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End Trafficking

A HIGH SCHOOL EDUCATOR'S GUIDE (GRADES 9–12)

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Unless stated otherwise, the source for all charts, figures, maps, and statistics used in this unit is: United Nations Children's Fund, (UNICEF), New York. Additional sources are noted when they are required. Website addresses (URLs) are provided throughout this unit for reference and additional research. The authors have made every effort to ensure these sites and information are up-to-date at the time of publication, but availability in the future cannot be guaranteed.

Unit Overview

End Trafficking is a unit of four lessons and a final assessment designed:

1. To raise awareness about child trafficking as a multi-layered human rights violation and to inform about the reasons why it is occurring.

2. To highlight the challenges of combating child trafficking and the work of UNICEF and others in prevention, protection, and prosecution.

3. To encourage students to take their own steps in addressing the local and global issues of child trafficking.

Enduring Understanding

Human trafficking exists in the United States and around the world today, and it particularly affects children and youth. This is a human rights violation, it is unacceptable, and I can do something about it.

Essential Questions

1. Why do children and youth get pulled or pushed into trafficking situations?

2. What factors enable trafficking to exist? What must be done to overcome them?

3. What are the factors that enable effective social action against trafficking? What are the issues one has to consider when taking action?

Lesson 1: Students tap into their knowledge of child trafficking and become acquainted with its domestic and international dimensions. They also begin to associate child trafficking with the violation of rights guaranteed in the Convention on the Rights of the Child (CRC).

Lesson 2: Students understand that exploitation dehumanizes children and is an intense violation of their rights. Students will use the Slavery Footprint Web application to estimate the number of enslaved people who support their lifestyle, and they will analyze and reflect upon that information.

Lesson 3: Students think critically about the attitudes prevalent in American society that enable human trafficking to occur. Using readings from UNICEF and other international organizations, they also explore the risk factors and vulnerabilities that may lead to trafficking and exploitation.

Lesson 4: Students examine the vulnerabilities that may lead to trafficking by reading case studies of child victims of trafficking and the efforts of the Polaris Project (an anti-trafficking organization that works domestically), UNICEF, and partners to protect these children. Students then transform these stories into a comic strip for viewing and discussing.

Final Assessment: Students collaborate on a tool that advocates to the general population to support anti-child-trafficking efforts around the world. Using UNICEF and other resources, and ideally using technology that allows for real-time sharing and authentic feedback, students will be assessed on their knowledge of child trafficking, their evidence-based call to action, and the quality of their communication.

Background Information

Around the World

In recent years, people have become more aware that children and women (and sometimes boys and men) are trafficked into the world's commercial sex trade. But child trafficking also takes on many other forms. Children are trafficked into labor exploitation in agriculture. They may toil in a variety of manufacturing industries, from large-scale sweatshops to small craft workshops. In some parts of the world, children are exploited in mining or in fisheries, or into the militia and armed gangs in conflict zones. Girls in particular are trafficked into domestic labor.

Driven by poverty and other underlying factors, many children are moved away from their homes and are exploited in the informal economy, where they are even more difficult to trace and at risk of many forms of violence. Criminal networks and individuals exploit children in begging, street hawking, and other street-based activities. Some children are exploited as drug couriers or dealers or in petty crime such as pickpocketing.

When children are trafficked, they almost always end up in work that is dangerous to their health, safety, and morals. They may not able to go to school, and so they lose the opportunity to improve their lives in the future. They are often cut off from their families and at risk of sexual abuse and other forms of violence. In addition to the dangers that a child faces while being trafficked and exploited, child trafficking violates many other rights promised to children in international law. All children should be enjoying all of their rights protected by the UN Convention on the Rights of the Child. Trafficking is a serious violation of children's rights, including specifically their rights to be protected from exploitation, to remain with their family, to go to school, to be protected from sexual violence, and to have time to play.

In the United States

Human trafficking leaves virtually no country untouched, including the United States. American citizens are trafficked right here at home; the U.S. is a source, destination, and transit point for trafficking victims. Anyone can be trafficked, regardless of citizenship, class, education, gender, or age when coerced or enticed by false promises.

In the U.S., child labor trafficking occurs in industries like restaurants, bars, hotels, and agricultural work. Child sex trafficking occurs in brothels and strip clubs, via escort and massage services, and through pimp-controlled prostitution on the street. Increasingly, it is facilitated through the Internet. Around 300,000 American children are at risk for commercial sexual exploitation each year.[1] Many are runaways, homeless, or otherwise vulnerable youth.

Efforts to Protect Children

UNICEF is the United Nations' primary agency focusing on the rights of children and approaches trafficking as a serious violation of these rights. Protecting children from the enslavement of trafficking begins with prevention. This means reducing the vulnerabilities that make children and families susceptible to exploitation in the first place. UNICEF, with its partners, addresses factors that may contribute to trafficking, including poverty and a lack of education or employment options. Active in child protection in more than 150 countries, UNICEF child protection programs take into account all of the needs and realities that vulnerable families and communities face. UNICEF's efforts include

- Helping provide sustainable economic opportunities that provide a living wage for parents so that their children do not have to work to support the family and can attend school instead.
- Working with communities on changing prevalent mindsets around the treatment of children, forming local self-help groups.
- Improving the quality of education, including transitional options for children whose education has been interrupted.

In the U.S., collaboration between grassroots volunteers, survivors of human trafficking, NGOs, policymakers, business leaders, and educators are leading to fundamental legal, corporate, and cultural changes aimed at ending human trafficking in all its forms. Because human trafficking is such a complex, widespread issue, addressing it requires coordination between many actors, including government, nonprofit organizations, businesses, faith-based communities, law enforcement, and educators.

1 Richard J. Estes and Neil Alan Weiner, *The Commercial Sexual Exploitation of Children in the U.S., Canada and Mexico, Executive Summary* (of the U.S. National Study), September 19, 2001 (revised February 20, 2002), 11–13, accessed May 17, 2012, http://www.sp2.upenn.edu/restes/CSEC_Files/Exec_Sum_020220.pdf.

Sensitive Nature of Issues Addressed in this Unit

The content of this unit explores many sensitive topics, such as prostitution, sexual-based violence, gender-based violence, and slavery. The unit also contains explicit, mature language. Your students and their parents will have varying degrees of comfort with these issues. Your class may include victims or family members of victims, as well. Set a tone from the beginning that the unit will explore some mature, complex, and potentially explicit issues, and that you expect the class to explore these issues in a mature fashion.

It is possible that while teaching this unit, one or more of your students may be vulnerable to or experiencing abuse and exploitation. A U.S. Department of Education fact sheet provides warning signs and other information to help identify trafficking victims. You can find the fact sheet here: http://www2.ed.gov/about/offices/list/osdfs/factsheet.html. Refer to your school if you become concerned about the vulnerability of your students to forms of forced labor.

Common Core State Standards[2]

The lesson plans are designed in line with Common Core State Standards and National Content Standards. (FA = Final Assessment)

	Lesson				
Common Core State Standards	**1**	**2**	**3**	**4**	**FA**
College and Career Readiness Anchor Standards for Reading					
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	✓		✓	✓	
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			✓		✓
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			✓	✓	
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	✓				✓
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.					✓
10. Read and comprehend complex literary and informational texts independently and proficiently.			✓		✓
College and Career Readiness Anchor Standards for Writing					
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			✓		✓
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			✓		✓

2 © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Common Core State Standards	Lesson 1	2	3	4	FA
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			✓		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			✓	✓	✓
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			✓		✓
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.					✓
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.					✓
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			✓		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		✓			
College and Career Readiness Anchor Standards for Speaking and Listening					
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		✓	✓	✓	✓
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓		✓	✓
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	✓				
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			✓		✓

	Lesson				
Common Core State Standards	**1**	**2**	**3**	**4**	**FA**
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		✓		✓	✓
College and Career Readiness Anchor Standards for Language					
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			✓	✓	✓
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			✓	✓	✓
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			✓		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			✓		
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓		✓	✓	✓

National Content Standards

National Content Standards	Lesson 1	2	3	4	FA
National Curriculum Standards for Social Studies[3]					
1. **CULTURE:** Social studies programs should include experiences that provide for the study of culture and cultural diversity.				✓	✓
3. **PEOPLE, PLACES, AND ENVIRONMENTS:** Social studies programs should include experiences that provide for the study of people, places, and environments.					✓
5. **INDIVIDUALS, GROUPS, AND INSTITUTIONS:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.	✓	✓	✓	✓	✓
6. **POWER, AUTHORITY, AND GOVERNANCE:** Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.			✓		✓
7. **PRODUCTION, DISTRIBUTION, AND CONSUMPTION:** Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.	✓	✓	✓	✓	✓
9. **GLOBAL CONNECTIONS:** Social studies programs should include experiences that provide for the study of global connections and interdependence.	✓	✓	✓	✓	✓
10. **CIVIC IDEALS AND PRACTICES:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.	✓	✓	✓	✓	✓
National Council of Teachers of English & International Reading Association[4]					
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace.	✓		✓	✓	✓

3 National Council for the Social Studies, *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* (Silver Spring, Maryland: NCSS, 1994), 14-23.

4 National Council of Teachers of English and International Reading Association, *Standards for the English Language Arts* (Urbana, IL, and Newark, DE: National Council of Teachers of English and International Reading Association, 1996), 25. For a full list of standards, see http://www.ncte.org/standards.

National Content Standards	Lesson 1	2	3	4	FA
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	✓		✓	✓	✓
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		✓	✓	✓	✓
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.			✓	✓	✓
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.					✓
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.		✓			✓
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).		✓			✓
National Geography Standards[5]					
Essential Element II. PLACES AND REGIONS: *The geographically informed person knows and understands...*					
4. The physical and human characteristics of places.					✓
5. That people create regions to interpret Earth's complexity.					✓

5 National Geography Standards, Geography Education Standards Project, *Geography for Life: The National Geography Standards* (Washington D.C.: National Geographic Society Committee on Research and Exploration, 1994), 34–35.

National Content Standards	Lesson				
	1	2	3	4	FA
Essential Element IV. HUMAN SYSTEMS: *The geographically informed person knows and understands...*					
9. The characteristics, distribution, and migration of human populations on Earth's surface.	✓		✓	✓	✓
11. The patterns and networks of economic interdependence on Earth's surface.	✓		✓	✓	✓

INTRODUCTION TO TRAFFICKING

TOTAL TIME: 45 MINUTES

Objectives

Students will

- Define human trafficking and explain how it violates children's rights.
- Explain some forms that child trafficking takes and how these impact children.

Vocabulary

The following terms may not be used daily in a student's vocabulary. Feel free to use this list as a resource for students to expand their working vocabulary as they encounter these words in the lesson.

- Commercial sexual exploitation of children
- Domestic servitude
- Forced labor
- Bonded labor

Materials Needed and Setup

- Chart paper and markers
- Handout 1: End Trafficking
- Handout 2: Questions for "End Trafficking"
- Video: "Overview: Convention on the Rights of the Child" at http://teachunicef.org/explore/media/watch/overview-convention-rights-child
- Computer and Internet access
- LCD projector

Directions

1. Present the students with information that they will be learning about some practices that violate the rights of children and youth around the world. (Consider including the ideas of slavery, denial of education, and preying upon children's vulnerability.) Discuss and facilitate student responses transitioning into the topic of human trafficking. Explain that human trafficking is occurring in the world today, including in the United States. Gauge the students' reactions and facilitate accordingly.

2. Using chart paper, employ a K-W-L (know, want to know, learned) activity[6] to better understand student background knowledge and interests. Keep displayed so it can be referred to throughout the unit.

3. Distribute Handout 1: End Trafficking and Handout 2: Questions for "End Trafficking" and have the students complete the reading activity. Then consider the following questions together:

   1. What is the definition of human trafficking? *Answer: A form of modern-day slavery that subjects children, women, and men to force, fraud, or coercion for the purpose of commercial sexual exploitation or forced labor.*

   2. What are some forms that human trafficking can take?
      From the handout:
      1. *Prostitution, pornography, and sex tourism (collectively called "commercial sexual exploitation")*
      2. *Domestic servitude, factory/construction labor, migrant farm labor (collectively called "forced and bonded labor")*

      Not from the handout:
      3. *Child soldiers*
      4. *Child begging*
      5. *Forced marriage*

   3. What situations make children vulnerable to trafficking? *Answer: Poverty, dropping out of school, and losing parents are named in the reading. Others include war, natural disasters, and migrant status.*

   4. What are the effects on a child who is trafficked? *Answer: Losing the chance to have a normal childhood, not being able to attend school, being cut off from his or her family, and being exposed to sexual abuse and other forms of violence.*

   5. What does trafficking look like in the United States? *Answer: Trafficking has been reported in all 50 states; American citizens may be victimized at home; trafficked humans from elsewhere may be exploited here or sent on from the U.S. to somewhere else; child labor trafficking, especially in the food and hospitality industries and agriculture; child sex trafficking in legal and illegal enterprises, increasingly facilitated through the Internet.*

6 Donna M. Ogle, "K-W-L: A Teaching Model That Develops Active Reading of Expository Text," *Reading Teacher* 39, no. 6 (February 1986): 564–570.

6. The reading details several ways UNICEF works against child trafficking. How might UNICEF help reduce the factors that place children and families at risk in the first place? *Answers may include supporting non-exploitative youth employment; keeping children and youth in school; education on the risks of trafficking; programs that affect changes in beliefs and behavior of the public that express indifference to or acceptance of trafficking; and programs that address exclusion and discrimination, including gender inequality.*

4. Emphasize that child trafficking is a human rights violation as made clear in the Convention on the Rights of the Child (CRC). Mention that the CRC is the most ratified treaty in the world, which codifies into international law basic standards in health, education, protection, and social services for children. It is at the foundation of UNICEF's work in all of its core areas, including child protection (which includes combating child trafficking). Show the overview video at http://teachunicef.org/explore/media/watch/overview-convention-rights-child, asking the class to note examples of the rights it protects. Discuss.

The U.S. has not ratified the Convention as of the development of this unit. Learn more about the CRC at http://teachunicef.org/explore/topic/child-rights-crc and the Campaign for U.S. Ratification of the Convention on the Rights of the Child's website at http://www.childrightscampaign.org/.

5. **Closure:** Check for understanding, validate the students' thoughts on the material, and preview the rest of the unit.

Extension Activities

Have students learn more about the CRC at http://teachunicef.org/explore/topic/child-rights-crc.

Have students identify the rights from the CRC that are violated in an individual case of child trafficking (such as those provided in this unit). For a lesson featuring this activity, see UNICEF Canada's UNICEF Child Trafficking Unit, available on UNICEF Australia's website at http://www.unicef.org.au/downloads/dayforchange/Teaching_to_Counter_Child_Trafficing_Unit.aspx.

WHAT'S OUR SLAVERY FOOTPRINT?

TOTAL TIME: 45 MINUTES

Objectives

Students will

- Discover the estimated number of slaves connected to their lifestyle.
- Explore the relationship between goods and products purchased to support a modern lifestyle in the United States and how those products can be part of a larger system that can be connected to forced labor, bonded labor, or slave labor.
- Examine their values regarding fairness and the universality of rights.

Materials Needed and Setup

- Computers and Internet access
- Class divided into groups for using computers
- Blackboard or whiteboard
- Handout 3: Estimated Number of Children in Worst Forms of Child Labor
- Overhead projector or LCD projector

While the entire End Trafficking unit raises sensitive issues, this lesson must be handled with extreme care. The Slavery Footprint Web activity contains both mature words and images that may evoke varied and intense responses from your students. We highly recommend that you complete the activity yourself before deciding to use it in class, and that you think carefully about whether it makes sense for the students you teach.

Directions

1. Review the knowledge introduced in the previous lesson. Gauge the students' understanding, and allow them to raise questions and concerns.

2. **Think, Pair, Share:** In a brainstorming activity, have the students write down what comes to mind when they think of the word footprint. After a minute, ask them to pair up with a partner and share their lists. Then return to a whole-class format and call for volunteers to relate their conversations to the class. Record the contributions in the front of the room. If the students do not come up with more advanced ideas, offer ones like these:

   - Anonymous quotation: "Take only pictures, steal only time, leave only footprints."
   - The area on a surface covered by something is a footprint.[7]
   - Carbon footprint: the amount of greenhouse gases and specifically carbon dioxide emitted by something (as a person's activities or a product's manufacture and transport) during a given period.[8]

   Reveal that the students will be considering slavery footprints in today's class.

3. On the blackboard or whiteboard, sketch two human outline figures (in frontal view) side by side. Ask the class what rights free people have; enter them in the outline of the figure on the right. As the figure fills up with rights, tell the students that rights are fundamental to a person and that without them, it is easy for society to think that a person has vanished. Erase the outline of the person on the left. Prompt the students to discuss why the person to the left disappeared.

4. Tell the students that before we can learn how to restore the visibility to those who have been enslaved, we need to see what our own slavery footprint is. At computers, have the students complete the informational reading and the activity at the website Slavery Footprint (http://www.slaveryfootprint.org). NOTE: Slavery Footprint can be accessed only on Safari, Mozilla Firefox, or Google Chrome Browsers. Internet Explorer does not support the Slavery Footprint activity. This should take about 20–25 minutes. Debrief along these lines:

   - What parts of the American lifestyle were mentioned in the exercise? Through careful, nonjudgmental questioning, get the students talking about the aspects of their own lifestyles that are connected to slavery (e.g., clothing, technology, food).
   - What did you learn from the Slavery Footprint exercise?
   - How does what you learned make you feel? (Explore issues of fairness and justice.)
   - Will this make you think more about where your products come from?
   - Is anyone skeptical that the Slavery Footprint calculations are correct? Why? (NOTE: The website's methodology can be found at http://slaveryfootprint.org/about/#methodology.)
   - In our globalized consumer society, it is almost inevitable that our lives will be touched by slavery in some way. Do you think this is acceptable? What can we do to change that reality?
   - Do vulnerable people (the poor, immigrants, etc.) in the United States have as much of a right to be protected from dangerous and restrictive working conditions as the general population? Do vulnerable people in the developing world have as much of a right to protection as people everywhere else? Why, or why not?

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7 Merriam-Webster.com, s.v. "Footprint," accessed May 17, 2012, last modified 2012. http://www.merriam-webster.com/dictionary/footprint.

8 Merriam-Webster.com, s.v. "Carbon footprint," accessed May 17, 2012, last modified 2012, http://www.merriam-webster.com/dictionary/carbon%20footprint.

5. **Connect to trafficking:** Tell the class that many people involved in the production of products like cotton, chocolate, and coffee may be trapped in a situation of forced labor. Distribute or display Handout 3: Estimated Number of Children in Worst Forms of Child Labor and indicate that although the greatest number of child victims is involved in forced and bonded labor, many victims are also involved in prostitution and pornography, illicit activities, and armed conflict.

6. **Closure:** End the lesson with discussion, journaling, or another way to capture the students' thinking on the issue. Remind students of the violation of human rights that trafficking and the worst forms of child labor represent, and preview that the next lesson will focus on those rights.

Homework

Students will read Handout 4: Risk Factors and Vulnerability. Have them design a reflective statement (for example, "I was surprised to learn that poverty is not the single determining factor in child trafficking") and support it with a thoughtful comment and key information from the reading.

Extension Activity

Have your students earn Free World Points to offset footprints by taking one or more of the actions suggested by the Slavery Footprint website.

RISK FACTORS AND VULNERABILITIES

TOTAL TIME: 45 MINUTES

Objective

Students will explain some of the risk factors that make children around the world vulnerable to trafficking.

Vocabulary

The following words may not be used daily in a student's vocabulary. Feel free to use this list as a resource for students to expand their working vocabulary as they encounter these words in the lesson.

- Sweatshop
- Recruiter

The following is from the homework reading:

- Poverty plus

Materials Needed and Setup

- Handout 4: Risk Factors and Vulnerability

Directions

1. **Review and reflect:** Ask the students to explain the connection between the Slavery Footprint exercise and child trafficking; clarify if necessary. Ask the students how the vulnerabilities that may lead to trafficking relate to the fundamental rights of children and youth. You may wish to touch on rights such as adequate standard of living, education, protection from economic exploitation, and possibly others.

Ask students if they think that, in addition to rights violations, there are attitudes prevalent in our own society that enable human trafficking to occur. If necessary, ask for their thoughts about the following misconceptions:

- Prostitution is always a choice, and illegal prostitutes are nothing but criminals.
  Suggestions for dispelling this misconception: *Among adults, prostitution is often exploitative, but among children, it is always exploitative and inexcusable. It may even involve control over the victim. For example, bonded labor "is often the way girls enter prostitution in many Asian countries, including India, Myanmar, Nepal, Pakistan, and Thailand. The girl must work off the money given to parents or a guardian and cannot leave prostitution until the debt is fully paid. Girls make little money, and expenses such as rent, transportation, and food are added to the debt, making it extremely difficult to pay off."*[9]

- When mainstream media and popular culture objectify women and girls, it may not be to everyone's taste, but there's no real harm.
  Suggestions for dispelling this misconception: *It may not be surprising that pornography often depicts racist and intensely misogynistic imagery while at the same time eroticizing rape and other forms of violence against women.*[10] *Contemplate with your students, though, about the elements in our media landscape that suggest that sexual assault is permitted. Also consider with students words common in popular culture, like "pimp," "ho," and "whore," that normalize aspects of the sex trade and hide its harm.*[11]

- Poverty is an unfortunate reality. It's inevitably going to lead to trafficking; that's just the way it is.
  Suggestions for dispelling this misconception: *Poverty is certainly a factor, but it is not the only one, and it doesn't always result in children being trafficked. The beginning of the homework reading (Handout 4) explains further.*

Facilitate a class discussion to explore the connections between these attitudes and human trafficking.

2. Discuss the homework reading. Make sure to involve the students' evidence-based reflective pieces they did for homework. Additional questions may include the following:

   - Who was surprised that poverty is not the only reason that some children become victims of trafficking? Who can explain why that is the case?

   - What is a "poverty plus" situation?

   - Which level of risk factor did you find to be the most serious? The most surprising? The most difficult to address?

9 United Nations Children's Fund, Profiting from Abuse (United Nations publication, Sales No. E.01.XX.14, 2001), 11. Available from http://www.unicef.org/publications.

10 Chicago Alliance Against Sexual Exploitation, *10 Actions X 10 Issues: Get the Facts, Demand Change* (Chicago: Chicago Alliance Against Sexual Exploitation), 16, accessed May 17, 2012, http://caase.org/toolkits.

11 Chicago Alliance Against Sexual Exploitation, 4.

- Which risk factors do you think are more common overseas than in the United States? Which do you think are present in both developed and developing countries?
- What are the reasons why girls are particularly vulnerable to trafficking?
- Do you feel that youth who are your age are more or less vulnerable to trafficking than younger children? What about compared with older children? Explain.
- Have you ever felt vulnerable when you were in transit, such as when you were in a crowded train or stuck in an airport? What about when you were at an unfamiliar destination? Are there any feelings or experiences you had that, in a different situation, might have made you more vulnerable to trafficking?
- If we tripled society's resources dedicated to ending human trafficking but did not address the risk factors that make children vulnerable to trafficking, how much of a difference do you think we would make?

Extension Activity

Have the students read Section 1.4 ("How Child Trafficking Works") of Textbook 1 of the International Labor Organization's *Training Manual to Fight Trafficking in Children for Labour, Sexual and Other Forms of Exploitation*, available at http://www.unicef.org/protection/57929_58005.html. Lead them in a discussion or other opportunity to learn from what they have read.

Homework

Have the students write a 200–250 word piece (as a short essay or a blog) in which they

- Identify a vulnerability that makes a child prone to trafficking.
- Explain how such a child could be trafficked for exploitative purposes.
- Identify the rights that are violated when such a practice occurs.

DRAWN TO THE OFF RAMPS[12]

TOTAL TIME: 90 MINUTES

Objectives

Students will

- Identify different kinds of programs that protect children from trafficking.
- Interpret a story about child trafficking into a graphical form like a comic strip.

Materials Needed and Setup

- Handouts 5a, 5b, and 5c: Case Studies — enough copies of each for one-third of the class
- Markers and a roll of paper
- Tape
- Class divided into three groups and assigned case studies at teacher's discretion

Directions

1. Give each group a copy of a case study, as determined in the setup to the lesson. Ask the students to read through their story once silently. When they are finished, tell them they will be transforming their stories into comic strips.

   NOTE: While there is potential for great learning from making comic strips (or graphic novels, if you choose), employing the use of a graphic medium runs the risk of watering down the severity of the case studies. Please impress upon the students the importance of retaining the seriousness of the stories as they create and share their projects.

2. Next, still in their assigned groups, the students make a list of all the key points of the story. This will help them decide what information should be included in a comic strip. Using this list, the students decide how many boxes the strip will need and what text and illustrations will go into each. A blank box should be left at the end of the strip. They then make a rough

12 Modified from UNICEF Canada's UNICEF Child Trafficking Unit, available on UNICEF Australia's website at http://www.unicef.org.au/downloads/dayforchange/Teaching_to_Counter_Child_Trafficing_Unit.aspx.

draft of the strip, including both the drawings and the script. The last (blank) box should depict the imagined situation of the child in the story one year later.

3. The students draw the comic strip on the roll of paper. It will be posted on the wall; therefore it should be large enough to be viewed from a distance.

   OPTION: Use a Web-based application like Make Beliefs Comix (http://www.makebeliefscomix.com/) or Pixton (http://www.pixton.com) to create and share the comic strips.

4. The students should ensure that all group members are involved in the drawing of the strip. There are many jobs that can be done: the pictures need to be drawn, the script written, and the pictures colored.

5. When the comic strips are finished, hang them on the wall. Give the students time to circle around the class and read all the comic strips.

6. As a class, discuss the stories that make up the strips:

   a) If groups did the same story, did the same story describe the tale and its imagined "ending" in the same way?

   b) What story impressed them the most?

   c) What different types of groups are involved in ending child trafficking?

   d) UNICEF is involved in intervention programs that deal both with prevention and recovery. Which types of programs are described in these cases?

   e) What are the challenges and the benefits to these two types of interventions?

   f) What are the different risk factors in child trafficking that are being addressed in the stories?

   g) Why do you think the programs in these cases work? What kinds of programs would not work? Why?

   h) What steps could you take to address the local and global issues of child trafficking?

7. Prompt the students to sum up the lessons learned in the unit, and check for understanding. Use the Enduring Understanding and Essential Questions at the beginning of the unit to assess their deeper learning.

Extension Activities

As part of an education campaign in your school, post the comic strips in the halls or print them in the school newspaper.

Research trafficking situations around the world by consulting resources such as the following:

- The most recent U.S. Department of State Trafficking in Persons Report at http://www.state.gov/j/tip/rls/tiprpt/index.htm (contains trafficking information for the United States and other countries worldwide)
- UNICEF Information by Country and Programme: http://www.unicef.org/infobycountry/ (contains information about UNICEF's goals and accomplishments in trafficking and other children's issues in more than 190 countries and territories)
- The Central Intelligence Agency's World Factbook: https://www.cia.gov/library/publications/the-world-factbook (provides broad-based information — including trafficking data — on more than 260 world entities)

Create a poster, presentation, or report that highlights the work of nonprofits working to protect children and youth from trafficking in the United States. Consider directing students to the work of organizations such as the Polaris Project (http://www.polarisproject.org), GEMS (http://www.gems-girls.org), or ECPAT USA (http://ecpatusa.org).

PREVENTION AND ADVOCACY

TOTAL TIME: 90 MINUTES OR MORE

Objective

Students will create an advocacy tool for preventing child trafficking and advocating for its abolition locally and globally.

Materials Needed and Setup

- Computer lab with Internet access
- Teacher-created assignment worksheet

Directions

As a final assessment, have the students collaborate on and present a project that publicly advocates support for anti-child-trafficking efforts all around the world. The project or tool could be in the medium of your choice, though we recommend that you use technology that allows for real-time sharing and authentic feedback (such as a blog, wiki, podcast, social network like Ning, asynchronous video conference like Voicethread, or webinar). Regardless of the medium, the tool should accomplish the following:

- Inform the viewer at a top-line level on the issue of child trafficking, while differentiating between the general outlines of the issue in the developed versus the developing worlds.
- Provide specialized knowledge in one particular aspect of child trafficking, such as one of the forms, contributing factors (undervaluing of girls, normalization of rape, etc.), or a focus on a specific country.
- Select a proven means of social action against trafficking (whether through UNICEF or another organization or in an original action) and inform the viewer about concrete ways he or she can get involved. (OPTIONAL: Enlist the help of community anti-trafficking resources for information on the problem where you live and actions under way to combat it.)

As part of the assessment, have your students present their tool to the class, walking them through the required elements in a manner that is clear, engaging, and appropriately supported by visual aids.

RESOURCES: Students should refer to the U.S. Fund for UNICEF End Trafficking toolkit for ideas on taking action against trafficking. Download the toolkit at http://www.unicefusa.org/endtrafficking In addition to the resources provided by this unit, TeachUNICEF.org (http://teachunicef.org) offers educator-vetted readings, videos, and podcasts that can be useful to your students. They can also search the UNICEF website (http://www.unicef.org) for more sources of information to complete this task. The photo essays and other assets at http://www.unicef.org/photography/ are particularly useful for finding personal stories. Students may also download UNICEF documents, such as the following:

- UNICEF, UNODC, and UNGIFT, *Training Manual to Fight Trafficking in Children for Labour, Sexual and Other Forms of Exploitation*, Textbook 1, 2009: http://www.unicef.org/protection/Textbook_1.pdf
- *Combating Child Trafficking: Handbook for Parliamentarians* (2005): http://www.unicef.org/publications/files/IPU_combattingchildtrafficking_GB(1).pdf

Extension Activity

In debriefing students in the final assessment, consider the unit as a whole by focusing on the Enduring Understanding and Essential Questions listed at the beginning.

A rubric for the assessment may be based on the following:

	1 = Unacceptable	2 = Poor	3 = Acceptable	4 = Admirable	5 = Excellent
Background information on child trafficking	*Overall, conveys inadequate, imprecise, and inaccurate information *Does not have sufficient support from an actual personal account. May not be documented.	*Overall, conveys inadequate or too imprecise or inaccurate information *Contains actual personal account, but provides only basic support	*Conveys largely accurate top-line information about child trafficking and specific information about one aspect of child trafficking *Supported adequately by an actual personal account	*Paraphrases accurately an ample amount top-line information about child trafficking and specific information about one aspect of child trafficking * Supported adequately by more than one actual personal account or superbly by one	*Presents in an original academic voice an ample amount of accurate top-line information about child trafficking and specific information about one aspect of child trafficking *Supported superbly by more than one actual personal account
Social action against child trafficking	*Conveys inadequate, imprecise, and inaccurate information *Includes only established social action or ways the viewer can get involved, but not both	*Overall, conveys inadequate or too imprecise or inaccurate information *Contains little to no evidence of independent, creative, analytical thought	*Conveys largely accurate and precise information *Contains some evidence of independent, creative, analytical thought	*Paraphrases accurately an ample amount of information *Contains ample evidence of independent, creative, analytical thought	*Presents in an original academic voice an ample amount of accurate information *Features a creative but realistic action plan that is evidence of serious independent and analytical thought
Presentation	*Delivery is largely unclear and off-focus *No visual aid is used	*Delivery is largely unclear and/or off-focus *A visual aid is used, though not supporting the presentation well	*Delivery is well focused *A visual aid is used well	*Delivery is clear and well focused *Visual aids are used well	*Delivery is clear, well focused, and engaging to the audience *Visual aids are used well and are a seamless part of the presentation

Glossary

Used with permission. All definitions from Merriam-Webster online at www.Merriam-Webster.com, unless otherwise noted.

Bonded labor: Equivalent to debt bondage: The status or condition arising from a pledge by a debtor of his personal services or of those of a person under his control as security for a debt, if the value of those services as reasonably assessed is not applied towards the liquidation of the debt or the length and nature of those services are not respectively limited and defined.[13]

Commercial sexual exploitation of children: The obtaining of financial or other benefits through the involvement of another person in prostitution, sexual servitude or other kinds of sexual services, including pornographic acts or the production of pornographic materials.[14]

Convention: Agreement, contract; an agreement between states for regulation of matters affecting all of them.

Domestic servitude: Situation of people recruited and exploited in the performance of domestic tasks and services, mostly within a private household under physical or psychological threat or coercion.[15]

Forced labor: All work or service which is exacted from any person under the menace of any penalty and for which the said person had not offered himself voluntarily.[16]

Poverty plus: A situation in which poverty does not by itself lead to a person being trafficked, but where a "plus" factor such as illness combines with poverty to increase vulnerability.[17]

Ratify: To approve and sanction formally.

Recruiter: the person who actually employs the child, or an intermediary, part of a chain of people involved in the trafficking."

Sweatshop: A shop or factory in which employees work for long hours at low wages and under unhealthy conditions.[18]

13 United Nations, *Treaty Series*, "Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery," vol. 266, No. 3822, accessed May 18, 2012, http://www2.ohchr.org/english/law/slavetrade.htm.

14 United Nations Office on Drugs and Crime (UNODC), *Model Law against Trafficking in Persons* (United Nations publication, Sales No. E.09.V.11, 2009), 20. Available from http://www.ungift.org/knowledgehub/en/publications.html.

15 Organization for Security and Co-operation in Europe, *Unprotected Work, Invisible Exploitation: Trafficking for the Purpose of Domestic Servitude*, 2010, 25. Available from http://www.osce.org/cthb/75804.

16 International Labour Organization, *Convention Concerning Forced or Compulsory Labour*, 1930, accessed May 18, 2012, http://www.ilo.org/ilolex/cgi-lex/convde.pl?C029.

17 International Labour Organization, *Training Manual*, 23.

18 International Labour Organization, *Training Manual*, 27.

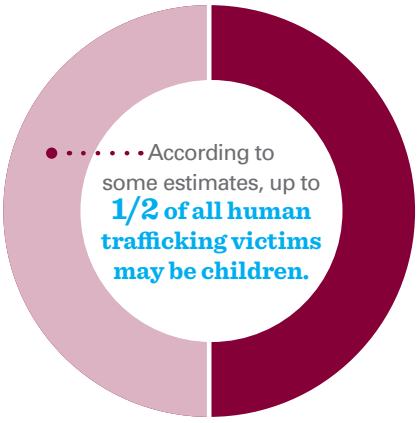
End Trafficking

WHAT IS HUMAN TRAFFICKING?

Human trafficking is a form of modern-day **slavery** that **subjects children,** women, and men to **force, fraud,** or **coercion** for the purpose of commercial sexual **exploitation** or **forced labor.** This horrific practice can include **prostitution, pornography,** and **sex tourism** as well as **labor** for domestic service, factory or construction work, and **migrant farming.**

WHAT HAPPENS WHEN CHILDREN ARE TRAFFICKED?

Traffickers target **vulnerable and impoverished children,** including those who have dropped out of school or have lost their parents. They lure unsuspecting children and families with "gifts," or false employment or marriage proposals. Trafficking exposes children to extremely dangerous situations. They lose the chance to have a normal childhood, are not able to attend school, are cut off from their families, and are exposed to sexual abuse and other forms of violence.



IS TRAFFICKING REALLY HAPPENING IN THE U.S.?

Yes. **Human trafficking has been reported in all 50 states.** American citizens are trafficked right here at home, and the U.S. is both a destination and transit point for trafficked humans from other countries. Anyone can be trafficked regardless of citizenship, class, education, gender, or age when forcefully coerced or enticed by false promises.

In the U.S., child labor trafficking occurs in restaurants, bars, hotels, and in agricultural work. Child sex trafficking occurs in brothels and strip clubs, via escort and massage services, and through pimp-controlled prostitution on the street. Increasingly, it is facilitated through the Internet. An estimated 300,000 American children are at risk for commercial sexual exploitation each year (ECPAT, USA). Many are runaways, homeless, or otherwise vulnerable youth.

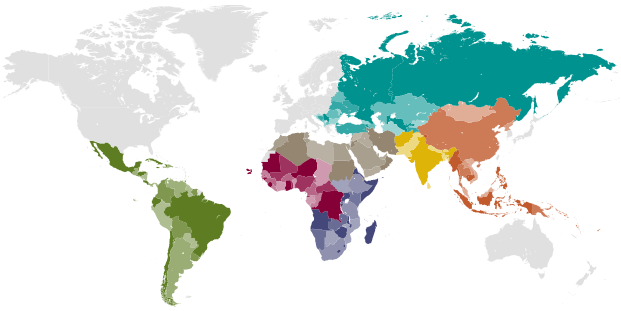
WHY IS THIS HAPPENING? HIGH PROFIT, LOW RISK

Human trafficking is an appealing business for criminals. Traffickers may include individuals, families, small businesses, and organized criminal networks. The risk of prosecution is low. The profits are high — thanks to an incessant demand for cheap labor and commercial sex, combined with an endless supply of human beings. Reaping an estimated **$32 billion annually,** trafficking is the world's second largest criminal enterprise after the drug trade (ILO, 2005).

From the U.S. Fund for UNICEF's End Trafficking project. See http://www.unicefusa.org/work/protection/child-trafficking/ or download this document at http://www.unicefusa.org/assets/pdf/End-Child-Trafficking-One-Pager.pdf.

UNICEF AND CHILD TRAFFICKING

UNICEF works in **more than 150 countries** to help children **survive** and to **protect** them from **violence, exploitation, and abuse.** To combat child trafficking, UNICEF strives to **reduce factors** that place **children** and **families** at risk in the first place.



UNICEF'S EFFORTS INCLUDE:

- Helping **governments** strengthen **child protection systems**
- Ensuring that child victims are placed in **safe environments** and provided with social services, health care, and psychosocial **support**
- Supporting the **training** of social workers, health workers, police and border officials to spot signs of trafficking and to treat children with dignity
- Working with **communities** and **faith-based organizations** to change harmful societal practices that increase children's vulnerabilities to trafficking

WHAT CAN I DO? THREE WAYS TO TAKE ACTION:

1 Learn more about UNICEF's child protection work around the world, support legislation that protects trafficking victims in the U.S., and download awareness-raising resources by visiting **unicefusa.org/endtrafficking**.

2 Post the National Human Trafficking Hotline Number, 1-888-3737-888, in your school or work place. This confidential hotline is available 24/7 to human trafficking witnesses, potential victims, service providers, or people wanting to learn more. Download a free flyer at **polarisproject.org/resources/outreach-and-awareness-materials**, or make your own!

3 Find out how many slaves work for you — The Slavery Footprint website allows consumers to see their connection to modern-day slavery. Consumers are invited to take action and join the call for "Made in a Free World" products. Visit **slaveryfootprint.org**.

ABOUT THE U.S. FUND FOR UNICEF

The U.S. Fund for UNICEF saves and protects the lives of children by supporting UNICEF's work through fundraising, advocacy, and education in the United States. The End Trafficking project is the U.S. Fund for UNICEF's initiative to raise awareness about human trafficking and mobilize communities to take meaningful action to help protect children. For more information, please contact: Jennifer K. Chan, Program Officer, jkchan@unicefusa.org, 917-720-1306

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Questions for "End Trafficking"

1. What is the definition of human trafficking?

2. What are some forms that human trafficking can take?

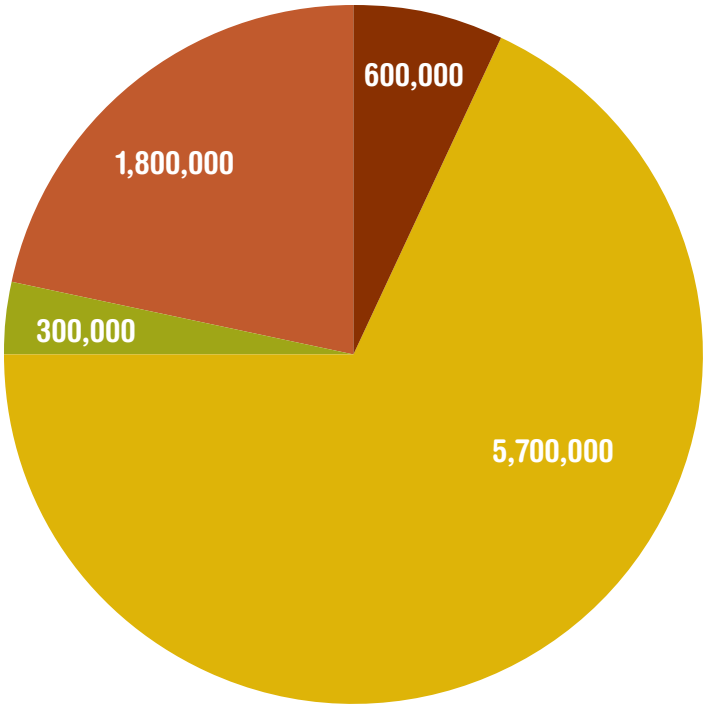
3. What situations make children vulnerable to trafficking?

4. What are the effects on a child who is trafficked?

5. What does trafficking look like in the United States?

6. The reading details several ways UNICEF works against child trafficking. How might UNICEF help reduce the factors that place children and families at risk in the first place?

Estimated Number of Children in Worst Forms of Child Labor (2000)[19]



19 International Labour Office, Every Child Counts: New Global Estimates on Child Labour, December 2002, 25, accessed May 17, 2002, http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=742.

Risk Factors and Vulnerability[20]

Risk and Vulnerability at Source

When asked why they think some children become victims of trafficking, many people would immediately answer, "because they are poor." It is true that poverty is an important element at play in explaining why some children are trafficked. However, poverty can mean many things and it is not by itself the answer to the question.

Poverty alone cannot explain why some countries have more child trafficking than others; some cities have more worst forms of child labor than others; traffickers are active in some places and not in others; some communities face more child trafficking than others; some families are more at risk of trafficking than others; girls are most at risk in some instances, and boys in others. There are many children living in poverty who do not fall victim to trafficking, and understanding the nature of poverty and differences between these children and victims of trafficking is important if we are to know how to protect children at risk.

In fact, poverty is only one of a range of **risk factors** that create **vulnerability** to trafficking. Often children experience several risk factors at the same time, and one of them may act as a **trigger** that sets the trafficking event in motion. This is sometimes called "**poverty plus**," a situation in which poverty does not by itself lead to a person being trafficked, but where a "plus" factor such as illness combines with poverty to increase vulnerability.

The many factors that may come into play in determining the level of vulnerability of a child are often described as family, community, institutional-level or individual risk factors.

Family-level Risk Factors

There are family disruptions that can be considered as vulnerability or "plus" factors: the men in the family going off to war or being killed in conflict, for example, or one or both parents dying of AIDS and leaving children with no adult support. There are also wider social or economic factors that disrupt family finances, such as drought or floods that leave a rural family with no food stocks and no income. In addition to such natural disasters, there are man-made emergencies, such as conflict, that might drive a family from their home into a refugee camp where recruiters will be active rounding up children whose families have lost everything.

Domestic violence has also been shown to be a factor in increasing the vulnerability of children to trafficking. Children who witness or suffer violence in the home may run away and live on the streets, where their vulnerability to exploitation, violence, and trafficking is acute. Left to fend for themselves, they become easy prey to traffickers because they have no practical means of survival.

20 Adapted from International Labour Organization, *Training Manual to Fight Trafficking in Children for Labour, Sexual and Other Forms of Exploitation*, Textbook 1: Understanding Child Trafficking, September 2009, 23-26, accessed May 17, 2012, http://www.unicef.org/protection/57929_58005.html.

Community-level Risk Factors

At the level of the community, also, violence can increase risk. Conflict breaks up families and communities and increases the vulnerability of the whole community, but especially the children. Street or gang violence may lead children who feel threatened to leave the community. Other forms of violence — at school, for example — may also trigger the urge to escape and make children easier prey for traffickers. Where communities have a tradition of movement (for example if they live on a border and have always crossed that border to find seasonal work), children's vulnerability to recruitment into trafficking may be increased. Sometimes the nature of the community is itself a risk factor: for example, children from farming families may be at risk of trafficking if they aspire not to work on the land and so leave for the city.

Institutional-level Risk Factors

Some triggers, additionally, can be said to occur at the "institutional" level, that is to say that children and families are vulnerable because of social development gaps such as a lack of access to education; discriminatory policies that marginalize some ethnic groups within a country; weak birth registration systems that make it impossible to keep track of children's welfare; as well as geographical factors, such as climate change that devastates the livelihoods of fishing or farming communities. Institutional risk factors also include situations in which children are separated from their families and find themselves in reunification channels. These generally legal and monitored processes have been known to be infiltrated by people seeking to divert children into exploitation. The responsibility of the state to police mechanisms that see unaccompanied children being transferred from one place to another is paramount in these situations.

Individual-level Risk Factors

There are also, of course, risk factors that are specific to individual children or groups of children. These include discrimination, disability, involvement in criminal activity or drugs, or belonging to a caste or ethnic minority that is disadvantaged in employment or social services.

In many societies, if a child is to be sent to work, it is often the girl who is chosen. Girls are more readily taken out of school (or never sent in the first place) because many parents believe that education is wasted on girls who will one day marry and leave their parents. They think that "life experience" is more useful and likely to make the girl a better wife and mother. It is not surprising, therefore, that domestic labor constitutes the most common form of child labor for girls under the age of 16. Child domestic labor, in fact, is often the end result of trafficking because, by its nature, it most often involves a child going to live in someone else's home, leaving his or her family behind.

Trafficking into child domestic labor also illustrates another vulnerability because, in some countries, children from ethnic minority groups or certain castes are traditionally exploited as domestic servants and may be trafficked into this kind of servitude. Discrimination on the basis of sex, ethnicity, disability, or race increases vulnerability to trafficking, as well as to other forms of violence and abuse.

Age is also a factor in assessing children's risk profile. The younger children are, the more easily their vulnerability is exploited. However, as they mature, children are more likely to make choices that may put them at risk – for example getting involved in drugs or petty criminal activity, or wanting to break away from family or just explore the world.

These "plus" factors show that vulnerability is not a static state. It changes over time, often as the result of factors that come into play only in certain circumstances and may or may not result in vulnerability.

Most often, however, it is not the extreme situations that underpin trafficking events but an accumulation of the everyday realities of survival. Many families live in poverty partly because the adult members of the household do not have jobs that provide enough money for the family to survive. It may be that there are no jobs in the area where they live, but often it is because the adults are not equipped for the jobs that do exist. This is why getting parents jobs and keeping children in school is so important – it is often the only way to break the cycle of unemployment and poverty that puts whole families at risk.

Risk and Vulnerability in Transit

A number of risk factors are particular to transit places and to the situation of children in transit. "Transit place" can refer to a country or a town, for example, that children pass through temporarily, or to a specific venue en route between two places, such as a railway station or a bus terminal. Children are particularly at risk in transit places when they are traveling alone, at night, without money, unprepared and uninformed, undocumented, or in an irregular situation with regard to the law. They are also at risk because they may not know what their final destination is. This may be particularly true if they have used an unregistered agency or agent to organize the travel.

Often, trafficked children are moved via unsafe means — unlicensed fishing boats, shoddy vehicles, or trucks that have been adapted to carry human cargo. These may also be considered as "transit risks."

Risk and Vulnerability at Destination

Risk and vulnerability to trafficking also occurs at destinations. Children separated from their families may run out of money or may lose their identity papers, for example, or an intermediary may make children more dependent by introducing them to drugs so that they become addicted. Such risk factors at destinations also make children vulnerable to being lured into exploitation.

An absence of workplace inspection or policing is also a risk factor, even though it does not relate to the individual child. Any policies or programs — or lack of them — that allow exploitative workplaces and practices to flourish increase the likelihood of exploitation and/or trafficking for both adults and children. These factors are often described as "workplace risk factors."

Case Study: Minors at Truck Stop[21]

Note: Names, locations, and details have been changed to protect confidentiality.

While stopping to sleep for the night at a truck stop near an interstate, a trucker saw a young girl and boy approaching several of the trucks parked in the lot. The girl appeared to be younger than 16 years old and the young boy was around 13 years old. The trucker initially thought that the children were waiting for a parent until they approached his cab and offered him sex for money.

The trucker refused and asked the children if they needed help. The children initially remained silent but the trucker pressed further and the young boy eventually replied that if they did not make nightly quota they would be hurt by a man named "M." The girl motioned behind her, at which point the trucker observed a man between 30 and 35 years old standing on the corner of the truck lot watching the children speak with the trucker.

Afraid that they would be in trouble for speaking with the trucker, the children immediately scrambled out of the trucker's vehicle and made their way back to the man who was watching them. The trucker observed the children go inside the convenience store of the truck stop with the other man.

Aware of the National Human Trafficking Resource Center (NHTRC) through the Truckers Against Trafficking campaign, the trucker contacted the NHTRC immediately for assistance. Recognizing the trafficking indicators and urgency of the situation since the minors were still at the truck stop, the NHTRC urged the trucker to call 911 and report the situation immediately.

The trucker called the NHTRC back after making a report to 911. The police had come to the truck stop and apprehended the man who they later found had existing warrants on his name. The police located the children and were able to determine that they were runaways from a nearby state. The NHTRC reported the situation to a federal trafficking task force for further investigation and connected with an anti-trafficking organization in the children's home state to provide long-term social services.

Polaris Project is one of the leading organizations in the global fight against human trafficking and modern-day slavery. Named after the North Star "Polaris" that guided slaves to freedom along the Underground Railroad, Polaris Project is transforming the way that individuals and communities respond to human trafficking, in the U.S. and globally. By successfully pushing for stronger federal and state laws, operating the National Human Trafficking Resource Center hotline (1-888-373-7888), conducting trainings, and providing vital services to victims of trafficking, Polaris Project creates long-term solutions that move our society closer to a world without slavery. Learn more at www.polarisproject.org.

21 Polaris Project, "Sex Trafficking: Minors at Truck Stop," Polaris Project, accessed May 23, 2012, http://www.polarisproject.org/what-we-do/national-human-trafficking-hotline/the-nhtrc/call-vignettes/topics/578.

Case Study: Lany's Story[22]

It's a hot, humid day, but Lany's pink jumpsuit top is zipped to her neck and only her fingers with their silver-green nail polish poke out from the sleeves.

She kneels on the plastic mat, which — apart from a low cupboard and an old refrigerator – is all that furnishes her small living room. And then, in a voice so quiet you can barely catch her words, she tells her story.

About how, when she was at the tender age of 13, her parents agreed to let her travel to Bangkok, Thailand, for a job they hoped would raise the family's fortunes in their area, one of the poorest provinces of Laos.

And how, barely a month after she began work, she was subjected to an act of horrific cruelty whose scars she will bear for the rest of her life.

Lany grew up in the village of Xok, a farming community of about 5,000 inhabitants on the outskirts of the provincial capital of Savannakhet. The rice and vegetables they grow here just about sustain the population, but opportunities for young people are few, and the temptation to find better-paid jobs in Thailand on the opposite bank of the river Mekong is considerable.

The deputy village head, Ms. Nu Nang, says that in recent years, up to 400 people have left the village for work in Thailand, 80 percent of them girls.

"I feel sad for them," says Ms. Nu Nang. "But because they're poor and because they have little or no education, they feel they have no choice."

It was a local agent who persuaded Lany's parents to let her go. The parents trusted the agent to ensure no harm came to their daughter.

The woman organized the boat that took Lany and six other girls across the river – under cover of darkness, without the knowledge of local police.

They were driven to Bangkok to join a group of Lao, Burmese, and other illegal workers at a small garment factory. Lany's job was to sew the decoration onto jeans and T-shirts. They worked long hours, even at night, and could often sleep only two hours at a time. Food was provided but sometimes only one meal a day, and if a job had to be finished, then that took priority.

The harsh conditions didn't end there: "If we didn't work fast enough, the foreman would beat us," recalls Lany. "He would hit us with a stick until we bled." On other occasions, the child workers were forced to drink a whole bottle of fish sauce; if they refused or vomited, they'd be beaten.

22 Simon Ingram, "Two Lives, One Trauma: Trafficking and Sexual Exploitation of Children" (UNICEF Panorama Features Issue No 96, August 2009), UNICEF Intranet, http://www.intranet.unicef.org/geneva/panorama.nsf.

But that was nothing compared to what happened on the fateful day when, by accident, Lany broke the metal mold she was using. The factory boss was furious, and told his staff to punish her.

The men grabbed her and took her to the factory toilet, where they proceeded to wrap her from the neck down — Egyptian mummy-style — in plastic sheeting. Then, ignoring her screams, they took a bottle of toilet cleaner and poured the liquid down inside the plastic, before leaving her on the floor for the night as the chemical burned slowly into her skin.

"Nobody was allowed to help me," says Lany, still overcome with the recollection of her agonizing ordeal. "I thought I was going to die."

The factory boss let her out in the morning, not to get treatment for the burns on her skin but to return to work. With little more than antiseptic cream to ease the pain, the healing process was slow. For much of the time, Lany was kept in a separate room from the others, so outsiders wouldn't see her injuries.

It wasn't until four months later, when police raided the factory following complaints from another worker about the abuses taking place there, that Lany was finally taken to a hospital. There she underwent the first of a series of operations by a plastic surgeon.

Reluctantly, she peels back one sleeve of her jacket, exposing the vicious scars on her wrist – similar to the ones that cover much of her body. While the surgery has helped her to sit and move more easily, the visible effects are as clear as ever — even six years after they were inflicted. And the embarrassment caused by her injuries may never fade.

Fortunately, in other ways – and with some outside support — Lany has managed to begin rebuilding her life. The prosecution of the Bangkok factory owner resulted in financial compensation, which she used to build the little house she now occupies, after moving back to Laos. She grows vegetables on the plot of land that surrounds it, bringing her a small but useful income.

Rehabilitating and caring for the longer-term needs of young women like Lany is where UNICEF and its France-based NGO partner, Afesip (Agir Pour Les Femmes en Situation Precaire or "Acting for Women in Distressing Circumstances" in English) are playing a key role. "Safety nets" at the village level are helping identify young people at risk before they fall prey to traffickers, and through training, the capacity of the government and of NGOs like Afesip to provide support and services to trafficked young women is being steadily strengthened.

For her part, Lany has the consolation of her two-year-old son, Jip, whose upbringing is now her overriding preoccupation.

"I want him to get a proper education," Lany says firmly. "That way, he can make his future here in Laos and avoid the kind of experience that happened to me."

Case Study: Prashant's Story[23]

Note: Names, locations, and details have been changed to protect confidentiality.

A counselor at a youth shelter contacted the National Human Trafficking Resource Center (NHTRC) after doing an intake assessment with a 15-year-old boy, Prashant. After hearing Prashant's story, the caller suspected he might be a victim of human trafficking.

Prashant reluctantly explained to the counselor that he was brought into the U.S. several months earlier and now works at a small restaurant. He said that eight other boys also cook and sell food at the restaurant, starting at 3 a.m. every day. The boys are not paid for their work because their families owe smuggling debts of nearly $10,000. Prashant had tried to ask some regular customers for help, but was not able to communicate well in English and was under constant surveillance by the owners of the restaurant.

Hours before arriving at the shelter, Prashant cut off the tip of his finger while working. He was dropped off at the emergency room, where hospital staff realized that he was an unaccompanied foreign minor. They contacted Child Protective Services (CPS), which CPS ultimately placed Prashant at the shelter.

The counselor and the NHTRC Call Specialist agreed that the situation should be reported to specialized law enforcement. The NHTRC Call Specialist connected with the victim specialist at a federal law enforcement agency, who went to the shelter the following day to interview Prashant.

Polaris Project is one of the leading organizations in the global fight against human trafficking and modern-day slavery. Named after the North Star "Polaris" that guided slaves to freedom along the Underground Railroad, Polaris Project is transforming the way that individuals and communities respond to human trafficking, in the U.S. and globally. By successfully pushing for stronger federal and state laws, operating the National Human Trafficking Resource Center hotline (1-888-373-7888), conducting trainings, and providing vital services to victims of trafficking, Polaris Project creates long-term solutions that move our society closer to a world without slavery. Learn more at www.polarisproject.org.

22 Polaris Project, "Labor Trafficking: Restaurant," *Polaris Project*, accessed May 18, 2012, http://www.polarisproject.org/what-we-do/national-human-trafficking-hotline/the-nhtrc/call-vignettes/544-labor-trafficking-restaurant.

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