# ADULT ESOL LESSON PLANS
## HUMAN TRAFFICKING
### 3A ADVANCED

### Human Trafficking Curriculum
- Describe human trafficking laws that protect victims
- Summarize trafficking and labor rights laws
- Analyze laws that protect victims of human trafficking

### Classroom Procedures:
1. Introduce human trafficking by using the “Human Trafficking Definitions” activity sheets. Define and give examples of human trafficking.
2. To prepare for this lesson the instructor should read: “Film Activity” worksheet; How to use a film to present human trafficking”.
4. Discuss with students background information about the film. There are three different trafficking cases on the one film. Show only one case per session.
5. It is recommended that instructors stop the film every few minutes to discuss the events that happen.
6. Prepare a handout for each case with questions such as “What happened?; Was the problem solved?; Who was involved?; Did the people get any help?; Who helped?”.
7. After the discussion, use the “Trafficking Checklist for Film” activity sheet so that students better understand what takes place in human trafficking.
8. Repeat for each case story in the film during different sessions. In general, discuss workers’ rights in Florida and talk about where to obtain information about labor issues. Explain that labor exploitation is different from human trafficking. Mention that labor exploitation can become human trafficking if the person or people are not free to walk away. Instructors can use information on Workers’ Rights provided at: www.cahr.fsu.edu/esol.html.
9. Elicit from students the laws that protect people from trafficking. List on the board.
10. In small groups, students then can copy the list and write a short description about each of these laws.
11. In groups, students can then rate what laws they believe are the most effective and/or most widely known.
12. Prepare students to take a part in a short play. Use the “Short Play” activity sheet.
13. Practice reading the play silently, reading aloud to the class, and then students practice in small groups.
14. Discuss the contents of the play and answer any questions.
15. Decide who will play the different parts for the class.
16. Choose at least 9 students. (Three for the group of workers).
17. Perform the play for the rest of the class.

### Material/Additional Resources:
- “Film Activity; How to use a film to present human trafficking”
- “Trafficking Checklist for Film Activity Sheet”
- Film “Dreams Die Hard”
- “Short Play” activity sheet
- Newspaper articles about Human Trafficking
- Websites where to find information in their own language
- Overhead projector/Markers/chalk/Board

### Evaluation:
Observe students conducting small group discussion and writing why human trafficking is a crime.
Observe students practicing for the play.

### Cultural Focus:
Students will learn about laws on human trafficking in the US and the role that law enforcement plays.

### Grammatical Focus:
Practice past tense for:
- be – was, were
- do – did
- and regular past tense -
ed verbs in film and play
- trapped
- controlled
- tortured
- exploited
- recruited

### Pronunciation:
- /t/ helped, trapped, walked
- /d/ controlled, tortured
- /id/ exploited, recruited, deported

### Vocabulary:
- dreams
- trap
- vulnerable
- surveillance
- violence
- exploit
- bust
- torture
- control
- mental health
- smuggler
- recruit
- violence
- afraid
- scam
- false hope
- justice
- deported
- good Samaritan
- inquisitive neighbors