

Module 1: Introduction to Human Trafficking

Target group: Mixed Gender, aged 11-18

Workshop Length: 45-50mins

Optional Extra Material: 10mins

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
- Explain how human trafficking affects young people globally and locally
- Recall examples of how young people can be tricked/pressured and how easy it is to become a victim of trafficking/grooming/sexual exploitation
- Demonstrate knowledge that trafficking happens in the UK

Language

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 # Time	Content	Materials
Slide 1 Slide 2 1 min	Introduction Personal Introduction Stop the Traffik introduction Introduction to Human Trafficking: Summary of what will be covered during the session: <ul style="list-style-type: none"> • Definition of what human trafficking is • How it affects people around the world • Different types of trafficking • How we can protect ourselves and our communities 	
Core Lesson	Multiple Choice Quiz Give out coloured paper, one of each colour to each student Ask students to hold up coloured paper throughout the work-shop for their answers to the questions. A - Red B – Green C - Yellow	Squares of coloured paper: Red, yellow and green (ask school to provide)
Slide 3 Slide 4 2 min	Q1: What is Human Trafficking? Answer: B (Green) <input type="checkbox"/> The illegal trade of human beings for exploitation Explain the difference between people smuggling and human trafficking 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.	
Slide 5 3 Mins	Explain elements of human trafficking Movement or recruitment – moved from country to country or town to town. Internal – within a country External – from country to country across borders Deception /coercion – often people are tricked into thinking there is a genuine offer of a better life. A trafficker may offer a good job,accommodation,education or even a relationship.	

Slide # Time	Content	Materials
	<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, 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. This is done in order to make money out of them.</p> <p>Alternatively, a person will be in a relationship with their trafficker and will come under pressure to do things they do not want to do.</p>	
Slide 6	Q2: Where Does Human Trafficking Take Place?	
Slide 7	Answer: C (yellow)	
1 min	<input type="checkbox"/> In most places, including the UK	
Discussion <i>Optional</i>	In pairs: discuss	
3 mins	<p>Q: What cases of human trafficking in the UK have you heard of in the news?</p> <p>(Be prepared to weave into the feedback your own knowledge of recent stories in the UK)</p> <p>Feedback</p> <p>Explain that: That trafficking takes place in most countries including the UK. Many cases of human trafficking have been covered in the UK news.</p>	
Slide 8	BBC News clip – a young boy trafficked into the UK from Vietnam for the purpose of cannabis farming.	BBC News
Video Clip 03:14min	<p>http://www.bbc.co.uk/news/26443575</p> <p>NB: For ages 11-14yrs play clip from 00:00 - 01:31min</p> <p>NB: For ages 14yrs+ play whole clip</p>	
Core lesson 1 min	<p>UK Statistics</p> <p>Estimate: 10,000 – 20,000 people are trafficked into the UK each year.</p> <p>In 2013, 1746 people were potentially identified out of a possible 10,000 – 20,000 people.</p>	

Slide # Time	Contents	Materials
Slide 9	Q3: Put in Order of Most Profitable Trades	
Slide 10	Answer: A (red) <input type="checkbox"/> drugs, people, guns and weapons	
Slide 11 3 mins	Global Picture Explain that trafficking people is the fastest growing illegal trade because it is low risk and has high profits. For example: It is easier to traffic a person through an airport or over a border than it is to traffic drugs or arms. Once drugs are sold and used their value has gone. Unlike drugs, a person can be sold over and over again. 9 million people are now trafficked globally. Human Trafficking is a serious organised crime. It's big business and it's profitable.	
Slide 12	Q4: How Many Children are Potentially Trafficked into the UK?	
Slide 13	Answer: C (yellow) <input type="checkbox"/> 10 children per week	
Slide 14 2 mins	UNICEF – Estimates 10 Children per Week UNICEF – a global charity that helps children across the world, including the UK – estimates that potentially 10 children per week are trafficked in the UK. UNICEF UK warns that potentially thousands more trafficked children remain unidentified in the UK, facing a life of violence, exploitation and abuse. UNICEF estimates that 1.2 million children are trafficked globally every year. Children are trafficked to beg, pick pocket, work in factories and cultivate cannabis. They are also trafficked for benefit fraud and sexual exploitation.	

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Slide 15 Slide 16 2 mins	<p>Q5: Where Does Human Trafficking Occur?</p> <p>ANSWER: A (RED)</p> <p><input type="checkbox"/> In legitimate and illegal businesses</p> <p>Sometimes the products we buy in supermarkets and in high street shops have human trafficking involved in their production.</p> <p>If you trace back who farmed or made those products, you may discover that many people have been trafficked into that industry for cheap/free labour, so that we can have cheap stuff to buy.</p> <p>Here is a clip about prawn fishing. You may not like prawns! But lots of money is made from selling prawns in supermarket chains in this country and worldwide.</p>	
Slide 17 Clip	<p>Guardian clip: Thai prawn fishing industry</p> <p>As you can see legitimate big business have a responsibility to check their supply chain, to ensure that the products that we buy off their shelves is free from human trafficking.</p> <p>http://www.theguardian.com/global-development/2014/jun/10/supermarket-prawns-thailand-produced-slave-labour</p> <p>NB for 11-13yrs play clip from 04:18min to 08:09min NB for 14yr+ play clip from 01:33min- 08.09min</p> <p>STOP THE TRAFFIK campaigns to encourage businesses in the UK and worldwide to take responsibility by checking their products are traffik free.</p>	Guardian Film Clip
Slide 18 Slide 19 <i>Optional</i> 3 mins	<p>Q5: What Element of Human Trafficking Does Not Need to be Present in Child Trafficking?</p> <p>Answer: B (green)</p> <p><input type="checkbox"/> Coercion or deception</p> <p>Why do you think this is? Discuss in pairs/groups. N.B. 14-18yrs</p>	

Slide # Time	Content	Materials
Slide 20 2 mins	<p>Definition slide – only 2 elements present</p> <p>Explain – Because a child (under 18 years) cannot give consent. Even if a child agrees to what a trafficker tells them to do (to steal, beg, sell sex or whatever it maybe), the child cannot be made responsible for this.</p> <p>IT IS NEVER THE CHILD’S OR YOUNG PERSON’S FAULT - THEY ARE NEVER TO BLAME.</p>	
Slide 21 03:08min <i>Optional</i>	<p>How are young people tricked?</p> <p>Introduce clip of “Two little girls: Alma and Maria” True stories of young women tricked in to sexual exploitation.</p> <p>http://www.twolittlegirls.org/</p> <p>NB: 14-18yr olds only How were the young girls tricked? And who by?</p>	Two little girls clip
Core Lesson Slide 22 2 mins	<p>Explain that people can be trafficked into many different situations such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Forced labour <input type="checkbox"/> Begging/crime <input type="checkbox"/> Cannabis farming <input type="checkbox"/> Domestic Servitude <input type="checkbox"/> Forced Marriage <input type="checkbox"/> Sex industry <input type="checkbox"/> Organ Harvesting <p>(Give brief examples of different types of exploitation for each category)</p>	
Core Lesson Slide 23 10 mins 01:56 mins	<p>True Stories Choose two stories off facilitators notes</p> <p>Sophie’s story (see True Stories sheet)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read out each step into exploitation <input type="checkbox"/> Place a footprint for each step on to the floor <p>Sophie’s speaking STT web clip http://www.stopthetraffik.org/spot</p> <p>Masud’s story (see True Stories sheet)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read out each step into exploitation <input type="checkbox"/> Place a footprint for each step on to the floor <p>Ms A.J.’s cotton story (See True Stories sheet)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read out each step into exploitation <input type="checkbox"/> Place a footprint for each step on to the floor 	<p>True Stories notes</p> <p>Sophie’s story clip</p>

Slide # Time	Content	Materials
Activity Core lesson Slide 24 10 mins	<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>Materials needed: Each student is given 3x3 strips of paper in 3 different colours. Ask them to write the following each:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 things you are thankful for (things e.g. 3 red strips) <input type="checkbox"/> 3 people who are important to you who are still living (e.g. 3 green stripes) <input type="checkbox"/> 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 (Facilitator goes round taking strips off students). <p>By the end leave some students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With a few strips left <input type="checkbox"/> With one strip left <input type="checkbox"/> 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>Strips of coloured paper for each student</p> <p>Bin to throw away strips</p>

Slide # Time	Content	Materials
Core Lesson Slide 25 4 mins	Hope Complete true stories (choose two from case study sheet) Sophie – place footprints leading out of situation Masud – place footprints leading out of situation Ms A.J – places footprints leading out of situation	Footprints or pieces of paper
Core Lesson Slide 26 3 mins 3 mins	What You Can Do... It is really good that (Sophie, Masud, MS A.J) were able to get help and support. There are many organisations set up to offer assistance and help. But wouldn't it be better if people were never trafficked in the first place? STOP THE TRAFFIK has different campaigns that you and your school could get involved with to help prevent human trafficking. (Note: keep up-to-date with STT campaigns) FASHION campaign – traffik free cotton CHOCOLATE campaign – traffik free chocolate FAIRTRADE look for the symbol! Give some examples of follow-up activities students could take on – ask them which ones they would like to get involved in. Learning Ask students to write down three things they learnt in the lesson.	Campaign info Feedback Form
Slide 27 2 mins	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. Also here are some helpline numbers if you or someone you know are ever in trouble. Read numbers and organisations from the Help and Advice slide. Q&A If time left offer students the opportunity to ask any questions they may have.	