

Human Trafficking



Core lessons 2024

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HT Core Lesson 1: Basics (ABC)

Opening our eyes to the reality of human Trafficking

Knowledge	After working through this lesson:
Attitude	1. Participants will know all forms of Human Trafficking, (HT) that may be happening around us
Practice	2. Participants will understand their role in preventing and addressing HT 3. Participants will be able to look into more training to address HT in their own contexts
Overview for facilitators	This is a lesson is first lesson on Human Trafficking as well as in TOT Women cycle of Life. It does not intend to exhaust information on causes, prevention, recovery, or details that will be further explored in specific training.
Materials	• Poster-size paper, markers, and masking tape • Starter • Handouts – HT Definition, HT Statements, HT True or False

LESSON

1,5 HOUR 

STARTER: (5 minutes)

Instructions: Give participants a quiz to explore their knowledge on the realities of Human Trafficking

1. **How many people live in slavery today in the whole world?** 30 Million. 40 Million 49 Million
2. **How much money is generated per year through the business of Human Trafficking?**
200 Million US dollars per year-
500 Million US dollars per year-
150 Billion US dollars per year
3. **Victims rescued from any type of slavery:**
1 out of 10.
1 out of 100
20 out of 100

(Correct answers: 1c, 2c, 3b)

Ask SHOWD

What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it? (most of the participants may not be aware that it happens in their own back yard, but data shows that HT is present in the whole world, some countries consume, some produce and some are transit for victims to be trafficked)

A) What Is Human Trafficking? (30 minutes)

Instructions: Discuss as large group, and after they have answered, have the Palermo protocol definition written in a big poster paper or as a handout.

1. How would you define Human Trafficking in few words?

- a) It is a form of slavery
- b) It happens in countries where people are very poor and sell other people
- c) Taking advantage of other people for your own profit, making them lose their freedom
- d) Not only the person that exploits another person, but also those that capture, host and transport slaves are included.
- e) We hear more about sex exploitation but there are other forms.

PALERMO PROTOCOL DEFINITION:

Human Trafficking is the recruitment, transportation, transfer, harbouring or receipt of people through force, fraud or deception, with the aim of exploiting them for profit.

2. Looking at the Palermo Protocol Definition, we can see that Human Trafficking contains 3 main elements. Act, Means and Purpose.

Instructions: Divide the group into 3 smaller groups and let each group discuss one element of Human Trafficking. After the small group discussion report to the large group.

What does it include? How it can look?

3. Who can be trafficked?

- a) Children
- b) Women
- c) Men
- d) Teenagers
- e) everybody

4. How many different types of human Trafficking can you identify?

Instruction: (Write them in columns)

Sex	Labour	Forced Crime	Child soldiers	Selling Organs	Forced marriage	Forced begging	Domestic servants	Restavek
				Tissue, or fluids				

- a) Sex trafficking
- b) Labour trafficking
- c) Forced crime (specially with children)
- d) Child soldiers
- e) Sell of Organs and human fluids
- f) Child or forced marriage
- g) Domestic servants
- h) Restavek (child slavery in Haiti)
- i) Forced begging
- j) Forced criminal activity (children and young people selling drugs)

5. Identify where Human Trafficking takes place (20 minutes) Have them enter the name of their neighborhood, city or country, where this form of slavery occurs.

- a. Explore: how does this happen in your place? (what stories have you heard, who is being taken, where are they being taken, who is taking them?)
 - i. Answers will vary. Some are transit countries, sending people to other continents, and others are receiving them.
 - ii. The Answers are written in the corresponding columns
- b. How might human trafficking occur in your own community? (Who is most vulnerable? Where are they captured or how are they captured? Who in the community might be part of a trafficking chain or would it involve people from outside their community?)
 - i. Answers will vary in each context (Ask about whether tourism in your area is related to the prostitution of young women).
- c. How can human trafficking occur at home, within the family?
 - i. Family members sell girls for profit.
 - ii. In some countries, families give their children to wealthy people thinking they will take care of them, but they are being used, abused and enslaved (e.g. Haiti, Restavek).
 - iii. Forced marriage of girls in certain cultures.
 - iv. Sexual abuse by family members and creating vulnerability for further exploitation

6. Distribute the following statements among participants and ask them if it is truth or false (they are all false) (15 minutes)

- a) Human trafficking is a global problem. There is nothing I can do to help.
It is a global problem, but there is much that can be done by the whole population. Everyone is needed to stop this crime
- b) Trafficking always includes some form of travel or transportation across borders.
Human trafficking does not require movement or border crossing. If someone is forced to work or engage in commercial sex against their will, it is trafficking.
- c) Victims must be held against their will using some form of physical restraint or bondage.
While some traffickers physically hold the people they exploit, it is more common for them to use psychological means of control. Fear, trauma, drug addiction, threats against families, and a lack of options due to poverty and homelessness can all prevent someone from leaving. Some individuals who experience trafficking may also be manipulated or believe they are in love with their trafficker, which can make them resistant to seeking help. Some traffickers use more subtle methods of trapping and controlling people, such as:
 - i. Isolating them from family, friends, and the public by limiting contact with outsiders and making sure that any contact is monitored
 - ii. Confiscating passports or other identification documents
 - iii. Threatening to shame them by exposing humiliating circumstances to their families
 - iv. Threatening imprisonment or deportation if they contact authorities
 - v. Debt bondage through enormous financial obligations or an undefined or increasing debt
 - vi. Controlling their money
- d) Victims will be desperate to escape their trafficker and ask for help when they need it.

Individuals who experience trafficking may not readily seek help due to a number of factors, including shame, self-blame, fear, or even specific instructions from their traffickers regarding how to behave when interacting with others. They do not always self-identify and may not realize that they have rights.

OTIP encourages social services and law enforcement to take time to **look beneath the surface** and build trust with individuals who may be experiencing trafficking before making judgments about their situation.

- e) If someone is paid or consented to be in their initial situation, it's not trafficking.
Initial consent to commercial sex or labour before the trafficker used force, fraud, or coercion is not relevant.
- f) Human trafficking is the same as smuggling.
Human smuggling and human trafficking are distinct crimes under federal law.

Human smuggling refers to an illegal border crossing, while human trafficking involves commercial sex acts or labour/services that are induced through force, fraud, or coercion, regardless of whether or not transportation occurs.
- g) Human trafficking is the same thing as sex trafficking.
Human trafficking also includes labor trafficking, which involves children and adults compelled to perform labor or services by force, fraud, or coercion.
- h) Only women and children experience trafficking.
Anyone can experience human trafficking, including men. Traffickers prey on the vulnerable, often with promises of a better life. Risk factors for trafficking include: a prior history of abuse or sexual violence, generational trauma, poverty, unemployment, and unstable living situations, or homelessness.

B) What should we do about it? (15 minutes)

1. **What should our community do about it? (How can we prevent human trafficking in the community and as a community?)**
 - a) Learn more about what is happening
 - b) Take measures to prevent the most common forms, training parents, children, youth.
 - c) Train for counseling of those that have fallen in the trap, or have been rescued and need communities that will receive them and be a healing place for them.
 - d) Educate yourself and your loved ones, to be able to prevent and also detect.
 - e) Produce materials to teach others.
 - f) Educate children to prevent child sexual abuse, which is present in 95% of victims of sex exploitation
 - g) Empower women and vulnerable people in the community, not to fall trapped in circles of poverty
 - h) Learn where to go for help if a case knocks at your door, (counseling, police reporting, rescue, rehabilitation)
 - i) Use CHE strategy to talk to men about masculinity, values, objectivization of women, child abuse, forced marriage, appropriate lessons for each culture.
 2. **What should our church do about it? (How can we prevent human trafficking as a church?)**
 - a) The fight against the vulnerabilities of their neighborhood and its people.
 - b) The church must formulate a protocol where it establishes walls of protection around its children. Who approaches them, how do we prevent abuse within the context of the church? What do we do if it happens? Do we cover it up or do we reveal it to show the child that he is the most important thing to safeguard?
-

- c) Prevention through information, emotional support, social, work, and spiritual alternatives offered.
- d) The training of active volunteers in the education of parents, young people, adolescents and children:
 - i. Cyber-security
 - ii. Grooming
 - iii. Sexting
 - iv. Prevention of child sexual abuse and slavery in all its forms, appropriate for each age group
 - v. What to do in a case of abuse or exploitation.
- e) How to detect a pimp or a person at risk of being captured.
- f) Where to go to report
- g) How to receive those who were hurt with appropriate counseling, without hurting them further. (HEALING OF HEART WOUNDS) and without pretending to be psychologists. Know when to refer and what role the church has in healing

3. What should our family do about it? (How can we prevent human trafficking as a family unit?)

- a) Mom and Dad should be the anchor and refuge for their children.
- b) WE CLAIM the authority we have to cover them in prayer.
- c) WE LEARN:
 - i. A) How to prevent others from harming them
 - ii. B) How to raise self-esteem and give importance to everything that worries you
 - iii. C) To guide them in the use of online devices, in friendship relationships, in job and boyfriend searches
 - iv. D) We believe them when they tell us something that has made them uncomfortable
 - v. E) We defend them when they are accused of having done it with pleasure
 - vi. F) We seek help when something happens that could harm them and we do not have the tools to face the situation alone.
 - vii. G) We choose them if there is abuse within the family, and we remove them from the situation, ensuring that the abuser NEVER does it again with any other child, (CULTURE OF REPORTING)

Conclusion and Take-Away (5 minutes)

Instruction: Discuss together following questions.

- A. What did I discover in this lesson?
- B. Who could I share with?
- C. What will I do with what I discovered in this lesson?
 - 1. When?
 - 2. What do I expect to happen?
 - 3. How will I know if it happened?
- D. Pray

References:

Palermo Protocol, <https://www.ohchr.org/en/instruments-mechanisms/instruments/protocol-prevent-suppress-and-punish-trafficking-persons>
<https://www.acf.hhs.gov/otip/about/myths-facts-human-trafficking>
Fin de la Esclavitud, Mexico, Diploma on Human Trafficking, clases 2021.
https://emm.iom.int/sites/g/files/tmzbd1561/files/images/handbook/topic/Smuggling_ElementsCrimes_Table.1%20%281%29.svg

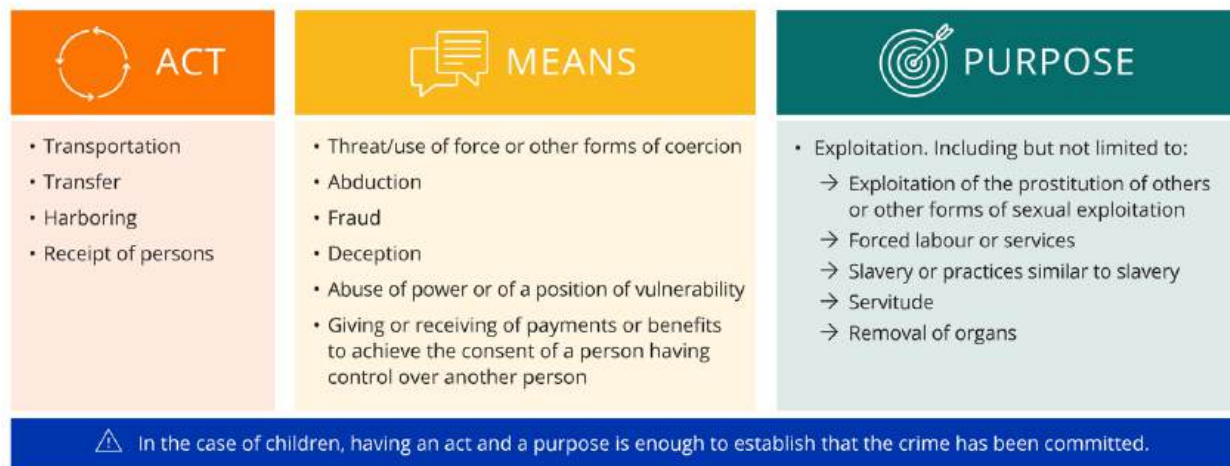
Handout: HT Core Lesson 1: Basics (ABC) – Definition

Human Trafficking is an international problem. 49 million people are living in slavery today in the world and only 1 out of 100 victims are rescued from any type of slavery. Human Trafficking generates around 150 Billion US dollars per year.

PALERMO PROTOCOL DEFINITION:

Human Trafficking is the recruitment, transportation, transfer, harbouring or receipt of people through force, fraud or deception, with the aim of exploiting them for profit.

- a) “Human trafficking” means the recruitment, transportation, transfer, harbouring or receipt of persons, using the threat or use of force or other forms of coercion, kidnapping, fraud, deception, abuse of power or a situation of vulnerability or the granting or receiving of payments or benefits to obtain the consent of a person who has authority over another, for the purposes of exploitation. Such exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices analogous to slavery, servitude or the removal of organs;
- b) The consent given by the victim of human trafficking to any form of intentional exploitation described in section a) of this article will not be taken into account when any of the means set forth in said section has been resorted to;
- c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purposes of exploitation will be considered “human trafficking” even when none of the means set out in section a) of this article are used;
- d) “Child” means any person under 18 years of age.



Palermo Protocol, <https://www.ohchr.org/en/instruments-mechanisms/instruments/protocol-prevent-suppress-and-punish-trafficking-persons>
https://emm.iom.int/sites/g/files/tmzbd1561/files/images/handbook/topic/Smuggling_ElementsCrimes_Table.1%20%281%29.svg

Handout: HT Core Lesson 1: Basics (ABC) – HT Statements

- Human trafficking is a global problem. There is nothing I can do to help.
- Trafficking includes some form of travel or transportation across borders.
- Victims must be held against their will using some form of physical restraint or bondage.
- Victims will be desperate to escape their trafficker and ask for help when they need it.
- If someone is paid or consented to be in their initial situation, it's not trafficking.
- Human trafficking is the same as smuggling.
- Human trafficking is the same thing as sex trafficking.
- Only women and children experience trafficking

Handout: HT Core Lesson 1: Basics (ABC) – True or False

- Human trafficking is a global problem. There is nothing I can do to help.

It is a global problem, but there is much that can be done by the whole population. Everyone is needed to stop this crime

- Trafficking always includes some form of travel or transportation across borders.

Human trafficking does not require movement or border crossing. If someone is forced to work or engage in commercial sex against their will, it is trafficking.

- Victims must be held against their will using some form of physical restraint or bondage.

While some traffickers physically hold the people they exploit, it is more common for them to use psychological means of control. Fear, trauma, drug addiction, threats against families, and a lack of options due to poverty and homelessness can all prevent someone from leaving. Some individuals who experience trafficking may also be manipulated or believe they are in love with their trafficker, which can make them resistant to seeking help. Some traffickers use more subtle methods of trapping and controlling people, such as:

- Isolating them from family, friends, and the public by limiting contact with outsiders and making sure that any contact is monitored
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- Threatening to shame them by exposing humiliating circumstances to their families
- Threatening imprisonment or deportation if they contact authorities
- Debt bondage through enormous financial obligations or an undefined or increasing debt
- Controlling their money

- Victims will be desperate to escape their trafficker and ask for help when they need it.

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HT Core Lesson 2: Story of Joseph

Opening our eyes to the reality of Human Trafficking

Knowledge	After working through this lesson:
Attitude	1. Participants gain knowledge of Joseph's story as an example of trafficking.
Practice	2. Participants will understand God's heart for the oppressed. 3. Participants engage in the fight against Human Trafficking in response to God's prompting.
Overview for facilitators	This is a core lesson on Human Trafficking. This lesson is for adults and the content may need to be adapted for your culture or group. The story of Joseph is a clear example of human trafficking. Before giving this lesson, practice telling the story in three parts – from Genesis 37:12-28, Genesis 39:1-6 and Genesis 39:7-20. Do not read the story, but tell it naturally, or act it out.
Materials	• Poster-size paper, markers, and masking tape • Starter • Handout: Picture of the story of Joseph

LESSON

1 HOUR 

STARTER (5 minutes)

Instructions: Picture: (Optional) Hand out the picture of Joseph. Tell the story of Joseph, according to Genesis 37:12-28

A) Ask the following questions to the large group (10 minutes)

- 1. What happened to Joseph?**
 - a) Jacob sent Joseph to visit his brothers, who were pasturing his flock.
 - b) The brothers decided to kill him.
 - c) They threw him into a pit.
 - d) A band of Ishmaelites came by and his brothers sold him to Ishmaelite traders.
 - e) The Ishmaelite traders took him to Egypt.
- 2. Who sold Joseph into slavery and why?**
 - a) The brothers sold him because they were jealous of Joseph.
 - b) They were angry with him.
 - c) They thought of killing him.
 - d) But they chose to make money by selling him to the Ishmaelites.
- 3. Describe Joseph's experience.**
 - a) He was the favourite son of his father Jacob.
 - b) Because of his dreams, his brothers felt threatened by what he represented, the father's favouritism and the possibility of him being superior in any way.
 - c) His brothers were cruel to him and jealous of him.
 - d) He must have been scared when he was thrown into the pit.
 - e) He was just a slave to the Ishmaelites. They could mistreat him or beat him.

4. **How does his story relate to trafficking today?**
 - a) People, today, can be sold for money and are treated as slaves.
 - b) Those sold have no power to make their own choices and they are often mistreated.
 - c) They can be taken to another country.
 - d) This is an ancient practice, to merchandise with people as if they were objects that you can buy or sell.
 - e) Even today people can be sold by their own family members.
5. **Who can be a victim of human trafficking?**
 - a) Family members
 - b) Everybody, women, men, and children
 - c) Usually the most vulnerable or powerless in the community
 - d) Ethnic minorities or displaced people like refugees
 - e) People with disabilities
 - f) About 70% of HT victims are women and girls
 - g) 30% are children and teens below 18 years of age

B) Tell or act out the second part of Joseph's story, from Genesis 39:1-6 (5 min)

Instructions: Discuss in a large group.

1. **What happened to Joseph in Egypt?**
 - a) He was sold to Potiphar.
 - b) Potiphar made Joseph the overseer of his house.
 - c) He put Joseph in charge of everything.
2. **What was it like to be a slave?**
 - a) Potiphar treated Joseph well.
 - b) But Joseph still had no freedom.
 - c) He was under Potiphar's control.

C) Tell or act out the third part of Joseph's story, from Genesis 39:7-20. (15 minutes)

1. **What happened to Joseph?**
 - a) Potiphar's wife tried to seduce him.
 - b) Joseph ran away, but she caught his garment.
 - c) She falsely accused Joseph.
 - d) Potiphar threw Joseph into prison.
2. **Joseph had been sold as a labour slave, but now the story has a twist. What kind of exploitation did Potiphar's wife want to add to the list of abuses this man was being exposed to?**
 - a) She tried to seduce Joseph.
 - b) That is an example of sexual abuse.
 - c) That was an example of sexual exploitation.
3. **Why was Joseph thrown into prison?**
 - a) Potiphar's wife falsely accused Joseph.
 - b) She was lying.
 - c) Joseph was thrown into prison because of her lies.
4. **How does this relate to human trafficking today?**
 - a) People who are trafficked are often sexually abused or exploited.
 - b) They have no power to resist.

- c) They may be falsely accused.
- d) They may be mistreated and abused.
- e) They have no value for the trafficker if they do not bring profit.

D) Why do you think God wanted to include this story in the Holy Book? How does the story of Joseph end? (15 minutes)

1. Despite the original intention to get rid of their brother, God used the slave to save his own family.
2. Joseph remained faithful and hopeful.
3. We learned that God's justice was applied, even when years passed by.
4. God used a terrible situation to use Joseph, he transformed something bad into something good.
5. Joseph did not give up on his faith through years of oppression and suffering. He had the assurance that God was able to intervene.

Read Genesis 39:2 - The Lord was with Joseph, and he became a successful man, and he was in the house of his Egyptian master. (Genesis 39:2 ESV)

Read Genesis 39:21 - But the Lord was with Joseph and showed him steadfast love and gave him favour in the sight of the keeper of the prison. (Genesis 39:21 ESV)

Read Genesis 39:23 - The keeper of the prison paid no attention to anything that was in Joseph's charge, because the Lord was with him. And whatever he did, the Lord made it succeed. (Genesis 39:23 ESV)

Conclusion. Discuss in a large group (10 minutes)

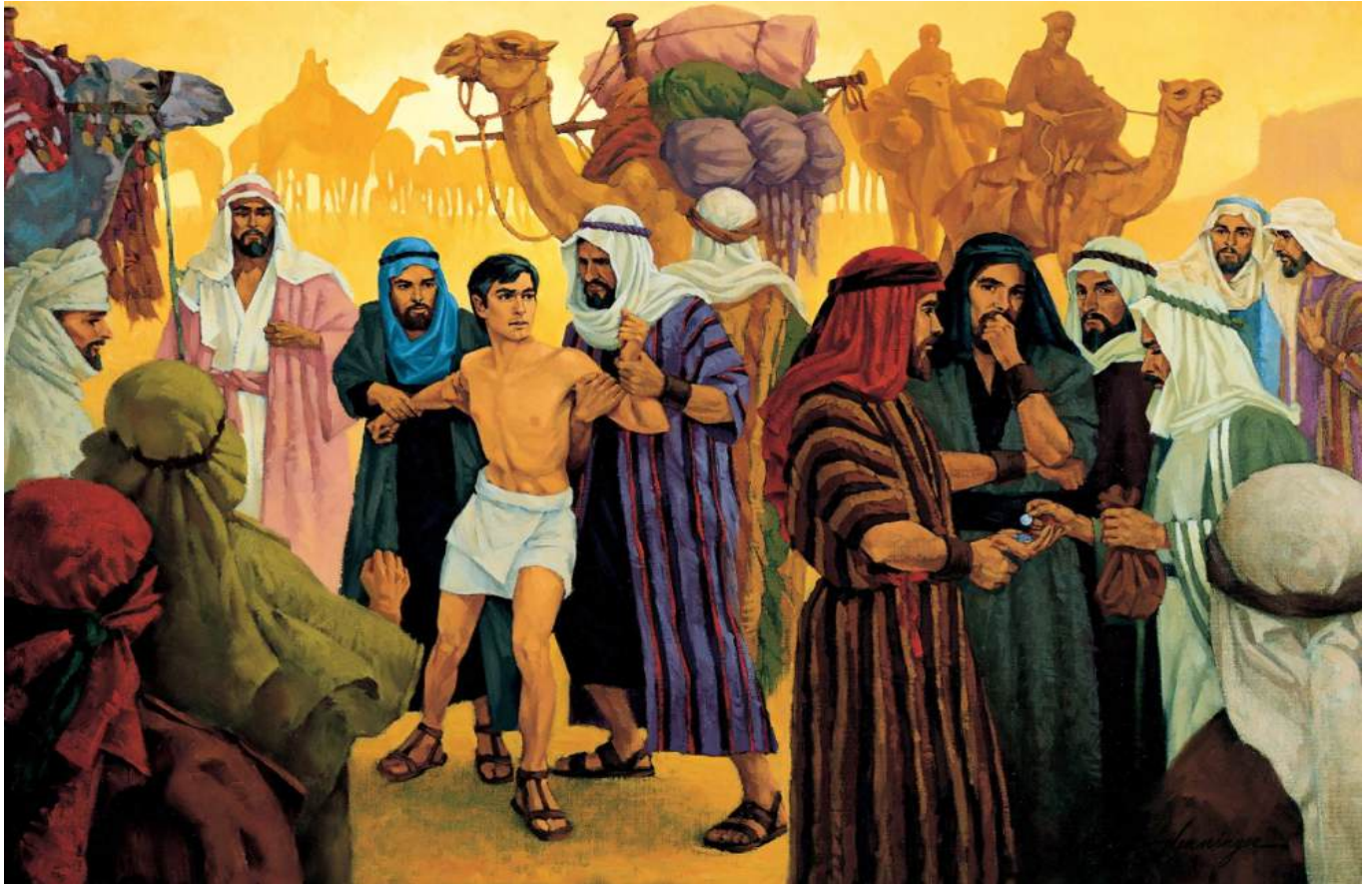
Instructions: Read together the handout or tell the story, depending on the group you are facilitating:

Ironically, Joseph's own descendants and relatives end up exploited as slaves in the very nation where he himself was sold by his brothers. Their experience of bonded labour, with its violence and exploitation, has many parallels to our context today. After all, bonded labourers in the Indian subcontinent are still making bricks, and other products, without pay. In the book of Exodus, we see God's heart for the oppressed: 'I have seen... I have heard... I am concerned... so I have come down to rescue' (Exodus 3:7–8). God's way of rescuing was to send Moses to confront Pharaoh, with the repeated words, 'Let my people go, so that they may worship me' (Exodus 5:1, 9:1, 10:3). The answer to all of this is found only in Jesus the Messiah who, as he declares in Luke 4:18–21, fulfils the description in Isaiah 61:1–2, 'The Spirit of the Sovereign Lord is on me because the Lord has anointed me to preach good news to the poor... sent me to bind up the broken hearted, to proclaim freedom for the captives and release from darkness for the prisoners, to proclaim the year of the Lord's favour and the day of vengeance of our God.' He is God's Word incarnate, who has experienced all the pain and trauma borne by Joseph and the millions of other trafficking survivors in history. Through the sacrifice of his own body on the cross, he has made a way for the sins which lie at the root of trafficking – greed, lust, ambition – to be dealt with in the hearts of men and women who follow him.

References:

Barrows, J. *Introduction to Human Trafficking*. Christian Medical Association.
Footsteps 96. 2015. *Human Trafficking*. Available from <https://learn.tearfund.org/en/resources/footsteps/footsteps-91-100/footsteps-96/bible-study-joseph-human-trafficking-survivor>

Handout: HT Core Lesson 2 – Story of Joseph



Genesis 37:12-28

1. What happened to Joseph?
2. Who sold him into slavery and why?
3. Describe Joseph's experience. How does his story relate to trafficking today?
4. Who can be a victim of human trafficking?

Genesis 39:1-6

1. What happened to Joseph in Egypt?
2. What was it like to be a slave?

Genesis 39:7-20

1. What happened to Joseph?
 2. What did Potiphar's wife do? What is that an example of?
 3. Why was Joseph thrown into prison?
 4. How does this relate to trafficking today?
 5. What are the tactics for luring victims into trafficking?
- Source:** Footsteps 96, 2015. *Human Trafficking*. Available from

http://tilz.tearfund.org/en/resources/publications/footsteps/footsteps_91-100/footsteps_96/

HT Core Lesson 3: The MAN BOX

(How to be a man out of the box)

Knowledge	After working through this lesson:
Attitude	1. Participants will know that being a man out of the box means to value themselves and be healthier
Practice	2. Participants will understand created statements about men that are detrimental to their own identity. 3. Participants will be able to value themselves and be free of stereotypes about manhood.
Overview for facilitators	This is a lesson in the section Gender in the Human Trafficking manual.
Materials	• Poster-size paper, markers, and masking tape • Starter: have a box ready and sticky notes or papers for participants to write on • Handouts - 7 pillars of the man box, 6 ideas about manhood, How do we break free?

LESSON

1 HOUR ⌚

STARTER (10 minutes)

Have the three questions written on a big piece of paper up front, for all to see:

What does it mean to be a man according to the world?

What is a REAL MAN supposed to be like?

How is a man supposed to act?

Instruction: Place a box in the middle of the room and have participants write a statement of what does it mean to be a man on a piece of paper and drop it in the box. They can write as many statements as they wish, if they do it in separate papers.

Possible answers:

- Do not read operations manuals
- Hard to ask for help
- Appearance of Bravery
- Does not like to confide in others easily
- Self-sufficient
- Aggressive
- Muscle bulk and body shape
- Athletic
- Rough with women, indifferent or silent.
- Attracts many women
- Good looking
- Has to swallow any evidence of emotions and suppress them.
- When they seek support, they go after women in their lives, not their fathers
- Binge drinking
- Risky or reckless driving

- Fearless
- Always ready for sex.

A) **The man box**

1. **The meaning of the box** (10 minutes)

Instructions: Discuss as large group

Question **The meaning of the box: What do you think the box represents? How did we learn all these ideas about what a man should be?**

- a) Pressure from peers
 - b) Teaching by parents
 - c) Society stereotypes
 - d) Own perception and experience
 - e) School expectations
 - f) The Media
2. **Distribute the handout of the 7 pillars of the man box and ask participants to read one by one and share what do they think.**

B) **Jesus, the perfect man: Ask the group , “Is Jesus described in the bible as a sexually active male? What made Jesus a Perfect model of manhood?”** (20 minutes)

Instructions: Distribute Bible verses that express what the Bible say on each of the pillars and write by each pillar what the Bible says.

- a) **Self Sufficiency.** Was Jesus self-sufficient? Mt 26:37, John 5:19 (He asked his friends to be with him, he said he did what his Father showed him to do.
- b) **Acting tough.** Mt 5:5, 11-12, 44, Mathew 11:29 His trademark was meekness, his strength was to resist evil with goodness.
- c) **Physical Attractiveness.** Isaiah 53 describes Jesus as not having a good looking face. 1 Samuel 16:7 (God is not focused on the outside)
- d) **Rigid Masculine Gender Roles.** 1 Cor 13:4-7 and 1 Peter 3:7 Women are to be cared for and loved with gentleness.
- e) **Hypersexuality.** A mark of a true man is not in sexual partners, purity is valued in God[s Kingdom Hebrews 13:4,
- f) **Aggression and control.** Eph 5:25;33 and Col 3:19

C) **How would we break free of the man box?** (10 minutes)

Instructions for facilitator: Show second handout and make a list of the six elements, so participants will come up with ideas on how to prevent risky behaviours:

- Life Satisfaction
 - Mental Health INSTEAD OF AN “ALL IS FINE” ATTITUDE, SPEAK UP AND DO NOT MASK INSECURITIES, DEPRESSION AND THOUGHTS OF SUICIDE.
-

- Friendships TURN TO PEERS OR HELPERS WHEN IN NEED OF SUPPORT. SHOW VULNERABILITY TO YOUR FRIENDS
 - Risky Behaviours
 - Attractiveness
 - Bullying and Violence
-

Conclusion and Take-Away (10 minutes)

Instruction: Discuss together following questions:

- A. What did I discover in this lesson?
 - B. Who could I share with?
 - C. What will I do with what I discovered in this lesson?
 - 1. When?
 - 2. What do I expect to happen?
 - 3. How will I know if it happened?
 - D. Pray
-

References:

The Man Box: A Study on Being a Young Man in the US, UK, and Mexico, Brian Heilman, Gary Barker, Alexander Harrison
https://www.ted.com/talks/tony_portr_a_call_to_men

Handout: HT Core Lesson 3 - The Man Box – 7 Pillars

FIGURE 3.2 THE MAN BOX IN SEVEN Pillars

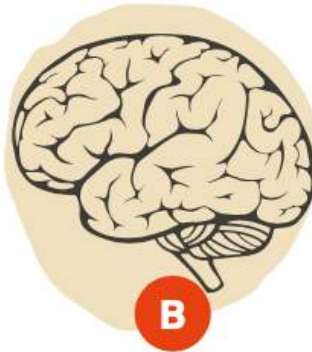


Handout: HT Core Lesson 3: The Man Box – 6 ideas about manhood

Why does the Man Box matter? What are the consequences of men's adherence to restrictive ideas about manhood, both for themselves and for others around them? This section focuses on the broad effects of young men's adherence to the Man Box rules, with particular attention to six themes:



**LIFE SATISFACTION AND
SELF-CONFIDENCE**



MENTAL HEALTH



**FRIENDSHIP AND
SUPPORT-SEEKING**



**RISKY
BEHAVIORS**

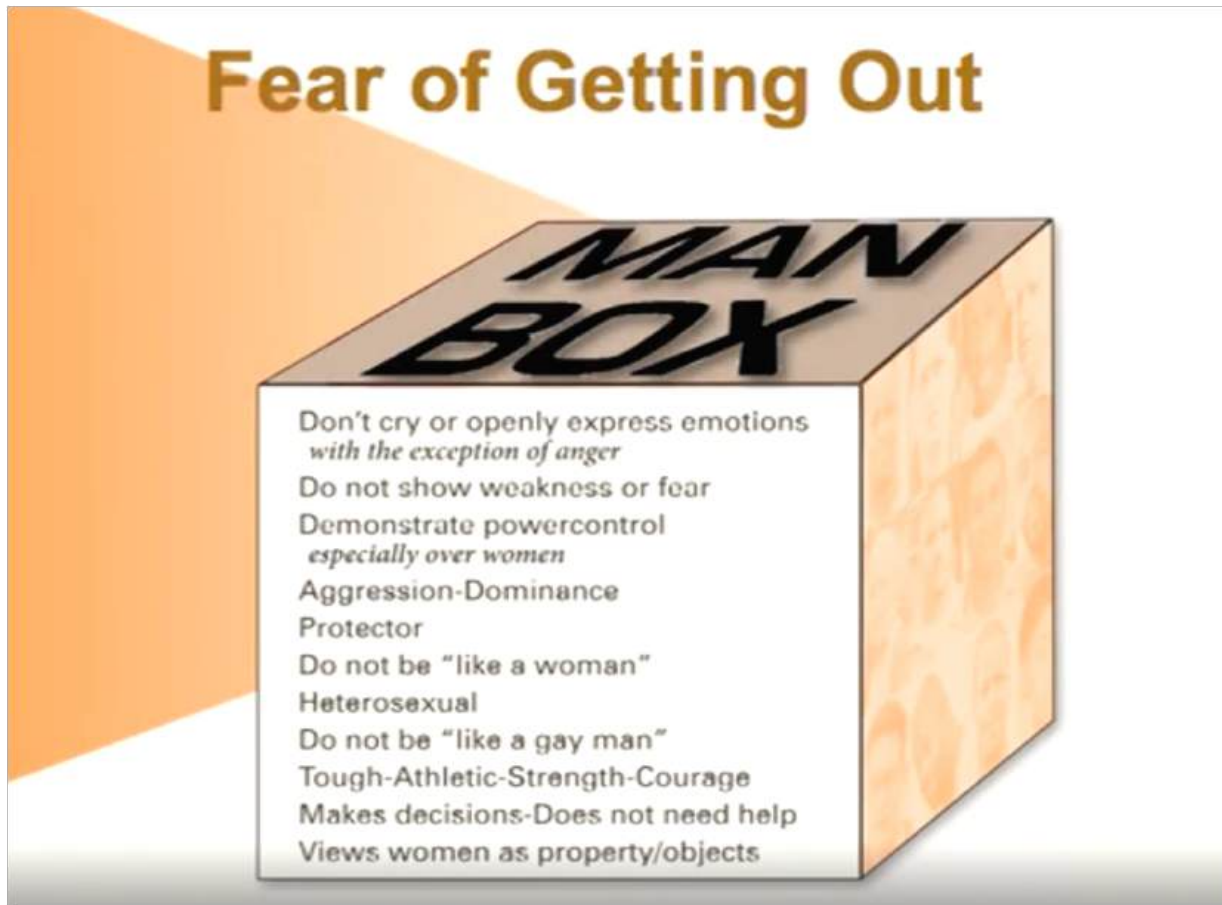


ATTRACTIVENESS



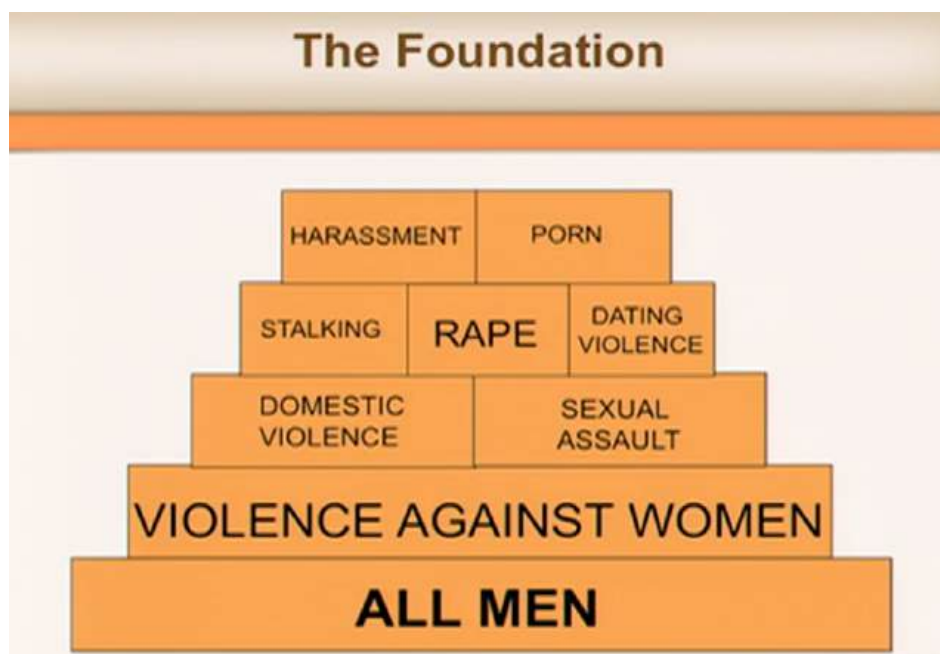
**BULLYING
AND VIOLENCE**

Handout: HT Core Lesson 3: The Man Box – How do we break free?



THE COLLECTIVE SOCIALIZATION OF MEN

LESS VALUE + PROPERTY + OBJECTIVIZATION = VIOLENCE AGAINST WOMEN



HT Core Lesson 4: Lies Traffickers Tell

Opening our eyes to the reality of Human Trafficking

Knowledge

After working through this lesson:

Attitude

1. Participants will be able to recognize and resist some of the lies that traffickers tell.

Practice

2. Participants will teach their children to resist traffickers.

Overview for facilitators

This lesson explores lies that traffickers tell to the victims in more detail. This is a lesson for adults. It contains sensitive information and may need to be adapted to your context and culture.

Materials

- Newsprint, poster-size paper, markers, and masking tape
- Poster board
- *Handout - Lies Traffickers Tell*

LESSON

1 HOUR 

STARTER (5 minutes)

Role Play: Two mothers are talking.

- 1st I am afraid when I hear all the stories of children being led away by trafficking.
2nd Me, too. What will happen to those children?
1st They may end up in situations of child labor, or child prostitution. Or they may be killed?
2nd How can we protect our children?
1st I don't know.
2nd Let us try to find out.

Ask SHOWD questions:

- What did you See?
What was Happening?
Does this happen in Our place?
Why does this happen?
What will we Do about it?

A) Lies traffickers tell (15 minutes)

Instructions: Divide into small groups. Give each group a copy of Lies Traffickers Tell. Pretend you are a trafficker using one of these approaches. Attempt to "traffic" another adult or child. Demonstrate your skit to the other groups.

B) Resisting traffickers (10 minutes)

Instructions: Continue in your small groups.

Now you are an adult or child attempting to resist a trafficker. What will you do? Act you're your skit with the other groups.

C) Protecting your children (10 minutes)

Now you are a parent, trying to protect your children from traffickers. What will you do? Respond by acting out a skit, drawing a poster, or making a list of ways to protect your children.

1. Protecting your children

- a) Teach them to never talk with strangers.
 - b) Teach them to say "No!" or run away if an approached.
 - c) Observe your children as they play,
 - d) Make sure that a parent or safe adult is always close by.
 - e) Invite other children to your house to play.
 - f) Do not let your children visit other homes unless you know the parents well.
 - g) Avoid sleepovers.
 - h) Teach them to shout for help.
 - i) Practice child safety.
-

D) Follow through (15 minutes)

Now use the picture page "*Lies Traffickers Tell*" to teach your friends and neighbours

Conclusions and Take-Away (5 minutes)

Instructions: Discuss together.

- A. What did we discover in this lesson?
 - B. What will we do with what we discovered in this lesson?
 - C. Pray together.
-

Reference:

Tearfund. 2015. *Footsteps 96: Human Trafficking*. Available from
<http://tilz.tearfund.org/~media/Files/TILZ/Publications/Footsteps/Footsteps%2091-100/96/FS96.pdf>
This lesson is used in: Social/Trafficking; Adolescents; Children/Social

Handouts: HT Core Lesson 4 - Lies Traffickers Tell

Lies traffickers tell

Many communities that are at risk of trafficking have low levels of literacy. Communicating through pictures is an effective way to raise awareness about the lies which traffickers use to trick, people. You could use these pictures as they are or draw them to reflect your context.

PICTURE 1: OFFER OF EASY CASH HANDMADE
A trafficker offers the hand of marriage of a couple's beautiful daughter.

PICTURE 2: TRIP TO THE CITY
A woman is persuaded to visit the city by a friend and fellow worker in the nearby fields. In fact, the friend plans to sell her to a brothel.

PICTURE 3: ABDUCTION
A trafficker approaches children who are playing in a field away from their village. He tells them that their parents say that they need to come with him. They believe him and go. In fact, he plans to sell them into child prostitution.

PICTURE 4: WORK OVERSEAS
A man talks to young people about the good jobs and high salaries they can earn abroad. The youths listen excitedly. In fact, he intends to traffic them.

PICTURE 5: EXPLOITATION
All trafficking leads to exploitation. This might be through prostitution or other unpaid work (e.g. in factories, agriculture or farming).

PICTURE 6: ADOPTION
A woman offers a mother money to adopt her child. The mother wants a better life for her child than she can provide. In fact, he will be sold and exploited.

PICTURE 7: EDUCATION OFFER
A woman tells a family she will take their daughter to give her a good education. In fact, she intends to force her to work as a housemaid without pay.

PICTURE 8: ONLINE JOB OFFER
A man advertises a great home-based job offer. In fact, he intends by grooming get intimate pictures from her and wants to use them for pornography without pay.

PICTURE 9: COURTSHIP
A man pretends to love a woman and gives her so many expensive gifts and all the attention she needs. In fact, he intends to get money from her.

PICTURE 10: ORGAN TRAFFICKING
A group of men are approached about donating kidneys for money as they are told they can have a perfect life with just one. In fact they will be left with no medical care after and struggle even more than before.

PICTURE 11: JOB OFFER FOR A WEALTHY MAN
A man talks to young girls about a job offer as a singer for a wealthy man in his hotel. In fact, he intends to traffic them.

The central illustration depicts a large, orange hand holding a stack of green banknotes. Red arrows radiate from this central image to 11 numbered circular panels, each illustrating a different method of human trafficking. The panels are arranged in a circular pattern around the central hand. The panels are numbered 1 through 11, corresponding to the text on the left. The panels show various scenarios: 1. A trafficker offering a hand of marriage for a couple's daughter. 2. A woman being persuaded to visit the city by a friend and fellow worker, only to be sold to a brothel. 3. A trafficker approaching children in a field, promising them a better life. 4. A man talking to young people about good jobs and high salaries abroad, intending to traffic them. 5. A central image of a hand holding money, representing exploitation. 6. A woman offering a mother money to adopt her child, intending to sell and exploit the child. 7. A woman offering a family a good education for their daughter, intending to force her to work as a housemaid. 8. A man advertising a great home-based job offer, intending to groom the woman for pornography. 9. A man pretending to love a woman and giving her expensive gifts, intending to get money from her. 10. A group of men being approached about donating kidneys for money, intending to leave them with no medical care. 11. A man talking to young girls about a job offer as a singer for a wealthy man, intending to traffic them.

medical ambassadors INTERNATIONAL

the global community of healthcare professionals

This material has been adapted from an original anti-trafficking poster produced by World Relief, Cambodia. Website: www.worldrelief.org

HT Core Lesson 5: Pornography 1

Opening our eyes to the reality of Human Trafficking

Knowledge	After working through this lesson:
Attitude	1. Participants will know facts about Pornography as a big industry that has global proportions and a great impact on the world's economy.
Practice	2. Participants will be able to teach others about the pornification of their own culture and join the ranks to stop this new addiction that has been socially accepted.
Overview for facilitators	This is a lesson in Sexuality - Youth and one of the Human Trafficking series, due to the link between Porn, prostitution, and human trafficking.
Materials	• Poster-size paper, markers, and masking tape • Starter can be done online, (poll) or with a voting system in person. • Pornography Questioner & Handouts with stats on Porn

LESSON

1 HOUR



STARTER (10 minutes) Before starting the lesson give everybody the Pornography questioner.

Instructions: If you are teaching online, you can use a poll, (www.mentimeter.com or Zoom poll for example). If you are teaching in person, write questions on poster-size paper and have a secret vote for answers, (multiple choice). Then share the results.

What is the Average age for beginning to watch porn?

- 4- 10 years old
- 8 – 11 years old
- 12-15 years old
- 15-20 years old

How much money per year is expected that Virtual Reality Porn will make by 2025?

- 250 million dollars
- 500 million dollars
- 1 billion dollars
- 12 billion dollars

Percentage of teenagers that encourage, accept or are neutral talking about porn with friends.

- 10 %
- 30%
- 50%
- 90%

(Correct answers: 1b; 2d; 3d)

Ask SHOWD questions:

- What did you See?
- What was Happening?
- Does this happen in Our place?
- Why does this happen?
- What will we Do about it?

A) Growth of the Porn industry in the last 10 years (10 minutes)

Ask the big group:

1. **Before the use of online pornography, how did people consume porn material?**
 - a) Video sales
 - b) Rental of videos
 - c) Cable
 - d) Pay per view
 - e) Phone sex
 - f) Exotic dance clubs
 - g) Magazines
 - h) Adult content movie theatres
 - i) Novelty stores
 2. **Give us examples of sales that use provocative or sexy images to promote products in our own community or country:**
 - a) Billboards sell cigarettes, perfume, clothing, and soap.
 - b) Pop-ups on the computer screen of unwanted or unsolicited porn sites.
 - c) Each country or context will explore what or how is it done in their area.
-

B) The four “A” s that are normalizing Porn consumption (10 minutes)

Instructions: Divide them into four groups and ask them to explore how is this aspect of porn present in their own environments. Each group has one “A”

1. **Porn is Anonymous**
 - a) Accessing pornography on the Internet requires no face-to-face contact with the vendor and provides a reasonably low risk of detection. The user operates with a strong sense of anonymity.
 - b) The anonymous nature of Internet pornography creates a buffer from reality and consequences. Internet pornography has increasingly become a secret addiction.
 - c) Internet pornography use is not truly anonymous since it’s almost impossible to completely cover one’s tracks. But for the average family, it’s often difficult to detect Internet pornography use by a loved one.
2. **Porn is Accessible**
 - a) Before, you had to go buy or access Porn material. Now, it is on your phone or on your computer, readily available to you and at no cost.
 - b) Mobile access to porn is the most common way of consumption.
 - c) No restrictions on Netflix, it only asks if you are over 18 to watch adult content.
 - d) Sometimes, even if you do not want to watch it, it comes up in a pop-up window when you are surfing online.
 - e) If you live in a country with no internet, still cyber cabins can be a way to access it.
3. **Porn is Affordable**
 - a) Paid sites provide teaser material for potential customers, enough to get the appetite for more. Once a user has exhausted the free material and found themselves unsatisfied, the next step is to break out the credit for access to the full store.
 - b) Amateur pornographers create and disseminate material in part to feed their own appetites by creating their own material and posting it online.

- c) The entertainment industry regularly produces salacious or prurient material in order to sell more magazines or attract more viewers and paying customers. They know that “sex sells” and they use that to their advantage. While much of this material may not be sexually explicit, it still feeds the appetite of viewers and contributes to a sexualization of society that exacerbates the overall problem.²⁰
 - 4. **Porn is Aggressive (you will be exposed even if you did not want it)**
 - a) The challenge in this generation is that pornography is increasingly aggressive and predatory. You can do your best to avoid it, but it’s still going to come looking for you.
 - b) Pornographers understand that their industry is extremely profitable once individuals become addicted, and they do everything possible to create opportunities for exposure to feed the next generation of paying addicts, including giving away free material. They do other aggressive things to hook potential users, including spam emails, disguised website names, pop-up ads, spyware, adware, hijacked browsers, and attempts to get their sites into otherwise legitimate Google search results.
-

C) Financial Gains in Porn Industry (15 minutes)

Distribute Pornography 1: A Porn Culture - handout and give instructions to discuss by pairs, then share in the big group:

1. **What can be done to counteract the avalanche of sexual content our families and communities are daily exposed to?**
 - a) Sex education at home and boundaries of the use of the Internet and phone
 - b) Set up Parental Control of phones and computers: protection systems, and content restrictions in the use of the internet.
 - c) Block inappropriate websites.
 - d) As parents, we need to learn or ask for help to set up these boundaries.
 2. **How can governments, churches and other institutions contribute to stopping this trend?**
 - a) Teach and prevent the use of unsafe internet sites and teach parents and children.
 - b) Create laws to persecute those using the internet to promote pornography.
 - c) Promote healthy relationships where sex is the consequence of a strong love relationship and not the use of an object or a person to satisfy narcissism and personal urges.
-

Conclusion (15 minutes)

Statement/Prayer

If in a Christian audience, or open to spiritual content: spend time as a group praying that God will use the knowledge, we gain to give us ideas on how to stop this addiction and this trend in our own cultures.

If your class is mostly closed to Spiritual content, give time for each participant to reflect on what can he or she do to stop the spread of porn culture.

References:

Mark Kastleman, *The Drug of the New Millennium* (Orem, UT: Power Thinking Publishing, 2007)

David Pérez Aragoz, Spanish speaker. Lessons Certificate on Human Trafficking, End of Slavery, Mexico, 2020.

www.fightthenewdrug.org

20 Mind-blowing Stats about the porn industry and underage consumers. May 19,2020

<https://www.theguardian.com/commentisfree/2018/dec/30/internet-porn-says-more-about-ourselves-than-technology>

Handouts: HT Core Lesson 5: Pornography 1

The four “A” that are normalizing Porn consumption.

Divide them into four groups and ask them to explore how is this aspect of porn present in their own environments.

A. Porn is Anonymous

1. Accessing pornography on the Internet requires no face-to-face contact with the vendor and provides a reasonably low risk of detection. The user operates with a strong sense of anonymity.
2. The anonymous nature of Internet pornography creates a buffer from reality and consequences. Internet pornography has increasingly become a secret addiction. Unlike violations of the Word of Wisdom, you can't smell it on someone's clothes or see it in the way they stagger drunkenly to their car.
3. The reality, of course, is that Internet pornography use is not truly anonymous since it's almost impossible to completely cover one's tracks. But for the average family, it's often difficult to detect Internet pornography use by a loved one.

B. Porn is Accessible

1. Before, you had to go buy or access Porn material. Now, it is on your phone or on your computer, readily available to you and at no cost.
2. Mobile access to porn is the most common way of consumption.
3. No restrictions on Netflix, it only asks if you are over 18 to watch adult content.
4. Sometimes, even if you do not want to watch it, it comes up in a pop-up window when you are surfing online.
5. If you live in a country with no internet, still cabins can be a way to access it.

C. Porn is Affordable

1. Paysites provide teaser material for potential customers, enough to whet the appetite for more. Once a user has exhausted the free material and found themselves unsatisfied, the next step is to break out the credit for access to the full store.
2. Amateur pornographers create and disseminate material in part to feed their own appetites by creating their own material and posting it online. Some of these producers do so in order to share with other users in private or semi-private online social networks.
3. The entertainment industry regularly produces salacious or prurient material in order to sell more magazines or attract more viewers and paying customers. They know that “sex sells” and they use that to their advantage. While much of this material may not be sexually explicit, it still feeds the appetite of viewers and contributes to a sexualization of society that exacerbates the overall problem.

Handouts: HT Core Lesson 5: Pornography 1 - A Porn Culture

Sex industry

Annual revenues

The pornography industry generates \$12 Billion dollars in annual revenues, larger than ABC, NBC and CBS. Of that, the Internet pornography industry generates \$2.5 Billion dollars in annual revenues. (www.enough.org) The Guardian estimates \$15 Billion a year, while Netflix makes \$11.7 and Hollywood \$11.1 (www.theguardian.com)

It is expected by 2025 Virtual Reality pornography will make **\$1 Billion dollars**, while Virtual Reality Video Games will reach \$1.4 Billion and Virtual Reality NFL \$1.23 Billion dollars.

The sex industry counts on addiction to maintain its revenues. Pornography has to be studied from the financial point of view, of offer and demand, a basic regulatory law of the market. It is an economic phenomenon, not an artistic one, and has to be seen from economic politics: **if there is a demand, there will be an offer**. Unsatisfied consumption will generate more opportunities for more offers. Exposure has been globalized through the internet and it is interconnected with prostitution.

Some Statistics

- The average age of first exposure to porn is **between 8 and 11 years old in the USA**.
- 93% of young men under the age of 18 have seen porn, along with 62% of young women of the same age. (www.fightthenewdrug.org)
- 20% of mobile searches are due to pornography.
- Porn sites receive more regular traffic than Netflix, Amazon and Twitter combined each month, (Huffington Post, 05/04/2013).
- 34% of internet users have been exposed to unwanted porn via ads, pop-ups, etc. (www.Webroot.com, Internet Pornography by the numbers, a significant threat to Society)
- Recorded child sexual exploitation known as “child porn”, is one of the fastest-growing online businesses.
- One-third of porn viewers in the USA are women.
- 90% of teens and 96% of young adults encourage, accept or are neutral in talking about porn with friends.

Handouts: HT Core Lesson 5: Pornography 1 - Pornography questioner:

1. What age were you first time exposed to pornography?
 - a) 4-6 years old
 - b) 7-10 years old
 - c) 11-15 years old
 - d) 16-21 years old

2. How have you been exposed to pornography?
 - a) Online platform – webpage like pornography
 - b) Social media – for example, Facebook, Instagram, Twitter
 - c) Physical magazine, newspaper
 - d) Pop-up online advertisement
 - e) Online gaming
 - f) Other, specify

3. Do you consider pornography as a:
 - a) Negative and wrong
 - b) Neutral
 - c) Harmless
 - d) Positive, it can be helpful in the long-term relationships
 - e) Other, specify.....

HT Core Lesson 6: Grooming

Knowledge	After working through this lesson:
Attitude	1. Participants will understand the meaning of grooming and will be able to identify four stages of grooming as a big problem leading to child sexual abuse.
Practice	2. Participants will be able to teach others about grooming, its prevention, and the profile of groomers and victims.
Overview for facilitators	This is a lesson in the Human Trafficking series, due to the link between Porn, Children Sexual abuse, and human trafficking.
Materials	• Poster-size paper, markers, and masking tape. • Starter can be done online, (poll) or with a voting system in person. • Handouts • Other materials

LESSON

1 HOUR



STARTER (10 minutes)

SKIT: A boy is taking selfies without his shirt and talking with someone on the phone. Mom comes in and asks, who is he talking with? He says someone he met playing online. She takes the phone from the boy and leaves the room, very upset.

(Optional) you can do a quiz among your participants to find out their average age of involvement with social media in your cultural context. There is a handout at the end of this lesson that you can use. There are 7 surveys per page (for 7 participants)

Ask SHOWD questions:

What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

A) Meaning and types of grooming (10min)

Instructions: Ask the big group:

1. What is grooming? What do you know about grooming?

- a) It is a process used by offenders to sexualize an online encounter with a child. Offenders will use different **techniques to manipulate** children, so they obey their sexual requests or demands. They may not want to have sex, but obtain graphic material to commercialize (Human trafficking)
- b) It means that offenders **gradually** initiate and maintain sexual relationship with victims in secrecy.
- c) It is also a tactic used by individuals who have existing relationships with **children and their family**. The individual builds trust and comfort with a child and the safe adults around them

eventually to sexually abuse the child. It generally leaves children feeling responsible for what has happened and silences them and creates blind spots in the adults around the child so it is difficult for them to understand how this could happen.

- d) It can be done **across borders**, where an offender is in one country and the victim across the ocean, in another country.

2. What type of grooming can you identify? Or you can ask: Where can grooming happen?

- a) Online grooming – Cyber grooming.
- b) Sports
- c) In the past couple of years, more than ever it's been brought to light that sport presents as a high-risk area for attracting individuals who are looking to gain access to and exploit children.
- d) Schools
- e) School teachers, school staff, and older children have been described as abusers using this process of grooming.
- f) Home environment, with family members or people close to the family, (friends)

B) The stages of grooming (20 minutes) Distribute the handout and read together the information below:

Grooming can last months or years – it is not about physical contact, but it can have the purpose of obtaining sexual graphic materials which can be used for pornography online. So, sexual abuse happens without even touching the child. Some countries have legislation against it, but some do not. We must lobby for our legislators to penalize grooming! Grooming is a process, and they describe 5 different stages, but not all perpetrators use each of them. Some may skip 1 or 2.

Instructions: Divide participants into five groups and ask them to explore how different stages of grooming can look and give an example or act it out. Each group has one stage of grooming. Distribute Handouts to help them elaborate on the information given.

1. Targeting the Child – hooking up

- a) Perpetrators may target and exploit a child's perceived vulnerabilities including emotional, neediness, isolation, neglect, a chaotic home life, and lack of parental oversight etc.
- b) The offender will find out interests, and what the child-like, applying what is called social engineering: obtaining online information that helps him or her identify vulnerabilities - a picture of the child in front of the school, the pedophile knows when it goes to school, or holidays - if parents put too many pictures online, revealing sports club where the child practices, school name, the street where they live, etc. This is called *sharenting*.
- c) Also, children expose themselves by putting their phone numbers on games, or personal information in an innocent way, their phone numbers can be then included in another social communication app like WhatsApp. The group starts sending pictures and asking the child to take pictures of themselves.
- d) The offender will pay special attention to or give preference to a child.

2. The Bond - Gaining the Child's and caregiver's access and trust.

- a) Perpetrators work to gain the trust of parents/caregivers to lower suspicion and gain access to the child by providing seemingly warm yet calculated attention/support. The perpetrator gains the child's trust, creates friendship by gathering information about the child, getting to know their needs, and finding ways to fill those needs.

- b) The offender starts a conversation based on what they found in the first stage, saying things like: *"my friend is going to the same school you go"*, the groomer is looking for the vulnerable points, when is the child home alone, the groomer uses the child language.
- c) "I saw you reading the new Superman comic. I am planning to go see the new movie, I can take you if you want to go."

3. Filling a need

- a) Once the perpetrator begins to fill the child's needs, they may assume noticeably more importance in the child's life. Perpetrators utilize tactics such as gift-giving, flattery, gifting money, and meeting other basic needs. Tactics may also include increased attention and affection towards the targeted child.
- b) "I know you love jewelry, so I got you this watch." – "I know you want to go to the next level in the game I can give you extra game points for it."

4. Isolating the child – access and separation and seduction

- a) The perpetrator uses isolation tactics to reinforce their relationship with the child by creating situations in which they are alone together (babysitting, one-on-one coaching, "special" trips, playing online games when a child is home alone, private room in online games).
- b) The perpetrator may reinforce the relationship with the child by cultivating a sense that they love and understand the child in a way that others, even their parents, cannot. The adult can start to tell the child that no one cares for them the way they do, not even their parents.
- c) "You can trust me because no one understands you the way I do."

5. Sexualizing the relationship – abuse begins

- a) Once emotional dependence and trust have been built, the perpetrator progressively sexualizes the relationship.
- b) It is based on a common question: *"Can you keep a secret?"* As the child is told "a secret", he/she is invited to share a secret too, creating the conditions for coercion and threat. The child is now trapped to perform as told. It could be removing clothing, performing sexual acts with younger kids that will be videoed or sending compromising pictures.
- c) The adult exploits the child's natural curiosity and trust by using stimulation to advance the sexual nature of the relationship.
- d) "Have you ever masturbated? I can show you how it feels really good."

6. Maintaining control – manipulation and abuse

- a) Once sexual abuse is occurring, perpetrators commonly use secrecy, blame, and threats to maintain the child's participation and continued silence. In order to maintain control, perpetrators use emotional manipulation; they make the child believe they are the only person who can meet their emotional and material needs. The child may feel that the loss of the relationship, or the consequences of exposing it, will be more damaging and humiliating than continuing the unhealthy relationship.
- b) The child feels guilty and does not see a way out of the situation.
- c) "If you tell anyone, we both could go to jail. We won't be able to be together." Or "If you tell anyone, something bad could happen to your family."

C) Prevention of grooming (15 minutes)

How old were you when you started using your social media account? What accounts do you use today?

In surveys done in Argentina, a child has a digital identity at an average of 9 years old. But it can also happen to parents, they share their parenting with the world, unaware of those looking for information to choose their next victim.

According to an estimation by the FBI, 750.000 people attempt to contact children for sexual purposes, every day in the USA alone.

Ask the group: **How can we prevent Grooming from happening?**

1. **Primary prevention (BEFORE IT EVER HAPPENS)**

- a) Teaching children from an early age the four principles: Secrets are not good, Say NO, your private parts are only yours and not to show or let anyone touch, Bad touch and good touch.
- b) Set up Parental Control of phones and computers: protection systems, and content restrictions in the use of the internet.
- c) Block inappropriate websites and have devices like computers in public spaces at home, not in their rooms.
- d) Set up a time to turn off phones.
- e) Do not let children under 13-16 years old be on social media.
- f) As parents, we need to learn or ask for help to set up these boundaries.
- g) Learn what are the laws in your country, and lobby to penalize perpetrators.

2. **Secondary prevention (IT HAS HAPPENED BUT WE CAN STOP IT FROM FURTHER DAMAGE)**

- a) Report to appropriate authorities.
- b) Collect digital evidence and call for help, tell the child not to erase conversations or photographs, so they can be used to incriminate the offender.
- c) We are committed to informing, protecting, and educating parents & caregivers in general, facilitating dialogue and helping them make wise decisions.

Conclusion (5 minutes)

Statement/Prayer

If in a Christian audience, or open to spiritual content: spend time as a group praying that God will use the knowledge, we gain to give us ideas on how to stop this abusive behaviour in our own cultures.

If your class is mostly closed to Spiritual content, give time for each participant to reflect on what can he or she do to stop the spread of a grooming culture.

References:

<https://www.albertacacs.ca/blog/stages-of-grooming>
https://protectchildren.ca/pdfs/C3P_ChildSexualAbuse_ItsYourBusiness_en.pdf
<https://www.cybertip.ca/en/child-sexual-abuse/grooming/>
<https://www.d2l.org/child-grooming-signs-behavior-awareness/>
<https://inhope.org/EN/articles/online-grooming-existing-legislation-and-the-importance-of-a-global-definition-recap>
To learn more: commit2kids.ca

According to a study conducted by the [Canadian Centre for Child Protection \(C3P\)](#) approximately 750 cases involving sexual offences against a minimum of 1,200 children occurred between 1997 and 2017 by about 714 employees working in Canadian K-12 schools. To read the final results of the study, *Child Sexual Abuse by K-12 School Personnel in Canada*, click [here](#).

Boy or Girl?	AGE	Facebook 	 Twitter	Whatsapp 	Tick-toc 	Instagram 	Snapchat 	Other (name)
Boy or Girl?	AGE	Facebook 	 Twitter	Whatsapp 	Tick-toc 	Instagram 	Snapchat 	Other (name)
Boy or Girl?	AGE	Facebook 	 Twitter	Whatsapp 	Tick-toc 	Instagram 	Snapchat 	Other (name)
Boy or Girl?	AGE	Facebook 	 Twitter	Whatsapp 	Tick-toc 	Instagram 	Snapchat 	Other (name)

Boy or Girl?	AGE	Facebook 	 Twitter	Whatsapp 	Tick-toc 	Instagram 	Snapchat 	Other (name)

Handouts: HT Core Lesson 6: Grooming - STAGES of GROOMING

A. Targeting the Child – hooking up

- a. Perpetrators may target and exploit a child's perceived vulnerabilities including emotional, neediness, isolation, neglect, a chaotic home life, and lack of parental oversight. etc.
- b. The offender will find out interests, and what the child-like, applying what is called social engineering: obtaining online information that helps him or her identify vulnerabilities - a picture of the child in front of the school, the pedophile knows when it goes to school or holidays - if parents put too many pictures online, revealing sports club where the child practices, school name, the street where they live, etc. This is called *sharenting*.
- c. Also, children expose themselves by putting their phone numbers on games, or personal information in an innocent way, their phone numbers can be then included in another social communication app like WhatsApp. The group starts sending pictures and asking the child to take pictures of themselves.
- d. The offender will pay special attention to or give preference to a child.

B. The Bond - Gaining the Child's and caregiver's access and trust

- a. Perpetrators work to gain the trust of parents/caregivers to lower suspicion and gain access to the child by providing seemingly warm yet calculated attention/support. The perpetrator gains the child's trust and creates friendship by gathering information about the child, getting to know their needs, and finding ways to fill those needs.
- b. The offender starts a conversation based on what they found in the first stage, saying things like: *"my friend is going to the same school you go"*, the groomer is looking for the vulnerable points, when is the child home alone, the groomer uses the child language.
- c. *"I saw you reading the new Superman comic. I am planning to go see the new movie, I can take you if you want to go."*

C. Filling a need

- a. Once the perpetrator begins to fill the child's needs, they may assume noticeably more importance in the child's life. Perpetrators utilize tactics such as gift-giving, flattery, gifting money, and meeting other basic needs. Tactics may also include increased attention and affection towards the targeted child.
- b. *"I know you love jewelry, so I got you this watch."* – *"I know you want to go to the next level in the game I can give you extra game points for it."*

D. Isolating the child – access and separation and seduction

- a. The perpetrator uses isolation tactics to reinforce their relationship with the child by creating situations in which they are alone together (babysitting, one-on-one coaching, "special" trips, playing online games when a child is home alone, private room in online games).

- b. The perpetrator may reinforce the relationship with the child by cultivating a sense that they love and understand the child in a way that others, even their parents, cannot. The adult can start to tell the child that no one cares for them the way they do, not even their parents.
- c. "You can trust me because no one understands you the way I do."

E. Sexualizing the relationship – abuse begins

- a. Once emotional dependence and trust have been built, the perpetrator progressively sexualizes the relationship.
- b. It is based on a common question: "*Can you keep a secret?*" As the child is told "a secret", he/she is invited to share a secret too, creating the conditions for coercion and threat. The child is now trapped to perform as told. It could be removing clothing, performing sexual acts with younger kids that will be videoed or sending compromising pictures.
- c. The adult exploits the child's natural curiosity and trust by using stimulation to advance the sexual nature of the relationship.
- d. "Have you ever masturbated? I can show you how it feels really good."

F. Maintaining control – manipulation and abuse

- a. Once sexual abuse is occurring, perpetrators commonly use secrecy, blame, and threats to maintain the child's participation and continued silence. In order to maintain control, perpetrators use emotional manipulation; they make the child believe they are the only person who can meet their emotional and material needs. The child may feel that the loss of the relationship, or the consequences of exposing it, will be more damaging and humiliating than continuing the unhealthy relationship.
- b. The child feels guilty and does not see a way out of the situation.
- c. "If you tell anyone, we both could go to jail. We won't be able to be together." Or "If you tell anyone, something bad could happen to your family."

Handouts: HT Core Lesson 6: Grooming - End of lesson

How Big is The Problem of Grooming?

In the past year, Cybertip.ca analysts have classified more than 645 reports as online luring, an attempt made by offenders to sexually exploit/harm children.

Of those reports:

- 25% involved victims 13 years old or under, with the youngest being 7 years old
- 48% involved victims 14–17 years old
- 22% of incidents occurred on Snapchat®
- 23% of incidents occurred on Instagram®, Facebook® or Facebook Messenger®
- 12% of incidents occurred on Discord™

Grooming - grooming is a method used by offenders that involves building trust with a child and the adults around a child in an effort to gain access to and time alone with her/him. In extreme cases, offenders may use threats and physical force to sexually assault or abuse a child. More common, though, are subtle approaches designed to build relationships with families. The offender may assume a caring role, befriend the child or even exploit their position of trust and authority to groom the child and/or the child's family. These individuals intentionally build relationships with the adults around a child or seek out a child who is less supervised by adults in her/his life. This increases the likelihood that the offender's time with the child is welcomed and encouraged.

Often, abuse doesn't *just happen*, many times it is methodically planned out by the perpetrator. By knowing and recognizing the signs and stages of Grooming, you can help prevent the abuse before it takes place, and/or how to respond/interject during the process – saving the child from further trauma. Since many offenders slowly build the trust of a child and even their parents as a part of their process before abuse, they often follow many steps over weeks, months and even years.

92% of the children we support in Alberta know their offender – this means a relationship in some form has been established beforehand. Perpetrators not only manipulate victims but the victim's families and the community.

The purpose of grooming is:

- A. To manipulate the perceptions of other adults around the child.
- B. To manipulate the child into becoming a cooperating participant which reduces the likelihood of a disclosure and increases the likelihood that the child will repeatedly return to the offender.
- C. To reduce the likelihood of the child being believed if they do disclose.
- D. To reduce the likelihood of the abuse being detected.

Grooming Behaviour - although not all child sexual abuse involves grooming, it is a common process used by offenders. It usually begins with subtle behaviour that may not initially appear to be inappropriate, such as paying a lot of attention to a child or being very affectionate. Many victims of grooming and sexual abuse do not recognize they are being manipulated, nor do they realize how grooming is a part of the abuse process.

Concerning adult behaviour to pay attention to:

- Repeated use of poor judgment when interacting with children
- Normalizing or minimizing inappropriate interactions with children

- Distorting relationships with children (i.e. adults using children to meet their own emotional needs)
- Frequently initiating or creating opportunities to have exclusive time alone with a child (or certain children)
- Making others feel uncomfortable by ignoring social, emotional, or physical boundaries or limits with adults and children
- Refusing to let a child set her/his own limits (i.e. may use teasing or belittling language to keep a child from setting limits)
- Excessive touching, hugging, kissing, tickling, wrestling with or holding children even when a child does not want this physical contact or attention
- Frequently making sexual references or telling sexual or suggestive jokes to children or in the presence of children
- Exposing children to adult sexual interactions without apparent concern
- Encouraging children to behave sexually toward each other
- Giving “special” attention to or displaying favouritism toward certain children
- Displaying preferences for children of a certain age and gender

Activities that can be sexually arousing to adults who have a sexual interest in children or that are used as part of a grooming process may include:

- Excessively washing a child
- Deliberately walking in on a child changing
- Deliberately walking in on a child toileting
- Asking a child to watch the adult toileting
- Tickling and “accidentally” touching private parts
- Activities that involve removing clothes (e.g., massaging, swimming, wrestling)
- Playing games that include touching private parts (e.g., measuring games)
- Telling sexually explicit jokes to a child or in the presence of a child
- Teasing a child about breast and genital development
- Discussing sexually explicit information
- Taking pictures of children in underwear, bathing suits, dance wear, etc.
- Exposing a child to adult pornography

What can YOU do?

Be informed, pay attention, and do something. Children depend on adults for their protection:

1. Empower yourself with knowledge. Learn more about the prevalence of child sexual abuse, how it happens, and how to reduce risk to your child by visiting protectchildren.ca.
2. Stay up to date on emerging trends and risks online. Visit protectkidsonline.ca, a one-stop website where parents of kids, tweens and teens can get cyber safety advice, and sign up for [Cybertip.ca Alerts](https://cybertip.ca).
3. If you see, read, or hear anything sexual from an adult towards a child online or in real life, report your concerns.

HT Core Lesson 7: Child Abuse and Neglect - Introduction

Knowledge Attitude Practice	After working through this lesson: 1. Participants will know what abuse and neglect are, and some types of abuse and neglect. 2. Participants will learn how to recognize child abuse and neglect. 3. Participants will know that childhood abuse and neglect is a serious problem with long-term consequences.
Overview for facilitators	This is part of a series on social issues, based on information from the International Justice Mission and other sources, it can be expanded to help participants understand how to prevent child abuse with practical tools MAI offers to facilitators and families. Facilitators will know participants have learned the content of this lesson when they are more aware of child abuse and neglect.
Materials	• Poster-size paper, markers, and masking tape • Starter is to be shared with two participants • Handouts with definitions • 2 large drawings of a child with inscriptions on the 4 limbs: Physical, Spiritual, Social and Emotional/Intellectual.

LESSON

1.5 HOURS



STARTER (10 minutes)

Role play: A mother and her small child are eating lunch. He accidentally spills a large glass of water.

Mother: You idiot! You are always dropping things!

Child: I did not mean to! It just fell!

Mother: Shut up! Don't talk back to me! (She slaps him)

Child: (Starts to Cry)

Ask SHOWD questions: What did you See?
What was Happening?
Does this happen in Our place?
Why does this happen?
What will we Do about it?

A) Meaning of Abuse (10min)

Instructions: Ask the big group:

1. What is Abuse?

- a) Abuse is hurting another person.
- b) Abuse is to treat someone wrongly or to mistreat.
- c) Abuse is being cruel.
- d) Abuse is taking advantage of another person who is weaker than you are.
- e) Abuse is using force or power to get your own way.

2. How is power involved?

- a) Abuse is a form of manipulating a position where you can harm others.
- b) It is a cruel use of power.
- c) Sometimes men abuse women.
- d) Sometimes adults abuse children.
- e) The strong abuse the weak.
- f) Different kinds of power can be involved: Physical (a person of bigger size or strong presence), Verbal, Emotional, Position, Psychological manipulation,
- g) The person with more power lies to him or herself, justifying their action, trying to feel good about themselves, blaming others for their actions, and making them unaccountable to anyone.

3. What kind of people are vulnerable to abuse?

- a) Those that are susceptible to attack or injury, because of their condition, gender, age, or trust.
- b) A patient is vulnerable in a doctor's office.
- c) A child is vulnerable with a grown-up, or a parent.
- d) A woman in a room full of men is physically vulnerable.
- e) A sheep is vulnerable in the open, without her shepherd, and also is vulnerable with a shepherd.
- f) Ezekiel 34:4 God speaks strongly against the shepherds of Israel by the way they treated the most vulnerable.

4. Definition of Abuse (distribute on a handout or having it written to post upfront)

"Abuse is any intentional action that causes physical, emotional or psychological harm."

B) Discuss each part of the definition, and what it means. (5 minutes)

- 1. **Intentional Abuse-** is done on purpose, it is not an accident.
- 2. **It hurts** - the one being abused is damaged in some way. It can be words, physical, or actions that have a negative effect on the other person.
- 3. **The effect of abuse is not always visible**, you may not be able to identify it unless you are present when it happens, or you ask, and they tell you, their story.

C) Neglect (5 minutes)

So far, we have only talked about abuse or harmful actions against another. But another way to harm people is by neglect. What is neglect?

- 1. Neglect is not providing for a child's basic needs.
- 2. For example, not providing, food, shelter, or emotional care to a child.
- 3. Neglect can be a lack of attention. It is like having a responsibility and not acting according to that responsibility.
- 4. Elderly people can be neglected by family members, persons living with disability or pets.

D) Types of Child Abuse and Neglect (20 minutes)

Instruction: Divide into two groups. Explain that we will be talking about sexual abuse later. Each group will describe and give examples of one form of abuse or neglect:

PHYSICAL ABUSE/NEGLECT

EMOTIONAL ABUSE/NEGLECT

1. Physical Abuse or neglect

- a) Physical aggression – blows, pushes, burns, pulling hair and ears, etc.
- b) Forced labour: carrying heavy loads, working late at night or early in the morning.
- c) Giving them inappropriate roles: must cook for the family, treat them like servants, must work to bring money home to the family, and give the oldest son the role of the father.

2. Physical Neglect

- a) not enough medical care, or given medical care too late
- b) fed too little, or given poor-quality food,
- c) not given enough clothes or clothes not washed
- d) Lack of security, allowing them to walk alone on unsafe streets, leaving them home alone while parents work, or allowing them to play with matches or with knives.

3. Emotional abuse

- a) Making fun of a certain trait, like “Hey, Fatso!”
- b) Insulting them
- c) Criticizing them “Why do you bother to go to school? You know nothing”.
- d) Make them feel worthless.
- e) Talk in front of them about family problems.
- f) Do not explain, just threaten.
- g) Humiliate them, screaming at them in front of people.
- h) Cut them down, “I hate you; I wish you were dead”.
- i) Threaten to abandon or hit them.
- j) Macho insults “Boys never cry”.
- k) Not allowing them to talk
- l) Doing inappropriate things in front of the child, like allowing them to see you drunk, having sex in front of them, allowing them to see violence between parents, taking them to adult parties where they may see violence or sex.

4. Emotional neglect

- a) Not paying attention to or praising their successes.
- b) Ignoring them when they want to get our attention or talk to us
- c) Not hugging them or showing affection
- d) Not affirming our love for them regularly and independently of their behaviour

E) Sexual Abuse (20 minutes)

1. What is Sexual Abuse? Read the definition of sexual abuse or create your own definition. Working as a large group, describe this in your own words.

- a) Sexual abuse is any sexual activity that occurs without consent.

- b) Sexual abuse may happen without physical contact, even online.
- c) The perpetrator is usually a person known to the family or the victim.
- d) The perpetrator is usually in a position of power over the victim.
- e) When the victim is a child, there is a force, or the child is tricked into having sexual activity.

2. What is Child Sexual Abuse?

Each country considers a different age for classifying rape or child sexual abuse. How old should a child be to consent to sexual activity without considering the child's sexual abuse?

Each country considers different age group:

- Canada under 16
- Brazil 14
- Sudan 13
- Kosovo 16
- Colombia 14

3. Impact of abuse on children

Instructions: Discuss in large group the following questions.

- a) Why do you think sexual abuse damages a child?
 - i. Because the child is not emotionally ready to deal with his/her sexuality
 - ii. The child has not developed emotions, mind, and body to prepare for sexual activity until maturity.
 - iii. Looking, hearing, being involved or performing any sexual act with a child provokes in the brain severe damage, images that will haunt him/her, and make them feel dirty, guilty, and unworthy.
 - iv. Even if there is no penetration, even if it is through a screen, showing sexual content to a child, or obtaining sexual satisfaction through graphic material is damaging to the brain.
- b) What is the impact of Sexual Abuse in children: Have the figure of a child drawn on a large piece of paper, each topic you discuss, is written on one arm, or one leg, and you rip off each limb, as you discuss that topic, to make the impact more visible to participants.

4. Sexual Abuse impacts the growth of children:

- a) **Physically:** Ask participants to give examples. Lacerations on areas of penetration, sexually transmitted diseases, bleeding, bruises.
- b) **Emotionally and intellectually:** Slow thinking, hard to concentrating, rejecting people of the other sex, lack of trust, low self-esteem, changes in school performance, Isolation, a tendency to abuse substances like drugs or alcohol, and becoming abusers themselves. Because perpetrators threaten to hurt family members or shame the child, there is secrecy and guilt that will hurt the child for life if not treated and dealt with by the parents or caregivers.
- c) **Socially:** they tend to go to one or another extreme: Extreme isolation, retrieving themselves from the world, creating their own world of fantasy to cope with the situation of abuse, or extremely sociable, partying and trying to deny something is wrong.
- d) **Spiritually:** Usually they are upset because God allowed the abuse or deny the existence of a God that does not care. Nobody has taken time to explain or accompany them in their pain, so they rarely perceive God as an ally.

CAN THIS BE TREATED AND SOLVED? YES! There is hope. Parents or caregivers have to be involved directly and the family needs help to restore health and assurance of God's intentions.

F) Biblical Implication (15 minutes)

- 1. How would we like our children to grow? Luke 2:52**
 - a) Place another figure of a child on a big piece of paper and on each limb place the words
 - b) Height, or physical
 - c) Wisdom: skills for life
 - d) Favour with men: Social
 - e) Favour with God: Spiritual
 - 2. What is our goal and responsibility as adults toward the children of our families and communities?**
 - a) To fulfill our responsibility as Guardians and Facilitators of that growth. If someone attempts to disrupt that growth, we will come in the authority that the law, the family, and the society give us to protect that child from further damage.
 - b) To prevent child abuse and neglect by teaching others how to protect children.
 - c) To Care for children who have been abused or neglected.
 - d) To help restore children and adults who have been abused or neglected.
 - 3. Distribute handouts with local resources to contact in case of suspicion or reporting of neglect or abuse.**
-

Conclusion and Take-Away (5 minutes)

Instructions: Discuss together

- A. What did I discover in this lesson?**
 - B. Who could I share with?**
 - C. What will I do with what I discovered in this lesson?**
 1. When?
 2. What do I expect to happen?
 3. How will I know if it happened?
 - D. Pray**
-

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Curso de prevención e intervención en Abuso Sexual Infantil www.placeresperfectos.com.ar/cursosonline
https://en.wikipedia.org/wiki/Ages_of_consent_by_country
Suffering and the Heart of God, Diane Landberg, 2015, New Growth Press

Handout: HT Core Lesson 7: Child Abuse - Introduction

Role Play:

A mother and her small child are eating lunch. He accidentally spills a large glass of water.

Mother: You idiot! You are always dropping things!

Child: I did not mean to! It just fell!

Mother: Shut up! Don't talk back to me! (She slaps him)

Child: (Starts to Cry)

Role Play:

A mother and her small child are eating lunch. He accidentally spills a large glass of water.

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Mother: Shut up! Don't talk back to me! (She slaps him)

Child: (Starts to Cry)

Handout: HT Core Lesson 7: Child Abuse – Introduction

Report child abuse or neglect.

If you suspect a child is being abused or neglected, contact the child agency in the area where the child lives.

Everyone must immediately report even a suspicion of abuse to a child 18 or younger (the age according to the local policies). You can report the abuse anonymously. If you suspect a child is being abused or neglected, contact the relevant governmental or non-governmental agency in the area where the child lives. It's best if you contact the agency by phone or in person.

Child protection services are about protecting children 18 or younger from abuse and neglect while making every effort to keep families together. There are 4 different kinds of child abuse:

- physical abuse: the intentional use of force on any part of a child's body that results in injury.
- emotional abuse: anything that causes serious mental or emotional harm to a child, which the parent does not attempt to prevent or address.
- sexual abuse: the improper exposure of a child to sexual contact, activity or behaviour.
- neglect: any lack of care that may cause significant harm to a child's development or endanger the child in any way.

Intentional Abuse- is done on purpose, it is not an accident.

It hurts - the one being abused is damaged in some way. It can be words, physical, or actions that have a negative effect on the other person.

The effect of abuse is not always visible, you may not be able to identify it unless you are present when it happens, or you ask, and they tell you, their story.

Neglect is not providing for a child's basic needs. For example, not providing, food, shelter, or emotional care to a child. Neglect can be a lack of attention. It is like having a responsibility and not acting according to that responsibility. Elderly people can be neglected by family members, persons living with disability or pets.

Please fill by country representatives: name/ contact details – phone, address and email / professional field

Spiritual counsellors

Professional counsellors

Government services available

Youth pastors

Non-governmental services available

Local charities

HT Core Lesson 8: Recognizing and Responding

Knowledge	After working through this lesson:
Attitude	1. Participants will learn how to recognize people who may be victims of human trafficking.
Practice	2. Participants will learn some ways to respond to their needs.

Overview for facilitators This is the third lesson for adults on human trafficking, based on materials from the International Justice Mission as well as other sources. See also the lesson on Preventing the Trafficking of Women and Girls. This lesson may need to be adapted to your culture and context.

Materials

- Poster-size paper, markers, and masking tape
- Handouts

LESSON

1 HOUR



STARTER (10 minutes)

Bible storying: How did Jesus respond to a woman who may have been a prostitute? Listen to the story of Jesus and the Sinful Woman to find out (Luke 7:36-50). Use some of the discussion questions to discuss the story.

Ask SHOWD questions:

What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

A) Recognizing trafficking victims

Discuss in large groups.

1. What are some clues to identify victims of human trafficking? What could you observe about the potential victim?

Some of these answers refer to the potential victim as SHE, but the trafficking victim can also be a man.

Clues to identify victims:

1. Is he or she accompanied by another person who seems controlling?
2. Note: A trafficker may pose as the spouse, friend, or family member of the victim.
3. Does that person give all the information or answer the questions?
4. If the potential victim answers, do her answers seem rehearsed?
5. Is she with an older man?
6. Are there any signs of physical abuse?
7. Does she seem fearful or submissive?
8. Does she have trouble talking because of language or cultural barriers?

9. Does she have any identification?
10. Look at body language. Does she seem confused?
11. Does she look too young for the clothes she is wearing?

2. How can you communicate with the potential victim?

1. Arrange to talk with her alone, without raising suspicions.
2. The person who is with her (or him) may be a trafficker.
3. You may need to find a translator.
4. Assure him or her, “We are here to help you.”
5. “We will work to keep you safe.”
6. Maintain strict confidentiality. Everything they tell you is confidential.
7. He or she may deny being a trafficking victim or may not understand the phrase.
8. So try indirect ways to find out more.
9. Or look for someone to help you who has more experience.

3. What questions could you ask the potential victim?

1. Can you leave your work or your job if you want to?
2. When you are not working, are you free to come and go as you want?
3. Have you ever been threatened if you try to quit?
4. Has anyone threatened your family?
5. What is it like where you work?
6. Where do you sleep and eat?
7. Is there a lock on your door so you cannot get out?

B) Meeting the needs of Trafficking victims.

1. What are some needs of trafficking victims? Discuss in small groups and report back.

- a. Acceptance and love
- b. Safety and security
- c. Support and care
- d. Medical care
- e. HIV testing and counselling
- f. Testing for sexually transmitted infections
- g. A translator to help with communication
- h. Housing
- i. Food
- j. Counselling
- k. Legal help—for legal issues, immigration status, etc.
- l. Prayer
- m. Need to know Jesus

2. Who can work with you in getting care for trafficking victims? After your discussion, give out the Sources of Help for Trafficking Victims handout. There are many other groups as well.

- a. Talk with your pastor or church.
- b. Talk with a social worker.

- c. Take her to a clinic or health center for medical care.
 - d. Talk to other groups involved in fighting trafficking.
 - e. Call the Trafficking Referral and Information Hotline.
 - f. Contact the International Justice Mission for legal help.
-

C) Role Play

Divide into groups of three people. One person will play the role of a trafficking victim. He or she may be upset, defensive, or deny the problem. The others will work to find out what is happening and will look for help for the trafficking victim.

After a few minutes, switch roles so that another person takes the part of the trafficking victim.

Join back into a large group to discuss your experience.

Conclusion (5 minutes)

Statement/Prayer

If in a Christian audience, or open to spiritual content: spend time as a group praying that God will use the knowledge, we gain to give us ideas on how to stop this abusive behaviour in our own cultures.

If your class is mostly closed to Spiritual content, give time for each participant to reflect on what can he or she do to stop the spread of a grooming culture.

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Handout: HT Core Lesson 8: Recognizing and Responding – Sources of help

SOURCES OF HELP FOR TRAFFICKING VICTIMS

Fill in with available information below in your own area.

Organization	Description	Contact Information

Organization	Description	Contact Information
International Justice Mission	International Justice Mission is a human rights agency that secures justice for victims of slavery, sexual exploitation, and other forms of violent oppression	International Justice Mission PO Box 58147 Washington, DC 20037 703.465.5495 http://www.ijm.org/index.php
Stop It Now!	Steps to prevent sexual abuse of children.	Helpline: 1.888.PREVENT (1.888.773.8368) Helpline: helpline@stopitnow.org https://www.stopitnow.org/get-immediate-help
Human Rights Watch	Works to end a broad range of human rights abuses including child trafficking and exploitation, slavery, abduction and torture of children, and child soldiers.	Human Rights Watch 350 5th Avenue, 34th Floor, New York, NY 10118-3299, USA. Tel.: +1 212 216 1837, Fax: +1 212 736 1300, E-mail: rozaris@hrw.org , Website: http://www.hrw.org
International Society for the Prevention of Child Abuse and Neglect (ISPCAN)	Multidisciplinary including medical, legal, and welfare services; education, therapeutic, or voluntary organizations; those in research and academia, sociology, clergy, and others; expert faculty database; conferences; reports.	200 North Michigan Ave, Suite 500/5th Floor, Chicago, IL 60601, USA. Tel.: +1 312 578 1401, Fax: +1 312 578 1405, E-mail: ispcan@aol.com , Website: http://www.ispcan.org
Trafficking Information and Referral Hotline	This hotline will help you: • Determine if you have encountered victims of human trafficking. • Identify local community resources to help victims. • Coordinate with local social service organizations to help protect and serve victims so they begin process of restoring their lives.	1.888.3737.888 https://www.acf.hhs.gov
Stop the Traffic	STOP THE TRAFFIC is a global movement working to combat the fastest growing global crime, people trafficking. We are working together in areas of education, advocacy, and fundraising.	International Office 1A Kennington Road London SE1 7QP U.K. Email: info@stopthetraffik.org Tel: +44 (0)207 921 4258 http://www.stopthetraffik.org/
Crime Stoppers	They work with local police in many countries, you can report a suspected case of HT anonymously online and they will follow up the case. Present in several continents and multiple countries. (Including Ukraine, South Africa, Canada, Australia)	https://www.crimestoppersinternational.org/report-now In Latin America/Caribbean: Antigua, Bahamas, Barbados, Belize, Bermuda, Cayman Islands, Dominica, El Salvador, Guatemala, Jamaica, Panama, St Kitts and Nevis, Trinidad and Tobago, Turks & Caicos