

Sex Trafficking

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 10th grade, students will be able to:

IV.10.CC.4 - Explain sex trafficking, including recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth

IV.10.AI.2 - Identify ways to reduce risk in physical and digital settings related to sex trafficking and other potentially harmful situations

IV.10.IC.2 - Identify credible resources related to sex trafficking and sexual violence prevention and intervention

TARGET GRADE: High School

TIME: 50 Minutes

MATERIALS NEEDED:

- AMAZE Video [Sex Trafficking: What is it?](#)
- Computer with internet connection, LCD projector, screen and speakers
- Copies of the "Dancing Aiden" - two copies for student volunteers
- Copies of yellow and red flag - one set per student
- PowerPoint that accompanies this lesson

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define sex trafficking [Knowledge]
2. Explain at least two recruitment tactics sex traffickers/ exploiters use [Knowledge]
3. Identify at least two ways to reduce risk related to sex trafficking [Knowledge]
4. Recall at least two credible resources related to sex trafficking and sexual violence prevention and intervention [Knowledge]

LESSON RATIONALE:

Young people are often targeted for sex trafficking. Physical and psychological abuse endured by people who have experience sex trafficking can have lifelong consequence such as anxiety, depression, substance abuse and post-traumatic stress disorder. The purpose of this lesson is to educate students about the issue and explore recruitment tactics sex traffickers use as ways to reduce the risk of sex trafficking.

ADVANCED PREPARATION:

- Notify the school counselor that sex trafficking will be discussed so that the counselor can be prepped to support possible disclosures
- Repost/display group agreements
- Review AMAZE video and ensure link is not blocked
- Print out and make two copies of "Dancing Aiden" handout
- Print out, copy and cut sets of yellow and red flags so that each student gets one set of each flag

PROCEDURE:

STEP 1:

Set the stage for lesson with a trigger warning. **"Today we are going to talk about an important topic that may be sensitive for some, sex trafficking. I want to remind us of the group agreements we all agreed to update at the beginning of this unit. Although this topic is sensitive it is important for you all to have the**

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tools we will talk about during this lesson. If at any point during this lesson you feel uncomfortable; you may take a pass to meet with the school counselor.”

(3 minutes)

STEP 2:

Have students do a think-pair-share on the topic. Give directions by saying something like, **“I would like for you all to work with a partner to discuss anything that comes to mind when you hear the words ‘Sex Trafficking.’ Perhaps you can think of movies, television shows, songs, celebrities, counties or even states where sex trafficking rates are high. You all will have two minutes.”** (display slide #3) Give students exactly two minutes to explore topics. After the time has elapsed, ask volunteers to share with the larger group. (5 minutes)

Note to Teacher: You can make step two a group brainstorm rather than a think-pair-share if that works better for your students.

STEP 3:

Say something like, **“Thank you all for your responses. As you all have mentioned, sex trafficking has been brought to the forefront in recent years, especially among different media outlets. But what is sex trafficking? (display slide #4) Sex trafficking occurs when someone uses force, fraud or coercion to make a person exchange a sexual act for any item of value, such as money, drugs, shelter, food and/or clothes. We are going to watch a video to learn more about the topic. I would like for you to consider the following questions while you watch [Sex Trafficking: What is it?](#)”** (display slide #5):

1. Define sex trafficking in your own words.
2. Who can be a trafficker?
3. What is grooming? Why are young people susceptible to it?
4. Who can be trafficked?
5. What impact can sex trafficking have on survivors?

(5 minutes)

STEP 4:

Say, **“There was a lot of great information in that video. Take the next seven minutes to write the answers to the questions displayed on the PPT (display slide #6). We will discuss the answers together shortly.”** Allow students 7 minutes to answer the questions.

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Let's review answers to the questions.

- 1. Who would like to share their definition of sex trafficking?** Solicit student answers. Be sure to reiterate that **sex traffickers use force, coercion and fraud to get a person to exchange a sex act for something of value.**
- 2. Who can be a trafficker?** Solicit student answers. Be sure to reiterate that **a sex trafficker can be anyone of any age, race or ethnicity.**
- 3. What is grooming?** Solicit student answers. **Grooming is when a trafficker builds trust with the person in an attempt to traffic them.**
- 4. Who can be trafficked?** Solicit student answers. **Sex trafficking can happen to people of all genders, races, ethnicities, sexual orientations, age groups and happens locally and globally.**
- 5. What impact can sex trafficking have on its survivors?** Solicit student answers. **Sex trafficking can impact the survivor in a variety of ways such as anger, anxiety, low self-esteem, depression and lasting effects on their sexual reproductive health.**

(15 minutes)

STEP FIVE

Say something like, **“Now we are going to transition to recruitment techniques sex traffickers use. As the video mentioned, grooming is one technique. Additional recruitment techniques include helping a person in need by offering them a job or shelter, showing romantic interest or even abducting them (display slide #7). Traffickers may look for victims at schools, social media platforms and local neighborhoods. We are going to look at this exchange between Aiden and a person who reached out to them on the social media app, TikTok. I will need two volunteers for the “Dancing Aiden” activity (display slide #8). The rest of you will each get a yellow and a red flag. I want you to raise the yellow or red flag in response to what you’re hearing our volunteers read. Yellow means Aiden should use caution. Red means Aiden should stop conversing with the person.”**

(15 minutes)

***Note to the Teacher:** Observe students’ reactions to parts of the dialogue. The purpose of this activity is for students to identify times in which Aiden overshared information with the stranger or the stranger knew information about Aiden. The person could be a trafficker and Aiden may be putting themselves in harm’s way.*

STEP SIX

Say, **“Thank you to our volunteers for reading the scenario. I saw a few red and yellow flags lifted several times while our volunteers read. Can someone share with me**

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when the person said something that was alarming to you?” Solicit student responses. Make sure the students mention the following:

- The person knowing what school Aiden attended
- The age difference between Aiden and the person- 16 VS. 2006 HS graduate
- The person offering to come to the basketball game
- Aiden sharing information about their household makeup
- The person appealing to Aiden’s hobby and aspiration to being a choreographer

Say, **“This scenario is an example of how a person can be unknowingly recruited to sex trafficking. What recruitment tactics did the person use when talking to Aiden?”** Solicit student responses. Say, **“The person offered Aiden a job. What are some ways Aiden could have reduced the risk of being targeted?”** Solicit students’ responses. Say, **“Some additional ways to reduce the risk of sex trafficking are to avoid sharing personal information on social media (such as your location/ your routine), maintain healthy friendships and romantic relationships and be aware of your surroundings.”**

(5 minutes)

STEP SEVEN

Say, **“You all did a great job today. Be sure to pay attention to the warning signs because like we discussed, a sex trafficker can be anyone. I want to bring your attention to two resources that you can use to get more information about sex trafficking (display PPT slide #9) You can visit <https://humantraffickinghotline.org/> and <https://www.cdc.gov/violenceprevention/sexualviolence/trafficking.html>. If you or someone you care about may be sex trafficked you can also call The National Human Trafficking Hotline (888) 373-7888, or you can text Text ‘HELP’ or ‘INFO’ to 233733.”**

(2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Step 3 addresses learning objective one and Step 5 addresses learning objective two. Step 6 addresses learning objective three and Step 7 addresses learning objective four.

Dancing Aiden

Aiden is a 16-year-old high school junior. Aiden loves music and likes to dance. Aiden is always in the know when a new song comes out and even went viral for the #summertimefinechallenge. Aiden lives with their mom and is always on Instagram and TikTok scrolling and trying new dance moves. Aiden hopes to be a choreographer one day.

@MGT_entertainment

Hey, I've been admiring you for a while. You kill every single dance challenge that comes out. I wish I could dance as great as you do.

@MGT_entertainment

Yeah, I noticed you're on the dance team at Madison HS. Your practice videos are also amazing.

@MGT_entertainment

Oh really? That's cool. Does your brother still live with you? I graduated in 2006.

@MGT_entertainment

I understand. When is the next time the dance team is performing?

@MGT_entertainment

Perfect! I'd love to come see you perform in person. I am actually looking for dancers for my artist's upcoming music video. It's pretty quick money. Want to meet in person to talk more about it? The audition is this Saturday afternoon.

@a_boogie<3

Thank you! It takes a lot of practice but I love dancing.

@a_boogie<3

GOOOOO BEARS!!!! My older brother did too. What year did you graduate?

@a_boogie<3

No, my brother moved away for college and never came back home. It's just me and my mom here now and all she does is work. So, I have nothing but time to practice the latest dance challenges lol

@a_boogie<3

We perform at every home basketball game. There is a game next Friday.

@a_boogie<3

Wow!! I'd love that. I've always wanted to be in a music video. Where is the audition? I may have to tell my mom I'll be hanging with friends at the mall on Saturday lol



