



READY TO STAND CURRICULUM GUIDE

Sex Trafficking Level 1



Our mission is to bring prevention education to youth and families to stop human trafficking before it starts.

READY TO STAND CURRICULUM GUIDE

Sex Trafficking Level 1: 90 Minutes

ABOUT THIS CURRICULUM:

This curriculum is designed to be open-ended, easily customizable, and flexible for students' and teachers' needs. Activities, PowerPoints, and videos should all be used to guide discussion, while allowing specific group and/or student needs and interests to lead the way.

CURRICULUM GUIDE KEY:



Suggested Stopping Point



Virtual Option



Activity



Social Media Discussion



Note to Educator



Story

ACTIVITIES:

- Value Activity
- Grooming Activity
- Vulnerabilities Activity

MATERIALS NEEDED:

- Grooming Cards, large or mini (for in-person presentations only)
- Vulnerabilities vs. Protective Factors 1 Worksheet
- Safety Plan Worksheet

OBJECTIVES:

- Students will have the ability to explain the concept of intrinsic value (their own and that of others).
- The ability to define the terms of human trafficking, consent, and grooming.
- The ability to identify personal and societal risk factors regarding human trafficking and the grooming process.
- The ability to identify social media as a risk factor, as well as a primary method of recruitment and grooming for sex trafficking.

Slide 1 - Introduction

Introduce yourself as an educator with The Set Me Free Project.

Gauge their mood and comfort level to decide how to begin and set the stage. Lay the foundation for the work the group will be doing over the next few sessions.

The **mission** of The Set Me Free Project: *To bring prevention education to youth and families to stop trafficking before it starts.*

Our goal and our hope is that everything we will talk about will help them to stay safe and healthy in every way. We want them to be educated about human trafficking; and as safe as possible from ever becoming a victim of human trafficking.

We are here to have a conversation. We are here to talk about “real life stuff” and YOU are in a safe space to be open.

You may choose to keep it simple and go around the group with traditional introductions, or if you feel the group would benefit from something different, feel free to lead the group in some ice breaking activities.

Slide 2 - Safe Space

Discuss the “Safe Space Rule.” Ask the students what they think this rule might mean. What are some components that make a safe space?

Discuss that you are a mandated reporter and that you want this to be a safe place to share anything with you, however, if they disclose that they want to harm themselves or others, or if they are in imminent danger, you will have to tell the appropriate people to get them the appropriate help.

Take Care of You

Discuss that if at any moment they are feeling uncomfortable or triggered, they can, with their teacher’s permission, leave the room, go to the restroom, whatever they need.

Let’s talk about what we expect from each other. Let’s set some ground rules for the group. What are some of the expectations that you want to establish in this room? For example:

- Respect
- Confidentiality
- Raise hands when you want to speak



Note to Educator: Promote a sense of intellectual, emotional and physical safety in the classroom. Gain students’ buy-in and promote greater participation from all students. Smooth and enrich group discussions throughout the presentation.

Slide 3 - Value

Activity: Begin, without introduction, by placing several coins or bills of different value on a desk or table. Ask a volunteer to come up to the table.

Ask the volunteer to choose a coin or bill (These can be fake bills and coins).



Now ask the volunteer how she or he chose. Help the volunteer articulate that she or he chose the one that has the highest value. Thank your volunteer and ask her or him to be seated. Write the word "value" on the newsprint or the board. Explain that in this situation, value refers to the worth of each coin or bill. Ask the group for other examples of what has value. If the group only lists material things, ask for examples of something intangible that cannot be seen or touched but has value.

(Answers may include things like status, good grades, love, honesty, friendship, kindness, hard work, talent and so on.)



Virtual Option: Display bills and coins on your screen, either with a picture and sharing your screen, or just showing them the bills and coins on camera.

List responses on the newsprint or board and add any of your own. Ask three volunteers to each choose one of the intangible things on the list and explain why they consider it important. Circle their choices. When the volunteers have finished, point out that it is easy to know which tangible things have the most value, but it is difficult to define the value of intangible qualities.

Slide 4 - What Is Human Trafficking?

Ask the students to define human trafficking. Then ask what they think human trafficking looks like in the world, in their state, and in their community.

Defining Human Trafficking (animate definition).

The buying and selling of a human being for the personal profit and gain of another through FORCE, FRAUD, or COERCION.

Slide 5 - Force, Fraud, and Coercion

Discuss: What is Force? Ask students what force is. Wait for answers. Discuss answers. (Force is physically or mentally being made to do something against your wishes or your will).

Discuss: What is Fraud? Ask students what fraud is. Wait for answers. Discuss answers. (Fraud is deceit or deception; someone pretending to be something they are not; making false promises or using trickery).

Discuss: What is Coercion? Ask students what force is. Wait for answers. Discuss answers. (Coercion is mental and emotional manipulation; using affection or intimidation to gain compliance).

Say: It takes three people to be involved in human trafficking: the buyer, the seller and another human being. An exchange of value must be made, however, this exchange does not need to be money. It can be a place to stay, media, drugs, food, etc.



Note to Educator: In Nebraska, the law states it only takes 2: the buyer or seller and the victim.

Say: It's also important to understand that any form buying sexual acts with a minor even if the minor is the one who decided to it is still considered sex trafficking.



Social Media Discussion: If it's not about kidnapping most often, what is it about? How are people who desire to do us harm target their victims? Wait for answers.

Say: Trafficking is about trust building. Traffickers want to build relationships with us so it becomes a relationship of "trust." What do you think is one of the most common ways traffickers find and start to build relationships with those they want to build relationships with? Wait for answers.

Yes! Social media. When we have access to the world, the world also has access to us. People who want to do us harm often use social media to not only target us, but also build relationships through social media.

Throughout our time together we're going to discuss how they do that.



Note to Educator: Minors that are victims of Sexual exploitation or C-SEC (Commercial Sexual Exploitation of Children), are legally considered victims of sex trafficking. Force, fraud, or coercion does not have to be proven. If the victim is not a minor, it is necessary to prove force, fraud, or coercion in order to convict a trafficker for sex trafficking.

Slide 6 - Types Of Human Trafficking

Say: There are two main types of human trafficking that we focus on. Sex trafficking and labor trafficking.

Discuss:

- Sex Trafficking – sex trafficking looks like prostitution and pornography and is the number one form of trafficking for which youth are at risk.
- Labor Trafficking – labor trafficking can be in the form of domestic, agricultural, or anytype of working servitude. Because minors can legally hold jobs, force, fraud, or coercion does have to be proven to confirm labor trafficking.

Both types of trafficking can span across all ages and all people. Sex trafficking is what we will focus on today.



Note to Educator: Look at the teacher and simply state “We have a labor trafficking presentation as well, just FYI.” LABOR TRAFFICKING PRESENTATION COMING SPRING 2021.

Slide 7 - Why Do We Talk About This Video

Video: Why Do We Talk About This?

Slide 8 - Why Do We Talk About This?

Ask: Why do we talk about this? Discuss answers.

Ask: Do you think you might be at risk for sex trafficking. Discuss answers.

Ask: What is the average age of entry into the life of sex trafficking for girls? For boys? (Average age to enter the life: Girls 12-19, Boys 11)

Ask: Why do you think we are discussing this topic with you? Discuss answers.

Ask: “Why do you think I’m here today?” Discuss answers.

Say: "I'm here today because human trafficking happens here in your state! Sometimes we think that trafficking happens only on the east or west coast. Sometimes we think that even if it does happen in your state, it only happens in the big cities. The truth is that trafficking can happen anywhere and to anyone. We also know that one of the things that puts us at risk is our age which means you may very well be the target of trafficking.

Slide 9 - Grooming Video

Slide 10 - Stages of Grooming

Ask: What does the word grooming mean to you? Discuss answers.



Note to Educator: Often they will say it reminds them of a dog or a horse. Discuss that grooming is when a person who intends to harm another prepares them for that harm. For example, they might be testing what kind of touching you will allow and then get you more comfortable with the other kind of touching that might be inappropriate.



Place 6 large post-it notes on the wall that says each stage of grooming on each one. Ask the students to physically stand by the post-it that they believe is the first stage. Then ask them to stand by the post-it they believe is the 2nd stage, and so on. After the final stage, help the students put the stages in order and walk through the video or a story that was just shared to explain each stage.

Stage 1: They target you

Stage 2: They gain your trust

Stage 3: They fill a need

Stage 4: They isolate you



Note to Educator: Explaining that they create distance between your family and friends.

Stage 5: They sexualize you

Stage 6: They maintain control

Discuss: Keep in mind that all of these stages of grooming can be online or in person.



Virtual Option: On a Zoom call, separate the class in breakout rooms. Make sure they already have an out of order list of the stages of grooming. Pop in and out of each breakout room to see their progress. When everyone comes back, have each group share what their guess to the order of the stages of grooming. Share the correct order with the group.



Slide 11 - Vulnerabilities

Ask: What is a vulnerability?

Definition: Physical or emotional characteristics that leave us open to the possibility of being harmed, either physically or emotionally.



Note to Educator: Most often students will say a weakness. Explain that a vulnerability can be a weakness, but it isn't always.

Ask if anyone can name a vulnerability that isn't a weakness.

These are a few of examples of vulnerabilities.

- Drugs and Alcohol
- Poverty/Being Poor
- Homelessness
- Abuse and Neglect
- Seeking Adventure
- Unhealthy Relationships
- Mental Health
- Feeling Rejected or Unloved
- Lack of Awareness
- People living with mental or physical disabilities, children, teens, young adults, young mothers, LGBTQ+, foster care, juvenile justice

Ask: What might make us vulnerable to being trafficked? Discuss Answers.

Say: That person who might intend to harm us or traffick us typically takes the form of a boyfriend, girlfriend, or mentor (the relationship does not necessarily have to be romantic or physical), and when these relationships become unhealthy (isolating you from family and friends, becoming reliant on other people emotionally and/or financially, etc.) you are experiencing a red flag for trafficking.

Ask: "What do you think is the most prevalent way these people get their victims?"
Discuss answers.



Answer: SOCIAL MEDIA!!! They target people on-line because they are vulnerable on-line! Ask: What are protective factors?

Ask: What are protective factors? Discuss answers.

Definition: Things in your life that help you succeed, keep you healthy and safe.



Worksheet Activity: Use the worksheet provided labeled Vulnerabilities and Protective Factors or they can use their own sheet of paper.

Say "Define the word vulnerability in your own words. How would you explain it to your younger brother or sister?"

Say: "In the space provided list more examples of what vulnerabilities could be."

Say "Define the words protective factors in your own words. How would you explain it to your younger brother or sister?"

Say: "In the space provided list more examples of what vulnerabilities could be."

Slide 12 - What Do Traffickers Look Like?

Ask: What does a trafficker look like? Discuss answers and make this really conversational.

After the discussion, draw them to imagine their stereotypical creepy guy. Ask questions to get them thinking such as:

- Male or Female?
- Hair or no hair?
- How do they smell?

- What do their teeth look like?
- How do they dress?What do they drive?
- Where do they hang out?

After the discussion, draw them to imagine their stereotypical creepy guy. Ask questions to get them thinking such as:

- Male or Female?
- Hair or no hair?
- How do they smell?
- What do their teeth look like?
- How do they dress?What do they drive?
- Where do they hang out?

Now dispute that image.

Say: So does that mean a trafficker can't be a female? Do you think all traffickers dress gross? Do you think traffickers can be tricky and can they look like everyone else?

Tell two or three quick stories about regular people being a traffickers:

I've heard stories such as :

- Mom trafficked her teenage daughter.
- A high school student trafficked his classmates.
- Sister trafficking her sister.



Educator Note: students will most likely want to ask questions or want to know more details on these. Feel free to have some stories ready.

In all of these cases, you could have walked by them at the grocery store and never imagined that they were traffickers. Traffickers are really smart. They do everything they can to blend in. They dress like you and me, eat at the same restaurants we do, go to the same grocery stores, and even use the same social media that we use. There is just no way to know who is a trafficker. And remember – a trafficker can be anyone, anywhere, at any time.

Slide 13 - Consent Video

Slide 14 - Consent

Ask students what they think consent is:

(Consent is asking permission for what? For anything)

Discuss: What does it look like with your siblings?

What does it look like in a friendship?

What does it look like in a relationship?

Why am I mentioning consent in a human trafficking presentation?

Why is practicing consent so important?

Say: Because practicing consent in our everyday lives is like building a muscle. The more we exercise our consent muscle the stronger it becomes and the more comfortable it is to use when things feel funny. Not only that, but when we teach others about our desired personal boundaries, it tells them, very clearly, how we expect to be respected.



Social Media Discussion: Consent also applies to social media as well. For example, if someone takes a pic of you and posts it on social media without asking you first, that's not okay. That applies to any pic - appropriate or inappropriate. You get to say, nope, not the pic I want shared.

Slide 15 - Do You Know This Person



Activity: Do you know this person?

Tell the kids that we are going to play a game. Explain that you are going to share a story with them about someone they met and then you are going to determine what it means to know someone.



Note to Educator: Keep this story gender neutral. If you are in a small rural community that doesn't have a Starbucks, ask the students the "spot" where people get coffee or yummy treats. Create the story around that place. Keep in mind that as you discuss and process this story, many kids will tell you that they would know the person because everyone in their town knows everyone. Share with them you understand. After you are done telling the story ask them to take this same story and place it in the nearest largest city in their community. Does that change anything?

Story: You walk into a Starbucks for a yummy Oreo Frappuccino (ask the kids for a place they like to go; a food establishment is usually easiest) and notice a brand-new Barista working at the counter. In fact, not only is the Barista brand new but they are smokin' hot (use your own term)!

So, you order your Oreo Frappuccino and Smokin Hot Frappuccino Maker (say to the kids you get to name this person, picture this person, and make them whatever you want them to be) takes your name for the order, and of course SHFM is wearing a name tag so now you have their name. You name them whatever you want, but for our purposes we are calling them SHFM.

SHFM gives you the Oreo Frappuccino and you say goodbye.

Now, here's my question: Do you know SHFM? If you say, yes, I know SHFM, no question go to the right side of the room (or wherever). If you say, no way no how, I don't know this person, go to the left side of the room. If you're not really sure, go to the middle.

Now, it's been 6 months and you have been spending a lot of time at Starbucks, for a couple of reasons: #1, they have amazing Oreo Frappuccinos. And #2, SHFM is smokin' hot!

Now every once in a while, your timing is perfect, and you arrive at Starbucks right at break time and what do you know, SHFM takes a break with you! Now, you have had 6 months of seeing SHFM, hanging out at break, and talking, but not leaving the store.

Now, my question: Do you know SHFM? If you say, yes, I know SHFM, no question! Go to the right side of the room (or wherever). If you say, no way no how...I don't know this person, go to the left side of the room. If you're not really sure, go to the middle.

Now it's been 1-year, same scenario. Do you know SHFM? If you say, yes, I know SHFM, no question! Go to the right side of the room (or wherever). If you say, no way no how...I don't know this person, go to the left side of the room. If you're not really sure, go to the middle. Have the students sit down and discuss their comments.

Ask the students: What does it really mean to know someone? What do we know about SHFM?

Based on the answers you can say: We know that SHFM works at Starbucks

We know that SHFM makes a great Oreo Frappuccino

We know that SHFM is smokin' hot!

And we know exactly what they've told us

Expand on that conversation with the importance of being able to "vet" a person, know their family, other things about them, etc.

So now, let's think about social media. Think about how many people, in how many places you can meet. Can you know that what they say is true? Remember, when you pick up your phone or computer or tablet you have access to the world. Pause AND the world also has access to you. That's why meeting someone on social media may not be safe.



Virtual Option: Play the activity in the same way, but instead of moving them to a different side of the room, have them use emojis. Thumbs up for "yes I know this person;" thumbs down for "no I don't know this person;" and raise hands for "I'm not really sure."

Slide 16 - Who Do You Trust?

How do you know a trustworthy person?

Ask: What are the characteristics of a trustworthy person? (Take answers)

Say: Think back to preschool, pre-k, and kindergarten; what did you learn about strangers and stranger danger? As a child, what were you told about an adult offering you candy? Asking for help finding a lost puppy? But what did we learn about the problem with stranger danger? We learned that it's not typically the strangers that are the problems, but the people we know.

You are all getting older and meeting new people. Obviously running away and yelling stranger danger is not always going to work at our age. And what happens when the person who wants to do us harm is not a stranger?

Instead of stranger danger, It's about knowing who is a trustworthy person and who is not, and who you don't know well enough to make that determination.



Story: I'm a middle school student. I'm an artist and I follow other artists on social media. Skyler (gender neutral name) comments on a lot of the same things that I comment on, and we have a lot of the same things in common. Eventually after a few months, we start responding to each other's comments because we are familiar with each other's names and feel comfortable. A few more weeks go by and we start DMing each other talking about artists we like and eventually we start to talk about other things like school friends, and we find out that we are the same age, in the same grade.

After about a few months of talking online, we exchanged phone numbers, text and facetime and then started "dating." Months go by and we become really close.

One day they asked me to send them a nude. I felt uncomfortable but I knew this person so I thought this would be ok. Then they sent me one of them and although it was new and strange to have someone's nude picture, it felt good that they liked me so much and I liked that they trusted me enough to share something so private. My parents won't let me date until I'm older so we talk and they ask me to sneak out one Friday night to go to a movie with them. I've always followed the rules and don't think I should, but I really want to go hang. Friday night I sneak out and meet them close to the movie theater. Skylar says, "I have a better idea, I took my mom's car. Let's go out riding around town. We're having fun, we grabbed some food and just had fun talking and riding. We had fun until the police pulled us over. Apparently Skylar's mom turned in the car as stolen and now we are in big trouble. I knew I should've followed the rules. Now I have a charge for a stolen vehicle.

Slide 17: A Trustworthy Person Will...

Say: It's important we know who we can trust. There are 4 characteristics that differentiate a trustworthy person from a non-trustworthy person.

1. A trustworthy person will never ask you to do something illegal.
2. A trustworthy person will never ask you to something that goes against your moral compass.
3. A trustworthy person will never ask you to keep a secret from your parents or guardians.
4. A trustworthy person always wants the best for you.

Apply this to adults and their peers: are they being a trustworthy friend and do you have trustworthy friends? Are YOU a trustworthy person?

- Someone who is trustworthy means you NO HARM.
- Someone who is trustworthy will always seek your GREATEST GOOD.
- Someone who is trustworthy will NOT:
 - Put you down
 - Call you names
 - Harm you physically, mentally, emotionally.
 - Ask you to do things you are not comfortable with. (drugs, sex, illegal/unethical actions)
 - Use FORCE, FRAUD, or COERCION in any part of your relationship
- Someone who is trustworthy will RESPECT:
 - Your thoughts and feeling so Your values, morals and ethics.
 - Your right to say NO!

Be advocates for each other. If you have a friend in a dangerous relationship, or doing something unsafe, go to your friend if it's safe, if not go to a safe adult, and always be a trustworthy friend yourself.

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Slide 18 - Social Media & Online Gaming

Ask: What apps and games do you use? Take answers and discuss the answers.

Ask: How do you keep yourself safe on social media? Take answers and discuss the answers.



Note to Educator: Here are some answers you may hear. Discuss them with the class and clarify or correct any answers that may not be accurate. Be mindful to not TELL them what to do, but rather allow them to decide for themselves healthy online practices.

- *Make your account PRIVATE – But know that even when your account is private your username, pic, and bio can still be seen on most social media platforms!*
- *Your username should NOT be your real name.*
- *Your profile pic should not be a picture of your face.*
- *No identifying information in your bio – For example, if you post that you are the kicker for your H.S. football team “Go Bears!” and your jersey number is #24 – it becomes incredibly easy for a trafficker to find, target, and groom you!*
- *Only add people you know personally.*
- *Turn OFF location services.*

Ask: How do you keep yourself safe when online gaming? Take answers follow the same format as above with corrections and clarifications.

- Whenever possible, play with your friends, NOT people you don't know.
- Keep your microphone turned OFF. Keep mic and chatting use to a bare minimum, never share personal or identifying information!!

Ask: How many of you have 0-50 "friends" on your favorite social media platform. 50-200? 200-500? 500-700? 700-1000? 1000+?

Hold on to that number, I have another question for you:

Ask: What does it mean to know someone? Take and discuss answers.

Discuss: Knowing someone means that you have met them in person, engaged with them frequently, and trust them to tell personal information with. These are people that are you real life friends or family. Knowing someone doesn't mean that they are a friend of a friend, or someone that looks friendly or "normal." It's someone you have an in person relationship with already.

Ask: How do you know a predator? Take several answers until you hear the correct one.

Answer: YOU DON'T!

Say: It doesn't matter how many photos they have posted, how many mutual friends you have, or if they direct message you. If you don't know someone don't add them.

Ask: What is a predator? Take answers and discuss.

Discuss: A predator sounds like a creepy or scary person, but a predator can actually be someone you already know but that wants to do you harm. A predator can always be someone you know. Keep in mind that they could be (and likely will be) young, cute, well-spoken because they want to attract you.

Traffickers are REALLY smart and REALLY good at their job! And remember that nothing EVER disappears from social media – once it's out there it is permanent and not at all hard to find. The decisions you make today can impact your entire future.

Slide 19 - Are You READY?

Are you ready to stop trafficking before it starts? Are you ready to be safe online?

R- Report anything dangerous

Report anything that someone else does to make you uncomfortable, feel bad, or anything that feels dangerous. Trust your instincts.

E- End the communication

Stop talking or responding to them. Block them on social media.

A- Ask for help

Tell someone you need help. Go to a trustworthy adult and let them help you. You're not alone.

D-Don't engage

You don't even have to put energy into it. Its not about just stopping the communication, it's also about stopping your part in playing the game.

Y-Your safety first

Always be looking out for yourself. Your safety comes first.

Slide 20 - If You Make A Bad Choice

Say: Let's talk about choices and consequences.

Good choices lead to good...what? Consequences.

And bad choices lead to bad...what? Consequences.

Ask: What are some good choices you can make (any at all) and what might the consequence be? Discuss and respond.

Now, what are some bad choices you can make (any at all) and what might the consequence be? Discuss and respond.

Ask: Does making a bad choice mean you chose to be a victim?

Answer: No, nothing you do gives someone the right to victimize you.

Slide 21 - Potential Trafficking Warning Signs

Say : Here is a list of potential warning signs. I'll let you read through them.

Please know that this is not a full list and just because an individual has one of these warning signs doesn't mean they are being trafficked. And certainly some people could be trafficked without any of these specific items. More importantly know your friends, eers, neighbors and when something seems out of place, it most likely is. Check on them. Be there for them and offer support.

Slide 22 - What's Your Safety Plan?

Walk through the exit strategy and safety plan.

What would you do if it were you?

Have students follow prompts on screen.

Have them name the exact person they would tell.

Slide 23 - Follow Us

Slide 24 - Let's Talk

Remember, take care!

Ask if there are any questions. If not, you will be available if anyone needs to chat after class.

Encourage the students to talk to someone if they need to, or use us as a resource. Give them all of our contact information.

Remind them that they are incredibly valuable and every person has value and deserves the utmost respect.

Remind them to respect themselves and respect the people around them.

Remind the students that our goal is never to scare but to empower.

Challenge the students to go home, talk to their parents, educate their siblings, and watch out for their friends.

Provide the resource list and thank them for being respectful.