Abolitionist Curriculum
“IT IS UP TO EACH AND EVERY ONE OF US TO RAISE OUR VOICE AGAINST CRIMES THAT DEPRIVE COUNTLESS VICTIMS OF THEIR LIBERTY, DIGNITY AND HUMAN RIGHTS. WE HAVE TO WORK TOGETHER TO REALIZE THE EQUAL RIGHTS PROMISED TO ALL. AND WE MUST COLLECTIVELY GIVE MEANING TO THE WORDS, ‘NO ONE SHALL BE HELD IN SLAVERY OR SERVITUDE.’”

- Ban Ki-moon (8th United Nations Secretary-General)
**WELCOME**

The modern day abolition movement is a worldwide collection of voices raised in unison, intent on speaking out against injustice until trafficking and exploitation are eradicated.

On behalf of Love146, our staff, and the children we serve — thank you.

---

**WEB BREAK: FAMILY VIDEO (3:13)**

Take a moment, and watch this video message from Rob Morris, Love146’s President and Co-founder.

---

We at Love146 view Volunteer Teams as rallying points; they are meant to gather individual abolitionists together so they can exchange ideas, combine their efforts, and achieve real and measurable change. We believe Volunteer Teams are the true power behind our organization as we seek to collaborate with the larger, worldwide grassroots abolitionist movement.

Over the coming weeks and months, you’ll get a chance to get to know the people in your Volunteer Team, what you each bring to the movement as unique individuals, and how powerful and effective your group can be in the fight to end trafficking. Get ready — incredible things happen when people come together, demand change, and work toward that change.

---

**INSIDE THIS MODULE**

- Welcome
- The Purpose of the Curriculum
- What a Volunteer Team Looks Like
- The Curriculum: An Overview
- Getting Sorted
- Between Now & Then
THE PURPOSE OF THE CURRICULUM

The Love146 Volunteer Team Abolitionist Curriculum was designed to educate, equip, and empower Volunteer Teams in four ways:

ORGANIZE.
As you work your way through this curriculum, we’ll share ideas to help you organize your group effectively, delegate tasks, and keep your whole team engaged.

LEARN.
You’ll read articles, listen to stories, and watch videos that expose you to information and ideas.

“We could eradicate slavery. The laws are in place. The multi-nationals, the World Trade Organizations, the United Nations, they could end slavery. But they’re not going to unless we demand it.”

KEVIN BALES, FOUNDER, FREE THE SLAVES

DISCUSS.
The curriculum is meant to be completed by a group so that the members of your Volunteer Team can challenge each other and spark discussion. What do you think of what you learned? How did it affect you? Were you surprised? What can you add to the information?

ACT.
The ultimate goal of the curriculum is action. What can your Volunteer Team do with the information you have learned and discussed? Begin considering the ideas below; your Volunteer Team may choose one area to focus on or touch on all of these areas over time:

Events. Raise community awareness and funds for the work of Love146.

Advocacy. Challenge existing policies, systems, and structures to protect the vulnerable.

Community Empowerment. Within your communities, develop strong local relationships with existing businesses and community members that are doing effective work to protect and empower children. You’ll notice that throughout this curriculum we’ve included links and references to a number of other organizations. One of our key beliefs at Love146 is that we will only succeed in eradicating slavery if we work alongside the many other organizations that share the vision of abolition. Together, we’re a much louder voice; take the time to explore these other organizations and see how they fit into this greater movement.
WHAT A VOLUNTEER TEAM LOOKS LIKE

VOLUNTEER TEAM CORE
You’re free to structure your Volunteer Team in the way that suits your group best. Our experience would suggest that a core group or leadership team is the most effective means to operate a Volunteer Team. See The Volunteer Team Starter Kit available on our website for more suggestions, or contact a Love146 Action Community admin for more one-on-one coaching on the best way to build your team.

► ACCESS THE VOLUNTEER TEAM STARTER KIT DIRECTLY AT LOVE146.ORG/ACTION/STARTER-KIT

CHOOSE A FACILITATOR
This curriculum requires a “Facilitator.” The Facilitator is a member who is willing to organize and guide the Volunteer Team’s journey through the Abolitionist Curriculum. It doesn’t mean they’re necessarily the most well-informed person; it simply means they’re up for keeping things moving and on track.

The Facilitator assigns members of the group to read sections aloud, encourages everyone to participate, keeps an eye on how long the group is spending on each step and makes sure everyone is headed in the right direction.

Take some time now to pick a Facilitator for your Volunteer Team. You can always switch up the positions as needed, so don’t spend too much time figuring this out.

✭

Note to you, new Facilitator:
As you lead the group through the modules, you’ll notice these red stars. These messages will give you additional instructions and suggestions.

ACTIVITIES
Throughout each module there are activities for the group to participate in. Each of these activities is important for learning, problem solving, and generating new ideas. Given time constraints, or due to the makeup of the group, we understand that your group may not participate in every single activity. In some cases, an activity will not resonate with your Volunteer Team. We always make sure to tell you why we have included each activity, so you can feel free to skip or adjust them for the benefit of your group.
WEB BREAK
In each of the modules we will direct you to outside media (videos, articles, etc.) that are integral to the learning process. The materials are organized for you step by step for each module. So whenever you see this icon, take a Web Break! Looking at the provided materials will help fill out the curriculum experience.

► ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

EXPANDED RESOURCES
Along with each module is a set of resources designed to help you dive deeper into the topic at hand. Use these optional, supplementary tools as you see fit — whether as a group or as individuals.

► ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

BETWEEN NOW & THEN
These are basically easy homework assignments. We want you thinking about abolition even when you’re not at your Volunteer Team meetings.

Sometimes the assignment will be to read an article. Sometimes it will just be some “assigned thinking.”

By coming to your Volunteer Team meetings prepared, your group can cover more ground, more quickly. Also, if inspired, you can bring specific ideas to share what you’ve been chewing on since the last meeting.
MEETINGS

The five modules within this curriculum were designed to teach you and your Volunteer Team about specific aspects of exploitation and trafficking. There are a couple of options for implementing this curriculum:

1. Work through the curriculum exclusively before taking on events or community action. For more education-oriented groups, completing the curriculum first will help people achieve a deeper understanding of the issue and engage with the material.

2. Spend a portion of your Volunteer Team meeting working through the curriculum (you can break the modules into smaller pieces to suit your time frame), and spend the other portion planning events and community action. For more action-oriented groups, combining learning and action will help people stay engaged. Being informed and thoughtful before reacting is also a value of Love146.

We also encourage you to take time outside of the meetings to get to know each other socially. The stronger the bonds of friendship within your Volunteer Team, the more effective your group will be.

THE CURRICULUM: AN OVERVIEW

1. INTRODUCTION & THE LOVE146 DNA - This module is meant to give you an idea of what you’ve signed up for, the people around you and the road ahead. What is Love146? What does the name mean? What does Love146 do? Furthermore, how can a Love146 Volunteer Team appropriately communicate the vision and mission of Love146? Module 1 will help you understand the passion and philosophies behind Love146 and hopefully inspire you to integrate them into your own abolition work.

2. TRAFFICKING AND EXPLOITATION GLOBALLY - The massive scope and intricate complexities of modern-day slavery can be intimidating. This module breaks down the current state of global trafficking and exploitation so that it’s easier to understand and digest.

3. TRAFFICKING AND EXPLOITATION LOCALLY - Trafficking and exploitation is a global problem, but it’s also a local one. We’ll help you identify possible human trafficking in your community, offer prudent ways of addressing the issue, and encourage you to take action.

4. THE ABOLITION MOVEMENT, THEN & NOW - This module will teach you about the history of the abolition movement, which groups have done what, and what actions have worked well. You’ll be introduced to some modern-day abolitionists and learn what they’re doing in today’s fight. By gleaning lessons from previous abolitionists, we can take informed steps in the here and now.

5. NEXT STEPS - This module includes brainstorming exercises designed to get your Volunteer Team thinking creatively. We want to help you create events that lead to abolition and express the unique character of your group. We also want to get you thinking about what your Volunteer Team could do in your own community to protect the vulnerable and contribute to the care of survivors.
ACTIVITY 1: GET TO KNOW YOUR FELLOW ABOLITIONISTS

Time: 20 Minutes. Spend ten minutes thinking about your answers to the following questions, then ten minutes sharing your answers with the group.

Understanding your fellow Volunteer Team members’ backstories will help you see the similarities and differences in your group, and give you an idea of what is motivating the individuals in your group. This can be helpful for your Volunteer Team in successfully functioning as a team.

- How did you first hear about Love146?
- Why did you join a Love146 Volunteer Team?
- What do you hope to see this Volunteer Team accomplish?

THE LOVE146 DNA

This module is meant to teach (or remind) Volunteer Team members about Love146’s mission, vision, philosophy and communication strategies.

At this meeting, your Volunteer Team is going to learn and talk through Love146’s Vision and Mission Statements, core values, the story behind our name, and some answers to Love146’s most frequently asked questions. In addition, we’ll explain the “how” and “why” behind our communication strategy.

When it comes down to it, Volunteer Teams are often the face of Love146. You are the boots on the ground. Tell stories to let people know about Love146 and its place in the abolition movement. Do it with your own brand of creativity, your own perspective, and your own talents — it’s a beautiful thing. We want to make sure the core ideas of Love146 are presented consistently around the world. Hence, we’ve centered a meeting on learning the Love146 DNA and communication training.

1. Know and understand Love146’s key talking points (including Vision and Mission Statements, core values, how we got our name, and other frequently asked questions).
2. Understand how and why Love146 communicates the way it does.

This step involves some memorization — don’t worry if you can’t remember everything perfectly at the meeting! Over time, you’ll hear this language often enough that it naturally will become familiar.

The following are the key strands in the Love146 DNA. As an organization, we constantly go back to our DNA as we make decisions and envision what’s next.
Read each main point aloud and discuss. What do you think it means? How does it affect you?

VISION STATEMENT
The abolition of child trafficking and exploitation. Nothing less.

“JUSTICE AT ITS BEST IS LOVE CORRECTING EVERYTHING THAT STANDS AGAINST LOVE.”

MARTIN LUTHER KING, JR.

CORE VALUES

WE HOPE
We choose to hope as an act of defiance in the face of violence and horrific abuse. Children are our teachers. Undeterred by despair and cynicism, we insist that every step is worth it.

WE ARE THOUGHTFUL
We are working within a very complex issue. It is worth extra time and resources to be thoughtful so that our solutions will endure and have a greater impact.

WE LISTEN
We welcome diverse perspectives to the Love146 table, refining our approach by listening to others with experience. We are forever learners: hearing, thinking, and responding deliberately.

WE COLLABORATE
We don’t reinvent the wheel. Instead, we ask, “How can we be helpful?” As specialists, we are more effective when we collaborate with other specialists. We are stronger together.

WE INNOVATE
We challenge assumptions. In the midst of a daily sense of urgency, we imagine, develop, tweak, grow, and evolve solutions that work.

WE PERSEVERE
We stick around for the long haul. Our story isn’t just about victories, triumphs, and fairytale endings — it’s about not giving up. We embrace stories that never truly end: that have complexity, struggle, beauty, and humanity.
In 2002, the co-founders of Love146 traveled to Southeast Asia on an exploratory trip to determine how they could serve in the fight against child trafficking and exploitation. In one experience, a couple of our co-founders were taken undercover with investigators to a brothel where they witnessed children being sold for sex. This is the story that sparked our abolition movement.

Here’s the story as told by Rob Morris, President and Co-founder of Love146:

“We found ourselves standing shoulder to shoulder with predators in a small room, looking at young girls through a pane of glass. All of the girls wore red dresses with numbers pinned to their dresses for identification.

They sat, blankly watching cartoons on TV. They were vacant — shells of what a child should be. There was no light in their eyes, no life left. Their light had been taken from them. These children... raped each night... seven, ten, fifteen times every night. They were so young. Thirteen, eleven... it was hard to tell. Sorrow covered their faces with nothingness. Except one girl. One girl who wouldn’t watch the cartoons. Her number was 146. She was looking beyond the glass. She was staring out at us with a piercing gaze. There was still fight left in her eyes. There was still life left in this girl...

...All of these emotions begin to wreck you. Break you. It is agony. It is aching. It is grief. It is sorrow. The reaction is intuitive, instinctive. It is visceral. It releases a wailing cry inside of you. It elicits gut-level indignation. It is unbearable. I remember wanting to break through the glass. To take her away from that place. To scoop up as many of them as I could into my arms. To take all of them away. I wanted to break through the glass to tell her to keep fighting. To not give up. To tell her that we were coming for her...
Because we went in as part of an ongoing, undercover investigation on this particular brothel, we were unable to immediately respond. Evidence had to be collected in order to bring about a raid — and, eventually, justice — on those running the brothel. It is an immensely difficult problem when an immediate response cannot address an emergency. Some time later, there was a raid on this brothel, but the children we saw, including the girl who wore #146, was no longer there. We do not know what happened to her, but we will never forget her. She changed the course of all of our lives.”

We have taken her number so that we remember why this all started. So that we must tell her story. It is a number that was pinned to one girl but that represents the millions enslaved. We wear her number with honor, with sorrow, and with a growing hope. This story can be different for other children.

**FREQUENTLY ASKED QUESTIONS**

These will be helpful to know anytime you are communicating about Love146. After this meeting, take a look at the FAQ page (www.love146.org/faqs) for answers to more questions, and feel free to direct people there if you aren’t sure how to answer their question.

*Where does Love146 work and what are they doing?*

In 2002, our work started by building and expanding safe homes in Thailand and Cambodia. We also began training grassroots aftercare workers across Asia, equipping them with knowledge and practical tools to be even more effective. In 2008, we opened our Round Home for girls in the Philippines. We chose to focus on Survivor Care locations operated by Love146, and since then have added three more additional survivor care locations, serving both boys and girls in the Philippines, the U.S., and the U.K. Additionally, our prevention education curriculum in the US, Not a #Number, exists to reach children before traffickers do. We’ve impacted thousands of U.S. children in classroom and community settings, equipping them to recognize vulnerabilities and protect themselves and their peers from exploitation.

To find out more about our global programs visit: [https://love146.org/programs/](https://love146.org/programs/)

[ACCESS INFORMATION ON PROGRAMS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES](https://love146.org/programs/)

[ACCESS INFORMATION ON PROGRAMS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES](https://love146.org/programs/)
Does Love146 rescue children from brothels?
No. Love146 works strictly in Prevention Education and Survivor Care. However, we do work closely with organizations that specialize in intervention.

Can I sponsor a child?
Because survivors of child trafficking and exploitation once had a price (or value) placed on them, we’re hesitant to do the same. Our Partners program allows you to support our prevention or aftercare programs monthly.

Does Love146 purchase children out of brothels?
Love146 does not purchase children as a means of removal from trafficking situations. Though this may seem like an appropriate response, it is in fact contributing to the problem. The purchase of a child financially supports the very systems and structures of exploitation that we’re fighting. We support and endorse the work of law enforcement and responsible agencies that remove children from brothels, shut down brothels, and convict and sentence the exploiters.
ACTIVITY 2: WHAT DID YOU LEARN?

Time: 20 Minutes. Spend 5 minutes thinking about the questions individually, then 15 minutes sharing with the group.

Our goal here is to help Volunteer Team members know and understand the basics of Love146 and to be able to communicate them in their own ways. Some people process things visually (maybe by drawing) and some just prefer to memorize. Feel free to process through this information in your own way.

 Spend the rest of the meeting helping the people in your Volunteer Team get to know each other. If your group is made up of people who’ve known each other for a while, you may want to skip this step. However, some of these questions may lead to new discussions and help remind the team why everyone is here.

 If you have time in your meeting, watch some of the videos produced by Love146. This will help familiarize you with more information about Love146 and our communication style.

 ACCESS THE VIDEOS DIRECTLY AT WWW.LOVE146.ORG/VIDEOS

• Take a couple of minutes to reread, think about and even try to memorize the material you just went through. Close your curriculum manual, and go around the group to see who has the Vision Statement or the Mission Statement memorized.

• Answer the FAQ’s in your own words: Does Love146 have programs in the U.S.?

• Does Love146 rescue children from brothels? Can I sponsor a child? Does Love146 purchase children out of brothels?

• Then, have each person (those who are willing) recount the story of how Love146 got its name. That means you might hear the story a few more times — but that’s good! Repetition helps us learn and remember!
This next step is meant to explain how and why Love146 communicates the way it does so that your Volunteer Team can communicate the same way.

Love146 communicates ideas about child trafficking and the abolition movement in a very specific way. It centers on the dignity and worth of each individual. Every child has dignity and every child has worth. We follow a very strict Child Protection Policy.

Here are some key parts of the philosophy of communications at Love146.

**THERE’S NO SUCH THING AS A CHILD PROSTITUTE.**

The word “prostitute” refers to a person who engages in sexual activity in exchange for money. For the average person, the word “prostitute” carries an implication of choice. But under federal law, persons under the age of 18 cannot legally consent to commercial sex, so they are always legally classified as victims. Using the term “prostitute” instead of “victim” perpetuates an incorrect and damaging idea.

**AVOID VICTIM-BLAMING LANGUAGE.**

It can be a matter of syntax, but it makes a world of difference in terms of what readers (and victims) come away with. For example, say “Men solicited Jessica” instead of “Jessica solicited men.” If Jessica is under 18, she can’t solicit men for sex.

---

**LANGUAGE & MEDIA GUIDE**

Words are powerful. Read through our “Language & Media Guide to Reporting on Child Trafficking and Exploitation” in the Expanded Resources section. It’s a document geared towards guiding reporters who write about trafficking, but it can be a great resource to Volunteer Teams as you engage in conversations about trafficking.

**ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES**
STORIES OVER STATS.

So many statistics in the anti-trafficking community are a game of telephone. By quickly slapping a stat over your story, you could unknowingly perpetuate a problem that threatens the integrity of the modern-day abolition movement. You could become a cited source, so don’t blindly trust what you read in another article or organization’s website, including ours. Find the original research source. Look for research that is recent, be conservative, name your source, and do not state something as a fact when it’s an estimate. Trafficking is an illegal underground issue; it is incredibly complex and underreported. For these reasons, it is difficult to measure, though more research is desperately needed.

Statistics can be useful for awakening listeners and readers to the scope and seriousness of humanitarian issues, but Love146 prefers to use individual stories when possible. It is important to remember that trafficking is an illegal underground issue. It is incredibly complex and underreported. We know that the problem is real, and we know that the problem is big. Behind every disputable estimate is a real person who cannot be dismissed, and theirs are the stories we need to help make known.

IMAGERY

When showing images of survivors, we prefer to not show intentionally sad and disturbing images meant to “pull on heartstrings.” We use images that genuinely illustrate the story we’re telling, not those that perpetuate sensational stereotypes that can alienate the public from reality. We choose photos that preserve human dignity for those pictured. Though we do occasionally use images that convey hurt and heartbreak, we pair these images with ones of hope and resiliency.

“NEVER BE DISCOURAGED FROM ACTIVISM BECAUSE PEOPLE SAY YOU’LL NOT SUCCEED. YOU’VE ALREADY SUCCEEDED IF YOU’RE REPRESENTING LOVE.”

HADDOCK
ACTIVITY 3: EXAMPLES OF COMMUNICATION

Time: 20 Minutes. Spend 10 minutes looking at the images and watching the video, then 10 minutes discussing with the group.

WEB BREAK: SHADOW HANDS (1:01)
An animated video produced by Not for Sale.

ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

Take a look at the three images below and watch the Web Break video, then discuss the following questions:

- How did the images and video make you feel?
- Do you think these are effective tools for communicating information & awareness? Why or why not?

THE HEADLINE ABOVE RIGHT SAYS
“ABUSE THROUGH PROSTITUTION STEALS CHILDREN’S LIVES.”

Encourage members of your Volunteer Team to share examples that they’ve seen of anti-trafficking campaigns, and discuss what they see as strengths and weaknesses. If you have time in your meeting, look up some of these examples on a computer and discuss them as a group.
BETWEEN NOW & THEN

1. YOUR STORY
You just heard the Love146 story. But what’s your story? How did you get involved in Love146? What stirred your interest in abolition? What motivated you originally, and what’s kept you going?

We believe in the idea of the “collective shout” — that only by combining our voices and stories can we really make a marked difference.

Spend some time alone before your next Volunteer Team meeting to think about “your story.” Tell it to yourself, and then tell it to some friends. You’re going to need to be able to share your story in the future as you step forward into serving as a 146 Volunteer Team.

Your story is one of the powerful voices in the Collective Shout to bring abolition.

“THESE THINGS ARE NOT EASY TO LOOK AT. WE TURN AWAY WITH BURNING EYES, & ONLY FOR THE CHILDREN’S SAKE COULD WE LOOK AGAIN.”

AMY CARMICHAEL

2. GO THROUGH THE “LEARN” SECTION OF THE LOVE146 WEBSITE
Click “Learn” at the top of www.love146.org and read through the slides. Make notes about what stands out to you, how it makes you feel, and what it inspires you to do. Be ready to share your reactions at your next Volunteer Team meeting!

ACCESS THESE SLIDES DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

3. CHECK OUT THE LOVE146 ACTION COMMUNITY
Go to www.love146.org/action and sign up for the Action Community to keep up with Action-related news and opportunities: goo.gl/vwpnPV

ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES
4. SET UP YOUR VOLUNTEER TEAM FACEBOOK GROUP
A Facebook group can be a great way to stay organized within your volunteer team. Many people check Facebook frequently so it’s an easy way to stay connected by posting meeting times and any resources or news reports you see about trafficking. This role can be designated to someone in your group who is already savvy with social media.

A Facebook page can be used to get the word out about your Volunteer Team's events. You can post about upcoming meetings in order to recruit new members, share articles to spread awareness among a larger audience, and announce fundraisers that your Volunteer Team is planning.

WE’RE HERE FOR YOU!

*If you have any questions as you’re working through the curriculum and getting started as a Volunteer Team, please don’t hesitate to contact us! We can be reached via email at action@love146.org.*
“SLAVERY WAS ABOLISHED 150 YEARS AGO, RIGHT? WHILE IT IS TRUE THAT SLAVERY IS ILLEGAL ALMOST EVERYWHERE, THE FACT IS THAT THERE ARE MORE SLAVES TODAY THAN EVER WERE…”

- Robert Alan, American writer, artist, and social activist
INTRODUCTION

At the end of the first module, your homework assignment was to go through the ‘Learn’ section on the Love146 website and come prepared to share thoughts and feelings about what you learned. Now’s the time to go ahead and share!

Love146 believes in a thoughtful response to the complex problems of human trafficking and exploitation.

In order to produce thoughtful responses, we have to learn from the successes and mistakes of those who have come before us and are working alongside us. We have to learn from survivors... and maybe even from perpetrators.

During this session we’re going to look at slavery — both past and present. We’ll talk about the underlying factors that perpetuate the vicious cycle of exploitation, define some terms, and provide some jarring statistics. This module is designed to explain the global state of exploitation today and, specifically, the state of child exploitation and trafficking.

THE GOALS FOR THIS MODULE ARE THE FOLLOWING:

1. Understand the differences between slavery in the 17th, 18th, and 19th centuries and modern-day exploitation and trafficking.
2. Be able to define human trafficking.
3. Be able to define child exploitation and trafficking and recognize its effects.
4. Understand the factors that contribute to child exploitation and trafficking.
5. Know the areas where trafficking and exploitation are most prevalent globally.
ACTIVITY 1: DEFINING SLAVERY

Time: 10 Minutes. Take five minutes to answer on paper, then five minutes to discuss.

Discussing your common perceptions of trafficking will help your Volunteer Team evaluate your collective understanding of exploitation as it is today versus historical slavery.

When you hear the word “slavery,” what comes to mind? What images, stories, or emotions?

Feel free to write a list or draw a picture:

Keep in mind that one of the main goals of the modules is to challenge the status quo of how issues of exploitation and trafficking are viewed. So as the Facilitator, encourage discussion by asking direct questions and foster an environment where considering unconventional perspectives is the norm!

SLAVERY: NOW AND THEN

When you thought of the word “slavery,” what came to mind? Slave ships? Auction blocks? Plantations? Europeans forcing Africans from their homes and across the ocean?

For many, the word “slavery” evokes thoughts of an era long past. In those days, there were 13 million slaves transported from Africa in the transatlantic slave trade. Today, the International Labor Organization estimates there are 20.9 million men, women, and children enslaved worldwide (ILO, 2012).

Trafficking today functions differently than the institution of slavery did 200 years ago. Then, slaves were bought and sold publicly. Today, people are still exploited commercially, but in private. It is done in secret, often arranged with the use of modern technology.

Then, slavery was legal. Today, slavery is considered illegal everywhere in the world, though some nations turn a blind eye towards it.
Then, slaves were thought of as highly valuable means of production. Owners viewed slaves as considerable economic investments, worth the money because of the work they would perform and the income they would help produce. In comparison, slaves today are far less expensive, and seen as easily replaceable.

(Some material adapted from Free the Slaves’ “Slavery Throughout History” document)

DEFINING TRAFFICKING & EXPLOITATION

Human trafficking is modern-day slavery. While laws differ from country to country, and even state to state, here are the definitions that Love146 uses:

LABOR TRAFFICKING is any labor for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery induced through the use of force, fraud, or coercion.

SEX TRAFFICKING is any commercial sex act induced through the use of force, fraud, or coercion in return for payment in money or in kind, paid to one or more third parties. In cases of trafficking of children for sexual purposes, force, fraud or coercion do not need to be present.

FOR LABOR OR COMMERCIAL SEXUAL EXPLOITATION TO BE TRAFFICKING, IT MUST INVOLVE:
- FORCE: physical restraint, beatings, rape, confinement
- FRAUD: false promises, lying, tricking
- COERCION: threats, blackmail, confiscation of documents, making a person afraid to seek help.

COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN

Sexual abuse of a child (under the age of 18) by another person in return for payment in money or in kind, paid to the child or to one or more third parties. CSEC includes child pornography, trafficking in children for sexual purposes, child sex tourism and child marriage when payment is exchanged.

The United Nations defines Human Trafficking as “the recruitment, transportation, transfer, harboring, 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.”

U.N. Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children
WEB BREAK: THE VEILED COMMODITY (5:33)
A short, animated film that deals with slavery’s past and present day issues.

ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

(Some material adapted from: http://www.polarisproject.org and the U.N. Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children.)

The abolition movement is broad and interdisciplinary, and we are effective because we specialize. Love146’s vision, in particular, is the end of child trafficking and exploitation. The modern-day abolition movement needs those specializing in areas like legal advocacy, prosecuting traffickers, and supply chains (to name a few), and at Love146, our focus is on child trafficking and exploitation.

ACTIVITY 2:
Time: 20 Minutes. 10 minutes to watch the video, and 10 minutes to share one or two of the stories.

The goal of this exercise is to help your group understand the concept of a child trapped in exploitation.

WEB BREAK: STORIES FROM THE FIELD (7:10)
Trigger Warning: The stories Rob Morris shares in this video are intense and cover topics of slavery and severe brutality.

ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

In the video, Love146 President and Co-Founder Rob Morris recounts stories of specific survivors of trafficking. As abolitionists we want to strive to facilitate empathy, and, as we have mentioned, storytelling is crucial to this effort. Only as empathetic individuals can we start to grasp the big picture of modern-day exploitation and trafficking.

- What were your first reactions?
- Which story impacted you the most?
How do the stories match or clash with your preconceptions of slavery?

WEB BREAK: SEREY’S LOVE STORY (6:16)
Enslaved children can be freed and restored only if effective aftercare is waiting. Your partnership allows stories like Serey’s to be written.

ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

Discuss the following questions:

- What common elements do you see in the stories?
- How does the story match your preconceptions of human trafficking?
- What about the story stood out to you the most?

COMMON ELEMENTS
You’ll notice a few elements common to many trafficking stories:

- A victim who is vulnerable to exploitation because of their life situation. Often poverty is a contributing factor.

- A promise of income. Frequently this comes in the form of a job offer. The victim’s desire and hope to improve their circumstances are leveraged against them.

- The promise is revealed to be a ruse. The victim discovers that the “job offer” is actually exploitative, but often it is too late.

- A perpetrator may provide some basic needs, and due to manipulative tactics of the traffickers, the victim may come to feel “indebted” to them.

- Fear and intimidation are used to control the victim. Often, victims are forced into drug use to incapacitate them from escape.

The more we understand these common elements, the better equipped we are to produce creative solutions to fight them.

“ACTION IS THE ANTIDOTE TO DESPAIR.”

JOAN BAEZ
THE EFFECTS OF CHILD TRAFFICKING AND EXPLOITATION

Sexual exploitation and abuse have grave and long-lasting effects on a person’s health and well-being, and such effects are amplified when the victim is a child. Unprotected sex, gang rapes, forced abortions, involuntary drug use, and emotional manipulation cause severe psychological and physical damage to children. HIV/AIDS and other infectious diseases are common consequences, as well as a myriad of psychological conditions.

The effects of sexual exploitation and abuse are so deep and so intense that many children deal with suicidal tendencies. Children affected by trafficking have also frequently lost their ability to consider a future for themselves. When asked, “What do you want to be when you grow up?” they generally respond with silence and a blank stare, unable to think in such terms. It is all painful, tragic, and depressing. But it is not hopeless.

Through years of working with rescued children, we’ve found that restoration IS possible. We’ve worked with children who have regained their ability to dream about the future. We’ve helped these children re-imagine their future, rediscover their humanity, and experience childhood. It’s not easy, but healing is an achievable goal.

The stories of children caught in trafficking and exploitation are terrible. For some of us, the depth of pain and torment is difficult to process. Just imagining what they’ve gone through affects us deeply. But, as hard as it is to hear these stories, it is good for us to do so, because by hearing these stories, we become aware, and awareness leads to action.

WEB BREAK: DIANA’S STORY (4:25)

Diana is a survivor of sex trafficking who came to the Love146 Round Home in the Philippines and found hope and healing. ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

CONTRIBUTING FACTORS

Child trafficking and exploitation happen because numerous factors — some cultural, some structural or governmental, some personal — combine to create situations and environments in which injustice can take root and spread. For example:
POVERTY.
People in poverty can be especially vulnerable to exploitation. They’re promised help, but the help is only an illusion. Sometimes, on the other hand, perpetrators don’t even have to use deceit, because victims’ families believe they have no choice but to sell their children into trafficking in order to make money to survive.

GREED.
Human greed is a powerful motivator. When an individual’s greed outweighs their moral reservations, they are more prone to do something drastic to get what they want. This could include trafficking or exploiting children for financial gain.

CULTURE.
A culture that normalizes the sexual objectification of children allows trafficking and exploitation to become more prevalent, and it also makes them less likely to be perceived as problems. Normalizing the view of children as sexual objects fuels the demand behind trafficking and becomes a barrier to legal and social action against it.

MYTHS.
Some societies maintain that sex with children is good luck. Others believe it will cure AIDS. Rumors, false stories, and unsound, illogical reasoning perpetuate these fallacies.
CORRUPTION.
Members of governments sometimes ignore child trafficking for financial incentives such as bribes. Other times, they remain silent because traffickers have personally threatened them. Nations with corrupt governments struggle to protect their citizens and stop child trafficking and exploitation.

“THE BOTTOM LINE IS THAT THIS IS NO TIME FOR COMPLACENCY. RIGHT NOW, ACROSS THE GLOBE, VICTIMS OF HUMAN TRAFFICKING ARE DARING TO IMAGINE THE POSSIBILITY OF ESCAPE, THE CHANCE FOR A LIFE WITHOUT FEAR, AND THE OPPORTUNITY TO EARN A LIVING WAGE.”

JOHN F. KERRY, SECRETARY OF STATE

TECHNOLOGY.
The Internet allows illicit activity to remain largely anonymous. Email and international message boards keep buyers unnamed and safe from prosecution. Likewise, traffickers have an easier time remaining in the shadows.

DEMAND.
The most basic rule of economics is that demand drives supply. As demand increases, suppliers seek to meet that demand by trafficking more children. Some material is adapted from www.nmci.org.

BETWEEN NOW & THEN

1. THE TRAFFICKING IN PERSONS REPORT
Look through the list of countries and their tier rankings from the latest annual Trafficking In Persons Report issued by the United States Department of State. We suggest you split up the countries among your group, individually spend time researching the state of trafficking in that country, and report back with what you learned at the next meeting.

The latest edition of the Trafficking in Persons Report can be found at www.state.gov/j/tip/rls/tiprpt

ACCESS THE REPORT DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES
Tier rankings in the Trafficking in Persons Report are issued based on how well the countries' governments comply with the minimum standards outlined in the Trafficking Victim’s Protection Act (TVPA). More information about the TVPA can be found here: http://www.state.gov/j/tip/laws/

ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES
“I FEEL A RESPONSIBILITY TO MY BACKYARD. I WANT IT TO BE TAKEN CARE OF AND PROTECTED.”

- Annie Leibovitz
INTRODUCTION

Your backyard is the community where you live. It’s your country, your city, your neighborhood. You have to know what’s happening in your backyard — even if the truth is surprising or shocking.

Trafficking still exists in the United States. Human trafficking is not a term that applies only to the developing world. It applies to Western nations and it applies to the United States.

Children are being trafficked across our borders and within our country. They’re being sold for sex. Every day. In most cities and even rural and suburban communities.

Traffickers recruit at malls, restaurants, shelters, schools, after-school programs, and on the streets. They’re recruiting vulnerable children into lives of exploitation, pornography, and prostitution.

Here. In America. Probably in your community.

Love146 has made a commitment to local communities here in America. We know that our global efforts would ring hollow if we ignored the child trafficking that happens in our own backyard. Children are in danger in Phnom Penh, but they’re also in danger in Philadelphia. We want to help end child trafficking everywhere, both overseas and in the United States.

This module is designed to give you a picture of what’s going on in America and in your specific community. It’s meant to help you identify possible child trafficking victims. It’s also meant to give you the tools to do something about it. Global change starts at home. And that’s where your Volunteer Team comes in.
THE GOALS FOR THIS MODULE ARE:

1. Understand the state of child trafficking and exploitation in the United States.

2. Know what the U.S. is doing about trafficking within its borders.

3. Consider the dynamics of child exploitation and trafficking in your community.

A reminder of things to have on hand:

INTERNET & ACCESS TO A COMPUTER
These are needed for:
- Web Breaks: outside materials to watch or read during the module
  love146.org/action/curriculum
- Expanded Resources: optional resources to further your learning
  love146.org/action/curriculum

PENS AND PENCILS
Writing down responses is a good way to capture what people are thinking and feeling. There will be blank space to respond, but have some paper in case people don’t have a printed copy of the curriculum.

Keep in mind that one of the main purposes of this module is to challenge the assumptions that surround trafficking in the United States. So, as the facilitator, foster an environment that encourages discussion.

STATISTICS OVERVIEW

Here are some of the key statistics about child trafficking and exploitation in the U.S. we want you to keep in mind:

- Between 14,500 and 17,500 men, women, and children are trafficked into the United States every year. (U.S. Department of State, 2004)

- One study suggests that within the first 48 hours of being on the street (because they’ve run away from home or have been abandoned). 1 out of every 3 children will be approached by a trafficker. (National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children/NISMART-2)
The Trafficking Victims Protection Act defines “severe forms of trafficking in persons” as
1.) sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age, or
2.) the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

A victim need not be physically transported from one location to another in order for the crime to fall within these definitions. (Trafficking in Persons Report, U.S. Department of State, 2012)

As many as 100,000 U.S. children are forcefully engaged in trafficking or child abuse images each year. Approximately 300,000 U.S. children are at risk. (ECPAT, End Child Prostitution, Child Pornography, and Trafficking of Children for Sexual Purposes)

Traffickers (also called “pimps”) are known to recruit at malls, fast food restaurants, schools, and after-school programs. Recruitment can take multiple forms, including the following: 1) kidnapping, 2) solicitation by other peers and recruiting on behalf of the trafficker, and 3) the “loverboy” approach of appearing interested in a romantic relationship while gradually coercing the victim into prostitution.

WEB BREAK: THE MAKING OF A GIRL (5:08)
Rachel Lloyd tells the story of an intimate journey of a hypothetical preteen girl as she faces a life of sexual exploitation.

ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

“AS THE TRAFFICKED GIRLS GREW OLDER, THE TRAFFICKERS RAN OUT OF PLACES TO PUT THEM AND HAD TO RENT MORE LIVING QUARTERS. THE HOMES THEY RENTED WERE ALWAYS IN THE MIDDLE OF RESIDENTIAL AREAS WITH MANICURED LAWNS, AND NICE HOUSES...”

FROM A CNN ARTICLE ON TRAFFICKING IN THE U.S.
You may be wondering, “How could a child possibly end up trafficked in America?” Watch the following story. Though fictional, it is comprised of the most common elements of hundreds of stories.

Unfortunately, stories like this are not uncommon in the United States.

Many are boys and girls from other countries who are lured to the United States under false pretenses. The promises of a better life turn out to be lies. Some trafficking victims are undocumented immigrants already living outside of the view of law enforcement officials.

Others are American children. They’re runaway or homeless youth who end up in the hands of traffickers that see them as a means to a monetary end. Occasionally, children are kidnapped and trafficked. Children in the foster care system may move from home to home so often it is difficult to keep tabs on them. These groups of children can easily slip through the cracks, ending up in trafficking situations.

WEB BREAK: FORMER CHILD TRAFFICKING VICTIM NOW MENTORS OTHERS (6:19)
Listen to this interview on NPR with Sheila White, a survivor who was trafficked in the U.S. as a teenager.

ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

FROM VICTIMS TO VICTIMIZERS
This study of ex-pimps and madams in the Chicago area shows that many perpetrators were also victims of sexual abuse prior to becoming pimps and had family members involved in the illegal sex trade. How do we respond when those selling sex were also victims? Read this article from the Depaul College of Law in the Expanded Resources section.

ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES
ACTIVITY 1: YOUR OWN BACKYARD

Time: 15 Minutes.

What can you and your Volunteer Team do to help stop child trafficking in your community?

CONSIDER YOUR AREA.

What would make children in your city or community vulnerable to trafficking? Are you near a seaport? An international airport? A border? Farming industry? Is there a known “red light” district in your community? Areas of extreme poverty and frequent criminal activity? Are you near any major highways?

GIRL NEXT DOOR

This story from 5280, a magazine in Denver, follows the story of two victims of child sex trafficking and gives a great introduction of what sex trafficking looks like in the United States—from grooming, to forced prostitution, to the prosecution of the perpetrator. Read the story in the Expanded Resources section.

► ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

DO THE RESEARCH

Do an Internet search for news articles for recent activity in your region. Try Googling terms such as the name of your city or region, “child trafficking,” arrests, bust, and sting. Compile a list of major operations as well as the names of the agencies who spearheaded the campaign.

EMPOWER YOUR COMMUNITY

Look through the Community Empowerment Initiatives on the Love146 Action website, which are resources created to help you talk to the “eyes and ears” of a community. This includes hotel/motel owners, taxi drivers, employees at truck stops, etc. Take a look at the packets and decide which audience you think will be most likely to come across a victim of trafficking in your area. Visit www.love146.org/cei for more information.

► ACCESS THESE INITIATIVES DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

KNOW THE LAW

TRAFFICKING VICTIMS PROTECTION ACT

The Trafficking Victims Protection Act (TVPA) was signed into law in 2000, and is still the largest piece of human rights legislation in U.S. history. The TVPA has been renewed through

The TVPA takes a three-pronged approach against trafficking: 1.) prevention of trafficking vulnerability, 2.) protection of survivors, and 3.) prosecution of traffickers.

WEB BREAK: ONLINE AND ANONYMOUS:
NEW CHALLENGES TO PROSECUTING SEX TRAFFICKING (11:27)
Listen to this interview on NPR with John Ryan, CEO of the National Center for Missing and Exploited Children. His organization worked in partnership with the FBI on Operation Cross Country in 2013, collecting and analyzing information on missing and exploited children.

ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

PREVENTION
The TVPA creates:
- An Office to Monitor and Combat Trafficking in Persons within the State Department, which is required to report on and rank countries’ efforts to combat trafficking.
- Public awareness and information programs, and international economic development programs to assist potential victims.
- Partnerships to attempt to prevent goods made by slave labor from entering the country.

PROTECTION
The TVPA:
- Expands the types of technical assistance that can be provided to foreign countries, including police training.
- Requires the Department of Labor to provide a list of goods that it has reason to believe have been made with forced labor or child labor.
- Provides the T Visa for foreign victims of trafficking in the U.S., allowing them protection and access to services in exchange for cooperation with law enforcement.

PROSECUTION
The TVPA:
- Makes human trafficking a federal crime with severe penalties.
- Creates new crimes of forced labor: trafficking with respect to peonage, slavery, involuntary servitude, or forced labor, sex trafficking by force, fraud, or coercion, or sex trafficking of children, and unlawful conduct with respect to documents in furtherance of trafficking. Attempts to engage in these acts are also criminalized.
• Mandates that restitution be paid to victims.

IMPORTANT TAKEAWAYS FOR THE TVPA
• Under this act, defendants can’t use ignorance of age as an excuse when trafficking in minors.
• When prosecuting traffickers, a victim’s dire circumstances that would cause them to fall prey to trafficking more easily than the average American are not taken into account.
• People who participate in the commercial sex industry can no longer escape convictions by willfully ignoring indicators of abuse. They can’t claim they “just didn’t know.”

SAFE HARBOR LAWS
While the prostitution of a child is a form of human trafficking under U.S. federal law, many states still do not offer legal protections for minor victims. In many cases, these victims are treated as criminals or delinquents, which results in further harm to the child. Safe Harbor Laws vary in detail for each state.

SAFE HARBOR LEGISLATION CAN:
• Correct the conflicts between federal and state law by exempting children from prosecution for prostitution.
• Require training for law enforcement and other first responders on how to identify and assist victims.
• Increase the penalties for traffickers and buyers.
• Prompt the collaboration of a multidisciplinary team to develop a statewide system of care.

GOALS OF THE LEGISLATION:
• Remove minor victims of commercial sexual exploitation from the jurisdiction of the criminal justice and juvenile delinquency systems.
• Decriminalize children involved in trafficking, while ensuring that other legal mechanisms are in place for the state to take temporary protective custody of these children.
● Protect these children and provide them with specialized services in recognition of their status as victims of crime and of the unique trauma that child victims of sex trafficking endure.
● Child victims of sex trafficking have very specialized needs that may include the following: safe houses, longer-term residential options, mental health care, access to GED or other remedial education programs, and life skills learning.

Each state’s Safe Harbor Law looks different, and not all states have a safe harbor law in place. Search the laws in your state to see if there is legislation to protect victims of child sex trafficking from being treated as criminals.

---

**BETWEEN NOW & THEN**

1. **LAWS IN YOUR STATE**

Learn about anti-trafficking legislation in your state! Look up your state on Polaris Project’s website (http://www.polarisproject.org/state-map), which provides a full list of existing laws.

* ACCESS THE STATE MAP DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

When starting to research your city/state law, here are a few things to look for:
1. Does your city/state law, ordinance, or code mandate that every person found in prostitution be screened for signs of human trafficking?
2. Does your city/state law, ordinance, or code mandate that if those signs of human trafficking are present, the person must be routed to specified and appropriate social services?
3. Is there provision for addressing demand for sex trafficking and prostitution through arrest and/or education of buyers? And/or provisions for the arrest of sellers (pimps/traffickers)?

2. **TRAFFICKING IN YOUR BACKYARD**

Stay updated on trafficking in your neighborhood by checking the news often for reports of cases in your city and state. Spend some time searching “trafficking” and your state in Google News. What comes up? Share the news you find with your Volunteer Team at your next meeting.
“SO ENORMOUS, SO DREADFUL, SO IRREMEDIALBLE DID THE TRADE’S WICKEDNESS APPEAR THAT MY OWN MIND WAS MADE UP FOR ABOLITION.”

- William Wilberforce
INTRODUCTION

Slavery was abolished for the first time by men and women who fought centuries ago. But trafficking thrives again today, and it must be abolished. To fight for abolition in the present, it is helpful to understand how they fought in the past. By learning what they did yesterday, we can form a better plan for what to do today.

This module is meant to teach you about important historical figures in the abolitionist movement. In some cases, we'll probably be reminding you of facts you learned in school. In other cases, you’ll learn something you didn’t know before.

We’re also going to talk about what’s going on today. Who are some of the key leaders in the abolitionist fight in the 21st century? What are their tactics? How are their game plans similar to those in the past?

And, finally, we want you to think about how you can add your name to the list of past and present abolitionists.

THE GOALS FOR THIS MODULE ARE:

1. Learn about (or be reminded of) the abolitionists of history.

2. Understand the common themes in the stories of past abolitionists.

3. Consider the stories of modern-day abolitionists.

4. Think creatively about how the abolition movement affects what your Volunteer Team can do in the current fight for abolition.
ABOLITIONISTS IN HISTORY

Have different members of the group read the following bios of historical abolitionists out loud. Notice patterns and common themes in the stories. Think about the lasting impact of these heroes, especially in light of the fact that we’re still talking about these people hundreds of years later.

“LEARN FROM YESTERDAY. LIVE FOR TODAY. HOPE FOR TOMORROW. THE IMPORTANT THING IS NOT TO STOP QUESTIONING.”

ALBERT EINSTEIN

WILLIAM WILBERFORCE & THOMAS CLARKSON

Dates: Wilberforce: 1759-1833
Clarkson: 1760-1846

Occupation: Politicians - England

Action: Wilberforce and Clarkson met in 1787 while they were serving as Members of Parliament (Britain’s legislative body). Clarkson and others convinced Wilberforce of the importance of abolition and of their role, as politicians, to push for an end to slavery. The men helped form the Society for Effecting the Abolition of the Slave Trade — a group that read and promoted firsthand stories told by slaves, organized petitions, and spread awareness. This society became the world’s first grassroots human rights campaign. They eventually passed the Slave Trade Act of 1807, which abolished the slave trade in the British Empire. However, the men did not see their work as complete, and so they continued fighting in Parliament until, in 1833, they passed the Slavery Abolition Act which made slavery (the owning of slaves) illegal in most of the British Empire. One of the ways these abolitionists raised awareness was by wearing and promoting “Am I Not a Man And a Brother” medallions that depicted a black slave in chains.

Effect: The end of institutional slavery in the majority of the British Empire. This set a precedent that paved the way for abolitionists in America.

Quote: “If to be feelingly alive to the sufferings of my fellow-creatures is to be a fanatic, I am one of the most incurable fanatics ever permitted to be at large.” -Wilberforce

“We cannot suppose that God has made an order of beings, with such mental qualities and powers, for the sole purpose of being used as beasts, or instruments of labour.” -Clarkson
John Rankin
Dates: 1793-1886
Occupation: Minister - USA

Action: In the first church in which he served as a minister, Rankin dared to speak out against slavery from the pulpit. The elders of the Tennessee church told him that if he intended to continue down that road he should look for a church in another state. Rankin moved his family to Ohio and built a home high on a bluff overlooking the Ohio River. This home came to function as an important stop along the Underground Railroad. Rankin would light an outside lamp whenever “the coast was clear” and it was safe for slaves to cross the river from the slave state of Kentucky to the free state of Ohio. Despite mob opposition, Rankin traveled across the region preaching in various churches about the evils of slavery.

Effect: Rankin was one of the earliest American ministers to use the pulpit as a means of furthering the abolitionist movement. Using passages from the Bible, he convinced Christians that God was not pro-slavery (as many had preached), but rather against it. He inspired future abolitionists, including William Lloyd Garrison.

Quote: “No man can hold an innocent person to involuntary servitude without violating the Savior’s law of love. For in doing this he does to another what he would not wish another to do to him.”

Sojourner Truth
Dates: 1797-1883
Occupation: Formerly enslaved, housekeeper, activist - USA

Action: At the age of 29, Truth (born Isabella Baumfree) escaped from a life of slavery in New York state. Upon escaping, she sued an Alabama man who owned her son as a slave, thus becoming the first black woman to take a white man to court and win. She traveled the Northeast, speaking openly against slavery, calling for women’s rights and prison reform, and recruiting black soldiers for the Union army. Truth’s “Ain’t I a Woman?” speech electrified
crowds wherever she went, emphasizing the common traits in all women — black and white alike.

**Effect:** Truth’s open and honest speaking informed a listening nation about life as a slave. She helped bring the issue of human rights to the forefront of the American conscience.

**Quote:** “Truth is powerful and it prevails.”

**WILLIAM LLOYD GARRISON**

**Dates:** 1805-1879

**Occupation:** Journalist - USA

**Action:** Garrison made a name for himself as one of the most articulate — and radical — opponents of slavery in America. He founded, wrote for, and edited the anti-slavery newspaper *The Liberator* for thirty years (until after the Civil War and Emancipation). He frequently exposed specific atrocities committed against slaves. Shortly after starting *The Liberator*, he co-founded The American Anti-Slavery Society. Garrison’s approach to emancipation stressed non-violence and passive resistance, but also argued for immediate, rather than gradual, emancipation.

**Effect:** Garrison used the press to heighten awareness of the terrible effects of slavery as well as the rising tide of anti-slavery sentiment. He also helped to unify like-minded abolitionists.

**Quote:** “On this subject, I do not wish to think, or to speak, or write, with moderation. No! No! Tell a man whose house is on fire to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; – but urge me not to use moderation in a cause like the present. I am in earnest – I will not equivocate – I will not excuse – I will not retreat a single inch – and I will be heard.”
NO COMPROMISE WITH THE EVIL OF SLAVERY
Read the powerful speech given by William Lloyd Garrison in 1854; “Convince me that one man may rightfully make another man his slave, and I will no longer subscribe to the Declaration of Independence.” The full text of the speech is available in the Expanded Resources section.

ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

FREDERICK DOUGLASS
Dates: 1818-1895
Occupation: Formerly enslaved, orator and author - USA

Action: At the age of 20, Frederick Douglass escaped from a life of slavery by dressing as a sailor and claiming to be a free man. Upon gaining his freedom, Douglass became heavily involved in the anti-slavery movement, working alongside William Lloyd Garrison. Garrison encouraged Douglass to speak publicly about his life as a slave and the importance of abolition. Douglass toured the Northeast (and the United Kingdom), telling his story and encouraging his listeners to fight for emancipation. Douglass’ autobiography, Narrative of the Life of Frederick Douglass, an American Slave was an immediate bestseller and helped communicate what the life of a slave was like and why the abolishment of slavery was the most pressing issue for America in the late 1800s.

Effect: An excellent orator and remarkable writer, Douglass showed that blacks had just as much promise and talent as whites. As a public figure, Douglass became an inspiration to other blacks as they pondered their own self-worth and the value of fighting for freedom.

Quote: “It is not light that we need, but fire; it is not the gentle shower, but thunder. We need the storm, the whirlwind, and the earthquake.”
HARRIET TUBMAN

**Dates:** 1820-1913

**Occupation:** Formerly enslaved, activist, spy - USA

**Action:** Tubman escaped from slavery at the age of 29 using the network of anti-slavery activists and safe houses known as the Underground Railroad. Shortly after her escape, Tubman returned to the land of her enslavement in order to help shepherd other slaves out of bondage. Over the subsequent years, Tubman made thirteen harrowing and dangerous missions into slave states to rescue over seventy slaves. During the Civil War, Tubman became the first woman to lead an armed expedition in the war, guiding a raid into South Carolina which liberated more than 750 slaves.

**Effect:** Tubman physically helped rescue slaves from slavery. She used her experiences and knowledge to come to the aid of those in need.

**Quote:** “I never ran my train off the track, and I never lost a passenger.”

**ACTIVITY 1: DISCUSSION**

*Time: 10 Minutes.*

Discuss your impressions of these historical bios.
- What patterns did you notice in these stories?
- What themes did you see? What inspired you?
- Which figure did you find the most interesting?

More than likely, your entire group will not have gravitated toward the same person. Listen carefully as your group shares who they were drawn toward so you can better understand the whole of your Volunteer Team.
NOTICEABLE PATTERNS
You’ll notice some common elements in each of these figures’ stories.

THEY RAISED AWARENESS.
Each person, from Wilberforce to Douglass, saw it as imperative that they help their fellow men and women recognize that slavery was horrific, immoral, and should be illegal. Their goal was to fight ignorance through frequent and effective communication and a variety of media. Wilberforce and Clarkson raised awareness by passing out reminder medallions.

THEY TOLD STORIES.
Frederick Douglass wrote his story, Sojourner Truth told hers. Wilberforce and Clarkson gave long speeches describing the stories of slaves. Rankin preached stories. Tubman took her story of freedom and replicated it by freeing others. Stories are a very effective mean of raising awareness, fostering empathy, and spurring people toward action.

THEIR EFFORTS GREW OUT OF WHO THEY WERE, NOT WHO THEY WERE NOT.
Wilberforce was a white politician. Douglass was a gifted author and survivor of slavery. Truth could silence a room with her raised voice. Each of these abolitionists used who they were — their occupations, their pasts, their personalities, their gifts and talents, their differences — to communicate effectively and to inspire change. Truth didn’t pretend to be a white man. Garrison didn’t pretend to be a survivor of slavery. Rankin didn’t pretend he wasn’t a pastor.

We believe it is very important to study and honor the past, in order to shape the future. That is why we created this module, and that is why we used a lot of historical symbols in this curriculum.

“To get up in the morning & do the monumental tasks that face us, our labor is best fueled by love.”

CORNEL WEST

MODERN DAY ABOLITIONISTS
The following are just a few representatives from the modern-day abolition movement. Read their stories aloud, as you did with the historical abolitionists. Take notice of patterns and themes.
**KEVIN BALES**

**Occupation:** Professor, author - USA

**Action:** After Dr. Bales, a professor of sociology, wrote the book *Disposable People*, he and a handful of other anti-slavery activists formed Free the Slaves, the U.S. sister organization of Anti-Slavery International (the world’s oldest human rights organization). Using cutting-edge research and stories from the front lines of slavery, Free the Slaves helps to liberate slaves around the world. Dr. Bales has come to be recognized as the world’s leading expert on modern slavery.

**Effect:** Dr. Bales and Free the Slaves are in the midst of a 25-year plan to put a definitive end to global slavery. Every year they help more and more slaves gain their freedom.

**Quote:** “If we can’t use our intellectual power to end slavery, then are we truly free?”

**WEB BREAK: KEVIN BALES TED TALK: HOW TO COMBAT MODERN SLAVERY (18:01)**

In his TED talk, Kevin Bales shares personal stories from his on-the-ground research, and discusses what it will take to free every slave on earth right now.

› ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

---

**KIMBERLY CASEY**

**Occupation:** Love146 Director of Prevention

**Action:** Creation of *Not a #Number* prevention education curriculum

**Effect:** Casey began her career at the U.S. Department of Education where she focused on educating key stakeholders about human trafficking, community coordination programs for
at-risk youth, and emergency response. Casey lead the development of the Love146 Not a #Number prevention education curriculum as a means to prevent child trafficking and exploitation. Over 18,000 children and over 3,800 professionals have been reached because of her work.

**Quote:** “The bravery and resilience of the young people we work with compels us to press forward toward a day when all children are empowered participants in a world that protects, strengthens, and values them. This is so much more than just lack of victimization. This is freedom.”

---

**WEB BREAK: I AM MORE (2:46) NOT A #NUMBER (4:46)**

These two videos, *Not a #Number overview* and the PSA “I am More,” illustrate the heart and head behind our prevention work. While you don’t see Kimberly Casey on camera, these short videos are a public reflection of her behind the scenes efforts.

*ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES*

---

**ANURADHA KOIRALA**

**Occupation:** Founder of Maiti Nepal- Nepal

**Action:** Maiti Nepal was started in 1993 with the aim of providing services for both children and women survivors of trafficking and exploitation.

**Effect:** After establishing Maiti Nepal, Koirala plunged into the service of humanity. Her first work was setting up a home so that she could provide an abode to those who had nowhere else to turn to. Now, Maiti Nepal has three prevention homes, eleven transit homes, two hospices and a formal school. More than 1,000 children are receiving direct services from Maiti Nepal every day. It was all made possible with her firm determination and unprecedented leadership.

**Quote:** “Society needs to be sensitised to the pain and suffering of the victims. To rescue them is my service to the world.”
**AIYANA EHRMAN & MICHELLE KIME**

**Occupation:** Founders of Imagine Goods - USA

**Action:** Ehrman and Kime are, in their own words, “two ordinary women seeking extraordinary things.” They are the co-founders of Imagine Goods, a sustainable supply company that produces fashion-forward clothing and accessories. But they’re not like other clothing producers. Instead of just thinking about the bottom line, they think about people. They ask questions like, “Are they earning a living wage (enough to meet their basic needs)?” “Are they being empowered?”

**Effect:** By partnering with vulnerable and marginalized people around the world to make products that, in many cases, give them the first fair wages they’ve ever received, Ehrman and Kime are helping break the cycle of poverty that makes people vulnerable to trafficking.

**Quote:** “We are creating products that care for the human race — giving opportunity for individuals to care for their children, families, and health... so that a new generation has a fighting chance to break the cycle of poverty.”

**ACTIVITY 2: DISCUSSION**

*Time: 10 Minutes.*

Discuss your impressions of the modern day abolitionists.

- What patterns did you notice in these stories?
- What themes? What inspired you?
- Which figure did you find the most interesting?

More than likely, your entire group will not have gravitated toward the same person. Listen carefully as your group shares who they were drawn toward so you can better understand the whole of your Volunteer Team.
NOTICEABLE PATTERNS
You’ll notice the same patterns in the modern-day abolitionists as you did in the historical abolitionists.

THEY RAISE AWARENESS.
Casey, Bales, Koirala, Ehrman, and Kime are all driven by the need to inform people about the current state of slavery in the world. They challenge assumptions about what trafficking looks like and venture into realms of research that reveal important realities that were previously not talked about.

THEY TELL STORIES.
Bales tells the story of modern slaves all over the world. Ehrman and Kime tell the story of how human trafficking is related to larger cycles of poverty. Casey developed a medium where youth can share their stories.

THEIR EFFORTS ARE BASED ON WHO THEY ARE, NOT WHO THEY ARE NOT.
Bales is true to his research and academic background — and makes the most of it, using his skills to help the abolitionist movement take informed steps. Ehrman and Kime partner together as entrepreneurs who take a close look at the entire chain of people who are involved in making their products.

One part of the movement we haven’t brought up in this module is the civil rights movement. The civil rights movement was more a result of than a direct contributor to the abolition of slavery, but we can learn much about the modern abolitionist movement (as well as justice and love) by studying the civil rights movement and its leaders. The civil rights movement was well organized, well planned, and story-driven. If you are interested in movements, study the civil rights movement and its leaders: there is much that can be applied to the modern abolitionist movement.

YOU AND YOUR VOLUNTEER TEAM
YOU are a modern-day abolitionist. So, consider the following:

YOU CAN RAISE AWARENESS.
You can tell people what’s going on in the world. Tell them about the slavery pandemic, what’s being done about it, and what needs to be done.
“IT ALWAYS SEEMS IMPOSSIBLE UNTIL IT’S DONE.”

NELSON MANDELA

YOU CAN TELL STORIES.
Read the stories of freed slaves. Research what it’s like for someone to live in slavery in this day and age. Tell the stories. Write a blog; give a speech; send an editorial report into a newspaper; write a letter. Tell your own story — how you got interested in abolition and what you’re doing about it.

BASE YOUR EFFORTS ON WHO YOU ARE; NOT WHO YOU’RE NOT.

Don’t underestimate your contribution, who you are, or how you’re gifted! You are you, and you bring something unique to the Abolition Movement.

---

BETWEEN NOW & THEN

1. REVIEW LOCAL SLAVERY
Revisit Module 3 and think about what you learned about local slavery in light of what you just learned about historical slavery.

2. COLLECT INSPIRATION
In the time before your next meeting, take note of things that inspire you: advertising campaigns, speeches, books, etc. Look wide: many things beyond the anti-trafficking movement could inspire your team.

WHAT’S NEXT?
Is your team ready to mobilize? The Next Steps addendum is about planning the future activities of your volunteer team.
“HISTORY SAYS, DON’T HOPE ON THIS SIDE OF THE GRAVE. BUT THEN, ONCE IN A LIFETIME THE LONGED FOR TIDAL WAVE OF JUSTICE CAN RISE UP, AND HOPE & HISTORY RHYME.”

— Seamus Heaney, Author of Doubletake
NEXT STEPS

You’ve met together (at least) four times now. Hopefully you’ve gotten to know each other, yourself, Love146, and the abolition movement better in this time. This Next Steps addendum is meant to take all that you’ve learned and put it to good use.

Your time together should be focused on generating ideas with the ultimate goal of giving your Volunteer Team a vision for actions particular to your group. It’s time to plan and time to act!

INSIDE THIS MODULE
- Introduction
- Prepare to Brainstorm
- Brainstorming Techniques
- That’s It...
- Between Now and Then

THE GOALS FOR THIS ADDENDUM ARE:

1. Generate creative ideas for awareness events and fundraising, legal and legislative advocacy, local capacity building for prevention and aftercare.

2. Bond as a team as you work together and include all members, their talents, and preferred roles.

3. Create a strategic plan and process for your Volunteer Team. What will you do in the year ahead? And beyond?

This addendum is about planning the future of your Volunteer Team. Your role as a Facilitator is more important for this module than for any of the others. You’re going to facilitate the creation of next steps for your group.

Do what you can to foster creativity, to encourage those who are quiet, to champion big ideas, and to move the group from a scattering of ideas to one or two concrete plans for action.

It may help you to have a whiteboard or a big piece of paper (or a computer with a big screen) to capture ideas as they come, so everyone can see them. Don’t censor ideas as they come in. Write them all down; you’ll have plenty of time to narrow your focus later.
PREPARE TO BRAINSTORM

Read through the following tips and rules. Spend a few minutes talking about them and making sure everyone’s on the same page.

This process is a little like getting a train (your group) to its destination (a plan of action). These rules are meant to serve as rails to keep your train from running amok, off into the woods, or off a bridge. They will keep your train on track.

A few Brainstorming tips and ground rules (added to, and adapted from, IDEO’s “Brainstorming Rules”):

ENCOURAGE BIG IDEAS
You’re allowed to — and encouraged to — think big. No self-censoring. Throw it out there. Who knows? Maybe it will spur someone else toward another idea that works for your group.

DEFER JUDGMENT
Don’t roll your eyes at someone else’s ideas. Or your own. Seriously, you have to get past that. You’ll slim your idea list down later. For now, let it go... be free... and make sure others feel the freedom to be free!

ONE CONVERSATION AT A TIME
Maybe you need something like the conch shell in *Lord of the Flies* to keep one person talking at a time. Or, you could just make sure everyone’s on the same topic — that one person isn’t on one idea while everyone else is on another. Keep the team focused.

WEB BREAK: THE TRIBES WE LEAD (17:27)
In this TED talk, entrepreneur Seth Godin argues the Internet has ended mass marketing and revived for broader society the human social unit of tribes. Founded on shared ideas and values, tribes give ordinary people the power to lead and make big change.

► ACCESS THIS DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES

BUILD ON THE IDEAS OF OTHERS
If someone says, “How about a car wash fundraiser?” but you realize no one in your community has cars... build on the idea, instead of squashing it. “Wait!” you could add. “We could do a BICYCLE wash fundraiser!” Build on ideas.
GO FOR QUANTITY
The more ideas your group spits out, the more you can build on. The bigger your list, the more options you’ll have. Let the ideas flow. Who knows? You may have to burn through fifty mediocre ideas to get to one perfect gem.

BE VISUAL
When you describe your ideas, describe them in practical, visual ways. If your idea is, “Raise awareness in a school,” don’t just leave it at that. Think about it, visually. “I see us... in the auditorium... with a slide show behind us...” and someone else adds, “And we’re all wearing 146 tags, pinned to our shirts!” By thinking visually, you’ll get more practical.

STAY INFORMAL
This isn’t a board meeting for a million dollar company. You’re a group of people who have been hanging out for (at least) the last few months. No need to “second a motion” or “table the discussion.” Relax and let things be loose.

FOCUS AND RE-FOCUS ON YOUR GOALS
It’ll help you to come back to a list of specific goals. A few good ones are awareness, education, fundraising, and advocacy for legislation.

REMEMBER YOUR GIFTS AND ROLES!
Don’t forget what you learned about yourself (and the other Volunteer Team members) in the last Module. Focus on those gifts, interests, and roles particular to you and come up with ideas from your specific viewpoint.

AVOID “NOT ME” THINKING
Your ideas are just as valid as everyone else’s ideas. You can’t sit in your chair thinking, “Well, I don’t have as much to contribute.” Nonsense. You do! And you’re not doing the group (or Love146!) any favors by holding your ideas inside.

“TO LIVE A CREATIVE LIFE, WE MUST LOSE OUR FEAR OF BEING WRONG.”

JOSEPH CHILTON PEARCE

LEAVE SPACE FOR OTHERS
If you’re on an idea-roll, that’s great! Just make sure other people feel the space and freedom to share, too. A brainstorm is made up of the rain from a bunch of clouds, not just one.
COLLABORATION, NOT COMPETITION

You’re all in this together. No one gets a prize for “Best Idea.” As a matter of fact, hopefully there’s so much collaboration, no one could possibly remember who had the original idea to begin with. Build on ideas, encourage people to build on your ideas, and work as a team, not as a room full of individuals.

As the Facilitator, you have a choice here. You can either decide:

- That your group is ready to go! If that’s the case, throw up the big piece of paper, grab your whiteboard marker or fire up the laptop and let them start throwing out ideas! (If this is your group, skip to the next section.)

- You need some more specific direction. What follows are a few ways to “prime the idea pump” and get things going. Read them aloud and pick one or two and move on to the next section.

You can always come back to these for help/reinvigoration if you’re stumped later on.

BRAINSTORMING TECHNIQUES

In the train metaphor, these tips are meant to be nuggets of coal you can throw into the fire. As the coal burns, the engine runs, ideas get flowing... and the train runs down the tracks!

KEY WORDS/PHRASES

Write a bunch of words on the board so that your group has a baseline to start from. Some helpful words are awareness, prevention, fundraising, children, support, legislation, social networking, technology, art. Feel free to use your own as well.

“IDEAS ARE LIKE RABBITS. YOU GET A COUPLE AND LEARN HOW TO HANDLE THEM, AND PRETTY SOON YOU HAVE A DOZEN.”

JOHN STEINBECK
ALONE, THEN GROUP
You can have everyone go off on their own for ten minutes with a piece of paper, have them brainstorm alone, and then come back and report to the group. Or, they can pair off and do the same thing with a partner.

GOALS
As mentioned above, pick a goal (awareness, prevention education, fundraising, legislation) and start from there. For example, “What could we do to raise awareness in our community?”

AUDIENCE CHANGE
Think about an audience that is different from you. Maybe it’s a group that’s your parents’ age, or a group of kids, or a professional audience. How could you communicate with them?

POINT A TO B
Think about a specific goal (“Have our local high school students understand the prevalence of child sex slavery in our downtown area”). Now, think about where your audience is today. How could you get from this point (Point A) to your goal (Point B)?

ANOTHER ORGANIZATION
Think about a different non-profit and a goal they may have. What are some ways they could achieve those goals? Now, translate some of those ideas over to your Volunteer Team and Love146.

FELLOW ABOLITIONISTS
Checking out what other abolitionists are doing is a great way to collect ideas. Take a look through the updates on the Love146 Action page. We want you coming up with your own ideas, but it might help to check out what fellow abolitionists are doing. Maybe take one or two ideas and customize them for your Volunteer Team.
ACTIVITY 1: BRAINSTORM

Time: 30 Minutes.

It’s time to get creative. Speak up, listen well, build on other ideas, and let your discussion take it where it takes you. Keep in mind that the next step will be about focusing on one or two of these ideas and turning them into actual, practical action steps for your Volunteer Team.

Here are a few goals to consider when thinking of an action plan:

- Raising awareness and fundraising for Love146
- Empowering community members to recognize trafficking
- Tell youth-serving professionals in your community about our Not a #Number prevention education curriculum
- Advocating for legislative change
- Ending online exploitation

ACTIVITY 2: ACTION

Time: 30 Minutes.

Hopefully you’ve got some ideas that get you excited about doing something. Now, you need to narrow down your list and zero in on one or two ideas that go after a specific goal. Some things to consider:

- What’s the specific goal of the action?

- Does it use everyone’s gifts/roles/interests? How can you make sure everyone is included?

- Can you measure the results? In other words, how will you know if your action is “successful” or not?

Pick an idea (or two) and go with them.

Make a game plan for how your group can act on your ideas. Consider a one-year plan. Set goals you want to accomplish over the next 12 months. Be prepared to revisit your goals on an annual basis. Maybe brainstorm a little more about your chosen idea.

The www.love146.org/action page is frequently updated with new action opportunities and resources, so revisit the website often and continue to take action with us.

> ACCESS ACTION OPPORTUNITIES DIRECTLY AT LOVE146.ORG/ACTION/RESOURCES
A QUICK NOTE ON PARTNERING:
We have a lot of Volunteer Teams ask us about partnering locally with other similar modern-day-slavery organizations.

We want to make it very clear that we are not in competition with any other organizations. On the contrary, we gladly work alongside and partner with many great organizations.

If another organization is throwing a local event, see how you can help out. Get involved, and don’t try and push Love146 at that event if it would be inappropriate.

The goal is abolition. And there are many others in the movement with us. So join in!

Encourage each other and remind yourself that your Volunteer Team can (and will!) make a difference in the fight for abolition.

Remember, the Love146 Action Team is always here to help! Feel free to email us at action@love146.org if you want to talk through any ideas.

THAT’S IT...
You’ve learned about the history of abolition, the current fight against child trafficking and exploitation, Love146’s history and philosophy, the DNA of your Volunteer Team, and now, what you’re going to do.

When you started this curriculum, you were asked if you were ready to be an abolitionist. Well, just by completing this curriculum, you’ve proven that you are on the right track.

Now, your actions will show the watching world what you believe: the importance of abolition, the need to end child trafficking and exploitation, and how everyone can make a difference.

Thanks for joining the fight. It’s good to have you with us.

“NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL COMMITTED CITIZENS CAN CHANGE THE WORLD. INDEED, IT IS THE ONLY THING THAT EVER HAS.”

MARGARET MEAD