let's take a closer look at supply and demand in order to better understand that connection. In order to do this, we're going to look at only the objects we've brought into this room.

Learning Task A:

Would three people like to volunteer to help out with this task?

[pause to wait for volunteers]

Give learners time to volunteer; it will help learners feel safe if they aren't asked to participate unwillingly.

Thank you for volunteering! Now, please choose something you brought with you: an article of clothing, a backpack, a purse, etc. and bring it up to the front with you. It's okay to use something you're wearing. I'll ask each of you a few questions and record your answers on the board.

What questions do you have? [Pause]

Okay, volunteers, come on up!

Questions:

1.) *Where was this item purchased?*

[Ask each volunteer the first question, record each answer, move on to the next question]

2) *Where do you think the item was before that? Before that? Before that? [See what answers the volunteer comes up with until they can't think of any more]*

If learners are having trouble thinking of places where an item might have been, try asking them:

- What materials make up this item?
- Does the item have a tag? What does the tag say about its origin/materials?

Thanks volunteers, you can return to your seats. It isn't always so easy to tell where the products we use may have their beginnings. Though we've been talking about clothing/accessories/etc., this can also be applied to food, packaging and other everyday products. The visual I'm putting up describes a very basic supply chain. *[Put up supply chain visual]* There are many steps before a product makes it into our hands.

Asking for new volunteers will get more learners involved!

Could I have three new volunteers come up to the front?

If learners are reluctant to volunteer:

- Let them know some more about the questions/task; it may help to know what they're getting into.
- Add yourself into the mix! Answering your questions along with your volunteers may help them feel less vulnerable.

Thanks for volunteering. I'm going to ask you a few questions and record your answers.



Questions:

- 1) Why did you buy this particular _____ *[insert shirt, pair of pants, hat, etc.]?*
- 2) What do you like about it?
- 3) Was this item one of a kind, or were there more like it? If there were, about how many would you say? Did they come in different sizes/colors/designs?

Thanks, volunteers, you can return to your seats.

Learning Task B:

In a minute, I'm going to ask that you break up into groups of no less than three and no more than four. I'll hand each group a list of questions [Questions are in the back of this packet] related to supply, demand and trafficking. Discuss these questions, and then we'll bring it back to the large group after 5 minutes.

What questions do you have? [Pause]

[Groups discuss]

Remember to remind learners when they have 1 minute left!

Okay, which group would like to share first?

Here are some of the key pieces of information that may be helpful. Learners will probably get to them all themselves. But, if there is a piece that hasn't come up toward the end, try to steer the conversation in that direction.

- Demand drives supply; we help to create this demand with our choices as consumers.
- Companies try to give consumers what they want in order to make money and to keep them as customers.
- If customers demand low prices, companies and manufacturers try to keep their costs as low as possible in order to make the most profit.
- The demand for mass produced goods in many sizes and colors means they must be produced quickly and with many workers.
- When we don't keep watch over the supply chains of companies, these factors can potentially lead to human trafficking.

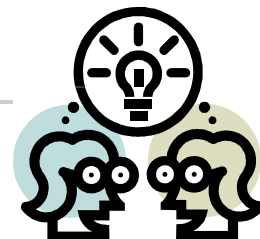
Thanks for a great discussion! This exercise helped us to recognize that our demand for mass produced, inexpensive goods as well as employers' demand for inexpensive labor, helps drive labor trafficking. While it is uncomfortable to recognize this connection, it is also freeing. Though we all create demand for products, we can also demand that those products be made ethically.

Our voices matter!

Learning 3: Brainstorming Immediate Action

Steps

[Time: 10 minutes]



In this learning task, we can put our knowledge about our relationship to supply and demand to use! Let's think of some strategies to combat labor trafficking and our participation in it.

You may want to share an example like this to get conversation started:

A small group of people created big change when they started asking for chocolate that was not tainted by human trafficking. Individuals wrote letters and made phone calls to Cadbury asking that they keep their supply chains in check. Because of the persistent voices of individuals, Cadbury made an effort to make their chocolate Fair Trade Certified. We can do the same for other companies and products!

Learning Task

In a minute I'll split the group in thirds. With your group, you'll generate lists of ways that we can all begin combating trafficking right away! Each group will receive a sheet with specific questions. Think of as many possibilities as you can in 4 minutes, and then we'll take another 4 minutes to present our ideas. This is a brainstorm, every idea counts!

What questions do you have? [Pause]

[Split group into 3; distribute instructions]

If learners have been working with those close to them, try counting off by three to mix up the groups.

Okay, let's begin. I'll let you know when you have 1 minute remaining.

[Groups discuss]

Sounds like you had some good conversations. Which group would like to share first? [first group presents; keep a list of ideas on board/easel paper.]

Thank you for those fantastic action steps! Which group would like to present next? It's okay if some of your ideas overlap.

[Remaining groups present their ideas; continue recording.]

You've all come up with some great ideas! It looks like you've got just about everything on my lists, and added a few new ones. Here are a few other ideas:
[read any ideas from the included lists that may not have come up]



What remaining questions do you have from our time together today? *[Pause]*

Take Home Learning: Strategies and Helpful Websites

[Time: 1 minute]

Now that you've all come up with your own strategies, here are a few to take home with you. They can serve as a reminder, or as conversation starters with your family and friends! There are also some helpful websites included. We can each start combating trafficking through our knowledge and advocacy.

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

Closing

[Time: 1 minute]

Thank you for learning about our daily connection to labor trafficking and identifying strategies for breaking the demand. I hope you'll all come back for the next session when we'll discuss the root causes of sex trafficking and what we can do about them.

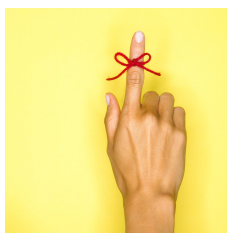
What final questions or comments do you have? *[Pause]*

Closing Prayer

Let us pray:

Empowering God, thank you for our time learning together today. Thank you for helping us to better understand the role that we play in human trafficking. We ask that you help us to use the knowledge we've gained to begin to make a difference in the lives of all of our neighbors and therefore ourselves. Guide us as we go; give us the strength in body and mind to do your loving work. In your gracious name we pray, Amen.

Don't forget to schedule your next session!



Write this information from previous sessions on large easel paper and post on the wall so that it is visible for all learners:

Key Trafficking Facts

- According to the U.S. Department of State and the organization Free the Slaves, between 12.3 and 27 million people are being trafficked worldwide at anytime.
- The United Nations Office on Drugs and Crime estimates the total value of illegal human trafficking to be \$32 billion.
- According to the United Nations, women and girls account for 70 to 80 percent of human trafficking victims.

Human Trafficking Definition

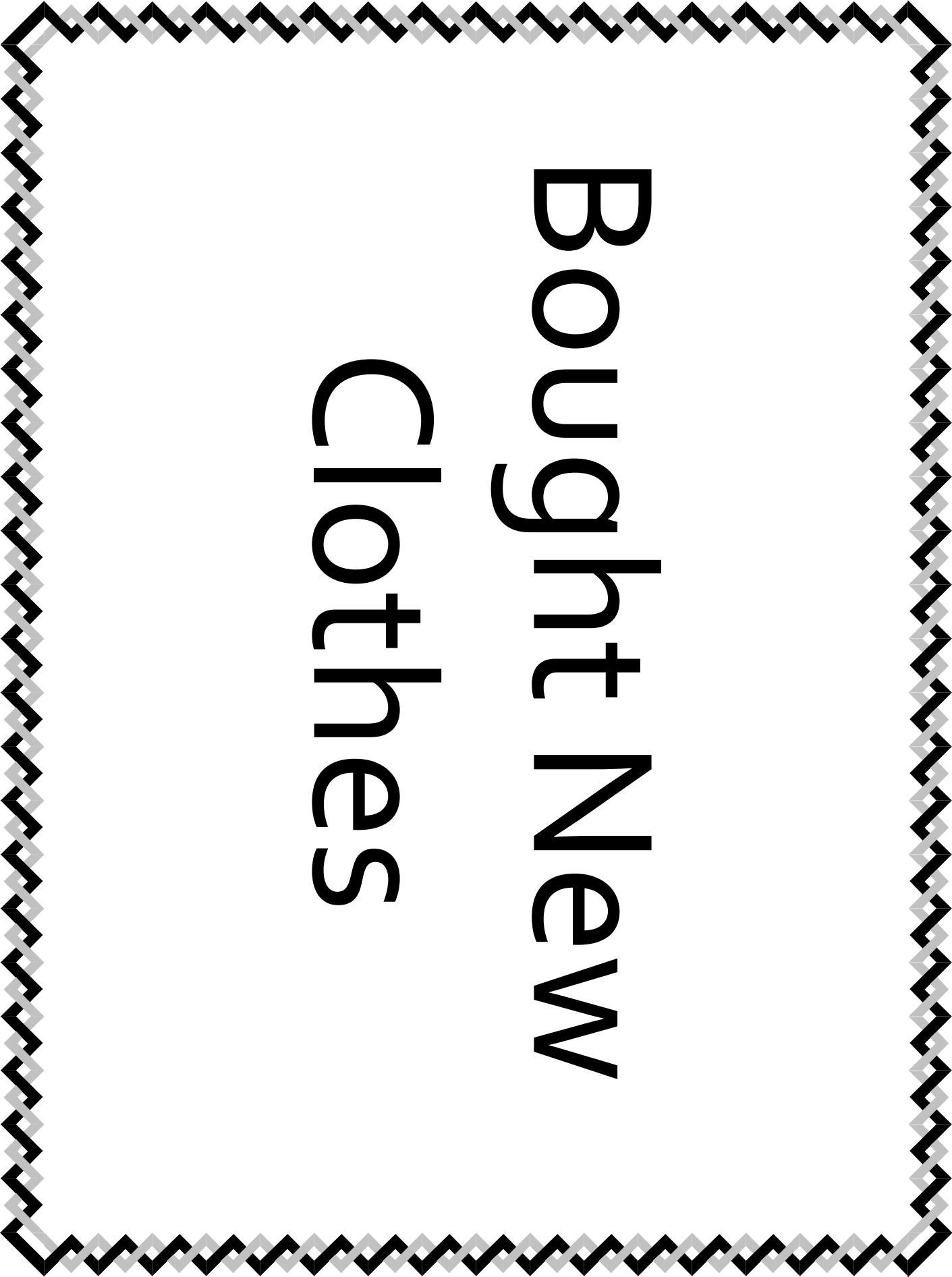
- According to the United Nations and the United States government, human trafficking is:

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., sweat shops, 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.

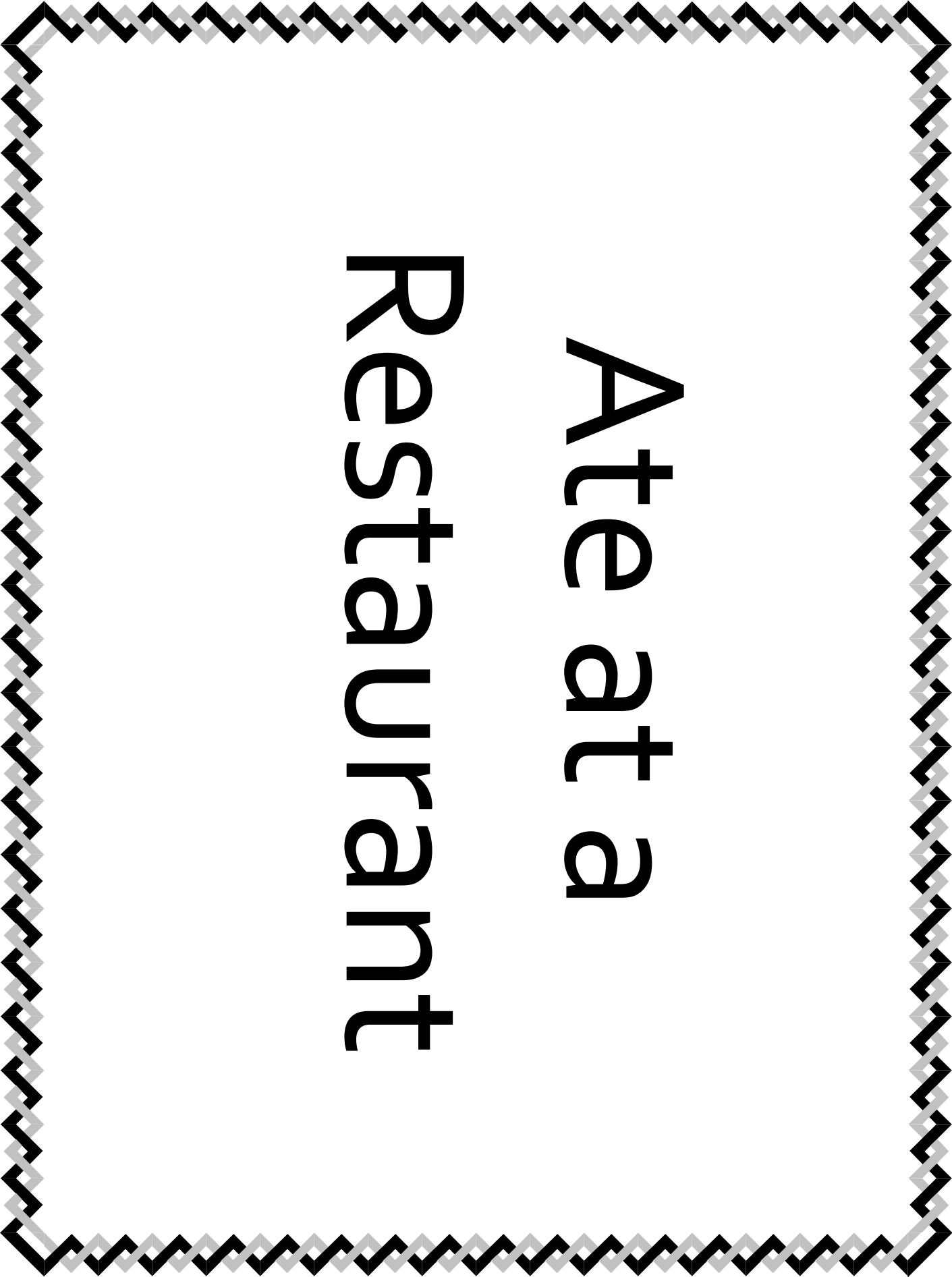
Signs of Human Trafficking

1. Evidence of being controlled.
2. Inability to move or leave jobs.
3. Signs of physical abuse.
4. Fear or depression.
5. No forms of identification.




Bought New Clothes

Stayed in a Hotel



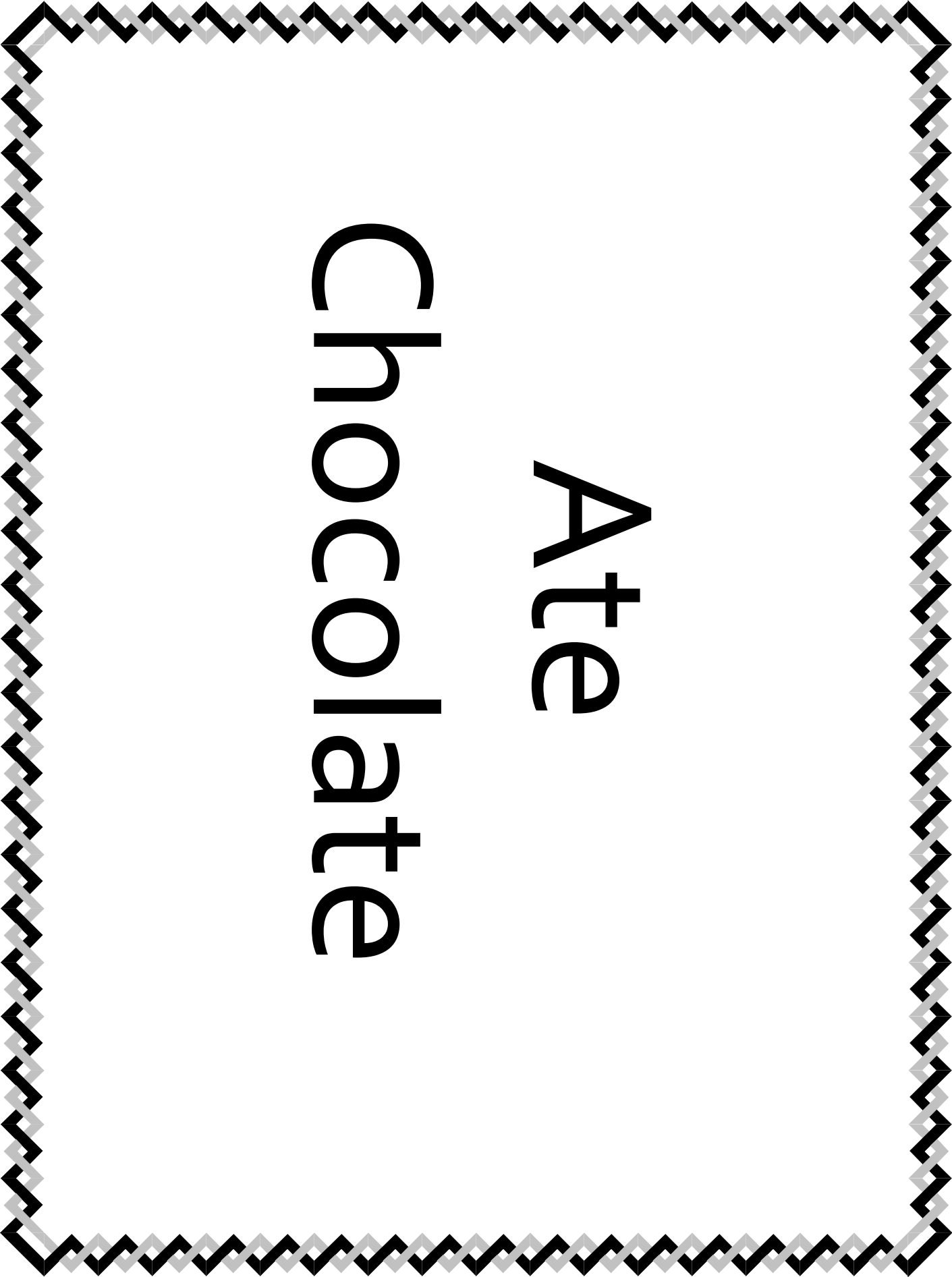
Ate at a
Restaurant



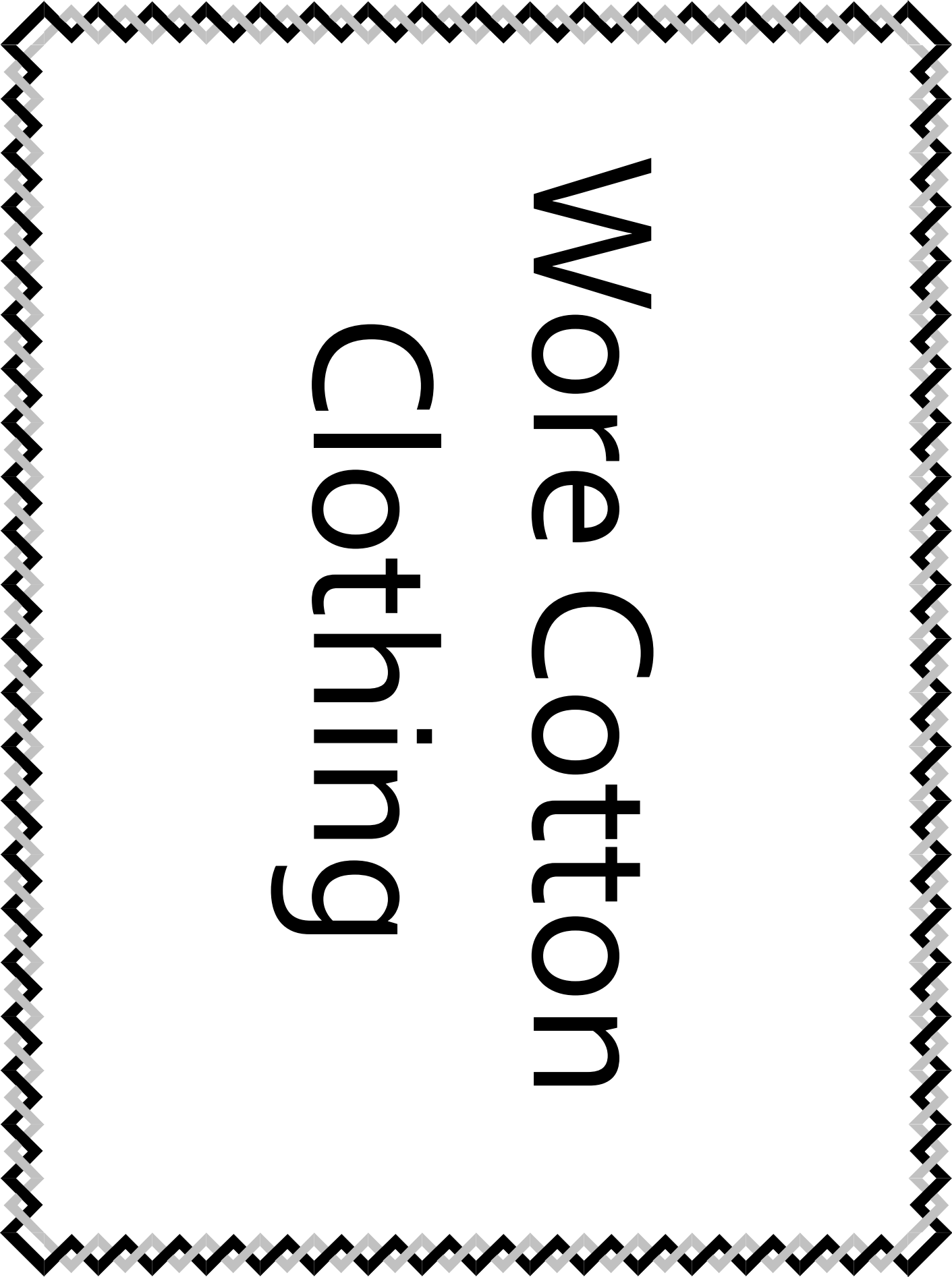
Went Grocery Shopping



Lived in or
Traveled to a
Large City



Ate
Chocolate



Wore Cotton Clothing

Fact Sheet #1:

Agriculture

“Victims of labor trafficking have been found among the nation’s migrant and seasonal farmworkers, including men, women, families, or children as young as 5 or 6 years old who harvest crops and raise animals in fields, packing plants, orchards, and nurseries. Victims of this form of trafficking include U.S. citizens and legal permanent residents, undocumented immigrants, and foreign nationals with temporary work visas.”

"Labor Trafficking in Agriculture." Polaris Project. 2010. Accessed Jan. 19, 2012. www.polarisproject.org/human-trafficking/labor-trafficking-in-the-us/agriculture-a-farms.

Fact Sheet #2: Restaurants and Food Service

“Victims of human trafficking in the restaurant and food service industry are forced to work as waiters, bussers, kitchen staff, or even cooks/chefs with little or no pay. They may experience erratic working hours or overwork, with little time off to seek help. Employees in restaurant and food service industries may be U.S. citizens or Lawful Permanent Residents, undocumented immigrants, or holders of a temporary work visa.”

"Labor Trafficking in the Restaurant Industry." Polaris Project. 2010. Accessed Jan. 19, 2012.
www.polarisproject.org/human-trafficking/labor-trafficking-in-the-us/restaurants-a-food-service.

Fact Sheet #3: Factories

“Labor trafficking in manufacturing has been known to occur in the garment industry and in food processing plants in the United States. Victims, both men and women, have been forced to work 10-12 hour days, 6-7 days per week with little or no break time. People may be trafficked into garment industry jobs such as sewing, assembling, pressing, or packing apparel. Others may be forced to work in food processing operations that include slaughtering, preserving, canning and packing goods for distribution. Immigrant workers, both documented and undocumented, are often recruited into these industries.”

"Factories/Manufacturing." Polaris Project. 2010. Accessed Jan. 19, 2012.

www.polarisproject.org/human-trafficking/labor-trafficking-in-the-us/factories.

Fact Sheet #4: Peddling and Begging Rings

“Victims of human trafficking have been found in sales crews or peddling and begging rings, where they work long hours each day soliciting money or selling products such as magazine subscriptions, trinkets, or cleaning products. The controller or manager confiscates all or most of the victim’s earnings and the victims may be dependent on the controller for transportation and housing. Begging and peddling rings may include U.S. citizens, immigrants, adults, or children.”

"Peddling Rings, Sales Crews, and Begging Rings." Polaris Project. 2010. Accessed Jan. 19, 2012.
www.polarisproject.org/human-trafficking/labor-trafficking-in-the-us/peddling-a-begging-rings.

Fact Sheet #5: Hospitality Industry

“Victims of trafficking may be found working against their will in hotels or motels for long hours for little or no pay. They may work as room attendants; front desk, kitchen, restaurant, server or bell staff; in marketing; in casinos; or in any other service offered by a hotel. The trafficker may be the hotel management or a labor recruiter/labor broker which subcontracts with the hotel to provide a labor supply. If the trafficker is a contractor, the hotel may or may not be aware of the abuse.”

"Hospitality Industry." Polaris Project. 2010. Accessed Jan. 19, 2012.

www.polarisproject.org/human-trafficking/labor-trafficking-in-the-us/hospitality-industry.

Fact Sheet #6: Cocoa

The world's leading supplier of cocoa, the main ingredient in chocolate, is the Ivory Coast of West Africa. The US Department of State estimates that over 109,000 children work under "the worst forms of child labor" in the Ivory Coast's cocoa industry and that around 10,000 are victims of human trafficking or enslavement. These children work for long hours in the heat, use dangerous tools and face frequent exposure to dangerous pesticides. Those trafficked also suffer frequent beatings and other cruel treatment. The children laboring in the cocoa industry lack freedom as well as access to education.

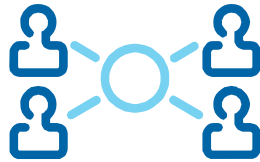
"Cocoa Campaign." Stop Child & Forced Labor. International Labor Rights Forum, 2011. Accessed Mar. 14, 2012. www.laborrights.org/stop-child-labor/cocoa-campaign.

Fact Sheet #7: Cotton

In Uzbekistan, the world's second largest exporter of cotton, farmers produce cotton for very low profit and much of the money ends up with landowners and the political elite. Farmers are required by the government to meet a certain cotton quota. In order to do this, farmers often use the most inexpensive labor possible. Young children and other Uzbek citizens are forced to work in cotton fields rather than attend school in order to meet the government quotas.

Newman, Tim. "Uzbek Cotton: The Fabric of Slavery." Change.org. 13 May 2009. Accessed Mar. 16, 2012.
<http://news.change.org/stories/uzbek-cotton-the-fabric-of-slavery>.

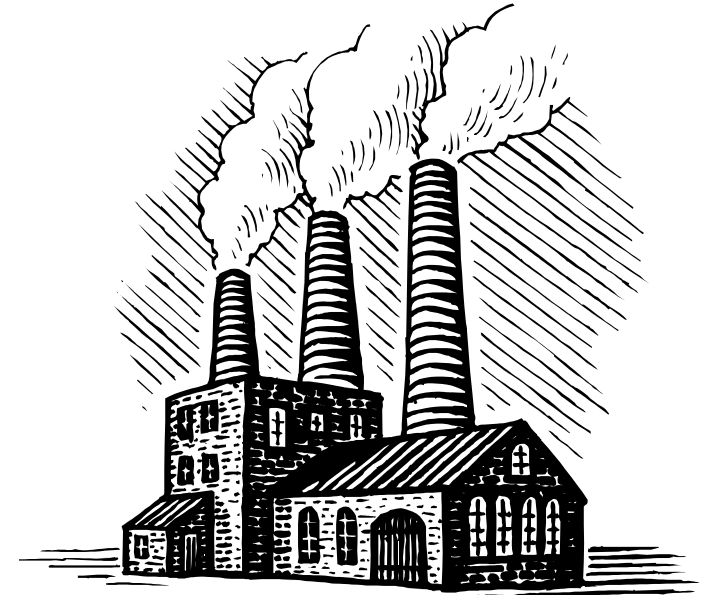
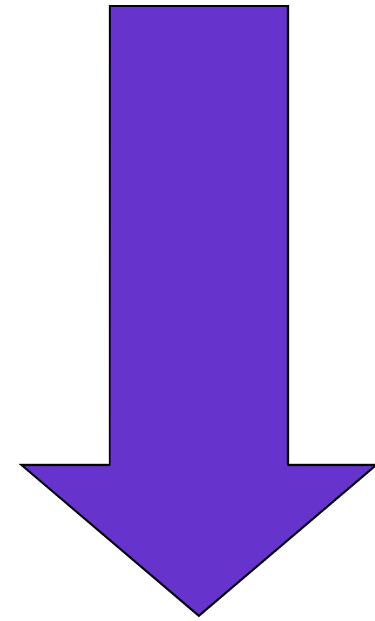
Facilitation Tips for Tough Conversations:



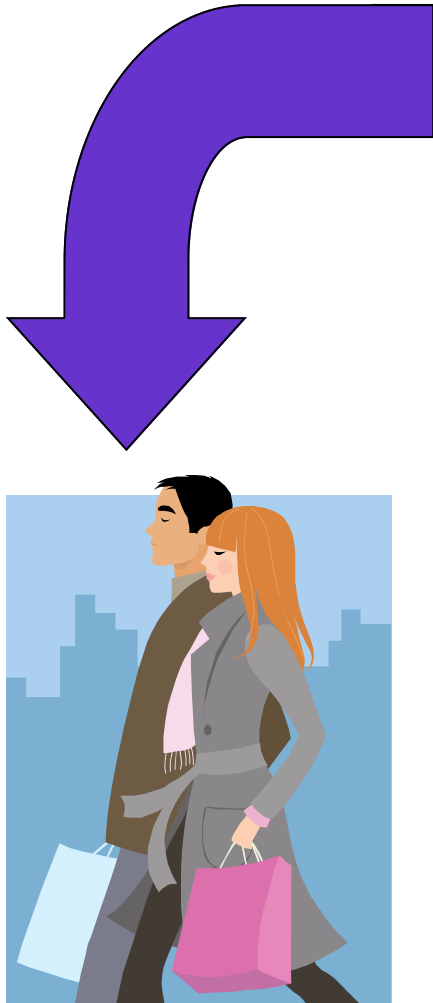
Some of the conversations in this session can be difficult. Here are some thoughts to keep in mind as you facilitate. You can do it!

- Though you have knowledge to add, let your learners speak and add only when necessary; let learners see the connections they've been able to make on their own!
- Let learners know they're being heard by thanking them for their contributions.
- SAFETY is especially important . It may help to sit at the same level as learners, perhaps in a circle, in order to keep in mind that you are all learning together. Though you may not be able to sit for the entire session, it can be helpful during periods of conversation.
- In order to include as many voices as possible, consider thanking those who have already contributed and invite those who have not spoken to feel free to contribute. This may mean waiting in silence for a bit. That's okay!
- If you see an opportunity for more discussion from a comment, ask the learner open questions such as, "Can you tell me more about that?" or "What does that mean to you?"

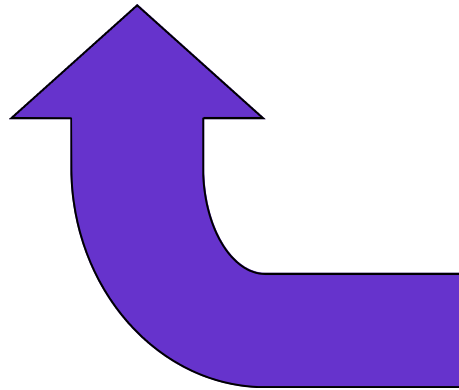
4. Customer

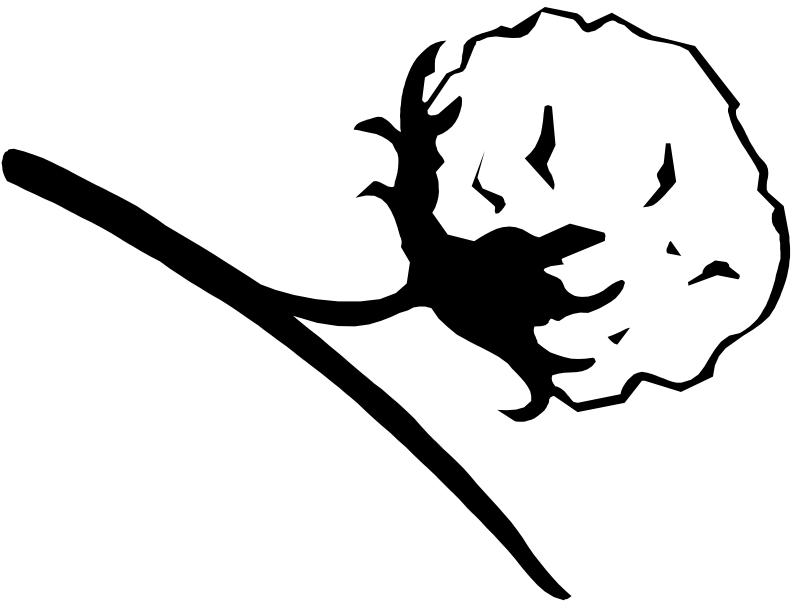


3. Manufacturing

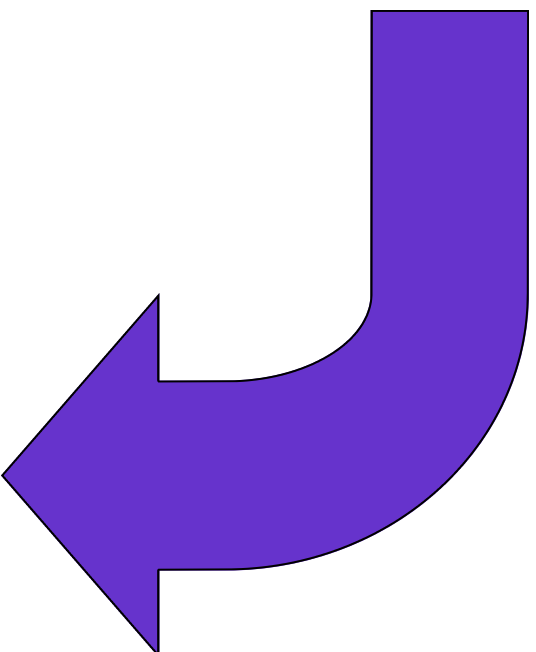


5. Consumer





1. Raw Materials



2. Supplier

Questions for Small Groups

- What might the answers to this second set of questions have to do with supply chains?
- In what ways might these answers influence the choices that companies make?
- What might all of this have to do with trafficking?

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Learning 3 Group Questions

What might we do as individuals, as a youth group, and as a congregation to ensure that the products we buy and the places we go do not exploit humans?

Come up with strategies.

Even the smallest actions make a difference!

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Ideas for Action

Individuals:

- Add the “free2work” app (info on Take Action! handout) to your smart phone.
- Learn what your “slavery footprint” is! (info on Take Action! handout)
- Buy goods with a fair-trade label.
- Tell your friends and family about what you learned here today.
- Bring a friend to the next session!
- If you see something, say something. (remember session 2!)
- Research the supply chains of your favorite companies; if you are pleased with their anti-trafficking efforts, write to them and let them know! If you aren’t pleased, write and let them know they need to make changes in order to keep you as a customer.
- Write to your government officials to let them know that you want strict anti-trafficking laws.
- Read the TIP report from the U.S. Department of State and learn about anti-trafficking measures all around the world.
- Use social media (Facebook, Twitter, etc.) to spread the word!

Youth Group:

- Write a summary of this session and share it with your congregation.
- Choose a day to wear something distinguishable as a group (brightly colored bandana, wristband, etc.) to raise awareness by starting conversations.
- Take a “road trip” around town to distribute information about human trafficking to businesses.
- Write letters to companies as a group — the more letters the better!
- With permission, post trafficking information around your community to raise awareness.
- Teach your congregation! Talk with your congregation council, Women of the ELCA, or other groups about when and how your youth group might share what you’ve learned.

Congregation:

- Dedicate a Sunday to human trafficking; center worship around awareness (find resources at www.elca.org/justiceforwomen)
- Hold a fair-trade fair.
- Find out where the products you use as a congregation come from. If you aren’t happy with the results, make changes. If you are, let providers know!
- Write letters to companies as a congregation — the more letters the better!



Take Action!

Useful websites:

Slavery Footprint at www.slaveryfootprint.org
Answer questions about the products you own and use to find out how many slaves might be working for you.

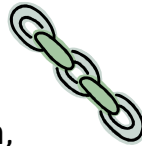


Free2Work at www.free2work.org



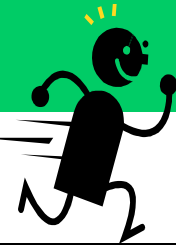
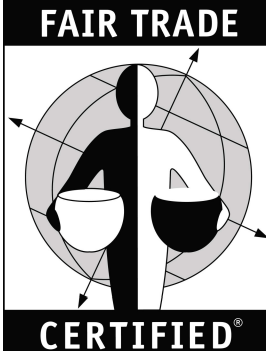
Download their app for iPhone or Android to scan the barcodes of your favorite products and check up on their supply chains.

Products of Slavery at www.productsofslavery.org
Check out this interactive map full of information about the products we use, where they come from, and the labor used to produce them.



Write to your favorite companies to let them know that keeping trafficking out of their supply chains matters to you as a customer!

Look for products with fair trade labels.



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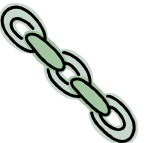


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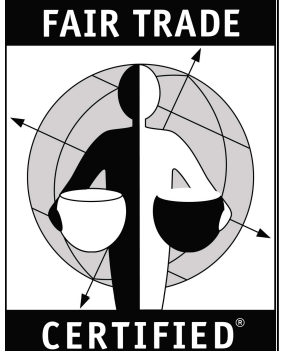
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Prepared by Melanie Massnick, Justice for Women program, Office of the Presiding Bishop*



Evangelical Lutheran Church in America

God's work. Our hands.

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