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Overview of this resource:

This resource is designed to prepare students, ages 13-17, for dialogue around the issue of Human Trafficking during #MyFreedomDay. It has been adapted from [Generation Global's](#) legacy resource created in collaboration with [Stop the Traffik](#), a pioneer organization to prevent human trafficking. Within this resource, educators will find a series of lesson plans that support young people in preparing to dialogue about this pressing issue with their peers from all over the world.

By engaging in the activities and participating in dialogues, young people will gain a deeper understanding of the scale and breadth of human trafficking as a global human rights abuse. They will better understand the variety of factors that contribute to its cause and continuation, including an understanding of the interconnectedness of our lives and how our everyday choices can have an impact on human trafficking. These activities ask young people to think about the value of human life, whose responsibility it is to tackle this global crisis, and to explore ways to raise awareness of the issue and help protect themselves and others against the dangers of being trafficked.

What is dialogue?

According to Generation Global, Dialogue is an encounter where participants learn from one another to better understand each other's values, perspectives, experiences, and beliefs. It is aimed at creating a safe, brave, and inclusive space. It is reciprocal and acknowledges similarities and differences.

Throughout the activities in this resource, learners will be able to practice the five core skills of dialogue while learning about Human Trafficking. These core skills are **Global Communication** (sharing personal stories and challenging different perspectives), **Active Listening** (acknowledging and understanding each other), **Critical Thinking** (Analyzing multiple perspectives and identities), **Questioning** (Constructing and asking questions for deeper meaning), and **Reflection** (debriefing learning).

Completing these activities will provide learners with a basic understanding of the topic while also preparing them to share, inquire and reflect on the experience of the dialogue with peers across different backgrounds, beliefs, and perspectives.

Creating a Safe and Brave Space

It is strongly recommended that educators create a safe and brave space prior to any discussions or dialogue, particularly when engaging in sensitive topics. It is fundamental to establish this from the start in a way that all the participants can feel safe and are brave enough to share their ideas and experiences. Here are some simple guidelines educators can use as a checklist to support the creation of a safe and brave space:



- **Create clear rules and expectations** for dialogue that all participants should abide by to set the foundation of how to dialogue. Use an activity like asking young people to list key words and actions that make them feel safe. Talk through the list and ask young people to agree on what is important for a safe and brave space. A few simple rules are better than many complex rules. Then, make a poster on a piece of paper and post it around the room to be revisited before each dialogue experience.

- **Foster trust between participants** by practicing the activities. Young people can build trust over time by practicing dialoguing about difficult topics and developing the skills of dialogue over time with their peers.
- **Be non-judgmental** so that we can see multiple perspectives. Work through activities together to help young people see different points of view and learn how to suspend judgement to understand each other. Dialogue is a brave space where we can challenge each other's deeply held beliefs in a positive way. When can practice using respectful statements like “I am bothered by X, because of Y” in place of attacking others and simply saying, “You are wrong!”.
- **Inclusivity** ensures that everyone is taking part in the dialogue and that they feel safe enough to do so. It is important that everyone’s voice is heard, or has the space to do so, if they feel inclined. Many young people are confident speakers, but we must remember that some lack confidence and self-esteem and may be excluded by their peers for various reasons. Their voices are critical to genuine dialogue as well!
- **Trusted facilitation** is important for everyone who takes part in a dialogue. The facilitator of the dialogue must be an honest intermediary, that maintains a neutral and encouraging environment.

The best way to create a safe and brave space for dialogue is to discuss with the participants what that should look like. Use the guidelines above to support making a shared agreement between participants. As an educator, you may ask some of these key questions to explore and evaluate the current space. Decide together the actions that can be done to make changes:

- How can the seating arrangement promote an open and inclusive dialogue?
- How do you know that all voices are being heard? If not, how can they be?
- How does the educator deal with instances of intolerance and disrespect?
- How does the educator or facilitator draw in young people who are reluctant to participate in dialogue? What are some strategies for doing so?
- How can young people be supported in speaking from the “I” perspective rather than generalizing their experiences?

Definitions and glossary of terms

Before engaging in activities that focus on human trafficking with young people, it is important to establish a clear understanding about what human trafficking is and specific terms that might come up in a dialogue. Use these definitions and terms with your students in *Lesson 1: What is Human Trafficking?* and throughout the various activities to support awareness and understanding.

According to the United Nations Office on Drugs and Crime, Human Trafficking is:

The Act of recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

Stop the Traffik breaks this definition down into 3 main elements:

- **Movement or recruitment** by
- **Deception or coercion** for
- The purpose of **exploitation**

Glossary of terms

Additionally, there are many types of human trafficking and terms that are associated with this issue:

- **Arranged marriage** (also called prearranged marriage): A marriage arranged by someone other than the couple getting wedded, curtailing or avoiding the process of courtship.
- **Child labour**: The employment of children at regular and sustained labour. For the purpose of these lessons there is a difference between Child labour and forced Child labour. Neither STOP THE TRAFFIK or Generation Global make any moral assumptions on child labour. Child trafficking for forced labour is when a child is taken from their home, by force, coercion or deception for the purpose of exploitation – their freedom taken away from them (usually their contact with their family, their access to education and health care).
- **Commodity**: A good or a service that is exchanged for money.

- **Debt bondage:** A form of contemporary slavery in which a person pledges themselves against a loan. In debt bondage, the services required to repay the debt may be undefined, and the services' duration may be undefined. Debt bondage can be passed on from generation to generation.
- **Destination:** The place designated as the end, i.e. the place where a person is to be trafficked to.
- **Exploitation:** The act of using something in an unjust or cruel manner.
- **Forced labour:** A generic or collective term for those work relations, especially in modern or early modern history, in which people are employed against their will by the threat of destitution, detention, violence (including death), or other extreme hardship to themselves, or to members of their families.
- **Forced marriage:** Forced marriage is a term used to describe a marriage in which one or both of the parties is married without his or her consent or against his or her will.
- **Slavery: Bondage:** the state of being under the control of another person.
- **Smuggling of people:** The aim of smuggling of migrants is the unlawful cross-border transport in order to obtain, directly or indirectly, a financial or other material benefits. The purpose of trafficking in human beings is exploitation. Furthermore, trafficking in human beings does not necessarily involve a transnational element; it can exist at national level.
- **Source:** The place where something begins, i.e. the place from where a person is recruited to be trafficked.
- **The 3 P's:** STOP THE TRAFFIK is a growing global movement of individuals, communities and organisations fighting to PREVENT the sale of people PROTECT the trafficked and PROSECUTE the traffickers.
- **Transition:** Passage: the act of passing from one state or place to the next.

Lessons and Activities

There are 3 lesson plans in this resource pack, each with a series of activities for young people to do in class or in a community learning setting. Educators should read each lesson plan prior to implementation to understand how they scaffold learning and to familiarize themselves with the resources. Each lesson plan includes learning objectives and learning outcomes to understand what young people should be able to do because of their participation in the activities. There are also steps for implementation, suggested timing, and resources that support learning. Resources can be found after each lesson sequence.

Lesson 1: What is Human Trafficking?

Learning objectives	<ul style="list-style-type: none"> • An exploration of human worth • Students learn what 'human trafficking' means • Students gain an understanding of the scale of the problem 						
Learning outcomes	<ul style="list-style-type: none"> • Students can make value judgements about human worth • Students can identify common features in trafficking case studies • Students can comment on the scale and breadth of the issue both in their localities and globally. 						
Starter	<table border="1"> <tr> <td>1. Play the game 'priceless'</td> <td>10 mins Resource: priceless game</td> </tr> </table>	1. Play the game 'priceless'	10 mins Resource: priceless game				
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Main Activity	<table border="1"> <tr> <td>2. Teacher then leads the students in a discussion asking students to explore: Can we put a value on a human being? How might someone put a price on a person? (Age, gender, possessions, skills, etc.) What determines a person's worth?</td> <td>10 mins</td> </tr> <tr> <td>3. Case studies Read (and answer the questions on) Chaga and Shyima's case studies.</td> <td>10 mins Resource: Shyima's and Chaga's stories</td> </tr> <tr> <td>4. Discuss & Define On a post-it, students write one word that comes to mind regarding the experiences of Shyima and Chaga. The post-it's are placed on a board or wall. The teacher takes out all the emotion</td> <td>5 mins Resource: post-its (or similar)</td> </tr> </table>	2. Teacher then leads the students in a discussion asking students to explore: Can we put a value on a human being? How might someone put a price on a person? (Age, gender, possessions, skills, etc.) What determines a person's worth?	10 mins	3. Case studies Read (and answer the questions on) Chaga and Shyima's case studies.	10 mins Resource: Shyima's and Chaga's stories	4. Discuss & Define On a post-it, students write one word that comes to mind regarding the experiences of Shyima and Chaga. The post-it's are placed on a board or wall. The teacher takes out all the emotion	5 mins Resource: post-its (or similar)
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	<p>words. The rest of the words are used to try to make a sentence about human trafficking.</p> <p>5. UN definition of Human Trafficking & Stop the Traffik definition of human trafficking Make sure students understand the definition.</p>	<p>5 mins</p>
Reflection	<p>7. Tracing their hand on paper as a template, students write one word on each finger and thumb taken from the lesson today. In their palm students write a sentence outlining what they feel about the issue. Students could then share what they wrote on their hands with one another in pairs.</p>	<p>10 mins Resource: hand template</p>

Lesson 2: Why are people trafficked?

Learning objectives	<ul style="list-style-type: none"> To explore the reasons why people are trafficked. To understand some of the factors that makes a person vulnerable to being trafficked. To ask questions based on what they have heard to dig deeper in dialogue.
Learning outcomes	<ul style="list-style-type: none"> Students can explain factors that make a person vulnerable to being trafficked. Students can ask meaningful questions to probe deeper into an issue.
Starter	<p>1. Happy Holidays! Working through the slides students comment on the adverts, spotting some of the warning signs that a person is vulnerable to being trafficked if they apply to these adverts. Discuss outcomes of the cases.</p> <p>15 mins Resource: Happy Holidays ppt</p>
Main Activity	<p>2. Risks of trafficking activity Divide students into groups of five. Students are asked to note on a large piece of paper in their groups the factors that make a young person more vulnerable to being trafficked.</p> <p>3. In their group's students read a fact sheet each. These are real life stories concerning someone who has been trafficked. Students annotate their case study looking for key details, key words and factors that led to their trafficking.</p> <p>4. Students who have the same case study gather to discuss the main features of their and discuss factors that led to the trafficking.</p> <p>5. Students return to their original groups to share about and discuss the individual case studies. As a student gives their explanation of the case study they learned about, other students write on the large</p> <p>10 mins Resource: large piece of plain paper and a pen</p> <p>10 mins Resources: Fact sheets</p> <ul style="list-style-type: none"> ○ Trafficking victim's poem ○ Forced begging ○ Sexual exploitation ○ Forced labour ○ Domestic servitude ○ Organ trafficking <p>15 mins Paper from previous activity</p>

	sheet from activity 2 any factors that led to the trafficking that they can identify.	
Reflection	Ask the students to think about the most shocking fact that they have learned in today's lesson. One person at a time tells their shocking fact. Others in the class (or group) think up a second, more probing question that they can ask to take the enquiry and dialogue deeper. Share second questions.	10 mins

Lesson 3: Who is responsible?

Learning objectives	<ul style="list-style-type: none"> To learn that combating human trafficking needs to involve both governments and communities. To be able to identify some of the signs that a person has been trafficked. To learn the key actions for preventing human trafficking
Learning outcomes	<ul style="list-style-type: none"> To evaluate the impact that different groups can have on helping to combat human trafficking. To work together to brainstorm actions that help to prevent human trafficking in their communities.
Starter	<p>1. Diamond 9 activity Students cut up the diamonds and arrange in a larger diamond which shows their thinking about who is responsible for dealing with human trafficking.</p> <p>5 mins Resource: Diamond 9 sheet</p>
Main Activity	<p>2. Students do 'Think Pair Share' to explain their choices from the Diamond 9 to a partner. Students move any pieces that they are persuaded to move in the light of their discussions. Students should do this freely and not feel under pressure to revise their opinions. The aim of this activity is NOT to find consensus but to open-up a discussion.</p> <p>3. Students return to a large group and share what they have discussed with their peers about who is responsible for dealing with human trafficking and why. Teacher makes a mind-map on the board.</p> <p>10 mins Resource: Diamond 9, scissors</p> <p>4. Students split into small groups and brainstorm ways they can take action to prevent and protect themselves and their communities from human trafficking. Stop the Trafficking posters and leaflets: https://www.stopthetraffik.org/resources/spot-signs-posters-leaflets/ Polaris Project pledges and petitions: https://polarisproject.org/take-action/</p> <p>15 mins</p> <p>20 mins Resource: Links from Stop the Traffik and Polaris Project</p>
Reflection	<p>Students share aloud with a peer or in front of the group one thing they learned from someone else about human trafficking and one thing they will do to help spread awareness with others.</p> <p>10 mins</p>

Lesson 1 Resources

Priceless!

Divide the students into 2 teams.

Ask for 2 volunteers.

- Ask them to guess how much you paid for four or five items you have brought into class.
- Get the students to show their amounts to everyone else at the same time and give a point to the team who is closest to the correct total.
- Continue with the other items.
- Introduce a final item for them to guess the price of—a member of the school. Ask them to say how much they think someone would pay for him.
- Discuss how you would put a price on a human being. (Perhaps on the actual retail value of the elements that go to make up a body—in which case he would be worth a few pounds. Perhaps on the value of the work that you want him to do. Perhaps on the price that you know someone else would pay for him. Perhaps on their age/ experience. Thank your volunteers and get them to sit down.)
- Look up article 4 of the United Nations Declaration of Human Rights, how does this right tie in with your discussions about the value of a human life?



Shyima story part 1
(This is based on a true story)



Shyima lived in Cairo. When she was 13, she saw a movie about America and began dreaming of working aboard.

A few years later, when Shyima was 16 she was looking on the internet and found an advert for a holiday cleaning job in California. She thought it was the perfect opportunity to work in America, practice her English and earn some money before university. She decided to apply. She excitedly sent off her Curriculum Vitae and photo.

Her application was so good, she was not asked for an interview but offered the job straight away. All she had to do was meet women from the agency in a coffee shop to give her passport. The agency could then organise her flight and VISA. She needed to borrow \$1500 from the job agency to pay for travel and administration. She knew she would earn it quickly and pay it back easily once she was in America.

The agency planned for someone to pick her up from the airport in California as she didn't know the address of where she should be going. She was told not to bring American dollars as her boss would organise it.

When Shyima arrived, she was taken to a big house and shown to her room. Her bed was a small mattress on the floor of the children's games room. She awoke before dawn and often worked past midnight. She looked after the children, emptied the bins, did all the washing, cleaning and cooking. She earned \$45 a month working up to 20 hours a day with no breaks and no days off. She was not allowed out on her own and could only call her family if her boss was in the room.

Questions:

1. Who is the trafficker in these case studies?
2. Why were Chaga and Shyima trafficked?
3. What do these stories tell us about Shyima's and Chaga's human worth?
4. Could anyone have spotted signs of trafficking in these cases and done something to help?
5. What do these stories have in common?

Chaga's story (This is based on a true story)



Chaga lives with his family on a small farm in Mali, West Africa. He has two brothers and three sisters. His parents don't have enough money to send them all to school and can hardly afford to buy enough food for the family.

One day a businessman comes to their village. He says he can arrange a job for Chaga on a farm in Cote d'Ivoire, a neighbouring country.

Chaga's family were deceived. At the farm, Chaga and a number of other boys were woken at 5am and spent up to 12 hours a day carrying heavy bags of cocoa beans. Chaga didn't speak the local language and became worried he would never see his family again. He was never paid for his work but didn't complain because anyone who complained to the farmer was beaten.

Many children who are forced to work on cocoa farms in Cote d'Ivoire would love to escape, but it's not easy – they are often a long way from home, may not speak the local language, are terrified of the farmer and if they are caught trying to escape they will be beaten, perhaps killed.

A lot of chocolate eaten worldwide is made from cocoa beans harvested by children like Chaga.

Most big companies (like Nestlé, Mars, Hershey, Kraft, Cadbury) who buy beans harvested by trafficked children to make chocolate bars aren't doing enough to end the trafficking of children.

Questions:

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Lesson 2 Resources

Trafficking Victim Poem

*There is a happy time, and then it ends
There is love, but for a short time and only in front of my face
Men boast we are pretty, but they are not honest with us
We boast we are pretty while we wear make up
No one knows it, but we are like petals falling from a flower
The only beauty we have is spiritual
Life is just life, it has no meaning*

A poem written on the wall of a brothel by a girl trafficked for sexual exploitation. Svay Pak, Cambodia.

With kind permission of Agape International Ministries www.aim.4asia.org



Trafficking for Street Crime & Begging

What it looks like

- In large towns and cities across the world you will no doubt have encountered young boys, girls and women begging on busy streets, particularly in tourist areas. Others are often involved in pick-pocketing and petty crime.
- It would be easy to assume that these individuals or small groups are acting independently, greedily trying to make money for themselves. In fact, often they are actually victims – victims of organised human trafficking networks.

How it happens

- Traffickers often target children from the poorest and least well-educated sections of society.
- They tell the families that they will take their child abroad to offer them a better life or an education.
- Often, the family will be loaned money by the traffickers to cover the costs of the transport of the child abroad. But this loan will invariably be at a huge interest rate.
- After arriving in the destination country, the children will be forced to beg and commit street crime in order to repay their 'debts' to the traffickers.
- The victims are controlled by fear, violence and threats to the safety of their family back home.
- Often, this is not the entirety of their suffering. In Austria, trafficked children had to beg or steal €250 per day on the streets of Vienna – if they did not, they were rented to paedophiles for €300.
- In other cases, children have been maimed by their traffickers to generate more sympathy when they're begging.

Why it happens

- For traffickers, recruiting children to commit petty crime and beg can be a huge source of income. In a large city, one child can generate up to USD\$100,000 in 6 months.
- Obviously, it's the traffickers who benefit from the money, living in huge houses with expensive cars whilst their victims are often forced to live in appalling conditions.

Victim Story

Maria, who is 13 years old and from Tandarei in Romania, fell victim to a large trafficking network which transported hundreds of children from Romania to Western European countries including Italy, Spain and the UK.

When she arrived in the UK, she did not begin the new life she was promised but was instead placed with a family that was part of the trafficking network. During the day, Maria was forced to beg, shoplift, steal mobile phones and credit cards and she was told that she needed to repay the debt she owed her traffickers.

At the end of each day, she was forced to cook and clean – working as a domestic slave. Maria was told that if she ever tried to escape, her family back home in Romania would be in danger.

Trafficking for Sexual Exploitation



How it happens

- Every year thousands of women and children (boys and girls) are trafficked and forced to work in the sex industry.
- Over 80% of these trafficking victims are female.
- Traffickers often target girls from the poorest and least well-educated sections of society.
- They offer victims a better life and promise them employment in a foreign country.
- For younger girls, traffickers will often tell their parents that they can offer their children a better education abroad.
- Often, high prices are paid for virgin girls, who are sometimes as young as 11 years old.
- Girls are forced to work in brothels seeing up to 20 men per day, often in poor conditions.
- They are controlled by violence and threats to their families back home.

Why it happens

- Traffickers usually exploit the poorest. Economic inequality is a major factor leading to the trafficking of women. According to the UN, 70% of the world's poor are female.
- Traffickers usually exploit those with the least opportunities in their home country, particularly those who are not in education. According to the UN, 2 out of 3 illiterate adults are women.
- The view that women are 'property' and can be treated as objects to be exploited is also a major underlying cause of sex trafficking.

Where it happens

- Sex trafficking has no boundaries. Almost every country in the world is affected either as a source (where the victims are recruited), transit (where the victims pass through) or destination (where the victims are taken).
- Sex trafficking is not only limited to major international cities – the problem is all around us. In every town and city with either on-street or off-street brothels, there is a high chance that trafficked women will be being forced to work.

Victim Story

Nicolita, was from Romania. When she was 18 was trafficked into the sex industry in the UK and was forced to work as prostitute 11 hours a day, 7 days a week, for over 3 years.

Nicolita had grown up in very unhappy conditions. Her mother and father were cruel and abusive towards her from a young age. When her father passed away, Nicolita, her sister and her mother were forced to share a room and were extremely poor. One day a friend of her stepfather stopped her in town and said that he knew she was struggling and that he could find her work in a restaurant if she wanted it - in the UK, with his son.

He said that she would earn up to £3,000 a month and her mother begged her to go. She knew that money would make a big difference to the family, so she agreed. The man's son turned out not to work in a restaurant at all. He raped and beat her the first time they met. After two weeks of constant abuse she was taken to a brothel.

Nicolita had to work from 11am to 10pm every day, even during her periods. If the customer complained she would be beaten.

They often did not let her eat at night because they did not want her to get fat.

She was taken to a variety of brothels and saunas, but never allowed out alone. She did not try to escape; they threatened that they would inject her with drugs or cut her sister's hands and legs off if she did anything like that.

Eventually, the police raided the flat she was in, and Nicolita was taken into custody and then to a rehabilitation centre.

Nicolita has very bad back pain now, and painful periods. She had Chlamydia and pelvic problems. She can't eat, concentrate or sleep.

Trafficking for Forced labour: Chocolate



The Facts

- Over a third of the world's chocolate is made from cocoa grown in the Cote D'Ivoire, in West Africa. In this region children are trafficked to work as slaves on cocoa farms.
- Thousands of children are currently subject to forced labour on cocoa farms in Cote d'Ivoire.
- These children are forced to work for no pay, live in terrible conditions and suffer regular physical and psychological abuse.
- There are problems with trafficking in many of the global regions in which cocoa is grown, not just the Ivory Coast.

The Industry's Response

- The chocolate industry says: "The supply chain for cocoa is very complex with middlemen buying the beans and mixing them before selling them on." "Many families employ their own children on farms so that they learn skills for the future."
- Neither of these arguments are good enough! Manufacturers in the chocolate industry have a responsibility to ensure that their chocolate is traffik-free.

How to Take Action

- If we buy chocolate bars, does that mean we are supporting traffickers? The best way to ensure that we are *not* to buy Fairtrade / Rainforest Alliance certified chocolate. This is the best guarantee we have that forced child labour has not been involved in the production of our chocolate.
- We have a responsibility to spread this information as far and as wide as we possibly can. STOP THE TRAFFIK is working to try and put an end to use of trafficked labour in cocoa production. But we need all the help we can get!

Victim Story 1

Ibrahim, 11, dreamed of buying a bicycle. When a man he had known for some time told him that he could work on a cocoa farm and make enough money for a bicycle, radio, clothes and more, Ibrahim didn't suspect the man to be a trafficker.

The man took Ibrahim to Cote d'Ivoire and sold him to a cocoa farmer. Ibrahim and other trafficked boys worked long hours doing hard, dangerous work farming cocoa and bananas. The

farmer gave them little to eat, beat them severely, and prevented them from leaving the farm. Ibrahim suffered in forced labour for two years before he managed to escape and returned to his own country.

Victim story 2

Diabate and Traoré had left their village in Mali to go to Cote d'Ivoire looking for money. But they were sold to a man who had paid 50,000 West African Francs (about USD\$100) for the two boys and he wanted the money back - in labour.

The boys met about twenty others in the same situation and learned that no one was ever paid. They slept in a small mud hut, that initially had windows but when some boys found they could escape during the night, the windows were sealed shut. Diabate and Traoré remember eating mostly bananas, though they would take a few cocoa beans, as others did, whenever they got the chance.

Many months passed, and life became simply a struggle to exist. They began to despair and gave up thinking of escape. They were under constant threat of violence if they were caught trying to flee - and they had seen several boys treated horrifically. Their masters convinced them that they were under a voodoo spell.

"Tell your children that they have bought something that I suffered to make. When they are eating chocolate, they are eating my flesh."

- a child cocoa farm slave



Trafficking for Domestic Servitude

What is it?

- Traffickers approach victims offering them a better life and the promise of legitimate employment in a foreign country. They will usually prey on the poorest and least-well educated individuals.
- When recruiting children, traffickers will often tell their parents that they can offer their children a better education abroad.
- On arrival in the destination country, victims find themselves working long hours, usually in large family households and being paid nothing.
- Victims are trapped in servitude by several different means.
 - Often, they are subject to force and coercion, consisting of physical, sexual or emotional abuse.
 - They are usually controlled by fear – told that if they try and escape, their families back home will be punished.
- Children are particularly vulnerable to domestic servitude in private homes, which is often unregulated by public authorities.
- In many countries there is great demand for domestic servants, who are frequently forced into appalling lives of exploitation.

What isn't it?

- Someone who gets paid a living wage for the work they do as a maid or home help.
- Someone who is free to terminate their employment at any time.

What are the signs?

- People who have been trafficked for the purposes of domestic servitude are likely to:
 - Live with a family
 - Not eat with the rest of the family
 - Have no private space
 - Sleep in a shared or inappropriate space
 - **Never or rarely leave the house without their employer**
 - **Be subjected to insults, abuse threats and violence**

Victim Story

When Shyima from Algeria was 16 was looking on the internet and found an advert for a holiday cleaning job in California. She thought it was the perfect opportunity to work in America, practice her English and earn some money before university. She decided to apply. She excitedly sent off her Curriculum Vitae and photo.

Her application was so good that she was not asked for an interview but offered the job straight away. All she had to do was to meet two women from the agency in a coffee shop to give them her passport. The agency could then organise her flight and visa. She also needed to borrow \$1500 from the job agency to pay for travel and administration. She knew that once she was in America, she would be able to earn enough to repay this quickly.

The agency planned for someone to pick her up from the airport in California as she didn't know the address of where she should be going. She was told not to bring American dollars as her boss would organise it.

When Shyima arrived, she was taken to a big house and shown to her room. Her bed was a small mattress on the floor of the children's games room. She awoke before dawn and often worked past midnight. She looked after the children, emptied the bins, did all the washing, cleaning and cooking. She earned \$45 a month working up to 20 hours a day with no breaks and no days off. She was not allowed out on her own and could only call her family if her boss was in the room.

Organ Trafficking



Why it happens

- Across the world, hundreds of thousands of people are awaiting organ transplants.
- In the United States alone, 109,000 people are on the waiting list for organs – mostly kidneys. 18 of these people will die every day.
- Because of this demand, there is a huge amount of money to be made by the trafficking of human organs. Traffickers can receive up to USD\$200,000 for supplying a single kidney.
- The need for life-saving human organs across the globe is being met by some of the world's poorest people.

How it happens

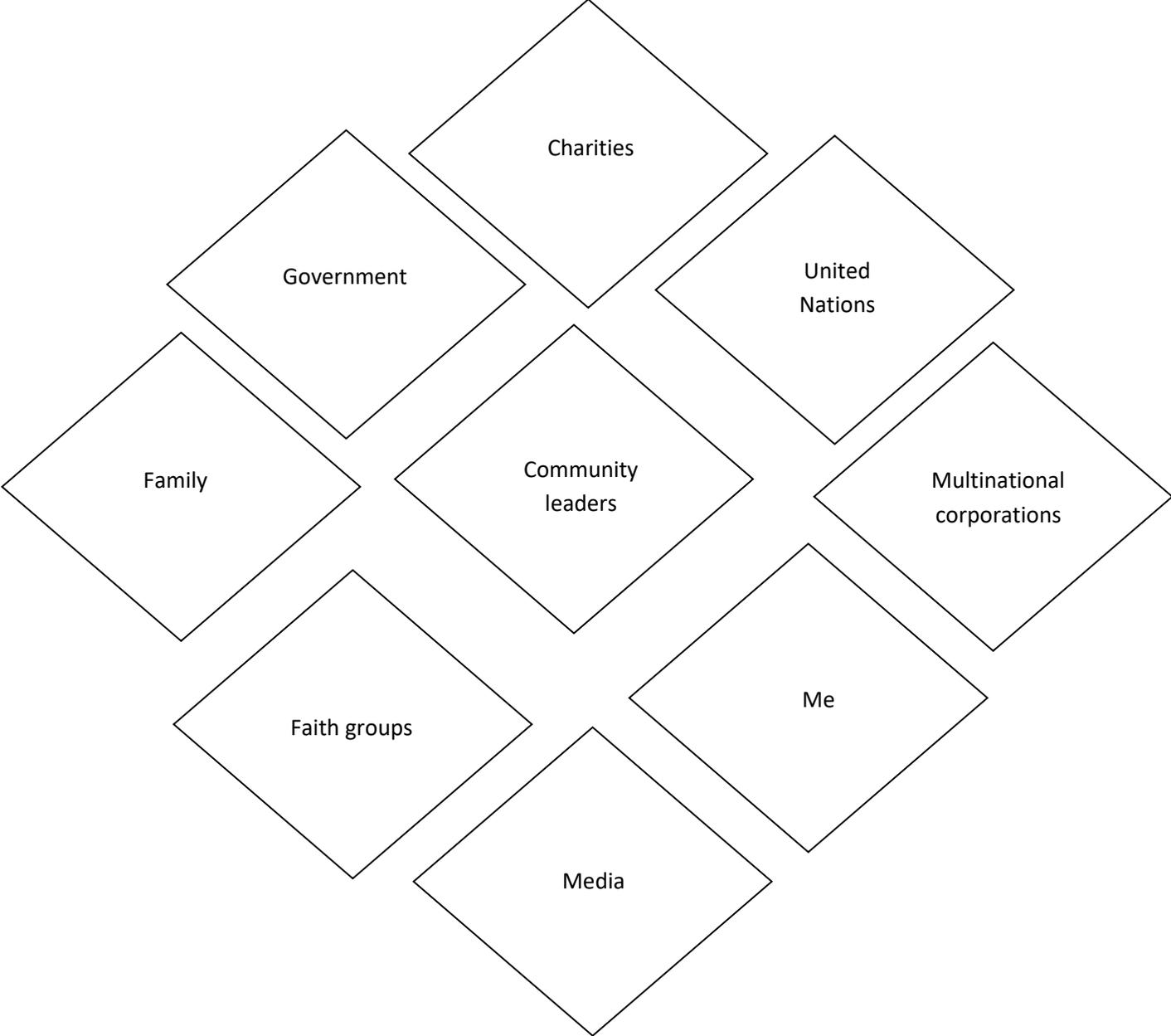
- Traffickers have used several different methods to force or trick people into having organs such as kidneys removed. They often exploit people in poverty with the offer of money or employment opportunities.
- In some cases, individuals have been offered a job and sent to have a medical check-up before they begin work to ensure that they are in good health. The victims have then woken up in terrible pain, missing a kidney.
- In other cases, individuals living in poverty have been offered life-changing sums of money if they agree to have an organ removed. After the operation, however, they receive none of the money and are threatened with violence if they report the crime.
- Occasionally, extreme poverty will lead parents to exploit their own children – selling them to traffickers to have their organs harvested.

News Story

Last month, an international organ-trafficking network based in Kosovo was uncovered. The gang recruited impoverished people from across the world – including Israel, Russia and Turkey amongst others.

The operations were performed in a converted warehouse on the outskirts of Pristina – the capital of Kosovo. The victims thought that they would receive a life-changing sum of money, but the vast majority received nothing. Instead, they simply woke up in excruciating pain, with no choice but to return to their life in poverty.

Lesson 3 Resources



DIAMOND 9 ACTIVITY
Cut up the diamonds and arrange them into a larger diamond that shows the order of priority of those who are responsible for dealing with trafficking.

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helpdesk@generation.global

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