

Photography & Sex Trafficking Lesson Plan

SUBJECT AREA(S)	TIME	AUDIENCE
Photography / Media Arts	50 – 60 minutes	Middle + High School Students

OBJECTIVES

- Practice skills in critical thinking and critical analysis to think about how journalism can raise awareness about social injustices.
- Utilize school news sources to educate students about the issue of human trafficking.
- Utilize school news sources to mobilize students to take action in fighting human trafficking.
- Present art project to school campus.

PURPOSE

- To continue exploring the social injustice of sex trafficking
- To explore the topic of sex trafficking through the medium of photography.
- To demonstrate the power of imagery to tell a story, raise awareness, and inspire social action.
- To practice presenting complex or abstract ideas through photography.
- To inspire students to be active participants in community change.

NATIONAL CORE ARTS STANDARDS

1. Generate and conceptualize artistic work.
6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

ACTIVITY: Photovoice on Sex Trafficking

GOAL: Students will learn about the concept of photovoice and how it can be used as social action to raise awareness and educate the community about a social injustice. Student will explore how to raise awareness about sex trafficking using images, and create photovoice projects to educate their peers and inspire action.

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: INTRODUCTION TO PHOTOVOICE

What is the importance of photography for social justice?

“Photography is a highly flexible tool that crosses cultural and linguistic barriers, and can be adapted to all abilities. Its power lies in its dual role as both art form and way to record facts. It provides an accessible way to describe realities, communicate perspectives, and raise awareness of social and global issues. Its low cost and ease of dissemination encourages sharing and increases the potential to generate dialogue and discussion.” (Source: photovoice.org)

What is Photovoice?

“Photovoice is a process by which people can identify, represent, and enhance their community through a specific photographic technique. As a practice based in the production of knowledge, photovoice has three main goals: (1) to enable people to record and reflect their community's strengths and concerns, (2) to promote critical dialogue and knowledge about important issues through large and small group discussion of photographs, and (3) to reach policymakers.”

(Source: Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health education & behavior*, 24(3), 369-387.)

Photovoice is a method of participatory action research that allows the photographer to creatively identify and illustrate social injustices taking place in a community. Photovoice is commonly used in community-based research projects, and is oftentimes used to bring a voice to marginalized peoples. The object of a Photovoice is to take photographs and to tell a story as it relates to those images. The purpose is to empower the photographer to take an active role in changing a particular injustice, and in turn, to educate the community at large about the injustice in a way that elicit social change. In short, Photovoice is a tool of empowerment!

(Source: Prairie Women's Health Centre of Excellence. (March 2009). A practical guide to photovoice: Sharing pictures, telling stories, and changing communities. Retrieved from http://www.pwhce.ca/photovoice/pdf/Photovoice_Manual.pdf)

Generally, individuals from the marginalized population are the ones taking the photos, but for the purposes of this project, the students in your photography class will be the Participatory Action Researchers! Of course, this project will not entail conducting actual research, but it is more of a modified Photovoice project, in which the student will have an opportunity to tell a story using the photos they've selected.

PART THREE: ASSIGNMENTS

*****IMPORTANT***** Instruct students to be **VERY** careful when completing this project, and be sure to lay down **very clear** ground rules. For instance, **DO NOT** go down to an area where there is a high volume of prostitution activity and begin taking pictures, **DO NOT** take photographs of people, etc. Encourage the students to think creatively about how to portray the issue without putting themselves in danger or by re-exploiting a vulnerable population by taking pictures without permission.

ASSIGNMENT ONE – Photovoice

The students will construct a poster (tri-fold poster board) to share and present to the class. Select five photos (no more, no less) that tell a story about the injustice of sex trafficking and include the following for each photo:

- 1) What does the particular photo depict?
- 2) Why did you choose this particular photo?
- 3) How does this photo relate to the lives of the people affected by sex trafficking?
- 4) How does the photo identify the issue of sex trafficking?
- 5) How does the photo illustrate the injustice of sex trafficking?

Students will conclude their poster by providing a brief “call to action” about what could be done to begin to see change in your community regarding the social injustice of sex trafficking (e.g. awareness campaigns in the community, talking with legislators, identifying and partnering with local anti-trafficking agencies).

ASSIGNMENT TWO – Narrative Photography

Overview

The students will each take a series of photos that they feel represent the issue of sex trafficking. The students will then select one photo each and will be challenged to tell a full story about an aspect or element of sex trafficking by the use of only one image.

Instructions

Students will write a brief narrative about an element or aspect of sex trafficking. Students can create a character, a setting, and the conflict within a sex trafficking situation (running away from home, recruitment, grooming, etc.).

Students will sketch to brainstorm how they would like to stage an image to represent the narrative.

Students will take a series of photographs (around 10-20) that illustrate the story they created. If photo editing software is available, encourage students to utilize it!

Students will pick the best image that they feel represents the story they are trying to tell. The goal is to pick the image that best tells the story in one frame.

Students will present their photo in class. Classmates will try to explain their interpretation of the story based on the image. The student will then explain the story that the image was based on.

Discuss the power of imagery in telling a story.

(Source: theartofed.com)

ASSIGNMENT THREE – Photo Scavenger Hunt

The goal of this assignment is to help students explore a social justice issue in a fun way, and through the use of creativity and abstract images. The students will be asked to complete a photo scavenger hunt. Depending on the size of the class, students can work individually or in groups (preference of the teacher). The students should have time (a week, or at least a couple days) to complete the assignment. Ask students to be creative (and safe!) in their interpretation of the below list. The student/group with the most relevant, creative, and visually pleasing images will be the winner.

The following list should be images that pertain to the social injustice of sex trafficking. Some of the items are abstract and require critical thinking skills and a clear understanding of the issue of sex trafficking.

****NOTE:** The teacher can be the judge of the winner, or the teacher can invite other teachers to come and judge as well. Another alternative would be for the students to display their scavenger hunt photos and the students across all photography classes can cast their votes on the winning series of photos.

Photo Scavenger Hunt Image List

Instructions: The goal of this assignment is to explore a social justice issue through the use of creativity and abstract images. Take photos that represent your interpretation of the list below. The photos you take should pertain to the social injustice of sex trafficking. Some of the items are abstract and require critical thinking skills and a clear understanding of the issue of sex trafficking. You will present your images in class, and the student/group with the most relevant, creative, and visually pleasing images will be the winner!

*****IMPORTANT***** be VERY careful when completing this project. DO NOT go down to an area where there is a high volume of prostitution activity and begin taking pictures, DO NOT take photographs of people, etc. Think creatively about how to portray the issue without putting yourself in danger or by re-exploiting a vulnerable population by taking pictures without permission.

1. Find an image that represents **freedom**
2. Find an image that represents **victimization**
3. Find an image that represents **justice**
4. Find an image that represents **healing**
5. Find an image of a place where a victim might be **recruited**
6. Find an image of a **risk factor** for trafficking
7. Find an image of a **protective factor** against trafficking
8. Find an image that represents the **objectification** of the human body
9. Find one **organization** in your community that is fighting human trafficking
10. Find an image that represents **student advocacy** against human trafficking

Resources:

PROOF Media for Social Justice <http://proof.org/>

A Practical Guide to Photovoice: Sharing Pictures, Telling Stories and Changing Communities
http://www.pwhce.ca/photovoice/pdf/Photovoice_Manual.pdf