



MATERIALS & ACTIVITIES GUIDE

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ABOUT TRAFFICKSTOP



TraffickSTOP (Signs to Observe and Prevent) is a program designed to educate high school students on identifying and preventing human trafficking. TraffickSTOP takes a proactive approach in educating students on the realities of sex trafficking and labor trafficking and provides them with a safe environment to discuss and learn about the crimes.

TraffickSTOP is a voluntary extracurricular activity designed for a small group of students to engage with their School Resource Officers (SROs), other program facilitators, and those in the community to learn about human trafficking and the impact it may have on their peers, school, community, and themselves. TraffickSTOP consists of 12 meeting plans with student-led interactive discussions, culminating in an awareness week with activities and events created by students to bring information to the larger student body. The National White Collar Crime Center (NW3C), in partnership with the International Association of Chiefs of Police (IACP) and the National Association of School Resource Officers (NASRO), has developed a toolkit containing the curriculum, materials, and resources that have been implemented in select pilot schools. Pilot schools implemented the program with groups ranging from 5 to 50 students.

Primary facilitators for the TraffickSTOP program are SROs and other local law enforcement representatives. The curriculum may be co-facilitated by social workers, guidance counselors, teachers, and others who have experience with delivering training on human trafficking, or those who have frequent interactions with students to whom the program will be provided. NW3C provides an on-boarding training for participating schools that will provide the facilitator(s) with access to all materials and resources needed to successfully implement the program.

TraffickSTOP may be supported by local Enhanced Collaborative Model (ECM) Task Forces to Combat Human Trafficking. Task force members may participate in curriculum delivery and assist with awareness week activities and events. NW3C has provided program assistance to ten pilot sites and may support additional sites during the project period.



FREQUENTLY ASKED QUESTIONS



- 1. How does TraffickSTOP work?**

Led by a facilitator, a small group of (between 5 and 50) students will engage in active discussions and skill-building activities focusing on the issue of sex trafficking and labor trafficking. Team meetings will provide students with a safe environment to explore complex topics including online safety, building healthy relationships, and information about human trafficking. Once students complete the program, they will share what they've learned with the larger student body and school community through an awareness week with planned activities and events.
- 2. What are the benefits of TraffickSTOP?**

TraffickSTOP promotes the identification and prevention of human trafficking through education, facilitated discussion, and skill-building activities. It reinforces a cohesive culture of safety for schools and their surrounding communities through collaboration with practitioners working in the field.
- 3. When will the TraffickSTOP program take place?**

The TraffickSTOP program was piloted in one high school during the 2021-2022 school year and four additional schools during the 2022-2023 school year. Pilot schools will have the unique opportunity to experience this innovative program and to provide feedback in preparation of a wider nationwide launch, expected in 2024.
- 4. Is funding available for pilot schools?**

NW3C will work with the selected pilot schools to implement and administer the TraffickSTOP program. While the program and materials are free to use, funding is not available for facilitators' time or for school resources that may need to be committed to the program. However, schools should work in partnership with federally funded ECM task forces that may have resources available to support the program.
- 5. What happens if a student tells a facilitator that they are being trafficked?**

This is known as a disclosure. While the TraffickSTOP program does not aim to increase disclosures, they should be expected. Facilitators are responsible for understanding and complying with state mandatory reporter regulations. Along with others at the school who can provide student support, like guidance counselors, facilitators should be prepared to respond to disclosures and provide resources to students. Facilitators should also be transparent about their role so that students understand what facilitators are required to report.
- 6. How can I learn more?**

Visit www.traffickingstop.org to contact us or learn more.



TOOLKIT COMPONENTS

ROADMAP SCHEDULE FOR YOUR SCHOOL YEAR



The program is designed to start towards the beginning of each school year, in September or October, with meetings scheduled every other week: 2 meetings per month, over the course of 6-7 months. The program can be started later in the year, with meetings held weekly. Meetings are designed to be appropriately 45 minutes in length.

We recommend meeting on the same day of the week at the same time so that team members can plan other activities around a pre-set schedule.

You can make adjustments to the schedule to fit your needs and school calendar. An overview is provided below with short descriptions of each meeting.



Introduction to TraffickSTOP

The team will get to know each other, establish the group environment, and facilitators will provide an overview of the TraffickSTOP program.



Understanding the Issue

Team members explore the scope of the problem and other basic information about human trafficking and discuss best practices for reporting.



Relationships in the Digital Age

Team members learn how relationship dynamics can develop online and in person. The negative consequences of sexting will also be discussed, as well as signs of abuse, teen dating violence, and cyberstalking.



Safe at Home, Safe Online

Team members learn practices and principles that can help to keep them safe online (which will build habits for safe behaviors offline as well), and discuss what to do if they are uncomfortable or feel unsafe.



Protecting Your Online Presence

Team members learn about securing their identity and information online and explore what data is collected by apps and websites.



Avoiding Misinformation

Team members learn to differentiate between true and false information, and how misinformation can impact our perception of human trafficking.



Spotting Suspicious Behavior

Team members learn how perpetrators of human trafficking and other crimes manipulate victims to include grooming.



Setting Healthy Boundaries

Team members develop skills that can be used to set boundaries and discuss how doing so will help them build healthy relationships.



Gauging Community Risk

Team members learn how human trafficking affects their communities, what work is being done to prevent it, and what resources are available to assist victims.



The Big Picture

Team members connect information from previous meeting plans within the context of human trafficking by discussing risk factors and prevention tactics.



Hear from the Experts

This meeting includes a guest speaker or panel discussion with law enforcement, victim services providers, survivors, or others task force members.



Planning Your Awareness Week

Students brainstorm ways to engage their school and local task force partners on the topic of human trafficking and continue to prepare their Human Trafficking Awareness event(s).



Human Trafficking Awareness Week

The last part of the TraffickSTOP program is an awareness week with one or more activities or events designed and organized by students to raise awareness about human trafficking in their schools and communities. The goal of Human Trafficking Awareness Week is to share the information they've learned with the larger student body.

ABRIDGED SCHEDULE

While the TraffickSTOP program is designed to run during the whole school year, it can be implemented within a shorter period of time. TraffickSTOP was developed to be flexible and work with any school schedule. Scheduling conflicts or unforeseen circumstances (like snow days) may arise and cause changes to the program timeline. If your school plans to implement TraffickSTOP during part of the school year, here are a few recommendations for abridging the schedule.

- The meeting plans about online safety, “Safe at Home, Safe Online” and “Protecting Your Online Presence” can be combined into one meeting. You can cover some discussion questions from each of the meeting plans and can choose one of the activities from the Learning in Action sections. You can also choose one and skip the other, especially if students are provided with education on these topics within their core curriculum.
- “Relationships in the Digital Age” and “Setting Healthy Boundaries” can also be combined.
- The “Hear from the Experts” meeting plan can be incorporated into the Human Trafficking Awareness Week activities. Alternatively, a guest speaker with subject matter expertise or lived experience can be invited to participate during the “Understanding Human Trafficking” or “Gauging Community Risk” meetings.

These are suggested schedule adjustments, but you can make other adjustments to the program timeline based upon students’ needs and your school year calendar. There is additional guidance on implementing the program with an abridged schedule at the end of this document.

USING THE MEETING PLANS



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Team meetings are the core of the TraffickSTOP program. The meetings provide opportunities to facilitate important conversations about human trafficking that can inform and impact students.

Meeting plans typically include (1) background information, (2) learning objectives, (3) corresponding materials (if any), (4) a warm-up activity, (5) guided discussion questions, (6) a learning-in-action activity, (7) connecting the dots (where information is tied to human trafficking), (8) a reflect and review activity, and (9) fillable fields for upcoming meeting dates and facilitator notes.

There are five handouts that accompany activities that will be done during some of the meetings:

- a. Safe or Sus (Setting Healthy Boundaries)
- b. Stop Sign Situations (Spotting Unsafe Behaviors)
- c. Myths vs. Facts (Avoiding Misinformation)
- d. Resource Map (Connecting the Dots)
- e. Human Trafficking Today (Gauging Community Risk)

MAKING IT YOUR OWN

The TraffickSTOP program is designed to be flexible: it's up to you to use the materials to create a welcoming team environment that works for you, your school, and TraffickSTOP team members.

You can adjust the meeting plans as needed. If students already receive education on a particular subject, it may be combined with other meetings. For instance, lessons on staying safe online and digital literacy could be combined if online safety information is provided to students through their regular curriculum. In addition, some meetings may warrant extra time. For example, grooming is an important topic to understand and can be very nuanced. If you are not able to get through the activity or other portions of the lesson plan during a meeting, or if students show particular interest in a topic and you need to cut a discussion short, you could continue that meeting the following week.

AVOIDING MISINFORMATION

- In the field of human trafficking, there are many misconceptions.
- Many people think of trafficking only in terms of international kidnappings, where victims are captured abroad, imprisoned, and sold on the black market.
- Some other common misconceptions are that most victims are kidnapped and physically detained by perpetrators, that victims are usually not U.S. citizens, or that trafficking is not problematic in their local jurisdictions.
- It is important to understand the nuances of trafficking, and to realize that trafficking can occur anywhere, to anyone.

Learning Objectives

1. **By the end of the unit:** Develop a basic understanding of human trafficking and how it is perpetrated.
2. **By the end of the lesson:** Recall three common misconceptions about human trafficking and debunk those prevalent myths with facts.

Materials

- Myth and Fact printable signs available in the toolkit (or made by facilitator)

Warm-up

Choose an icebreaker or activity to help students get to know each other better.

Guided Discussion

Use these questions to generate a discussion among group members.

- What are some ideas you have about human trafficking?
- Where have you learned about human trafficking (e.g. movies, TV shows, social media, etc.)?
- Who is at risk for trafficking?
- How can you be better informed about trafficking myths and facts? What are some ways you can verify whether information is true or not?

Learning in Action

- Myth or Fact Activity. Hang up or prop up the “MYTH” and “FACT” signs in opposite ends of the room where you are meeting. As you read out a statement, have students move either to the myth side of the room or to the fact side of the room. After each statement, briefly discuss the information presented. Do as many as time permits.
 - ◊ *You can adapt this activity to fit the space and time you have available. Students could make and hold up a myth or fact sign that they make on notebook paper. They could stand if they think it's a fact and sit if they think it's a myth. Find something that works with your students!*

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TRAFFICK STOP

1 Background information: This section provides a summary of key information you will need to cover the subject matter. You can provide this information to students verbally, through discussion, or more creatively—through a slide deck or game that you design.

2 Learning Objectives: These are goals for what students will learn by the end of the meeting.

3 Materials: This gives you a heads up for any extra handouts, media, or resources you might need for a meeting.

4 Guided Discussion: Here, you have a list of questions to help generate discussion among the TraffickSTOP team members. You can choose a few or work through all of them based on the needs and interests of your team. Team members are not expected to know all the answers, but rather to share their thoughts and ideas. As a facilitator, you should reinforce their responses and ask follow up questions to develop their understanding of the topic.

5 Learning in Action: This section has an activity you can do with team members to help them apply what they've learned. You can adjust for time as needed. A few of these activities have an extra printable handout you can use.

- The best way to combat misinformation is through education. Don't make the team members feel bad about not knowing something and try to squash any trash talk that arises among the group. This is not a competitive activity.

Connecting the Dots

- Why is it important to have good information? Understanding the true nature and scope of trafficking ensures that we don't assume that we aren't at risk. With accurate knowledge of human trafficking, we realize that anyone can be affected.
- False information can be found and spread easily on the Internet. When reading articles, blogs, social media posts, and other things found online, it is important to verify sources and consider the credibility of the person or entity posting the information.

Reflect & Review

Have students respond to the following prompts (time-permitting):

- What ideas did you previously have about trafficking that were changed or challenged during this discussion?

Invite students to share their answers with the group.

Tips for Adapting to Online Delivery

- See "Online Delivery Tip Sheet" in the Facilitator Toolkit for more information about adapting your meeting plan to an online platform.

Facilitator Notes

Upcoming Meeting Dates: __/__/__

References

[Greater New Orleans Human Trafficking Task Force - Misconceptions](#)
[Polaris - Myths, Facts, and Statistics](#)
 Susan Mapp, Emily Hornung, Madeleine D'Almeida & Jessica Juhnke (2016) Local Law Enforcement Officers' Knowledge of Human Trafficking: Ability to Define, Identify, and Assist, *Journal of Human Trafficking*, 2:4, 329-342, DOI: 10.1080/23322705.2016.1143764.

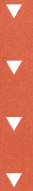
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6 Connecting the Dots: This section helps you draw clear connections between what you have discussed and the bigger picture of human trafficking.

7 Reflect & Review: This is a quick way to wrap up your meeting. You can have a brief discussion or get creative. For example, team members could write their responses on a white board, or email their answers to you. Alternatively, team members could choose to engage in a self-care activity, like meditating, doing some light stretching and movement, a gratitude activity (discussing or writing down things they are grateful for), or reading for pleasure. Facilitators should work to gauge feelings and reactions throughout the meetings, and can conduct check-ins with the team or with individuals as needed.

8 Each meeting plan includes fillable fields for upcoming meeting dates, next steps, and facilitator notes.

ENGAGING WITH YOUR TEAM



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This document contains tools and resources that you may want to use during meetings to increase team member engagement.

Ice Breakers & Warm-Ups

The following activities can be used as icebreakers and warm-ups. Time permitting, we recommend starting meetings with one of the following activities.

THIS OR THAT

Would you rather questions (e.g., would you rather win \$100 or let your friend win \$1,000? – some other examples).

HIGHS AND LOWS

Share one challenging thing from your week, one good thing from your week, and one thing you are looking forward to next week.

DESERTED ISLAND

Everyone goes around the circle and shares who or what they would like to take with them on a deserted island if they could only pick three people or things.

SNOWBALL "FIGHT"

Each student is given a piece of paper and told to write three facts about themselves. Then, tell them to wad the piece of paper and begin a snowball fight. When you think they have thrown enough, tell them to pick up the snowball closest to them, read the facts, and try to find out whose snowball they have by asking yes or no questions only. This works well for pairing up students for an activity or game.

OFFICE CHARADES

Use silent gestures to describe an object commonly found in the classroom.

MINDFULNESS

Start the session with a five-minute meditation (many can be found on YouTube, [here](#) is an example).

ICEBREAKER Pictionary

Have the students draw a picture about something they like to do, their favorite food, or something else about themselves. Have each student come up and show their pictures to the class, and see if others can guess what each student drew.

DEAR FUTURE ME

Have students write a letter to their future self with their goals: where they'd like to be and what they want to be doing. Alternatively, have students write a letter to their past self, telling them something they would have wanted to know when they were younger (these letters will not be shared with the group).

VIRTUAL FIELD TRIP

Share your screen and take students on a tour of an art museum or the zoo. Check out a great list of tours [here](#).

GUESS THE SOUND

Play a sound and ask students to guess the object. [Here](#) is a great video to use.

WRITING WARM-UP

Have students answer a thought-provoking prompt as a quick writing warm-up. Students can write and share their responses. [Here](#) is an option for a random question generator.

GROUP AGREEMENTS

Ask students to write a group agreement discussed during the first meeting on a post-it note or piece of paper and display them during meetings.

Learning in Action

There are many interactive tools that can help with student engagement. This technology encourages students to use their phones, tablets, or computers to participate, so it is important to ensure that all students have access to a device. Many of the tools allow for anonymous participation, which can facilitate discussions about sensitive topics. Think about incorporating these tools into your meetings, particularly if any meetings need to be conducted virtually. You may find the following tools to be helpful: [Mentimeter](#), [Sido](#), [Kahoot](#), [AhaSlides](#), [Quizizz](#), [Formstack](#), and [Google Forms](#).

Videos

The Office for Victims of Crime has produced a series of videos with information about sex trafficking and labor trafficking, voices of survivors, and more. The videos are intended to be used for outreach and education efforts of service providers, law enforcement, prosecutors, and others in the community. They are accompanied by fact sheets and discussion guides; you can find all these resources [here](#).

We encourage you to consider showing videos during some of the meetings. The videos are relatively short and can be easily incorporated into discussions. Here are a few that will be most relevant to your audience:

- ▶ [Faces of Human Trafficking Preview](#)
- ▶ [Faces of Human Trafficking Video 1: An Introduction](#)
- ▶ [Faces of Human Trafficking Video 2: An Introduction to Sex Trafficking](#)
- ▶ [Faces of Human Trafficking Video 3: An Introduction to Labor Trafficking](#)
- ▶ [Faces of Human Trafficking Video 6: Focus on Youth](#)
- ▶ [Faces of Human Trafficking Video 9: Now That We Are Free](#)

Another video series that you can use was produced as part of the U.S. Department of Homeland Security's Blue Campaign. These animated videos show the grooming process and how concerned individuals should respond when they believe a person is being trafficked. We suggest showing Part 1 during the "Spotting Unsafe Behaviors" meeting and Part 4 during the "Gauging Community Risk" meeting; you may use the other videos as you see fit.

- ▶ [Part 1: Mia's Story](#)
- ▶ [Part 2: The Teacher](#)
- ▶ [Part 3: The Parent](#)
- ▶ [Part 4: The Friends](#)

HUMAN TRAFFICKING AWARENESS WEEK PROJECT PREPARATION



This project and presentation planning guide will help you keep track of your progress, as well as set goals throughout the year. Project planning is a key opportunity to incorporate youth voice and choice into the program. Ensuring that the awareness week planning doesn't become an afterthought means team members will feel more ownership of the content. You should reference this document as you prepare for each meeting. Regardless of when the program starts, the awareness week events and activities will take place at the end of the program. Be sure to write down meeting takeaways and action items!

MEETING 01



Introduce Human Trafficking Awareness Week.

MEETING 02



Start thinking about ideas for team projects and their goals and deadlines. If team members are having difficulty with project ideas, you can provide some examples: community service projects; walking challenges that raise money for local organizations that assist survivors of trafficking; an art show; a dance or spoken word performance; a TikTok challenge or other activity incorporating social media; developing localized resource guides for other students and the community; or a presentation organized by team members that invite lived experience experts to speak to the entire school.

MEETING 03



Choose dates for Human Trafficking Awareness Week. Seek approval from school administration and have a few ideas for events and activities. Discuss collaboration with task force contacts (collaborative efforts will partially depend on the type of events or activities).

MEETING 04



Develop a list of issues you might want to tackle during Human Trafficking Awareness Week. Confirm approval from school administrator and confirm ECM task force participation.

MEETING 05



Solidify Human Trafficking Awareness Week calendar of events. Confirm presentation dates and topics.

MEETING 06



Delegate tasks for Human Trafficking Awareness Week among team members. Team members can also elect leadership positions if they think that would be helpful. When outlining individual roles, assignments, and tasks, keep constraints on emotional stamina and mental capacity in mind. Provide support if needed (such as referrals to school social workers or counselors).

MEETING 07



Request updates on team member tasks. If any presentations will be part of the Human Trafficking Awareness Week events, outline the presentations.

MEETING 08



Request updates on team member tasks. If any presentations will be part of the Human Trafficking Awareness Week events, draft the presentations.

MEETING 09



Request updates on team member tasks and create follow-up assignments for any tasks that have not been completed. If any presentations will be part of the Human Trafficking Awareness Week events, review the presentations.

MEETING 10



Request updates on team member tasks and close out any follow-up assignments for outstanding tasks that have not been completed. If any presentations will be part of the Human Trafficking Awareness Week events, review the presentations.

MEETING 11



Request updates on team member tasks and assign any last-minute details to team members. If any presentations will be part of the Human Trafficking Awareness Week events, rehearse the presentations.

MEETING 12



Final preparation for Human Trafficking Awareness Week activities: confirm any guest speakers, double check all materials, and make sure rooms are reserved.

TIPS FOR ADAPTING MEETING PLANS FOR ONLINE DELIVERY



Ideally, TraffickSTOP meetings will be held in person, but we understand that circumstances may require virtual meetings. The meeting plans have been designed to translate well to a virtual environment, should the need arise. If meetings take place virtually, using video should be encouraged (but not required). Below are a few tips that will help facilitators if meetings are held virtually.

FAMILIARIZE YOURSELF WITH THE TECHNOLOGY

There are several differences across various online meeting platforms. Find out which one your district uses and practice using key features such as chat, breakout rooms, polls, and screen sharing before meeting with team members. These features can help with engagement. For instance, breakout rooms divide people into smaller groups for discussions or activities, which can encourage participation from all team members. Polls can be used to obtain anonymous feedback and gauge how students are responding to the curriculum. Being knowledgeable about the technology will also allow you to troubleshoot if team members need assistance and should help you avoid major technical issues so you can spend valuable meeting time focused on content and discussion.

REMEMBER THAT EVERYONE'S HOME LEARNING ENVIRONMENT IS NOT THE SAME

It's possible that your TraffickSTOP team members will come from a variety of socio-economic backgrounds and family dynamics. Some team members will share a computer or tablet with siblings or use the local library to access the Internet. Joining an online meeting may be more challenging for some. Show team members that you are happy to see them without making them feel singled out or self-conscious.

CREATE SPACE FOR SENSITIVE TOPICS

TraffickSTOP meeting plans are designed to facilitate discussion around a variety of topics, many of which can be sensitive. Encourage team members to find a quiet, private space to participate in meetings, and ask students to turn their cameras on. Remind students that their team member agreements, including confidentiality, apply in virtual environments, just like in the classroom. Virtual meetings also provide the option for team members to participate via chat, which can promote participation from those who tend to be quieter in a live group.

GIVE ME A BREAK

It may be harder to hold team members' attention in a virtual environment, and individuals may experience video chat fatigue. Breaks are not required because meetings should not be longer than one hour, but consider providing short breaks if team members seem tired or restless. They can use this time to get a drink, snack, use the restroom, stretch, and take their eyes away from the screen for a bit.

DISCUSSING SENSITIVE TOPICS

The TraffickSTOP approach is student-led and discussion-based. Students should feel informed and empowered to tackle big issues and to discuss their opinions and perspectives without judgment. The facilitator and students play an active role in creating a safe space for discussion. Remind everyone about the team member agreements that were defined during the first meeting at each subsequent meeting. It is important that all students, especially those who identify with marginalized groups, feel safe participating in TraffickSTOP team meetings. Here are a few things to keep in mind when talking through difficult topics.

During the first meeting, talk to team members about your role as a **mandated reporter**. Students should understand that part of a safe and welcoming space includes reporting unsafe or illegal behaviors to the appropriate authorities.

Preparation



Review the meeting plans, resources, and references prior to each meeting. Proactively educating yourself can improve your own comfort level with difficult topics, while allowing you to provide information, help, and support during discussions.

Cultural Humility



Practice **cultural humility**—a willingness to learn new information about any culture—as well as **cultural responsiveness**—making changes to our responses and actions after learning about a certain culture or group of individuals.

Implicit Bias



Learn to recognize and challenge your own **implicit biases**—an attitude or stereotype that we hold subconsciously. Consider that team members will have their own individual biases, which can impact their viewpoints and levels of participation.

Diversity



Celebrate **diversity**—recognize that team members' backgrounds may be quite different, validate their experiences, welcome unique perspectives, and encourage others to consider new ideas shared by their peers.

Clarity



While it is important to support team members' points of view, you should gently correct misinformation and/or misconceptions that may arise. Provide access to evidence, facts, and valid sources of information. Where there is disagreement, make the point(s) of disagreement explicit. **Clarifying** exactly where the conflict is can help team members talk through it.

Reflection



After each meeting, there is some time for reflecting and reviewing. Encourage students to ask questions. Ending with a group discussion on what was said and heard, and what is important for peers to know, will help unify their understanding of the topic and the subsequent design of their awareness week activities. You can also incorporate self-care when discussions are particularly tough.

WORKING WITH THE ENHANCED COLLABORATIVE MODEL (ECM) TASK FORCES



TO COMBAT HUMAN TRAFFICKING



NW3C's goal is to ensure that TraffickSTOP facilitators are supported by local community organizations and resources. NW3C can connect you with task forces to promote multidisciplinary support and participation in the program.

Task forces can collaborate with facilitators and provide support to the TraffickSTOP program in several ways. One or more of the meetings may be dedicated to learning from the experts. We suggest inviting prosecutors, victim advocates, law enforcement, and lived experience experts who actively work with the task forces on human trafficking cases to come into the meetings to discuss their jobs, experiences, and facts about human trafficking. Task force members should participate in students' awareness week activities upon request. NW3C will be connecting with TraffickSTOP facilitators and task force coordinators throughout the project to promote multidisciplinary support!

Here is the name of the task force in your jurisdiction, as well as key points of contact. This will be completed either during the facilitator onboarding training or provided by NW3C shortly after that training has been completed.

Task Force Name: _____

Key Points of Contact (at least two; third is optional):

1. Name: _____ Title: _____

Email: _____ Phone: _____

2. Name: _____ Title: _____

Email: _____ Phone: _____

3. Name: _____ Title: _____

Email: _____ Phone: _____

USING VICTIM-CENTERED LANGUAGE IN CONVERSATIONS ABOUT HUMAN TRAFFICKING



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When discussing any type of victimization, it is important to use victim-centered language. With human trafficking, there are specific considerations that can help avoid misconceptions and empower victims. This document includes guidance on language that you should be aware of when talking with any audience about human trafficking.

IMAGERY & SENSATIONALISM

Sensationalism can misrepresent what human trafficking actually is – it perpetuates misinformation, stereotypes, and false conspiracy theories.

The media may sensationalize human trafficking stories to maximize the emotional impact. Thus, it is important to evaluate the source credibility of information that you see in the news or read on social media.

Refrain from using terms like “modern slavery” and “abolition” during TraffickSTOP meetings and activities.

If using images of survivors, ensure that you have the person’s consent or are obfuscating their identity.

EMPOWERING VICTIMS THROUGH STRENGTHS-BASED LANGUAGE

Victim, Survivor, or Lived Experience Expert?

- ▶ In the criminal justice field, “victim” is commonly used, and may be used interchangeably with “survivor.”
- ▶ Some victims are fine with being referred to as “victims.” Others prefer to be referred to as “survivors.” Those who are providing subject matter expertise from their experience should be referred to as “lived experience experts.” It is helpful to ask victims what terminology they prefer.

Do not use victim-blaming language or language that may demoralize victims. Here are a few examples of words and phrases to avoid:

- ▶ *Choose* or *choice* – there should not be any implication that human trafficking occurred due to choices that the victim made, or that there was something they could have done to avoid being victimized. The trafficker is at fault, not the victim.
- ▶ *Voiceless, helpless, disenfranchised*, or similar terminology – language like this is disempowering.
- ▶ *Escort* or *prostitute* – victims of human trafficking should not be referred to with these terms.

INCORPORATING SURVIVOR VOICES

Work with survivors as partners or subject matter experts with meaningful contributions and compensate them accordingly.

Do not partner with individuals simply for the purpose of having a survivor involved or sensationalizing their story to capture audience's attention.

Collaboration with survivors during TraffickSTOP meetings or activities should be centered upon the goals of the survivors as well as your goals for including them in the curriculum.

Consider diversity – survivor experiences are not all the same; working with survivors who bring different perspectives can expand our understanding of the topic.

Do not speak on behalf of the survivor experience or imply that they should feel a certain way.

Resources

[Glossary of terms from OVC's Model Standards for Serving Victims and Survivors of Crime](#)

CERTIFICATE



National White Collar Crime Center

Recognizes

Student Name

For successful completion of meetings and all requirements for

TraffickSTOP (Signs to Observe and Prevent)

This course was produced by the National White Collar Crime Center under award number 2020-VT-BX-K001, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this course are those of the contributors and do not necessarily represent the official position of the U.S. Department of Justice.

Dates of Attendance

Facilitator Signature

A woman with dark hair, wearing a white dress with a floral pattern, is shown from the chest up. She is looking slightly to the left of the camera with a neutral expression. The background is a solid yellow color with a subtle, repeating pattern of small, light-colored dots. There are three square decorative elements: one in the top right corner with a white dot pattern, one in the middle left with a white dot pattern, and one in the top left with a white dot pattern. The bottom edge of the yellow background is torn, revealing a white surface below.

MEETING PLANS, ACTIVITIES, & PROPS

01. INTRODUCTION TO TRAFFICKSTOP

Welcome team members to the program, review the schedule, introduce facilitators, and establish the group environment.



0307



Introduction

Introduce team members to the TraffickSTOP program, to yourself, and to any other co-facilitators that will be participating in the program. Talk with team members about your background and your interest in helping students learn about human trafficking. Ask team members to introduce themselves and share why they wanted to participate in the program. You can choose an icebreaker activity from the toolkit to make team member introductions more fun! The toolkit contains a selection of icebreakers or warm-up activities that can be used during any meeting to encourage discussion.

Overview of Meeting Plans

Tell students about the meeting plans and topics that they will be discussing throughout the program. You should discuss the awareness week project; if team members have any preliminary ideas, take note for when project planning begins. Review the schedule – whether you'll be meeting weekly or bi-weekly, what day of the week, what time, and approximately how long meetings will be.

Agreements and Expectations

Remind team members that while participation is voluntary, there is an expectation of regular attendance. It is ok to miss one or two meetings, but team members need to be present at most meetings to develop a meaningful understanding of human trafficking and related topics, and to participate in the awareness week.

At this point, give team members the opportunity to discuss the environment they would like to create for the group. Team members should make some agreements to ensure that everyone's perspectives are welcome and that everyone feels comfortable expressing their opinions. The agreements should be written down and kept somewhere so that they can be referenced later. Here are a few examples:

- Give everyone space to contribute to discussions and participate in activities.
- Be considerate of everyone's perspectives and opinions, even if you don't agree with them.
- Don't interrupt while someone is speaking; actively listen to what they are saying and wait until they are finished before responding.
- Team members' statements should not be discussed by others outside of the group.

- Team members will let facilitators know if they need to miss a meeting.
- Team members may step outside or take a short break during the meetings if needed.
- Team members will do their best to ensure that the meeting provides a safe space for individuals to share personal experiences if they choose to do so.

Things to Consider

It is best to assume that some team members may have personal experiences with topics that are discussed throughout the meeting plans, so be sure that these sensitive issues are discussed in a safe and respectful manner.

As a facilitator, students might trust you with information that they think other adults won't believe. Discuss mandatory reporting during this meeting or at the beginning of the next meeting. Explain what mandatory reporting means for anything a team member discloses to you. You want them to have adequate information to fully understand what it might mean to share something. If you'd like additional guidance, refer back to the facilitator onboarding training materials.

Facilitator Notes

Upcoming Meeting Dates: __/__/__

02. DEFINING THE ISSUE

- Human trafficking involves the use of force, fraud, or coercion to compel a person into labor or commercial sex in order to exploit them.
 - ◇ Essentially, it occurs when a person is used for work or sex based on lies, emotional manipulation, and/or physical force.
 - ◇ In cases involving minors there is no need to prove force, fraud, or coercion.
- Human trafficking covers two primary types of trafficking: sex trafficking and labor trafficking.
 - ◇ Sex trafficking is the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.
 - Although sex trafficking may involve commercial sex, sometimes referred to as “prostitution,” there is no such thing as a “child prostitute;” rather, they are victims of sex trafficking, and the term “prostitute” shouldn’t be used when describing anyone.
 - ◇ Labor trafficking is the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.¹
- Traffickers are motivated to commit the crime because they can profit over and over (unlike with the sale of drugs or illegal weapons, which can only be sold once).



0301

Learning Objectives

1. Define sex trafficking and labor trafficking.
2. Discuss the concepts of force, fraud, and coercion.



Warm-up

Choose an icebreaker or activity to help students get to know each other better.

Guided Discussion

Use these questions to generate a discussion among group members.

- Have you heard about sex trafficking before? If so, what have you heard or what do you know about it?
- Have you heard about labor trafficking before? If so, what have you heard or what do you know about it?
- What do the words “force,” “fraud,” or “coercion” mean to you?
- What changes in behavior, scenarios, or other signs might indicate that someone is experiencing sex trafficking? What about labor trafficking?

¹ Trafficking Victims Protection Act (22 U.S.C. § 7102)

Learning in Action

- Review your school’s reporting protocol along with local and national resources available to survivors. Either in small groups or in one large group, come up with a plan for what to do if they recognize behaviors, scenarios, or other signs of human trafficking or think that they or a friend might be experiencing human trafficking.

Connecting the Dots

- Depending on where you live, there may be more sex trafficking or labor trafficking than you’re aware of. However, it is good for team members to learn about both types and not to emphasize the pervasiveness of one over the other.
- Human trafficking occurs in all geographical areas and in all populations. Though some individuals may be more vulnerable than others, this is an issue that can affect anyone!
- Risk factors will be discussed later in the year. Though there are risk factors, survivors should never be blamed for human trafficking; risk factors are systemic and not within our control. Even when we take precautions, human trafficking may continue to occur.

Reflect & Review

Have students respond to one or all of the following prompts (time-permitting):

- If you were worried about a friend who may be in a risky situation, what would you do? How would you provide information that you know about reporting and resources that they should be aware of?

Invite students to share their answers with the group.

Tips for Adapting to Online Delivery

- See “Online Delivery Tip Sheet” in the Facilitator Toolkit for more information about adapting your meeting plan to an online platform.

Facilitator Notes

Upcoming Meeting Dates: __/__/__

References

Department of Education - Human Trafficking in America’s Schools
Office for Victims of Crime – Understanding Human Trafficking
Polaris
Rights4Girls
Unbound

03. RELATIONSHIPS IN THE DIGITAL AGE

- Relationships do not just exist online or offline today. Interaction and communication occur face-to-face, virtually, and digitally, and usually through a variety of messaging, social media, and other online platforms. In person communication, texting, video calling, and social media can all enhance the opportunities we have to speak to each other. Unfortunately, these tools can also be misused by exploiters.
- Healthy relationships include mutual respect, trust, considerate communication, honesty, consent, and understanding, among other factors.
- Young people, like adults, often forge relationships online. Even when they have met partners in person, most people communicate with their partners via text and social media as well as in person.
- Young people will also receive solicitations online, and some may be related to finding work. Exploiters use job postings for positions like traveling sales crews, restaurants, hotels, or other jobs that seem “too good to be true” to identify youth looking for work and then traffick them through labor.
- Sexting has become a normalized part of many relationships in our digital era. While sexting among consensual adults for private use is legal, depending on the age of the parties involved, sending explicit photographs can have academic, social, and emotional consequences and may violate state or even federal laws. Find more information [here](#).
- According to the Centers for Disease Control, teen dating violence affects over 25% of women and approximately 15% of men, and may involve cyberstalking and/or cyber-harassment.¹
- Cyberstalking, cyberbullying, and cyber-harassment involve the use of the Internet, computers, or other electronic devices to engage in harmful, threatening, or harassing behavior. There are often intersections between cybercrime and human trafficking.
- Relationships between employers and employees can be exploitive as well. The International Labor Organization estimates that 79 million children are in hazardous work.²



0301



Learning Objectives

1. Apply elements of healthy relationships to in person and online interactions.
2. Discern between harmless and potentially unsafe relationships.

Warm-up: Choose an icebreaker or activity to help students get to know each other better.

Guided Discussion

Use these questions to generate a discussion among team members.

- Are there ways in which technology can improve and/or help relationships? In what ways does technology negatively impact relationships?
- Does your school have specific rules or policies that address sexting?
- Think about some adults (parent, coach, teacher, etc.) whom you trust and would be comfortable talking to about relationship issues.
- What resources exist in your school/community to help teens who are dealing with teen dating violence and/or digital dating abuse? What about cybercrime?

¹ Centers for Disease Control and Prevention. (2021, March 5). *Preventing Teen Dating Violence*. Retrieved October 17, 2021, from <https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>.

² International Labour Organization. (2020). *Child Labour: Global estimates 2020*. Retrieved August 23, 2022, from <https://www.ilo.org/global/topics/child-labour/lang-en/index.htm>.

- Does your school’s workforce program address suspicious job postings? Do you know how suspicious postings or employers can be reported to the Better Business Bureau and Department of Labor?

Learning in Action

Review the power and control wheels for domestic violence and human trafficking.

- What are some similarities?
- Where are there differences?

Connecting the Dots

- Sexting can lead to sextortion – when a person who has the images tries to use them to take advantage of the sender.
- When establishing new relationships, it is important to set healthy boundaries early, and to be able to recognize red flags and potentially abusive behavior.
- Perpetrators of human trafficking often use romantic relationships to gain victims’ trust and leverage that trust to manipulate victims. They may also use cyberstalking to intimidate or harass victims.
- Exploitive employers often use threats of violence and deportation by law enforcement to instill fear in workers and to ensure they remain compliant. Employers may also blame a lack of personal protective equipment and staffing on the economy or other factors - but without proper equipment and overtime pay, workplace violations exist.

Reflect & Review

Have students respond to one or all of the following prompts (time-permitting):

- What are some components of a healthy relationship?
- What are some warning signs or red flags that may indicate that a relationship is becoming unhealthy?

Invite students to share their answers with the group.

Tips for Adapting to Online Delivery

- See “Online Delivery Tip Sheet” in the Facilitator Toolkit for more information about adapting your meeting plan to an online platform.

Facilitator Notes

Upcoming Meeting Dates: __/__/__

References

- [CyberSWAT](#)
- [love is respect](#)
- [Unbound](#)
- [Stop Sextortion](#)



DOMESTIC ABUSE INTERVENTION PROGRAMS

202 East Superior Street
 Duluth, Minnesota 55802
 218-722-2781
www.theduluthmodel.org



This wheel was adapted from the Domestic Abuse Intervention Project's Duluth Model Power and Control Wheel, available at www.theduluthmodel.org

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04. SAFE AT HOME, SAFE ONLINE

Most people today don't know life without the Internet or modern technology. It's ingrained into our day-to-day lives. While there are downsides, such as exposure to exploiters, technology provides many benefits as well: improvements in efficiency, productivity, and access to information, innovative learning techniques, opportunities for additional social interaction, and more. However, the glamorization of people, places, and things on social media impacts our reality, and those unattainable desires can create vulnerabilities. In general, young people don't have online lives and offline lives; people, patterns, and behaviors from one bleed into the other. Practicing safe behaviors online can help build habits for safe behaviors offline too. Online safety skills and understanding ways to secure your identify online can be transferable into other settings as well.



LOGO



Warm-up: Choose an icebreaker or activity to help students get to know each other better.

Learning Objectives

1. Differentiate between safe and risky online practices.
2. Prepare a plan for addressing unsafe situations online.

Guided Discussion

Use these questions to generate a discussion among group members.

- Do you consider your online life and in person life to be separate? Why or why not?
- How important is online safety to you? How important do you think online safety is to your peers?
- Are you aware of how to access and change your privacy settings? How often do you check your privacy settings after apps are updated?
- What do you do when someone makes you feel unsafe or uncomfortable online? How is this different than the way you would respond to a similar situation in person?
- Can you think of a trusted adult you could turn to if you are feeling like your safety or privacy is compromised?
- What do you do when someone you don't know follows you on social media? How do you respond to a DM (direct message) from someone you don't know or with whom you are not very familiar?

Learning in Action

Have team members work together to create a list of Online Safety Principles that will help keep themselves and their peers safe. These principles could include:

- **I will think before I post.** I agree not to post personal information or images that could put me at risk, embarrass me, or damage my future (such as explicit photos or offensive language).
- **I will respect other people online.** I will not post, send, or forward anything rude, offensive, embarrassing, or threatening.

- **I will not meet someone in person whom I met online.** Unless I have verified that this person is a peer and I get permission from a trusted adult before going, I will not meet someone in person who I met online. If we determine this person is a peer and I agree to meet in a public place, I will have a trusted adult accompany me.
- **I will protect myself online.** If someone makes me feel uncomfortable, or is rude or offensive, I will not respond. Instead I will save screenshots and/or photos, tell a trusted adult, and report the problem.
- **I will consult with a trusted adult or peer before pursuing any opportunities I receive online.** Until I have verified that the opportunity is both real and safe to pursue, I will not communicate further with any individual offering the opportunity.

Record the group’s answers so you can revisit them later.

Connecting the Dots

- Understanding the basics of online safety lays a strong foundation for understanding personal safety.
- Setting boundaries online is good practice for setting boundaries in person.
- Since traffickers often use the Internet and social media to find people to exploit, understanding safe practices can help you protect yourself from risk.

Reflect & Review

Have students respond to one or all of the following prompts (time-permitting):

- Share one way you are already practicing safe online behaviors.
- What is one way you want to improve your behaviors online to become safer?
- How can you encourage your peers to be safer online?

Invite students to share their answers with the group.

Tips for Adapting to Online Delivery

- See “Online Delivery Tip Sheet” in the Facilitator Toolkit for more information about adapting your meeting plan to an online platform.

Facilitator Notes

Upcoming Meeting Dates: __/__/__

References

[CyberSWAT](#)
[2020 Federal Human Trafficking Report](#)
[Love146](#)
[Netsmartz](#)
 United Nations Office on Drugs and Crime, *Global Report on Trafficking in Persons 2020*

05. PROTECTING YOUR ONLINE PRESENCE

- The relationship between privacy and technology is complicated. Tech companies have faced public scrutiny in recent years for the ways they collect, share, and sell user data.
- Solicitations are common online. Some solicitations, such as job postings or filling out “quizzes,” may track and store the information that users provide.
- Terms and conditions for many websites or applications (usually referred to as apps) are complicated and lengthy, therefore users often consent to these without a complete understanding of what they contain. The terms and conditions related to privacy may also change after an update and users may not be notified about the changes.
- Understanding ways to secure your identity online serves as a foundation to keeping yourself safe in other settings as well.
- Beyond data collected by apps, students may also face situations in which their private and sensitive images or records have been shared with a wider audience than intended, thus violating trust. For instance, individuals may share private photographs or text messages with others. In addition, if a user’s social media is public, perpetrators can use their name, images, and other information to create fake profiles. These incidents often come with shame and ridicule, so approach the topic carefully and try to provide resources to any students who have experiences with such issues.



Learning Objectives

1. Demonstrate proficiency in safe online practices.
2. Evaluate privacy settings of two social media apps.

Warm-up: Choose an icebreaker or activity to help students get to know each other better.

Guided Discussion

Use these questions to generate a discussion among group members.

- Do you think it is fair for colleges or employers to consider someone’s online presence? Why or why not?
- Do you know what information is available about you online?
- Do you feel like you are able to understand terms and conditions enough to give meaningful consent when you click accept?
- Do you feel like these agreements are written in a way to confuse or mislead you? Why is it important to understand what you agree to?
- How can you make sure other things you might not want online aren’t shared without your consent? What can you do if something personal has been shared publicly?

Learning in Action

Using their phones, tablets, or other devices, ask students to look at something they’ve posted to one of their social media accounts.

Think about what a stranger may be able to find out about them based upon what was posted – could they find:

- Where you live?
- Where your friends live?
- Your school?
- What extracurricular activities you participate in?
- Your friends or family members?
- Information about your relationships with family member or friends?

Strangers or acquaintances might be able to use information they find about you online to gain your trust.

Connecting the Dots

- People can access much of the information you put online, regardless of whether you think it is private. This information can be used by strangers or acquaintances to form friendships and other relationships, and not everyone has good intentions.
- By establishing good habits regarding consent and knowing that you can’t control how information is used after it has been posted, you can be more intentional when posting information online.
- Perpetrators can use data, images, and other information gathered online to victimize individuals both online and/or in person (e.g., using geotags to find a person’s home location).

Reflect & Review

Have students respond to one or all of the following prompts (time-permitting):

- What is one thing you can do to protect your online presence and be a little bit safer online?
 - What is one thing you wish your peers understood about protecting their online presence?
 - What is one thing you learned about “providing consent” in the context of social media?
- Invite students to share their answers with the group.

Tips for Adapting to Online Delivery

- See “Online Delivery Tip Sheet” in the Facilitator Toolkit for more information about adapting your meeting plan to an online platform.

Facilitator Notes

Upcoming Meeting Dates: __/__/__

References

[CyberSWAT](#)
 Instagram Help Center. “[Staying Safe.](#)”
[Love146](#)
[Netsmartz](#)
 United Nations Office on Drugs and Crime, *Global Report on Trafficking in Persons 2020*
[Stop Sextortion](#)

06. AVOIDING MISINFORMATION

- In the field of human trafficking, there are many misconceptions.
- Many people think of trafficking only in terms of international kidnappings, where victims are captured abroad, imprisoned, and sold on the black market.
- Some other common misconceptions are that most victims are kidnapped and physically detained by perpetrators, that victims are usually not U.S. citizens, or that trafficking is not problematic in their local jurisdictions.
- It is important to understand the nuances of trafficking, and to realize that trafficking can occur anywhere, to anyone. Traffickers prey on vulnerabilities, not demographics.



LOGO

Learning Objectives

1. Recall three common misconceptions about human trafficking and debunk those prevalent myths with facts.
2. Evaluate credibility of resources based on citations, publication dates, and source reliability.

Materials

- *Myths v. Facts* handout
- Myth and Fact printable signs available in the toolkit (or made by facilitator)

Warm-up

Choose an icebreaker or activity to help students get to know each other better.

Guided Discussion

Use these questions to generate a discussion among group members.

- What are some ideas you have about human trafficking?
- Where have you learned about human trafficking (e.g. movies, TV shows, social media, etc.)?
- Who is at risk for trafficking?
- How can you be better informed about trafficking myths and facts? What are some ways you can verify whether or not information is true?

Learning in Action

- Myth or Fact Activity. Hang up or prop up the “MYTH” and “FACT” signs in opposite ends of the room where you are meeting. As you read out a statement, have students move either to the myth side of the room or to the fact side of the room. After each statement, briefly discuss the information presented. Do as many as time permits.
 - ◇ *You can adapt this activity to fit the space and time you have available. Students could make and hold up a myth or fact sign that they make on notebook paper. They could stand if they think it’s a fact and sit if they think it’s a myth. Find something that works with your students!*

- The best way to combat misinformation is through education. Don't make the team members feel bad about not knowing something and try to squash any trash talk that arises among the group. This is not a competitive activity.

Connecting the Dots

- Why is it important to have good information? Understanding the true nature and scope of trafficking ensures that we don't assume that we aren't at risk. With accurate knowledge of human trafficking, we realize that anyone can be affected.
- False information can be found and spread easily on the Internet. When reading articles, blogs, social media posts, and other things found online, it is important to verify sources, look for publication dates, and consider the credibility of the person or entity posting the information.

Reflect & Review

Have students respond to the following prompts (time-permitting):

- What ideas did you previously have about trafficking that were changed or challenged during this discussion?
- What are some ways that you can remain informed on information related to human trafficking and individual vulnerabilities?

Invite students to share their answers with the group.

Tips for Adapting to Online Delivery

- See "Online Delivery Tip Sheet" in the Facilitator Toolkit for more information about adapting your meeting plan to an online platform.

Facilitator Notes

Upcoming Meeting Dates: __/__/__

References

Greater New Orleans Human Trafficking Task Force - Misconceptions
Polaris – Myths, Facts, and Statistics
 Susan Mapp, Emily Hornung, Madeleine D'Almeida & Jessica Juhnke (2016). Local Law Enforcement Officers' Knowledge of Human Trafficking: Ability to Define, Identify, and Assist, *Journal of Human Trafficking*, 2:4, 329-342, DOI: 10.1080/23322705.2016.1143764.

MYTHS VS. FACTS



Read the statements aloud and have students determine whether each is a myth or a fact. Afterwards, briefly discuss the information presented.

MYTH or FACT:



Sex trafficking is the most prominent type of trafficking.

MYTH: Sex trafficking and labor trafficking are both common. It is difficult to say which is more widespread because statistics and data are difficult to gather, and some existing research is limited.

MYTH or FACT:



Sex trafficking is not the same as prostitution.

FACT: Sex trafficking of adults requires force, fraud, or coercion. Individuals engaging in commercial sex may experience trafficking, but prostitution may not involve force, fraud, or coercion. In addition, there is no such thing as a child prostitute. If an adult is paying to have sex with a minor, that adult is engaging in criminal activity, and that child is a victim of human trafficking.

MYTH or FACT:



Perpetrators of sex trafficking usually exploit people they know.

FACT: Perpetrators often target people they know. They can be family members, friends, romantic partners, and acquaintances. In addition, traffickers who begin as strangers will usually form some type of relationship with people they are targeting to earn their trust before attempting to traffic them.

MYTH or FACT:



People who experience trafficking are usually kidnapped or confined by their traffickers.

MYTH: Traffickers often know the people they exploit. In some situations, they work to build relationships with targets, gaining their confidence only to use that trust to exploit them. Survivors may be reluctant to contact law enforcement because they believe they will be prosecuted; traffickers may reinforce these thoughts to discourage survivors from seeking help.

MYTH or FACT:



Only girls and women can be victims and survivors of sex trafficking.

MYTH: Men and boys can experience sex trafficking as well. While we don't know exactly what percentage of victims identify as male, we do know that male victims are less likely to be identified.

MYTH or FACT:



Human trafficking and smuggling are different crimes.

FACT: Human smuggling involves illegally transporting people across international borders. Human trafficking doesn't require any transportation or movement of the person, and it doesn't usually involve kidnapping.

MYTH or FACT:



Labor trafficking is only a problem in other countries.

MYTH: Labor trafficking is a global issue and does occur in the U.S. and other developed countries.

MYTH or FACT:



People in active trafficking situations may not want help getting out.

FACT: Sometimes, people who are being trafficked don't identify as victims or survivors of human trafficking. Even if they do, they may be reluctant to seek help for many reasons: they could be experiencing emotional manipulation by the trafficker, they may feel afraid, isolated, or embarrassed, or they may have concerns that make asking for help more challenging.

MYTH or FACT:



Labor trafficking only involves agriculture.

MYTH: Labor trafficking can occur in any industry that involves forced labor. Some industries where labor trafficking may happen include construction, restaurants, nail salons, traveling sales crews, zoos, and even in the technology sector.

MYTH or FACT:



Labor trafficking only involves stolen wages.

MYTH: Labor trafficking also encompasses coercive work environments where an individual is unable to leave. Coercive work environments often include managers using threatening language, lack of access to personal protective equipment, stolen documentation, inability to contact loved ones, and restricted breaks.

References

- Greater New Orleans Human Trafficking Task Force. (n.d.). Misconceptions. Retrieved September 24, 2021, from <https://freedomnetworkusa.org/app/uploads/2019/02/NOLA-Myths-and-Misconceptions-.pdf>.
- National Human Trafficking Hotline. Myths & Facts. (2019, May 3). Retrieved October 26, 2021, from <https://humantraffickinghotline.org/what-human-trafficking/myths-misconceptions>.
- No such thing campaign. Rights4Girls. (2020, July 8). Retrieved September 27, 2021, from <https://rights4girls.org/campaign/>.
- Polaris. (2021, April 20). Myths, facts, and statistics. Retrieved September 24, 2021, from <https://polarisproject.org/myths-facts-and-statistics/>.
- Office of Justice Programs' National Criminal Justice Reference Service, Dank, M., Farrell, A., Zhang, S., Abeyta, A., Hughes, S., Fanarraga, I., Burke, C., & Ortiz Solis, V. (2021). An Exploratory Study of Labor Trafficking Among U.S. Citizen Victims. U.S. Department of Justice. Retrieved August 23, 2022, from <https://www.ojp.gov/pdffiles1/nij/grants/302157.pdf>.

MYTH

FACT

07. SPOTTING UNSAFE BEHAVIORS

- Grooming is a gradual process that starts with a predator targeting a specific youth, gaining their trust, fulfilling their needs, offering special attention, isolating them, sexualizing the relationship, and maintaining control.
- People who harm, exploit and traffick children and youth are not just strangers online. Trusted leaders, teachers, religious officials, coaches, neighbors, family members, employers, co-workers, and anyone in positions of trust and authority, even peers, can misuse their access to abuse, groom, and coerce youth.



LOG

- Students shouldn't inherently distrust those around them, but they can learn to differentiate between safe and unsafe touch, how to set and defend their own boundaries, and what kinds of secrets are ok to keep. While most people in positions of authority have the best interests of youth in mind, its ok to question the motives of someone who challenges an individual's boundaries.
- Remember that grooming can happen within families, and many youths are exploited by someone they know. Parents, cousins, siblings, aunts or uncles, etc. can all use their status as family to get special access to a youth. Unfortunately, families, community organizations, schools, places of employment, and places of worship all hold the potential for predators.
- People who harm, exploit, and traffick youth often groom people around them as well. They might spend a great deal of time and money gaining the trust of a youth's caregiver. They might be upstanding citizens or community volunteers. Some predators use generosity, friendliness, and warmth to charm those that a child trusts to make the child seem less believable if they ask for help.
- Predators are good at spotting vulnerabilities and using them to take advantage of a child. For example, if a youth is posting online about having a bad day or fighting with their parents, a predator may use that as a way to begin a conversation and provide "positive affirmations" to start building trust.



Learning Objectives

1. Expand awareness of healthy and unhealthy in-person and online relationships.
2. Describe grooming techniques used by people who abuse and exploit children.

Materials

- *Stop Sign Situations* handout

Guided Discussion

Use these questions to generate a discussion among group members.

- Is it harder to set and maintain boundaries with your peers or with adults? Why?
- What kind of secrets are ok to keep?
- What can you do to address a boundary that is not respected?
- What should you do if a peer or an adult is making you uncomfortable?

- When is it appropriate for you to challenge what someone in authority says?
- What resources are available to you if you feel unsafe?
- Are you able to identify a safe person that you can go to if you feel unsafe?
- Do you know some actionable steps to take if you are in a dangerous situation or if someone is making you feel unsafe?

Learning in Action

Share the scenarios with students either by handing them the scenario sheet or by reading it aloud. Have students raise their flag every time they hear something that seems problematic.

If time permits, work together to make an action plan for how team members might approach a situation in which a peer was being groomed. Remind students that they are not required to intervene unless they feel comfortable doing so.

Connecting the Dots

- While there are many situations that can lead to human trafficking, grooming is often involved in some capacity.
- Building the trust of someone to later exploit them is a tactic commonly used by perpetrators; they use trust to test boundaries.
- In addition to trafficking, predators use grooming tactics for other types of exploitation, other crimes (like domestic violence and sexual assault), and generally to force youth to do things that they don't want to do.

Tips for Adapting to Online Delivery

- See “Online Delivery Tip Sheet” in the Facilitator Toolkit for more information about adapting your meeting plan to an online platform.

Reflect & Review

Have students respond to the following prompt (time-permitting):

- What steps will you take if you feel unsafe around an adult?

Invite students to share their answers with the group.

Facilitator Notes

Upcoming Meeting Dates: __/__/__

References

FTC - Talk to Your Kids
Common Sense Media - How to Talk to Teens About Dealing with Online Predators
Darkness to Light – Grooming and Red Flag Behaviors
Polaris - Love and Trafficking: How Traffickers Groom & Control Their Victims

STOP SIGN SITUATIONS



Share the scenarios with students by reading them aloud, pausing at the end of each sentence. Some of your team members will be learning to drive, and all should be familiar with the purpose of a stop sign: stop, look around, and determine if the environment is safe to keep going. Have students raise their stop sign when they hear something that seems problematic in each of the following situations. If time permits, work together to make an action plan for how team members might approach a situation in which a peer was being groomed.



Charlie was a star player on the high school soccer team until a mid-season injury put them on the bench. You notice an assistant coach is paying a lot of attention to Charlie—driving them to and from practice, bringing gifts, and taking Charlie for one-on-one exercises. The coach also seems to be around when Charlie is talking to his teammates and hovers around when Charlie is alone. Charlie was really outgoing before but now they seem more withdrawn.



Emerson has been spending more time on his phone lately. He really loves anime, which is an interest not many people have at his school. Instead of spending time with his classmates, he has been connecting with people online to talk about the shows and video games that he likes. He hasn't met with any of his online friends in person but doesn't seem to be as close with his school friends anymore.

(No significant issues; discuss what could happen that would be concerning – for instance, if anyone online was asking for his address, or pushing him to meet in person without a trusted adult present).



Olivia has started dating someone who doesn't go to her school and looks much older than her. Her parents used to give her rides to and from school, but now her partner regularly picks her up and drops her off, and she has been late to school and choir practice more often than before. She has been missing student council meetings and seems less interested in the activities she used to enjoy. Olivia frequently posted updates on social media, but her accounts have not been active lately. Olivia's friends notice that she isn't eating lunch with them anymore and she always seems exhausted.



Mark has been hanging out more with his older brother lately. His brother went to the same high school, but is 6 years older than Mark, so they weren't very close before. Occasionally, you see them at places where Mark's brother and their other friends are drinking alcohol, but they are over the legal drinking age and you haven't seen Mark participating in any illegal activities.

(No significant issues; discuss what could happen that would be concerning – for instance, if anyone was pressuring Mark to drink, if they were using illegal drugs, or otherwise participating in criminal activities).



Isabelle’s father passed away when she was younger. Her mother recently had surgery, so you’ve seen Isabelle’s new stepfather around more. Her stepfather is relatively standoffish and sometimes appears aggressive when he’s around Isabelle. You notice changes to her personal hygiene. In addition, she doesn’t care as much about getting her homework done or showing up for choir practice.



Jay just started his new job as a “housekeeper” at a boutique hotel. Jay typically cleans rooms after guests check out. Jay’s supervisor, Octavio, recently let him know that Mary (another housekeeper on staff) quit without providing notice and so the hotel is now short-staffed. Octavio tells Jay that if he wants to keep his job, he needs to work double shifts, and that he can’t take breaks because there is no one to cover him. Although Jay’s shifts start at 9 a.m., he frequently finds himself working at the hotel until midnight. Jay later realizes that Octavio never paid him overtime when he worked shifts longer than 8 hours.



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08. SETTING HEALTHY BOUNDARIES

- A boundary is a rule or guideline that defines what we are comfortable with and how we expect to be treated by others. Boundaries can also help us understand what partners, friends, family members, and others are comfortable with.
- Healthy boundaries are essential to healthy relationships. It is a way to show that we know and understand our limits and ensure that our limits are clearly communicated.
- Boundaries can be divided into three categories: emotional, physical, and digital.
 - ◊ Emotional boundaries protect your mental health and well-being.
 - ◊ Physical boundaries allow each person in a relationship to know how much personal space the other person needs to feel most comfortable.
 - ◊ Digital boundaries define what is and is not ok when it comes to online interactions.
- Setting boundaries is important in all relationships - romantic or dating relationships, friends, peers, family members, employers, and other non-romantic relationships.
- Healthy boundaries should be based upon trust, mutual respect, consent, clear communication, and balanced relationships, among other concepts that may be important to the individuals involved in the relationship.
- An employer who “crosses a boundary” might be doing something illegal, such as not providing state-mandated breaks, not paying for overtime, confiscating identification documents, or failing to provide protective equipment. These types of violations should be reported to proper authorities, including supervisors, local labor tip lines, the Better Business Bureau, Department of Labor, and local law enforcement.



0301

Learning Objectives

1. Expand awareness of healthy boundaries and how to incorporate healthy boundaries into in-person and virtual interactions.
2. Identify five ways to establish healthy boundaries.

Materials

- *Safe or Sus* scenario handout

Guided Discussion

Use these questions to generate a discussion among team members.

- What does boundary setting mean to you?
- Are there ways in which technology can help us set healthy boundaries?
- How are boundaries and respect connected?
- How do you think that setting boundaries is comparable or related to consent?
- How do you feel about setting boundaries with adults who are only a few years older than you? Would that be more difficult than setting boundaries with younger peers? Why or why not?
- Think about boundary setting in terms of romantic relationships and other relationships (like family members, friends, or even employers) – how is it similar, and how is it different?

- How would you respond when your boundaries are repeatedly crossed in a way that makes you feel uncomfortable or unsafe?
- How do you communicate with someone you know when they cross the line?
- How does it make you feel when one of your boundaries is crossed?
- How do you check in with yourself to know when a boundary is crossed?

Learning in Action

- **Safe or Sus:** Review the short scenarios on the handout. Students can categorize activities based upon whether they think the behavior is “safe” - nothing to worry about - or “sus” - suspicious, something that violates boundaries and trust in a relationship.

Connecting the Dots

- Strong boundary setting helps us form stronger relationships with clear, respectful communication online and in person. Understanding boundaries, and how to persist in maintaining those boundaries is an important skill.
- Most trafficking situations start with gradual breeches of boundaries before moving to more explicit and extreme tactics.
- Understanding consent and practicing boundary setting can help us learn to trust our gut and identify when someone is treating us in a way that is unsafe or compromises our own autonomy.

Reflect & Review

Have students respond to one or all of the following prompts (time-permitting):

- What are some ways you can practice healthy boundary setting?
- How can you help your peers practice good boundary setting?
- If you have a job, what are some ways to ensure that your worker rights are not violated?

Invite students to share their answers with the group.

Tips for Adapting to Online Delivery

- See “Online Delivery Tip Sheet” in the Facilitator Toolkit for more information about adapting your meeting plan to an online platform.

Facilitator Notes

Upcoming Meeting Dates: __/__/__

References

Love is respect – what are my boundaries?
Psychology Today – Teach Your Teen to Set Emotional Boundaries
Kidpower - Teen Consent and Boundary Skills

SAFE OR SUS



Using the scenarios below, discuss whether the behaviors shown by the characters are safe (no big deal) or sus (suspicious, or something that violates a boundary). Use the questions below to discuss each scenario in more detail.



Bailey and Cody have been dating for a couple weeks. Cody asks Bailey to send revealing pictures of herself, but Bailey isn't comfortable with Cody's request. At first, Bailey ignored Cody's requests or changed the subject, but recently Cody has become more insistent that it will make them closer and is something his friends' girlfriends do for them.

- Safe or Sus? This is **sus**. Despite Bailey dismissing or shutting down Cody's requests, he keeps persisting. Anything less than earnest consent means no and Cody should respect Bailey's boundary.
- ◇ Note: Sharing explicit (nude) images between minors, even if it is consensual between both parties, is illegal in most states. If a partner is aware of the laws and still asks you to break them, that is sus.
- Is this a physical, emotional, or digital boundary? It is a digital boundary because it involves sending pictures via text. It is a physical boundary because it involves Bailey's discomfort with taking revealing pictures and her partner asking her to cross that line. Finally, it is an emotional boundary because Cody is using manipulation to get what he wants from Bailey.



Parker has had a crush on Noor since their freshman year. This year, he decided that he wants to finally ask her out and hopes that she'll be his girlfriend by junior prom. Noor kindly turns him down but offers to hang out with him in a group setting with their mutual friends. Parker is a little embarrassed but decides to keep trying. He continues to ask Noor out, sometimes in front of their friends, hoping she'll eventually say yes. To get Noor's attention, Parker tags Noor in his social media posts in the hopes of receiving a response. Noor is very uncomfortable and starts avoiding social events and activities when she knows Parker will also be there.

- Safe or Sus? This is **sus**. While it may seem harmless, Noor feels like she clearly defined her boundary with Parker when she said she did not want to go on a date with him but would spend time with him in a group setting. It is possible that their communication was

not clear and open enough, so Parker might have misunderstood. Responses like “not right now” and “I’m not sure” might seem like a polite no to Noor, while Parker may interpret this as a possibility for Noor to change her mind in the future. Regardless, it can still be a boundary violation, even if Parker’s intention was not malicious.

- Is this a physical, emotional, or digital boundary? It is an emotional boundary, but also could violate a physical boundary if Parker’s advances include any unwanted contact (for instance, if he tried to hold Noor’s hand).
- What else could Noor say to continue to communicate her boundary to Parker? What should Noor do if Parker continues to violate this boundary?



Tenth graders Sophie and Priya have been best friends since sixth grade. They carpool to school together every day and sit by each other in the cafeteria. Priya made the jazz band this year, and the extra practices and rehearsals mean Priya and Sophie have less time to spend together. When Priya’s jazz band friends invited her to join them for lunch, she was worried that Sophie would feel left out, so she asked them if Sophie could join too. Priya’s new friends were excited to get to know Sophie better.

- Safe or Sus? This is **safe**. Priya is looking out for her friend and trying to include her in a new part of her life while also maintaining her individual identity.
- How do you balance time with your friends with your individual interests and extra-curriculars? How do you balance making new friendships with maintaining old ones?



Avery is a member of the LGBTQ+ community and has found a great group of friends online with similar backgrounds. Avery’s family knows about their sexual orientation but are not very supportive. Sometimes they say mean things and refer to Avery by their dead name. When this happens, Avery usually tells their online friends about it, seeking understanding and advice, because many of them have had similar experiences. One of Avery’s friends encourages them to run away from home and even suggests punching the person who was making fun of them. While the situation can be upsetting, Avery doesn’t want to hurt anyone.

- Safe or Sus? This is **sus**. Avery’s friend is recommending responses that may put Avery at even greater risk for harm.
- Is this a physical, emotional, or digital boundary? It is a digital boundary.
- How can Avery communicate to their online friend that they are not comfortable with the suggested actions? What are some things they could say to communicate that comments like that aren’t acceptable or safe?
- What should Avery do if their friend does not stop violating this boundary?
- If Avery was a student at your school, where could they go for more help and support?



Jay and Madison are seniors that have been dating since ninth grade. They do almost everything together, but Jay recently joined the club soccer team. Jay likes to hang out with his team members after practice, which sometimes makes Madison mad because he isn't spending that time with her. Recently, she asked Jay to let her access his social media accounts. He said no at first, but she threatened to break up with him. She said he would let her see them if he didn't have anything to hide, so he gave in. She is now regularly demanding to go through his phone and showing up to where he is unexpectedly when they aren't together.

- Safe or Sus? This is **sus**. Madison is invading Jay's privacy and using threats when Jay tries to reinforce the boundary.
 - Is this a physical, emotional, or digital boundary? It is a digital boundary as Madison is demanding access to Jay's phone. It is also an emotional boundary, as Madison is using Jay's feelings for her to manipulate the situation to get what she wants.
 - What are some things Jay can say to clearly communicate his boundary to Madison? What should Jay do if Madison does not stop violating this boundary?
-



Mike recently got a job at a gas station working overnight shifts thanks to his friend Gustavo. Two months into the job, Mike's supervisor Elsa reaches out to Mike and tells him how great of a job he has been doing. Elsa says that Mike has become a "trusted" employee, and that they would like Mike to work at another gas station Elsa owns. Mike now spends 30 hours a week at one location, and 35 hours a week at the other location. Mike talked with Gustavo about the job, proudly sharing how many hours he is working per week. Gustavo exclaims, "Wow, that's a lot of overtime pay!" Mike checks one of his paystubs and finds that he is not being compensated for any overtime. Mike also notes that Elsa rarely provides him with time to take breaks. Elsa also asked Mike to not talk about the additional hours he is working because his "coworkers might get jealous."

- Safe or Sus? This is **sus**. Elsa is taking advantage of Mike's wages and is not giving him required break time.
- Is this a physical, emotional, or digital boundary? It is a physical and emotional boundary, as Elsa is asking Mike to not report his income, as well as limiting Mike's right to take a break and receive overtime pay.
- What are some things Mike can say to Elsa? Mike should begin discussing his recent paystub. If Elsa gets defensive or begins using threatening language, Mike should consider leaving this job and reporting the activity to the Better Business Bureau, Department of Labor, or local law enforcement..

09. GAUGING COMMUNITY RISK

- While there are risk factors that can make an individual more vulnerable to human trafficking, anyone could be a victim.
- There are populations and groups that are more vulnerable to human trafficking. They include but are not limited to: youth who have run away or are experiencing homelessness, those who are or were in the child welfare or juvenile justice system, students who have dropped out of school, students with intellectual and developmental disabilities or differences, LGBTQ+ youth, youth who work in hostile environments, and unaccompanied migrant youth.



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TRAFFICK  STOP

- There are other vulnerabilities that may make individuals more susceptible. They include but are not limited to: romantic/sexual involvement with adult(s) over 18; substance use; isolation; trauma from other experiences; mental illness; youth disconnected from parents, caregivers, or other trusted persons; youth whose caregivers primarily speak other languages; gang involvement; emotional distress; and lack of social support.
- There are many root issues that create these vulnerabilities, which in turn may lead to trafficking (like poverty, cultural norms, emotional and physical needs). Some of these factors create an environment that lures youth into trafficking.
- It is helpful to understand that trafficking is normalized within some cultural communities. However, that does not mean it should be accepted.
- Different geographical areas will have varied prevalence of trafficking depending on the populations in the areas. The exact number of cases in an area is likely unknown due to limited reporting and the hidden nature of trafficking.
- Although trafficking can affect anyone, many subject matter experts agree that trafficking disproportionately affects certain populations more than others, like black, indigenous, and people of color, as well as individuals in the LGBTQ+ community.

Learning Objectives

1. Identify three populations and/or groups that are more vulnerable to human trafficking.
2. Describe three vulnerabilities that may make individuals more susceptible to trafficking.

Materials

- *Human Trafficking Today* handout

Guided Discussion

Use these questions to generate a discussion among group members.

- Why do you think that some people don't see themselves as victims when they are being trafficked?
- What could be done to help people who are being trafficked to self-identify as victims of human trafficking?

- What resources exist in your school/community to help teens who may be dealing with human trafficking?

Connecting the Dots

- Think about your awareness week activity.
 - ◇ What activities do you like to do?
 - ◇ How could you incorporate those activities into your Human Trafficking Awareness Week activities?
- Think about everything that you’ve discussed over the past two months.
 - ◇ What information would be most helpful for your peers to know? How can you convey that information to them in a way that is engaging?
 - ◇ What are some healthy ways for you to process information and events around you? What are some ways you can practice self-care after seeing or hearing something traumatic?

Reflect & Review

Have students respond to one or all of the following prompts (time-permitting):

- As you begin to plan your awareness week activity or activities, consider the process for planning an event and what steps you will take to prepare.

Invite students to share their answers with the group.

Tips for Adapting to Online Delivery

- See “Online Delivery Tip Sheet” in the Facilitator Toolkit for more information about adapting your meeting plan to an online platform.

Facilitator Notes

Upcoming Meeting Dates: __/__/__

References

Department of Education - Human Trafficking in America’s Schools
Office for Victims of Crime – Understanding Human Trafficking
Polaris
Vulnerabilities and Recruitment
Unbound

HUMAN TRAFFICKING TODAY



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Discuss the scenarios below and determine whether the scenarios represent sex trafficking, labor trafficking, both, or some other type of violation or misconduct. Discuss the type of perpetrator, recruitment method, and behaviors, signs, or scenarios that indicate that something is wrong.

Pose the following question in each scenario: If you were in this situation, what would you do? Talk about why individuals in these scenarios might initially feel safe, whether grooming techniques were used, and the first sign of something concerning or potentially unsafe. Facilitators should talk about school resources (such as counselors and reduced-fee lunches) and other sources of support (such as community centers and local organizations) that assist with human trafficking and other crimes.



FATIMA

Fatima began dating Ali, who is a member of a local gang, after meeting him online a few months ago. Fatima is 15 and hasn't dated anyone before. Ali is very attentive to her and she really likes him. Fatima's family doesn't have a lot of money; at times they don't have enough food to go around. They live in an area that is sometimes unsafe, largely because of the criminal activity. Ali often takes Fatima out to eat and pays for her food, and he even bought her a new iPhone recently. After a while, Ali tells Fatima that he won't continue to buy things for her unless she chips in. She agrees, but then later realizes that by "chipping in," he meant that he wants to post explicit photos of her online and for her to have sex with individuals who are willing to pay the gang.

Talking points: sex trafficking, gang-related trafficking, romantic recruitment method, survival sex (in exchange for basic necessities, like food and protection), online safety



ELANI

Elani is an honors student and has always gotten very good grades. However, she has been struggling with her AP Biology class, so she decided to seek out help from a tutor after school. The tutor is a college student, only a few years older than her. Elani begins meeting up with him at her house after school. One day, when her parents are not home, the tutor starts flirting with Elani – she flirts back, and they begin texting every day. Elani even starts meeting up with him on the weekends and sometimes sends him some nude photos. After a few months of hanging out, he asks Elani to hook up with his friends. He tells her that they will pay for her to have sex with them, and he really needs money to continue to pay for college. He says that he

will give her some of the money, and that if she really cares about him, that she will do what he asks. He also threatens to post the photos online if she refuses.

Talking points: sex trafficking, online safety (threat of online exploitation), romantic recruitment method, sextortion



FRANKY

Franky's dad always talks about their financial struggles, and Franky sometimes works with his dad on weekends because he feels obligated to help his family. One night, Franky's dad tells him about a potential opportunity to make some extra money through a contact that he recently made - a woman named Malia. Franky talks with Malia, who implies that she needs help with a routine work project and asks Franky to meet her at a motel the following Friday. She also tells Franky to text her a few photos of him for administrative purposes. When Franky arrives, Malia is there with a group of men, and there is a camera set up near the bed. Malia tells Franky that he must have sex with them and that he will be expected to show up for "work" every Friday night. Franky tries to tell his dad what is happening, but his dad doesn't want to hear about it and keeps telling Franky how much they need the money.

Talking points: sex trafficking, trafficking by a family member, child sexual abuse material (CSAM)/pornography, sextortion



SOFIA

Sofia's mother is a fieldworker. One day, her mother's supervisor tells her that she isn't working as efficiently as she used to, and that she needs to bring in a family member to work with her to increase productivity. The supervisor says that if she doesn't, he will have their family deported. The next day, Sofia's mother reluctantly takes Sofia to work with her. The supervisor sexually harasses Sofia, making comments about her appearance; he also touches her inappropriately. He pays them very little and expects them to work long hours, threatening to call the police if they don't comply.

Talking points: labor trafficking, intersection with other crimes (sexual assault), familial-related recruitment, threat of deportation



MATT

Matt is a sophomore softball player. One of his goals is to be the youngest player on the varsity team, so he often stays after the team's practice to work on his pitching and batting techniques. One of Matt's coaches notices his efforts; he also notices that Matt is usually alone on the field and walks home by himself afterwards. He offers to help Matt hone his skills so that he might make the varsity team - he says that he usually charges a lot of money for private training sessions, but that he admires his drive and will work with him for free. Training goes well for a few weeks, but then he insists on driving Matt home afterwards. He tells Matt that he can't keep coaching him for free, but that Matt could pay in another way - by having sex with him. The coach says that if Matt doesn't get extra training, he won't have a chance at making varsity.

Talking points: sex trafficking



YAN

Yan is a nanny living in the U.S. She knows some English, but she is from China and primarily speaks Mandarin. She recently began working full-time for a new family. The mother and father asked for Yan's passport to make a copy, but then said they needed to keep it. They do not permit Yan to speak freely with her family members, who still live in China. Yan lives with the family, and sleeps in a very small room. She previously had a mattress, but it was taken from her room after she broke an expensive family heirloom, even though it was just an accident. Yan spends most of her time caring for the kids, cooking, and cleaning. Yan doesn't cook meals for herself – she is only allowed to eat the family's leftovers, and she doesn't really get breaks to eat meals during the day. Yan gets paid less than minimum wage but sends almost all of her money to her family in China, as she isn't allowed to leave the house without permission.

Talking points: labor trafficking, threat of deportation



ANA

Ana was born and raised in Honduras. She remembers moving to the U.S. a few years ago – her family traveled across the border with many other people. They never received green cards or other documentation after they arrived in the U.S. Ana's parents work in the farming industry, planting and harvesting crops, for the people that brought them to the U.S. They work during all daylight hours, and sometimes longer; Ana has never seen them being paid for their work. Ana's family lives in trailers near the farm. Ana does go to school but has overheard her parents talking with their supervisors about taking Ana out of school and having her work as well.

Talking points: human smuggling, labor trafficking, threat of deportation



LEO

Leo was raised in a household with a lot of domestic violence. When he turned 16, he left home to live with one of his friends. After staying there for a while, Leo's friend said that he couldn't keep living there, but thankfully Leo made some friends online who were in similar situations. They were living together at an abandoned property and invited Leo to stay with them. After staying there for a few nights, Leo found out that there was a lot of drug use and other illicit activities going on around the property. Then, an older man approached him and said if he wanted to keep living there, he would have to engage in sexual activities with the property owner. Leo doesn't want to do that but doesn't think he has anywhere else to go, nor does he have any other friends for emotional support.

Talking points: sex trafficking, survival sex



BILLY

Billy is a freshman in high school. One of his favorite after-school activities is playing video games with his friends online; some require additional purchases to complete the game. Billy's mother prohibited Billy from making these purchases. While playing in multiplayer mode, Billy befriends another fellow gamer named Chuck, who is a more advanced player.

Billy and Chuck begin forging a friendship - Chuck meets with Billy whenever he is online. Chuck spends his time listening to Billy talk about his day. Chuck rarely shares information about himself but is always finding a way to provide compliments and positive affirmations to Billy. Chuck invites Billy to play together, but Billy feels limited in his skill-level because he cannot purchase “expansion packs” to boost his playing ability. Chuck begins buying these expansion packs for Billy and jokingly says, “You’ll owe me later.” One day, Chuck asks Billy to meet him in the lobby area of their favorite game. Before starting, Chuck speaks to Billy in a very different tone and says that it is time for Billy to “pay off his debt.” When Billy questions what Chuck is talking about, Chuck tells Billy that because he has been paying for all of Billy’s in-game purchases, a debt looms over his head and if Billy does not pay Chuck back, Chuck will contact the police. Billy is scared and says that he will find a way to pay. Chuck demands explicit pictures of Billy as “payment” and says this is the only way to clear the debt.

Talking points: debt bondage, sex trafficking, labor trafficking



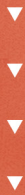
ALEX

Alex is a senior in high school. Alex recently got accepted into college, which comes with a high tuition and other expenses. Although their family is supportive, family members can only assist by co-signing for student loans. Alex wants to be as self-sufficient as possible and begins looking for job postings on social media. Alex finds an opportunity to sell kitchen knives door-to-door. The pay range is well-above minimum wage and appears to have flexible hours. Without hesitation, Alex calls the phone number on the ad and is hired. Alex’s supervisor, Jerry, begins the onboarding process and lets Alex know that they will start next week. A few days later, Jerry calls Alex for their first assignment: Alex must travel overnight to a town a few hours away to sell in an “upscale neighborhood.” When Alex asked about the pay range, Jerry explains that Alex is only paid by commission, depending on the amount of merchandise sold. Although skeptical, Alex agrees to travel. Three months later, Alex is still working with Jerry, but the company’s name has changed. Alex is now being required to travel out of state to help the company expand to new markets. Jerry has become verbally abusive to Alex because Alex has not sold enough knives. Jerry told Alex that they are not allowed to take breaks and that Alex must spend longer hours advertising the knives. Based on their sales record, Alex has been making below minimum wage. In addition, Jerry is not paying for Alex’s hotel stays because they aren’t meeting daily sales quotas.

Talking points: debt bondage, labor trafficking

10. THE BIG PICTURE

- Components of human trafficking often occur online – including recruitment and communications with those who are being targeted or exploited – so practicing online safety can help to prevent trafficking.
- Our personal identifying information, like names, birthdays, and email addresses, as well as other things that we choose to post online can be easy to find.
- Setting appropriate boundaries can make it harder for exploiters to take advantage of us; perpetrators often violate boundaries to see how far they can push our limits.



LOG

- Healthy relationships are characterized by factors unique to individuals, but unhealthy relationships often carry similar red flags that may lead to dating violence or other types of abuse.
- Learning about various types of unsafe situations, including cyberbullying, cyberstalking, and grooming, increases our understanding of how predatory behavior works, which is integral to our comprehension of human trafficking.
- Misinformation is everywhere – but there are ways to identify it. Being able to identify misinformation will help us to understand many issues better, including human trafficking.
- Though there are risk factors, there are also protective factors that make youth less vulnerable. Some protective factors are a positive school environment, having a reliable parent, guardian, or mentor, developing community connections, establishing emotional health and well-being, having a sense of purpose, academic achievements, self-regulation skills, and empathy or concern for how one's actions affect others.

TRAFFICK  STOP

Learning Objectives

1. Develop a basic understanding of human trafficking and how it happens.
2. Recognize how exploiters use online and other types of interactions to traffick, as well as methods of identifying and preventing trafficking.

Materials

- *Resource Map* handout

Guided Discussion

Use these questions to generate a discussion among group members.

For each of the previous meetings, discuss how the topics intersect with human trafficking and prevention efforts:

- Online safety
- Privacy and technology
- Modes of communication
- Setting boundaries

- Healthy relationships
- Identifying unsafe behavior
- Avoiding misinformation
- What you can do if something personal has been shared publicly

Learning in Action

- Have team members complete the “Resource Map” handout, listing a few friends and adults they could talk to, and other sources of support in their school or community.
 - ◊ Tell them to look online for resources that could be helpful, like hotlines. Direct them to the TraffickSTOP website and the resources for students.

Connecting the Dots

- Human trafficking is interconnected with online safety, healthy boundaries, and relationships.
- Human trafficking may also intersect with other types of abuse, like dating violence and cyberbullying.
- Knowledge is power - learning about human trafficking and expanding our awareness of it can help with identification and prevention efforts.

Reflect & Review

Have students respond to one or all of the following prompts (time-permitting):

- Is there specific information about human trafficking that you’d like to know more about, or a related topic that you would like to discuss?
- How can learning about human trafficking help with identification and prevention?

Invite students to share their answers with the group.

Tips for Adapting to Online Delivery

- See “Online Delivery Tip Sheet” in the Facilitator Toolkit for more information about adapting your meeting plan to an online platform.

Facilitator Notes

Upcoming Meeting Dates: __/__/__

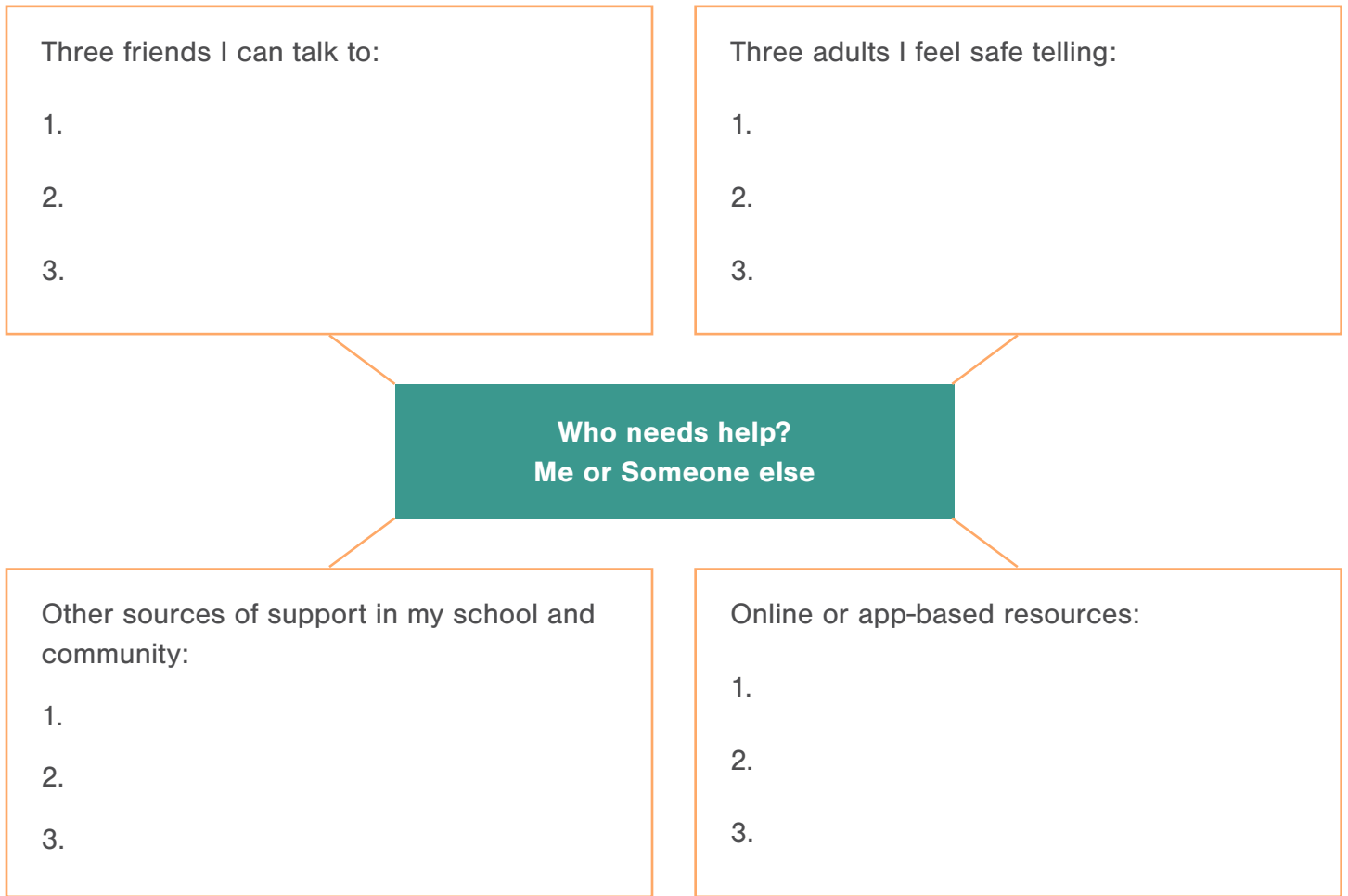
References

CyberSWAT

RESOURCE MAP



When you find yourself in a situation where you need help from your friends, trusted adults, or community, having an action plan can make reaching out easier. Think about who you would want to talk with if you or one of your peers is experiencing human trafficking, grooming, dating violence, cyberstalking, cyberbullying, cyber-harassment, or other related situations where you might want to seek help from others. After this activity is completed, team members should add contact information for trusted individuals and organizations to their cell phones.



II. HEAR FROM THE EXPERTS

Invite a speaker or moderate a panel discussion with members of a local anti-human trafficking task force to share experiences.



LOGO



Objective

Coordinate a visit from a guest speaker such as a human trafficking survivor, law enforcement officer, prosecutor, victim advocate, or victim service provider in your area. If possible, include a subject matter expert who has identified as having lived experience. Those with lived experience can provide unique expertise and insight. Task force contacts may be able to help coordinate with lived experience experts who would be willing to participate. You can arrange for a panel discussion with multiple members of an anti-human trafficking task force to address predetermined talking points and answer student questions. Guest speakers and panelists can reinforce concepts from previous meetings and build student confidence in their understanding of the issue.

Planning the Event

Decide if you'd like to have one speaker or a panel discussion. Either way, it is important to bring in the right people for what you want to cover. Also, a lecture format should be avoided as it discourages participation from the students until the speaker is done. You may also decide to start with a single speaker, and depending on the student response, eventually expand to a panel.

- Set a date and time, with a target time of 45 minutes to an hour.
- Send the speaker or panelist(s) a single pre-event email listing at least three questions you plan to open with and ask them if there are other topics that should be covered.
- Don't overthink the event or over-plan. The approach should be to have a relaxed and dynamic dialogue between you, the speakers, and students.
- Invite panelists to ask each other questions during the event to further the discussion.
- Have students write down questions that they have on note cards which you can pose to the speaker or panelists, giving the option for students to maintain anonymity.

Moderating

It's your job to introduce the speaker or panelists, set the tone for the discussion, and keep things on track. You should have a general idea as to how much time you want to spend on each talking point. State the objectives of the session and involve the students within the first five minutes.

Here are some additional points for moderating:

- As a moderator, it is usually best to sit with the panel during introductions. After introductions, you may want to move into the audience and be more fluid (without moving around too much), collecting question cards and learning with your team.
- Your speaker or panelist should be eager to interact with students and willing to listen to their questions and concerns.
- As a moderator, you cannot be a panelist as well. This is the time to let the experts be heard and share their experiences. You may repeat certain points made by presenters to help the audience develop a better understanding of the statement, reinforce an idea, or connect one topic to the next.
- In most cases, you should introduce each panelist. Say just enough about them to highlight their relevance to the objectives, such as their work on the task force and their specific role, rather than providing an extensive background.
- In some cases, particularly if someone is invited to share their lived experience or another connection to the purpose of the panel, the panelist can introduce themselves and share information in the way that they are most comfortable.
- Mix up the order in which the panelists can chime in. Don't start with the same person each time.

Facilitator Notes

Upcoming Meeting Dates: __/__/__

12. PLANNING YOUR AWARENESS WEEK

Before, during, and after this meeting, the team will put the final touches on their Human Trafficking Awareness Week projects. Facilitators should provide support as needed, but team members should take the lead here. Step back and watch the team put everything they have learned this year into action.



LOGO



Objectives

- Complete preparation for Human Trafficking Awareness Week to share information on identifying and preventing human trafficking situations with peers.

Materials

- Any materials the team needs to complete their projects
- Project and presentation planning guide

As Human Trafficking Awareness Week approaches, take time to get everything in order and make any last-minute additions or plans you need to engage with the larger student body and/or community. Remember, this week is about making sure the team members are prepared and enthusiastic about sharing information on identifying and preventing human trafficking situations with their peers. This is their chance to make a mark on their school.

Discussion Topics

Talk about the awareness week assignments and outreach, and document this discussion so that team members know what they are assigned to work on and are aware of relevant deadlines.

- Does everyone have an assignment and know what they are expected to do?
- How is the team planning to conduct outreach for all of the activities?
- Have you thought about a name for your event? Human Trafficking Awareness Month is in January, but your event can take place during any month of the year. Your team may want to call the event “[School or City] Human Trafficking Awareness Week.”
- What do you want to make sure your peers learn during Human Trafficking Awareness Week?

Project Planning

Use this time to finalize logistics and planning for each day of Human Trafficking Awareness Week. Before awareness week activities begin, you should have:

- Confirmed any guest speakers. Facilitators should assist with identifying, vetting, and reaching out to guest speakers.
- Reviewed all materials.
- Made sure rooms are reserved.

Things to Consider

- This is a good time to discuss appropriate and professional communication with peers. Remind team members about the group agreements that they discussed at the beginning of the program.
- Address how the team, facilitators, and any other educators present will speak about complex issues and respond in cases where students disclose sensitive information. State law, school district policy, and other factors may affect the way facilitators, educators, counselors, or other adults respond to these kinds of disclosures. Be sure you are aware of your responsibilities as a mandatory reporter.
- When finalizing outreach materials, posters, questions, scripts, and anything else that team members may use for awareness week, review language to ensure that it is victim-centered and trauma-informed. Review the “Using Victim-Centered Language” toolkit component for additional guidance.

Facilitator Notes

Upcoming Meeting Dates: __/__/__



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