



PROTECTING A MASTERPIECE

HUMAN TRAFFICKING PREVENTION EDUCATION

Adaptable for 7th and 8th grade students



CURRICULUM DEVELOPED BY:

3STRANDS GLOBAL FOUNDATION, LOVE NEVER FAILS,
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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

- DAY 1
 - 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)

DAY 1: 45 MINUTES

KEY:

Text in Black

- Narrative for the Educator

Text in Blue

- 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.

DAY 1: 45 MINUTES

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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 self. 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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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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NOTES:



SLIDE 9 (CONT.):

- 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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SLIDE 10:

- **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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SLIDE 12:

- 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 [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.

DAY 1: 45 MINUTES

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NOTES:



SLIDE 17:

- 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 [My Masterpiece Handout](#). 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.

DAY 1: 45 MINUTES

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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

DAY 2: 45 MINUTES

KEY:

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- Tips/Instructions

NOTES:



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.

DAY 2: 45 MINUTES

KEY:

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NOTES:



SLIDE 22 (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 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.

DAY 2: 45 MINUTES

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NOTES:



SLIDE 39:

- **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?"

DAY 2: 45 MINUTES

KEY:

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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.

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, [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:**
 - 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Inner Voice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Healthy/Unhealthy Relationships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Personal Boundaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Forms of Abuse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Trusted Adults | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. My Rights | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Signs of Abuse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Grooming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Scenario 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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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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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).

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