

HT Core Lesson 9: Healing the Wounds of Heart 1

Knowledge Attitude Practice	After working through this lesson: - Participant will be able to identify the meaning of wounds of the heart and how they might be expressed. - Participant will be able to compare wounds of the heart with physical wounds. - Participant will be able to build trust and share experiences in the group, finding what the Bible says about expressing our pain to each other, identifying that God accepts our honest emotions. - Be able to teach the lesson and share these truths with individuals in order to transform lives.
Overview for facilitators	Facilitator has heart of compassion and desire to help those they are working with to become whole. Be able to teach the lesson and share these truths with individuals in order to transform lives. This lesson is part of the series Healing the wounds of trauma, as given by American Bible society.
Materials	- Flip Chart Paper, marking pens, masking tape - Bible <i>Peter's Story</i> handout <i>Story of Tommy</i>

Lesson

2 HOURS

STARTER: (5 minutes)

Instructions: Tell the Story of Pete

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) **What losses have Pete, his wife Laurel and their children experienced?** (15 minutes)

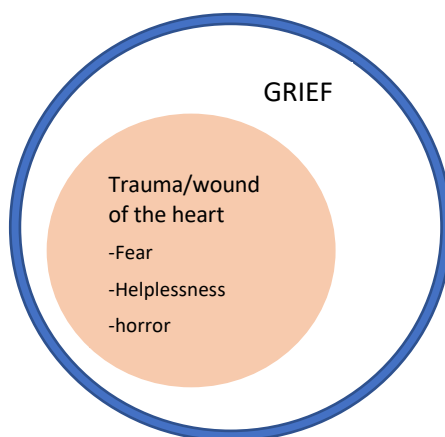
Instructions: Divide into groups of three and make a list that will be shared in the big group.

- Pete has lost friends.
- Pete lost his sense of security, independence and peace.
- Laurel lost trust in Pete, and trust in God.
- Children lost reliance and sense of safety.
- All of them lost hope, expected outcomes in life, security, certainty, and trust in each other.

B) **Think of people you know. What are some of the things they have lost?** (5 minutes)

Instructions: Responses from the group according to their present situation

C) What are wounds of the heart? How would we define it? (10 minutes)



Some experiences in life are very painful They can cause deep suffering which lasts a long time. This is what we call “trauma”. Trauma is a deep wound of the heart and mind that takes a long time to heal. It hurts every part of our lives: we relate to others, how our body feels, what we think about, and how much we can trust God. It can make us feel separated from God and others. We may feel like we are no longer the same person as before.

What is Grief? Grief is the response, the feelings that emerge after the sense of loss of a person, a thing, a situation.

Trauma can be caused by a single event, a prolonged event, or repeated events. It overwhelms us with intense fear, helplessness, or horror, and there is nothing we can do to stop it from happening.

D) What types of events can cause trauma? (5 minutes)

- Death and threat of death
- Divorce
- Loss of a job
- Financial downturn, loss of a business or property
- Watching a loved one deteriorate or going through chronic disease
- Abuse (sexual or other)
- Disasters or widespread negative events in a community.

E) Similarities and differences between Physical and Emotional wounds. Ask the group, then you can share the following table. (15 minutes)

Physical Wound	Emotional wound
It is visible	It is invisible but shows up in the person’s behavior.
It is painful and must be treated with care.	Same
If ignored , it is likely to get worse	Same

It must be cleaned para remover cualquier objeto extraño o suciedad	The pain has to be expressed. If there is any sin, it must be confessed..
If a wound heals on the surface with infection still inside, it will cause the person to become very sick .	If people pretend their emotional wounds are healed when really they are not, it will often cause the person greater problems.
Only God brings healing , but often uses people and medicine to do so.	Same
If not treated , it often attracts flies	Same. It often attracts bad things.
It takes time to heal	Same
A healed wound will leave a scar .	Same. People can be healed, but they will not be exactly the same as before the wound.

F) How do people with wounded hearts behave? (25 min)

Instructions: Divide into three groups. Each group can focus on one of the three main behaviours and their manifestations.

Ask each group: How does the following signs manifest or are expressed in people dealing with trauma?

...Group 1 Reliving the experience

...Group 2 Avoiding reminders of the trauma

...Group 3 Being on alert all the time

Possible responses:

1. Reliving the experience

- Thinking about the event all the time
- Feeling like we are back in the event while awake (flashbacks) or asleep (nightmares)
- Telling everyone about what happened over and over again.
- Any of these makes it hard to concentrate (at work or school)

2. Avoiding reminders of the trauma

- Avoiding anything that brings back memories of the event (places, people)
- Going numb, such as not caring about what happens to us, not being disturbed by violence or seeing dead bodies.
- Not remembering what happened, or only remembering parts of it.
- Using drugs, alcohol, pornography, work, food, or other addictive behaviours to avoid our feelings,
- Completely refusing to talk about it.

3. Being on alert all the time.

- Always feeling tense, jumpy, frightened
- Living in dread of another bad thing happening.
- Overreacting with violence or anger
- Struggling to fall asleep, waking in the night, or waking early in the morning.
- Shaking, having tachycardia, (palpitations),
- Stomachache, dizziness, panic attacks, difficulty breathing.

- An extreme response would be Post Traumatic Stress Disorder (PTSD), even secondary when the family members suffer along with the victim for a long time after the event.

G) What does our culture teach people what to do with our emotions when we are suffering? (5 minutes)

- Some cultures do not encourage us to express our feelings
- Relive the trauma remembering (they have memorials often and do not let it go)
- Trust God, support suffering.
- Smile and say that you are fine
- Some cultures express more than others.

H) What makes some wounds of the heart more serious? (10 minutes)

SOME SITUATIONS ARE MORE DIFFICULT THAN OTHERS:

- Something that causes shame, the sense that we are very bad or deeply flawed
- Something that forces us to act in ways that go against our beliefs about what is right, especially if others have been harmed in the process, (this is called moral injury)
- Something very personal, for example, a family member dying or being betrayed by a close friend)
- Something that goes on for a long time
- Something that happens many times over a period of time
- Something that causes an unexpected death
- Something that people have done intentionally to cause us pain rather than something that is accidental.

People react to painful events differently. Two people may go through the same event, but one may have a severe reaction while the other is not affected much at all. A person is likely to react more severely if he or she:

- Has mental illness or emotional problems.
- Is usually sad or highly sensitive.
- Many bad things happened in the past, especially as a child, like being abused or having both parents die.
- Already had many problems before this happened.
- Did not have the support of family or friends during and after the event.

I) How do people express their feelings in the Bible? What is happening and how are people expressing their feelings? (Manage time and amount of verses, prioritizing those underlined if you do not have the time to go over all of them) (20 minutes)

Matthew 26:37-38 Jesus is initiating the process of wounding. He asks them, he shows his vulnerability

John 12:27

Matthew 26:75

1 Samuel 1

John 11:35

John 13:21

Jonah 4:3

Psalm 32:3

Give the following conclusion: **God wants us to express our brokenness to each other. Even Jesus, in his worst moment, asked his friends to stay present while he was going through this terrible time of grieving. God welcomes the honest expression of our feelings.**

J) Video or Activity: Have a tub filled with water and tell the story of a man. (5 minutes)

Tommy or another appropriate name for the group you interact with, with growing pains keeping things held together while we add empty bottles to the tub with each negative experience, trying to hold on to our stability and spilling water as the bottles do not want to stay under the water.

Start the story with Tommy as a child, who lost a pet fish but his dad told him it was just a little fish, he should not cry for it, then keep adding negative experiences that are culturally appropriate. These are just examples of what you can say: missed a year in school, lost his dad as a teenager, failed the entry exams to University, lost his job, went to the military where he fought in the war and saw much death, came back and got a job, was laid off, COVID came and his wife got very ill and died and now he is raising the two children alone.

Each bottle has a label with a negative experience you are telling. You take one bottle at a time as you tell the story and try to add it to the tub. Bottles are empty, making it difficult to submerge in the water. Keep pressing with your hands to try to keep all the bottles under water and spill some on the floor. (you can ask a participant to read the story and have someone help you with the bottles).

ASK: What does this teach us about trying to hold all of our emotions under control? Something is going to spill out. We cannot do it.

Have time to play with one another and express our feelings and how to address them.

Reference:

Trauma Healing Institute www.traumahealinginstitute.org

Handouts: HT Core Lesson 9 - Story of Pete

The Fire

It was three in the morning when the phone rang in Laurel and Pete's bedroom. Laurel looked sleepily at Pete as he answered it but became more alert as he started to get out of bed as he listened to the caller. "Bad fire," he said, "and it's coming this way!" Pete was a firefighter and Laurel was used to him being called out in the night, but somehow this seemed more serious than usual. Within five minutes Pete was out of the house on his way to the fire. Laurel wondered if she should wake the children, but first she went downstairs to turn on the television and find out what was happening.

Just as Laurel found a channel reporting on the fire, she heard cars driving outside, with loudspeakers telling everyone to get out. It took a while to get the three kids awake and dressed and into the car. As they left, clouds of smoke were getting nearer, and they could even see the fire in the distance. Finally, they arrived at a friend's house outside the danger zone. Laurel was so relieved to be safe, but then she began to worry about Pete.

There was no news for some hours but then Laurel got a message from a nearby hospital saying she should come at once because her husband was seriously hurt. As she rushed off, Laurel wondered if she would ever see Pete alive again. At the hospital, she heard that two other men in his unit had been killed and that Pete had burns on most of his body, his leg was crushed, and he had internal injuries. For three dreadful days, she thought he was going to die, but once they amputated his leg, he began to recover. It was a long time, though, before he could leave the hospital.

When he recovered, Pete was given a job in the office of the fire department. Laurel felt that things should be returning to normal, but now each week has seemed worse than the last. They both are having trouble sleeping and often have nightmares. But the worst part of it for Laurel has been Pete's personality change. Before the fire, he was generally a happy and balanced guy, but now he gets angry over little things. The children are beginning to be scared of their father because he yells at them when they make any noise. Laurel knows Pete is hurting inside because of the loss of his leg, but he will not talk about it because he thinks men should be strong. His friends just behave as though nothing has happened, but for Pete, his whole life has changed.

Laurel is becoming more and more depressed. She has lost interest in eating. It is especially hard for her at church because she is angry at God for not protecting her husband. Was God not able to protect him? Did God not care? What happened? Their pastor preaches that people who have strong faith in God are always H-A-P-P-Y and full of joy. Laurel knows this is not how she feels.

Finally, Laurel talks to her small group leader, Pat. As she talks, she begins to cry and cannot stop sobbing. It feels like pressure inside her has been released. Pat listens to Laurel tell what had happened. She asks Laurel to explain how she felt during the whole experience, and finally they talk about what the hardest part of the experience was for Laurel.

Laurel goes away feeling relieved. They have agreed to get together again for coffee the next week.

HT Core Lesson 10: Risks of Human Trafficking in Emergencies

Knowledge	After working through this lesson:
Attitude	1. Participants will know the differences of Human Trafficking, (HT) that may be happening around us during different phases of emergencies.
Practice	2. Participants will know how to prepare the community for HT during different phases of emergencies.
Overview for facilitators	This is a lesson in Human Trafficking to start conversation about HT during the crisis/disasters. 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 on Power and Control Wheel & Action-Means-Purpose model • Other materials

LESSON

1.10 HOUR

STARTER (5 minutes)

The red bus.

In a small village nestled on the border of two war-torn countries, there was a group of young and exhausted mothers with their children walking to the closest border to cross and escape the war in their country. As they crossed the border there was a bright red bus that was unlike any other. It was known as the “Humanitarian Bus” and was highly regarded for its noble purpose of transporting refugees and migrants seeking a better life across the country. The bus was a symbol of hope and compassion, or so it seemed. As the women and children finally sat down after an exhausting journey, they start talking.

Women 1: What a wonderful bus, it is so warm and clean and I can finally let my child sleep.

Women 2: And they even gave us some food! It is amazing that people still care about others.

Women 1: Yes, that is right! I did not expect all this care and kindness. I also am so grateful for the apartments they said they have prepared for us far from the war!

Meanwhile, Anna, one of the local humanitarian workers, recognized the red bus but she did not have the bus on the list of coming humanitarian help. She called the organization whose logo was on the bus and found out that they did not send any buses. She rushed to the bus and went in. She saw the scared eyes of children, exhausted women and many of them were already sleeping.

Anna: Hello everybody, my name is Anna and I am one of the humanitarian workers at the border. I am sure you must be exhausted but, please, come with me as this bus was not sent by the humanitarian organization and we do not know where they are taking you.

Women 1: Please, lady we are so tired and finally got to a safe place, food and a warm blanket. Why would be leave?

Women 2: They gave us all we needed, and we are too tired to move around.

Anna: I understand but please come and stay with us in the tent, where we can wait for help.

Women 1: I do not want to be in the tent and so close to the border I want to go to the apartment which these people promised us far from the war.

Women 2: I cannot wait any more, I am so exhausted and why should we refuse the help we got?

Ask SHOWD questions

1. What did you See?
 2. What was Happening?
 3. Does this happen in Our place?
 4. Why does this happen?
 5. What will we Do about it?
-

A) What can be understood as an emergency? (5 minutes) Discuss in a large group.

- Natural disaster
- Humanitarian crisis, like hunger, or financial distress, political instability, persecution.
- Health emergency, pandemic
- Conflict or war

Instructions: Make a list of things that happen during different stages of emergencies. Discuss in a large group or give one to each of three groups to make in 5 minutes and have them report briefly for a total of 10 minutes.

1) Beginning of a Disaster/Crisis

- Chaos, people are confused, and authorities do not communicate clearly what is happening
- Disruption of essential services
- Un-preparedness: people do not know what to expect or how to respond.
- Death
- Extreme and unmet needs (food, safety, water, shelter, health care, emotional support)

2) During a Disaster/Crisis

- Distribution of help and materials
- Corruption
- Lots of foreign aid by people who do not speak the local language
- Promised funding, shelter, protection
- People looking for other relatives, and friends, asking for help.
- Communication systems may be disrupted, asking for anyone who has a satellite phone or an internet connection
- Lack of electricity, do not know how to charge phones
- Stress
- Lack of road and transportation structures
- Lack of needed services or insufficient distribution of supplies.
- Loss of important documents
- Missing family members, uncertainty
- Desperate need for cash

3) After a Disaster/Crisis

- Rebuilding and clean up
- Many displaced people
- Services are overwhelmed, understaffed
- Supplies are limited, and people are not used to scarcity long term

- Foreign Aid has left
 - Local governments facing to prioritize aid and beneficiaries.
 - People have lost their jobs, are bored, looking for things to do
 - Children in need to find a routine again
 - Mental health services underdelivered or unavailable
-

B) How can trafficking happen during different phases of an emergency? (20 minutes)

Instructions: Discuss in small groups. Divide participants into 3 small groups and allocate each group one stage of emergency – Beginning, During, or After

1) Beginning of a Disaster/Crisis

- Chaos makes it easy to exploit disaster survivors.
- Perpetrators of trafficking may pose as responders offering help – housing, food, water, transportation.
- Perpetrators may offer help looking after children.
- Crisis-affected people need safety, food, water and shelter, which creates opportunities for perpetrators.
- Human trafficking exists even before crisis, and already existing or new victims have different needs and often they are in life-threatening situations.

2) During a Disaster/Crisis

- Separation of families
- Children may be separated, sometimes permanently from their parents.
- Survivors may engage in survival strategies or coping mechanisms that make them vulnerable to being taken by perpetrators.
- Survivors may look for ways to leave the country or areas for safety and they are willing to ignore many red flags of “helpers.”
- Survivors are tired and lack basic needs, which may compromise their judgement of creating a safe environment for themselves and their loved ones.
- Destroyed buildings, missing homes and even a lack of food or water can create easy options for exploitation.
- Sickness, injuries or grief of missing people can create easy vulnerability of victim.
- Different groups of people are affected – not only the primarily survivors of crisis but also helpers, and professional support.
- Collapse of traditional support structures.
- Weakened rule of law and infrastructure.
- Impaired social service systems.

3) After a Disaster/Crisis

- Rebuilding and clean up are new markets for cheap or free labour.
- Social and civic safety nets are disrupted and that introduce displaced people in new and unfamiliar areas.
- People may lose their main source of income, they look for new types of work, including commercial sex.
- Survivors may experience severe trauma which may make them desperate for survival and more susceptible to trafficking.
- Lack of options for work, medical assistance or other physical or mental help put survivors of crisis in a vulnerable position.

- NGOs who are responsible for relief may leave, and that may create opportunities for perpetrators.

C) Read the definition of Human Trafficking, based on the three elements: Action-Means-Purpose.

Going back to the UN definition of Human Trafficking, we have three elements: The **Actions**, the **Means** and the **Purpose** that define the crime.

Human trafficking occurs when a perpetrator, often referred to as a trafficker, takes an **Action** and then employs the **Means** of force, fraud, or coercion for the **Purpose** of compelling another person to provide commercial sex acts or labour or services. At least, one element from each column must be present to establish a potential situation of human trafficking.

What are possible actions, means and purposes of Human Trafficking in emergencies? (10 min)

Action:

Induces	Recruits
Harbors	Transports
Provides	Obtains

Means:

Force	Fraud	Coercion
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The person performing the act is under the age of 18 (even if there is no force, fraud, or coercion)

Purpose: Financial gain and exploitation of person/group

Commercial sex – sex trafficking
Labour or service – labour trafficking
Organ and tissue removal – organ trafficking

D) Introduce the Power and Control Wheel and have participants read the text below:

When we think of force, fraud, or coercion in human trafficking, we need examples to figure out what it looks like. This Power and Control wheel shows different types of abuse that can occur in labour and sex trafficking situations. It is important to recognize some methods and patterns traffickers use to control those they exploit.

Instruction: Split the group into 3 small groups and distribute each group into 3 areas of the Power and Control Wheel. Ask the following question of each group.

How would these areas from the wheel manifest themselves in an emergency? (20 min)

GROUP 1:

Coercion and Threats:

- Threatens to harm the person or his/her family
- Threatens to expose or shame the person
- Threatens to report to police or immigration

Intimidation:

- Harms other people, children, or pets
- Displays or uses weapons
- Destroys property
- Lies about police involvement in the trafficking situation

Emotional Abuse:

- Humiliates in front of others
- Calls names
- Plays mind games
- Makes the person feel guilt/blame for the situation
- Convinces people they are the only one that cares about them

GROUP 2:

Isolation:

- Keeps people confined
- Accompanies people to public places
- Moves people to different locations
- Does not allow people to learn the local language or go to school
- Denies people access to their children, family, and friends

Denying, Blaming, Minimizing:

- Denies that anything illegal or exploitative is occurring
- Places blame on the person for the trafficking situation
- Minimizes abuse or exploitation

Sexual Abuse:

- Uses sexual assault as punishment or means of control
- Forces person to have sex multiple times a day with strangers
- Treats the person as an object for monetary gain
- Normalizes sexual violence and selling sex

GROUP 3:

Physical Abuse:

- Shoves, slaps, hits, punches, kicks, strangles
- Burns, brands, tattoos
- Denies food or water
- Exposes to harmful chemicals
- Forces pregnancy termination
- Induces drug addiction as a means of control

Using Prevalence:

- Treats the person like a servant
- Uses gender, age, or nationality to suggest superiority
- Uses certain people to control others
- Hides or destroys important documents

Economic Abuse:

- Creates debt that can never be repaid

- Takes money earned
 - Prohibits access to finances
 - Limits resources to a small allowance
-

E) Our response (15 minutes)

Instructions: Discuss in a large group.

A) How can we be prepared?

- Know the local and national laws defining human trafficking and the rights afforded to survivors of human trafficking and other related or overlapping crimes.
- Know the available resources in your area or community.
- Establish relationships with those who will be asked to provide support to survivors so that you know specifically how and with whom to connect survivors when they are identified.
- Look for gaps in services and preemptively work to identify people who can fill those needs.
- Identify trusted law enforcement who can be engaged when law enforcement is called.
- Understand what mandatory reporting (if applicable) is involved when children are identified as having been trafficked.

B) What should our community do about it?

- Host community awareness events to talk about human trafficking and recruitment tactics used in the community.
- Organize 'know-your-rights' events so that workers in the community know about labour laws and their rights.
- Post helpline phone numbers inconspicuously in public places where survivors could be present (bathrooms, waiting rooms in health clinics and hospital emergency rooms, border crossings)

C) Distribute EFN tips to prevent Human Trafficking while crossing borders. Explain that this would be a good way to train volunteers who respond to a community emergency to help survivors learn how to protect themselves against traffickers.

Resources:

Disaster Ready – Course on Human Trafficking in Emergencies <https://ready.csod.com/ui/lms-learning-details/app/course/534ac97d-95c8-462e-8404-df38c11cb066>

Modified from the Power and Control Wheel. Polaris Project, 2010.

Modified from the UN Counter Trafficking in humanitarian settings (CTHS), 2019.

2020 Cornerstone OnDemand Foundation.

European Freedom Network, www.europeanfreedomnetwork.org

Handouts: HT Core lessons 10 - Story of the humanitarian red bus

In a small village nestled on the border of two war-torn countries, there was a group of young and exhausted mothers with their children walking to the closest border to cross and escape the war in their country.

As they crossed the border there was a bright red bus that was unlike any other. It was known as the “Humanitarian Bus” and was highly regarded for its noble purpose of transporting refugees and migrants seeking a better life across the country. The bus was a symbol of hope and compassion, or so it seemed.

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Handouts: HT Core Lesson 10 – Power and Control Wheel

Power and Control Wheel

There is no single method of force, fraud, or coercion in human trafficking. This Power and Control wheel outlines the different types of abuse that can occur in labor and sex trafficking situations. It is important to recognize the nuanced methods and patterns traffickers use to control those they exploit.



Source: Modified from the Power and Control Wheel. Polaris Project, 2010.

Coercion and Threats

- Threatens to harm the person or family
- Threatens to expose or shame the person
- Threatens to report to police or immigration

Intimidation

- Harms other people, children, or pets
- Displays or uses weapons
- Destroys property
- Lies about police involvement in trafficking situation

Emotional Abuse

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Isolation

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Sexual Abuse

- Uses sexual assault as punishment or means of control
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Using Prevalence

- Treats the person like a servant
- Uses gender, age, or nationality to suggest superiority
- Uses certain people to control others
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Economic Abuse

- Creates debt that can never be repaid
- Takes money earned
- Prohibits access to finances
- Limits resources to a small allowance

Handouts: HT Core Lesson 10 - EFN tips

WE STAND WITH YOU!

As you may be far from your loved ones and community we want you to be safe, which is why we want you to know that not everyone you may encounter is honest. Some people may pretend to be your friend but their intentions are not friendly. Trafficking in human beings hides behind a friendly face and makes false promises to people in vulnerable situations and circumstances. These are some practical tips to help keep you safe:

- 1 Protect your identification and don't relinquish or give your documents to anyone - even for safe keeping. Keep them with you at all times
- 2 Don't give your personal phone to anyone
- 3 Wherever you are, register with the local authority or local organisation databases. When travelling with someone you don't know, please take a photo of the person and the vehicle and send it to someone you know and trust
- 4 If you choose to stay somewhere other than the accommodation provided for you by non-governmental organizations, churches or associations, please make certain you notify the local authorities and advise them as to where you will be staying
- 5 In case of an emergency, suspicious person or concern, please immediately notify the nearest police station or local authorities

Added to these tips, we can suggest:

- When offered help, ask the “volunteer” for identification, and take a picture, sending it to a trusted person. If they refuse, do not accompany them, as a trafficker could be pretending to be caring for people but will not want to be identified.
- If a volunteer is driving a survivor to an address, accompany the person to the door and take a picture of the place, record the address and follow up on the contact, to make sure it is trustworthy.
- Wear a t-shirt, ID card or other certified/Approved document that will give survivors peace of mind as to who is sending them to help. Teach beneficiaries to always look for approved or certified aid workers who can be easily contacted through the organization they are affiliated with.
- Never trust an unknown volunteer with your children, keep them always with you. When having to separate from family members, always have a trusted adult with your children.
- Beware of safety in public bathrooms, especially at night, always accompany young girls.

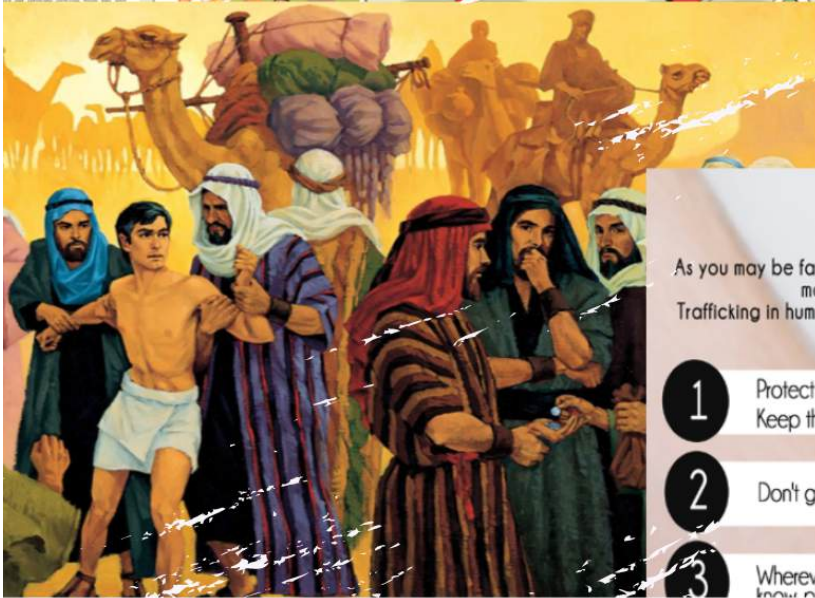
Handouts: HT Core Lesson 10 – Definition

HUMAN TRAFFICKING IN TIMES OF DISASTERS

When we think of force, fraud, or coercion in human trafficking, we need examples to figure out what does it look like. This Power and Control wheel shows different types of abuse that can occur in labor and sex trafficking situations. It is important to recognize some methods and patterns traffickers use to control those they exploit.



1- Self-Sufficiency	2- Acting Tough	Physical
A man who talks a lot about his worries, fears, and problems shouldn't really get respect. Men should figure out their personal problems on their own without asking others for help.	A guy who doesn't fight back when others push him around is weak. Guys should act strong even if they feel scared or nervous inside.	It is... who fut... their cloth... A guy... time on sit



WE STAND WITH YOU!

As you may be far from your loved ones and community we want you to be safe, which is why we want your encounter to be honest. Some people may pretend to be your friend but their intentions are not. Trafficking in human beings hides behind a friendly face and makes false promises to people in vulnerable situations. These are some practical tips to help keep you safe:

1. Protect your identification and don't relinquish or give your documents to anyone - even for a small fee. Keep them with you at all times.
2. Don't give your personal phone to anyone.
3. Wherever you are, register with the local authority or local organisation databases. When you know, please take a photo of the person and the vehicle and send it to someone you trust.

ACT	MEANS	PURPOSE
Transportation	Threat/use of force or other forms of coercion • Abduction • Fraud • Deception	Exploitation. Includes: → Exploitation of prostitution → Forced labor → Slavery

HUMAN TRAFFICKING CORE LESSONS

Handouts

- [HTTPS://WWW.MEDICALAMBASSADORS.CA](https://www.MEDICALAMBASSADORS.CA)
- [HTTPS://WWW.MEDICALAMBASSADORS.ORG](https://www.MEDICALAMBASSADORS.ORG)

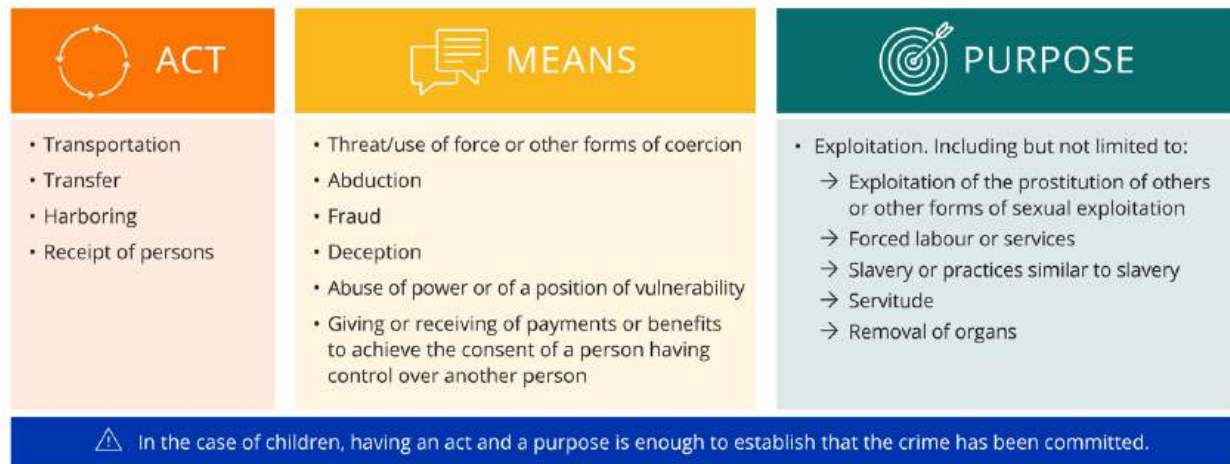
Handout: HT Core Lesson 1: Basics (ABC) – Definition

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
- Confiscating passports or other identification documents
- 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.

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.

- 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.

- 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.

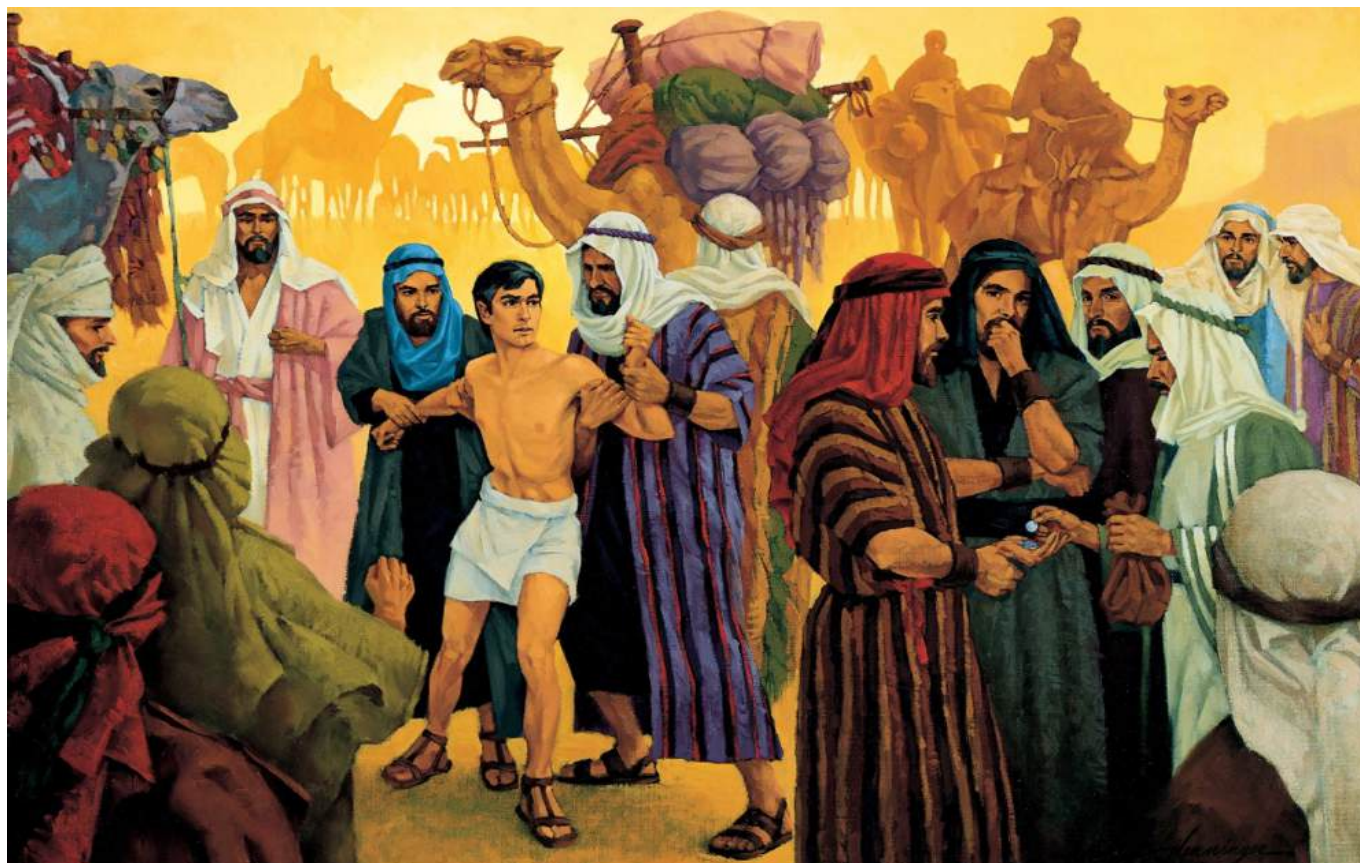
- Human trafficking is the same thing as sex trafficking.

Human trafficking also includes labour trafficking, which involves children and adults compelled to perform labour or services by force, fraud, or coercion.

- 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.

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 – 7 Pillars

FIGURE 3.2 THE MAN BOX IN SEVEN Pillars



Self-Sufficiency

A man who talks a lot about his worries, fears, and problems shouldn't really get respect

Men should figure out their personal problems on their own without asking others for help



Acting Tough

A guy who doesn't fight back when others push him around is weak

Guys should act strong even if they feel scared or nervous inside



Physical Attractiveness

It is very hard for a man to be successful if he doesn't look good

Women don't go for guys who fuss too much about their clothes, hair, and skin

A guy who spends a lot of time on his looks isn't very manly



Rigid Masculine Gender Roles

It is not good for a boy to be taught how to cook, sew, clean the house, and take care of younger children

A husband shouldn't have to do household chores

Men should really be the ones to bring money home to provide for their families, not women



Friendships

Do not share emotions and never admit having a difficult time with anyone, even close friends



Hypersexuality

A "real man" should have as many sexual partners as he can

A "real man" would never say no to sex



Aggression and Control

Men should use violence to get respect, if necessary

A man should always have the final say about decisions in his relationship or marriage

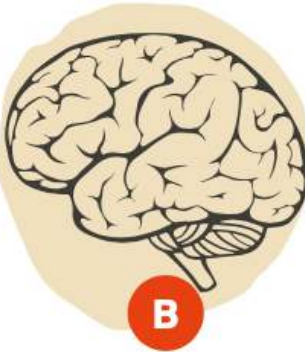
If a guy has a girlfriend or wife, he deserves to know where she is all the time

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**

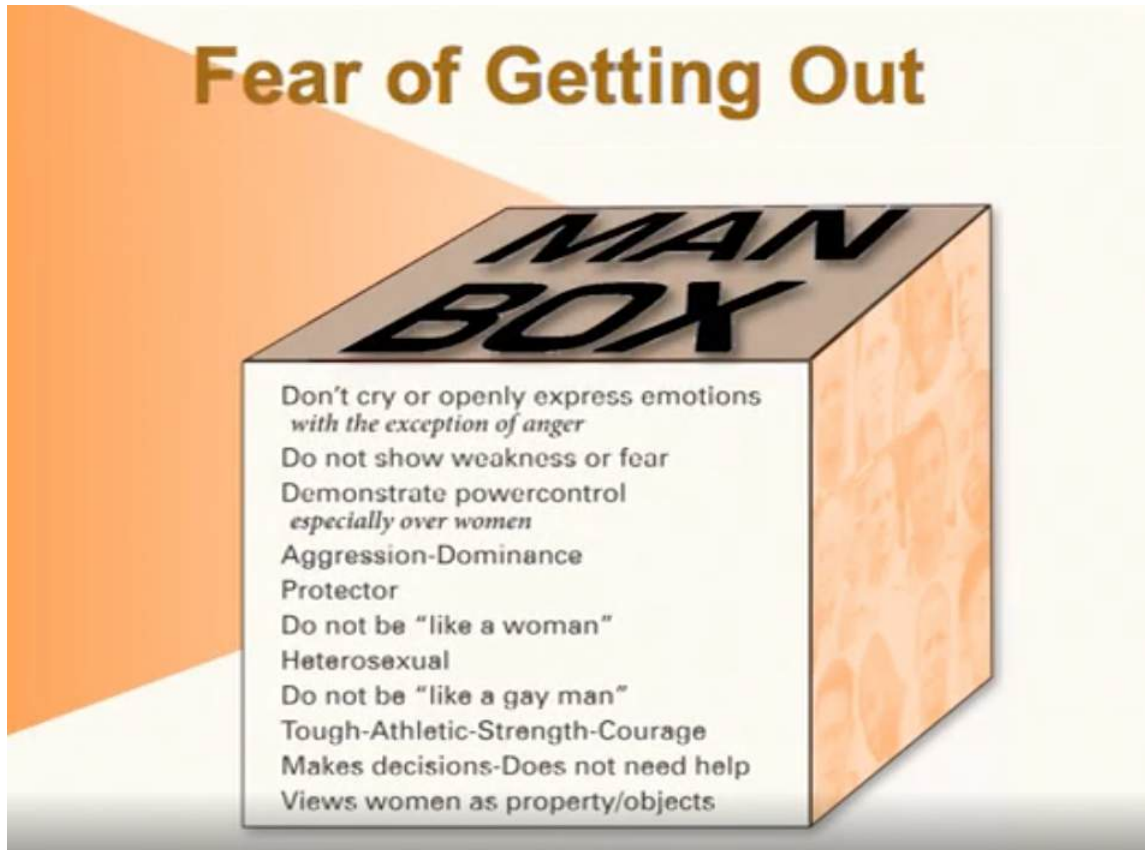


ATTRACTIVENESS

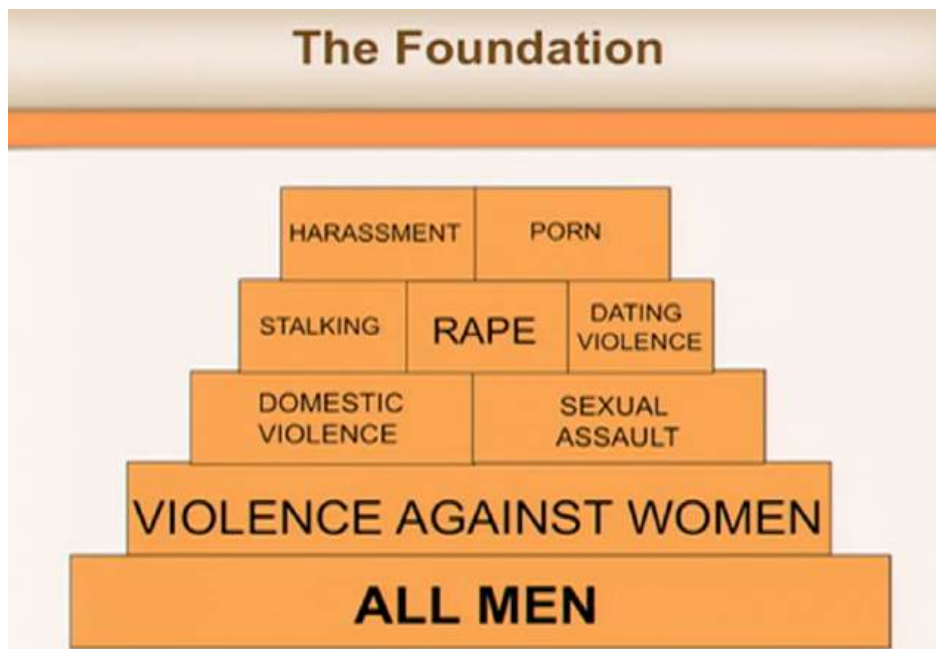


**BULLYING
AND VIOLENCE**

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



THE COLLECTIVE SOCIALIZATION OF MEN
LESS VALUE + PROPERTY + OBJECTIVIZATION = VIOLENCE AGAINST WOMEN



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 re-draw them to reflect your context.

PICTURE 1: OFFER OF EARLY CHILD MARRIAGE

A man seeks the hand in 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 paddy 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 gain 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 (eg in factories, agriculture or catering).

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 from-home 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

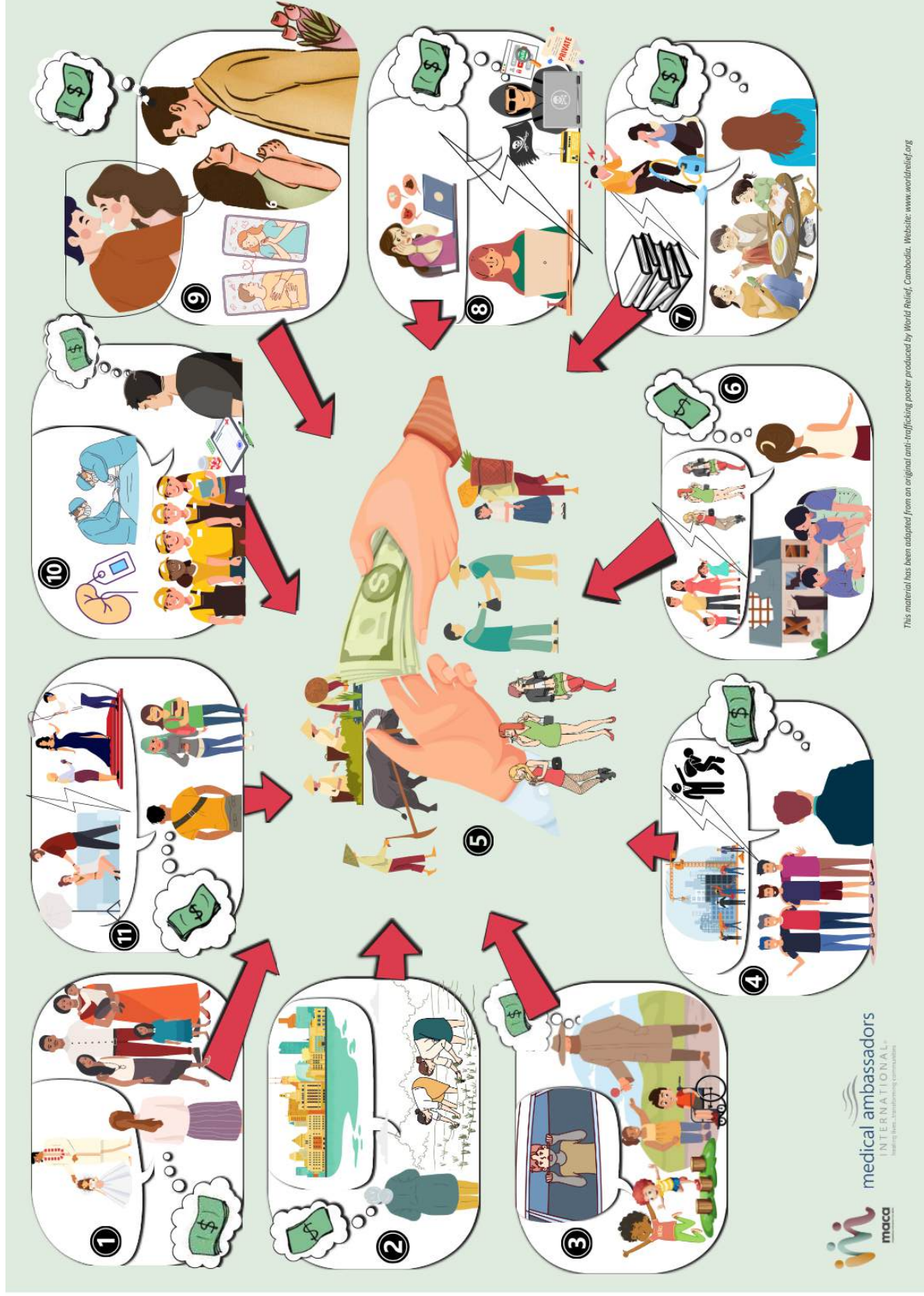
A man pretends to love a woman and gives her so many expensive gifts and all the attention she needs. In fact, he intends to get money from her.

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.



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 lessons 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.....

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, lack of parental oversight, etc.
- b) The offender will find out interest, 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, 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 number can be then included in another social communication app like a 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, create 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 a 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 game when child is home alone, private room in online game).

- 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 understand 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 in 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 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 involve 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 towards 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, hear anything sexual from an adult towards a child online or in real life, [report your concerns](#).

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

Handout: HT Core Lesson 7: Child Abuse and Neglect

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.

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)

Handouts: HT Core lessons 7 – Child Abuse and Neglect – 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

Handout: HT Core Lesson 8: Recognizing and Responding - 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.	<i>International Justice Mission</i> 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

Handouts: HT Core Lesson 9 - Story of Pete

The Fire

It was three in the morning when the phone rang in Laurel and Pete's bedroom. Laurel looked sleepily at Pete as he answered it but became more alert as he started to get out of bed as he listened to the caller. "Bad fire," he said, "and it's coming this way!" Pete was a firefighter and Laurel was used to him being called out in the night, but somehow this seemed more serious than usual. Within five minutes Pete was out of the house on his way to the fire. Laurel wondered if she should wake the children, but first she went downstairs to turn on the television and find out what was happening.

Just as Laurel found a channel reporting on the fire, she heard cars driving outside, with loudspeakers telling everyone to get out. It took a while to get the three kids awake and dressed and into the car. As they left, clouds of smoke were getting nearer, and they could even see the fire in the distance. Finally, they arrived at a friend's house outside the danger zone. Laurel was so relieved to be safe, but then she began to worry about Pete.

There was no news for some hours but then Laurel got a message from a nearby hospital saying she should come at once because her husband was seriously hurt. As she rushed off, Laurel wondered if she would ever see Pete alive again. At the hospital, she heard that two other men in his unit had been killed and that Pete had burns on most of his body, his leg was crushed, and he had internal injuries. For three dreadful days, she thought he was going to die, but once they amputated his leg, he began to recover. It was a long time, though, before he could leave the hospital.

When he recovered, Pete was given a job in the office of the fire department. Laurel felt that things should be returning to normal, but now each week has seemed worse than the last. They both are having trouble sleeping and often have nightmares. But the worst part of it for Laurel has been Pete's personality change. Before the fire, he was generally a happy and balanced guy, but now he gets angry over little things. The children are beginning to be scared of their father because he yells at them when they make any noise. Laurel knows Pete is hurting inside because of the loss of his leg, but he will not talk about it because he thinks men should be strong. His friends just behave as though nothing has happened, but for Pete, his whole life has changed.

Laurel is becoming more and more depressed. She has lost interest in eating. It is especially hard for her at church because she is angry at God for not protecting her husband. Was God not able to protect him? Did God not care? What happened? Their pastor preaches that people who have strong faith in God are always H-A-P-P-Y and full of joy. Laurel knows this is not how she feels.

Finally, Laurel talks to her small group leader, Pat. As she talks, she begins to cry and cannot stop sobbing. It feels like pressure inside her has been released. Pat listens to Laurel tell what had happened. She asks Laurel to explain how she felt during the whole experience, and finally they talk about what the hardest part of the experience was for Laurel.

Laurel goes away feeling relieved. They have agreed to get together again for coffee the next week.

Handouts: HT Core lessons 10 - Story of the humanitarian red bus

In a small village nestled on the border of two war-torn countries, there was a group of young and exhausted mothers with their children walking to the closest border to cross and escape the war in their country.

As they crossed the border there was a bright red bus that was unlike any other. It was known as the “Humanitarian Bus” and was highly regarded for its noble purpose of transporting refugees and migrants seeking a better life across the country. The bus was a symbol of hope and compassion, or so it seemed.

As the women and children finally sat down after an exhausting journey, they start talking.

Women 1: What a wonderful bus, it is so warm and clean and I can finally let my child sleep.

Women 2: And they even gave us some food! It is amazing that people still care about others.

Women 1: Yes, that is right! I did not expect all this care and kindness. I also am so grateful for the apartments they said they have prepared for us far from the war!

Meanwhile, Anna, one of the local humanitarian workers, recognized the red bus but she did not have the bus on the list of coming humanitarian help. She called the organization whose logo was on the bus and found out that they did not send any buses. She rushed to the bus and went in. She saw scared eyes of children, exhausted women and many of them were already sleeping.

Anna: Hello everybody, my name is Anna and I am one of the humanitarian workers at the border. I am sure you must be exhausted but , please, come with me as this bus was not sent by the humanitarian organization and we do not know where they are taking you.

Women 1: Please, lady we are so tired and finally got to a safe place, food and a warm blanket. Why would be leave?

Women 2: They gave us all we needed, and we are too tired to move around.

Anna: I understand but please come and stay with us in the tent, where we can wait for help.

Women 1: I do not want to be in the tent and so close to the border I want to go to the apartment which these people promised us far from the war.

Handouts: HT Core Lesson 10 – Power and Control Wheel

Power and Control Wheel

There is no single method of force, fraud, or coercion in human trafficking. This Power and Control wheel outlines the different types of abuse that can occur in labor and sex trafficking situations. It is important to recognize the nuanced methods and patterns traffickers use to control those they exploit.



Source: Modified from the Power and Control Wheel. Polaris Project, 2010.

Coercion and Threats

- Threatens to harm the person or family
- Threatens to expose or shame the person
- Threatens to report to police or immigration

Intimidation

- Harms other people, children, or pets
- Displays or uses weapons
- Destroys property
- Lies about police involvement in trafficking situation

Emotional Abuse

- Humiliates in front of others
- Calls names
- Plays mind games
- Makes the person feel guilt/blame for the situation
- Convinces people they are the only one that cares about them

Isolation

- Keeps people confined
- Accompanies people to public places
- Moves people to different locations
- Does not allow people to learn local language or go to school
- Denies people access to their children, family, and friends

Denying, Blaming, Minimizing

- Denies that anything illegal or exploitative is occurring
- Places blame on the person for the trafficking situation
- Minimizes abuse or exploitation

Sexual Abuse

- Uses sexual assault as punishment or means of control
- Forces person to have sex multiple times a day with strangers
- Treats the person as an object for monetary gain
- Normalizes sexual violence and selling sex

Physical Abuse

- Shoves, slaps, hits, punches, kicks, strangles
- Burns, brands, tattoos
- Denies food or water
- Exposes to harmful chemicals
- Forces pregnancy termination
- Induces drug addiction as means of control

Using Prevalence

- Treats the person like a servant
- Uses gender, age, or nationality to suggest superiority
- Uses certain people to control others
- Hides or destroys important documents

Economic Abuse

- Creates debt that can never be repaid
- Takes money earned
- Prohibits access to finances
- Limits resources to a small allowance

Handouts: HT Core Lesson 10 - EFN tips

WE STAND WITH YOU!

As you may be far from your loved ones and community we want you to be safe, which is why we want you to know that not everyone you may encounter is honest. Some people may pretend to be your friend but their intentions are not friendly. Trafficking in human beings hides behind a friendly face and makes false promises to people in vulnerable situations and circumstances. These are some practical tips to help keep you safe:

- 1 Protect your identification and don't relinquish or give your documents to anyone - even for safe keeping. Keep them with you at all times
- 2 Don't give your personal phone to anyone
- 3 Wherever you are, register with the local authority or local organisation databases. When travelling with someone you don't know, please take a photo of the person and the vehicle and send it to someone you know and trust
- 4 If you choose to stay somewhere other than the accommodation provided for you by non-governmental organizations, churches or associations, please make certain you notify the local authorities and advise them as to where you will be staying
- 5 In case of an emergency, suspicious person or concern, please immediately notify the nearest police station or local authorities

Added to these tips, we can suggest:

- When offered help, ask the “volunteer” for identification, and take a picture, sending it to a trusted person. If they refuse, do not accompany them, as a trafficker could be pretending to be caring for people but will not want to be identified.
- If a volunteer is driving a survivor to an address, accompany the person to the door and take picture of the place, record the address, and follow up on the contact, to make sure it is trustworthy.
- Wear t-shirt, ID card or other certified/Approved document that will give survivors peace of mind as to who is sending you to help. Teach beneficiaries to always look for approved or certified aid workers that can be easily contacted through the organization they are affiliated with.
- Never trust an unknown volunteer with your children, keep them always with you. When having to separate from family members, always have a trusted adult with your children.
- Beware of safety in public bathrooms, especially at night, always accompany young girls.

Handouts: HT Core Lesson 10 – Definition

HUMAN TRAFFICKING IN TIMES OF DISASTERS

When we think of force, fraud, or coercion in human trafficking, we need examples to figure out what does it look like. This Power and Control wheel shows different types of abuse that can occur in labor and sex trafficking situations. It is important to recognize some methods and patterns traffickers use to control those they exploit.