

Chapter 7:

Pimps and Human Trafficking

EDUCATOR FACILITATION GUIDE

PURPOSE OF THIS GUIDE

To provide practical tips and instructions for engaging students and handling difficult discussions on the topic of human trafficking.

MAIN OBJECTIVES

- ▶ To understand the true definition of human trafficking.
- ▶ To dispel common myths.
- ▶ To provide information about the warning signs.

CREATING A SAFE ENVIRONMENT

- ▶ Emphasize respectful communication and confidentiality. It is important to listen and value each other's perspectives even if we don't agree with them.
- ▶ If your students have lots of questions or seem restless, take breaks in between the videos to debrief.
- ▶ Offer emotional outlets such as doodling or colouring sheets during the videos.
- ▶ Let your students know that if they feel triggered, they can leave the room and/or go speak with the counsellor.
- ▶ Identify any local support resources and organizations on the issue ahead of time, so that you can readily refer students who may need additional support.

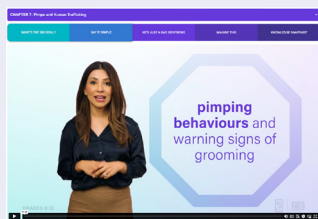
MODERATING DISCUSSIONS

- ▶ Ensure that all students have the opportunity to speak.
- ▶ Maintain a non-judgmental tone.
- ▶ If a question is inappropriate or derails the discussion, gently redirect it back to the main topic.
- ▶ If you don't know the answer, it's okay to admit it! Provide additional resources or take note to look into the question later.

IMPORTANT THINGS TO KNOW

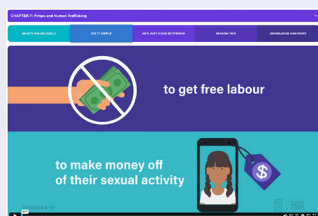
- ▶ Human trafficking involves the recruitment, transportation, harbouring and/or exercising control, direction or influence over the movements (behaviours) of a person in order to exploit that person and profit from them [section 279.01].
- ▶ People can be human trafficked for labour, sexual services, or their organs.
- ▶ The most common type of human trafficking in Canada is sexual exploitation where people are sold for sexual services, otherwise known as sex trafficking.
- ▶ Most victims of sex trafficking are trafficked by their partner, family member, a friend or someone else they know, such as an employer. Often times, when it is a romantic partner, they involve the victim in an unhealthy and then abusive relationship that eventually leads to selling sexual activity to profit the romantic partner.
- ▶ Signs that someone is being sex trafficked include:
 - Unexplained bruises or physical harm
 - Having someone else manage their money
 - A lack of personal freedom on where to go or who to hang out with
 - Not having their own ID
 - Isolation from family, friends, or the community
 - Limited social interactions or communications
 - Owning a large debt and being unable to pay it off
 - Having many items that are not affordable
 - Having a new look or hanging around new groups of friends
 - Having an older boyfriend or friend
- ▶ Signs that someone could be grooming you into sex trafficking include:
 - Receiving compliments, attention, or affection from someone too early in the relationship.
 - They shower you with gifts, money, or promises of a better life, job opportunities, or travel. This can be by a boyfriend, a friend, or an online contact.
 - They try to distance you from friends, family, and support networks.
 - They start to control aspects of your life, such as your appearance, your behaviour, or your interactions with others.
 - They introduce you to a new group of people who normalize provocative behaviours.
 - They make grand promises of employment, education, or financial opportunities that seem too good to be true.
 - You start to notice changes in your own behaviour.

FACILITATION TIPS FOR CHAPTER 7



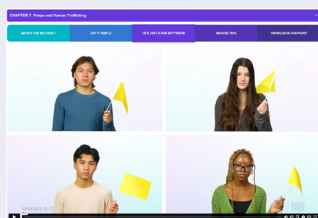
What's the Big Deal?

Start the discussion by asking students what they understand about pimps and human trafficking. Use their responses as a springboard to delve into the complexities of exploitation and the tactics used by traffickers. Encourage critical thinking by asking questions like: How have you seen human trafficking represented in the media? What are some common misconceptions about human trafficking?



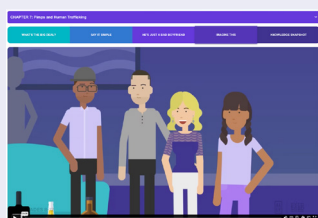
Say It Simple

Foster a safe space for discussion by emphasizing the importance of recognizing coercion in relationships. Encourage students to reflect on the dynamics of power and control, using scenarios from the video as starting points. Prompt questions like: How can we differentiate between a healthy relationship and one involving coercion? What are some red flags that someone might be exploiting their partner?



He's Just a Bad Boyfriend

Use this game as a springboard for discussing the complexities of abusive relationships and exploitation. Encourage students to analyze each scenario critically, considering the underlying power dynamics and potential consequences. Prompt questions like: How can we support a friend who may be in an unhealthy relationship? What resources are available for those who need help escaping exploitation?



Imagine This

After watching the scenario, facilitate a discussion about the warning signs of trafficking and the importance of seeking help. Encourage students to reflect on the ways in which coercion can manifest in their own lives, using Kate and Sara's story as a reference point. Prompt questions like: How can we support a friend who may be experiencing exploitation? What resources are available for those in need of assistance?



Knowledge Snapshot

Use the knowledge snapshot as a tool for deeper understanding and reflection. Encourage students to discuss each myth and truth, exploring their implications for recognizing and addressing human trafficking. Prompt questions like: How can we raise awareness about human trafficking in our community? What steps can we take to support survivors and prevent exploitation?

FAQ'S AND RESPONSES TO GET YOU THINKING

Q: Can someone be sex trafficked online?

R: Yes, someone can be sex trafficked online. Traffickers might use social media, online games, or other websites to find, manipulate, and exploit victims. Common tactics that traffickers use online to build a relationship with victims can look like using fake jobs or modelling offers, money or gifts, or love and affection. This is why it's important to be cautious about what personal information you share with people online that you haven't met in real life. For more information on this, you can check out our chapter on Internet Dynamics and Grooming: <https://www.thepreventionproject.ca/grades8-12?chapter=5>.

Q: What should you do if you aren't sure a situation is human trafficking?

R: If you're concerned, talk to a trusted adult like a counsellor, a parent, a teacher, or an older sibling. You can also visit <https://www.canadianhumantraffickinghotline.ca/chat/> or call the hotline at 1-833-900-1010 to get a confidential second opinion.

Q: What's the difference between human trafficking and sex work?

R: The difference is consent. Any situation where someone was groomed as a minor, or coerced, tricked, pressured, manipulated or forced into prostitution would be a situation of human trafficking because there was no true consent. If someone gets into prostitution as an adult on their own terms and consensually, then they would be considered a 'sex worker.' Both sex trafficking and sex work occur in the commercial sex industry.

EXTENSION ACTIVITIES

- ▶ Bring a local survivor in to share their story
- ▶ Start a fundraiser with your class and donate for Ally Global Foundation or your local anti-human trafficking organization
- ▶ Create awareness posters for the school to share your knowledge and keep your fellow peers safe
- ▶ Request a speaker to provide a presentation for your school from Exploitation Education Institute or a local prevention organization
- ▶ Use your newly acquired knowledge on human trafficking to delve into Chapter 8: "High-Risk Behaviors." This module connects the concept of coercion to scenarios like sugar dating and OnlyFans.

SUPPLEMENTARY MATERIALS



To access the following resources, scan the QR code or [click here](#).

Documentaries

- ▶ CBC Account “Trafficked Voices”

More Animated Videos

- ▶ Male Story Animation
- ▶ Big Sis Advice

Online Courses

- ▶ Sex Trafficking E-Course

Articles and Cases

- ▶ Female Pimp
- ▶ A High School Student’s Pimp
- ▶ Andrew Tate is currently being investigated for allegations of human trafficking

Survivor Stories

- ▶ Markie Dell
- ▶ Rebecca Bender

DISCLOSURES AND REPORTING

- ▶ By addressing these topics and opening up the space for discussion, an individual may feel safe to come forward with a disclosure
- ▶ It takes courage and a lot of trust in someone to share something like this. Thank them for sharing with you and trusting you with that information. Prove their trust right by being non-judgmental, and emotionally measured in your response. Acknowledge that it takes a lot of courage to come forward and that you are there to help in any way you can.
- ▶ Ask them if anyone else knows about this already. Find out what their needs are. Do they need an empathetic ear? Do they need assistance with reporting? Do they need to be connected with resources?
- ▶ Encourage them to report to a confidential and safe resource, or connect them with a counsellor. Have these resources prepared/ available ahead of time.
- ▶ If they are currently at risk of harm, let them know that it is your duty to report and that you can accompany them or find someone to support them during this process.
- ▶ If a minor is currently at risk of harm or is being harmed, it is your duty to report it to your local child welfare services.

CANADIAN HUMAN TRAFFICKING HOTLINE (24/7)

- ▶ Call 1-833-900-1010
- ▶ Live chat: <https://www.canadianhumantraffickinghotline.ca>

KIDS HELP PHONE (24/7)

- ▶ Call 1-800-668-6868
- ▶ Text “CONNECT” to 686868