



Human Trafficking Scenario-Based Learning Activity

This resource is intended to be used for community-based education. It provides three examples of human trafficking, with discussion questions related to identifying victims/survivors and root causes related to human trafficking.

Instructions

If you are able, situate yourselves in groups of 3-4.

Base your discussion on [this definition](#) from the Dept. of Justice:

“Human trafficking, also known as trafficking in persons, is a crime that involves compelling or coercing a person to provide labor or services, or to engage in commercial sex acts. The coercion can be subtle or overt, physical or psychological. Exploitation of a minor for commercial sex is human trafficking, regardless of whether any form of force, fraud, or coercion was used.”

After reading or listening to each story, respond to the following:

- *In each story, identify:*
 - The specific information that makes this an example of human trafficking.
 - The trafficker.
 - How the trafficker took advantage of each victim.
- *Victim assistance:*
 - Would you (in your current role) recognize each person as an HT victim?
 - What barriers each survivor would face in obtaining help, resources, or justice?

Think about the bigger picture:

- How would each survivor be perceived in your community?
- What larger societal/cultural issues do these stories raise?

RECOMMENDED Supplemental Material: NCCASA [Human Trafficking Prevention Toolkit](#)

SCENARIOS

The following are fictional scenarios that are typical to human trafficking in North Carolina.

ONE

Evan had just moved from another state to live with his aunt and uncle in North Carolina. He found work at a warehouse owned by a family friend. Evan worked every day after school late into the evening to support his family. One day he was offered a "promotion" to deliver packages to another location in town.

Evan knew that the crew was connected to a gang that controlled everything in his hometown. He was told that if he did not make the deliveries, they would have his aunt and uncle deported. They also threatened violence against his little sister, who still lived in Evan's hometown. To further convince him, Evan was attacked after work one night as a reminder. Evan did the jobs and kept his mouth shut.

TWO

Mehkia did well in school but was withdrawn from her teachers and fellow students. Her home was not a safe place to be, and she carried the trauma from her sexual abuse into the classroom. Mehkia began to lose hope and acted out, fighting anyone who made her feel out of control. Mehkia was expelled several times, and since her abuser stayed at the house, the abuse increased. Mehkia began to run away to keep herself safe and didn't feel she had anyone to talk to about it.

Mehkia connected with someone over social media who said he understood when she began to share with him. Eventually, she met up with him. She didn't care about what he did to make money because she finally found someone who made her feel safe and cared for. He led her to have sex with other people for money and convinced her that the money was going toward their dream house. Mehkia used drugs to cope with the trauma of her experiences. After being with her trafficker for three years, Mehkia was eventually sold to another trafficker who used her (now) addiction to heroin in order to control her.

THREE

Lucy lived with other individuals with IDD (Intellectual Developmental Disabilities) in a group home. The group home manager saved money by having the residents do all the cleaning, laundry, and lawn care. He used Lucy as a way to trade for pills and alcohol. Neighbors had made several reports to adult protective services, but the residents never disclosed any illegal activity when an investigator visited. Lucy began to run away and act out. She would scream and steal from other residents. Her outbursts become violent. The residents called her names for having sex with "everyone." Lucy was interviewed about her "boyfriends," but no case was opened, and there was no evidence of sex being traded for anything of value. Lucy did not have the language to communicate what was happening to her.

SCENARIOS with the following identified:

- The specific information that makes this an example of human trafficking.
- The trafficker.
- How the trafficker took advantage of each victim.

ONE

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Evan knew that the crew was connected to a gang that controlled everything in his hometown. He was told that if he did not make the deliveries, they would have his aunt and uncle deported. They also threatened violence against his little sister, who still lived in Evan's hometown. To further convince him, Evan was attacked after work one night as a reminder. Evan did the jobs and kept his mouth shut.

The trafficker(s) took advantage of their knowledge of and immigration status of Evan's family. They also knew that Evan would probably not be believed by authorities if he was caught.

TWO

Mehkia did well in school but was withdrawn from her teachers and fellow students. Her home was not a safe place to be, and she carried the trauma from her sexual abuse into the classroom. Mehkia began to lose hope and acted out, fighting anyone who made her feel out of control. Mehkia was expelled several times, and since her abuser stayed at the house, the abuse increased. Mehkia began to run away to keep herself safe and didn't feel she had anyone to talk to about it.

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If using this resource, please include the citation:

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For more information, email: info@nccasa.org.