

# PROTECTING A MASTERPIECE

### HUMAN TRAFFICKING PREVENTION EDUCATION

Adaptable for 7th and 8th 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 addresses key health-related concepts, encourages creative expression, and allows students to practice positive decision-making strategies. They will learn about the different forms of abuse and human trafficking, as well as how to look out for one another.

#### **OBJECTIVES**

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

- Understand their self-worth, rights, resilience and need for protection.
- Determine ways to respond in situations when they feel unsafe or uncomfortable, and who trusted people are in their lives.
- Recognize the difference between a healthy and unhealthy relationship, as well as the forms of abuse and human trafficking.
- 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

- DAY1
  - Curriculum Presentation
    - Begin on Slide 1
  - Student Handouts
    - PROTECT My Rights
    - My Masterpiece
  - Classroom Posters (optional)
    - My Boundaries, My CHOICE
    - Trusted Adults & Friends
    - Take a STAND

- DAY 2
  - Curriculum Presentation
    - Begin on Slide 14
  - Student Handouts
    - PROTECT Scenarios
  - Classroom Posters (optional)
    - Human Trafficking: Possible Signs and Resources
      - (1-page and 2-pages)

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• Tips/Instructions

### NOTES:



### SLIDE 1:

- Introduce the PROTECT Curriculum
  - Over the next two days, we are going to learn about personal safety and boundaries. We are also going to learn about things that can cause us harm like different forms of abuse and something known as human trafficking. We will talk about ways that we can ask for help if we are in unsafe situations.
  - Before we begin, I'd like you to take a couple minutes to complete the survey that is on the slide. It's a way to find out what you already know. It is not a test.
    - The survey can be done on any electronic device that is connected to the internet.

### SLIDE 2:

- Introduce the Ground Rules
  - This is a safe space for sharing and learning. As a group, we will:
    - Treat each other with respect
    - Listen to each other's ideas, challenges, and feelings
    - Practice being open-minded
      - Example: Put 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 3:

#### Introduce Mindfulness Exercises

- I want to walk you through 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.
  - 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.

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### SLIDE 4:

- I'd like to share a quote to help set the purpose for what we will be talking about today.
  - "Self-love, self-respect, self-worth... there is a reason why they all start with <u>self</u>. You cannot find them in anyone else." -- Source Unknown
  - I want to encourage you to love who you are, respect who you are, and have confidence in who you are. You matter!
     You are a unique, one-of-a-kind masterpiece and your value is not decided by other people.

### SLIDE 5:

- When you hear the word "masterpiece", what comes to mind?
  - Student discussion
- What examples of masterpieces do you think of?
   Student discussion
- When they have finished sharing their thoughts, provide the definition (click on the slide for it to appear).
  - The definition of a "Masterpiece" is "an artist or craftsman's best piece of work." They are not perfect. They take a lot of time, effort and care. They are a work in progress, just like each and every one of us. We grow and learn from the things we experience so that we can become the best versions of ourselves.

### SLIDE 6:

- But, every masterpiece needs ways to protect itself. For example, when you go to a museum you'll see masterpieces that are protected by glass, alarms, and even a rope to keep visitors a certain distance away from them. Without those boundaries, the masterpieces are vulnerable to being harmed. It is the same way for us. Without personal boundaries we are vulnerable, or at risk of, being harmed.
- What exactly is a "personal boundary"?
  - Can someone share what they think this means?
    - Student discussion
      - Examples: having physical space, being able to walk away when we don't feel comfortable, etc.
- You can think of a personal boundary as a rule that helps keep you safe, or a "safe rule". These can be physical, like when it is about your body, or emotional, like when it is about your feelings. This will look a little different for all of us, but there are tools that we can use to help get us to a place where we feel comfortable and safe.

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### NOTES:



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### SLIDE 7:

- Introduce this Think/Pair/Share Activity about personal boundaries and write their responses in a place where students can see them (a board, piece of paper, etc.). Ask them to demonstrate what their suggestion would look/sound like.
  - What could our boundaries look like in person?
    - You can help facilitate/guide the discussion and provide suggestions, as needed.
      - Examples may include:
        - Physical boundaries/contact
          - Choosing who can/cannot touch your body and in what way (including hugs, tickles, massages, hand on shoulder, through your hair, private body parts)
          - Proximity boundary (how close you are to others)
        - Verbal boundaries
          - Communicating when your boundaries are crossed (if you are being bullied, yelled at, being told inappropriate information)
  - What could our boundaries look like virtually/online?
    - You can help facilitate/guide the discussion and provide suggestions, as needed.
      - Examples may include:
        - Private accounts
        - Blocking unknown users/those that you don't feel comfortable with
        - Not sharing our live location or other personal information (like names and where we live)
        - Only playing video games with people in their safe circle and/or they know in real life
        - Only accepting friend requests from those in their safe circle and/or they know in real life
  - It's also important for us to respect other people's boundaries. What could that look like?
    - Examples may include:
      - Listening when they stay "stop"
      - Not pressuring someone or making fun of them if they choose not to do something--even if it is something you're comfortable doing
      - Watching someone's body language for clues that they may be uncomfortable
      - Not touching others without their permission
      - Thinking about what we say and how it could make someone feel 
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### NOTES:

### SLIDE 8:

- When we are in a situation where our physical or emotional boundaries have been crossed, we may feel something in our bodies that is trying to warn us. We call this our "inner voice."
- Sometimes it may feel like your heart beating really fast, a weird feeling in your stomach, your hands getting sweaty, or your mind racing. It's like an alarm system that is in our bodies and trying to tell us something. It is yours and you can trust it. It can help you know when you are not feeling safe.
- But, there can be times when your inner voice feels confusing. Something could have felt safe at first and may not anymore. If a friend, a family member, or someone that you are close with is making you feel uncomfortable, you may hear your inner voice but not know what to do. That's okay. It's normal. It's important to remember that relationships can change and it is always okay to ask for help, even if you're not sure.
- If at any time that feeling in your body becomes too much, take a deep breath. It can help.
- Can you remember a time when you have heard your inner voice?
  - Allow students to voluntarily share their responses as they feel comfortable and provide follow-up questions, as appropriate:
    - What has helped you to act on that feeling?
    - Why might listening to your inner voice be hard sometimes?
      - Some examples may include:
        - Wanting to be accepted/fear of rejection
        - Feeling like you can't say "no" because of religious or cultural expectations
        - Not wanting to upset someone
        - Feeling guilt or like you "owe" something to someone
        - It has become normal to ignore/not trust that feeling
        - Not having the right help or support available

### SLIDE 9:

- Let's imagine that we have a hula hoop around us. This is the safe space around your body.
- If someone wanted to step inside your hula hoop, they would need to have your permission.



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- You can think of this as a choice; your choice.
- That CHOICE is:
  - **Clear:** You have said "yes" that you are giving permission or "no" that you are not giving permission.
    - What does this look like?
    - Can you give me an example of when you've had to be clear?
  - Honest: You do not feel tricked, pushed, or forced into giving your permission.
  - Own: It's your own decision, not someone else's.
  - Informed: You understand what is happening.
  - Changeable: You can change your mind at any time.
    - Let's talk about what this could look like. A friend asked you if you'd go to the park with them to play soccer next week and you said yes. At the time, you wanted to go but now you don't want to. That is your choice. You can always change your mind.
    - Can someone share another example of what it sounds like to change your mind?
  - Enthusiastic: You are happy with your choice.
    - What could this sound like?
- Have the students repeat those words (Clear, Honest, Own, Informed, Changeable, Enthusiastic) back to you to help them remember the meaning behind the CHOICE acronym.
- It's important to remember that if you have said "yes" to something and it becomes unsafe, that does not make it your fault.
  - For example, if you say "yes" to going somewhere with your uncle and while you're together they hurt you, it is not your fault. You are NOT responsible for what they did. You trusted them which is why you said yes at first. If you don't want to go with them anymore, that is okay. You can say "no".

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### NOTES:



- Introduce the video: We're now going to watch a short video to learn more about relationships, boundaries, and how those boundaries might be crossed through different forms of abuse.
- This would be a good time to remind students who is immediately available for emotional support as needed. Some of this information could possibly be triggering to students. Please refer to your classroom or school policies regarding if students need to seek help (for example: policies/procedures related to visiting a counselor, stepping out of the classroom for a mental/emotional break, etc.)
- Press "PLAY", and pause the video whenever necessary based on the body language that you are seeing from your students.
- This video is hosted through YouTube. If you are unable to play it due to an internet security firewall, please contact Amanda Taggart: AmandaT@3sgf.org.

### SLIDE 11:

- What are some of the key things that you learned from watching this video?
- Examples:
  - Healthy relationships
    - Potential Teacher Prompting Question:
      - What are some qualities of a healthy relationship?
  - Unhealthy relationships
    - Potential Teacher Prompting Question:
      - What are some qualities of an unhealthy relationship?
  - The different types of abuse: physical, emotional, sexual, and neglect
    - Potential Teacher Prompting Questions:
      - What is an example of abuse?
      - What could you do if this was happening to you or someone you know?



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### NOTES:



- If someone crosses your personal boundaries without your consent, what could you do?
  - 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.
    - 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 (when possible), 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.

### SLIDE 13:

- Provide each student with the <u>PROTECT My Rights Handout</u>.
- 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.



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### NOTES:



• It's important for you to know that there are adults that you can trust. You have the right to choose who those people are. There isn't anyone that is "safe" by nature. The trusted adults in our lives will be different for each of us. You have the right to decide who you trust to be in your safe circle.

#### • Trusted adults are those that:

- Respect your safe space your body and your feelings
- 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.
- How do you know the difference between a safe secret and an unsafe secret?
  - Student discussion
    - Safe secrets are those that are fun, involve kindness or a surprise.
    - Unsafe secrets can make us feel worried, confused, or scared. If someone's body or feelings are being hurt or someone is giving gifts so that you won't tell anyone, this would be an unsafe secret.
- I want you to think about what a trusted adult is. Is there someone in your life that you can think of that is a trusted adult? 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.



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### NOTES:

### SLIDE 15:

- Introduce the video: We're now going to watch a short video that will teach us about what is known as "human trafficking". I want you to remember what we just went over and 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 16:

• What are some of the key things that you learned from watching this video?

• Examples

- Labor Trafficking
  - Potential Teacher Prompting Questions:
    - o What is an example of labor trafficking?
    - What is an example of labor trafficking by force? Fraud? Coercion?
- Sex Trafficking
  - Potential Teacher Prompting Questions:
    - o What is an example of sex trafficking?
    - What is an example of sex trafficking by force? Fraud? Coercion?
    - If there is no force, fraud, or coercion but the person is under 18, is it still trafficking?
      - (Answer: Yes, it is ALWAYS abuse)
- Force, Fraud, Coercion
  - Potential Teacher Prompting Question:
    - What does force fraud and coercion mean in your own words?
- It may be a good opportunity for students to take a deep breath before moving forward.

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### NOTES:



- 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
- Let me give you an example.
  - If someone is getting bullied by a classmate online and you see it, think about how that person might be feeling, ask yourself what you can do, and tell someone if it is safe to do so - that could be a trusted adult or reporting the post online.
  - Sometimes it can help to think about it as if you were in their shoes. How would you like someone to be there for you? It may be hard to take these steps, but you don't have to do it alone. Help is available. By taking a stand, you can find inner strength to help with situations like this in the future.

### SLIDE 18:

- Introduce the Masterpiece Activity and provide each student with the <u>My Masterpiece Handout</u>. This can be an extended in-class assignment or a homework assignment. This is also a great opportunity for you to share a masterpiece of your own with the class to inspire them.
  - As part of this lesson, we are all going to create our own masterpieces. You are the artist so you are able to decide what you'd like to create. It could be a drawing, a photo collage, a song, a poem, a slideshow, or whatever you'd like.
  - You will bring your masterpiece with you to turn in at the start of the next class.
  - You can choose to share it with the class or share it just between you and me.



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### NOTES:

### SLIDE 19:

- 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 you 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.
- 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. Also, 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 with information from today's lesson, they are available.
    - My Boundaries, My CHOICE
    - Trusted Adults & Friends
    - Take a STAND



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### SLIDE 20:

- Day 2: Welcome and Recap Information
- Welcome back! Today we are going to continue learning about safety.
- Can anyone share what they remember from last class?
  - Student Discussion
    - Examples:
      - We are all masterpieces
      - Personal boundaries
      - Inner voice
      - Consent is our choice, not anyone else's
      - Ways to communicate that our boundaries have been crossed
      - Trusted adults in our lives; our right to choose who those are
      - Taking a STAND: If you See an unsafe situation, Think about how it's harmful, Ask yourself what you can do, Notify a trusted adult, and in the process you will Discover your inner strength

### SLIDE 21:

- 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 22:

- 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.

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- 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 23:

- Student Masterpieces: Would anyone like to share their masterpiece with the class?
- Allow students an opportunity to share their masterpiece with the class as they feel comfortable and as time allows. Remember that this assignment can be very personal for students. We should respect their choice to share or not to.
  - Displaying the student's work in the classroom could be an opportunity to build their self-esteem and empower them. Again, this is only for those students who are comfortable with doing so. Allow students to make that choice for themselves without pressure.

### SLIDE 24:

- Introduce the video: We're now going to watch another short video that will teach us about what is known as "grooming", about resilience, and how we can help others.
- Press "PLAY", and pause the video whenever necessary based on the body language that you are seeing from your students.

### SLIDE 25:

- What are some of the key things that you learned from watching this video?
  - Example:
    - Ways that people are manipulated
      - Potential Teacher Prompting Questions:
        - What does the word grooming mean when it comes to human trafficking?
        - What ways can a trafficker try to trick or manipulate someone?
          - Examples: grooming tactics like offering gifts, love, affection, filling a need, isolation, etc.

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### SLIDE 25 (CONT):

- How we can help and look out for others
  - Prompt students to list:
    - We can let them know we care about them and want to help them.
    - We can let them know it isn't their fault.
    - We can listen to what they are telling us and believe them.
    - And we can talk to a trusted adult if it is safe to do so, and tell them what we are worried about because they will know how to report to people who can help.
- Resilience; our ability to overcome hard situations
  - Potential Teacher Prompting Questions:
    - What does the word resilience mean to you?
    - How can you build up your resilience?
    - What are the strengths you have that make your protective shield strong?
- It may be a good opportunity for students to take a deep breath before moving forward.

### SLIDE 26:

- If you or someone you know is experiencing any form of abuse or human trafficking, help and support are available. It's important for you to remember that telling a trusted adult that you think someone is being hurt is not considered snitching. It is you trusting your inner voice. You are trying to help someone that is in an unsafe situation because you care about them.
- If you don't have a trusted adult that you can talk to, that's okay. There are other people that are trained to support you.
- For mental health support, addiction or crisis situations, there are many free resources that you can reach out to privately. Such as:
  - Crisis Textline
    - They have trained crisis counselors to help with everything from anxiety, depression, suicide, school...
  - Suicide Prevention Lifeline
    - The Lifeline provides support for people in distress, as well as prevention and crisis resources for you or your loved ones (24/7).

#### KEY:

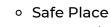
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### NOTES:



- You deserve safety and shelter! If you need help with either, Safe Place can help.
- Runaway Safeline (National)
  - If you are having a hard time at home and are thinking about running away, reach out to the Safeline. They can support you and get you connected to resources that can help.
- LGBT Youth Talkline (National)
  - Sometimes you may need just to talk, or hear a kind voice. There are people that can help. You deserve to be heard. You deserve respect, support, acceptance. This Talkline has highly trained volunteers who identify somewhere on the LGBTQ spectrum, from all ages, walks of life and from all over the United States.
- Substance Abuse Helpline (National)
  - If you are using drugs or alcohol, this free and confidential resource can help you.

### SLIDE 27:

- To report or get help for situations that may involve abuse or human trafficking, these are some of the resources that you can reach out to privately.
  - Child Abuse Hotline (National)
    - They have trained counselors that can support anyone that is experiencing abuse, bullying, neglect, and more.
  - Teen Dating Abuse and Domestic Violence Helpline (National)
    - If you are experiencing abuse from your romantic partner or are witnessing domestic violence at home, this Helpline can support you.
  - Sexual Assault Hotline (National)
    - This confidential resource can help anyone that has experienced sexual violence (rape, abuse, incest).
  - Human Trafficking Hotline (National)
    - If you notice possible signs of labor trafficking or sex trafficking, you can reach out to this hotline to report it and get help. We'll talk more about this on the next slide.
  - Tribal Resource Tool (National)
    - This is a resource for any American Indian and Alaska Native survivors of crime and abuse in the United States.



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- Let's take a minute to talk more about the Human Trafficking Hotline and answer any questions that you have.
- Examples may include:
  - What do they do?
    - The Trafficking Hotline is not part of the government. They are not law enforcement, immigration or an investigative agency. They connect people to safe services and support from around the United States.
  - $\circ~$  Do you have to be a certain age to contact them?
    - No, anyone can reach out to them.
  - Do I have to tell them my name?
    - No. It is your choice to share what you feel comfortable with.
  - Will the information be private?
    - They will not give any identifiable information about you to law enforcement or service providers without permission/consent. But, if information about abuse or trafficking of a minor is shared, they will need to report it to authorities.
  - How can I contact them when I need to?
    - You can call, text, or go to their website to chat with them.
  - What help do they provide?
    - They can help with shelter, transportation, legal services, mental health and counseling services, and much more.

### SLIDE 29:

- 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).



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• Tips/Instructions

### NOTES:



- Introduce the Activity: We're now going to do an activity to practice what we've learned.
  - This activity will provide students with an opportunity to think through various situations where they will be prompted to consider what they're inner voice would be telling them and what they could do next.
  - Provide each student with the <u>PROTECT Scenarios</u> <u>Handout</u>.
    - Assign students to small groups and provide each group with a scenario.
    - Give instructions to review their given scenario and answer the questions.
    - Instruct students that they will have the opportunity to act out the scenarios to the class.
      - Remember some students may choose to opt out.
    - Below each question are possible student responses.
       These can be used to help guide students if they are having difficulty coming up with their own responses.
    - Come back together in 10-15 minutes to share our responses and act out each scenario.
      - Time may vary based on class size, participation levels, and discussion.
- Before you start, I want to share an example of what this could look like.

### SLIDE 31:

ROTECT

- Go over this example scenario to model what this activity should look like for the students.
  - **Description:** Another student tells you that the new kid is weird and not to be friends with them.
  - What would your inner voice possibly be telling you: My inner voice may be telling me...
    - "I feel bad"
    - "What if this were me?"
    - "What if I like them though?"
    - "I'm feeling pressured and don't want my friend to get mad at me."
      - Pressure means that you feel like you should do something or have to do something, even if you don't want to. It can come from friends, family, your culture, or even from things you see online, TV, and in movies. Sometimes we may feel pressure to go along with what someone is saying or doing, but you always have a choice. It can be hard to do, but you can say "no" and follow whatever your inner voice is trying to tell you.



#### KEY:

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• Narrative for the Educator

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• Tips/Instructions

### NOTES:

### SLIDE 31 (CONT.):

- The steps that I could take next would be to...
  - Say "no"
  - Befriend the new kid
  - Learn about what they like to see if I like any of the same things
- Does anyone have any questions before they get started?

### SLIDE 32:

- Reconvene the students to go over each scenario.
- Review Scenario #1: Read the scenario description or have your students act it out, allow them to share their reflections, and then prompt them to consider what kind of pressure they might feel in that situation. Continue with this format for all five scenarios.
  - Please note that the handout did not ask them about how they might feel pressured so that as a class, they can hear from one another and explore different perspectives.
- Can I have 1-2 volunteers who worked on this scenario act it out for the class? Please raise your hand if so. Remember it is your choice, and it is alright if you do not want to.
- Description: You met someone and started hanging out a lot. You really like them. They bought you gifts and were paying for everything you did together at first but they say now that they owe someone a lot of money. They know a way to make it quickly but need your help, especially since they spent so much money on you. They said that all they need is for you to do some favors for them and keep it a secret.
- What would your inner voice possibly be telling you?
  - Potential Responses/Examples:
    - Is this a healthy relationship?
    - They are asking me to keep a secret? Is this safe?
    - Are they respecting my boundaries?
    - Something seems weird and I am feeling pressure to do something that is making me uncomfortable.



#### KEY:

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• Narrative for the Educator

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• Tips/Instructions

### NOTES:



### SLIDE 33 (CONT.):

- What could you do next?
  - Potential Responses/Examples:
    - Check in with a trusted friend or trusted adult to talk about how the situation is making you feel
    - Think of your protective shield and ways you can protect your personal boundaries:
      - Verbal Communication: "I should not be asked for anything in exchange for this relationship. You are not treating me with respect and I need to take some space to make sure my boundaries are not being crossed"
      - Build up your protective shield:
        - Focus on activities and people that support you and make you feel good about yourself (i.e. sports, arts, community activities, trusted friends and/or family members)
- How could you feel pressured in this situation?
  - Potential Responses/Examples:
    - Family Pressure:
      - "Are they going to get mad at me if I say 'no'?"
      - "Will they leave me if I say something?"
      - "I don't know how they'll react"
      - "I'm afraid that they'll blame me or say that I'm making a big deal out of it"

### SLIDE 34:

- Scenario #2: Can I have 1-2 volunteers who worked on this scenario act it out for the class? Please raise your hand if so. Remember it is your choice, and it is alright if you do not want to.
- Description: A classmate has a ton of followers online and says that they accept everyone because they want to get as many friends and likes as possible online. They just got a direct message from someone they don't know in real life that says "you have just what it takes to become an influencer!"
- What would your inner voice possibly be telling you?
  - Potential Responses/Examples:
    - Is this a real offer or someone looking to take advantage?
    - Can they trust this person? They are messaging them privately, which I learned was a red flag.
    - Something feels off here and I should let them know and not ignore it.

#### KEY:

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• Narrative for the Educator

#### Text in Blue

• Tips/Instructions

### NOTES:



### SLIDE 35 (CONT.):

- What could you do next?
  - Potential Responses/Examples:
    - Encourage them to think about their safety and personal boundaries online.
      - Example: "I know you are excited about the followers but you don't really know who this person is and if you have not met them in real life, how do you know they can be trusted? Does this sound too good to be true because if so it probably is. You should let someone know that you trust and have them double check."
    - Encourage and help them to build real life positive relationships in their life
      - Example: Invite them to do things with you that are not posted online and enjoy other activities you can do together. Tell them about their positive qualities and help build their confidence
    - Check in with a trusted friend or adult
      - Example: Tell them they could show the message to a trusted adult and ask for help to see if this could be a real offer or just someone trying to take advantage.
- How could you feel pressured in this situation?
  - Potential Responses/Examples:
    - Media Pressure:
      - "It seems like everyone does it, so how can it be dangerous?"
      - "I don't want to miss the chance to get more friends and likes on my posts."
      - "I want to fit in."
      - "I really want to be an influencer!"

### SLIDE 36:

- Scenario #3: Can I have 1-2 volunteers who worked on this scenario act it out for the class? Please raise your hand if so.
- Description: A friend tells you that while they were gaming, one of the other players messaged them saying they have extra tickets to Comic Con with backstage passes and can totally hook them up. They would just need their name, phone number, and address in order to send them.

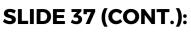
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#### Text in Blue

• Tips/Instructions



- What would your inner voice possibly be telling you?
  - Potential Responses/Examples:
    - Is this a real offer or does it sound like it is too good to be true? (because it probably is)
    - Can they trust this person? They are messaging them privately and asking for personal information, which I learned were red flags.
    - Something feels off here and I should let them know and not ignore it.
- What could you do next?
  - Potential Responses/Examples:
    - Remind them of their personal boundaries and safe online circle
      - Example: "Remember that you don't really know who this person is and if you have not met them in real life, how do you know they can be trusted?"
    - Check in with a trusted friend or adult
      - Example: Tell them to show the message to a trusted adult and ask for help to see if this could be a real offer or just someone trying to take advantage of them.
    - Encourage them recognize the situation as potentially dangerous
      - Example: "I know that sounds really awesome but do you think it might be too good to be true? How much do you know about this person? Maybe you should get more information about them before you share anything about yourself"
- How could you feel pressured in this situation?
  - Potential Responses/Examples:
    - Technology/Online Pressure:
      - "I want to warn my friend but don't want them to get mad a t me."
      - "I don't want to tell my parents and them to stop me from gaming."
      - "I don't want my friend to stop playing with me if I say something."
      - "I don't want them to think I'm weird/strange/different for questioning it."
      - "I really want to go with them if it is real."



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• Narrative for the Educator

#### Text in Blue

• Tips/Instructions



- Scenario #4: Can I have 1-2 volunteers who worked on this scenario act it out for the class? Please raise your hand if so.
- Description: You recently hurt your leg during a soccer game. The coach helped you when it first happened and your leg feels fine, but they are saying that you need to meet with them before practice for extra stretches. The coach tells you that they are giving you "special" treatment because they like you and can help you be the best on the team. It makes you uncomfortable, but you don't want to make them mad or lose your place on the team.
- What would your inner voice possibly be telling you?
  - Potential Responses/Examples:
    - Are my personal boundaries being crossed?
    - Is this a safe touch?
    - Can I trust this person based on what I know of what a trusted adult is?
    - This is making me feel uncomfortable, and I should listen to that feeling.
- What could you do next?
  - Potential Responses/Examples:
    - Communicate that your boundaries are being crossed to a safe and trusted adult
      - Example: "Lately this has been happening and it is making me feel uncomfortable. I do not know what to do and need help."
    - Remind yourself of your self-worth outside of sports
      - Example: "I love the sport but I also have other things I am really great at like (It may seem weird but list all the things your are good at)"
    - If possible, try to give yourself physical space by joining a different team or not going to the trainer. Remember you always have the right to say "No".
- How could you feel pressured in this situation?
  - Potential Responses/Examples:
    - Pressure from a Trusted Adult:
      - "What if I get in trouble or blamed somehow?"
      - "Am I even allowed to say 'no'?"
      - "What if I am wrong?"
      - "I don't want to make them mad."
      - "I really love soccer and my team and don't want to give up my place."



#### KEY:

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• Narrative for the Educator

#### Text in Blue

• Tips/Instructions



- Scenario #5: Can I have 1-2 volunteers who worked on this last scenario act it out for the class? Please raise your hand.
- Description: A friend tells you that their mom has been having a hard time making enough money at work and they think that it would really help if they start to work for their cousin. Ever since then, they've stopped texting you back, have been missing school, and quit the basketball team. When you ask them if they are okay, they say "yah don't worry about it, I have to do what I have to do, it is not a big deal."
- What would your inner voice possibly be telling you?
  - Potential Responses/Examples:
    - Are they in a safe situation?
    - Missing school and not participating in the activities they used to were some red flags we learned about.
    - Something seems off and as a good friend I can take a stand and tell someone.
- What could you do next?
  - Potential Responses/Examples:
    - Encourage them to communicate what's going on with a trusted adult that can provide help and support
      - Example: "I've noticed X,Y, Z about so and so, and I'm really worried about them. I think something might be wrong and I want to help so I am coming to you. Can you check on them to make sure they are okay"
    - Remind them that you are there as a friend to listen and support them
      - Example: "So I've noticed X,Y, Z, and I'm really worried about you. I miss hanging out with you and I want to make sure you are safe. You can tell me anything and maybe together we make a plan to help. I care about you."
- How could you feel pressured in this situation?
  - Potential Responses/Examples:
    - Family/Cultural Pressure:
      - "Will my friend be mad at me if I bring it up?"
      - "It is their family so maybe I shouldn't say anything."
      - "Maybe they have different rules in their family than mine?"
      - "I don't know how they will react. Will they stop talking to me?"
      - "Am I making a bigger deal out of it than it is?"



#### KEY:

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 Narrative for the Educator

#### Text in Blue

• Tips/Instructions

### NOTES:



### SLIDE 40:

- **Student Empowerment Activity:** Provide each student with a small piece of paper (the size of a post-it note).
- I want you to take a moment to write a message to someone that needs to be reminded that they are a masterpiece.
  - Let them know that they will turn these in directly to you and can be anonymous. You may choose to showcase and/or read these notes, upon reviewing them, as a way to empower students' voices.
    - Demonstrate what this could look like
      - Examples:
        - You can do anything you set your mind to!
        - You deserve to be loved!
        - I accept you for who you are!
        - You matter!

### SLIDE 41:

- 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.
- 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. Also, if anyone would like to talk after class, we are here to listen and support you.
  - 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 with information from today's lesson, they are available.
    - Human Trafficking: Possible Signs and Resources

### SLIDE 42:

- Please take the last few minutes to complete the survey that is on the slide. Many of the questions will be the same as what you saw before. This a way to find out what you have learned. It is not a test.
  - The survey can be done on any electronic device that is connected to the internet.

## **GLOSSARY OF TERMS**



#### **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**

- **Personal Boundaries:** Rules or choices you make to keep yourself safe and feeling comfortable. They can be physical and emotional.
- Physical Abuse: When someone hurts another person's body on purpose.
- Emotional Abuse: When someone is repeatedly made to feel worthless, unloved, alone or scared on purpose.
- **Neglect:** When someone that is responsible for another person does not provide them with their basic needs like food, water, clothing, shelter, or medical care.
- Sexual Abuse: Any unwanted sexual activity, or when a person uses force, makes threats or takes advantage of another person who does not or is not able to give consent.
- Taking advantage of: To demand or expect more than is fair or reasonable from someone else and/or use their vulnerabilities against them.
- Consent: To give permission or make a choice and also respect the choice of others.
- Human Trafficking: When a person is forced, tricked, or threatened 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.
- 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 not giving them something they need or threatening to hurt them or their loved ones.
- Sex Trafficking: Someone over the age of 18 is forced, tricked, or threatened to perform a sex act in exchange for something of value, or is under the age of 18 and is asked or made to exchange sex for something of value.
- Labor Trafficking: Someone is made to work by force, threats, or tricks.
- **Traffickers:** People that make another person perform a sex act or work in exchange for something that benefits them.
- Vulnerabilities: Things that could put someone at risk of being harmed physically or emotionally.
- **Grooming:** When someone builds a relationship, trust and emotional connection with another person so they can manipulate, exploit and abuse them.
- Red Flags: Warning signs that something may be unsafe.
- Resilience: Being able to keep going even when things get tough.
- Protective Shield: Something that can help protect you from being hurt.
- Masterpieces: Things that is one of a kind and may be in need of protecting.

## **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, <u>click here</u>.
  - 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, <u>click here</u>.
  - 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, <u>click here</u>.

#### 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:

- This could sound like:
  - Repeating what the student said to emphasize it as part of their reflection (see example below).
    - Student: My mom works the night shift a lot and I am scared to be home alone after dark.
    - Teacher: Your mom works the late shift a lot and you are scared to be home alone after dark.
  - Rephrasing what the student said to increase the group's understanding of it as part of their reflection (see example below).
    - Student: My mom works the night shift a lot and I am scared to be home alone after dark.
    - Teacher: You are scared to be home alone after dark when your mom is working the night shift.
  - Reframing what the student said to guide them to the positive side of what was shared (see example below).
    - Student: My mom works the night shift a lot and I am scared to be home alone after dark.
    - Teacher: What would make you feel safe when you are home alone after dark? You could leave all the lights and TV on so it feels like someone is home with you or you can make sure the doors are locked and go to sleep before dark.

#### 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.Concept of Masterpiece			
2. Inner Voice			
3. Healthy/Unhealthy Relationships			
4. Personal Boundaries			
5. Forms of Abuse			
6. Trusted Adults			
7. My Rights			
8. Signs of Abuse			
9. Grooming			
10. Scenario Activity			
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			
Created safe and open learning environment			
Reviewed vocabulary terms to check understanding			
Provided prompting questions/appropriate responses to feedback			
Provided presonalized examples to enhance understanding			
Differentiated delivery to meet all students (visual/verbal/etc.)			
Utilized time to meet core concepts			
Responded appropriately to any disclosure/concerning issues			
Provided resources to hotlines to students			
Notes:			

## **Post Lesson Reflection Checklist**



#### Post Lesson Reflection Checklist (cont.)

Student Response	Yes	Somewhat	Νο
Students participated in whole group discussions			
Students demonstrated attention/engagement with videos			
Students participated in all activities (handouts/scenarios)			
Students demonstrated understanding of core concepts			
Students demonstrated understanding of key terms			
Notes:			

## **ACKNOWLEDGEMENTS**



#### SPECIAL RECOGNITION

The PROTECT curriculum was developed nationally in collaboration with:

- 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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• Adapted into the "Special Considerations" section.



### **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:**



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