



BUILDING RESILIENCE & PROTECTIVE SKILLS

HUMAN TRAFFICKING PREVENTION EDUCATION

Adaptable for 11th and 12th grade students



CURRICULUM DEVELOPED BY:

3STRANDS GLOBAL FOUNDATION, LOVE NEVER FAILS,
& FREDERICK DOUGLASS FAMILY INITIATIVES

CURRICULUM OVERVIEW



DISCLAIMER

This curriculum was created as a part of the Human Trafficking Youth Prevention Education Demonstration Program through the Office on Trafficking in Persons (OTIP). The PROTECT program is supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$500,000 with 100 percent by ACF/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. For more information, please visit the ACF website, Administrative and National Policy Requirements.

DESCRIPTION

PROTECT is a prevention education program that provides social and emotional learning opportunities to equip students with knowledge that will enhance their personal boundaries and protective skills. This curriculum encourages students to build their resilience through strategies that will help them thrive in the workplace and beyond. They will learn about the forms of human trafficking, the importance of their rights, as well as how to advocate for themselves and others.

OBJECTIVES

After participating in the PROTECT program, students will be able to:

- Understand resilience and that each individual has rights that should not be taken away.
- Recognize indicators of human trafficking and identify ways that they can keep themselves and others safe.
- Enhance their knowledge of their rights in the workplace and determine the validity of potential employment opportunities.
- Apply positive decision-making strategies.

DURATION

Two 45-minute Lessons

Time may vary based on the needs for specialized instruction, class size, participation levels, and discussions.

MATERIALS

- DAY 1
 - Curriculum Presentation
 - Begin on Slide 1
 - Student Handouts
 - PROTECT My Rights
 - Employment Red Flags Checklist & Tips
 - Classroom Posters (optional)
 - Trusted Adults & Friends
 - Human Trafficking: Possible Signs and Resources
- DAY 2
 - Curriculum Presentation
 - Begin on Slide 19
 - Student Handouts
 - PROTECT Scenarios
 - Job Posting Examples
 - Classroom Posters (optional)
 - Take a STAND

DAY 1: 45 MINUTES

KEY:

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- Narrative for the Educator

Text in Blue

- Tips/Instructions

NOTES:



SLIDE 11:

- Now that we have talked about the national resources that we can reach out to, I want us to think about any supportive resources we have around us to help during hard times. Let's take a few minutes to brainstorm some resources that we have available right here in our own community.
 - Give students an opportunity to share out local resources.
 - This may include:
 - Friends, family, joining organizations, becoming involved in activities that interest you (drama club, sports, art, music, etc.), reaching out to your school counselor or student support services specialist, and more.
 - Please localize this information to clearly identify who these individuals or organizations would be in your area in accordance with your Human Trafficking School Safety Protocol (HTSSP).

SLIDE 12:

- Provide students with the [PROTECT My Rights Handout](#).
- Everyone in this room has rights that can help keep them safe. I want to share some examples of those rights with you.
 - We have the right for our body and feelings to be respected.
 - We have the right to feel safe and supported at home, at school, online, and in our community.
 - We have the right to say "NO" if something does not feel right.
 - We have the right to get help if someone crosses our personal boundaries.
- Are there any other rights that you would like to add?
 - Student discussion
 - Reflect and refocus the discussion as necessary.
 - Instruct the students to write down their rights on the "PROTECT My Rights" handout, so that this information can reflect their own values and beliefs.

SLIDE 13:

- If someone in your life is violating your rights what are some ways that you think you can advocate for yourself?
 - Student discussion
 - Write their responses in a place where students can see them (a board, piece of paper, etc.) and ask them to demonstrate what their suggestion would look/sound like.

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SLIDE 13 (CONT.):

- You can help facilitate/guide the discussion and provide suggestions, as needed.
 - Examples may include:
 - Using your words: saying “no”, “stop”, “I don’t feel comfortable”
 - Non-verbal communication: crossing their arms, shrugging their shoulders
 - Creating physical distance or emotional distance: walking away from the situation, taking time apart (when possible)

- These are things that we can do at any time to help protect ourselves and others, when it’s safe to do so.
- Advocating for our rights and the rights of others is not always easy. It can make us feel uneasy and uncomfortable, but the more we practice and try, the easier it will become.
 - I want you to take a few moments to talk with a partner and discuss or act out a few of these different ways.
 - Allow time for students to discuss and practice.

SLIDE 14:

- Another way we can respond if we feel our rights are being violated is to reach out to and tell a trusted adult.
- The trusted adults in our lives will be different for each of us. We have the right to choose who those people are. There isn’t anyone that is “safe” by nature. You have the right and choice to determine who you trust to be in your safe circle.
- Trusted adults are those that:
 - Respect your safe space - physically and emotionally
 - Listen when you have a problem
 - Make you feel safe
 - Do not ask you to keep secrets
- What’s the difference between a “surprise” and a “secret”?
 - Student discussion
 - Surprises are kept quiet temporarily then shared with others for a happy or positive reason, like a birthday gift or a fun visit somewhere. Surprises are examples of safe secrets.
 - Secrets can make us feel special, which sometimes makes it hard to know when it’s an unsafe secret.

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NOTES:



SLIDE 14 (CONT.):

- I want you to think about what a trusted adult is. Is there someone in your life that you can think of that matches this description? Who comes to mind? Remember, this can be different for each of us. It's also okay if you can't think of anyone right now.
 - Student discussion
- Would this look any different for a “trusted friend”? Why or why not?
 - Student discussion
 - The goal is for students to recognize that their trusted friends should also respect their body and feelings, listen when they have a problem, and feel safe to be around. Their friends may ask them to keep secrets, but it's important for them to recognize when those may be unsafe secrets.

SLIDE 15:

- Introduce the Activity and provide each student with the [PROTECT Scenarios Handout](#).
- Just as we can protect our rights and seek help from a trusted adult, we can also advocate for our rights in the workplace. Many of you may already have started your first job or are thinking about working. It is important to remember that no matter who you work for, be it family, friends, a corporation, etc... you have rights. Don't let anyone try to convince you otherwise.
- Now let's take what we've learned so far and apply it to a few example scenarios. This can be done as a Think/Pair/Share or as a group. Encourage students to share as they feel comfortable.
- Scenario 1 Description: You haven't been getting along with your parents. Your aunt tells you that you can move in with her as long as you help out with the kids or else you'll be on the streets. She said she would pay you as well for any hours you help. Some days she makes you miss school to watch the kids. At the end of the month you ask her if you can get paid. She gives you a list of charges you owe her such as food, housing, your contribution for electricity and says you actually owe her money. In order to pay her back she tells you that she's going on vacation for 2 weeks and that you need to watch the kids and miss school.

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NOTES:



SLIDE 15 (CONT.):

- How does this situation make you feel? What does your inner voice tell you?
 - Examples may include:
 - "Can I trust this person? Are they crossing my personal boundaries? She is making me miss school and asking for things in exchange for my need for a place to stay, which I learned were red flags."
 - "Something feels off here and I should not ignore that feeling."
- Can you identify force, fraud or coercion in this situation?
 - Examples may include:
 - Coercion: Your aunt is asking you to provide work in exchange for a place to stay and if you don't help with the kids, you'll be out on the street.
 - Fraud: You were told that you would be paid for watching her children but instead she says you owe her such as food, housing, and your contribution for electricity.
- What are some ways you can respond to this situation?
 - Examples may include:
 - Check in with a trusted adult
 - "My aunt asked me to do this but I feel like I might be being taken advantage of. I am worried it is not a safe situation and do not know what to do, can you help me?"
 - Communicate your personal boundaries (if safe to do so)
 - "I really appreciate you letting me stay here when I needed it but I have to go to school and cannot watch the kids."
 - If possible, give yourself space from your aunt
 - Check with your school about potential resources for you if you are unable to go home and resolve things with your parents so that you can safely give yourself time away from the situation.

SLIDE 16:

- Scenario 2: You started a job selling prepaid cell phones for someone you met in the neighborhood. They said you could make up to \$250 a day. On your first day, you are handed a box of phones. By the end of the month, you have sold about half the phones but on payday, they tell you that you owe them money because you didn't sell them all. When you try to talk with them about it and get paid for the work that you did, they said, "if you tell anyone, I know where you live."

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SLIDE 16 (CONT.):

- How does this situation make you feel? What does your inner voice tell you?
 - Examples may include:
 - "Is this a fair employment opportunity?"
 - "Am I getting taken advantage of? Is this respecting my rights?"
 - "I have a bad feeling about this and I should not ignore that feeling."
- Can you identify force, fraud or coercion in this situation?
 - Examples may include:
 - Fraud: You were told that you would be paid for working but now they are saying that you owe them.
 - Coercion: "If you tell anyone, I know where you live"
- What are some ways you can respond to this situation?
 - Examples may include:
 - Check in with a trusted adult
 - "This is what they are asking me to do. I am unsure about it. I am worried it is not a fair situation and do not know what to do, can you help me?"
 - Communicate your personal boundaries (if safe to do so)
 - "I was not told about having to pay for the phones I did not sell which I feel is unfair. I will return the phones to you."
 - If possible, give yourself space (if safe to do so)
 - Return the phones, report the situation, and look to resources available to find a legitimate employment opportunity using what you have learned.

SLIDE 17:

- Scenario 3: You've been at your job for over a year and feel that you deserve a raise and more responsibility. Your manager has been giving you compliments and saying that you have been doing a great job. They've been buying you gifts and taking you out to lunch, but you still have not been given a promotion. You talk to a newly hired supervisor and ask them how they got the job. They tell you that if you want a promotion, you need to spend some one on one time with the manager "if you know what I mean"?

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SLIDE 17 (CONT.):

- How does this situation make you feel? What does your inner voice tell you?
 - Examples may include:
 - "Is this a healthy work relationship?"
 - "Are they respecting my boundaries?"
 - "Am I being asked for things that are crossing my personal boundaries?"
 - "Something is feeling off and I am feeling pressure to do something that feels uncomfortable."
- Can you identify force, fraud or coercion in this situation?
 - Examples may include:
 - Coercion: In order to get a promotion, they are saying that you need to spend some one on one time with the manager "if you know what I mean," which is essentially telling you to provide sexual favors in order to get the job you want.
- What are some ways you can respond to this situation?
 - Examples may include:
 - Recognize your personal boundaries and safe circle
 - "I don't really feel comfortable with this situation and do not think this is legal."
 - Check in with a trusted friend or adult
 - Tell a trusted adult about the situation and ask for help to see if this could be someone trying to take advantage.
 - Recognize the situation as potentially dangerous
 - "This seems like an unsafe situation and maybe I should ask someone about how to get help."
 - Physical/Emotional Space
 - You might need to take some time away from them to make sure your boundaries are not being crossed if you feel pressure or you are not being treated fairly.

SLIDE 18:

- Before leaving, let's go through the exercises that we covered earlier to help release any discomfort that we may be feeling. These are tools that we can use at any time!
 - Demonstrate one or both of the following options at your discretion:
 - **Breathing exercise:** Breathe in for four seconds, hold it for four seconds, and exhale for four seconds.
 - **Tactile exercise:** Touch each finger with the other hand (pinky to pinky, thumb to thumb, etc.) counting down from the number five.

DAY 1: 45 MINUTES

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SLIDE 18 (CONT.):

- As a reminder: This is a safe space so I ask that you please not share about what another student has discussed as part of today's lesson. If anyone would like to talk after class, we are here to listen and support you.
 - As discussed in the curriculum, students have the right to choose who they feel safe with and trust, but it is beneficial to identify/name the adults on your campus that are trained to support them (such as a counselor, teacher, nurse, after school staff, etc.).
- Classroom Resources
 - If you'd like to display posters in your classroom about the information that was covered in today's lesson, they are available.
 - Trusted Adults & Friends
 - Human Trafficking: Possible Signs and Resources

DAY 2: 45 MINUTES

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NOTES:



SLIDE 19:

- Day 2: Welcome and Recap Information
- Welcome back! We are going to continue our conversation about building resilience and skills that can help to protect us. Can anyone share with us what they remember from last class?
 - Student Discussion
 - Examples:
 - That we are all resilient in our own ways
 - Human rights and what they are
 - What human trafficking can look like
 - Examples of labor trafficking
 - Examples of sex trafficking
 - Ways that we can protect ourselves
 - Characteristics of trusted adults and trusted friend
 - How to advocate for ourselves in the workplace

SLIDE 20:

- Reminder/Reintroduction of the Ground Rules
- I want to remind you all of the Ground Rules for this lesson.
 - This is a safe space and as a group, we will:
 - Treat each other with respect
 - Listen to each other's ideas, challenges, and feelings
 - Practice being open-minded
 - An example of this would be putting yourself in someone else's shoes to see where they are coming from
 - You have the choice to share or not to share.
 - If someone else is sharing, there won't be any pressure for you to share, too.
 - Your safety is very important so if you share anything about you or another person being harmed, I am required to let another adult know whose job it is to keep you safe.
 - I am here for whatever you need. We also have support available if you'd like someone to talk to after class.

SLIDE 21:

- Reminder/Reintroduction of the Mindfulness Exercises
 - Let's go over some exercises that you can do if you start to feel uncomfortable at any time. For example, if you start to feel your body get tight or your heart beating fast, you can do these things on your own. Not just in this class, but any time in your life when you feel this way.

DAY 2: 45 MINUTES

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SLIDE 21 (CONT.):

- Demonstrate one or both of the following options at your discretion:
 - Breathing exercise: Breathe in for four seconds, hold it for four seconds, and exhale for four seconds. This is called Four-for-Four.
 - Tactile exercise: Touch each finger with the other hand (pinky to pinky, thumb to thumb, etc.) counting down from the number five.

SLIDE 22:

- Introduce the video: We're now going to watch a short video to learn about vulnerability and how we can help one another. Remember, if at any time you feel that you need to talk with a trusted adult, you can.
- Press "PLAY", and pause the video whenever necessary based on the body language that you are seeing from your students.

SLIDE 23:

- What are some of the key things that you learned from watching this video?
- Examples:
 - Risk Factors and Social Pressures
 - Potential Teacher Prompting Questions:
 - What are some risk factors that make a person vulnerable to human trafficking?
 - What are some examples of social pressures?
 - Protective Shield
 - Potential Teacher Prompting Questions:
 - What is the difference between an upstander and a bystander?
 - What is an example of an upstander? Bystander?
 - What can you do to build up your protective shield?
 - Name some of your strengths that make your protective shield strong.

DAY 2: 45 MINUTES

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SLIDE 24:

- **The Role of Technology in Exploitation**
 - Today we are going to talk a little more about technology and how it is used for human trafficking.
 - The Internet is an easy way for us to find others with similar interests or life experiences, find work and even to seek out social events, but it can also be something that puts us in a dangerous situation.
 - Human traffickers continue to use online platforms (like social media apps, video games, and websites) to recruit people into situations involving forced labor or sex work. Through technology, they can contact virtually anyone in the world, giving them an opportunity to communicate with and recruit victims in the United States and internationally.

SLIDE 25:

- Through the video games you play, the social media apps you use, and the websites you visit, there is personal information being shared with others. This can create an opportunity for someone to get to know you and take advantage of what's going on in your life. Through technology, anyone can be vulnerable to being trafficked.
- Think about what that could look like for you. What personal information is available online?
 - Student discussion
 - Examples may include:
 - Their name
 - Personal relationships (like their friendships, family members, romantic relationships)
 - Photos and videos of themselves
 - Location: where they are/where they live/where they go to school
 - The activities they're involved in
 - Their faith

DAY 2: 45 MINUTES

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SLIDE 25 (CONT.):

- Do you feel pressure to share this information with others? If so, where is that pressure coming from?
 - Student discussion
 - Examples may include:
 - It seems like everyone is doing it and I don't want to be left out/seem weird for not doing it
 - It's my way to connect with people that like the same things as me
- What are some steps that you can take to protect your personal information online?
 - Student discussion
 - Examples may include:
 - Making my profile "private"
 - Not sharing my location with anyone aside from my family/caregivers
 - Thinking before I post about what information could potentially put my in danger
- By taking steps to protect personal information about yourself online, you can decrease your risk of being trafficked.
- Online safety will be a learning process that you can improve throughout your life. While technology can be something that harms us, it can also be something that is a positive part of our lives. Think again about the apps you use and the games you play. What do you like about them?
 - Student discussion
- What are some ways that technology can help us?
 - Student discussion
 - Examples may include:
 - It can make us feel less lonely/isolated
 - It connects us to people that like they same things and are going through similar life experiences
 - It can help to raise awareness about important issues
- How can we use technology in a way to help raise awareness about human trafficking?
 - Student discussion
 - Examples may include:
 - Creating posters that are available online
 - Making videos to talk about online safety
 - Share information (post, videos, etc.) from national experts on this topic, like survivors/those with lived experience

DAY 2: 45 MINUTES

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SLIDE 26:

- When you or someone else is in an unsafe situation, it can be hard to know what your next steps should be. You may be worried about what your friends will think or how your family will react, but you can't let that pressure stop you. You are strong and you have support. I want to encourage you to listen to your inner voice and take a STAND.
- If you:
 - See an unsafe situation
 - Think about how it is harmful
 - Ask yourself what you can do
 - Notify a trusted adult; and in the process you will...
 - Discover your inner strength
- It may be hard at times, but you don't have to do it alone. Help is available. Remember all those resources that we went over last class. By taking a stand, you will discover inner strength to help with situations like this in the future.

SLIDE 27:

- Human traffickers are looking to find out what we may be missing in order to help fill that need in our lives. Many times that opening that they're trying to fill is a need for a job.
- They will offer something that sounds too good to be true and try to take advantage of a vulnerable moment. However, there are potential red flags that we can recognize in order to protect ourselves.
- Provide students with the [Employment Red Flags Checklist & Tips Handout](#) and go over the following:
 - Have they contacted you by phone, but there is no way to call them back?
 - Have they asked you to provide a photo of yourself?
 - Have they given you a task or a start date via email or phone before interviewing with them?
 - Does the position offer pay that is significantly higher than the average for that type of job?
 - Does the job posting focus more on how much money you can earn and not the job responsibilities?
 - Have they asked you to provide money or financial information before they will hire you?
 - Have they told you to keep your conversations a secret?

DAY 2: 45 MINUTES

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SLIDE 28:

- Another way that we can protect ourselves is by learning how to recognize if a job is legitimate (meaning that it follows workplace laws) or not. It's important to remember that labor trafficking can happen through “legitimate” employers as well.
- Let's go over a few tips to help you identify a real vs. fake job opportunity. [This is page 2 of the Employment Red Flags Checklist & Tips Handout.](#)
 - Do some research online. Look up other jobs with similar job descriptions. Use legitimate websites for your search such as Indeed, the Department of Labor Statistics, Glassdoor, etc. When looking at these ranges remember as an entry level employee you will be somewhere below the average salary and will likely not be at the top of the salary schedule.
 - Is there limited or no contact information?
 - Example: only a phone number
 - Is it solely commission based, meaning you only get paid if you sell a product or you are only paid based on a percentage of your sales?
 - Is the ad being placed by a legitimate employer?
 - Some ways to determine if an employer is legitimate can be:
 - Search for them on the Better Business Bureau website.
 - Every company should have an Employee Identification Number (or “EIN”).
 - Research the company's address, phone number, and website. Is the address an actual building or an empty parking lot? Does their website have a lot of broken links or errors or is it full of stock photos? It should also have a terms and conditions and/or privacy policy page.
 - Double check the email address the job posting provides. If it is from a legitimate company does the email address match?
 - Take a closer look at the company name. Is it generic?
 - Do a simple search using the company name and the word scam. Is this fair pay or does it sound too good to be true?
 - Will you be living and working in the same place?
 - Does it require you to make a purchase in advance? Are they making any deductions? If so, for what?

DAY 2: 45 MINUTES

KEY:

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NOTES:

SLIDE 28 (CONT.):

- Don't be afraid to ask questions!
 - Some questions you can ask an employer are:
 - Can you tell me about a normal day at this job?
 - Can you tell me about your products and show me samples?
 - Do you have a business statement that you can share with me? This should include what the business does, how long they have been in business, a description of their organizational structure, all of its locations and a list of references.

SLIDE 29:

- Introduce the Activity and provide each student with the [Job Posting Examples Handout](#). This can be done independently, as a Think/Pair/Share, or as a group (at your discretion).
- We're now going to look at a few job postings and try to figure out if they're legitimate using the [Employment Checklist & Tips Handout](#) as a tool.

SLIDE 30:

- **Job 1: Domestic Work (not legitimate)**
 - Ad: Looking to make some extra money? Are you good with kids? Do you love to travel? We are looking for an enthusiastic teenager to join our family on an all expenses paid trip over the summer. To apply, text us a photo of yourself and why you want the job.
 - **What are your first thoughts when you look at this ad?**
 - **Teacher Prompting Questions:**
 - Does it seem legitimate or too good to be true?
 - Would you be tempted to respond?
 - Does anything stand out to you?
 - Thinking about what we learned, are there any potential red flags?
 - **Potential Student Responses:**
 - They are asking for me to text a photo of myself in order to apply for the job
 - The job posting focuses more on money and traveling instead of the core responsibilities
 - **What would your next steps be?**
 - **Potential Student Responses:**
 - Ask a trusted adult to look into the ad to be sure it is a legitimate offer
 - Research the potential employer to make sure they check out
 - Ask more questions without giving any personal information



DAY 2: 45 MINUTES

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NOTES:



SLIDE 31:

- **Job 2: Entertainment Industry (not legitimate)**
 - Ad: Do you love to dance and make videos? We are looking for young talent with just the right look to join our team. You can make up to \$1000 a week. To apply, text your photo or video to Koby at 555-555-5555.
 - What are your first thoughts when you look at this ad?
 - **Teacher Prompting Questions:**
 - Does it seem legitimate or too good to be true?
 - Would you be tempted to respond?
 - Does anything stand out to you?
 - Thinking about what we learned, are there any potential red flags?
 - **Potential Student Responses:**
 - We have to text them a photo or video in order to apply instead of contacting them through a professional work email address.
 - They are offering a large amount of money for seemingly not a lot of work.
 - They have limited contact information, only listing a number.
 - What would your next steps be?
 - **Potential Student Responses:**
 - Ask a trusted adult to look into the ad to be sure it is a legitimate offer.
 - Research the potential employer to make sure they check out. Do they have a website? An Employee Identification Number (EIN)?

SLIDE 32:

- **Job 3: Unpaid Internship (not legitimate)**
 - Ad: Are you looking to build up your resume? Do you need work experience? We are looking for a few interns who are able to work at least 40 hours a week over the summer. Benefits include a company car, prepaid cell phone, and an expense account.
 - What are your first thoughts when you look at this ad?
 - **Teacher Prompting Questions:**
 - Does it seem legitimate or too good to be true?
 - Would you be tempted to respond?
 - Does anything stand out to you?
 - Thinking about what we learned, are there any potential red flags?
 - **Potential Student Responses:**
 - They don't mention a salary, just that they'll give a company car, prepaid cell phone, and an expense account.
 - There is no real contact information.

DAY 2: 45 MINUTES

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NOTES:



SLIDE 32 (CONT.):

- What would your next steps be?
 - Potential Student Responses:
 - Ask a trusted adult to look into the ad to be sure it is a legitimate offer
 - Ask the employer questions to learn more like, can you tell me about a normal day at this job?
 - Research the potential employer to make sure they check out. Do they have a website? An Employee Identification Number (EIN)?

SLIDE 33:

- Job 4: Senior Living Companion (legitimate example, but please note that this not a real job advertisement)
 - Ad: Do you enjoy spending time with seniors? Local nursing homes are looking for a kind and responsible individual to spend quality time with our residents. Must be 18 years or older. To apply go to our website and complete the application (www.seniorliving.org)
 - What are your first thoughts when you look at this ad?
 - Teacher Prompting Questions:
 - Does it seem legitimate or too good to be true?
 - Would you be tempted to respond?
 - Does anything stand out to you?
 - Thinking about what we learned, are there any potential red flags?
 - Potential Student Responses:
 - It actually looks like it could be a legitimate ad. They have that it is 18 years or older and you have to complete an application on their website.
 - What would your next steps be?
 - Potential Student Responses:
 - Confirming that it's legitimate by:
 - Asking a trusted adult
 - Researching the website
 - Preparing questions to ask the employer

SLIDE 34:

- Together, we can raise awareness about human trafficking prevention and recognize moments when we may be vulnerable. Throughout your life you will be faced with challenges to overcome but it's important that you remember that you are resilient.
- You have rights and you are competent to handle any situation.
- Your character and confidence can help guide you to trusting your inner voice and taking a STAND.

Curriculum Terms

There may be some new terms used in the curriculum videos and lessons that students need clarification on. Below are a glossary of terms listed in the order they appear in the curriculum. Please note that these definitions are student-friendly explanations of key terms; they are intended to be age-appropriate for this audience.

Glossary of Terms

- **Human Rights:** The most basic rights and freedoms that belong to every human being
- **Vulnerable:** Open to being harmed physically or emotionally.
- **Exploitation (Exploit):** The act of taking advantage of someone or a group of people in order to profit from them or benefit themselves.
- **Social Injustice:** When someone is treated unfairly because of their race, religion, age, gender, or sexuality.
- **Discriminated:** When a person is treated differently because of something about themselves like their race, religion, or gender.
- **Segregation:** Keeping people apart from one another or treating certain groups of people differently from one another.
- **Sexual Orientation:** Physical or romantic attraction to a certain gender.
- **Gender Identity:** A person's sense of whom they are male, female, both, or neither.
- **Human Trafficking:** When a person is forced, tricked, or controlled into doing something they do not want to do that benefits someone else. Note that for sex trafficking, if the person being trafficked is a minor (under 18), then force, fraud, or coercion do not need to be present.
- **Forced Labor:** When someone is made to work by forcing them, threatening them, or tricking them.
- **Commercial Sex:** When someone performs a sex act in exchange for something they need or something of value.
- **Labor trafficking:** Someone is made to work by force, threats, or tricks.
- **Force:** To make someone do something they do not want to do by hurting them.
- **Fraud:** To make someone do something they do not want to do by using tricks or lies
- **Coercion:** To make someone do something by offering them something they need or threatening them.
- **Child Sex Trafficking:** When someone under the age of 18 is made to perform a sex act.
- **Child Abuse:** When a child is hurt through neglect, physical, sexual, or emotional harm.
- **Trafficker:** People that make another person perform a sex act or work in exchange for something that benefits them.
- **Tactics:** The different ways a trafficker uses to recruit someone they are looking to exploit.
- **Recruit:** To get someone to do something or join them in something.

Glossary of Terms Continued

- **Vulnerability:** Something that could leave us open to being harmed physically or emotionally.
- **Personal Boundaries:** Rules or choices you make to keep yourself safe and feeling comfortable. They can be physical and emotional.
- **Violated:** To disobey a rule that protects someone or not respect the right of someone.
- **Upstander:** Someone who speaks up and offers support when they see something that is not fair or someone is being treated badly.
- **Bystander:** A person sees or is standing near a situation but taking no part in what is going on or doing anything to stop it.
- **Intervenes:** To stand up for someone in an unfair situation to come in between or attempt to stop a situation from continuing.

SPECIAL CONSIDERATIONS



• Self-Check

- It is important to be mindful of how your own cultural upbringing, personal experiences, and implicit biases will affect how you will approach this topic with your students.
- The ways in which you describe situations, people, actions, and ideas within the curriculum will influence how students understand the content. To help create an open learning environment, use non-binary language and avoid cultural and gender stereotypes.
 - Non-binary language: They/them/their instead of he/she, children instead of boys and girls.
 - To learn more, [click here](#).
 - Cultural stereotype: When all members of a group (race, nationality, religion, etc.) are categorized as having the same characteristics, positive or negative.
 - To learn more, [click here](#).
 - Gender stereotype: A generalized view about attributes, characteristics, or roles that are possessed by, or performed by, a specific gender. For example: traffickers only being portrayed as males, victims only being described as female.
 - To learn more, [click here](#).

• Specialized Instruction

- Be sure to provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.
 - This could include:
 - Offering language assistance to individuals who have limited English proficiency and/or other communication needs.
 - Understanding services and quality care available as outlined by the Human Trafficking School Safety Protocol (HTSSP).
- When appropriate, use teaching aids that are adaptable for cultural relevance, cognitive differences, and special populations.
 - Accommodations should be left to the discretion of the teacher and the individual child's needs, IEP, and/or 504.
 - Examples can include: translation services, scaffolded instructions, larger print for visually impaired, processing time, etc.

• Creating a Safe Space

- If you are able to arrange the classroom so it is conducive to whole class discussion, it may help to increase the students' comfort as they share and engage with these topics.
- It will also be important to notify and include support staff for students that may need immediate emotional support during the lessons.

• Engagement Strategies

- **Empowered Learning:** Students learn by doing, making, writing, designing, creating, and solving.
 - Encourage them to recognize their strengths and interests, and involve them as active participants in learning while utilizing a trauma-informed and judgement-free approach.

- **Playfulness:** Engaging playfully helps to ease fears and limits the fight, flight, freeze, and fawn reactions.
 - Fight: Could look like a student that is being aggressive or disruptive.
 - Flight: Could look like a student that is trying to flee the situation.
 - Freeze: Could look like a student that appears incapable of moving or making a choice.
 - Fawn: Could look like a student that is trying to please you or another person by saying what they think someone wants to hear in order to avoid any conflict.
- **Eye-contact:** When a student sees a warm face and soft eyes that look at them knowing that they matter, they can feel it. However, eye contact can be intimidating for students who have experienced trauma so be patient and don't demand eye contact back from them. In addition, the lack of eye contact may not necessarily be a sign of disrespect but rather a cultural norm for that student.
- **Reflect and Reframe Student Discussions (see examples below):**
 - Repeating what the student said to emphasize it as part of their reflection.
 - Student: *My stepfather tells me to keep secrets from my mom. So far, they have been little things like getting little gifts and favors. But honestly, it gives me a weird feeling in my stomach.*
 - Teacher: *Your stepfather tells you to keep secrets from your mom. So far, it has been little things like gifts and favors after school. It gives you a weird feeling in your stomach when he says that.*
 - Rephrasing what the student said to increase the group's understanding of it as part of their reflection.
 - Student: *My stepfather tells me to keep secrets from my mom. So far, they have been little things like getting little gifts and favors. But honestly, it gives me a weird feeling in my stomach.*
 - Teacher: *You get a weird feeling in your stomach when your stepfather tells you to keep secrets from your mom.*
 - Reframing what the student said to guide them to the positive side of what was shared.
 - Student: *My stepfather tells me to keep secrets from my mom. So far, they have been little things like getting little gifts and favors. But honestly, it gives me a weird feeling in my stomach.*
 - Teacher: *Do you feel safe telling your stepfather that you are not comfortable with keeping secrets from your mom? If not, can you get a trusted adult to go with you when you tell your mom? You have the right to not do something that is uncomfortable.*
- **Non-Verbal Communication**
 - Look for signals of discomfort that can be a result of discussing sensitive materials. This can include but is not limited to rocking, leg swinging, crossed arms, tapping, gaze aversion, and attempts to disrupt the discussion. There may be indicators of Trauma-Related Dissociation, which is similar to a 'mental escape' when physical escape is not possible. They may feel so emotionally overwhelmed that they cannot cope any longer and need to "switch off". If you recognize these behaviors, discreetly involve support staff to help the student.
- **Mindful Awareness**
 - Find opportunities to pause during the lessons and encourage your students to take a deep breath. This is a beneficial tool that will allow them to calm their mind and body.

Fidelity Checklist



Instructions for Use

Fidelity refers to implementing the program with adherence to the model that was designed by the PROTECT developers. Please review each prompt provided below and indicate your response using the checkbox. You are also encouraged to use the notes section. This resource is intended to serve as a self-assessment and reflection of your experience implementing the curriculum with your students.

Essential concepts to be covered	Yes	Somewhat	No
1. Resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Human Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Vulnerabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Definition of Human Trafficking (Labor and Sex)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Recognizing Tactics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Inner Voices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Protective Factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Trusted Adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Signs of Human Trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Role of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Employment Red Flags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Job Posting Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:			

Post Lesson Reflection Checklist



Instructions for Use

Reflect on how the lesson went with your students. Please review each prompt provided below and indicate your response using the checkbox. You are also encouraged to use the notes section. Again, this resource is intended to serve as a self-assessment and reflection of your experience implementing the curriculum with your students.

Quality of Delivery	Yes	Somewhat	No
Explicitly stated mandated reporter obligation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Created safe and open learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewed vocabulary terms to check understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided prompting questions/appropriate responses to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided personalized examples to enhance understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated delivery to meet all students (visual/verbal/etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilized time to meet core concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responded appropriately to any disclosure/concerning issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided resources to hotlines to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:			

Post Lesson Reflection Checklist



Post Lesson Reflection Checklist (cont.)

Student Response	Yes	Somewhat	No
Students participated in whole group discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students demonstrated attention/engagement with videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students participated in all activities (handouts/scenarios)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students demonstrated understanding of core concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students demonstrated understanding of key terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:			

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- Kwami Adoboe-Herrera, Survivor Leader
- Tooba Ishaq, Survivor Leader
- Jaimee Johnson, Lived Experience Expert & CEO/Founder of Sisters of the Streets
- Kimberli Koen, Survivor Leader & President of The Healing Center For Complex Trauma
- Jordan Masciangelo, Survivor Leader
- Katie Papke, Survivor Leader
- Tonya Stafford, Survivor/Advocate/CEO/Founder of It's Going to be OK Inc.
- Julia Walsh, Survivor Consultant
- *and others that prefer to remain anonymous.*

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PROGRAM CO-FOUNDERS:



3STRANDS GLOBAL FOUNDATION

The PROTECT program was co-founded by 3Strands Global Foundation (3SGF) and to-date is managed by the 3SGF staff.



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NEED TO MAKE A REPORT?



Please refer to your Human Trafficking School Safety Protocol (HTSSP).

CONTACT INFORMATION:



Name: Amanda Taggart
Email: AmandaT@3sgf.org
Phone: (916) 365-2606
Web: www.3SGF.org