



# UNDERSTAND & RECOGNIZE HUMAN TRAFFICKING

HUMAN TRAFFICKING PREVENTION EDUCATION

*Adaptable for 9th and 10th 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 focuses on teaching students about healthy relationships, unhealthy relationships, and the different forms of human trafficking. They will be empowered with the tools they need to recognize potentially unsafe situations and implement healthy decision-making strategies.

## OBJECTIVES

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

- Recognize life experiences that can increase the risk of trafficking.
- Identify the difference between a healthy and unhealthy relationship.
- Determine ways to respond in situations when they feel unsafe or uncomfortable, and who trusted people are in their lives.
- Understand human trafficking and examine ways that they can keep themselves and others safe.
- 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
    - Fact or Fiction
    - PROTECT Scenarios
  - Classroom Posters (optional)
    - My Boundaries, My CHOICE
    - Trusted Adults & Friends
- DAY 2
  - Curriculum Presentation
    - Begin on Slide 19
  - Student Handouts
    - PROTECT My Rights
    - I am Taking a STAND
  - Classroom Posters (optional)
    - Human Trafficking Possible Signs and Resources
    - How to Help
    - Take a STAND

## 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 talk about healthy relationships and personal boundaries. We will also learn about possible signs of human trafficking and ways that we can protect ourselves.
  - 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
      - 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 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

## KEY:

Text in Black

- Narrative for the Educator

Text in Blue

- Tips/Instructions

## NOTES:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# SLIDE 5 (CONT.):

- How do you know when they are healthy relationships?
- What are some qualities you expect from them?
  - This will be a great opportunity for student engagement. You will write/display the answers that the students provide. A suggested format is noted below.

### Healthy Relationships with our...

Friends	Family Members	Romantic Partners	Employers
Add student suggestions here	Add student suggestions here	Add student suggestions here	Add student suggestions here

- Let's start first with our friendships.
- What are some qualities or characteristics that you may look for with your friends?
  - Allow students to share as they feel comfortable. As they provide each characteristic, ask "what could that look or sound like?" so that they can model those positive qualities for one another.
    - Student responses may include, but are not limited to:
      - Kindness
      - Trust
      - Honesty
      - Caring
      - Good listener
- What about our relationships with family members? What are the positive qualities that would make them healthy relationships?
  - Allow students to share as they feel comfortable. As they provide each characteristic, ask "what could that look or sound like?" so that they can model those positive qualities for one another.
    - Student responses may include, but are not limited to:
      - Reliable
      - Loving
      - Dependable
      - Forgiving
      - Accepting
      - Good role models

# DAY 1: 45 MINUTES

## KEY:

Text in Black

- Narrative for the Educator

Text in Blue

- Tips/Instructions

## NOTES:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# SLIDE 5 (CONT.):

- Next, let's talk about relationships with romantic partners.
- What are the positive qualities that would make them healthy relationships?
  - Allow students to share as they feel comfortable. As they provide each characteristic, ask "what could that look or sound like?" so that they can model those positive qualities for one another.
    - Student responses may include, but are not limited to:
      - Trust
      - Kindness
      - Respect
      - Good communication
      - Fighting fair
      - Caring
- It's also important for us to discuss what a healthy relationship with a boss or supervisor would look like for the jobs you'll have in the future or the one that you may have right now.
- What are the positive qualities that would make them healthy relationships?
  - Allow students to share as they feel comfortable. As they provide each characteristic, ask "what could that look or sound like?" so that they can model those positive qualities for one another.
    - Student responses may include, but are not limited to:
      - Clear expectations
      - Good communication
      - Mutual reliance
      - Mutual respect
      - Support
- There are many qualities that we look for in every relationship, regardless of who it's with. You could also think about how you treat others and want to be treated in return. That could be with a teacher, a religious leader, or someone that you're meeting for the first time.
- Let's take another look back at these lists and underline any that we've already covered.
  - Is there anything missing?
    - Allow students to share as they feel comfortable.



# DAY 1: 45 MINUTES

## KEY:

Text in Black

- Narrative for the Educator

Text in Blue

- Tips/Instructions

## NOTES:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## SLIDE 7 (CONT.):

- Reconvene your students.
  - Again, allow students to share as they feel comfortable. As they provide each characteristic, ask “what could that look or sound like?” so that they can model those unhealthy qualities for one another.
- What would an unhealthy relationship with your friends look like or sound like? What are some characteristics?
  - Student responses may include, but are not limited to:
    - Lack of trust
    - Threats
    - Jealousy
    - Violence of any kind (verbal, physical, sexual)
- Why might you stay in an unhealthy relationship with a friend?
  - Student responses may include, but are not limited to:
    - Wanting to fit in
    - Afraid of hurting their feelings
    - Fear of being harmed
- What would an unhealthy relationship with your family members look like or sound like?
  - Student responses may include, but are not limited to:
    - Hostility
    - Dishonesty
    - Lack of safety
    - Violence of any kind (verbal, physical, sexual)
    - Lack of acceptance
- Why might you be hesitant to get help when dealing with an unhealthy relationship with a family member?
  - Student responses may include, but are not limited to:
    - Fear of harm and what could happen next
    - They provide a roof over my head
    - It's what I'm used to
    - It's expected in my culture that I do what I'm told
      - Possible example: “Respect your elders and do not question adults, they know what is best. Do what you are told.”
    - I love them and don't want to get them in trouble



## DAY 1: 45 MINUTES

### KEY:

Text in Black

- Narrative for the Educator

Text in Blue

- Tips/Instructions

### NOTES:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## SLIDE 7 (CONT.):

- What would an unhealthy relationship with your romantic partner look like or sound like?
  - Student responses may include, but are not limited to:
    - Control
    - Jealousy
    - Ownership
    - Dependence
    - Violence of any kind (verbal, physical, sexual)
- Why might you be hesitant to get help when dealing with an unhealthy relationship with a romantic partner?
  - Student responses may include, but are not limited to:
    - Fear of harm to them or someone they care for
    - I care about them and don't want them to get into trouble
    - Afraid of what would happen if they asked for help
- What would an unhealthy relationship with your employer look like or sound like?
  - Student responses may include, but are not limited to:
    - Intimidation
    - Threats
    - Violence of any kind (verbal, physical, sexual)
    - Hostility
    - Disrespect
- Why might you be hesitant to get help when dealing with an unhealthy relationship with an employer?
  - Student responses may include, but are not limited to:
    - Fear of losing their job
    - Not knowing their rights as an employee
    - Not wanting them to get in trouble
    - Needing money
- No one deserves to experience these things in any relationship and there are ways to ask for help. We will learn more about this through these lessons.

## SLIDE 8:

- Introduce the "Inner Voice" concept
  - When we are in a situation that feels unhealthy or uncomfortable, we may feel something in our bodies that is trying to warn us.
  - We call this our "inner voice."

## DAY 1: 45 MINUTES

### KEY:

#### Text in Black

- Narrative for the Educator

#### Text in Blue

- Tips/Instructions

### NOTES:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## SLIDE 8 (CONT.):

- It will feel different for each person. 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 really help.
- Can you think of 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 challenging at times?
      - 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 guilty 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

# DAY 1: 45 MINUTES

## KEY:

Text in Black

- Narrative for the Educator

Text in Blue

- Tips/Instructions

## NOTES:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# SLIDE 9:

- Provide each student with the Fact or Fiction Handout.
  - Look over the statements and consider whether they are “fact” or “fiction”. We will come back to this handout later on in the lesson.
    - Question 1: People in my community can become victims of human trafficking.
    - Question 2: Only women and girls can be victims of sex trafficking.
    - Question 3: Labor trafficking only happens in other countries.
    - Question 4: People can be trafficked by family members, loved ones, and friends.
    - Question 5: Human trafficking always involves kidnapping.
  - This should only take students a few minutes. When they are ready, you can move forward.

# SLIDE 10:

- Introduce the video: We’re now going to watch a short video to learn more about human trafficking and what it can look like. Remember those exercises that we just went over and if at any time you feel that you need to talk with a trusted adult, you can.
  - 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.)
  - You may also pause the video whenever necessary.
- Press "PLAY"
  - 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](mailto:AmandaT@3sgf.org).

# DAY 1: 45 MINUTES

## KEY:

Text in Black

- Narrative for the Educator

Text in Blue

- Tips/Instructions

## NOTES:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# SLIDE 11:

- Was there anything that surprised you or that you thought you knew? What was brand new information to you?
  - **Examples may include:**
    - **People are trafficked through the use of force, fraud or coercion**
      - **Potential Teacher Prompting Questions:**
        - What does force mean/what can it look like?
        - What does fraud mean/what can it look like?
        - What does coercion mean/what can it look like?
    - **Labor Trafficking**
      - **Potential Teacher Prompting Questions:**
        - What is an example of labor trafficking?
        - What could it look like?
    - **Sex Trafficking**
      - **Potential Teacher Prompting Questions:**
        - What is an example of sex trafficking?
        - What could it look like?

# SLIDE 12:

- Review the [Fact vs. Fiction Handout](#) (as a group or Think/Pair/Share) and discuss the answers based on the video. Reflect and reframe as necessary.
  - Question 1: People in my community can become victims of human trafficking.
    - Answer - FACT
  - Question 2: Only women and girls can be victims of sex trafficking.
    - Answer - FICTION
  - Question 3: Labor trafficking only happens in other countries.
    - Answer - FICTION
  - Question 4: People can be trafficked by family members, loved ones, and friends.
    - Answer - FACT
  - Question 5: Human trafficking always involves kidnapping.
    - Answer - FICTION

# DAY 1: 45 MINUTES

## KEY:

Text in Black

- Narrative for the Educator

Text in Blue

- Tips/Instructions

## NOTES:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## SLIDE 13:

- 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.

# DAY 1: 45 MINUTES

## KEY:

Text in Black

- Narrative for the Educator

Text in Blue

- Tips/Instructions

## NOTES:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## SLIDE 14:

- Introduce the Activity and provide each student with the [PROTECT Scenarios Handout](#).
  - Now let's take what we've learned so far and apply it to a few example scenarios. As a reminder, it is your choice to participate as you feel comfortable.
- Scenario 1 Description: Your cousin asked you to do them a favor by dropping off a backpack to their "friend". You trust them and don't want to disappoint them, but they've asked you not to look inside the backpack and told you that it's better if you don't know.
  - What would your inner voice be telling you?
    - Potential student responses:
      - Is this an unsafe situation?
      - If I don't know what is in the backpack, then how can I be sure?
      - I have a bad feeling about this and I should not ignore that feeling.
  - What would you do next?
    - Potential student responses:
      - Communicate your personal boundaries
        - Example: "Hey cousin, I want to help you out but I am not feeling comfortable with this. If this could put me in danger, then I do not want to take that risk and I hope you can respect that and not put me in that situation."
      - Check in with a trusted adult
        - Example: "My cousin asked me to do this but I am unsure about it. I'm worried it is not a safe situation and do not know what to do, can you help me?"
      - If possible, give yourself space from your cousin

## SLIDE 15:

- Scenario 2 Description: You've been dating someone for a couple months and they just texted saying "I love you and I know how much you love me. Can you send me a nude pic?" It's not something that you've done before but you care about them and want to make them happy.
  - What would your inner voice be telling you?
    - Potential student responses:
      - Is this a healthy relationship?
      - Are they respecting my boundaries?
      - Do I feel comfortable doing this or am I hesitating because I am not sure?
      - Something is feeling off and I am feeling pressure to do something that feels uncomfortable



# DAY 1: 45 MINUTES

## KEY:

Text in Black

- Narrative for the Educator

Text in Blue

- Tips/Instructions

## NOTES:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# SLIDE 16 (CONT.):

- What would you do next?
  - Potential student responses:
    - Recognize your personal boundaries and safe online circle
      - Example: “I don’t really know who this person is and if I have not met them in real life, how do I know they can be trusted?”
    - Check in with a trusted friend or adult
      - Example: 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.
    - Recognize the situation as potentially dangerous
      - Example: “I know that sounds really awesome but do I think it might be too good to be true? How much do I know about this person? Maybe I should get more information about them before I share anything about myself”

# SLIDE 17:

- Online Safety: You can choose to have students complete [page two of the PROTECT Scenarios Handout](#) before this discussion or during it.
  - The scenario that we just discussed together highlights one of many ways that technology can be used to put us at risk of danger. Through the video games you play, the social media apps you use, and the websites you visit, there is personal information being shared with others. This can create an opportunity for someone to get to know you and take advantage of what’s going on in your life. Through technology, anyone can be vulnerable to being taken advantage of.
- Think about what that could look like for you. What personal information is available to others online?
  - Student discussion
    - Examples may include:
      - Their name
      - Personal relationships (like friendships, family members, romantic relationships)
      - Photos and videos of themselves
      - Location: where they are/where they live/where they go to school
      - The activities they’re involved in
      - Their faith































## Curriculum Terms

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

## Glossary of Terms

- **Human 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.
- **Exploitation:** The act of taking advantage of someone or a group of people in order to profit from them or benefit themselves.
- **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 them or their loved ones.
- **Forced Labor:** When someone is made to work by forcing them, threatening them, tricking them, or in exchange for something they need.
- **Commercial Sex:** When someone performs a sex act in exchange for something they need or something of value.
- **Trafficker:** People that make another person perform a sex act or work in exchange for something that benefits them.
- **Labor Trafficking:** Someone is made to work by force, threats, or tricks.
- **Tactics:** The different ways a trafficker uses to recruit someone they are looking to exploit.
- **Recruit:** To get someone to do something or join them in something.
- **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.
- **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.
- **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.
- **Child Sex Trafficking:** When someone under the age of 18 is made to perform a sex act
- **Child Abuse:** When a child is hurt through neglect, physical, or emotional harm.

## Glossary of Terms Continued

- **Grooming:** When someone builds a relationship, trust, and emotional connection with another person so they can manipulate, exploit and abuse them.
- **Vulnerable:** At risk of being harmed physically or emotionally.
- **Sextortion:** When someone threatens to distribute your private and sensitive material including images of sexual material if you don't provide them with something they want.
- **Red Flags:** Warning signs that something may be unsafe.
- **Confidential:** Kept private and not shared with other people.
- **Upstander:** Someone who speaks up and offers support when they see something that is not fair or someone is being treated badly.
- **Social Injustices:** When someone is treated unfairly because of their race, religion, age, gender, or sexuality.
- **Bystander:** A person sees or is standing near a situation but taking no part in what is going on or doing anything to stop it.
- **Intervenes:** To stand up for someone in an unfair situation to come in between or attempt to stop a situation from continuing.
- **Resilience:** Being able to keep going even when things get tough.
- **Traumatic:** A scary, intense, dangerous, or violent event that can cause harm to someone physical, mentally, or emotionally.

# 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: *I like it when my boyfriend gets jealous because that means he loves me.*
      - Teacher: *You like it when your boyfriend gets jealous because that means he loves you.*
    - Rephrasing what the student said to increase the group's understanding of it as part of their reflection (see example below).
      - Student: *I like it when my boyfriend gets jealous because that means he loves me.*
      - Teacher: *You believe that jealousy means your boyfriend loves you.*
    - Reframing what the student said to guide them to the positive side of what was shared (see example below).
      - Student: *I like it when my boyfriend gets jealous because that means he loves me.*
      - Teacher: *Think about what we learned about healthy relationships. Does being jealous mean you love someone? Let's talk about the different parts of a healthy relationship.*

- **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. Definition of Human Trafficking (Sex and Labor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tactics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Vulnerabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Red Flags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Inner Voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Personal Boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Healthy and Unhealthy Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Trusted Adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My Rights	<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:			

# 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.*

## REFERENCES

- Adolescent Connectedness Has Lasting Effects | Adolescent & School Health | Centers for Disease Control and Prevention. (2019, August 22). <https://www.cdc.gov/healthyouth/protective/youth-connectedness-important-protective-factor-for-health-well-being.htm>
  - *Adapted into information about protective factors in lesson 2.*
- American Psychological Association. (2012). Building Your Resilience. American Psychological Association. <https://www.apa.org/topics/resilience>
  - *Adapted into information about resilience in lesson 2.*
- Juliet E. Hart Barnett, Kim W. Fisher, Natasha O'Connell & Kimberlee Franco (2019) Promoting upstander behavior to address bullying in schools, Middle School Journal, 50:1, 6-11
  - *Adapted into information about bystanders and upstanders in lesson 2.*
- Maslow, A. H. (1954). Motivation and personality. New York: Harper and Row.
  - *Adapted into information about vulnerability throughout both lessons.*
- Michael, Christopher, "A Trauma-Informed Devised Theater Curriculum" (2019). School of Education Student Capstone Projects. 340. [https://digitalcommons.hamline.edu/hse\\_cp/340](https://digitalcommons.hamline.edu/hse_cp/340)
  - *Adapted into information about mindfulness exercises throughout both lessons.*
- Purvis, K. B., Parris, S. R., & Cross, D. R. (2011). Trust-based relational intervention: Principles and practices. In Rosman, E. A., Johnson, C. E., & Callahan, N. M. (Eds.), Adoption factbook V (pp.485-489). Alexandria, VA: National Council for Adoption.
  - *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.



FREDERICK DOUGLASS  
FAMILY INITIATIVES



LOVE NEVER FAILS

## FOLLOW US ON SOCIAL MEDIA:



INSTAGRAM:  
[@3strandsglobalfoundation](#)



TWITTER:  
[@3Strands\\_Global](#)



FACEBOOK:  
[@3StrandsGlobal](#)



LINKEDIN:  
[3Strands Global Foundation](#)

## NEED TO MAKE A REPORT?



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

## CONTACT INFORMATION:



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