## Human Trafficking Curriculum

**Identify different forms of human trafficking**  
**Describe different forms of human trafficking**  
**Analyze the different forms of human trafficking**  
**Recognize that human trafficking is a serious crime in the US**

**Recognize who to call if human trafficking is suspected**  
**Identify who to call if human trafficking is suspected**  
**Identify local, state and national resources to assist human trafficking victims**

### Cultural Focus:
- Students will be able to recognize that human trafficking is a serious crime in the US

### Classroom Procedures:
1. Using an overhead projector show a picture of “Anna” from the comic book, *Three Tales of Slavery in the USA*.
2. Explain that Anna is from another country and this is a story about Anna’s experience in the US.
3. Show the first picture (cover the other side so students are only looking at one frame at a time). Ask: Who is talking to Anna? (Write short answers on the board as students answer – example: a man) What does he want? (Give Anna a job in US) Why do you think he is asking Anna to go to the US to work? Would you go? (Take a count of hands for yes and no).
4. Show the second picture (cover the first). Ask: How do you think Anna came to the US? (By plane? By boat? By car?) Is it expensive to travel to the US? Who is paying for Anna to come to the US? Why?
5. Show the third picture. Ask: Why is Anna shocked? Do you think Anna knew the man would want his money back right away? Is Anna in trouble? What does the man want Anna to do? Where do you think Anna will work?
6. Show the fourth picture. Ask: What is Anna’s job? What is wrong with Anna? Why do you think she is crying? What do you think is going to happen? Why? Let’s count hands again. Who would go with the man now? Yes or no!
7. Show the last picture. Ask: Where is Anna? Who are the other people? Why is there a lock on the door? What should Anna do?
8. Go over the pictures again. Read the words to the students from the board as you look at each picture. Ask: Could this happen to someone? Is this legal or illegal? What should Anna do?
9. Explain this is an example of Human Trafficking and write Human Trafficking on the board or overhead.
10. Continue with the other two stories using the overhead, showing one picture at a time and asking questions.
11. Introduce Human Trafficking Vocabulary by using the “Human Trafficking Picture Definitions” activity sheet. Read a word then have students look for the word under the picture. Discuss. Relate the words to the stories just read in *Three Tales of Slavery in the USA*.
12. Write the questions “What is human trafficking”; “Where do you think human trafficking is found?”; if students do not come up with answers, you can help students by using the list on page 4 found in the Human Trafficking Handbook.
13. Use “Dialogues for Conversation Class” activity sheets to establish legitimate and illegitimate business practices.
14. Finally ask students, “Where do you get help if you come across something like this?” Provide copies of pages 17-19 of the Human Trafficking Handbook and discuss with students which resources they think would provide the best assistance. Pass out wallet size cards and ask students to write down the numbers for the following federal agencies: Health and Human Services 888-3737-888 or website [www.acf.hhs.gov/trafficking](http://www.acf.hhs.gov/trafficking) and Trafficking in Persons and Worker Exploitation Task Force Complaint Line 888-428-7581 or website [www.usdoj.gov/crt/crim/tpwetf.htm](http://www.usdoj.gov/crt/crim/tpwetf.htm). Use “Reporting a Human Trafficking Case” activity sheet to provide student practice.

### Materials/Supplies:
- Human Trafficking Picture Definitions” activity sheet
- “Dialogues for Conversation Class” activity sheets
- [Human Trafficking Handbook](http://www.cahr.fsu.edu/HTECwebsite/pdf/manual.pdf)
- “Reporting a Human Trafficking Case” activity sheets

### Material/Additional Resources:
- Websites where to find information in their own language
- Overhead projector/Transparencies of the stories in comic book
- Board/Flip Chart/ Markers/chalk

### Evaluation:
- Students create their own resource wallet size cards with key human trafficking information and phone numbers.

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**Grammatical Focus:**  
- “wh” questions  
  - Who, What, Where, When, Why
- Present Progressive tense  
  - What is Ana doing?  
  - Is Ana crying?
- Yes, she is.  
  - No, she isn’t.

**Vocabulary:**  
- Human trafficking
- Anna’s story
- dreams
- debt
- force
- victim
- advances
- sex trade
- fear
- crime
- Fraud
- Magnet
- Manipulate
- Slavery
- Labor
- Exploitation
- Vulnerable
- Coercion
- Arrested

**Pronunciation:**  
- “wh” question words
- Where, Why
- Pronunciation:
- doing
- crying