

This meeting is selected from a set of materials from Girls Learn International, Inc (GLI). For more information please contact GLI:
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Themed Meeting F: Human Trafficking & Modern- Day Slavery



* GLI would like to acknowledge and thank Trocaire (<http://www.trocaire.org/>) and Free the Slaves (www.freetheslaves.net) for generously allowing us to base the activities of this meeting on their materials.



THE BIG IDEA: THE GOAL OF THEMED MEETING F: HUMAN TRAFFICKING & MODERN-DAY SLAVERY IS TO LEARN WHAT HUMAN TRAFFICKING & MODERN-DAY SLAVERY ARE AND HOW THEY IMPACT GIRLS' LIVES, TODAY. STUDENTS WILL LOOK AT CASE STUDIES OF TRAFFICKING & MODERN-DAY SLAVERY, IDENTIFY THE ELEMENTS OF TRAFFICKING AND DISCUSS HOW SLAVERY VIOLATES HUMAN RIGHTS. THIS MEETING INCLUDES 2 WARM-UP EXERCISES, 1 ACTIVITY, AND 2 WRAP-UPS. IT SHOULD TAKE ABOUT 50 MINUTES TO COMPLETE.

MATERIALS:



Short Version of UDHR

(see Meeting #2, page 35 or the GLI CD-Rom)



Membership Roster (Field Guide, page 19)



Paper, pencil/pen (for 1 person)



GLI CD-Rom



Blackboard



Chalk



Printouts of "Case Studies"

(1 printout of each Case Study, in this meeting, pages 128-133)



Tape



Copies of "Human Trafficking and Modern- Day Slavery Investigation Sheet"

(1 copy per 2 people, GLI CD-Rom)

START the Meeting by Taking Attendance!



WARM-UP #1: Recap the Last Chapter Meeting

3-5

minutes

Instructions: For your first warm-up, read the "Meeting Summary" from the last Chapter meeting that you held. The "Meeting Summary" appears on the last page of each meeting. Reading this summary will remind Chapter members of what you did during your last meeting and will also help keep people updated if they missed your last meeting or are new to your Chapter.

WARM-UP #2: Quick Quiz!



5 minutes

Instructions: For this warm-up, explain to Chapter members that the Chapter is going to have an informal quiz to learn some quick (but important!) facts about modern-day slavery. Explain that there are three questions; you will read each question and the possible answers. Then, you will read the answers again and ask Chapter members to raise their hands when you read the answer they think is correct. Then, you will announce the correct answer. After that, you will move on to the next question.

- ✓ Start off by reading Question #1.
- ✓ Read the answer choices for Question #1.
- ✓ Ask Chapter members to think about what answer they think is correct.
- ✓ Repeat the answers slowly, and ask Chapter members to raise their hand when you read the answer they think is correct.
- ✓ Then read the correct answer for the question, which appears in **bold**.
- ✓ Do the same for Questions #2 and #3.

**WARM-UP #2 QUICK QUIZ:
QUESTIONS & ANSWERS**

QUESTION #1: HOW MANY SLAVES ARE THERE IN THE WORLD TODAY?

- (A) NO SLAVES
- (B) 2 MILLION SLAVES
- (C) **27 MILLION SLAVES**

QUESTION #2: HOW MANY PEOPLE WERE TAKEN FROM AFRICA DURING THE ENTIRE TRANS-ATLANTIC SLAVE TRADE (1600S-1800S)?

- (A) **13 MILLION**
- (B) 30 MILLION
- (C) 1 MILLION

QUESTION #3: SLAVERY IS:

- (A) **ILLEGAL EVERYWHERE**
- (B) LEGAL IN SOME COUNTRIES
- (C) LEGAL EVERYWHERE

ACTIVITY: Human Trafficking & Slavery: A Denial of Girls'

Human Rights



35 minutes

Activity Description: In this activity, Chapter members will read examples of modern-day slavery to look for elements of trafficking, identify human rights violations, and analyze the particular difficulties faced by women & girls.

Step 1: *Before the meeting starts* hang the case studies in different places in the room (case studies start on page 128-133; there are 6 in total). Space the case studies out around the room as much as possible. Also before your meeting, write the following discussion questions on the blackboard or on a piece of chart paper. Set them aside, you won't need them until the end of the meeting.



Group Discussion Questions:

- * How did the case studies make you feel?
- * Did the case studies remind you of any other stories you've heard about? Before today, had you ever heard anything about modern-day slavery or trafficking?
- * Slavery doesn't always mean that someone is physically locked up. Traffickers use other means to trap their victims. What are some of the ways that traffickers keep victims under control?
- * What can we do to raise awareness about this issue?
- * Are there any questions about trafficking or slavery that we want to email to GLI?



Step 2: *Read the instructions to the group.*

Instructions: (read aloud) In this activity, we are going to learn more about human trafficking and how trafficking violates the human rights of women and girls. First, we are going to read the definitions of human trafficking and modern-day slavery to help us better understand the situation.

Step 3: *Ask for a volunteer* to read the definitions to the Chapter. The volunteer should read the definitions slowly and clearly.

✓ *Definitions appear on the next page!*

What is Human Trafficking?

Human trafficking is the modern-day slave trade— the process of enslaving a person. It happens when someone is tricked, kidnapped or coerced, and then taken into slavery.

What is Modern-Day Slavery?

Slavery is when one person completely controls another person, uses violence to maintain that control, exploits them economically, benefits from their exploitation, and pays them nothing. A person in slavery cannot walk away.¹

Step 4: Now, ask Chapter members to *find a partner.* Once everyone



has a partner (groups of 3 are ok too), *hand out* the **Human Trafficking & Modern**

Day Slavery Investigation Sheet, one sheet for each pair (on the GLI CD-Rom) as well as the **short version of the UDHR** (see Meeting #2, page 35 or the GLI CD-Rom.)

¹ Free the Slaves, FAQ page, www.freetheslaves.net

Step 5: After everyone has a partner and the handouts, *continue reading*

instructions.

Instructions: (read aloud) Now, we are going to look at examples of human trafficking and modern-day slavery. When we start, you and your partner should carefully read the 3 Elements of Human Trafficking that appear at the top of your handout. You can read it to yourselves or aloud to each other. When you are done reading, you and your partner will begin to walk around the room to look at case studies of trafficking & slavery. There are 6 case studies posted, but you will choose only 3 of them to look at. You will walk around the room and look at each case study three times.

REMEMBER - EVERYONE'S EXPERIENCE IS DIFFERENT

WHEN YOU DO THIS ACTIVITY, YOU WILL NOTICE THAT ONE OF THE DEFINING CHARACTERISTICS OF HUMAN TRAFFICKING IS VIOLENCE. PLEASE BE SENSITIVE TO THE FACT THAT STUDENTS IN YOUR CHAPTER MAY HAVE DIRECTLY OR INDIRECTLY EXPERIENCED VIOLENCE IN THEIR OWN LIVES. IT IS A GOOD IDEA TO HAVE A FACULTY ADVISOR OR OTHER TRUSTED ADULT IN THE ROOM WHEN YOU DO THIS MEETING. REMEMBER, YOU CAN ALWAYS EMAIL THE CHAPTER DIRECTOR IF YOU HAVE ANY QUESTIONS.

- On your *first walk* around the room you will look at 3 case studies and identify the elements of human trafficking taking place in each story. This is “Round 1” on your sheet. Remember, the elements of trafficking are listed on your sheet.
- On your *second walk* around the room, which is “Round 2” on your sheet, you will go back to each of the 3 studies you read and identify the specific human rights violated in each of the 3 case studies.
- On your *third walk* around the room, which is “Round 3” on your sheet, you will re-read the 3 case studies again and then will identify the specific difficulties that girls and woman face in slavery.

All of the instructions are on your sheet. You will have a total of 25 minutes to do all three rounds and fill out the whole sheet. After that, we will come together as a group and discuss talk each of the case studies.

- ✓ Now ask if anyone has any questions. (Remind people that instructions for this activity are on their handout.)
- ✓ When any questions have been answered, read the following script to the group:

“One major characteristics of trafficking is violence. The case studies we are about to read may be upsetting. Some people may feel angry, sad, or numb when they read these stories. If you feel upset it is ok if you want to take break or stop doing the activity altogether. You may have some questions about what you read. It is a good idea to talk to our faculty advisor or another trusted adult if you have questions or a strong reaction.”

- ✓ Remind people that there are 6 stations so they should try to space themselves evenly around the room!
- ✓ Now, ask the pairs to begin Round 1 and start walking around the room.

Step 6: After about 8 minutes tell each group they should wrap up Round 1: Elements of Trafficking and move onto Round 2: Human Rights Violations.

Step 7: After about 8 more minutes tell each group they should wrap up Round 2: Human Rights Violations and move onto Round 3: Specific Difficulties of Girls & Women.

Step 8: After about *8 more minutes* tell each group they should wrap up Round 3:

Specific Difficulties of Girls & Women and come back together for the large group discussion.

Step 9: *Hold a discussion* using the questions you wrote out before the meeting

(these were on the blackboard or chart paper from Step #1).

Step 10: People might have a lot of questions about slavery & trafficking. Email your questions to the GLI Chapter Director, julie@girlslearn.org, and she can refer you to someone who can answer them!

Case Study – Helia (Haiti)

When Helia LaJeunesse was five years old, her mother died. She went to live with her grandmother, until she too passed away. Then a female neighbor took her in.

The woman with whom Helia lived made her do all the cleaning and chores around the house. Helia was verbally & physically abused, and she wasn't allowed to go to school.

Even the other neighbors would tell the woman that she was mistreating Helia. The woman would reply that since Helia didn't have a family, she was an animal and should be treated like an animal. Not until the community threatened the woman did she let Helia go to school sometimes.

Eventually, Helia was able to escape. Years later, Helia married and had children. One night during the political unrest in Haiti, masked men broke into her house and kidnapped her husband. She never saw him again.

She couldn't feed her children and eventually sent them into the child 'restavec' [slavery] system in Haiti. Finally, with the help of an anti-slavery group Helia has brought her children home.

Despite her optimism and sheer will power to create a future different from her past, times are incredibly difficult for Helia.

Based on a real story, more information available at
<http://www.freetheslaves.net/Page.aspx?pid=368>

Case Study – Bethany (U.S.)

Bethany had been in foster care since she was 2 and had bounced from foster home to foster home, until at 11 she was introduced to a friend of her 14-year-old sister.

This friend was a 32-year-old man who lured her in with promises of a stable home and love; everything she'd been craving her whole short life.

He took Bethany to another city, bought her some "sexy" clothes, took pictures of her, and posted them on Craigslist.

Night after night, adult men came to the hotel room she was being kept in and paid the man—her pimp—so they could have sex with her. Night after night, Bethany, who was too young to consent to sex, was raped.

Her pimp collected the money that he made from her. On nights she didn't make enough money, he would beat her. Bethany didn't receive any of the money.

After several months, one of the workers at the hotel became suspicious and called a human trafficking hotline. The case was referred to an organization that works with survivors of human trafficking. Bethany is back in school and attends counseling to recover from the trauma.

Based on a real story, more information available at http://www.huffingtonpost.com/jim-buckmaster/an-open-invitation-to-rac_b_572084.html

Case Study – Roseline (Cameroon to U.S.)

Roseline grew up in Cameroon, Africa. When she was 14, she left her family to come to the United States with the promises of education and opportunity. When she arrived in the U.S., she was forced to work as a domestic servant and nanny without any pay.

She endured physical and emotional abuse from her captors. Some people in the community even knew of her situation and did nothing to help her. They said they felt sorry for her but didn't want to get involved.

One day after 2 ½ years, she couldn't take it anymore and decided to make a run for it. She ran down the hill from the apartment where she was held and called someone who she thought would help her. She was afraid to contact the police because her captors told her that American police were corrupt and that she should never call them.

Although she almost lost hope, she held on. Today she is living her own life as a free individual. Roseline's story is filled with heartache and suffering but ends with hope. Her captors were prosecuted and plead guilty. They both were sentenced to nine years in jail.

Now, Roseline is married and a mother. She is hopeful about her future, and has a dream of becoming a registered nurse.



Based on a real story, more information available at
<https://www.freetheslaves.net/SSLPage.aspx?pid=25>

Case Study – Maria (Phillipines to Saudi Arabia)

Maria was illegally recruited by an agency in Riyadh, Saudi Arabia last year. The agency came to her village in the Philippines and promised her a salary of 400 dollars a month to work as a maid in someone's home in Saudi Arabia.

When she arrived in Saudi Arabia, Maria was never paid. She was also forced to work long hours. "Para kaming hayop kung tratuhin, wala kaming tulog." (We were treated like animals, we barely got enough sleep.) Maria said.

Maria's leg was fractured after her employer's son pushed her down the stairs for not following his order. She also said she was made to sleep under the stairs and fed only once a day. But the worst part was when her male employer raped her.

"Hinahawa-hawakan ako, hinalik-halikan, tapos ayun na, wala akong magawa." (He was touching me, kissing me and forced me to have sex with him. I couldn't fight back.)

With the help of the Philippine government, Maria and 80 other Overseas Filipino Workers (OFWs) were eventually brought back home. Like Maria, all of the others were women who worked as domestic helpers and fell victim to various kinds of abuses from their employer or the agency that recruited them. Maria was limping when she arrived at the airport in Manila, the capital city of the Philippines, but now her nightmare is over.

Based on a real story, more information available at

<http://zope298.itcilo.org/ils/communicating-labour-rights/previous-course-editions/final-post-course-stories>

Case Study – Mara (Ukraine to Italy)

32-year-old Mara left her husband and two children in Ukraine to take a housekeeping job in Italy. Recruiters from an employment agency promised her a high salary.

But once there, she was taken to a brothel where the owner said he had purchased her for several hundred dollars. He said she owed him money for the plane ticket.

For nine months, Mara was controlled by this trafficker, who beat her when she refused a client. If a man complained about her, the brothel owner increased her debt.

Mara was freed only when the Italian police raided the brothel. Charged with prostitution, she was deported to Ukraine.

Based on a real story, more information available in the 2009 Trafficking in Persons Report, page 26 <http://www.state.gov/g/tip/rls/tiprpt/>

Case Study – Cristina (Romania-Portugal)

Cristina flew from Bucharest, Romania to Lisbon, Portugal where a friend's boyfriend promised her a job serving drinks in a café. Instead, she was taken to a town in southern Portugal and forced into street prostitution.

Cristina was expected to give her traffickers 200-500 Euros (\$250-\$650) a day. Her traffickers verbally and physically abused her. They took her passport and forcibly injected her with drugs.

A Romanian friend helped Cristina escape and contacted Portuguese law enforcement officials, who brought her to the government's trafficking shelter after taking her statement. Her resilient spirit prevailed. With the shelter's assistance, she relocated to London, where she is happily living and working.

Based on a real story, more information available in the 2010 Trafficking in Persons Report, page 25. <http://www.state.gov/g/tip/rls/tiprpt/>

WRAP-UP #1: Words for Inspiration

5 minutes



Step 1: Ask for a volunteer to read the quote below from Ambassador Susan Rice to your Chapter:



Ambassador Susan Rice and GLI Chapter Leader Erin Butterfield

*Ambassador Susan E. Rice,
U.S. Permanent Representative to
the UN*

“The scourge of modern slavery, including human trafficking, continues to tear at our common humanity and to rip the social fabric

Step 2: Ask someone to keep notes on your discussion on the chalkboard or a piece of chart paper.



Step 3: Ask your Chapter this question:

As part of the “international community,” what can we do to combat modern slavery and trafficking?

Hints:

- *Tell our friends and family*
- *Raise awareness at our school*
- *Start a Facebook group*
- *Learn more about the issue*
- *Raise money for girls education to help prevent trafficking*
(you already do this one!)



WRAP-UP #2: Free the Slaves

3 minutes



Instructions: As a wrap-up, encourage Chapter members to explore the Free the Slaves website in their spare time. The Free the Slaves website can be accessed by going to www.freetheslaves.net. We especially recommend clicking on “How You Can Help” on the webpage, then going to “Educate Yourself.” Trust us, when it comes to the topic of modern-day slavery, this meeting covers just the tip of the iceberg!

★ **REMINDER:** Don't forget to announce the time/date/location for the **next meeting**.

MEETING RECAP

Themed Meeting F: Human Trafficking & Modern-Day Slavery

Step #1: Read meeting summary:

- **THIS MEETING BEGAN WITH A QUICK QUIZ ABOUT SOME BASIC FACTS ON MODERN-DAY SLAVERY.**
- **THEN, OUR CHAPTER LOOKED AT SOME CASE STUDIES OF**
