

Interventions to Prevent Human Trafficking with Youth

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Identifying Vulnerable Populations

All youth may be targeted by traffickers, but some youth are more vulnerable than others. This may be because they come from dysfunctional homes, because they may already have been neglected or abused – emotionally or sexually, they may come from homes where there is a history of violence, criminal history or drug abuse.

Many victims experience the following:

- involvement in child welfare system (group homes, juvenile detention, foster homes)
- runaways or throwaways (has been rejected or abandoned by parents or guardian)
- lack of family support (specifically not having a mother in the home)
- homeless (living on the streets as a result of above)
- has history of physical or sexual abuse (in home or by extended family)
- may have been sold by parents (for drugs or alcohol)
- children within immigrant communities (children are often left unsupervised while parents work numerous jobs)
- deviant peer affiliation
- engaging in survival sex
- participant in high risk behavior

Traffickers will look for signs of depression, isolation, absence of a key male figure in their life, signs of abuse, or children that have been separated from a certain way of life.

"Domestic child victims of sex trafficking come from a variety of socio-economic backgrounds, geographic areas, and ethnicities. The one single vulnerability factor making domestic youth targets for sex trafficking is simply: *Their age!*"

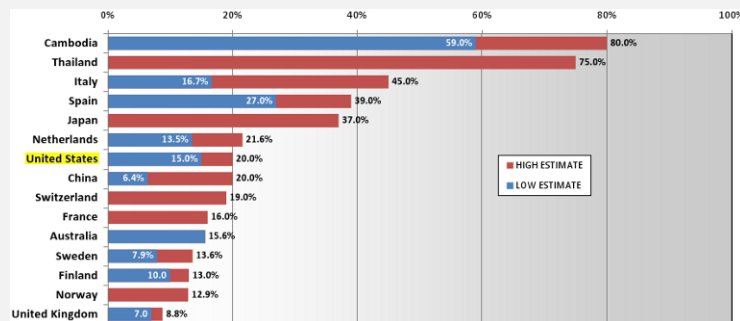
- Department of Justice

- An estimated 240,000 to 340,000 youth are annually at risk for commercial sex trafficking
- Adolescent girls, particularly those abused, neglected or exposed to family violence and addictions, are especially vulnerable for recruitment by pimps.
- The most frequent ages for recruitment into prostitution are between 12-15 years old, middle school age.

Justice Resources Institute

Human Trafficking

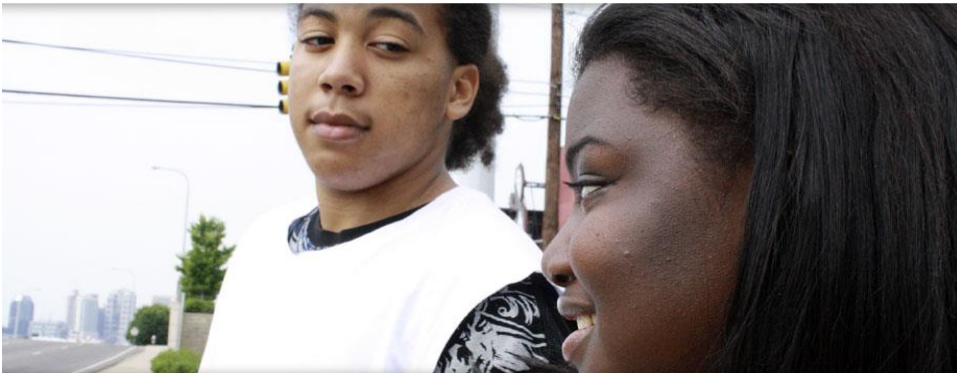
Percentage of Men (by Country) Who Paid for Sex at Least Once: The Johns Chart



- Be The Jam
- Empowering Young Men to End Sexual Exploitation
- My Life, My Choice

Models Explored Today

BE THE JAM STOP HUMAN
TRAFFICKING.



Be The Jam is a movement developed by End Slavery Tennessee to empower America's youth to protect themselves and their peers from human traffickers.



HOTLINE
855-350-9424
Tennessee Bureau of Investigation



Tactic Videos



Ways to Engage



News



Get Help



Donate

Combining Prevention with Community Outreach

Example Be the Jam Presentation Schedule, 90 Minutes:

- Welcome Audience;
Introduce Speakers and End Slavery Tennessee Initiative
- Relevancy;
State/Community Stats, News, Survivor Testimonies
- Show 20 Minute, Be the Jam Youth Prevention Video
- Q & A
- Community Outreach
Door Hanger Guidelines, Arrange into Groups,
Appoint Group Leaders



Community Door Hangers



Be the Jam is meant to be **Empowering**, not Overwhelming

- Not Everyone is out to Harm Them
- Be Realistic about the Extent of the Risk
- Knowledge is Power
- Focus on Hope
- Affirm their Worth
- Be Prayerful

Be the Jam Manual Coming Soon...

Be The Jam
www.bethejam.org

End Slavery Tennessee
www.endslaverytn.org

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Empowering Young Men to End Sexual Exploitation

Chicago Alliance Against Sexual Exploitation

- This program focuses on bringing awareness of domestic violence, rape, social tolerance of sexism, gender oppression, and other violence towards women.
- Most educational programs focus on women seeking healthy non-violent relationships. This program focuses on men. The hope is to stop the root cause and change the mindset that has been embedded in our society.

Purpose

- Schools/college campuses
- Churches
- Community Centers
- Clubs/organizations
- Residential Facilities
- Foster Care
- Juvenile Justice

Where can this group be implemented?

“Ultimately, men taking the initiative (not the leadership) to confront other men’s attitudes and behaviors will result in the kind of change in attitudes necessary to end sexism and violence” Erik Funk, 2006

The most effective method to bring an end to sexual exploitations of females. is to prevent men from ever committing or tolerating violent behavior.

Men, Agents of Change

- Male educators can act as representatives for the intolerance of male-perpetrated violence and can model more equitable, anti-sexist behaviors.
- Male facilitators emphasize importance of peer acceptance and collective norms among men to the development of young men's attitudes and behavior towards women.

Male Educator

- **Requirements:**
- Knowledgeable about the commercial sex trade and other forms of violence against women, as well as the culture and individuals who enable the perpetration of this harm.
- Thoughtful about ways to present material and the variety of reactions to the material presented.
- Passionate about subject matter and social justice.
- Flexible and adaptable.
- Aware of and attentive to their own emotions.
- Honest and Authentic.
- Comfortable with disruption in the classroom.
- Able to handle confrontation.
- Nonjudgmental.

Finding your Facilitator

- Establishing rapport with the group members by introducing an icebreaker.
- Let the group develop own rules and display each group.
- Parking lot-where questions can be asked and answered.
- The Man box- defining what personal and societal views of roles based on gender.

Session 1: Introduction, Icebreakers, Masculinity

- Introduce terminology (eg. Prostitution, sexual exploitation, gender-based violence, human trafficking, pimping).
- Identify what group knows about terms and why the sex trade exists.
- ---“I didn’t want to be the one not fitting in. I needed a war story to tell as well.”
- ---“men have higher sex drives than women.”

Session 2: Defining and Identifying Key Elements

- Four corners.
 - People who buy sex.
 - People who sell sex.
- Confronting Misconceptions, using reality cards to debunk and open the floor for conversation.

Session 3: Commercial Sexual Exploitation and Demand

- Video of a sexually exploited girl helps open up discussion of what males really think about the sex trade industry.
- What can be done by participants to keep this from happening?
- Participants identify a way they can personally implement a plan either with their selves, their friends and family, or through the community.

Section 4: Taking Action Against Sexual Harm

- “My lover she is waiting for me just across the bar. My seats been taken by some sunglasses asking about a scar, and I know I gave it to you months ago. I know you’re trying to forget” – “We are young” by Fun
- “You know I, thug ‘em, fuck ‘em, love ‘em, leave ‘em, cause I don’t fucking need ‘em. Take ‘em out the hood, keep ‘em lookin good But I don’t fuckin feed ‘em.....in the cut where I keep ‘em til I need a nut, til I need to beat the guts. – “Big Pimpin” by Jay-Z
- “You’ll fuck fat dudes and enjoy it
Who got bids, he smells like shit, you puke on dick you slycka bad
No conscience, fuck your blond bush with no condom
It’s convicts in a condo, it’s like Egyptian bondage film gonzo
Burn your IDs, no traces of fam relations
Not even immigration knows where your place is, you’re faceless..... Moron, didn’t your parents teach you not to talk to strangers?
You should have walked on
Welcome to my mansion, I call it the white slave house
You’re flipping like a mouse in a trap, you can’t get out
You’ve been caught, you’ve been bought, you’re an import” – “The Human Traffic King” by Necro

Lyrics

- The My Life, My Choice curriculum embraces an empowerment approach and blends a variety of activities to foster self-reflection, understanding about the issue, and knowledge to help young women identify potentially explosive situations.

Rachel Durchslag, Executive Director the Chicago Area Alliance Against Sexual Exploitation

- 2006 the United States Department of Justice recognized My Life, My Choice as a national model for prevention of sex trafficking

My Life My Choice

- Psycho education , empowerment, survivor voices
- Curriculum helps identify victims who are not aware of their victimization



Weeks 1-2

Session 1 – Introduction

- Understand the purpose, content, and structure of the program and describe the guiding principles they responsible for adhering to while participating.
- Understand the key facts related to prostitution and other forms of commercial sexual exploitation (CSE) and be able to dispel common myths

Session 2 – Understanding Predators and Recruitment

- Identify the signs of a predator and the most common recruitment tactics used by pimps
- Understand the realities of day to day life of victims of prostitution and identify the feelings associated with being a CSE victim
- Name the vulnerabilities and circumstances that put participants at greatest risk for recruitment

Weeks 3-4

Session 3 – Reducing Your Risk of Exploitation

- Understand the risks to personal safety associated with the Life and the damaging origins of the demand for exploited girls
- Assess their ability to advocate for themselves and identify an assertive female role model in their lives
- Identify the link between assertiveness and reducing their risk of exploitation

Session 4 – Making the Link: Substance Abuse and Exploitation

- Identify the links between substance use and commercial sexual exploitation
 - Describe the physical, emotional, and mental impact of the most commonly abused drugs and describe the process of addiction and the opportunities for recovery
 - Assess their own use of substances
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Weeks 5-7

Session 5 – Developing Self-Esteem

- Identify the links between low self-esteem and exploitation through prostitution and other forms of CSE
- Understand the tactics used and messages delivered by the mass media that influence their concept of self
- Describe specific strategies to combat these messages and take care of themselves

Session 6 & 7 – Sexual Health Part 1 & 2

- Identify the hazards to one's sexual health associated with prostitution
 - Identify the symptoms, treatments, means of transmission, and long-term impact of most STDs
 - Describe various means of sexual expression in terms of their relative risk
 - Identify the risks to their sexual health associated with prostitution
 - Identify participant's values, skills, and strategies surrounding sexual health, including condom education
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Session 8 – Stories from “the Life”***Weeks 8-10***

- Understand further the process by which a woman could be commercially sexually exploited
- Describe specific strategies a woman could use to exit prostitution and other forms of CSE

Session 9 – Finding Help and Finding Safety

- Identify concrete resources to assist them or someone they know in avoiding or escaping involvement in prostitution or another form of CSE
- Describe concrete strategies for avoiding or escaping CSE involvement
- Identify at least one trustworthy adult who they could go to for help to avoid or escape involvement

Session 10 – Celebration and Farewell

- Identify what they have learned during the previous nine sessions
 - Identify any personal growth since Session 1 and reflect on program involvement
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- <http://jri.org/sites/default/files/MLMC%20one%20sheet.pdf>
- <http://prostitution.procon.org/view.resource.php?resourceID=004119>
- <http://endslaverytn.org>
- <http://bethejam.org>

References