### ADULT ESOL LESSON PLANS
#### HUMAN TRAFFICKING
##### 2 A LOW INTERMEDIATE, HIGH INTERMEDIATE

<table>
<thead>
<tr>
<th>Human Trafficking Curriculum</th>
<th>Cultural Focus:</th>
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<tbody>
<tr>
<td>Compare and contrast the danger of different forms of human trafficking</td>
<td>The use of force, fraud or coercion to recruit and/or enslave victims into human trafficking is illegal in the US and punishable by law.</td>
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<tr>
<td>Analyze the problems of identifying the different forms of human trafficking</td>
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<tr>
<td>Examine the use of force, fraud or coercion to recruit and/or enslave victims into human trafficking</td>
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<td>Explain the differences between a legitimate and an illegitimate business</td>
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<td>Differentiate the services available for the various forms of human trafficking</td>
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<tr>
<td>Explain how to access the services that benefit victims of human trafficking</td>
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<tr>
<td>Explain the different services available for the various forms of human trafficking</td>
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#### Classroom Procedures:

1. Introduce vocabulary and definitions using “Human Trafficking Definitions” activity sheets.
2. Using “Scenarios” activity sheets, ask students to read silently “#1 Teresa’s Story”. (Or instructor can read aloud as students read silently)
3. Discuss the story, and then ask students what kind of trafficking took place in the scenario. Write their answers on the board.
4. Read “# 2 Jean Claude’s Story”, discuss and determine what kind of trafficking took place. Write their answers on the board.
5. Read “# 3 Maria’s Story”, discuss and determine what kind of trafficking took place. Write their answers on the board.
6. Read “# 4 Natasha’s Story”, discuss and determine what kind of trafficking took place. Write their answers on the board.
7. Divide students into small groups. Using “Trafficking Checklist for Scenarios” activity sheet, students discuss and write the number of the scenario that applies.
8. Write the following categories on the board: Not Dangerous, Dangerous, Life Threatening
9. In small groups, students discuss and list which form of trafficking, from the 4 scenarios, should go under each topic.
10. Each group presents their results to the class. Discuss as a class.
11. Brainstorm with the class why trafficking is so difficult to identify. Write on the board the different topics: Social Concerns, Economic Concerns, Political Concerns.
12. In groups, complete the “Problems of Identifying Trafficking” activity sheets. Use teacher copy for possible answers. Discuss as a class.
13. 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).

#### Grammatical Focus:
-Wh questions

#### Vocabulary:
- Human trafficking
- Forced labor
- Slave / slavery
- Modern-day slavery
- Debt
- Fraud
- Recruitment
- Smuggler
- Law enforcement
- Sexual exploitation
- Peonage (someone held against their will to pay off a debt)
- Debt bondage
- Kidnapping

#### Pronunciation:
- Multi-syllable words and phrases

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

#### Materials/Supplies:
- “Human Trafficking Definitions” activity sheets
- “Scenarios” activity sheets
- “Trafficking Checklist for Scenarios” activity sheet
- “Problems of Identifying Trafficking” activity sheets (teacher and student copies)


#### Material/Additional Resources:
- Community Resources (news articles)
- Websites on where to find information in their own language
- Overhead projector/Transparencies
- Board/flip chart/markers/chalk

#### Evaluation:
Students complete activity sheets.