



READY To Stand Curriculum

Sex Trafficking Level 2 - 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

ACTIVITIES:

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

MATERIALS NEEDED:

<Fake> Diamonds
Force, Fraud or Coercion Activity
Grooming Cards, large or mini
Safety Strategy Worksheet

Slide 1 - Introduction

Introduce yourself as a speaker with The Set Me Free Project.

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 talk about will help them to stay safe and healthy. We want youth to be educated about human trafficking and know how to spot it. 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. Guide and enrich group discussions throughout the presentation.

Say: I am a mandated reporter and this is a safe place to share anything with me, 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.

Slide 3 - Value Activity

Potential Transition Sentence: Now that we understand that this is a safe space, I have a very important question for everyone.



To start activity, hold up a “diamond” in front of class.

Ask: What do you know about diamonds?

A few examples might be:

1. Unbreakable
2. High in value

(Students might say other things but these are the 2 we are looking for)

Yes! Diamonds are one of the most high value naturally made substances on the market.

Say: It takes very precise circumstances for a diamond to be made, when perfect circumstances come together and a diamond is formed, it is the hardest naturally made substance. The only substance strong enough to break a diamond is another diamond. Other substances would break themselves before breaking the diamond. Because of the “unbreakable” properties of a diamond and also how difficult it is for a diamond to be made, they are high in value.

Ask: If this was a real diamond, how many of you would want to take this home?
Students should all raise hands.

Ask: Now if I rubbed this diamond in dirt, spit on it or even decide to yell at it that it is worthless after I have a bad day would you still want this diamond? Yes!

Ask: Why would you still want it even after all of that?
Because it doesn't lose its value based on the way that I treat it.

Say: If I throw this diamond on the floor, spit on it, or even call it ugly, it does not change the value. Even if I could figure out a way to break this diamond into 100 pieces, it will still be valuable.

Whether the diamond is in the rough or perfectly polished, cut and shined, it does not change the fact that it is still a diamond.



Ask: 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 diamonds, money, and other things we can see, feel, taste, touch or hear.

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

Say: You have value too, just like a diamond. Even more than a diamond!

Say: 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. Just like a diamond, you were created under very precise circumstances. Out of everyone you could have been, you are, well...you. There is absolutely no one like you. You have an internal uniqueness that cannot be changed no matter your age, race, gender socioeconomic status or any other external factor.



Everyone has value. No one has more value than anyone else. You are all diamonds. You were all created under precise circumstances that make you who you are 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*



Say: Point to the left and point to the right. The people sitting next to you, have intrinsic value as well. All of us do.

Say: You deserve to be treated with value and so does everyone else.

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 landlord so they can pay rent and or else they'll have to move and probably end the relationship).

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 nudes and then use those nudes 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 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.



Sex trafficking can look like sex work, pornography/child sexual abuse images, or exotic dancing; and is the number one form of trafficking of which youth are at risk.

Say: Of those four groups on the screen- infants, teens, adults, and seniors,- who do you think is trafficked most often Yes, teens. According to the Counter Trafficking Data Collaborative, the most common age of people trafficked is 9-17.



When I mention infants and seniors being sold for sex, I 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.

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

Slide 8 - Why Do We Talk About This?

Potential transition statement: Show of hands, how many of you think human trafficking happens in <state>?

Ask: Do you think you might be at risk for sex trafficking?

Discuss their answers.

Ask: Do you think your friends or peers might be at risk for sex trafficking?

Discuss their answers.

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

 Say: Human trafficking is happening and everyone and anyone can be at risk. It doesn't matter where you live, or what kind of family you come from. It doesn't matter if you live in a big town, or a small town. According to the UN Trafficking in Persons Report (2020), law enforcement identified nearly 120,000 trafficked individuals in 2019 alone. This isn't just happening across the world, but is happening in our own communities.

Discuss the community you are presenting in.

For example: The Women's Fund and Creighton University teamed up together to study sex trafficking in the state of Nebraska. They learned that 900 unique individuals each month were being trafficked in the state of Nebraska through the online website "Backpage." Even though the original backpage was shut down, there have been a lot of other similar websites that have come up in its place.

 Animate the Heatmap from Polaris and discuss it. Although there are a lot of areas that are not "heated," we know this doesn't mean that trafficking is not happening in this area.-Those hot spots shown on this map are just the phone calls into the National Human Trafficking Hotline. Why do you think someone may choose not to report trafficking? (e.g. fear of trafficker- force; don't realize they are being trafficked, etc.)

 *Focus more on the area where you are presenting. Give examples that are close by. It is important for the audience to feel a connection to the material and their actual location. Know some specifics for the area that you can use to drive the point home (e.g. I-80 and College World Series for NE and I-35 and Iowa State Fair, for*

IA). Additionally, we often see a disparity between the numbers law enforcement have and the social service industry. If someone discloses to a social service staff member, that does not mean they are ready to report it to law enforcement. It may look like there are no cases of trafficking at all, however, there may just be no reported cases of trafficking.

Slide 9 - Are We Looking For The Wrong Things?

Potential transition statement: Like we just talked about, there are a lot of reasons why trafficking may not be reported. Perhaps, one of those reasons imply lack of knowledge and understanding of human trafficking. What should we be looking for? Are we looking for the wrong things?

Discuss the hype around human trafficking and what people believe it is. Give examples you've seen on social media (such as zip ties on cars so traffickers can kidnap people, a person needing to be taken to another country for it to be sex trafficking, etc.). We're not saying all of these are false, but they don't occur that often. And when we're only expecting those, we may be missing what's really happening.

Say: When we believe these stereotypes and falsities, we are creating a false narrative of what sex trafficking really is. We want you to have all the right education. Let's test you now and see what you think are facts or myths about sex trafficking.



Slide 10 - True or False Activity

FALSE: Men aren't really trafficked. It's just women who are targeted

- According to the UN Global Report on Trafficking in Persons (2020), globally, about 65% of people trafficked are female and 35% male. Nearly a quarter of those trafficked were children. Experts believe these numbers to be even higher due to lack of reporting- males are much less likely to report than females. Anyone could be trafficked: male, female (or nonbinary/ gender fluid,) high socioeconomic status and low; people of all races and sexualities, etc.
- According to Counter-Trafficking Data Collaborative (CTDC), over half (53%) of male sex trafficked are minors



Slide 11- True or False Activity

FALSE: Individuals who are trafficked will be desperate to escape their trafficker and will ask for help when they need it.

- Individuals who experience trafficking may not readily seek help due to a number of factors, including shame, self-blame, fear, or even specific instructions from

their traffickers regarding how to behave when interacting with others. They do not always self-identify and may not realize that they have rights.



Side 12- True or False Activity

TRUE: Human trafficking and Human smuggling are not the same things.

- Human smuggling and human trafficking are distinct crimes under federal law. Human smuggling refers to an illegal border crossing, while human trafficking involves commercial sex acts or labor services that are induced through force, fraud, or coercion, regardless of whether or not transportation occurs.



Slide 13- True or False Activity

TRUE: A person can be trafficked from their home or school.

- Trafficking can happen to someone anywhere. A person can be living at home and going to school and still be sold by their trafficker after school.



Slide 14- True or False Activity

FALSE: Most recruiting happens along gas stations or truck stops along major highways or Interstates.

Ask: If traffickers aren't only targeting people they meet in person, where are they finding them? Yes, online!

- 45% meet their traffickers in person at parties, malls, schools, and other locations, and 55% meet their traffickers via text website or app from 2016 study from Thorn with 300ish survivors

Slide 15 - What Does A Trafficker Look Like?

Potential Transition Statement: We've talked about what human trafficking is and some truths and some things that aren't correct. Now let's talk about who the traffickers are. So how do we know who to look for? What does a trafficker look like?



Do they have a different image when we use the word pimp? This can open lively and fun discussion with thoughts of pimps in purple jumpsuits, big men with gold teeth, etc. (One educator will sometimes draw what the audience describes on the whiteboard. Feel free to do this if you have time and it feels appropriate for the specific presentation)



Slide 16 - Trafficker Faces Activity

Potential Transition Sentence: Now that you have an image in the back of your mind of what we think a trafficker looks like, I'm going to show you some photos and I want you all to tell me who the trafficker is.

Imagine you are in a grocery store and you see the next 8 people walk by, see if you can pick out the trafficker.

Faces of a trafficker - which one do you think is the trafficker?



*Tell a few (or if time all) stories in about three sentences each roughly, focusing on the luring tactics of building trust or using trust. *See Trafficker Bios Addendum*



Some of these convicted traffickers used social media to lure the individuals they trafficked. A lot of times we think of catfishing, or fake profiles, but the truth is that most people who have harmful intentions are actually, just being themselves, not pretending to be someone else. Just like these pictures of traffickers are anyone, a follower on social media might be someone who really is the same age as you are or even someone from your school. Just because they don't have a "fake" profile doesn't mean they are trustworthy.

Say: What do they have in common? Nothing, except they all build fake relationships with the individuals they trafficked. How many white creepy vans did you hear about in these stories? How many were initially assaulted vs. how many had some sort of trust first?

The next time you think of what a human trafficker looks like I want you to remember these faces. Remember that these are just people. They come in all races, genders, ages, professions or relationships and their luring tactics are almost always building trust. So it can be someone who seems like a friend or takes advantage of your family relationship or the couple next door who helped you.



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 17 OR 18 - Grooming Video

Potential Transition statement: The only thing each of every one of these traffickers have in common is their luring tactics. It's the way they built trust and created a so-called relationship with their targets in order to exploit them. Let's talk about that.

Ask: What does the word grooming means to you

Often they will say it reminds them of a dog or a horse.

Discuss that grooming is when a trafficker prepares an individual to be abused and sold.

Play the video for the class asking them to pay attention to the grooming process.



Choose the video that best meets your audience. Only play one video.



Slide 19 - Stages of Grooming (out of order)

Potential transition statement: Now that we've watched that video, let's talk through what that grooming process really looks like.

Give six students a grooming card.

Say: Knowing what grooming is and keep that video in mind, audience your job is to put the stages in the correct order. As you're working on that, think about what happened in the video that is tied to that grooming stage.

Then help them put the stages in order and walk through the video or a story to explain each stage. (Can also break the class up into smaller groups and have them do this activity with the smaller grooming cards).

Slide 20 - 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 do not want what is best for you. I am better for you than your family," etc.
5. They sexually exploit you
 - Sexualizing occurs when a trafficker completely turns a person into a product to be sold. This can look like the trafficker posting an ad online or coercing an individual into commercial sex.
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 and blackmail the person they are trafficking to get an individual to stay. A trafficker will use force, fraud or coercion to maintain control.

All of these stages of grooming can be online or in person.



You may choose to point out that the first 3 stages are the warm and fuzzies, the part of the relationship that gives you butterflies and makes you feel good. The last three are when the trafficker begins to show their true intentions. The better the trafficker does the first 3 the easier the last 3 will be. It might take longer for those being groomed to notice what's going on or it could be harder at these stages to find a way out. This means we have to really pay attention to red flags and warning signs early in relationships and be watching out for our friends and peers.



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.

Slide 21- Risk Factors

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



Risk Factors Definition: These are negative influences in the lives of individuals or a community. These may increase the presence of crime, victimization or fear of crime in a community and may also increase the likelihood that individuals engage in crime or become victims.

- Social Media
- Poverty
- Abuse/Neglect
- Etc.

Say: Risk factors are just simply something about us that someone, someone who intends to hurt us, could use against us. Think about yourselves and your potential risk factors quietly while I hand out this worksheet.



Hand out the SAFETY STRATEGY worksheet or simply use a sheet of paper.

Say: We all have risk factors. Every single one of us in this room. Your teachers, all of the adults in this building, all of the adults in your life, and even me. We all have risk factors, and it's important for us to know what those are so that we can begin to understand how someone else may target us.



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

Say: Now, I'm not going to make you share these, this is for your eyes only, but it's important that you allow yourself to think about them.

Allow about 60 -90 seconds until you notice most of the class has finished. You can stop it at any point just give them about a ten or twenty second warning.

Ask: How did that feel? Was it kind of hard? Maybe sad?

Ask: Does anyone want to share any of yours?

- Remind them they don't have to. If no one wants to share, pick one from the list.

Ask the class how ____ risk factor might be used against someone. Run through two or three examples, making sure to add some social media risk factors.

Say: Even our age can be a risk factor. Who can tell me what our prefrontal cortex does in our brain? Wait for Answers. It's our decision maker. And what age is that fully developed? Wait for answers. 25! That doesn't mean you can't make decisions, it just means our decision maker isn't fully developed until much later.

Say: Knowing this about yourself and about how others might use this against us? Helps to give our power back! We know what to watch for.



If someone says a weakness, say it absolutely could be! Does it always have to be? Field answers. No, not all risk factors are a weakness. What are some examples of a risk factor that isn't a weakness? Ex: Age, gender, location.

Slide 22 - Protective Factors

Potential transition statement: We are not only our risk factors. We are so much more than that.

Say: 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 23 - Who Is A Trustworthy Person?

Potential transition statement: We now know what trafficking is, who trafficking can affect, where it happens and how a trafficker will groom the individual they are trafficking to gain their trust. So if a trafficker can be anyone, anywhere, how can we possibly know who to trust?

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.

Ask: What are the characteristics of a trustworthy person?

Prompt responses by asking if they trust specific people. ie: pastor, neighbor, cute guy or girl you met at the basketball game last night, mom's friend, older brother's best friend, grandma.

Ask: Why do you trust them? Is it about how long you've known someone? Is it because you met them through someone you trust? Feel free to go deeper here.



Discuss the importance of not trusting a "role" as opposed to an individual. Tell the story below.

Say: It's important we know who we can trust. There are four 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.

Ask: How can you tell if someone online is trustworthy? Take answers.

Say: Realistically, you can't! Like we've been talking about, it is so easy to pretend to be someone else through a screen, but that can be hard to remember if you FEEL like you really know someone. And that's why it is so important to make people earn your trust. Trust takes time to build and we all develop it at different rates. But make sure you're surrounding yourself with people who really deserve to be around you and that you know have your back. Also remember, that trust can be given and taken. If someone does something to hurt you, it's okay if they need to earn back your trust. So surround yourself with these people and also make sure you are being a trustworthy person to your friends and family.



Marcie's Story: When Marcie was in 7th grade, she and a friend were in a math class together. Their math teacher was the best teacher they ever had!

He was fun, charismatic, and even kind of cute. He was older, of course, around 35, and he was married with 2 young boys, but he was a great math teacher. He made math fun!

Parents' loved him and students loved him!

When Marcie and her friend were in 9th grade, everyone found out he was arrested. He was arrested for entering Marcie's friend's house when her parents weren't home. What they found out after he was arrested was the most shocking thing of all. He was arrested because they found out that he began an inappropriate relationship with Marcie's friend when she was only 12. When she was 13 he began to sexualize the relationship.

Now, here is what was so amazing. After he was arrested social media blew up. It turned out that everyone seemed to know something was wrong. They didn't necessarily know what happened, but they knew something was wrong. So what if one of her friends had become an advocate for her and reported this behavior as off? Could that have possibly saved her from years of trauma and pain?

Say: That goes back to our value as a human being. When we understand how much intrinsic value each and every person has you can not bring yourself to treat others this way. Hanging out with trustworthy people is a form of respect for yourself and teaches us how to respect others.

Ask: Have you ever heard the phrase: Show me your friends and I'll show you your future?

Say: You become like the people you hang out with. Be strong advocates for each other! So think about the people you have following you on social media. Are they trustworthy? Are they someone you trust to share all of your stuff with? Because that's what we're doing when we have people who aren't trustworthy following us on social media. We may have a random person following us that we don't really know and now they know all of our details because we just shared those with them.

Say: The same is true for your friends. Do you have trustworthy friends and are you a trustworthy friend? It's not always easy to be an advocate for someone, but it is so important to care about your friends just like that.



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 24 - 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 the students what they understand about consent.

Ask: Is consent just sexual?

Say: Consent is much more than sexual, but about bodily autonomy. It is alright to say no if you don't want someone to touch your shoulder, kiss you, or even hug you.

Say: You know those things though, right? What if it isn't so obvious? Let me give you an example. Let's say that I'm a trafficker and I tell you, "It's either you do what I tell you or it's your little brother/sister." or "You better walk in the room right now and do what I said or I'm going to hurt you." Then you decide to walk in that room and do what you're told.

Ask: Is that consent?

a. NO!



Say: "A yes is not a yes if a no is not an option!" ~A Survivor

Say: If you are in a situation where your only option is to say yes, because you fear for your life or harm to yourself or someone else, no matter what you say or do, that is NOT consent. Traffickers often use this to convince you that you made the choice so it's your fault. They do this in an effort to control you or manipulate you.

Say: It's also important to know that the more we practice honoring consent with the people in our lives the more likely we are to identify when our own consent is being honored or not.



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 picture, appropriate or inappropriate. You get to say, nope, not the pic I want shared.

- What accounts allow privacy settings?
- Why should only people you know follow you?

- What does it mean to “know” someone?
- What about people we knew from five years ago? Do we still really know the "friends" who are following us now?
- How can even safe media platforms become unsafe?
- Geo-tracking and usage?



Slide 25 - 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. Physically and emotionally. 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.

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 action steps you can take to limit risk?



Have students write those down on their safety strategy.



Slide 26 - Potential Trafficking Warning Signs

Say: Here is a list of potential warning signs. 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.

- Presence of older "girlfriend", "boyfriend", or "friend"
- Inconsistent stories
- Children Missing from Care & Homeless Youth
- Abrupt changes in mood and behavior
- Frequent absence from class or work & signs of physical abuse
- Expensive gifts
- Lying About Age
- Fear of social interaction, anxiety

Go through a couple of the warning signs if you have time.

Say: Again, this is not a checklist. A person could check off all of these and still not be being trafficked while someone who is may not show any of these. So, it's more important to know what your friends' "usual" is, how they usually act, what they usually wear, etc. Look for that absence of "usual," and check in with them.

Ask: What about with people you don't know? What should you do if you see something off in public and suspect someone may be being trafficked?

Take answers.

Say: You should call the police and report it so they can send people to check out the situation. Never approach the suspected trafficker, though! You don't know how they'll react or who else is nearby, and you need to keep yourself safe, too.



Have students write down a few warning signs on their Safety Strategy Sheet that resonate with them.

Slide 27 - Follow Us

Say: Find us on social media. We are always posting things, sometimes videos that can help keep this conversation going!

Slide 28 - Let's Talk

- 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 so much 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.



Hand out Student Resource Cards.



Write down these or any other resources on your safety strategy sheet. Then take this home and put it on your wall or wherever you like and refer to it once in a while. You should even update it periodically when you see that it needs it!

Thank them for being respectful.