



READY To Stand Curriculum

Sex Trafficking Level 1 - 90 Minutes

ABOUT THIS CURRICULUM:

This curriculum is designed to be open-ended, easily customizable, and flexible for students' and teachers' needs. Activities, PowerPoints, and videos should all be used to guide discussion, while allowing specific group and/or student needs and interests to lead the way.

CURRICULUM GUIDE KEY:



Important Message



Suggested Stopping Point



Note to Educator



Activity



Social Media Discussion



Safety Strategy



Story



Virtual Option

OBJECTIVES:

- The ability to understand intrinsic value in self and others.
- The ability to define and understand human trafficking, consent and grooming.
- The ability to identify personal and societal risk factors regarding human trafficking and the grooming process and personal strengths to empower each individual
- The ability to understand social media's role in human trafficking and how to safely navigate social media and gaming
- Understand that all choices have consequences, but making a bad choice does not give anyone the right to harm you

ACTIVITIES:

Value Activity
Force, Fraud or Coercion Activity
Grooming Activity
Safety Strategy

MATERIALS NEEDED:

Geode
Force, Fraud or Coercion Activity
Grooming Cards, large or mini
Safety Strategy Worksheet

Slide 1 - Introduction

Introduce yourself as an educator with The Set Me Free Project. Gauge their mood and comfort level to decide how to begin and set the stage. Lay the foundation for the work the group will be doing over the next few sessions.

Say: The mission of The Set Me Free Project: To bring prevention education to youth and families to stop trafficking before it starts.

Our goal and our hope is that everything we will talk about will help them to stay safe and healthy in every way. We want them to be educated about human trafficking; and as safe as possible from ever becoming a target of human trafficking. We are here to have a conversation. We are here to talk about “real life stuff” and YOU are in a safe space to be open.



You may choose to keep it simple and go around the group with traditional introductions, or if you feel the group would benefit from something different, feel free to lead the group in some ice breaking activities.

Slide 2 - Safe Space

Discuss the “Safe Space Rule.” Ask the students what they think this rule might mean. What are some components that make a safe space?



Promote a sense of intellectual, emotional and physical safety in the classroom. Gain students’ buy-in and promote greater participation from all students. Smooth and enrich group discussions throughout the presentation.

Say: I am a mandated reporter and this is a safe place to share anything with you, however, if you share that you want to harm yourself or others, or if you are in imminent danger, I will have to tell the appropriate people to get you the appropriate help.

Say: Everything I share with you today you are more than welcome to share with others, in fact I hope you do! I can’t talk to everyone so you can help share some knowledge with others. But if your peer shares a personal story, let’s just agree that it isn’t your business to share their business. That’s their story to share if they want to. If you are worried about something they’ve shared, please talk to the teacher, counselor or me privately.

Take Care of You.

Discuss that if at any moment they are feeling uncomfortable or triggered, they can, with their teacher's permission, leave the room, go to the restroom, or whatever they need.

Let's talk about what we expect from each other. Let's set some ground rules for the group. What are some of the expectations that you want to establish in this room?

- For example: Respect Confidentiality Raise hands when you want to speak



Slide 3 - Value



To start the activity, hold up a Geode in front of the class. The part that is facing the class will be the outside of the geode. The inside should be facing you. Ask the class what you have. They will say "You have a rock".

Say: Really? Just a rock? Because it does not look like an ordinary rock to me! I see something quite different! Turn the geode so the class can see the inside.

Say: What does the geode look like on the outside?--Plain, ordinary

Say: Now what does it look like on the inside? --Beautiful, colorful, crystals

Does anyone know how geodes are made?--Naturally, by nature in many different ways. Different parts of the world produce different Geodes depending on the environment. Some are made near volcanoes, others are found within bigger rocks that have washed away.

Because Geodes are ordinary on the outside, and EXTRAORDINARY on the inside, they are valued. Millions of people collect geodes. They are valuable! Does anyone here have one at home?

Ask: How many of you would want to take this home?
Students should all raise hands.

Say: If I throw this geode in the trash can or say it is worthless, does that change the inside at all?

NO!

If I say it's the worst geode in my collection, does that change the inside?
NO!

Why do you still want it after all that?
It is still beautiful on the inside. And it still holds the same value.

What are some other things that have value? Field a few answers.

Some examples you might hear:

1. Cell phone
2. Family members
3. Car
4. Home

Say: Yes these things absolutely have value! Typically when we think of something having great value we think of things like geodes, money, and other things we can see, feel, taste, touch or hear.

But what if I told you that value isn't just in material or tangible things?

You have value too, just like a geode. Even more than a geode!

Have you ever heard of intrinsic value? This is value from within. Value that is not tangible. Value that you have just for being you.

Say: Just like a geode, you are unique on the inside. It is what is inside of you that matters. Who we are as people matters and NOTHING can ever change that or take that away from you. No matter your age, race, gender socioeconomic status or any other external factor, you have value.

Everyone has value. No one has more value than anyone else. You are all geodes. You were all created so precious on the inside and there is nothing that can change your value.

Before moving on to the next slide, ask all students to recognize their value. Every educator does this part a little differently.

Some examples of how you might do this:

1. If you are comfortable, look each student in the eyes (in a fun way) and ask them to say I have value while making eye contact.
2. Have the class repeat I HAVE VALUE as a whole
3. On zoom the chat function can be used for this or students can unmute for this activity

Slide 4 - What Is Human Trafficking?

Potential Transition Sentence: Why is knowing our value important in the context of human trafficking? Wait for answers.

Say: Because we see ourselves and others differently when we recognize that each person has value and deserves to be treated as such. Raise your hand if you've heard of human trafficking before.

Ask: What is the definition of human trafficking? Or examples of it? Where have you heard of it?



You are gauging their understanding and knowledge about human trafficking so you know where to slow down to emphasize more and where you may be able to speed up a little to save time.

Ask: What do you think human trafficking looks like in the world, in here in **<state>**, and in this community.

Define Human Trafficking.

Say: Human trafficking is the buying and selling of a human being for the personal profit and gain of another through FORCE, FRAUD, **OR** COERCION.

- Buying and selling a human being is NOT like when you buy something at the store. In order to buy or sell a human being, you can't look at them as human, or someone with worth and human dignity; you have to view them as a product.
- Personal Profit and gain - Also know that the exchange or trade doesn't have to be money, it can be anything of value, a place to stay, drugs, food, etc.

Slide 5 - Force, Fraud, Coercion

Potential Transition Statement: Let's break down those words force, fraud, coercion to better understand how it plays into human trafficking. Let's see what you know!



Break up the students into groups and hand out FFC index cards.



Place students in groups with the individuals they are already sitting near to minimize movement.

Say: You'll work together with your group to determine what category your cards belong in. You have 2 minutes. Go!

Say: The card saying "Least likely" is a bonus card. As a bonus we will have one volunteer place this card under the category they think is the least likely tactic traffickers use.

After all cards are placed, go through each definition and situation as outlined below.



If there is one category they struggle with, spend a little more time on that. Explain why the stories fall into the categories they do.

Ask: What is Force? Allow a handful of answers.

Say: Force is physically making someone do something against their will.

Say: When we think of human trafficking we often think of the white creepy van or being kidnapped, being assaulted or even tv shows like Criminal Minds, CSI, NCIS. And yes, that can and does happen sometimes. However, that's not what happens most often, especially here in *<state>*. What we see more often is not force, but fraud and coercion.

Ask: What is Fraud? Allow a handful of answers.

Say: Fraud is deceit or deception; fake job offers, fake relationships, someone pretending to be something they are not, or making false promises or using trickery. This could be someone telling you that you're beautiful, or that they love you when their intent is to sell you. Sometimes it can look like a job offer that seems wonderful, but when you are "hired" there is no pay. Often, we don't know their true intent until it's too late. A fake relationship doesn't mean that the individual isn't who they say they are; they could be exactly who they say they are but the actual relationship is fraudulent. This can happen both in person or online.

Ask: What is Coercion? Allow a handful of answers

Say: Coercion is mental and emotional manipulation; using affection or intimidation to gain compliance; even blackmail. This could look like: *if you don't do what I tell you to do it's going to happen to your little brother or sister. If you don't do what I tell you I know where your family lives and I'll hurt them.* It could be someone manipulating you into believing something that isn't real (possible examples: you need to have sex with your partner's friend so they can pay rent and or else they'll have to move).

Again this can happen in person or online. A common tactic is an internet best friend or internet dating. For example, someone might invite you to share inappropriate photos and then use those against you to blackmail you into doing what they want.



It's also important to understand If a minor is involved in sexual or explicit activities in exchange for money, drugs, shelter etc., it will still be considered sex trafficking. This is because minors can not legally consent to the

commercial sex industry (commercial sex industry is described as sex/sex acts for sale, exotic dancing, or pornography).



Minors that have experienced of Sexual exploitation or C-SEC (Commercial Sexual Exploitation of Children) are legally considered to have been sex trafficked. Force, fraud, or coercion does not have to be proven. If the person is not a minor, it is necessary to prove force, fraud, or coercion in order to convict a trafficker for sex trafficking.

Commercial Sexual Exploitation of Children is not the same as Sexual Exploitation of Children.

Commercial = exchange of something of value.



So, if it's not about kidnapping, how do traffickers find people to exploit?

Wait for answers.

Say: It's about relationship building. Traffickers want to build relationships with us so it becomes a relationship of "trust." What do you think is one of the most common ways traffickers find, and start to build, relationships with those they want to traffick?

Wait for answers.



Say: Yes! Social Media and Online Gaming. When we have access to the world, the world also has access to us. People who intend to hurt us often use social media/online gaming to not only target us but also, build relationships. Throughout our time together we're going to discuss how they do that.

Say: We are not saying you shouldn't have or use social media, but rather understand how others, especially those who may have bad intentions might use it. That way we can make smart choices about who we allow to friend or follow us on social media and online gaming.



When we talk about Social Media it's important to discuss that in this context social media and online gaming act similar in the way that "relationships" can be built on either and therefore the potential for human trafficking does occur on both.

Slide 6 - "The Reality" Video

Say: Let's learn about the reality of human trafficking.

Play video.

Ask: What stood out to you in that video?
Respond and answer to comments.

Slide 7 - Sex Trafficking

Potential Transition statement: There are several types of human trafficking but, today, we are going to focus on sex trafficking.



If someone asks about labor trafficking, let them know we have a labor trafficking presentation coming soon.

Ask: Of those four groups on the screen- infants/children, teens, adults, and senior citizens,- who do you think is trafficked most often?

- a. Yes, teens. According to the Counter Trafficking Data Collaborative, the most common age of people trafficked is 9-17.



When you mention infants and seniors being sold for sex, you might get a lot of dropped jaws. It is very important to explain that yes, it is "gross (only use if student says this)" to think someone selling and buying a senior citizen, but it is also just as shocking for someone to buy sex from someone who is in my age or even your age. It is the dehumanizing of a human being, and treating them like a product. Do not go into detail about infants being sold, you do NOT want to traumatize your audience.

Sex trafficking can be recruited and the crime committed online and in person.

Slide 8 - "Why Do We Talk About This?" - Video

Say: Let's watch another video to see why we are talking about this in your school in the first place!

Slide 9 - Why Do We Talk About This?

Potential Transition Sentence: So why are we here talking to you about this? Do you think you could be at risk for sex trafficking?

Ask: What is the average age of entry into the life of sex trafficking for girls? For boys? (Average age to enter the life: **Girls 12-19, Boys 11**)

Ask: Why do you think we are discussing this topic with you? Discuss answers.

Ask: “Why do you think I’m here today?” Discuss answers



Be sure that someone mentions (or you mention) that we also don’t want any of them to become traffickers. That’s why we want to tell you how much value we all have and why we share with you how terrible it is that some people do this to others.

Say: “I’m here today because human trafficking can happen here in *<town>*! Sometimes we think that trafficking happens only in the big city. The truth is that trafficking can happen anywhere and to anyone. We also know that one of the things that puts you at risk is age which means you may very well be the target of trafficking.

Slide 10 - What Do Traffickers Look Like?

Potential Transition Statement: So how do we know who to look for? What does a trafficker look like?

Ask: What does a trafficker look like? Discuss answers and make this really conversational.

After the discussion, draw them to imagine their stereotypical creepy guy. Ask questions to get them thinking such as:

- Male or Female?
- Hair or no hair?
- How do they smell?
- How do they dress?
- What do they drive?
- Where do they hang out?



Be careful to not allow things to get out of control or disrespectful. Do not play into or repeat descriptions such as “fat, ugly, disgusting”. Keep it simple but get them thinking about the creepy person image in their brains.

Now dispute that image.

Say: So does that mean a trafficker can’t be a female? Do you think all traffickers dress gross? Do you think traffickers can be tricky and can they look like everyone else? Tell two or three quick stories about regular people being traffickers.

I've heard stories such as :

- Mom trafficked her teenage daughter.
- A high school student trafficked his classmates.
- Sister trafficking her sister.



Students will most likely want to ask questions or want to know more details on these. Feel free to have some stories ready, but do not get graphic. Just share the basics.

Say: In all of these cases, you could have walked by them at the grocery store and never imagined that they were traffickers. Traffickers are really smart. They do everything they can to blend in. They dress like you and me, eat at the same restaurants we do, go to the same grocery stores, and even use the same social media that we use. There is just no way to know who is a trafficker. And remember – a trafficker can be anyone, anywhere, at any time.



Slide 11- “Shayla’s Story” Video

Potential transition statement: Potential Transition Sentence: I am going to show you a short video. I want you to pay attention to how the trafficker builds a relationship with Shayla and we will discuss it together after.



Slide 12- Stages of Grooming (out of order)

Ask: What does the word grooming mean to you? Discuss answers.



Often they will say it reminds them of a dog or a horse. Discuss that grooming is when a person who intends to harm another prepares them for that harm. For example, they might be testing what kind of touching you will allow and then get you more comfortable with the other kind of touching that might be inappropriate.



Grooming Activity:

Put students in small groups about 3-5 students per group. Hand out mini grooming cards and ask students to get out one piece of paper and one writing utensil per small group.

Say: Have everyone in your group write your name at the top of your page. With these grooming cards put them in the correct order in which they occurred in Shayla’s Story and then on your paper write down what happened in the story for each stage.



This can be an assignment for the teacher to use for grading purposes, activity points, or exit tickets if they choose.

Slide 13- Stages of Grooming (in order)

Stage 1: They target you

Stage 2: They gain your trust

Stage 3: They fill a need

Stage 4: They isolate you

Stage 5: They sexually exploit you

Stage 6: They maintain control

1. They target you
 - Traffickers seek out individuals often looking for risk factors they can exploit either online or in person. Social media is the most common place traffickers will find people they intend to traffick.
2. They gain your trust
 - Traffickers will do or say what it takes to build trust. Gaining trust can happen quickly or over time.
3. They fill a need
 - Traffickers will fill emotional and/or physical needs. This can be food, shelter, drugs or alcohol. It can also be an emotional need such as saying they love you or provide a sense of belonging
4. They isolate you
 - Traffickers can isolate an individual either physically or mentally. A trafficker can physically isolate an individual by keeping them in a hotel room or having an individual leave their home to live with them. A trafficker can mentally isolate someone by telling an individual that "no one will love you like me" or "your parents dont understand you like I do."
5. They sexually exploit you
 - Sexual exploitation occurs when a trafficker uses someone much like a product to be sold. This can look like the trafficker posting an ad online or convincing a person to do some kind of sexual activity for something of value in exchange.
6. They maintain control
 - Maintaining control can be both physical and mental. Some examples: A trafficker might use physical force to continue abusing. A trafficker might say they will hurt a family member or blackmail the person they are

trafficking to get an individual to stay. A trafficker will use force, fraud or coercion to maintain control.



Discuss: Keep in mind that all of these stages of grooming can be online or in Person.



Virtually, have the teacher lead the students in class conversation having identified the order based on the video they just watched or the story you just told. Share the correct order with the group and have them type in the chat what happened at each step based on the video or story.



This can be a stopping point for the day or a quick stand and stretch break.



If you are returning on day two for the next half of the presentation, take a few moments and check the students memory about the previous day. This will give you an opportunity to see what they retained and what you might need to cover again. Ask questions about the important items discussed.



Slide 14 - Risk Factors



Handout Safety Strategy Worksheet while picking up grooming cards.

Potential transition statement: In the grooming activity we just did, we talked about how they target you by seeking out your risk factors and exploiting those. So what are risk factors? Field a few answers.



If students don't know, you could prompt them by saying "Sometimes we hear these called vulnerabilities. What is that?"

Definition: Physical or emotional characteristics that leave us open to the possibility of being harmed, either physically or emotionally.



Most often students will say a weakness. Explain that a vulnerability/risk factor can be a weakness, but it isn't always. Ask if anyone can name a risk factor that isn't a weakness.

Say: Here you'll see some examples of common risk factors we see often, but these aren't the only ones. Every single person has risk factors. Let's talk through a couple of these.

These are a few examples of risk factors.

- Drugs and Alcohol misuse
- Poverty/Being Poor
- Homelessness
- Abuse and Neglect
- Boredom
- Unhealthy Relationships
- Mental Health
- Feeling Rejected or Unloved
- Social media and gaming

People living with mental or physical disabilities, children, teens, young adults, young mothers, LGBTQ+, foster care, juvenile justice



On your Safety Strategy Worksheet, write down what might make you personally at risk of being trafficked. I'll give you about 2 minutes.

Say: That person who might intend to harm us or traffick us typically takes the form of a boyfriend, girlfriend, or mentor (the relationship does not necessarily have to be romantic or physical), and when these relationships become unhealthy (isolating you from family and friends, becoming reliant on other people emotionally and/or financially, etc.) you are experiencing a red flag for trafficking.

Ask: "Do you remember what the most prevalent way is that traffickers use to find and target people?"

Answer: SOCIAL MEDIA!!!



Say: They target people on-line because there are a lot of risk online.

Ask: What might make someone more at risk online than someone else?

Examples:

- Oversharing
- Adding friends/followers that we don't really know
- Having information in our Bio

Ask: What are protective factors? Discuss answers.

Definition: Things in your life that help you succeed, keep you healthy and safe.

Slide 15 - Protective Factors

Say: We are not only our risk factors. We are so much more than that. We also have protective factors. These are things that help protect us. Sometimes it's the people around us who love us and care about us. And also, its things about ourselves as individuals. For example: It may be our strengths, our uniqueness, it could be the things that just make us who we are as a person.

Examples:

- Positive attitudes, values or beliefs
- Conflict resolution skills
- Good mental, physical, spiritual and emotional health
- Positive self-esteem
- Success at school
- Parental supervision
- Strong social supports
- Problem-solving skills
- Positive adult role models, coaches, mentors
- Good peer group/friends
- Stable housing



On the Safety Strategy sheet, write down a few of your protective factors. It might be some that are displayed here, or it could be other things.



Ask: How did that feel? Was it harder writing the protective factors about yourselves than the risk factors? That's because we can easily forget to remind ourselves about how awesome we really are.

Slide 16 - Do You Know This Person

Potential Transition Sentence: Potential Transition Sentence: Knowing our risk factors and protective factors empowers us against traffickers. Another protective factor is understanding what it means to truly know someone.



Activity: Do you know this person?

Tell the kids that we are going to play a game. Explain that you are going to share a story with them about someone they met and then you are going to determine what it means to know someone.



Keep this story gender neutral. If you are in a small rural community that doesn't have a Starbucks, ask the students the "spot" where people get coffee or yummy treats. Create the story around that place. Keep in mind that as you discuss and process this story, many kids will tell you that they would know the person because everyone in their town knows everyone. Share with them you understand. After you are done telling the story, ask them to take this same story and place it in the nearest largest city in their community. Does that change anything?



You walk into a Starbucks for a yummy Oreo Frappuccino (ask the kids for a place they like to go; a food establishment is usually easiest) and notice a brand-new Barista working at the counter. In fact, not only is the Barista brand new but they are smokin' hot (use your own term)! So, you order your Oreo Frappuccino and Smokin Hot Frappuccino Maker (SHFM) (say to the kids you get to name this person, picture this person, and make them whatever you want them to be) takes your name for the order, and of course SHFM is wearing a name tag so now you have their name. You name them whatever you want, but for our purposes we are calling them SHFM. SHFM gives you the Oreo Frappuccino and you say goodbye.

Now, here's my question: Do you know SHFM? If you say, yes, I know SHFM, no question go to the right side of the room (or wherever). If you say, no way no how, I don't know this person, go to the left side of the room. If you're not really sure, go to the middle.

Now, it's been 6 months and you have been spending a lot of time at Starbucks, for a couple of reasons: #1, they have amazing Oreo Frappuccinos. And #2, SHFM is smokin' hot! Now every once in a while, your timing is perfect, and you arrive at Starbucks right at break time and what do you know, SHFM takes a break with you!

Now, you have had 6 months of seeing SHFM, hanging out at break, and talking, but not leaving the store.

Now, my question: Do you know SHFM? If you say, yes, I know SHFM, no question! Go

to the right side of the room (or wherever). If you say, no way no how...I don't know this

person, go to the left side of the room. If you're not really sure, go to the middle.

Now it's been 1-year, same scenario. Do you know SHFM? If you say, yes, I know SHFM, no question! Go to the right side of the room (or wherever). If you say, no way no how...I don't know this person, go to the left side of the room. If you're not really sure, go to the middle.

Have the students sit down and continue the discussion below.

Ask the students: What does it really mean to know someone? What do we know about SHFM?

Based on the answers you can say:

- We know that SHFM works at Starbucks
- We know that SHFM makes a great Oreo Frappuccino
- We know that SHFM is smokin' hot!
- And we know exactly what they've told us

Expand on that conversation with the importance of being able to "vet" a person, know their family, other things about them, etc.



So now, let's think about social media. Think about how many people, in how many places you can meet. Can you really truly know that what they say is true? Remember, when you pick up your phone or computer or tablet you have access to the world. Pause AND the world also has access to you. That's why meeting someone on social media may not be safe.



Virtual Option: Play the activity in the same way, but instead of moving them to a different sides of the room, have them use emojis. Thumbs up for "yes I know this person;" thumbs down for "no I don't know this person;" and raise hands for "I'm not really sure."



Slide 17 - Who Do You Trust?

Potential transition statement: Let's go beyond just knowing someone and talk about trust. How do we know who we can trust? How do you know a trustworthy person?

Ask: What are the characteristics of a trustworthy person? (Take answers)

Say: Think back to preschool, pre-k, and kindergarten; what did you learn about strangers and stranger danger? As a child, what were you told about an adult offering you candy? Asking for help finding a lost puppy? But what did we learn about the problem with stranger danger? We learned that it's not typically the strangers that are the problems, but the people we know.

Say: You are all getting older and meeting new people. Obviously running away and yelling stranger danger is not always going to work at our age. And what happens when the person who wants to do us harm is not a stranger? Instead of stranger danger, It's about knowing who is a trustworthy person and who is not, and who you don't know well enough to make that determination.



I'm a middle school student. I'm an artist and I follow other artists on social media. Skylar (gender neutral name) comments on a lot of the same things that I comment on, and we have a lot of the same things in common.

Eventually after a few months, we start responding to each other's comments because we are familiar with each other's names and feel comfortable. A few more weeks go by and we start DMing each other talking about artists we like and eventually we start to talk about other things like school friends, and we find out that we are the same age, in the same grade.

After about a few months of talking online, we exchanged phone numbers, text and facetime and then started "dating." Months go by and we become really close. One day they asked me to send them a nude. I felt uncomfortable but I knew this person so I thought this would be ok. Then they sent me one of them and although it was new and strange to have someone's nude picture, it felt good that they liked me so much and I liked that they trusted me enough to share something so private. My parents wont let me date until I'm older so we talk and they ask me to sneak out one Friday night to go to a movie with them. I've always followed the rules and don't think I should, but I really want to go hang. Friday night I sneak out and meet them close to the movie theater. Skylar says, "I have a better idea, I took my mom's car. Let's go out riding around town. We're having fun, we grabbed some food and just had fun talking and riding. We had fun until the police pulled us over. Apparently Skylar's mom turned

in the car as stolen and now we are in big trouble. I knew I should've followed the rules. Now I have a charge for a stolen vehicle.



Slide 18 - A Trustworthy Person Will...

Say: It's important we know who we can trust. There are 4 characteristics that differentiate a trustworthy person from a non-trustworthy person.

1. A trustworthy person will never ask you to do something illegal.
2. A trustworthy person will never ask you to do something that goes against your moral compass.
3. A trustworthy person will never ask you to keep a secret from your parents or Guardians.
4. A trustworthy person always wants the best for you.

Apply this to adults and their peers: are they being a trustworthy friend and do you have trustworthy friends? Are YOU a trustworthy person?

Someone who is trustworthy means you NO HARM.

Someone who is trustworthy will always seek your GREATEST GOOD.

Someone who is trustworthy will NOT:

- Put you down
- Call you names
- Harm you physically, mentally, emotionally.
- Ask you to do things you are not comfortable with. (drugs, sex, illegal/unethical actions)
- Use FORCE, FRAUD, or COERCION in any part of your relationship

Someone who is trustworthy will RESPECT:

- Your thoughts and feelings
- Your values, morals and ethics.
- Your right to say NO!

Be advocates for each other. If you have a friend in a dangerous relationship, or doing something unsafe, go to your friend if it's safe, if not go to a safe adult, and always be a trustworthy friend yourself.



Say: On your Safety Strategy sheet, list at least 3 trusted individuals with at least one of them being a trusted adult that meets the criteria we just discussed.

Slide 19 - Consent

Potential transition statement: The other thing to remember is that a trustworthy person is going to be respectful of your boundaries and pay attention to what you do or do not feel comfortable with. That brings us to this idea of consent. What is that?

Ask students what they think consent is. (Consent is asking permission for what? For anything)

Discuss:

- What does it look like with your siblings?
- What does it look like in a friendship?
- What does it look like in a relationship?
- Why am I mentioning consent in a human trafficking presentation?
- Why is practicing consent so important?



Because practicing consent in our everyday lives is like building a muscle. The more we exercise our consent muscle the stronger it becomes and the more comfortable it is to use when things feel funny. Not only that, but when we teach others about our desired personal boundaries, it tells them, very clearly, how we expect to be respected.



Social Media Discussion: Consent also applies to social media as well. For example, if someone takes a pic of you and posts it on social media without asking you first, that's not okay. That applies to any pic - appropriate or inappropriate. You get to say, nope, not the pic I want shared.

Slide 20 - "Muscle Consent-y" Video

Slide 21- Social Media & Online Gaming

Potential transition statement: We discussed how to know if someone is a trustworthy person. How do you know if someone online is trustworthy?

- a. You don't!

Ask: What apps and games do you use? Field and discuss answers.

Ask: How do you keep yourself safe on social media? Field and discuss answers.



Below are a few bullet points you may hear. Discuss them with the class and clarify or correct any answers that may not be accurate. Be mindful to not TELL them what to do, but rather allow them to decide for themselves.

Healthy online practices:

- *Make your account PRIVATE – But know that even when your account is private your username, pic, and bio can still be seen on most social media platforms!*
- *Your username should NOT be your real name.*
- *Your profile pic should not be a picture of your face.*
- *No identifying information in your bio – For example, if you post that you are the kicker for your H.S. football team “Go Bears!” and your jersey number is #24 – it becomes incredibly easy for a trafficker to find, target, and groom you!*
- *Only add people you know personally.*
- *Turn OFF location services.*

Ask: How do you limit your risk when online gaming? Take answers.

Follow the same format as above with corrections and clarifications.

- Whenever possible, play with your friends, NOT people you don't know.
- Keep your microphone turned OFF. Keep mic and chatting use to a bare minimum, never share personal or identifying information!!

Ask: How many of you have 0-50 “friends” on your favorite social media platform. 50-200? 200-500? 500-700? 700-1000? 1000+?

Hold on to that number, I have another question for you:

Ask: What does it mean to know someone? Take and discuss answers.

Discuss: Knowing someone means that you have met them in person, engaged with them frequently, and trust them to share personal information with. These are people that are your real life friends or family. Knowing someone doesn't mean that they are a friend of a friend, or someone that looks friendly or “normal.” It's someone you have an in person relationship with already.

Ask: How do you know if a person intends to do you harm? Take several answers until you hear the correct one.



Answer: YOU DON'T!

Discuss: A “predator” sounds like a creepy or scary person, but they can actually be someone you already know but that wants to do you harm. “Predators” can always be someone you know. Keep in mind that they could be (and likely will be) young, cute, well-spoken because they want to attract you. Traffickers are REALLY smart and REALLY good at their job! And remember that nothing EVER disappears from social media – once it’s out there it is permanent and not at all hard to find. The decisions you make today can impact your entire future.



Slide 22 - Are You READY?

Potential transition statement: Consent and social media/gaming also extends to who you want to talk to. Raise your hand if someone has messaged you or said something on social media or when you're gaming that made you feel uncomfortable? What did you do?

Are you ready to stop trafficking before it starts? Are you ready to be safe online?

R- Report anything dangerous

Report anything that someone else does to make you uncomfortable, feel bad, or anything that feels dangerous. Trust your instincts.

E- End the communication

Stop talking or responding to them. Block them on social media.

A- Ask for help

Tell someone you need help. Go to a trustworthy adult and let them help you. You're not alone.

D-Don't engage

If you see this person do not interact with them. If they try to interact with you, exit the situation as quickly and as safely as you can. Find help if you need it.

Y-Your safety first

Remember, your safety always comes first. If you ever feel like you might be in danger, tell a trustworthy person right away. Look out for yourself like you would a good friend.



Ask: What are a few action steps you can take to limit risk?



Have students write those down on their safety strategy.

Slide 23 - All choices have consequences, right

Potential transition statement: Let's talk about choices and consequences.

Good choices lead to good...what? Consequences.
And bad choices lead to bad...what? Consequences.

Ask: What are some healthy/sage choices you can make (any at all) and what might the consequence be? Discuss and respond.

Now, what are some unhealthy/unsafe choices you can make (any at all) and what might the consequence be? Discuss and respond.

Ask: Does making an unhealthy/unsafe choice mean you chose to be harmed or exploited?

Answer: No, nothing you do gives someone the right to hurt you.



Slide 24 - Potential Trafficking Warning Signs

Potential Transition sentence: So what do we look out for to help keep ourselves and others safe? Here is a list of potential trafficking warning signs.

Say : I'll let you read through them. Please know that this is not a full list and just because an individual has one of these warning signs doesn't mean they are being trafficked. And certainly some people could be trafficked without any of these specific items. More importantly, know your friends, peers, neighbors and when something seems out of place, it most likely is. Check on them. Be there for them and offer support.

Ask: What are a few warning signs that stand out to you?



Have students write those down on their safety strategy.

Slide 25 - Follow Us

Slide 26 - Let's Talk



Have students write down a few resources from the slide or others that they can think of on their safety strategy.

Remember, take care!

- Ask if there are any questions. If not, you will be available if anyone needs to chat after class.
- Encourage the students to talk to someone if they need to, or use us as a resource. Give them all of our contact information.
- Remind them that they have incredible value and every person has value and deserves the utmost respect.
- Remind them to respect themselves and respect the people around them.
- Remind the students that our goal is never to scare but to empower.
- Challenge the students to go home, talk to their parents, educate their siblings, and watch out for their friends.

Provide the Student Resource Cards and thank them for being respectful.