

History & Sex Trafficking Lesson Plan

SUBJECT AREA(S)	TIME	AUDIENCE
History / Social Studies	50 – 60 minutes	Middle + High School Students

OBJECTIVES

- To gain knowledge about sex trafficking.
- To arrange sex trafficking historical events in chronological order using a timeline.
- To comprehend how the understandings of sex trafficking have changed over time.

PURPOSE

- To identify how the understanding of sex trafficking has evolved since the 1900's.

COMMON CORE STATE STANDARDS

Anchor Standards for Reading

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Anchor Standards for Writing

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

ACTIVITY: Sex Trafficking Through the Years

Prerequisites: Students need basic graphing skills and able to access the internet

Materials and Equipment:

Poster Board
Markers
Sex Trafficking Events on slips of paper
Internet to look up historical events

PART ONE: INTRODUCTION TO SEX TRAFFICKING

As an introduction, ask the students to define domestic sex trafficking. Include the activities of each role: sex trafficker (pimp), sex buyer (john), and sex trafficking victim. Write their answers on the board under the three roles.

1. Explain the Trafficking Victims Protection Act (2000) to the class.

TVPA: “The TVPA of 2000 is the cornerstone of Federal human trafficking legislation, and established several methods of prosecuting traffickers, preventing human trafficking, and protecting victims and survivors of trafficking. The act establishes human trafficking and related offenses as federal crimes, and attaches severe penalties to them. It also mandates restitution be paid to victims of human trafficking. It further works to prevent trafficking by establishing the Office to Monitor and Combat Trafficking in Persons, which is required to publish a Trafficking In Persons (TIP) report each year. The TIP report describes and ranks the efforts of countries to combat human trafficking. The act also established the Interagency Task Force to Monitor and Combat Trafficking, which assists in the implementation of the TVPA. The TVPA protects victims and survivors of human trafficking by establishing the T visa, which allows victims of human trafficking, and their families to become temporary U.S. residents and eligible to become permanent residents after three years.” (Source: <https://polarisproject.org/current-federal-laws>)

TVPA Definition of Sex Trafficking: a commercial sex act is induced by force, fraud, or coercion, OR in which the person induced to perform such act has not attained 18 years of age.

- **NO ONE UNDER THE AGE OF 18** can sell their body, they are automatically a sex trafficking victim.
- Adults must prove that they were forced to exchange sex for something of value (money, drugs, place to stay, transportation, food, protection, etc.) through means of **FORCE, FRAUD, or COERCION**.
- **FORCE:** can include kidnapping, drugging, physical assault, assault with a weapon, sexual assault.
- **FRAUD:** can include tricking the victim into believe that the trafficker loves her/him; telling the victim s/he is going to be a model or a star, offering to provide basic needs without explaining the true intention or what is required in return.
- **COERCION:** (a) threats of serious harm to or physical restraint against any person; (b) any scheme, plan, or pattern intended to cause a person to believe that failure to perform an act would result in serious harm to or physical restraint against any person; or (c) the abuse or threatened abuse of the legal process (Source: TVPA).

2. Discuss the roles of the sex trafficker (pimp), sex buyer (john), and sex trafficking victim.

Ask students if they are able to discuss what each role entails. Write their answers on the board under the three roles.

Suggested language:

Sex trafficker or pimp: This is the person that recruits victims, through love, force, or event by providing for their basic needs, like food or a place to stay. The sex trafficker or pimp links the sex trafficking victim to sex buyers. This person controls the behavior of the victim and collects the money made from exchanging sex by the victim. Sex traffickers can be extremely violent and will resist the victim's attempt to leave by any means. A sex trafficker can be any gender and can be a mother, friend, boyfriend, or anyone.

Sex buyers: These are most often men who shop for prostituted persons on the street, in strip clubs, in massage parlors, through escort services, and online.

Sex trafficking victims: Victims can be male, female, transgender and of any race and sexual orientation, and of any age – including under the age of 18. They are often lured or romanced into sex trafficking by an older person through promises of money, success/fame, a future together, or through threats of exposure (to parents/friends/school/church).

3. Review the warning signs of a sex trafficking situation.

- S/he's dating an older guy (he might give you the creeps)
- S/he's super secretive about him
- He buys her/him lots of expensive presents
- He made her/him get a weird tattoo
- S/he has lots of unexplained cash
- S/he shops for clothes and stuff you know s/he cannot afford
- S/he has a second cell phone
- You find hotel room keys in her purse
- S/he has cuts and bruises
- S/he has a fake ID
- S/he has been really depressed, nervous, tense or afraid
- S/he misses a lot of school or dropped out of school
- Grades have dropped out of the blue
- S/he runs away a lot and avoids her/his family and friends
- You never know when s/he's telling the truth
- S/he started drinking or doing drugs
- You feel like s/he is brainwashed

PART TWO: SEX TRAFFICKING THROUGH THE YEARS

Instructional Procedures:

Begin the lesson by introducing the concept of chronological order. Draw a timeline on the board to model the concept of a timeline. You can use examples about personal life, such as waking up this morning, brushing teeth, going to school, arriving to school, etc. to demonstrate putting events in chronological order.

Next, arrange the students in pairs or groups. Distribute historical events on slips of paper (see below) to groups. Have group member's work together to research about the event. Have students then present the information to the class by either orally presenting or writing the information on the classroom board.

Distribute markers and poster board and have students create a timeline of the sex trafficking events. Students then work in groups to arrange the dates in chronological order and make a timeline of events. They will be constructing group timelines with poster board and markers. All timelines can be put on a bulletin board outside the classroom.

Closure Discussion:

1. Which sex trafficking historical event is most impactful to our world or country and why?
2. Why do you think an understanding of sex trafficking in the United States has only recently developed in our history?

Assessments:

1. Each student will be given a piece of paper and a composite list of sex trafficking historical events that were found, but they will not be given the dates. Each student will have to construct a timeline, list at least five of the events/dates.
2. Review the group timelines that the students made to determine if the intended learning outcome was indeed actualized.

Follow-up Activities: Once a basic understanding of historical events regarding sex trafficking, students can research current state laws regarding sex trafficking. Instructor/Teacher or students can research online current sex trafficking laws in their states. These laws include laws criminalizing human trafficking and increasing penalties.

References and Helpful Websites:

1921 International Convention for the Suppression of the Traffic in Women and Children - Together Against Trafficking in Human Beings - European Commission. https://ec.europa.eu/anti-trafficking/legislation-and-case-law-international-legislation-united-nations/1921-international-convention_en

Anti-Trafficking Dates. <https://nyatn.org/noteworthy-dates/>

Convention for the Suppression of the Traffic in Persons.
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/TrafficInPersons.aspx>



Fact Sheet on Japanese Military "Comfort Women". (2015). The Asia-Pacific Journal, 13(19), 2nd ser., 1-4. <http://apjif.org/-Asia-Pacific-Journal-Feature/4829/article.pdf>

International Agreement for the Suppression of the "White Slave Traffic".
<http://hrlibrary.umn.edu/instree/whiteslavetraffic1904.html>

Protocol to Prevent, Suppress and Punish Trafficking in Persons.
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolTraffickingInPersons.aspx>

State Report Cards for Sex Trafficking Laws in the United States.
<http://sharedhope.org/what-we-do/bring-justice/reportcards/>

U.S. Laws on Trafficking in Persons. <https://www.state.gov/j/tip/laws/>

Yong, P. (2011). Timeline of Human Trafficking.
<http://www.eden.rutgers.edu/~yongpatr/425/final/timeline.htm>

Civilization Begins

Practices of sexual exploitation are older than recorded history

1904

International Agreement for the Suppression of “White Slave Traffic”

1921

**United Nations International Convention for the Suppression
of Traffic in Women and Children**

1932

Japan “Comfort Stations”

1949

**United Nations Convention for the Suppression of the Traffic in Persons and of the
Exploitation of the Prostitution of Others**

2000

Trafficking Victims Protection Act (TVPA)

2000

United Nations Protocol to Prevent, Suppress, and Punish Trafficking in Persons

January 11, 2011

Human Trafficking Awareness Day

January 2011

January declared Human Trafficking Awareness month

History of Sex Trafficking

