



INTRODUCTION TO HUMAN TRAFFICKING

FACILITATOR NOTES

WORKSHOP AIMS

- To understand what human trafficking is and what it looks like
- To know that human trafficking affects everyone globally and locally across all age groups
- To know that human trafficking happens in the UK
- To know that young people can be tricked/pressured into doing something they don't want to do
- To know how young people can get help

WORKSHOP OBJECTIVES

By the end of the workshop participants will be able to:

- Define what human trafficking is
- Describe the different forms trafficking can take
- Recall examples of how individuals can be tricked/pressurised and how easy it is to become a victim of trafficking/grooming/sexual exploitation
- Demonstrate knowledge that trafficking happens in the UK

LANGUAGE TO AVOID:

- Prostitute – alternatively use a woman/man working within the sex industry, such as, 'woman/girl/man/boy who was pressurised/coerced/manipulated/forced to sell sex.'
- Victim – use woman/man/person/child in front of using the word 'victim' for example, 'a woman/man/child who became a victim of trafficking', in order to retain a person's sense of humanity and identity.
- Pimp – alternatively use trafficker, controller, boyfriend/girlfriend or agent. Prostitution – alternatively use 'sex industry'.



| SLIDE NUMBER | CONTENT | MATERIALS |
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| 2 | <p>INTRODUCTION TO MODERN SLAVERY</p> <p>Summary of what will be covered in the session:</p> <ul style="list-style-type: none"> • Definition of what human trafficking/modern slavery is • How it affects people around the world • Different types of trafficking • How we can protect ourselves and our communities | |
| 4 | <p>MULTIPLE CHOICE QUIZ</p> <p>Give out coloured paper, one of each colour to each student. Ask participates to hold up coloured paper throughout the workshop for their answers to the questions.</p> <p>Repeat this method for all multiple-choice quizzes.</p> | Squares of coloured paper (red and green) |
| 5 | <p>ANSWERS</p> <p>A – Red B – Green A – Red</p> <p>Explain the difference between people smuggling and human trafficking</p> <p>People smuggling: When a person agrees to pay a fee to an agent or friend to smuggle them across borders into another country illegally. Once they arrive, they are free to go where they wish.</p> | |
| 6 | <p>Explain elements of human trafficking</p> <p>MOVEMENT OR RECRUITMENT: Moved from country to country or town to town.</p> <ul style="list-style-type: none"> • <i>Internal</i> – within a country • <i>External</i> – from country to country across borders <p>DECEPTION /COERCION: Often people are tricked into thinking there is a genuine offer of a better life by way of offering a job/accommodation/education/relationship.</p> <p>Later they are put under pressure to work and do things they would not normally choose to do. This pressure may come through manipulation,</p> | |



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| | <p>psychological control, threats to themselves or family and often through force and violence.</p> <p>EXPLOITATION: A person who is in a situation of trafficking will be taken advantage of and abused; working for someone for little or no pay in bad working and living conditions. In order to make money out of them. Alternatively, a person will be in a relationship with their trafficker and will come under pressure to do things they do not want to.</p> | |
| 15 | <p>OPTIONAL IN PAIRS: DISCUSS</p> <p>Q: What cases of human trafficking in the UK have you heard of in the news? (Be prepared to weave into the feedback your own knowledge of recent stories in the UK)</p> <p>FEEDBACK</p> <p>Explain: That trafficking takes place in most countries including the UK. Many cases of human trafficking have been covered in the UK news.</p> | |
| 16 | <p>GLOBAL PICTURE</p> <p>Explain that trafficking people is the fastest growing illegal trade because it is low risk and has high profits.</p> <p>For example: It is easier to traffic a person through an airport or over a border than it is to traffic drugs or arms.</p> <p>Once drugs are sold and used their value has gone. Unlike drugs, a person can be sold over and over again.</p> <p>40.3 million people are now trapped in modern slavery globally. Human Trafficking is a serious organised crime. It's big business and it's profitable</p> | |
| 21 | <p>GAME OF CONTROL AND LOSS</p> <p>Aim: to illustrate the decisions people have to make in order to survive in a situation of trafficking.</p> | <p>Strips of coloured paper for each participant</p> |



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| | <p>Materials needed: Each participant is given 3x3 strips of paper in 3 different colours. Ask them to write the following each:</p> <ul style="list-style-type: none"> • 3 things you are thankful for (things e.g. 3 red strips) • 3 people who are important to you who are still living (e.g. 3 green stripes) • 3 roles you currently play in life (e.g. student/daughter/footballer – 3 yellow strips) <p>INSTRUCTION TO STUDENTS</p> <ol style="list-style-type: none"> 1. You now need to decide to give up one of your colours from each section. (Facilitator takes stripes off students and throws them in the bin). 2. You now need to decide to give up two more strips from any colour to protect what is most important to you. (Facilitator takes stripes off students and throws them in the bin). 3. What happens next you have no control over (Facilitators goes round taking strips off students). By the end leave some students: <ul style="list-style-type: none"> • With a few strips left • With one strip left • With none left <p>FEEDBACK</p> <p>Q: How did you decide what things to give up?</p> <p>Q: What things did you give up to protect what or who was most important to you?</p> <p>Q: How did it feel when you had no choice about what happened next?</p> <p>EXPLAIN</p> <p>People in situations of exploitation no longer have control over their situation and their lives anymore.</p> | |
| <p>23</p> | <p>REAL LIFE CASES</p> <p>Pause on this slide and wait for groups to read and discuss the different stories</p> | |
| <p>24</p> | <p>REAL LIFE CASES</p> | |



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| | <p>If the participants got all the answers correct ask them to show a green card if they got one or more incorrect ask them to show a red card.</p> <p>Discuss the results and ask why they may have one of them wrong and if they know why it is actually a different type of exploitation.</p> | |
| 25 | <p>SECTORS OF EXPLOITATION</p> <p>Pause on this slide for discussion.</p> | |
| 28 | <p>FOR HELP AND ADVICE:</p> <ul style="list-style-type: none"> - Reiterate that all the stories and examples we have looked at and talked about today, show how people can be tricked, pressured and groomed in to doing things they didn't want to. - If you ever feel you are in a situation where someone is grooming, tricking you or forcing you to do things there are helpline numbers you can call. - If you are in an emergency always call the police. Outline other support options. - Stress especially if the audience are students that they will not get in trouble for calling the numbers and they are there to help them if they are in danger. <p>LEARNING FOR STUDENTS</p> <p>Ask students to write down three things they learnt in the lesson.</p> <p>HELP AND ADVICE Encourage young people – if they are scared or being pressurised to do something they do not want to do. Talk to an adult or teacher they trust.</p> | |
| 31 | <p>Q&A FOR ALL</p> <p>If time left offer students the opportunity to ask any questions they may have.</p> | |