Trainer's Notes

Human Trafficking: Risk Factors Webinar

Purpose:
To discuss what puts individuals at risk for becoming victims of human trafficking.

Learning Objectives
Upon completion of this course, you will be able to:
- Describe risk factors that make individuals vulnerable to human trafficking.
- State how traffickers use individuals' vulnerabilities to exploit them.

Table of Contents

Materials

Trainer Materials
Human Trafficking Risk Factors: Trainer's Notes
Human Trafficking Risk Factors: PPT
Trainer Computer with Internet Access and Zoom

Learner Materials
Human Trafficking Risk Factors: Participant Guide

Complete Prior to Class

The following tasks must be completed prior to class:

- Create the "Identifying the Persona" polling questions in Zoom (What persona did Devon's trafficker use? and What persona did Ashley's trafficker use?)
    - Questions should have all 5 personas as the multiple choices

Suggested Pace

This course is a 1-hour webinar. The following agenda is the suggested pace.

|	
10 minutes	Introduction, Myth or Fact
10 minutes	Risk Factors
20 minutes	Luring Victims
20 minutes	What Would you Do? Closing

Introduction

📄 PG 1

☼ PPT 1

Welcome to the second part of our Human Trafficking series: Risk Factors!

Note to Trainer: Have trainers turn on their webcams and introduce themselves.

☼ PPT 2

Throughout our webinar, we will use several different features in Zoom, including the chat and annotations. Access the chat feature by clicking the 🖱Chat button at the bottom of your screen. This opens a conversation pane in your window. Everybody say 'hello' so we know you found it.

Note to Trainer: Pause to allow learners to find their chat and say 'hello'.

☼ PPT 3

Sometimes, we'll ask you to mark on the screen using annotations. To access annotations, click 🖱View Options at the top of your screen. Select Annotate to open the annotations tool bar. Go ahead and mark on our screen so we know you found it.

Note to Trainer: Clear annotations before moving on.

While we are not together in person, we want to make this webinar as close to an in-person classroom as possible. Just like we would be able to see each other in the classroom, we would like to see each other in this webinar. If you have the ability, please turn on your video camera. Before we get started, let's get to know each other a bit. When I call your name, unmute yourself and let us know what agency you are from and why this course interested you.

Note to Trainer: After everyone has introduced themselves, continue on.

If at any point during this webinar, you have a question, feel free to ask by unmuting yourself or typing the question in the chat.

During this webinar, we will discuss sensitive topics such as domestic abuse, sexual assault, and human trafficking. Someone in the class may have had some type of personal experience with these topics. It is important that everyone understand this, and keep that information confidential. Please practice self-care, and respect others' levels of understanding.

	Myth or Fact

Purpose: To remind learners of basic Human Trafficking facts and introduce the topics of this webinar.

Estimated Length: 5 minutes

Directions to Trainer: Read a statement in the PPT. Learners indicate if they believe the statement is a myth or a fact by marking the corresponding symbol on the PPT with their checkmark annotation tool. Give learners one minute to record their response. After one minute, clear all annotations. Then click to reveal the correct answer. Repeat the process until you have gone through all three statements.

Trainer Instructions to Learners: Let's start by looking at some statements. I will read a statement and display it on the screen. Decide if you believe it is a fact or a myth. Then use your checkmark annotation tool to stamp the section you believe is correct. You have one minute to decide and make your mark.

☼ PPT 4

All human trafficking involves a commercial sex act. 🖱 *Myth*

This is a myth. Remember, there are two categories of human trafficking: sex trafficking and labor trafficking. Although there is a greater awareness of sex trafficking, most experts believe labor trafficking is the more common form of human trafficking.

☼ PPT 5

Traffickers only target victims they don't know. 🖱 *Myth*

This is a myth. Victims' partners, spouses, and even their family members and parents could be traffickers.

☼ PPT 6

Trafficking victims always come from poverty or small rural communities. 🖱 *Myth*

This is a myth. Although poverty can make an individual vulnerable, poverty alone is not a universal risk factor for trafficking. Victims come from all income levels and socioeconomic backgrounds.

Risk Factors

📄 PG 3

☼ PPT 7

Anyone and everyone can be at risk for human trafficking. However, there are some circumstances that make individuals 🖱more vulnerable to becoming a victim. These circumstances are referred to as risk factors.

It is important to remember that there is no one factor that guarantees an individual will become a victim of human trafficking. Although a factor can lead to one individual being victimized, it may not lead to victimization for another. Instead, it is often a series of reasons and events that lead to victimization.

🖱 **Ask** What factors do you believe puts individuals at risk? Go ahead and type them into the chat or unmute yourself.

Note to Trainer: Give learners 1-2 minutes to type in their responses. While they are typing in, read the responses aloud.

Let's look at a couple prevalent risk factors in more detail.

☼ PPT 8

Multiple generations of living in poor neighborhoods is one way that poverty can put an individual at risk for human trafficking. The National Sexual Violence Resource Center (NSVRC) discusses is this in their Guide for Victim Advocates. In some poor neighborhoods, prostitution and pimping are multi-generational. Early on in their lives, children see these enterprises going on in their neighborhoods. As they continue to be raised in this environment, they view it as a normal, and even an expected way of making money. The cycle may continue to repeat when another generation is born into the same neighborhood.

☼ PPT 9

Another prevalent risk factor is coming from an abusive home. This can take on different forms. One form is through agreements between traffickers and abusive parents. These parents agree to sell their children in exchange for a variety of things, including rent forgiveness, drugs, and money.

A second form is a history of abuse in the home. This is especially true in cases of both emotional and physical neglect, abandonment, and involvement in the child welfare system. To escape these circumstances, some children and young adults choose to run away. However, this does not decrease their risk of becoming human trafficking victims. In fact, runaways are at a greater risk of being targeted specifically for sex trafficking.

Risk Factor Categories Activity

📄 PG 4

☼ PPT 10

Most risk factors fall into three different categories: economic, social, and psychological. Some factors, like the two we just discussed, may fall into more than one of those categories.

Purpose: To introduce learners to human trafficking risk factors.

Estimated Length: 8 minutes

Directions to Trainer: There is a word bank of human trafficking risk factors in the Participant Guide. Learners review the word bank and record each risk factor in the category which it belongs. Give them three minutes to work on their own.

After three minutes have passed, learners use their annotation tools to check the category in which each risk factor belongs. Clear the drawings and reveal the answer. Continue until all ten risk factors have been sorted into a category.

Trainer Instructions to Learners: Your Participant Guide lists several human trafficking risk factors. Review the risk factors, and put each factor in the category in which you believe it belongs. You have three minutes. Put a thumbs up, or any other icon, in the chat when you are done.

Now that you have had the opportunity to sort the risk factors into categories, let's go over them together. A risk factor will display on the screen. Using your annotation tools, mark which category you believe the risk factor belongs to.

Note to Trainer: Remember to clear the annotations prior revealing the answer.

🖱 Social Inequality 🖱 *Social*

🖱 Unemployment 🖱 *Economic*

🖱 Substance Use/Abuse 🖱 *Psychological* **Say** Substances can affect an individuals' mental and emotional state, so this one would be psychological.

🖱 Sexual Abuse 🖱 *Psychological* **Say** Sexual abuse can also affect an individuals' mental and emotional state, making this one psychological as well.

🖱 Lack of Social Safety Net 🖱 *Social*

🖱 Homelessness 🖱 *Economic*

🖱 Mental Health Disorders/Concerns 🖱 *Psychological*

🖱 High Crime Areas 🖱 *Social* **Say** Crime affects both the social and cultural dynamics within a community. This is one that could extend into the other categories when the high crime causes additional economic pressure or when the high crime leads to a traumatic event for an individual.

🖱 Domestic Abuse 🖱 *Psychological*

🖱 Recent Migration/Relocation 🖱 *Social* **Say** When an individual migrates or relocates, they have to get used to a whole new social context in their new area. This may include having to learn a new language and a different culture. They also may have lost their social status by migrating or relocating. This one could also fall into the other categories due to the financial strain that is cause by migrating/relocating, and any trauma that the individual may have experienced prior to migrating/relocating.

All of these risk factors leave individuals more vulnerable to becoming victims of human trafficking. In the chat box, type which of these factors you have encountered with any of the participants you serve.
Answers will vary.

As you can see, all of you have come into contact with participants who have at least one of these risk factors. We aren't asking you to look out for or be aware of anything new; just to look at it from a different angle.

Luring Victims

📄 PG 5

☼ PPT 11

Despite what is commonly portrayed on T.V., traffickers rarely use abduction, chains, and copious amounts of drugs and alcohol as a means to obtain victims. Instead, most traffickers use the vulnerabilities we just discussed to prey on victims through long-term psychological manipulation. Traffickers consider this lower risk because it is more subtle and rarely gets the attention of law enforcement.

The way traffickers lure individuals into becoming victims of human trafficking varies. Most traffickers fall into one of five main personas. These personas are the:

- 🖱pretender,

- 🖱provider,

- 🖱promiser,

- 🖱protector, and

- 🖱punisher.

Let's take a closer look at each of these personas. As we go through each persona, complete the fill-ins in your Participant Guide.

The Pretender

☼ PPT 12

Much like the name implies, the pretender is a trafficker who 🖱_pretends_ to be someone 🖱_they are not_. They could pretend to be a big brother, big sister, friend, boyfriend, or father figure.

The pretender lures victims by being a 🖱_trusted companion_; someone who is there for them when their own family or friends are not. Pretenders may begin by being the person the victim goes to when they need advice, or someone to listen to them. They continue building the trusting relationship until the victim becomes dependent on their companionship. After that occurs, pretenders use that companionship to manipulate victims into doing whatever they want.

The Provider

☼ PPT 13

The provider is a trafficker who offers to 🖱_take care_ of victims' 🖱_needs_. These needs could include basic necessities.

Providers can 🖱_recognize_ victims who are in dire need of those necessities, or who are desperate for the luxury items they cannot afford. They provide the items to victims immediately for little to no cost. With few other options, victims accept the items, not knowing that the providers would be cashing in on those favors later at a great cost.

Ask What might be some basic necessities or luxury items that a trafficker may provide? Type your response in the chat box.
Possible Answers: food, place to live, cell phone, fancy clothes, parties, etc.

The Promiser

📄 PG 6

☼ PPT 14

The promiser is a trafficker who 🖱_promises_ victims vast and extravagant things. This could include an unbelievable job opportunity, a stylish lifestyle, or travel opportunities.

Promisers lure victims by giving them a glimpse of 🖱_opportunities_ they never thought they would have. Not knowing that they are being deceived, victims go along with what the promiser is telling them, only to find out later it was a scam.

The Protector

☼ PPT 15

The protector is a trafficker who uses physical 🖱_power_ and intimidation to 🖱_protect_ a victim. This could include protecting them from an abusive partner or family. It also could be in the form of neighborhood protection.

Protectors lure victims with a 🖱_sense_ of _security_ that they do not have on their own. Victims do not know that the protector will use the same power and intimidation to traffick them.

The Punisher

☼ PPT 16

The final persona of traffickers is the punisher. The punisher is a trafficker who uses threats and 🖱_violence_ to 🖱_control_ a victim.

Typically, this is a 🖱_last_ resort for traffickers when all other attempts to lure a victim have failed. Traffickers may also turn into a punisher when the other personas have failed, and they need to maintain their control over a victim.

Identifying the Personas Activity

📄 PG 7

☼ PPT 17

Think back to the Introduction to Human Trafficking course. Do you remember Devon and Ashley? Let's identify the persona the traffickers used in each of those scenarios.

Purpose: Learners identify the persona traffickers used in each scenario.

Estimated Length: 5 minutes

Directions to Trainer: Prior to the webinar, create two multiple choice polling questions that have all the personas listed as choices (What persona did Devon's trafficker use? and What persona did Ashley's trafficker use?). Remind the learners about Devon's scenario, then pull up the question. Give learners a minute to respond. Then, reveal the correct answer. Allow learners to type in the chat or unmute to explain how they can tell this persona was used. Repeat with Ashley.

Trainer Instructions to Learners: I am going to remind you of each scenario and pull up a polling question. Decide which persona you believe that trafficker used, and then select that option from the poll. After everyone has selected an option, I will reveal the answer.

Say Devon's trafficker promised him an opportunity to make good money with a construction gig. After he was on the site, he was forced to work long hours, and was paid only a fraction of what he was promised. What persona did Devon's trafficker use? Answer the polling question on the screen by selecting your response.

The correct answer is the Promiser. What clues helped you determine this persona? You can either type in the chat or unmute yourself.
Answer: Trafficker falsely promised good job with high pay.

Say Ashley was homeless and living on the streets. The trafficker offered her a place to stay and food in exchange for sex. After getting her hooked on drugs, he forced her to become a prostitute in exchange for drugs, food, and clothing. What persona did Ashley's trafficker use? Again, answer the polling question on the screen by selecting your response.

The correct answer is the Provider. What clues helped you determine this persona? You can either type in the chat or unmute yourself.
Answer: Trafficker provided food and shelter (basic needs).

How Are Individuals Targeted?

📄 PG 8

⚙ PPT 18

It is important to be aware of environments and situations that make someone vulnerable to being a victim of human trafficking or creating opportunities where an individual can be targeted.

Two common ways traffickers target individuals are in person or through a virtual connection.

Let's start with in-person places or situations.

Chat Box: Environments and Situations

In the chat box, type examples of situations where traffickers might target vulnerable or at-risk individuals in-person.

Possible responses: at educational institutions (universities, high schools), malls/shopping centers, bars/clubs, festivals, friends of friends/family friends, social gatherings

Note to Trainer: Based on the responses, encourage a couple of the learners to unmute and elaborate more on their responses to be sure the connections between places and situations are being made with the risk factors.

Now think about your community specifically. Where might individuals be targeted? This could include specific locations or events. Go ahead and unmute or type your responses in the chat.
Answers will vary

It is easy to identify in-person locations where individuals may be targeted, but what about virtually? In the chat box, type examples of how traffickers might target vulnerable or at-risk individuals through online or virtual connections.

Possible responses: social media/connecting with people they don't know, click-bait emails, ads, chat rooms.

What Would You Do?

We have looked at several types of risk factors that make individuals more vulnerable to becoming victims of human trafficking, and explored various ways traffickers lure victims. Now, let's put it all together and examine a scenario.

What Would You Do? Activity

Purpose: Learners apply what they learned about risk factors and luring victims by recognizing it in conversations with participants.

Estimated Length: 15 minutes

Materials: PPT, PG

Directions to Trainer: Have learners read Asia's scenario located in the PG. The first time they read it, have them focus on her risk factors. After they finish reading, have them enter her risk factors on the PPT slide using the annotation tools. Give them four

minutes. After time is up, go over the risk factors learners identified. Inform them of any risk factors they did not mention.

Next, have them read Asia's scenario again, this time focusing on how the trafficker lured Asia into becoming a victim. Give them three minutes. Then ask learners to unmute and discuss how the trafficker lured her.

Asia Scenario:
Asia recently left an abusive relationship. She moved to Wisconsin from southern Illinois for a fresh start. One night, a mutual friend introduced Asia and her roommate to a man at the bar. Asia and the man immediately clicked and started dating. He treated her well at first, surprising her with flowers, stopping by to say hello while she was at work, and lending an ear when she needed to vent. Asia thought he was the perfect boyfriend and the complete opposite of her last relationship.

After a month and a half of dating, the man had some friends over for a game of poker. He quickly lost his money and offered Asia up as a bet. Thinking he was joking, she went along with it. After he lost the game, the winner started taking her into a separate room. Concerned, she looked to the man for help. He reminded her of all the times he would buy her flowers and take her on dates, and begged her to appease the friend. Not wanting to lose him, she agreed.

From then on, Asia would have to settle all of the man's poker debts. Soon, he started forcing her to sleep with the landlord in exchange for rent as well.

📄 PG 9
☼ PPT 19

Trainer Instructions to Learners: Part 1: Asia is a participant in your office telling you her story. Take a few moments to read her scenario in your Participant Guide. When you are reading, focus on Asia's risk factors. After you identify some of her risk factors, use your text annotation tool to type them in the box.
Asia's Risk Factors: Domestic Abuse, recent relocation, lack of social safety net

Part 2: Now read Asia's scenario again, this time focusing on how the trafficker lured Asia and caused her to become a victim of human trafficking. Once you have reread her scenario, unmute so we can all discuss.

Debrief:
What stuck out to you regarding Asia's story?
Answers will vary

What persona did this trafficker use?
Answer: Pretender

How did Asia's trafficker lure her?
Answers:
- *There for her when nobody else was.*
- *At first was complete opposite of her abusive ex boyfriend.*
- *Bought her flowers and pretended to care for her.*

What new viewpoint has this given you regarding participants you work with?
Answers will vary

Sometimes it may be difficult to connect your role as a Case Manager to the opportunity you have to identify potential victims of human trafficking and then connecting them to resources. Although *we* can see that Asia is a victim of human trafficking, *she* may not. We will explore this more in the next webinar of our human trafficking series.

Closing

☼ PPT 20

This webinar builds your knowledge of human trafficking. Knowing potential factors that make individuals at a higher risk of becoming victims and how traffickers use those vulnerabilities to target and exploit victims provides you a base knowledge of what to listen for when interacting with participants.

Our next webinars are focused on why victims are hesitant to seek help, and then finally on helping victims.

▤ PG 10-11, 12
☼ PPT 21

Remember, you don't have to wait for the next webinar in our series to get more training on human trafficking. There is a variety of additional trainings available throughout Wisconsin. Some of these providers are listed in on the screen and in your Participant Guide. One of the additional training providers is DCF. If you look on their website you can find a video series that contains survivor stories. If you would like to explore the topic further, your Participant Guide also includes a list of the resources we used in developing this course.

Note to Trainer: Put a the link to the evaluation in the chat.

Thank you all for your participation today. There is a link to the course evaluation in the chat. Have a great rest of your day!