

02. DEFINING THE ISSUE

- Human trafficking involves the use of force, fraud, or coercion to compel a person into labor or commercial sex in order to exploit them.
 - ◇ Essentially, it occurs when a person is used for work or sex based on lies, emotional manipulation, and/or physical force.
 - ◇ In cases involving minors there is no need to prove force, fraud, or coercion.
- Human trafficking covers two primary types of trafficking: sex trafficking and labor trafficking.
 - ◇ Sex trafficking is the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.
 - Although sex trafficking may involve commercial sex, sometimes referred to as “prostitution,” there is no such thing as a “child prostitute;” rather, they are victims of sex trafficking, and the term “prostitute” shouldn’t be used when describing anyone.
 - ◇ Labor trafficking is the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.¹
- Traffickers are motivated to commit the crime because they can profit over and over (unlike with the sale of drugs or illegal weapons, which can only be sold once).



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Learning Objectives

1. Define sex trafficking and labor trafficking.
2. Discuss the concepts of force, fraud, and coercion.



Warm-up

Choose an icebreaker or activity to help students get to know each other better.

Guided Discussion

Use these questions to generate a discussion among group members.

- Have you heard about sex trafficking before? If so, what have you heard or what do you know about it?
- Have you heard about labor trafficking before? If so, what have you heard or what do you know about it?
- What do the words “force,” “fraud,” or “coercion” mean to you?
- What changes in behavior, scenarios, or other signs might indicate that someone is experiencing sex trafficking? What about labor trafficking?

¹ Trafficking Victims Protection Act (22 U.S.C. § 7102)

Learning in Action

- Review your school’s reporting protocol along with local and national resources available to survivors. Either in small groups or in one large group, come up with a plan for what to do if they recognize behaviors, scenarios, or other signs of human trafficking or think that they or a friend might be experiencing human trafficking.

Connecting the Dots

- Depending on where you live, there may be more sex trafficking or labor trafficking than you’re aware of. However, it is good for team members to learn about both types and not to emphasize the pervasiveness of one over the other.
- Human trafficking occurs in all geographical areas and in all populations. Though some individuals may be more vulnerable than others, this is an issue that can affect anyone!
- Risk factors will be discussed later in the year. Though there are risk factors, survivors should never be blamed for human trafficking; risk factors are systemic and not within our control. Even when we take precautions, human trafficking may continue to occur.

Reflect & Review

Have students respond to one or all of the following prompts (time-permitting):

- If you were worried about a friend who may be in a risky situation, what would you do? How would you provide information that you know about reporting and resources that they should be aware of?

Invite students to share their answers with the group.

Tips for Adapting to Online Delivery

- See “Online Delivery Tip Sheet” in the Facilitator Toolkit for more information about adapting your meeting plan to an online platform.

Facilitator Notes

Upcoming Meeting Dates: __/__/__

References

Department of Education - Human Trafficking in America’s Schools
Office for Victims of Crime – Understanding Human Trafficking
Polaris
Rights4Girls
Unbound