

Evangelical Lutheran Church in America  
Human Trafficking Learning Series  
session 5

# Human Trafficking: Our Lives and Our Responsibilities Part 2: Sex 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 5, **“Human Trafficking: Our Lives and Our Responsibilities Part 2.”** We hope your first four 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.

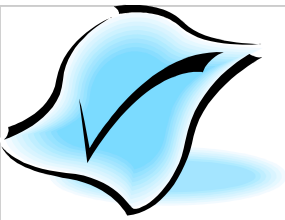
We will continue to include some of our tips and suggestions for how to best facilitate learning in boxes like this.

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](mailto:justiceforwomen@elca.org).

Keep up the good work and service!

## In one hour, learners will have...

- Reviewed the principles of supply and demand
- Analyzed the ways women are often portrayed in the media that we consume
- Examined the gendered nature of sex trafficking
- Discovered possible connections between the portrayal of women in our society and the demand for sex trafficking
- Practiced viewing media critically



## Learning Leader's Checklist

Suggested Prep Time: 1 hour

### Materials

- Writing utensils/markers
- Watch or clock
- Magazines or other printed advertisements that portray women
- Large easel pad with sheets of paper for posting information and recording answers
- Handouts from back of packet
- Tape

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

- Print and cut warm-up salesperson/consumer sheets
- Print advertisement images and trafficking story sheets
- Print and cut advertisement and story sheets
- Write Learning 1 group questions and Learning 2 follow-up questions on easel paper (keep out of view until needed)
- Print "View Media Critically" rubrics
- Print and cut take-aways
- Make sure you've read through entire session and know what's coming up!

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.



## Let's Begin!

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 of All Nations, Grant Me Grace,” ELW 716

### Opening Prayer

[Time: 1 minute]

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

Let us pray:

God of wholeness, help us to see your image in each and every person, especially those who are trafficked. Bless us with patience, understanding and open hearts and minds as we discuss uncomfortable and upsetting realities. Because of the cross we remember your eternal love, forgiveness and presence even in the midst of terrible suffering. We ask for your guidance as we learn with one another today and as we work toward the end of human trafficking. In your loving name we pray, Amen.



### Recap of Sessions 1-4

[Time: 4 minutes]

In our first three sessions we discussed our faith with regard to trafficking, summarized its scope, defined the term, named key signs of trafficking and talked about root causes. Some of these key facts and definitions are displayed around the room. In the last session, we dug a little deeper into labor trafficking, assessed supply and demand and some ways we might contribute to that demand. In a minute, I'll ask you to turn to a partner and discuss some things you might have done since our last session as well as any lingering questions you have; you'll have 2 minutes.

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

Begin, and I will let you know when you have one minute remaining.  
*[Partners share]*



Okay, time's up!  
Before we move on, let's hear two  
or three questions,  
concerns or ideas that came up.

*[take the first three questions]*

It is important to get learner's voices in the room as early as possible! Since you are limited to only about two minutes, it is useful to limit the number of questions. Remember, if a learner asks a question that will be answered during the session, let them know you'll cover it later. If you don't have an answer, try asking the group what they think!

## Learning Objectives

**[Time: 1 minute]**

Today, during session 5, we will discuss supply and demand related to sex trafficking, our societal relationship to it, and what we can do. By the end of the hour, you will have...

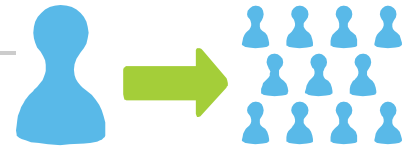
- Explored the relationship between suppliers and consumers
- Analyzed the ways women are portrayed in the media and examined the gendered nature of sex trafficking
- Discovered possible connections between the portrayal of women in our society and the demand for sex trafficking
- Practiced viewing media critically

Some of the images and stories used in this session may cause some discomfort. *[Insert name here]*\* will be available to talk during or after the session if you need support. The goal of this session is not to accuse anyone, but to understand the realities of sex trafficking so that we know how best to work to end it.

**\*Identify a person such as a pastor or other trusted adult** to be available to talk to and care for those who may need extra support. 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.

## Warm-Up: Exploring the relationship between suppliers and consumers

[Time: 10 minutes]



We'll begin this session with a warm-up. Could I have two volunteers to come up front and act as salespeople? The rest of the group will play the role of consumers.

*[pause to wait for volunteers]*

If learners are reluctant to volunteer try describing the role of the salespeople in a bit more detail, that way volunteers know exactly what they're in for!

Thank you! The rest of you may talk among yourselves as I give our volunteers a few instructions.

*[Give each volunteer a description of a product (found on pg. 12, cut sheet in half). Let them know they'll have 2 minutes to prepare a 30 second "sales pitch" for their product to present to the group. Remember to ask volunteers if they have questions! If possible, have volunteers work on their pitches in the hallway.]*

Okay, our volunteers are getting ready to try to sell us some products! We are all playing consumers who are in the market for these products. After the sales pitches we will each choose which product sounds best. Each of you will receive a list of demands that are important to your particular character. Use these, as well as those you come up with on your own, to decide which product interests you the most!

*What questions do you have? [pause]*

*[hand out a slip of paper with consumer demands to each learner (found on pg. 13, print and cut apart); call salespeople back into the room]*



Okay, let's hear from our salespeople!  
*[Salespeople present; don't forget to time them!]*

Great job! Okay, consumers, head up front and stand next to the salesperson whose product you would buy. *[learners stand]*

You may want to record some notes from this conversation up front for reference later in the session.

Consumers, who would like to share some of the reasons that you chose a particular product? How did the salesperson catch your interest?

*[learners answer]*

Salespeople, how did (or didn't) your list of consumer demands influence your advertising?

What does this exercise tell us about products, demand and advertising?

It looks like consumers have a lot to do with sales! Let's keep this exercise in mind as we continue with today's session.

## Learning I: Analyzing portrayals of women in the media and examining the gendered nature of sex trafficking

**[Time: 10 minutes]**



In a minute, I'll ask you to split up into groups of three or four. Some groups will receive stories and some will receive images. Each group will receive a set of questions. Use the stories or images to help you answer the questions. You will have seven minutes and then we'll move into some large group discussion.

What questions do you have? *[pause]*

Okay, break into groups and I'll hand out the materials. I'll let you know when you have one minute remaining. I'll be available if any group has questions.

*[Hand out materials (found on pages 14-16), give half of the groups trafficking stories and half media images]*

As facilitator, you should be available for questions, but allow learners to work and discover on their own.

Don't forget to keep track of time!



Okay, time's up!

Before we move on to some larger discussion, could I have a volunteer from the stories group read the stories out loud? *[pause to wait for volunteer]*

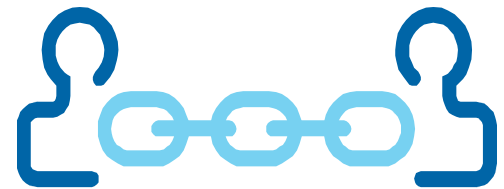
If you have access to an overhead projector and PowerPoint, you might consider displaying the trafficking stories and the images as they're discussed. This saves both time and paper!

Thank you, *[volunteer]*. I will hand out extra copies of the image sheets so that everyone can see them. *[hand out sheets]*

Alright, now that we're all on the same page, let's move on!

## Learning 2: Discovering possible connections between the portrayal of women in society and demand for sex trafficking

[Time: 15 minutes]



Let's hear about one another's discussions. Though you were working with different materials, the groups had similar questions.

### ***You might want to:***

- Write these questions up front (or display on PowerPoint)
- Record answers up front in order to refer back in later discussions
- Use a "parking garage" (a separate sheet of paper) to record comments/questions that you plan to come back to later

Question 1: How are women treated/portrayed in these stories/ads?

Let's hear from the trafficking story groups first. *[groups share]*

Thank you, now how about the advertisement groups? Who would like to share?

*[groups share]*



Question 2: Who are the traffickers/advertisers targeting to traffic/display? Who are they targeting as customers?

Who would like to share their group's answers? *[groups share]*

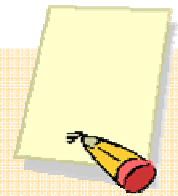
Question 3: What surprises (or doesn't surprise) you about these stories/ads? How do they make you feel?

*[groups share]*

Be sure to AFFIRM learners as they answer! Simply saying "thank you" and using the names of learners will help them feel safe and encourage others to engage.

Question 4: Why do you think stories/ads like these exist?

*[groups share]*



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, it sounds like you had some great group conversations!

Does anyone remember from our very first session what percentage of trafficking victims are women? *[pause for at least 5 seconds to wait for answer, if no one does, continue]*

**80 percent of all trafficking victims are women and girls.**

*[if possible, find a way to display this statistic]*

Let's keep that figure in mind as we continue with some large group questions.

***You might want to:***

- Write these questions up front (or display on PowerPoint)
- Either ask one question at a time, or make all four visible at once and ask for any responses

*Questions:*

- 1) In what ways were our responses about trafficking and advertisements similar? Different?*
- 2) What do these differences and similarities, as well as the knowledge that women and girls are 80 percent of trafficking victims, mean to you?*
- 3) What connections do you see between what happened during our warm-up activity and these stories and ads?*
- 4) Based on your knowledge of supply and demand, as well as the conversations we've had today, how might the ways women and men are portrayed in our culture connect to sex trafficking?*

**These questions are tough! Here are a few thoughts on facilitation:**

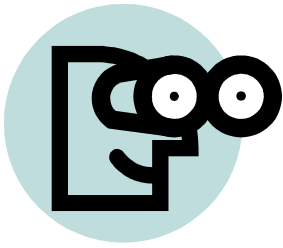
The concepts this session is after are:

- 1) One of the reasons that sex trafficking exists is demand.
- 2) In sex trafficking, humans (particularly women) are sold as commodities.
- 3) Women are often portrayed as commodities in our society.
- 4) One of the reasons for demand of sex trafficking is this portrayal of women.
- 5) If we can help to end demand, we can help to end sex trafficking!

Learners will likely make these connections on their own (though possibly in different words). If conversation starts to stray, try to bring it back by re-asking one of the questions in a new way (e.g., Great point, how do you suppose your comment might relate to demand for trafficking?)



As facilitator, your job is to allow learners to discover the above points and offer subtle guidance if they are in need. You're a pro by now; you can do it!



### Learning 3: Practicing viewing media critically

Time: 15 minutes

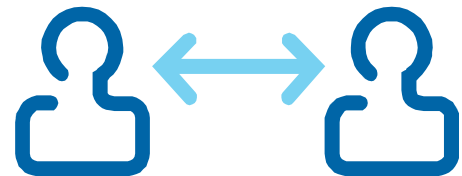
There will not always be direct avenues to combat sex trafficking. We know, though, that without the demand for trafficked people there would not be a market for traffickers. One small step we can take to curb this demand is to recognize how women and men are presented in the media and challenge those images that portray humans (particularly women) as commodities.

In a minute, I'll ask you to get into pairs. I will hand out some magazines and a rubric. With your partner, look through the magazines and choose a few advertisements or stories. Using the rubric, we'll practice engaging critically with the media that we're presented. You'll have 10 minutes, I'll let you know when there is 1 minute remaining.

Remember to give all the directions before you hand out materials!

What questions do you have? *[pause]*

Okay, partner up and I'll hand out the materials!  
*[hand out materials, learners work through rubric]*



Alright, let's come back to the large group. Would anyone like to share what you noticed during this exercise?

*[discuss as a large group for the remaining 5 minutes]*

*If learners are reluctant to share, try asking questions like these:*

- *How did (or didn't) the rubric help you to see media in new way?*
- *Are there other questions you would include on the rubric? Why?*
- *How did this exercise make you feel about our relationship to the media?*

## Take Home Learning

[Time: 1 minute]

Sex trafficking is a terrible crime and it is easy to feel powerless. I hope our time together today, though, has helped you feel empowered. Our voices *do* matter, and every bit we can do to raise awareness and end demand helps!

Awareness is an important first step to change. If each of us leaves here today and shares what we've learned with five people, they'll be equipped to do the same!

Social media can be an important tool as well! *MissRepresentation*, a film about women in the media, has started a Twitter campaign that you can join. If you see an ad that you feel depicts women or men in a negative way, tweet it with the hashtag #notbuyingit. Find out more at their website, included on a take-home sheet you can grab on your way out today. We can all help to keep the conversation going!

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

## Wrap-up

[Time: 3 minutes]

We've covered a lot today! Let's take three minutes to answer this question:

What will stick with you most as you leave today?

Would anyone like to share? [*learners share*]

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



Thank you all for your contributions today and throughout our sessions. I hope you'll all be back for our final hour together where we'll take a look at the ELCA's social message on commercial sexual exploitation and wrap up our series on human trafficking.

## Closing Prayer

[Time: 1 minute]

Let us pray: God of forgiveness, we thank you for opening our hearts and minds to learn more about the horrific realities of sex trafficking. We ask that you guide us as we work to view the world around us differently. We remember that each and every person is made in your image and we are called to recognize the full humanity of all. Help us to seek justice, truth and love in your name. Amen.

## Warm-up: Salesperson Product Descriptions

### Salesperson #1

#### Your Product:

A solar-powered mo-ped that can be programmed to drive itself to your destination.

*Feel free to add features to your product based on what you think consumers might want; be creative!*

#### Company research has shown that your consumers demand:

*(use this information to formulate your sales pitch!)*

- An inexpensive product
- An environmentally friendly product
  - A product that is easy to use
  - A long-lasting product
  - A high quality product
- Amusing advertising

### Salesperson #2

#### Your Product:

A hovercraft that works on land or water that your company believes will be the future of transportation.

*Feel free to add features to your product based on what you think consumers might want; be creative!*

#### Company research has shown that your consumers demand:

*(use this information to formulate your sales pitch!)*

- A high-end product
- Creative advertising
  - A safe product
- A product with multiple functions
  - A unique product
  - A sleek-looking product

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## Warm-up: Consumer Demands

### **Consumer Demands**

- A high quality product
- Amusing advertising

### **Consumer Demands**

- An inexpensive product
- An environmentally friendly product

### **Consumer Demands**

- A product that is easy to use
- A long-lasting product

### **Consumer Demands**

- A safe product
- A product with multiple functions

### **Consumer Demands**

- A high-end, flashy product
- Creative advertising

### **Consumer Demands**

- A unique product
- A sleek-looking product

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**Questions for Stories Groups**

1. How are women treated in these stories?
2. Who are the traffickers targeting to traffic?  
Who are they targeting as customers?
3. What surprises (or doesn't surprise) you about these stories? How do they make you feel?
4. Why do you think stories like these exist?

**Questions for Advertisement Groups**

1. How are women portrayed in these ads?
2. Who are the advertisers targeting to display?  
Who are they targeting as customers?
3. What surprises (or doesn't surprise) you about these ads? How do they make you feel?
4. Why do you think ads like these exist?

**Questions for Stories Groups**

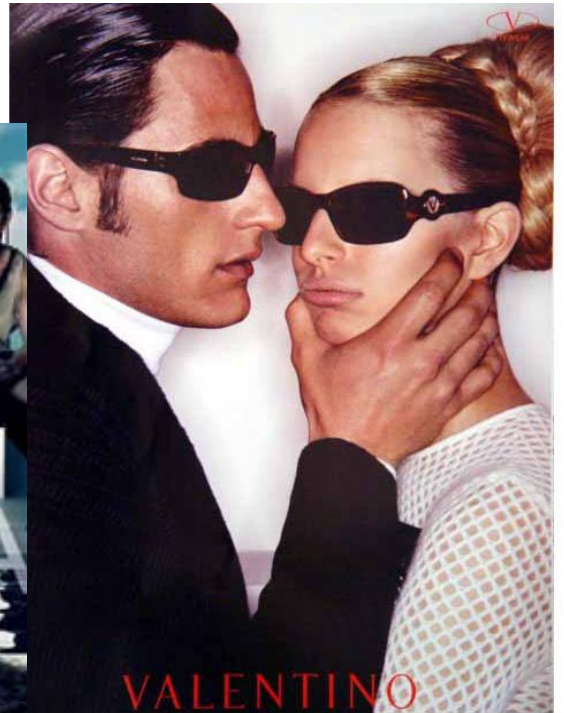
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# Learning 1: Media Images



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## Stories of Sex Trafficking

My name is Alissa, I'm 16 and from Dallas, Texas. I met an older guy at a convenience store and after a few dates he asked me to move in with him. Soon after I did, he convinced me to become an escort for him. I would accompany men on dates and have sex with them for money. My boyfriend forced me to give all of the money to him. He made me get tattoos of his nicknames which meant I was branded as his "property." He posted advertisements with my picture on an Internet site. I had to meet the men who responded to the ads in hotel rooms around Dallas. My trafficker kept an assault rifle in his closet, and threatened and assaulted me many times. He later pled guilty to trafficking me.

*Story source: 2011 U.S. State Department TIP report*

My name is Maira. I was 15 and living in Honduras when two well-dressed men approached me and my two friends in our village. They told us they were businessmen and that they could take us to the United States to work in a textile factory. I thought it would be the perfect opportunity to help my mother, who was struggling to support seven children on her own. When we got to Houston, though, we were held captive, beaten, raped and forced to work in cantinas that doubled as brothels. Men would come to the cantina and order a beer and a girl. Some of the girls were only 12. They would pay for the beer, and sit with me while I drank it. If they wanted to have sex with me, they would pay cash for a mattress, paper towels, and spermicide. If I didn't make enough money each day, I was beaten by my captors. After six years, with the help of a kind family, I finally escaped and returned to my mother. My friends are still missing.

*Story source: 2011 U.S. State Department TIP report*

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## Questions to Consider



Use an advertisement that you find!

<p>What is the company trying to sell?</p>	<p>A vehicle</p>	
<p>Who is the target audience of this product/ad?</p>	<p>Men, general public</p>	
<p>What is the message of the ad? How are you supposed to respond?</p>	<p>"The ultimate attraction" You will be more attracted to this car than you would be an intimate partner (in this case a woman). The car is an object of desire, as is a woman.</p>	
<p>How are women represented in this ad? Men?</p>	<p>Woman: Faceless, submissive, a commodity Man: Powerful, in control</p>	
<p>Does the ad reflect that product? If not, What seems to be the product?</p>	<p>Though it is clear this is an ad for a car, the woman's body is also the product. In fact, she is <i>less</i> than the product, as the consumer is meant to desire the car more.</p>	
<p>How does this ad contribute positively or negatively to greater society?</p>	<p>This ad represents women as commodities, or even less desirable than commodities. This ad contributes to the idea that a woman's worth is in her body.</p>	

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## Take–Aways

### **Your Voice Counts!**

**Keep a critical eye on the media you consume, and invite others to do the same!**

**Learn more about MissRepresentation's #NotBuyingIt Twitter campaign at: [www.missrepresentation.org/take-action/notbuyingit/](http://www.missrepresentation.org/take-action/notbuyingit/)**

**Come up with your own strategies: Ending demand for sex trafficking starts with us!**

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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*