

# 06. AVOIDING MISINFORMATION

- In the field of human trafficking, there are many misconceptions.
- Many people think of trafficking only in terms of international kidnappings, where victims are captured abroad, imprisoned, and sold on the black market.
- Some other common misconceptions are that most victims are kidnapped and physically detained by perpetrators, that victims are usually not U.S. citizens, or that trafficking is not problematic in their local jurisdictions.
- It is important to understand the nuances of trafficking, and to realize that trafficking can occur anywhere, to anyone. Traffickers prey on vulnerabilities, not demographics.



LOGO

## Learning Objectives

1. Recall three common misconceptions about human trafficking and debunk those prevalent myths with facts.
2. Evaluate credibility of resources based on citations, publication dates, and source reliability.

## Materials

- *Myths v. Facts* handout
- Myth and Fact printable signs available in the toolkit (or made by facilitator)

## 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.

- What are some ideas you have about human trafficking?
- Where have you learned about human trafficking (e.g. movies, TV shows, social media, etc.)?
- Who is at risk for trafficking?
- How can you be better informed about trafficking myths and facts? What are some ways you can verify whether or not information is true?

## Learning in Action

- Myth or Fact Activity. Hang up or prop up the “MYTH” and “FACT” signs in opposite ends of the room where you are meeting. As you read out a statement, have students move either to the myth side of the room or to the fact side of the room. After each statement, briefly discuss the information presented. Do as many as time permits.
  - ◇ *You can adapt this activity to fit the space and time you have available. Students could make and hold up a myth or fact sign that they make on notebook paper. They could stand if they think it’s a fact and sit if they think it’s a myth. Find something that works with your students!*

- The best way to combat misinformation is through education. Don't make the team members feel bad about not knowing something and try to squash any trash talk that arises among the group. This is not a competitive activity.

### Connecting the Dots

- Why is it important to have good information? Understanding the true nature and scope of trafficking ensures that we don't assume that we aren't at risk. With accurate knowledge of human trafficking, we realize that anyone can be affected.
- False information can be found and spread easily on the Internet. When reading articles, blogs, social media posts, and other things found online, it is important to verify sources, look for publication dates, and consider the credibility of the person or entity posting the information.

### Reflect & Review

*Have students respond to the following prompts (time-permitting):*

- What ideas did you previously have about trafficking that were changed or challenged during this discussion?
- What are some ways that you can remain informed on information related to human trafficking and individual vulnerabilities?

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: \_\_/\_\_/\_\_

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### References

Greater New Orleans Human Trafficking Task Force - Misconceptions

Polaris – Myths, Facts, and Statistics

Susan Mapp, Emily Hornung, Madeleine D'Almeida & Jessica Juhnke (2016). Local Law Enforcement Officers' Knowledge of Human Trafficking: Ability to Define, Identify, and Assist, *Journal of Human Trafficking*, 2:4, 329-342, DOI: 10.1080/23322705.2016.1143764.