



Applying the New Tactics Resources to the Topic:

Sex Trafficking

Classroom resources, exercises and lesson plans

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Topic: Sex Trafficking

Introduction:

Human trafficking is a fast-growing industry across the world and entrapped victims are used in forced labor, domestic service, and the sex industry. This module is intended to focus attention on one particular form of human trafficking – sex trafficking. Sex trafficking victims come from all across the world and no particular sex, race, ethnicity, or age group is protected. This module provides a wide range of materials that speak to the issue including many resources which can be found on the New Tactics website. Also included are questions for critical thinking, means of practical application, and other exercises and assignments.

Goals:

- Introduce Ss to the topic of sex trafficking while engaging them with pertinent sources of information as well as laws.
- Give Ss a background in tactics that have been used successfully to fight sex trafficking and invite them to critically examine the possible effectiveness of other tactics.
- Provide Ss with the opportunity to engage with the issue and materials at a deeper level through exercises and activities at local and global levels.
- Provide Ss with practical means by which to address the issue of sex trafficking as well as a means by which to apply tactics used by NGOs to combat this issue across the world.

Materials:

Films

Cargo: Innocence Lost (<http://www.cargoinnocencelost.com/Purchase.html>)
Very Young Girls
Svetlana's Journey (<http://svetlanasjourney.com>)
Trade
Slave (<http://slave-themovie.com>)

Books

Marlarek, Victor. *The Natashas: Inside the New Global Sex Trade*
Hicks, George. *Comfort Women*
Kara, Siddharth. *Sex Trafficking: Inside the Business of Modern Slavery*
McCormick, Patricia. *SOLD*
McGill, Craig. *Human Traffic: Sex Slaves and Immigration*
Mam, Somaly. *The Road of Lost Innocence: The True Story of a Cambodian Heroine*
Waugh, Louisa. *Selling Olga: Stories of Human Trafficking and Resistance*

Newsletters

IOM- Global Eye on Human Trafficking
(http://www.iom.int/jahia/webdav/site/myjahiasite/shared/shared/mainsite/projects/showcase_pdf/global_eye_seventh_issue.pdf)

Documents

- **Best Practices for Ending Demand for Sex Trafficking** by Donna Hughes (August 2004)
http://www.uri.edu/artsci/wms/hughes/demand_sex_trafficking.pdf
- **Who Is There To Help Us?: How the System Fails Sexually Exploited Girls in the United States: Examples from Four American Cities** by Sara Ann Friedman, ECPAT-USA (2005)
- **Summary of the U.S. Anti-Trafficking Law: Trafficking Victims Protection Act of 2000 (TVPA) and Trafficking Victims Reauthorization Acts of 2003 and 2005 (TVPA)** by Vital Voices Global Partnership
- **Report submitted by the Special Rapporteur on trafficking in persons, especially women and children** by Joy Ngozi Ezeilo (2010)
<http://www.unhcr.org/cgi-bin/texis/vtx/refworld/rwmain?docid=4c0619eb2>
- **Oversexed** by Debbie Nathan in *The Nation* (2005)
<http://www.thenation.com/article/oversexed>

Organizations (a sampling)

- Children of the Night
- ComPassion2one
- Girls Are Not For Sale
- Polaris Project
- Chab Dai
- World Hope International
- Love146
- iEmpathize
- Stop the Traffik
- International Justice Mission
- Nomi Network
- International Rescue Committee
- Free the Slaves
- Project Rescue
- Coalition Against Trafficking in Women (CATW)
- Coalition to Abolish Slavery and Trafficking (CAST)
- The Ratanak Foundation
- Equitas Group
- For the Silent
- Viva Network
- Global Centurion
- World Vision (International, USA, Cambodia)
- Yejj Group
- The Stairway Foundation

Treaties and Conventions

- **Slavery Convention** by United Nations Office of the High Commissioner for Human Rights (1926)
- **Protocol amending the Slavery Convention** by United Nations Office of the High Commissioner for Human Rights (1953)
- **Supplementary Convention on the Abolition of Slavery, the Slave Trade and institutions and practices similar to slavery** by United Nations Office of the High Commissioner for Human Rights (1956)
- **Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of others** by United Nations Office of the High Commissioner for Human Rights (1949)
- **Convention on the Rights of the Child** by United Nations Office of the High Commissioner for Human Rights (1989)
- **Optional Protocol to the Convention on the Rights of the Child, on the Sale of Children, Child Prostitution and Child Pornography** by United Nations Office of the High Commissioner for Human Rights (2000)
- **United Nations Convention against transnational organized crime and its Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children** by United Nations (2000)
- **Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing The United Nations Convention Against Transnational Organized Crime and Protocol against the Smuggling of Migrants by Land, Sea and Air** by United Nations (2000)
- **The Annotated Guide To The Complete UN Trafficking Protocol** by Ann D. Jordan, International Human Rights Law Group (2002)

New Tactics in Human Rights

- A Mock Tribunal to Advance Change: The National Tribunal on Violence Against Women in Nigeria
(http://www.newtactics.org/sites/newtactics.org/files/Fijabi_Tribunal_update2007.pdf)
NOTE: This is an In-depth case study
- Collaborating with Border Police to Prevent Trafficking
(<http://www.newtactics.org/en/tactics/collaborating-border-police-prevent-trafficking>)
- Using Surveillance Teams within Brothels to Rescue Trafficked Girls
(<http://www.newtactics.org/en/tactics/using-surveillance-team-within-brothels-rescue-trafficked-girls>)
- Using Accessible Media Tools to Promote Social Change and the Situation of Women in a Male-Dominated Society
(<http://www.newtactics.org/en/tactics/using-accessible-media-tools-promote-social-change-and-situation-women-male-dominated-soci-0>)

- Strategy for Addressing Child Labor, Sexual Abuse, and Trafficking in the Entertainment Industry
(<http://www.newtactics.org/en/tactics/strategy-addressing-child-labor-sexual-abuse-and-trafficking-entertainment-industry-0>)
- Building Child Friendly Villages: Using village strengths to combat child labour and other exploitative practices
(<http://www.newtactics.org/en/ChildFriendlyVillages>)
NOTE: This is an In-depth case study
- Creating a venue on the Internet for former child soldiers to share their stories and develop new skills
(<http://www.newtactics.org/en/tactics/creating-venue-internet-former-child-soldiers-share-their-stories-and-develop-new-skills-0>)
- Sharing files on the disappeared to contribute to healing from genocide
(<http://www.newtactics.org/en/tactics/sharing-files-disappeared-contribute-healing-genocide>)
- Using dialogue to build strong alliances for effective sharing of information between organizations
(<http://www.newtactics.org/en/tactics/using-dialogue-build-strong-alliances-effective-sharing-information-between-organizations-0>)
- Sharing stories of political prisoners and their relatives to pressure for their release
(<http://www.newtactics.org/en/tactics/sharing-stories-political-prisoners-and-their-relatives-pressure-their-release-0>)
- Using the power of the media to send targeted messages to people in a position to end abuses
(<http://www.newtactics.org/en/tactics/using-power-media-send-targeted-messages-people-position-end-abuses-0>)
- Powerful Persuasion: Combating traditional practices that violate human rights
(<http://www.newtactics.org/en/PowerfulPersuasion>) NOTE: This is an In-depth case study
- Using a historic garment factory to promote dialogue on sweatshop issues
(<http://www.newtactics.org/en/tactics/using-historic-garment-factory-promote-dialogue-sweatshop-issues>)
- Sharing files on the disappeared to contribute to healing from genocide
(<http://www.newtactics.org/en/tactics/sharing-files-disappeared-contribute-healing-genocide>)
- I'll Walk Beside You: Providing emotional support for testifiers at the South African Truth & Reconciliation Commission
(http://www.newtactics.org/sites/newtactics.org/files/Wildschutz_Haupt_Walk_update2008.pdf)
NOTE: This is an In-depth case study
- Access to Justice: Creating local level, citizen action mediation bodies to ensure human rights
(http://www.newtactics.org/sites/newtactics.org/files/Suddhakar_Access_update2007.pdf)
) NOTE: This is an In-depth case study

- Using Living Newspapers to bring world events into the classroom
(<http://www.newtactics.org/en/tactics/using-living-newspapers-bring-world-events-classroom>)
- Engaging local leaders to become women's rights and victim advocates
(<http://www.newtactics.org/en/tactics/coalition-violence-against-women-covaw>)
- The Human Rights Education Program for Women (HREP): Utilizing state resources to promote women's human rights in Turkey
(http://www.newtactics.org/sites/newtactics.org/files/Ercevik_Amado_HREP_update2007.pdf)
NOTE: This is an in-depth case study
- Action Theatre to Mobilize Communities for Change
(www.newtactics.org/en/tactics/action-theatre)

Blog Post

- "How will human trafficking ever be stopped?"
This blog considers some possible means of engagement with the issue.
(<http://www.newtactics.org/en/blog/philippe-duhamel/how-will-human-trafficking-ever-be-stopped>)

Dialogue

- "Human Trafficking: Addressing Modern Day Slavery"
This tactical dialogue explores Intervention Practices, Prevention Practices, Direct Assistance Practices, and Resources for Practitioners and Organizations.
(<http://www.newtactics.org/en/blog/new-tactics/human-trafficking>)

Exercises and Assignments for Guiding Issue Research

- Divide Ss into groups. Each group will be responsible for researching the problem of sex trafficking in a specific country. A multi-media presentation or a literature review may be good culminating options.
- Choose one of the movies listed to watch in class or assign to be watched outside of class and have Ss write a reflection paper.
- Choose a movie to be watched in class and put Ss into groups to reflect up and discuss the movie.
- Choose one of the books listed and assign the Ss to read it one week prior to class. To stimulate critical thinking, in-class small group discussions centered on a pre-chosen set of questions pertaining to the book are discussed. The same can be done with the documents and dialogues listed.
- Assign Ss to small groups which will each be given a different book to read over the course of a week. Groups are assigned the task of presenting the most informative and helpful information in the book for understanding the issue of sex trafficking.
- Choose several laws, treaties, or conventions that you would like Ss to have knowledge of and discuss. Assign groups of students to read one of the laws, treaties or conventions. (Each group

should have the same number of Ss as the total number of laws, treaties, or conventions that will be looked at.) Ss will first meet in their groups to discuss and review the specific mechanism that their particular law/treaty/convention provides in terms of 1) suppressing trafficking, 2) helping victims and 3) punishing perpetrators. Ss will then disperse with one student from each group moving to a different group to share their information. This is also called a jigsaw activity.

- Ss are assigned a particular tactic in order to determine how NGOs are creatively working on sex trafficking issues to address the problems of 1) combating trafficking, 2) helping victims, and 3) punishing perpetrators. Ss may also be assigned a tactic that is not specific to sex trafficking to better understand how other NGO tactics could be applied to the issue.
- Ss can be assigned to do a case study of a particular country in order to determine what efforts are being made to combat sex trafficking. Ss should consider the efforts and actions of the government as well as NGOs and NPOs. Ss can report on their findings in a variety of ways such as a written report, presentation, etc.

Resources for Practical Application from New Tactics in Human Rights Project:

Tactics Specific to the Topic

- A Mock Tribunal to Advance Change: The National Tribunal on Violence Against Women in Nigeria
http://www.newtactics.org/sites/newtactics.org/files/Fijabi_Tribunal_update2007.pdf
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- Collaborating with Border Police to Prevent Trafficking
<http://www.newtactics.org/en/tactics/collaborating-border-police-prevent-trafficking>
- Using Surveillance Teams within Brothels to Rescue Trafficked Girls
<http://www.newtactics.org/en/tactics/using-surveillance-team-within-brothels-rescue-trafficked-girls>
- Using Accessible Media Tools to Promote Social Change and the Situation of Women in a Male-Dominated Society
<http://www.newtactics.org/en/tactics/using-accessible-media-tools-promote-social-change-and-situation-women-male-dominated-soci-0>
- Strategy for Addressing Child Labor, Sexual Abuse, and Trafficking in the Entertainment Industry
<http://www.newtactics.org/en/tactics/strategy-addressing-child-labor-sexual-abuse-and-trafficking-entertainment-industry-0>

Tactics Non-specific to the Topic

Prevention Tactics

- Building Child Friendly Villages: Using village strengths to combat child labour and other exploitative practices (<http://www.newtactics.org/en/ChildFriendlyVillages>)
NOTE: This is an In-depth case study
- Creating a venue on the Internet for former child soldiers to share their stories and develop new skills (<http://www.newtactics.org/en/tactics/creating-venue-internet-former-child-soldiers-share-their-stories-and-develop-new-skills-0>)

- Sharing files on the disappeared to contribute to healing from genocide (<http://www.newtactics.org/en/tactics/sharing-files-disappeared-contribute-healing-genocide>)
- Using dialogue to build strong alliances for effective sharing of information between organizations
<http://www.newtactics.org/en/tactics/using-dialogue-build-strong-alliances-effective-sharing-information-between-organizations-0>)

Intervention Tactics

- Sharing stories of political prisoners and their relatives to pressure for their release
<http://www.newtactics.org/en/tactics/sharing-stories-political-prisoners-and-their-relatives-pressure-their-release-0>
- Using the power of the media to send targeted messages to people in a position to end abuses
<http://www.newtactics.org/en/tactics/using-power-media-send-targeted-messages-people-position-end-abuses-0>
- Powerful Persuasion: Combating traditional practices that violate human rights
<http://www.newtactics.org/en/PowerfulPersuasion>
NOTE: This is an In-depth case study

Restorative Tactics

- Using a historic garment factory to promote dialogue on sweatshop issues
<http://www.newtactics.org/en/tactics/using-historic-garment-factory-promote-dialogue-sweatshop-issues>
- Sharing files on the disappeared to contribute to healing from genocide
<http://www.newtactics.org/en/tactics/sharing-files-disappeared-contribute-healing-genocide>
- I'll Walk Beside You: Providing emotional support for testifiers at the South African Truth & Reconciliation Commission
http://www.newtactics.org/sites/newtactics.org/files/Wildschut-Haupt_Walk_update2008.pdf
NOTE: This is an In-depth case study
- Access to Justice: Creating local level, citizen action mediation bodies to ensure human rights
http://www.newtactics.org/sites/newtactics.org/files/Suddhakar_Access_update2007.pdf
NOTE: This is an In-depth case study

Building Human Rights Culture and Institutions

- Using Living Newspapers to bring world events into the classroom
<http://www.newtactics.org/en/tactics/using-living-newspapers-bring-world-events-classroom>

- Engaging local leaders to become women’s rights and victim advocates
<http://www.newtactics.org/en/tactics/coalition-violence-against-women-covaw>
- The Human Rights Education Program for Women (HREP): Utilizing state resources to promote women’s human rights in Turkey
http://www.newtactics.org/sites/newtactics.org/files/Ercevik_Amado_HREP_update2007.pdf
Note: This is an in-depth case study
- Action Theatre to mobilize communities for change
www.newtactics.org/en/tactics/action-theatre
Note: This is an in-depth case study

Engagement:

Critical Thinking/Guiding Questions

- How are the ideas of “choice”, “consent”, and “power” intertwined in sex trafficking?
- Is the current language used when discussing sex trafficking sufficient and comprehensive?
- What are some major obstacles facing individuals who have been trafficked? How are some of these obstacles being addressed?
- How do variables such as immigration status, language and literacy, sex/gender, geographic location, age, race and ethnicity, country of origin, destination country(ies), family status, etc. factor into an individual’s access and willingness to seek help IF it is available?
- What are some of the economic, social, and cultural factors that enable sex trafficking?
- How might the concepts associated with “supply and demand” theory complicate or clarify debate on trafficking?
- What are some of the realities an individual may face when returning (forcibly or by choice) to their country of origin – particularly for women victims/survivors of sex trafficking?
- How might those who have been trafficked still be (or even be more) “vulnerable,” traumatized, stigmatized, and in danger?
- How is trafficking impacting your own community?

Exercises and Assignments for Practical Application Using New Tactics Materials

- Ss can work individually or in groups to adapt a tactic from the New Tactics website so that it is applicable to fighting sex trafficking. Presentations or a written piece are possibilities.
Adapting Tactics—Workbook Tools and Resources-- pg. 4
<http://www.newtactics.org/sites/newtactics.org/files/resources/18tools.pdf>
Tactic Presentation—Workbook Tools and Resources—pg. 5
<http://www.newtactics.org/sites/newtactics.org/files/resources/18tools.pdf>
- Critical thinking/guiding questions can be used in a variety of ways: Ss may choose one and write a response paper, questions can be discussed in small groups, a fishbowl technique in which a small group discusses a question while the rest of the class listens and can offer ideas.
- Ss are assigned a tactic specific to sex trafficking from the New Tactics website and critically debate the benefits and the potential negative impact of using this tactic in a different environment.
- Ss are assigned a tactic that is not specific to sex trafficking from the New Tactics website, and in groups or individually must consider how the tactic could be adapted for their own community.

Exercises and Assignments Engaging Organizations Combating Trafficking

- Ss will critically examine media images of prostitution and sex trafficking in terms of their similarities and differences and provide a reflection of the impact the similarities and differences have on the effectiveness of the fight to end sex trafficking.
- A panel (live and/or virtual) composed of representatives of organizations working to end sex trafficking can be brought to the classroom to provide information on:
 - Current and local impact.
 - Share how they are working to address the issue (prevention, intervention, restoration – ie victim services, building institutions and cultural practices to address the root causes)
 - Share case examples of survivors they have worked with and outcome results.
- Alternative to actual engagement of organizations:
 - A panel of Ss can be requested to imagine themselves as a 1) trafficking victim 2) NGO representatives working on the issue from a variety of perspectives 3) law enforcement representative tasked to represent the issue 4) governmental body tasked to address the issue 5) community member, etc to have an open discussion.
 - Ss can be requested to imagine themselves as a 1) trafficking victim 2) NGO representatives working on the issue from a variety of perspectives 3) law enforcement representative tasked to represent the issue 4) governmental body tasked to address the issue 5) community member, etc and explore the issue from that perspective and either write journal entries about their experiences or a written testimony.

Example of a Lesson Plan

Title of Lesson: Sex Trafficking

Goals of the Lesson:

- Introduce Ss to the topic of sex trafficking while engaging them with pertinent sources of information as well as laws.
- Give Ss a background in tactics that have been used successfully to fight sex trafficking and invite them to critically examine the possible effectiveness of other tactics.
- Provide Ss with the opportunity to engage with the issue and materials at a deeper level through exercises and activities at local and global levels.
- Provide Ss with practical means by which to address the issue of sex trafficking as well as a means by which to apply tactics used by NGOs to combat this issue across the world.

Timeframe: Three lesson plans are included below. The first is for a class taking 1.5 hours, the second for 3 hours of class time, and the third for 6 hours of class time.

Learner Outcome(s):

- Students can describe the local and global impact of sex trafficking.
- Students can describe, compare, and analyze the current laws, treaties, and conventions that are being used to combat sex trafficking.
- Students can discuss anti-sex trafficking tactics that have been successfully used by activists and organizations.
- Students are able to assess other tactics that might be used to prevent or intervene in sex trafficking, restore victims, or build human rights cultures and institutions against trafficking.

Essential Questions (critical thinking)

- How are the ideas of “choice”, “consent”, and “power” intertwined in sex trafficking?
- Is the current language used when discussing sex trafficking sufficient and comprehensive?
- What are some major obstacles facing individuals who have been trafficked? How are some of these obstacles being addressed?
- How do variables such as immigration status, language and literacy, sex/gender, geographic location, age, race and ethnicity, country of origin, destination country(ies), family status, etc. factor into an individual’s access and willingness to seek help IF it is available?
- What are some of the economic, social, and cultural factors that enable sex trafficking?
- How might the concepts associated with “supply and demand” theory complicate or clarify debate on trafficking?

- What are some of the realities an individual may face when returning (forcibly or by choice) to their country of origin – particularly for women victims/survivors of sex trafficking?
- How might those who have been trafficked still be (or even be more) “vulnerable,” traumatized, stigmatized, and in danger?
- How is trafficking impacting your own community?

1.5 hours of class time (Undergraduate Class)

1. Ss may be assigned one or several of these documents to read prior to class. In order to spend class time on other activities, a reflection paper or a specific set of questions can be assigned to be turned in at the beginning of the class to ensure that the document or book has been read.
 - a. *Best Practices for Ending Demand for Sex Trafficking* by Donna Hughes (August 2004), http://www.uri.edu/artsci/wms/hughes/demand_sex_trafficking.pdf
 - b. *Who Is There To Help Us?: How the System Fails Sexually Exploited Girls in the United States: Examples from Four American Cities* by Sara Ann Friedman, ECPAT-USA (2005)
 - c. *Oversexed* by Debbie Nathan in *The Nation* (2005) <http://www.thenation.com/article/oversexed>
 - d. (BLOG) “*How will human trafficking ever be stopped?*” This blog considers some possible means of engagement with the issue. (<http://www.newtactics.org/en/blog/philippe-duhamel/how-will-human-trafficking-ever-be-stopped>)
 - e. (DIALOGUE) “*Human Trafficking: Addressing Modern Day Slavery*” This tactical dialogue explores Intervention Practices, Prevention Practices, Direct Assistance Practices, and Resources for Practitioners and Organizations. (<http://www.newtactics.org/en/blog/new-tactics/human-trafficking>)
2. Ss working in groups are assigned a particular tactic in order to determine how NGOs are creatively working on sex trafficking issues to address the problems of 1) combating trafficking, 2) helping victims, and 3) punishing perpetrators. Ss may also be assigned a tactic that is not specific to sex trafficking to better understand how other NGO tactics could be applied to the issue.

Tactics Specific to Sex Trafficking

- *A Mock Tribunal to Advance Change: The National Tribunal on Violence Against Women in Nigeria*

http://www.newtactics.org/sites/newtactics.org/files/Fijabi_Tribunal_update2007.pdf Note: This is an In-depth case study

- *Collaborating with Border Police to Prevent Trafficking*
<http://www.newtactics.org/en/tactics/collaborating-border-police-prevent-trafficking>
- *Using Surveillance Teams within Brothels to Rescue Trafficked Girls*
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- *Using Accessible Media Tools to Promote Social Change and the Situation of Women in a Male-Dominated Society*
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Tactics Non-Specific to Sex Trafficking

- *Creating a venue on the Internet for former child soldiers to share their stories and develop new skills*
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(<http://www.newtactics.org/en/tactics/sharing-files-disappeared-contribute-healing-genocide>)
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- *Sharing stories of political prisoners and their relatives to pressure for their release* (<http://www.newtactics.org/en/tactics/sharing-stories-political-prisoners-and-their-relatives-pressure-their-release-0>)
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- *The Human Rights Education Program for Women (HREP): Utilizing state resources to promote women's human rights in Turkey* (http://www.newtactics.org/sites/newtactics.org/files/Ercevik_Amado_HREP_update2007.pdf)
Note: This is an in-depth case study
- *Action Theatre to Mobilize Communities for Change* (www.newtactics.org/en/tactics/action-theatre)

3. Homework:

Students are assigned a tactic that is not specific to sex trafficking from the New Tactics' website and in groups or individually must consider how the tactic could be adapted for their own community or another.

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http://www.newtactics.org/sites/newtactics.org/files/Fijabi_Tribunal_update2007.pdf NOTE: This is an In-depth case study

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- *Using Accessible Media Tools to Promote Social Change and the Situation of Women in a Male-Dominated Society*
(<http://www.newtactics.org/en/tactics/using-accessible-media-tools-promote-social-change-and-situation-women-male-dominated-soci-0>)
- *Strategy for Addressing Child Labor, Sexual Abuse, and Trafficking in the Entertainment Industry* (<http://www.newtactics.org/en/tactics/strategy-addressing-child-labor-sexual-abuse-and-trafficking-entertainment-industry-0>)

3.0 hours of class time (Graduate Class)

1. Ss may be assigned one of the following books or treaties/conventions to read prior to class.

- Marlairek, Victor. *The Natashas: Inside the New Global Sex Trade*. Arcade Publishing, 2004.
- Hicks, George. *Comfort Women*. W.W. Norton & Company, 1997.
- Kara, Siddharth. *Sex Trafficking: Inside the Business of Modern Slavery*. Columbia, University Press, 2010.
- McCormick, Patricia. *SOLD*. Hyperion Book CH, 2006.
- McGill, Craig. *Human Traffic: Sex Slaves and Immigration*. Vision, 2004.
- Mam, Somaly. *The Road of Lost Innocence: The True Story of a Cambodian Heroine*. Spiegel & Grau, 2008.
- Waugh, Louisa. *Selling Olga: Stories of Human Trafficking and Resistance*. Weidenfeld & Nicholson, 2006.
- *Slavery Convention* by United Nations Office of the High Commissioner for Human Rights (1926)

- *Protocol amending the Slavery Convention* by United Nations Office of the High Commissioner for Human Rights (1953)
- *Supplementary Convention on the Abolition of Slavery, the Slave Trade and institutions and practices similar to slavery* by United Nations Office of the High Commissioner for Human Rights (1956)
- *Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of others* by United Nations Office of the High Commissioner for Human Rights (1949)
- *Convention on the Rights of the Child* by United Nations Office of the High Commissioner for Human Rights (1989)
- *Optional Protocol to the Convention on the Rights of the Child, on the Sale of Children, Child Prostitution and Child Pornography* by United Nations Office of the High Commissioner for Human Rights (2000)
- *United Nations Convention against transnational organized crime and its Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children* by United Nations (2000)
- *Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing The United Nations Convention Against Transnational Organized Crime and Protocol against the Smuggling of Migrants by Land, Sea and Air* by United Nations (2000)
- *The Annotated Guide To The Complete UN Trafficking Protocol* by Ann D. Jordan, International Human Rights Law Group (2002)

2. To stimulate critical thinking, in-class small group discussions centered on a pre-chosen set of questions pertaining to the book are discussed.

OR

Ss will meet in groups to discuss and review the specific mechanism that a particular law/treaty/convention provides in terms of 1) suppressing trafficking, 2) helping victims and 3) punishing perpetrators.

3. Ss, working in groups, are assigned a tactic specific to sex trafficking from the New Tactics website and critically debate the benefits and the potential negative impact of using this tactic in a different environment.

- *A Mock Tribunal to Advance Change: The National Tribunal on Violence Against Women in Nigeria*
http://www.newtactics.org/sites/newtactics.org/files/Fijabi_Tribunal_update2007.pdf Note: This is an in-depth case study
- *Collaborating with Border Police to Prevent Trafficking*
<http://www.newtactics.org/en/tactics/collaborating-border-police-prevent-trafficking>
- *Using Surveillance Teams within Brothels to Rescue Trafficked Girls*
<http://www.newtactics.org/en/tactics/using-surveillance-team-within-brothels-rescue-trafficked-girls>
- *Using Accessible Media Tools to Promote Social Change and the Situation of Women in a Male-Dominated Society*
<http://www.newtactics.org/en/tactics/using-accessible-media-tools-promote-social-change-and-situation-women-male-dominated-soci-0>
- *Strategy for Addressing Child Labor, Sexual Abuse, and Trafficking in the Entertainment Industry* <http://www.newtactics.org/en/tactics/strategy-addressing-child-labor-sexual-abuse-and-trafficking-entertainment-industry-0>

4. Homework:

Ss can be assigned to do a case study of a particular country in order to determine what efforts are being made to combat sex trafficking. Ss should consider the efforts and actions of the government as well as NGOs and NPOs. Ss can report on their findings in a variety of ways such as a written report, presentation, etc.

6.0 hours of class time (Two Graduate Classes)

1. Follow the first 3 hours of class time lesson plan
2. Ss may share their presentations from the homework assignment
OR
Ss will critically examine media images of prostitution and sex trafficking in terms of their similarities and differences and provide a reflection of the impact the similarities and differences have on the effectiveness of the fight to end sex trafficking.
3. A panel (live and/or virtual) composed of representatives of organizations working to end sex trafficking can be brought to the classroom to provide information on:
 - Current and local impact.
 - Share how they are working to address the issue (prevention, intervention, restoration – i.e. victim services, building institutions and cultural practices to address the root causes)

- Share case examples of survivors they have worked with and outcome results.

OR

A panel of Ss can be requested to imagine themselves as a 1) trafficking victim 2) NGO representatives working on the issue from a variety of perspectives 3) law enforcement representative tasked to represent the issue 4) governmental body tasked to address the issue 5) community member, etc to have an open discussion

4. Homework:

Ss can work individually or in groups to adapt a tactic from the New Tactics website so that it is applicable to fighting sex trafficking. Presentations or a written piece are possibilities.

Adapting Tactics—Workbook Tools and Resources-- pg. 4

<http://www.newtactics.org/sites/newtactics.org/files/resources/18tools.pdf>

Tactic Presentation—Workbook Tools and Resources—pg. 5

<http://www.newtactics.org/sites/newtactics.org/files/resources/18tools.pdf>