**ADULT ESOL LESSON PLANS**  
**HUMAN TRAFFICKING**  
**1B - HIGH BEGINNING**

<table>
<thead>
<tr>
<th>Human Trafficking Curriculum</th>
<th>Cultural Focus: Students will be able to learn the role that law enforcement plays in the United States</th>
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</thead>
<tbody>
<tr>
<td>List ways to protect self, family, and friends from human trafficking</td>
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<td>Identify legal and illegal work conditions in the US</td>
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<td>Identify laws that protect victims of human trafficking</td>
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<tr>
<td>Discuss the tactics traffickers use to recruit people</td>
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<tr>
<td>Recognize laws that protect victims of human trafficking</td>
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**Grammatical Focus:**  
Third person singular “s” with simple present tense verbs  
For example: he/she thinks, likes, says, promises etc.

**Pronunciation:**  
Third person singular “s” in the present tense  
/iz/ says, models, terrifies, enslaves  
/iz/ promises, washes, forces, trick

**Vocabulary:**  
restaurant worker  
night club worker  
model  
housekeeping  
baby sitter  
farm worker  
factory worker  
construction worker  
forced prostitution  
promise  
depressed  
desperate  
terrified  
battered  
low self-esteem  
trick

**Classroom Procedures:**

1. Introduce vocabulary. Elicit from students the types of jobs where there could be human trafficking. List the qualifications a person would need to apply for any of these jobs.  
2. Discuss why these traffickers focus on these jobs. (Low level jobs, quick money, needed little education, little documentation needed, always need workers)  
3. Discuss promises traffickers make. (Good job, good money to send home, place to live, transportation to get you there, documentation not necessary)  
4. Students working in groups complete 1B “Staying Safe” activity sheet. Discuss answers.  
5. Ask students what are some differences between the US and their country regarding family, relationships, government, and law enforcement or the police. Use the questions from the bottom of the 1B “Cultural Comparison” activity sheet to elicit discussion.  
6. Put students in pairs. Pass out the 1B “Cultural Comparison” activity sheet. Students interview each other and write notes about each person’s observations. Discuss.  
7. Using transparencies of the 1B “Work Environment” activity sheet to discuss the phrases. As a class, decide which phrase should go in each box on the second page to make a complete sentence that is true.  
8. Working in pairs, students complete the 1B “Work Environment” activity sheets. When complete, students read each sentence to their partner.

**Materials/Supplies:**  
1B “Staying Safe” activity sheet  
1B “Cultural Comparison” activity sheet  
1B “Work Environment” activity sheet  
Restaurant worker  
Night club worker  
Model  
Housekeeping  
Baby sitter  
Farm worker  
Factory worker  
Construction worker  
Forced prostitution  
Promise  
Depressed  
Desperate  
Terrified  
Battered  
Low self-esteem  
Trick

**Evaluation:**  
Students conduct small group discussions and discuss the roles that authorities play in the US and their country and complete 1B “Cultural Comparison” activity sheet.