



One by One by One


Sex Trafficking – End the Demand



Education
for **Justice**

JESUIT SCHOOLS, IRELAND

DEEPEN *your* UNDERSTANDING | DEEPEN *your* REFLECTION | SERVE *more* EFFECTIVELY



We know that sex trafficking today would not exist without male demand. Women and children are purchased one by one by one and it is men who are using them one by one by one.

Benjamin Nolot, Founder and president, Exodus Cry

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Foreword

It is very encouraging for all of us who are currently working against Human Trafficking to see a module dealing with the real horrors of this grave injustice. Can we conclude that it is a response to an awakening to this global phenomenon? We are speaking of 40 million plus people in slavery giving rise to what Dr Monica O'Connor stresses is a 'a multi-billion-pound industry which is one of the largest grey zone business activities in the world'.

The lessons within highlight the horrific facts around human trafficking; the commodifying of the human person in our market economy. It methodically uncovers the intrinsic link between the sex industry, human trafficking, and demand. Students are invited to reflect, discuss, and share reactions and knowledge on issues of choice and consent, the myth surrounding the autonomy of those who are prostituted, and the allegory that prostitution is a legitimate form of work. This module excellently unveils the effects of sex trafficking on the person.

At its core this unit of work is typically Ignatian. It is student driven, the starting point of each lesson drawing on where the students are at. Further, it appeals to their hearts. We value this approach for our only hope in the work to stop human trafficking is a change of attitudes in our culture; a conversion of hearts. This pedagogical paradigm is far more attractive and effective than the direct input of information by a teacher. It delicately conveys the grace, innocence, and dignity of each person by interweaving content, tastefully selected images, video clips, and slides with the feature-film *Nefarious: Merchant of Souls*. Students will be engaged by listening to personal stories. Stories which will upset them. Finally, throughout the module students are asked to reflect on the person that is Jesus; his life, compassion, and courage. It is ultimately his voice which challenges them with the question, '*Now that you know, what will you do?*'

On behalf of all who will engage with this module we are grateful and deeply appreciate the vast amount of time taken to produce it and to make it available. I hope it further develops the ability of students to see the world they live in through the 'eyes of God', discovering both the 'beauty of Creation' and 'places of grave injustice'. I hope this module stirs within them the profound desire to respond to this most appalling of crimes against humanity.

Sr. Catherine Dunne



Acknowledgements

I would like to thank Fr John K. Guiney and Mr Brian Flannery for their continued commitment to support programmes to promote justice across Jesuit schools in Ireland and abroad. Further, I would like to thank Sr Catherine Dunne and all in APT (Act to Prevent Trafficking) Ireland, for their steadfastness in raising awareness of human trafficking in Ireland and their courage in working to prevent the trafficking of women and children for sexual exploitation in this country. Abroad, I wish to acknowledge the work of Benjamin Nolot and the staff at Exodus Cry, whose powerful drama, *Nefarious: Merchant of Souls*, inspired the creation of this work. Finally, I would like to thank all the staff at Irish Jesuit Missions and the many staff across all Jesuit schools in Ireland who were very helpful at key stages in the development of this module.

Dr Križan Vekić



Irish Jesuit
Missions
In all things to love and to serve

Introduction

This unit of work introduces students to the modern-day phenomenon that is sex trafficking. It ushers them on the horrific journey that millions take throughout the world. Through a pedagogy of understanding and reflection, it seeks to cultivate their capacity to move from a feeling of 'compassion' towards a concrete response to this grave injustice. The module is broken into five sequential headings which leads to watching a feature-length documentary and a concrete response to sex trafficking. While it is recommended that teachers follow this sequence, the amount of time spent on each heading is discretionary. This is purposefully designed to allow for greater flexibility and deeper exploration of certain themes within the module.

The first heading, **Human Trafficking**, introduces students to the injustice of modern-day slavery. This is followed by **How Human Trafficking Works** which explores how and why people are trafficked. The third section, **Sex Trafficking**, focuses on the sex industry and highlights demand as the determining factor which fuels this market. Within this, teachers can further explore the 'real reasons' for the demand by looking at the values, attitudes, and beliefs of men who purchase sex. The recent changes in law concerning prostitution in Ireland is also presented and encourages students to explore and discuss the effectiveness of this way of tackling sex trafficking. **Nefarious: Merchant of Souls** follows this where students watch and reflect on a powerful feature-length documentary. The final heading, **The Courage to Do Much** involves students reflecting on what they have learnt and invites them to develop a response to combat sex trafficking.

Human Trafficking



Human Trafficking

At the end of the movie trailer we hear a young woman cry out, 'Jesus, I'm alone. Come and get me. Save me from myself'. Who is this Jesus she seeks? Is it the name we often call upon to express an exacting emotion? Is it the historical figure, who, to so many in the world, represents the divine, a hope, the authentic humanity - the model of life? It could be that she is crying out to us. To the Jesus within us, the incarnate God who enthralls us to show compassion and concern; who enthralls us to hear her cry and act.

In its simplest form, human trafficking is the 'recruitment, transportation, harbouring or purchase of persons for the sole purpose of exploitation.' Every year, human beings are bought and sold, for the sex industry, forced labour, or for the trade of human organs. As if objects or goods, they are purchased, moved around, used, and disposed of.

It is difficult to determine how many people in the world are victims of trafficking. The International Labour Organisation estimates that there are just over 40 million victims of human trafficking worldwide, with 25 million trapped in forced labour. Of this figure, close to five million are exploited in the sex industry. Most of these, up to 99 percent in some countries, are women and children.

According to the United Nations, almost every country in the world is affected by trafficking, whether as a country of origin, transit or destination. Equally, human trafficking does not always mean victims are transported to another country. People are trafficked domestically within countries and regions.

Introduction

This lesson introduces students to human trafficking

Learning Outcomes

Students will

- Explore what human trafficking is
- Reflect on the compassion of Jesus
- Reflect on and communicate their own feelings with respect to human trafficking

Keywords: Human Trafficking

Lead - in

Ask students to close their eyes and imagine that they are in a quiet room. In that room they are sitting down at a table. Opposite them is Jesus. He smiles. There is a silence, but it is not an awkward silence. In a calm voice Jesus asks, *who is this Jesus that she is calling out to?* Now, you are puzzled, because you do not know why he is asking this. After some silence he asks again, *who is this Jesus?* Then he adds, *why is she calling for him?*

Watch and Reflect

From the quiet lead-in ask students to watch the following:

<https://www.youtube.com/watch?v=Q-VC8AUE3Bc>

Go back to the same room and reflect on the following. If needed, watch the clip again.

- *Who is this Jesus she is calling out to?*
- *Why is she calling him?*
- *Try and describe the way she must feel*

How do you feel after watching this?

Think/Pair/Share

On the board put down the words Human Trafficking. In pairs, ask students to write down words they associate with Human Trafficking. Listen and feedback to the group.

HUMAN TRAFFICKING

Human Trafficking – some Facts

Use the following power point slide **Human Trafficking – Facts** to present some facts on Human Trafficking.

Human Trafficking

- Every year human beings are bought and sold for labour, sexual exploitation or for their human organs.
- They are being used for the sole purpose of economic gain.
- The International Labour Organisation estimates that there are just over 40 million victims of human trafficking world-wide.
- Of this figure close to five million are exploited in the sex industry.
- Most of those exploited in the sex industry are women and children.



Definition of Human Trafficking

Write the following definition on the board or use the following power point presentation

Human Trafficking - Definition. Explain to students that there is a more detailed definition; however, the following gets to the heart of what human trafficking is.

Human Trafficking

... is the 'recruitment, transportation, harbouring or purchase of persons for the sole purpose of exploitation.'



Remind students that **human trafficking** is different to human smuggling. Human trafficking involves the exploitation of an individual or individuals. Human smuggling occurs when individual/s voluntarily enter into an agreement with a smuggler to gain illegal entry into a foreign country and are moved across an international border. Unfortunately, people who are smuggled are vulnerable and often they fall prey to human traffickers once they enter a country

How Human Trafficking works



How Human Trafficking works

The previous lesson introduced students to the grave injustice that is human trafficking. This lesson further explores the realities of this modern-day form of slavery.

Human trafficking is based on the principle of supply and demand. The demand for cheap labour, sexual services, or human organs, motivates criminals to partake in what is a low-risk high-profit enterprise. World-wide there are very few prosecutions. Human Traffickers are in the main male and part of organised crime groups who often share nationality, ethnicity, and in some cases kinship (family ties) with their victims.

Human traffickers take advantage of people who are vulnerable. People who live in poverty, have little education, or who are fleeing conflict, are often deceived, persuaded or abducted. False promises of jobs, good salaries and higher standards of living are made. The use of this mode of deception is the most common method to recruit women for sexual exploitation in Europe.

In poorer parts of the world, children are extremely vulnerable and trafficked for begging, child labour and prostitution. Children are also kidnapped from their homes. During conflict or in times of natural disasters, traffickers become much more active. Sadly, in some parts of the world, due to poverty and/or debt children are sold to criminal gangs by their parents and/or close family members. In other parts, young girls are groomed for sexual exploitation.

Introduction

This lesson further explores the realities of human trafficking, looking at how and the reasons why people are trafficked.

Learning Outcomes

Students will

- Explore key concepts associated with human trafficking
- Reflect on the experiences and impact human trafficking has on victims

Keywords: Recruit, Transport, Harbour, Purchase, Exploit

Lead-in

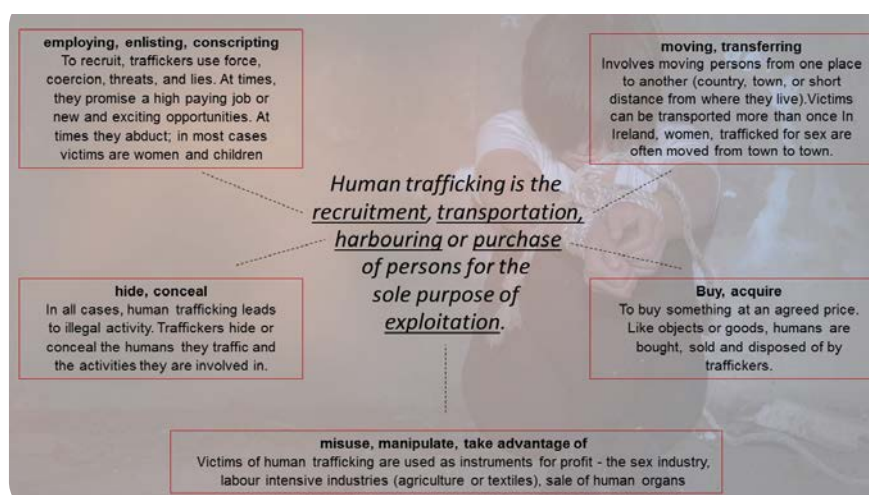
In pairs ask students to re-cap what they learnt the previous lesson. Invite them to try and define what they think human trafficking is and the impact this has on people who are victims of trafficking. Encourage students to volunteer and share their thoughts with the class group.

Put the definition below on the board, **Human Trafficking – Definition**, to remind students what the trafficking of humans is.

Human trafficking is the 'recruitment, transportation, harbouring or purchase of persons for the sole purpose of exploitation.'

How Human Trafficking Works

Use the following slide, **How Human Trafficking Works**, to explore how people are recruited, transported, harboured, purchased and exploited



Case Study

Ida's Story

Watch the following video. In small groups ask students to refer to the presentation above to discuss and then write down how Ida was recruited, transported, harboured, purchased, and exploited.

<https://www.youtube.com/watch?v=NSjmu3yuJHI>

Key Question

What was it that made Ida vulnerable, a target for human traffickers to recruit?

Poverty

Excited about a future prospect

Excited about the opportunity to help her parents

Reflection

Think of Ida and all that she went through. We know that she was denied freedom.

What else did the experience of being trafficked take from her?

Encourage students to think about dignity and value and what this means to them.

Sex Trafficking



Sex Trafficking

Sex trafficking is trafficking for the purpose of sexual exploitation. Akin to any form of human trafficking, sex trafficking occurs when traffickers use force, coercion, or fraud to force individuals to give sexual services in exchange for money, drugs, food, clothing, and shelter.

Sexual services include prostitution, pornography, or any other sexual performance. In the first lesson, we learnt that close to 5 million people worldwide are exploited in the sex industry. We also discovered that human traffickers take advantage of people who are vulnerable. Victims of sex trafficking are often women and children who, as a result of many pre-disposed factors are in danger of being trafficked for sexual exploitation. These include poverty, lack of education, war, child sexual abuse, forced migration, and a lack of family and poor support network.

Sex trafficking is a world-wide booming industry based on the principles of supply and demand. At present, the industry is thriving because of the serious demand which exists. People who purchase sex, sexual services, or who watch pornography provide the incentive for sex traffickers to make huge profits from the exploitation of women and children. Today, unfortunately, women and children are 'prepared', 'packaged' and 'delivered', like a product, in order to meet a demand.

Introduction

This lesson explores sex trafficking and the reasons why it thrives around the world today.

Learning Outcomes

Students will

- Develop an understanding of sex trafficking as an industry based on the principle of supply and demand
- Explore the root cause of sex trafficking – the demand
- Reflect on why the sex industry is thriving
- Look at and consider Irish laws on prostitution

Keywords: sex trafficking, supply, demand

Lead-in

Re-visit the previous two lessons. Tells students that today's class will focus on Sex Trafficking. To start the lesson, put the words Supply and Demand on the board. As a class list all the words associated with Supply and Demand to explore this concept.



SUPPLY AND
DEMAND

Sex Trafficking – Supply and Demand

Use the following slide, **Sex Trafficking: Supply and Demand**, to describe how sex trafficking is based on the principle of supply and demand.



Who is Benjamin Nolot?

Benjamin Nolot is founder and president of Exodus Cry; An international organisation 'committed to abolishing sex trafficking and the commercial sex industry while assisting and empowering its victims'. Nolot directed the powerful documentary, *Nefarious: Merchant of Souls*. For more information visit www.exoduscry.com

Reflection

Ask students to reflect on what lies at the heart of the message below.

We know that sex trafficking today would not exist without male demand. Women and children are purchased one by one by one and it is men who are using them one by one by one.

Benjamin Nolot, Founder and President Exodus Cry

The Demand – A Deeper Exploration

Ask the question,

Why do some men purchase sex?

Use the **Why do some Men Purchase Sex?** slide to facilitate a class-based discussion. Try and focus the discussion on what lies below the surface – attitudes, values, and beliefs. Use the blurb on the following page to assist in this.



The Cultural Iceberg Model (modified from Hall © 1976) is a useful tool to help us better understand culture and behaviours within cultures. The iceberg is split into what is visible or obvious (a small fraction on the surface), and what is invisible (most of the iceberg below the surface). On the surface, it might be observable that men purchase sex to meet a physical or emotional need, or even because it is considered normal or acceptable behaviour (social norm). However, by looking below the surface - attitudes, values, and beliefs - we delve deeper into the 'real reasons' why men purchase sex. What are the attitudes of these men towards women and children? Do they value the notion that all people should be treated with dignity and respect? Do they believe that what they are doing is acceptable/normal/right? We can continue to delve deeper again to explore the 'underlying' assumptions of their attitudes, values, and beliefs? In essence, what actually determines this?

Porn – A Discernible Link

Following from the discussion put the following slide, **Porn and Sex Trafficking**, on the board. Invite students to consider whether pornography and the ease of access for young people to pornography determines the attitudes, values, and beliefs of men who purchase women and children for sex?



Watch the following short clip to enhance the discussion

<https://www.youtube.com/watch?v=n2eOHilrmwM>

A Short Essay

At present trafficking for the sex industry is thriving due to an ever-increasing demand. Why is this demand increasing?

Write a short essay to articulate why trafficking for the sex industry is thriving? Encourage students to use the following terms - *trafficking, demand, supply, sex industry, pornography, attitudes, beliefs, values*.

The Law in Ireland

Since February 2017 the laws regarding the purchase of sex have changed. The Criminal (Sexual Offences) Act 2017 criminalises the purchase of sexual services in the Republic of Ireland. This Act is based on the Nordic model - the Sex Buyer Model - whereby it is the one who purchases sex who can be prosecuted. Use the **Law in Ireland** slide to outline this law.



**Criminal Law
(Sexual Offences)
Act 2017**

The Criminal Law (Sexual Offences) Act 2017 was enacted on 22 February 2017. the Act enhances and updates laws to combat the sexual exploitation and sexual abuse of children, including new offences relating to child sexual grooming and new and strengthened offences to tackle child pornography. **The Act also criminalises the purchase of sexual services.**

(Department of Justice and Equality)

I am absolutely convinced that this is key in targeting the wider exploitation with prostitution, including the trafficking of persons for the purpose of prostitution.

(Frances Fitzgerald, Minister for Justice and Equality)

Discussion

Is the Nordic Model effective in tackling sex trafficking?

Nefarious: Merchant of Souls



Nefarious: Merchant of Souls

The previous lesson focused on the sex industry as one based on the principle of supply and demand. The lesson stressed the link between the demand from men to purchase sexual services and the supply of women and children by traffickers to the sex industry. Thus, to end or significantly reduce the trafficking of women and children for sexual exploitation, there must be an end to the demand. Further, students reflected on some reasons for the increase in sex trafficking in Ireland and around the world.

Through the powerful documentary, *Nefarious: Merchant of Souls* this lesson delves deeper into the world of sex trafficking and the sex industry. Produced and directed by Benjamin Nolot, founder and president of Exodus Cry, this feature movie exposes the disturbing trends of modern sex slavery. It follows Benjamin across 19 different countries as he interviews victims, traffickers, psychologists and those on the front line as they uncover the horrors that women and children go through.

Introduction

This lesson delves deeper into the world of sex trafficking and the sex industry.

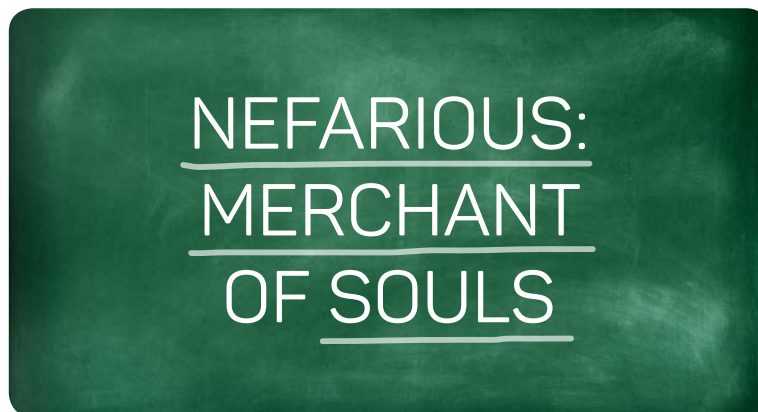
Students will

- Deepen their understanding of the horrors experienced by victims of sex trafficking
- Deepen their reflection of the urgency to end sex trafficking
- Reflect on how Jesus would react to this grave injustice

Keywords: Nefarious, Merchant, Soul, Value, Dignity, Moral

Lead-in

Briefly re-visit previous lessons and explain to students that this lesson focuses on the documentary *Nefarious: Merchant of Souls*. Put the title of the movie on the board. As a class explore what the underlined words mean. Then ask students to close their eyes and briefly reflect on the injustice that is the trading of human beings.



Movie – Nefarious: Merchant of Souls

The movie can be purchased and watched here: <http://nefariousdocumentary.com/>

Briefly explain to students the outline of the movie. Further, tell them that it will be disturbing and upsetting; a struggle. Let students know that you hope this is the case and that in watching the movie they will be challenged to question their own attitude and of society's attitudes to sex trafficking and the sex industry. You hope that it will ignite within them a profound desire to change things. It would be desirable if the movie could be watched in one sitting.

Reflection

Ask students to close their eyes and reflect on the question below. Then ask them to write down some of their thoughts and feelings.

How did watching this movie make you feel?

A Written Reflection

With students read each of the comments below **Nefarious – Reflection** briefly discussing each one within the context of the documentary. Then ask students to select one of the comments and to write a reflection around the comment they have chosen. Equally, students can select a comment or part of the movie that is not included in the list below. Their reflection must include **Jesus** – what he would think, say or do.

**Amsterdam is a famous legal market*

**It's like you order a pizza*

**Is it really a choice?*

**Every girl has her own story*

**The one fruit of Thailand more delicious than Durian (fruit) is its young women*

**Trafficking is the exploitation of vulnerability in any situation*

**Tiger Beer: \$4, Grapes: \$5, Girl: \$3*

**I know I am now just a piece of garbage ... why does he do this to me, why would he do this to me? Hopeless is such a weak word, such a weak word for what she feels.*

**Every time I went out to work, I felt like cheap merchandise*

**Peril is a basic fact of prostitution*

**This is a system of utter manipulation. It is a system of exploitation, manipulation, threat, violence.*

**It's almost as if the soul dwindles and literally gets more and more invisible*

**I would call it the greatest acting job in the world*

**In most cases it wasn't a case of girls choosing prostitution, as prostitution choosing them.*

**Slavery still exists, and it applies only to women [and children] and its name is prostitution*

**Men must start to learn how to fulfil their sexual desires without exploiting another person*

**Protecting the sanctity of life is more important than fostering the unbridled sexual appetites of men*

**You may choose to look the other way, but you can never say again that you did not know*

The Courage to Do Much



The Courage to Do Much

The journey to date has deepened our understanding of the injustice that is human trafficking; sex trafficking. We have come to learn of the horrors experienced by victims of sex trafficking. Further, we now fully appreciate that sex trafficking is based on the principle of supply and demand. It is the buyer who fuels the market. While, as individuals we make a personal decision not to demand, we know that we must do much more to combat this grave injustice.

Benjamin Nolot and his crew travelled 19 countries to expose what lies at the heart of modern-day sex slavery. Understanding the urgency to give the world a glimpse of its dark side, they visited places where women and children were groomed, recruited, sold and exploited. This required great courage. It is a courage drawn from Jesus Christ, the authentic model of humanity, and underscored from the conviction that every human being is born with an inherent worth and dignity. A simple belief that every life matters. Like Nolot and many others, we too must draw on our faith, the model that is Jesus, and on our convictions as we pray for, accompany, serve and look to make a difference to the many women and children who are victims of sex trafficking. In so doing, we continue our journey to becoming **'men and women for and with others.'**

Introduction

This lesson allows students to engage in a process of reflection on their experiences of learning about sex trafficking and to take action on how best to combat this grave injustice.

Students will

- Consider what they have learnt and reflect on the emotions this stirred within them
- As a class group plan and act to combat sex trafficking in Ireland

Lead – in

Put the following image **Production of Nefarious: Merchant of Souls** of Benjamin Nolot (left) and his crew working on movie students watched.



Question: Apart from what is material (equipment, money, transport) what does it take to make a documentary like this?

Now you know, what will you do?

Ask students to close their eyes and imagine that they are in a quiet room. In that room they are sitting down at a table. Opposite them is Jesus. He smiles. There is a silence, but it is not an awkward silence. In a calm voice Jesus asks, *Now you know, what will you do?* He repeats it one more time, *Now you know, what will you do?* Give students time to individually reflect and write down what they have learnt, what stirred within them, and what they think can be done to combat sex trafficking.

Now that we know, what will we do? What can we do?

Ask students to share their ideas on what they can do as a class or in small groups. The Word Cloud below might give you some ideas. Remember, it is important that students take the lead. Ask them to think about this hand. You might show them the hand of the little girl on the front cover of this module and tell them that it could be hers.



Attribution of Images

Depressed and Hopeless Girls Standing near door by Yupa Watchanakit. Royalty-free stock photo ID: 691540111 from Shutterstock.com

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The Red Light or Pleasure District – Amsterdam by Badahos. Royalty-free stock photo ID: 1240824904 from Shutterstock.com

Benjamin Nolot and crew found at
https://commons.wikimedia.org/wiki/File:Nefarious_-_Production.jpg
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Useful Links

Act to Prevent Trafficking (Ireland) – www.aptireland.org

Anti-Human Trafficking Unit, Department of Justice and Equality, Ireland – www.blueblindfold.gov.ie

Exodus Cry, International Non-Profit Organisation, USA – www.exoduscry.com

Glowbalact, International Non-Profit Organisation, Switzerland – www.glowbalact.com

International Labour Organisation – www.ilo.org

Ruhama, Supporting Women Affected by Prostitution, Ireland – www.ruhama.ie

United Nations Office on Drugs and Crime – www.unodc.org

