INCREDIBLE YOU

FREEWAYNC

AWARENESS & PREVENTION

HUMAN TRAFFICKING CURRICULUM

ABOLITIONNC

LEVEL ONE IN A VIDEO-BASED SERIES FOR MIDDLE SCHOOL & HIGH SCHOOL

DEDICATION

This book is dedicated to all the incredible students both past, present and future. For those whose lives have been forever altered by trafficking, our hope for you is restoration and healing. For those of you whose lives will be forever changed through our educational materials, we are eternally grateful for the opportunity to impact your future.

HERE'S WHAT EXPERTS ARE SAYING ABOUT FREEWAYNC PRODUCTS:

*"As the National Outreach Manager for **SHARED HOPE INTERNATIONAL**, I have reviewed these **EXCELLENT SCHOOL MATERIALS** [Incredible You] and would recommend them for classroom discussion and awareness on the dangers of traffickers."* -Jo Lembo, National Outreach Manager, Shared Hope International (SHI is a leader in the national and international fight against sex trafficking. sharedhope.org)

*"As an educator of over 35 years who has trained principals and teachers in school districts across NC, I can without reservation recommend this curriculum. It is **ENGAGING, STANDARDS-BASED AND DEVELOPMENTALLY APPROPRIATE**."* - Sandy Sikes, Ph.D., Adjunct Professor, Educational Consultant, Executive Coach

*"I am impressed with the curriculum developed by AbolitionNC. Its ability to empower educators in **SHAPING AWARENESS FOR OUR NEXT GENERATION** is to be applauded. Keep up the good work!"*
-Major Richard Hoffman, A NC leader in anti-trafficking law enforcement

*"I'm often asked **WHAT COULD HAVE BEEN DONE TO PREVENT ME FROM FALLING FOR MY TRAFFICKER'S LIE**. Every single answer I can come up with is rooted in AbolitionNC's curriculum. **OUR CHILDREN DESERVE TO BE PROTECTED**, and this curriculum is the **PERFECT CATALYST TO ACHIEVE THAT GOAL**."* –Anna Ptak, Survivor, International Policy Consultant, Speaker and Trainer

*"As someone who has personally worked with hundreds of sex trafficked youth, I am **THRILLED** this curriculum exists. **OUTSTANDING!**"* - Emily Fitchpatrick, Anti-Trafficking Advocate & Nonprofit Consultant

*"This curriculum is a **VALUABLE TRAUMA-INFORMED RESOURCE** that gives teachers the tools they need to create a safe learning environment and provide information in a way that is both **SENSITIVE AND SUPPORTIVE**."*
- Anita Faulkner, MS, LPCS, Owner and Clinical Supervisor, Family Solutions PLLC

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Please contact AbolitionNC at abolitionnc.freewaync@gmail.com for additional curriculum materials. Due to generous donations, free curriculum materials may be available to your school or organization.

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The information contained in these materials is intended for educational purposes only and should not be substituted for independent professional judgment.

Welcome to FreewayNC

FreewayNC is an awareness and prevention human trafficking curriculum developed by AbolitionNC. It is designed for use in health and safety classes. The curriculum provides critical awareness and prevention education to equip students to protect themselves and others. Emphasis is placed on safety planning, wise choices and responding to risky situations. Videos and activities are designed to engage students in personal ownership and application. FreewayNC strives to empower students to become abolitionists who impact the greater community through spreading awareness, reporting suspected trafficking and making personal choices that reduce future demand for commercial sex. Currently the series includes three levels:

Incredible You	Extraordinary You	Empower You
Suggested Use:	**Suggested Use:**	**Suggested Use:**
Middle School Level 1	**Middle School Level 2**	**High school**

FreewayNC Features

Teacher-Friendly Lessons

The curriculum is designed with teachers in mind. Animated student videos accurately present critical content, while scripted dialog guides teachers as they reinforce video materials. Activity sheets further reinforce video content and include flexible options to meet the needs of different teaching and learning styles. Guidance is provided for modifying the lessons to meet individual teaching schedules.

Research-Based, Expert-Approved Materials

The FreewayNC curriculum was developed using research-based data on human trafficking. The curriculum has been reviewed and approved by experts in the field of human trafficking, education, law enforcement, psychology, counseling and law to ensure that our content is thorough, accurate and age-appropriate. A pilot study has been implemented to evaluate the curriculum. The initial findings indicate the curriculum's effectiveness and aided in further development of the materials.

Trauma-Informed Approach

FreewayNC is designed to be sensitive to students who have experienced trauma. The curriculum incorporates a trauma-informed approach. This means it includes information, guidance and scripted dialog for the teacher that is consistent with teaching from a trauma-informed approach.

Safety-Focused Materials

Human trafficking data and common-sense guidance have been incorporated to provide students with helpful information for protection from trafficking as well as other forms of exploitation. Repetition is used within and between levels to reinforce critical safety content.

Sample Parent Letter

(Visit the Incredible You page at FreewayNC.org for an editable version of this letter.)

Dear Parents/Guardians,

North Carolina law requires our school system to teach sex trafficking prevention and awareness as part of our reproductive health and safety education program. We have selected **FreewayNC** as our curriculum of choice. We want to reassure you that care is being taken to present this topic without explicit or scary content. The curriculum emphasizes making wise choices and responding to risky situations.

According to the National Trafficking Resource Center hotline statistics, North Carolina has been ranked in the top ten states for reported human trafficking cases. Among these, sex trafficking is the most common type reported. Sex trafficking is defined as a commercial sex act induced by force, fraud or coercion. However, any minor led to perform a commercial sex act is a victim of sex trafficking regardless of whether force, fraud or coercion is used. Research shows traffickers target both boys and girls. Children, commonly of middle school and high school age, are being identified, groomed and exploited by traffickers.

As parents or guardians, you play a critical role in the safety of your children and their friends. We encourage you to learn more about sex trafficking and talk with your child about the associated risks. We understand that trafficking is a difficult subject to discuss with your child, and we commend you for tackling this hard topic. Visit the parent's page at **FreewayNC.org** for more information about trafficking and resources for getting help. You will also find information about the curriculum and the topics listed below.

We recommend you discuss the following topics with your child:

- How traffickers identify and target minors
- How traffickers use social media to identify and groom victims
- How drug use and gang involvement increase vulnerability to trafficking
- General safeguards that are necessary to help protect your child from trafficking
- The importance of electronic safeguards, such as using privacy settings and trusted apps
- How to respond to suspected trafficking
- The National Human Trafficking Hotline (1-888-3737-888 or text BeFree)

Feel free to contact us with any questions you may have.

Sincerely,
(Insert teacher or administrator's name here.)
(Insert school or organization name here.)

Teaching Incredible You

Incredible You is designed for use in middle school reproductive health and safety education classes. It is the first level in the FreewayNC video-based series. However, it is suitable for use with students in both middle school and high school. It is recommended that these materials be taught after students have been educated regarding sexual abuse and sexual assault.

***Incredible You* Includes:**

- Online teacher training module and resources (FreewayNC.org *)
- This *Incredible You* teacher guide with 3 lessons, 6 activity sheets, pretest/posttest, "Identify Students who Need Help" handout and additional resources
- A downloadable version of this teacher guide, printables and an editable parent letter (FreewayNC.org *)
- *S*ix animated student videos (FreewayNC.org *)
- Online resources for parents and students (FreewayNC.org)

The *Incredible You* curriculum includes three video-based lessons with activities to reinforce video content. Lessons are designed for teachers to read the scripted dialog, show the videos and guide the class through activity sheets. Each lesson includes an overview, scripted dialog, two videos, two activity sheets (with answer keys), a "Brain Break" and a "Process It" activity. Lessons also include a quick reference to video content for teachers called, "What are Students Learning in the Video?" Lesson three includes a handout designed to help teachers identify students who need help. An optional pretest/posttest with answer key is also included in this booklet. Visit FreewayNC.org to access videos and printables.* Student materials may also be photocopied from the book. The Training & Resources page* contains a variety of helpful materials including an online training module designed to prepare teachers to use the curriculum.

The three *Incredible You* lessons were designed to be taught as a unit. However, the lesson plans may be modified to fit your teaching schedule. See page 10 for information on modifying the lesson plans to fit a one or two-day teaching schedule. **Bold text indicates critical content that should not be skipped when shortening the lesson plans.** If desired, the lesson plans can easily be expanded and taught in six days by using one video and one activity sheet per day.

It is important to conclude each class period on a positive note. Students need to be given a constructive way to respond to what they are learning. A "Hero's Challenge" is included on each activity sheet to give students a healthy way to respond to trafficking. In addition, the "Process It" activities were designed to assist students with processing a difficult topic as well as transitioning to a healthy, positive understanding. Ideally, every class day should conclude with the "Process It" activity.

If you choose to supplement the curriculum with stories or information, please be sure that the content is not scary or explicit. There are many tragic stories of trafficking that occur around the world and in the US. However, the goal of *Incredible You* is to empower students with helpful knowledge.

***Use the password "prevention" to access password protected pages at FreewayNC.org.**

Using a Trauma-Informed Approach

As you teach *Incredible You*, be aware that human trafficking may have impacted some of your students. You may have students that have been trafficked or that know friends or family members that have been trafficked. You may also have students with prior or ongoing trauma, abuse, assault or neglect experiences. It's critical to realize that events in some of your students' lives have caused trauma.

Recognize that these past traumatic experiences have an ongoing, significant effect on students. Then respond by allowing this understanding to impact your classroom policies, procedures and practices. It is important to establish a classroom atmosphere of trust, respect and support for these students. It is vital that your classroom be a safe environment where victims don't feel shamed, where words, actions and behaviors are caring and students are not re-traumatized. Consider how you can establish a sense of trust and collaboration in your class, where students feel empowered to have a voice and a choice.

In order to fully incorporate a trauma-informed approach into your classroom, consider dedicating time to understanding trauma and the trauma-informed approach. This approach can be incorporated into your classroom on a daily basis and will benefit students that have experienced any type of trauma. It is recommended that you visit the Training and Resources page* at FreewayNC.org to learn more.

Identifying Risk Factors

There is no specific profile for a child-trafficking victim; however, being vulnerable is a common thread that runs among victims of trafficking. In fact, traffickers seek out vulnerable individuals to exploit. For example, a student who feels isolated, abandoned, emotionally distressed or has low self-esteem is vulnerable. A child who lacks family support or social support is also vulnerable. Children who have previously been abused, have problems at home, drug addictions, connections with gangs or live in poverty are vulnerable. At risk groups include runaways, homeless youth, foster youth, migrant youth, students with disabilities, students with mental or behavioral health issues, students who identify as LGBTQ and students living in areas with high levels of prostitution.

Young children who are victims of trafficking may have been trafficked by a family member, relative or friend of the family. Traffickers commonly prey on teens and preteens. These children are often recruited or lured into sex trafficking by a "friend" or older "boyfriend." Traffickers go to extensive efforts to establish "trusting," "loving" relationships with victims in order to exploit them. Some traffickers recruit at schools. Both male and female teens work for traffickers as recruiters, befriending or "dating" other children to draw them into trafficking. Many teenage girls are vulnerable to trafficking simply because they are looking for a boyfriend.

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Identifying Warning Signs

You may be the only person in a position to identify signs of human trafficking or other forms of abuse. Pay attention to the words, behaviors and body language of your students as you teach the materials. It is important that students who need help are identified and receive help. Keep in mind that any minor led to perform a commercial sex act is a victim of sex trafficking regardless of whether force, fraud or coercion were used. Being aware of the warning signs of sex trafficking will help you identify students who are trafficking victims.

Behavioral Indicators Include:

- Older or controlling "boyfriend" or "girlfriend"
- Does not attend school consistently
- Runs away from home
- Tightly controlled or restricted schedule
- Gives coached or rehearsed answers to questions
- Avoids eye contact
- Often refers to travel to other cities
- Overtly sexual behavior or unusually knowledgeable regarding sexual terms or situations
- Uses trafficking terminology
- Displays sudden changes in friend groups
- Gang involvement
- Displays sudden changes in behavior such as declining grades
- Withdrawn, depressed, distracted, anxious or fearful

Physical Indicators Include:

- A sudden change in attire, appearance, personal hygiene or material possessions
- Being dressed less appropriately than before or being dressed inappropriately for the weather
- Having lots of cash, hotel room keys or a new phone/pre-paid phone
- Having no money and few personal possessions
- Physical signs of injury or abuse
- Being sleep deprived
- Poor dental or physical health including sexually transmitted diseases or malnourishment
- Signs of substance abuse
- Tattoos that represent the pimp's "ownership"

This list represents some of the main indicators of sex trafficking. Not all warning signs will occur in each situation. It is important to note that some of these indicators are also consistent with labor trafficking or other types of abuse. Visit the Training and Resources page* at FreewayNC.org for additional resources on identifying indicators of sex trafficking, labor trafficking and sexual abuse.

***Use the password "prevention" to access password protected pages at FreewayNC.org.**

Responding & Reporting

If you identify warning signs that lead you to believe that trafficking or another type of abuse may have occurred, follow your school or organization protocol for reporting to authorities. (See page 8 for information on mandatory reporting laws.) If your school or organization does not have a policy, visit the Training and Resources page* at FreewayNC.org for links to suggested protocols. National hotlines and local resources for getting help, including a NC directory and a link to a national directory, can be accessed on the Training and Resources page*. Resources are also provided on the Student page and Parent page.

Due to the psychological manipulation used by traffickers and the general public's lack of awareness about trafficking, many victims do not realize they are victims. Through learning about trafficking in school, some students may self-identify. It's important to provide assistance to these students. **It is recommended that you coordinate with your school's counselor or support staff PRIOR TO TEACHING *Incredible You* to ensure that a plan is in place to assist students who need help. It is important for students to receive help on the SAME DAY that they indicate a need for help.**

Encouraging Students to Disclose

***Incredible You* provides several opportunities for teachers to reach out to students who may need help:**

- Lesson one begins with a scripted dialog called "Establish Support." This activity is designed to provide the National Human Trafficking Hotline and the National Child Abuse Hotline to students.
- The activity sheet "Heroes Take Action 3-A" (p. 40) gives students the Human Trafficking Hotline number and seven additional hotlines that are available to help students with a variety of related issues.
- Lesson three provides the following guidance to students who self-identify, "If you ever realize you are being trafficked or in danger of being trafficked, get away from the trafficker if you can. Always call 911 if you are danger. Next, tell a safe adult and contact the National Human Trafficking Hotline at 1-888-3737-888 or text HELP to BeFree. They will be able to provide you with advice and tell you about organizations in our area that can help. If you know right now that you need help, don't leave the building today without getting it. Find a safe adult and ask for help. If you tell a safe adult and they don't know how to help, keep telling safe people until you get help."
- **The lesson three activity "Identify Students who Need Help" provides AN OPPORTUNITY FOR STUDENTS TO DISCLOSE TO YOU A NEED FOR HELP. This activity is an essential part of the lessons and should not be skipped.** Any student who indicates a "yes" or "undecided" response to the last question should receive an opportunity to speak to a counselor on the same day that the handout is administered. Ideally, all students who indicate "yes" or "undecided" for any question should receive help on the same day the handout is administered.

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North Carolina Specific Information

Incredible You was designed for use in North Carolina. It was created to meet the requirements of NC law. By law, NC public schools must teach about sex trafficking prevention and awareness beginning in seventh grade, as part of health and safety education (N.C. General Stat. § 115-C-81.30). The NC Department of Public Instruction's human trafficking objective for seventh grade (7.ICR3.3) has also been incorporated into the curriculum. (See box on page 18.)

North Carolina teachers need to be aware of the mandatory reporting law. This law states that "any person or institution who has cause to suspect that any juvenile is abused … shall report the case of that juvenile to the director of the department of social services in the county where the juvenile resides or is found" (N.C. General Stat. § 7B-301). Sex trafficking is a form of abuse and falls under mandatory reporting laws. Child sex trafficking occurs when a minor is led to perform a commercial sex act regardless of whether force, fraud or coercion is used. This includes when a minor accepts something of value in exchange for a sex act. To meet NC law requirements, any suspected sexual exploitation of minors should be reported to social services.

The full wording of the laws mentioned above, as well as other helpful North Carolina specific information, can be accessed on the Training and Resources page* at FreewayNC.org. A directory of North Carolina organizations available to assist local victims can also be accessed through the website.

National Use

Although the FreewayNC curriculum was designed for use in North Carolina, it is suitable for use anywhere in the US. The content presented to students, including the video materials and activity sheets, are not state specific and are applicable in all states.[1]

AbolitionNC plans to develop state specific information sheets designed to provide essential material to assist you in teaching trafficking in your state. These information sheets will be made available online at no cost when they are completed. Until these documents are available, it is recommended that you learn more about laws in your state related to human trafficking education. It is also important to understand your state's mandatory reporting laws. Most states have laws that hold individuals and organizations legally responsible for reporting any suspected incidence of child abuse. Sex trafficking is a form of abuse and falls under mandatory reporting laws. Child sex trafficking occurs when a minor is led to perform a commercial sex act regardless of whether force, fraud or coercion is used. This includes when a minor accepts something of value in exchange for a sex act.

Visit the Training and Resources page* at FreewayNC.org to access a direct link to The National Human Trafficking Hotline's Referral Directory which provides local resources for getting help.

***Use the password "prevention" to access password protected pages at FreewayNC.org.**

1. Teachers in the state of Nevada may choose to clarify that in certain counties under certain circumstances prostitution is legal.

Incredible You Curriculum Map

Essential Questions	Content	Learning Goals	Activities
Lesson 1: Understanding Human Trafficking			
1. What is trafficking? 2. What information is helpful to identify sex trafficking? 3. What tools are useful for protection from trafficking? 4. How can you tell the difference between a safe person and a trafficker?	1. Key terms defined 2. (a) Characteristics of traffickers (b) Trafficking locations (c) Gang trafficking 3. (a) Sense of danger/ gut feeling (b) Knowledge about trafficking 4. How to identify safe people	**After the lesson students will be able to:** 1. Define human trafficking and match labor trafficking, sex trafficking, trafficker and trafficking victim to definitions 2. Identify key information about sex trafficking and traffickers 3. Explain how knowledge about trafficking and one's sense of danger/gut feeling are helpful for protection from trafficking 4. Identify the safe people in their lives	**Activities** • Establish Support • Video 1-A • Brain Break • Video 1-B • Process It **Assessment Activities** • Activity Sheet 1-A • Activity Sheet 1-B
Lesson 2: Identifying a Trafficker's Tricks			
1. How do traffickers find victims? 2. How do traffickers trick victims? 3. Who is vulnerable to trafficking? 4. What steps can be taken for safety on your devices?	1. Where traffickers recruit 2. On-screen and in person trafficker tactics 3. Personal vulnerabilities and traffickers 4. On-screen safety measures	**After the lesson students will be able to:** 1. Recognize how traffickers find victims through devices and in person 2. Describe common methods traffickers use to trick people 3. Identify personal vulnerabilities (self-assessment only) 4. Identify on-screen safety measures and describe personal actions they will take to stay safe	**Activities** • Introduce Lesson • Video 2-A • Brain Break • Video 2-B • Process It **Assessment Activities** • Activity Sheet 2-A • Activity Sheet 2-B
Lesson 3: Protecting Yourself and Others			
1. Who is available to help? 2. How can you get help for yourself and others? 3. What strategies can you use to help protect yourself?	1. (a) Human Trafficking Hotline (b) Additional resources 2. (a) Responding to suspected trafficking (b) Helping yourself 3. (a) Making wise choices (b) Responding to risky situations	**After the lesson students will be able to:** 1. Recall the trafficking hotline number 2. Recall the steps for getting help for self and others 3. Identify actions that can be taken for safety and describe personal actions they will take to stay safe	**Activities** • Introduce Lesson • Video 3-A • Brain Break • Identify Students who Need Help • Video 3-B • Process It **Assessment Activities** • Activity Sheet 3-A • Activity Sheet 3-B • Posttest (cumulative assessment)

Modifying the Lesson Plans

Teaching *Incredible You* in 2 Days *(Bold text indicates critical content.)*

Day 1 Instructions *(50 minutes)*

- **Complete the "Establish Support" activity from lesson one.** *(3 minutes)*
- **Show the video "Superpower: Danger Sensor 1-A."** (Omit scripted dialog.) *(6 minutes)*
- Complete the activity sheet "Superpower: Danger Sensor 1-A" as indicated in lesson one. *(12 minutes)*
- **Show the video "Knowledge Is a Superpower 1-B."** (Omit scripted dialog.) *(5 minutes)*
- Complete the activity sheet "Knowledge Is a Superpower 1-B" as indicated in lesson one. *(15 minutes)*
- **Show the video "Superheroes & Technology 2-A."** (Omit scripted dialog.) *(6 minutes)*
- **Conclude the lesson with the "Process It" activity from lesson one.** *(3 minutes)*
- Send home the activity sheet "Superheroes & Technology 2-A" for homework. Instruct students to use the back of the activity sheet or separate paper to complete "Think About It" and the written part of "How Can I Protect Myself?"

Day 2 Instructions *(50 minutes)*

- Complete "Introduce the Lesson" from lesson two. *(2 minutes)*
- **Show the video "Superheroes & Villains 2-B."** (Omit scripted dialog.) *(6 minutes)*
- Complete the activity sheet "Superheroes & Villains 2-B" as indicated in lesson two. *(12 minutes)*
- **Show the video "Superheroes Take Action 3-A."** (Read bolded dialog only.) *(5 minutes)*
- Complete activity sheet "Superheroes Take Action 3-A" as indicated in lesson three. *(10 minutes)*
- **Complete the "Identify Students who Need Help" activity as indicated in lesson three.** *(8 minutes)*
- **Show the video "Heroes Make Safe Choices 3-B."** (Omit scripted dialog.) *(4 minutes)*
- **Conclude the lesson with the "Process It" activity from lesson three.** *(3 minutes)*
- Send home the activity sheet "Heroes Make Safe Choices 3-B" as homework. Instruct students to answer the "Think About It" section on the back or on separate paper.

Teaching *Incredible You* in 1 Day *(Bold text indicates critical content.)*

Ideally, *Incredible You* should be taught in two or more days; however, it can be taught in one class period if absolutely necessary.

Instructions *(50 minutes)*

- **Complete the "Establish Support" activity from lesson one.** *(3 minutes)*
- **Show all six videos. Pause after video 3-A to read the bolded dialog that accompanies the video.** *(33 minutes)*
- **Complete the "Identify Students who Need Help" activity as indicated in lesson three.** *(8 minutes)*
- Distribute all six activity sheets and indicate the following activities students should complete for homework. *(3 minutes)*
  Superpower: Danger Sensor 1-A – "Match It Up"
  Knowledge is a Superpower 1-B – "Who Are My Safe People?" (NC teachers, complete the activity in the box on p. 18.)
  Superheroes & Technology 2-A – "How Can I Protect Myself?"
  Superheroes and Villains 2-B – "My Vulnerabilities"
  Superheroes Take Action 3-A – "Memorize It" and "Who Can Help?"
  Heroes Make Safe Choices 3-B – "Make a Safety Plan"
- **Conclude the lesson with the "Process It" activity from lesson three.** *(3 minutes)*

Pretest *(15-20 minutes)*

Materials: *"Human Trafficking Pretest/Posttest," "Human Trafficking Pretest/Posttest Answer Key"*

Prep Work: *Copy "Human Trafficking Pretest/Posttest" (p. 12), one per student.*

Note: *Administering and evaluating the pretest prior to day one will give you the opportunity to determine how familiar your students are with the concepts you will teach.*

- Say: "We are going to spend time learning about human trafficking. This may be your first opportunity to learn about it. I will give you a pretest to help me see what you already know. You are not expected to know the material right now. You will not be graded on this evaluation. This will be a learning experience for all of us."
- Administer the pretest.
- Use the "Human Trafficking Pretest/Posttest Answer Key" (p. 13), and scoring key below to evaluate student responses.

Posttest *(15-20 minutes)*

Materials: *"Human Trafficking Pretest/Posttest," "Human Trafficking Pretest/Posttest Answer Key"*

Prep Work: *Copy "Human Trafficking Pretest/Posttest" (p. 12), one per student. Copy "Human Trafficking Pretest/Posttest Answer Key" (p.13), one per student (as a study guide).*

Note: *This assessment is recommended to be completed on a separate day than lesson three to allow students time to study for the test. The answer key may be copied and given to students in advance as a study guide. Instruct the class to memorize the human trafficking hotline numbers for the test.*

- Administer the posttest.
- Use the "Human Trafficking Pretest/Posttest Answer Key" (p. 13) and scoring key below to evaluate responses.

Scoring Key *(100 points plus 10 bonus points)*

Partial answers that demonstrate an accurate understanding should be accepted as correct.

#1- 15pts

#2- 10pts (5pts, 5pts)

#3- 15pts (5pts, 5pts, 5pts) Answers will vary but should include examples from the lessons.

#4- 15pts (5pts, 5pts, 5pts)

#5- 15pts for one correct response (1-888-3737-888, BeFree or 233733), 5pts bonus for each additional correct response

#6- 15pts (5pts, 5pts, 5pts) Students only need to list one correct response in each box to receive full credit.

#7- 15pts (1 point for each box)

What Do You Know About Human Trafficking?

Name _____ **Period** _____

1. What is human trafficking?

_____

_____

2. What are the two main types of human trafficking? _____ and _____ trafficking

3. List three common examples of how a trafficker might trick someone into trafficking.

_____

_____

_____

4. How can someone get help if they are being controlled by a trafficker? Get away from the trafficker if possible, _____, _____ and _____.

5. What is the human trafficking hotline number?

1-__ __ __ - __ __ __ __ - __ __ __ or text "HELP" to __ __ __ __ __ __ (__ __ __ __ __ __)

6. For each topic below, fill in a screen safety tip that will help protect you from traffickers.

Personal information	
Photos or videos	
Meeting people	

7. Check all the safety tips that will help protect you from traffickers.

- ☐ Keep a charged cell phone with me.
- ☐ Wear bright colors at night.
- ☐ Don't use drugs and alcohol.
- ☐ Avoid gangs and pimps.
- ☐ Don't have secret relationships.
- ☐ Make wise choices on my screens.
- ☐ Avoid people that dress in all black.
- ☐ Memorize my safe adult's number.
- ☐ Make sure a safe adult always knows where I am.
- ☐ Create a code to alert my safe adults if something is wrong.
- ☐ Memorize the human trafficking hotline number.
- ☐ Avoid going places with people I don't know well.
- ☐ Avoid locations where trafficking or illegal activity may be happening.
- ☐ Avoid going to parties if I don't know the person having the party well.
- ☐ Avoid flirting or sharing about myself with people I don't know well.

What Do You Know About Human Trafficking?

1. **What is human trafficking?**
   A crime where force, tricks or fear are used to make a person work or perform sex acts for payment.
2. **What are the two main types of human trafficking?** Labor and sex trafficking
3. **List three common examples of how a trafficker might trick someone into trafficking.**
   Pretend to be a boyfriend and give gifts or take the person on dates
   Offer a place to stay, food, clothing, drugs or an easy way to make money
   Promise a great job opportunity like modeling or acting
   Meet the person through a screen and pretend to be interested in being a friend or boyfriend
4. **How can someone get help if they are being controlled by a trafficker?**
   Get away from the trafficker if possible, call 911, call the human trafficking hotline and talk to a safe adult.
5. **What is the human trafficking hotline number?** 1-888-3737-888 or text "HELP" to BeFree (233733)
6. **For each topic below, fill in a screen safety tip that will help protect you from traffickers.**

Personal information	• Avoid posting personal info like address, phone, email, city, school name and plans • Don't give personal information to anyone I met through my screen.
Photos or videos	• Don't post, share or text photos or videos that show off my body. • Only take and let others take images of me that I am okay with the whole world seeing. • Use safe search mode when surfing the internet. • Leave a screen right away if I see inappropriate photos or videos. • Turn off location, camera and microphone in device settings for each app. • Only use trusted apps with hundreds of good ratings.
Meeting people	• Use privacy settings for social media and apps. • Only accept someone I know in person as a social media friend. • Only communicate with people that I know in person. • Don't meet someone in person that I met through a screen unless a parent/guardian is involved.

7. **Check all the safety tips that will help protect you from traffickers.**

- ☑ Keep a charged cell phone with me.
- ☐ Wear bright colors at night.
- ☑ Don't use drugs and alcohol.
- ☑ Avoid gangs and pimps.
- ☑ Don't have secret relationships.
- ☑ Make wise choices on my screens.
- ☐ Avoid people that dress in all black.
- ☑ Memorize my safe adult's number.
- ☑ Make sure a safe adult always knows where I am.
- ☑ Create a code to alert my safe adults if something is wrong.
- ☑ Memorize the human trafficking hotline number.
- ☑ Avoid going places with people I don't know well.
- ☑ Avoid locations where trafficking or illegal activity may be happening.
- ☑ Avoid going to parties if I don't know the person having the party well.
- ☑ Avoid flirting or sharing about myself with people I don't know well.

Lesson 1: Understanding Human Trafficking

Learning Goals

After the lesson students will be able to:

- Match key terms and definitions
- Explain how knowledge about trafficking and the gut feeling are helpful for protection from trafficking
- Identify key information about sex trafficking and traffickers
- Identify the safe people in their lives

Preparing Lessons

Lesson Length: 45-50 minutes

See page 10 to modify lesson length.

Materials:

- Video, "Superpower: Danger Sensor 1-A"
- Video, "Knowledge is a Superpower 1-B"
- Activity sheet, "Superpower: Danger Sensor 1-A"
- Activity sheet, "Knowledge is a Superpower 1-B"

Prep Work:

- Print or copy activity sheets 1-A (p. 20) and 1-B (p. 22), one copy of each per student.
- Access video 1-A and video 1-B at FreewayNC.org (password: prevention).
- Write this information on the board:
  Human Trafficking Hotline: 1-888-3737-888
  or text HELP to BeFree (233733)
  Child Abuse Hotline: 1-800-422-4453

Please facilitate conversations that are respectful and make everyone involved feel safe. Set clear rules for behavior before beginning each lesson. Allow students to opt out of answering questions aloud.

Establish Support *(3 minutes)*

- Say: "We are going to take time to learn about human trafficking. We need to learn about it, because it happens in our state. It's important to be able to recognize it in order to stay safe and help others. **If you are concerned about your safety or the safety of someone you know, please tell me or speak to another safe adult before you leave the building today.** For anyone who has experienced any form of abuse or deeply distressing experience, it is important to receive support and help."
- Point out the hotline numbers on the board.
- Continue: **"I have written the Human Trafficking Hotline number and the Child Abuse Hotline number on the board. Write these numbers down. They are important numbers to know. These national hotlines provide a way to talk to someone confidentially. Caring people are available any time of day to listen and provide support and advice."**
- Say: "Let's practice learning the Human Trafficking Hotline number."
- Lead the class in memorizing the number *(1-888-3737-888).* Recite the first half of the number. Direct students to recite the remaining portion. Repeat several times. Erase the number on the board and direct students to recite the entire number several times. Rewrite the number before continuing.
- Conclude: "As we learn about human trafficking, everyone is encouraged to participate in class discussions. However, you will not be required to answer any specific question aloud. If you are not comfortable answering a question, you may pass. It is important that everyone is respectful of each other and the information that is shared in class."

Show Video 1-A

Superpower: Danger Sensor *(6 minutes)*

- Say: "We're going to watch a short video about human trafficking. As you watch, look for the two main types of trafficking."
- Show the video.
- Say: "In the video we learned about labor and sex trafficking. While the superhero theme is fun, the subject is serious and real. Trafficking happens in our state. It may even happen on your street or in your neighborhood. Learning about trafficking will help keep you safe. Listening to your body when it senses danger is also a tool you can use to help protect yourself."

What Are Students Learning in the Video?

Superpower Danger Sensor 1-A

Definitions

Human trafficking*- (1) a crime in which force, tricks or fear are used to make a person work or perform sex acts for payment (2) modern-day slavery*

Trafficker*- (1) a person who commits the crime of human trafficking (2) a person who controls a trafficking victim (3) a person who sells a trafficking victim*

Trafficking victim*- a person being controlled by a human trafficker*

Labor trafficking*- a crime in which force, tricks or fear are used to make a person work*

Sex trafficking*- a crime in which force, tricks or fear are used to make a person perform sex acts for payment (money, food, housing, drugs, clothing or jewelry)*

Concepts to Understand

- Your body's ability to sense danger is a "superpower" like tool to help keep you safe. When your body senses danger, it warns you.
- Sometimes the body responds with a loud warning like a pounding heart, sweating and increased awareness and strength.
- Sometimes the body responds with a quiet warning such as an uneasy or uncomfortable feeling in the stomach (gut feeling) or a cautionary thought.
- When your body communicates a warning to you, pay attention to it. Listening to your gut will help keep you safe.
- Trafficking happens around the world and in the US. Trafficking happens in every state.

Activity Sheet 1-A

Superpower: Danger Sensor *(12 minutes)*

- *Note: The activity sheet may be graded as a daily assessment. If collecting papers, return directly to students so they can keep important safety information. The activity sheet may be assigned as homework if necessary.*
- Distribute the activity sheet.
- Guide students to complete the activity sheet. Students may complete each section independently or as teacher-led activities.
- Use the "Superpower: Danger Sensor 1-A Answer Key" (p. 21) to provide students with answers to self check.
- Read the "Hero's Challenge" from the activity sheet and encourage students to follow it.

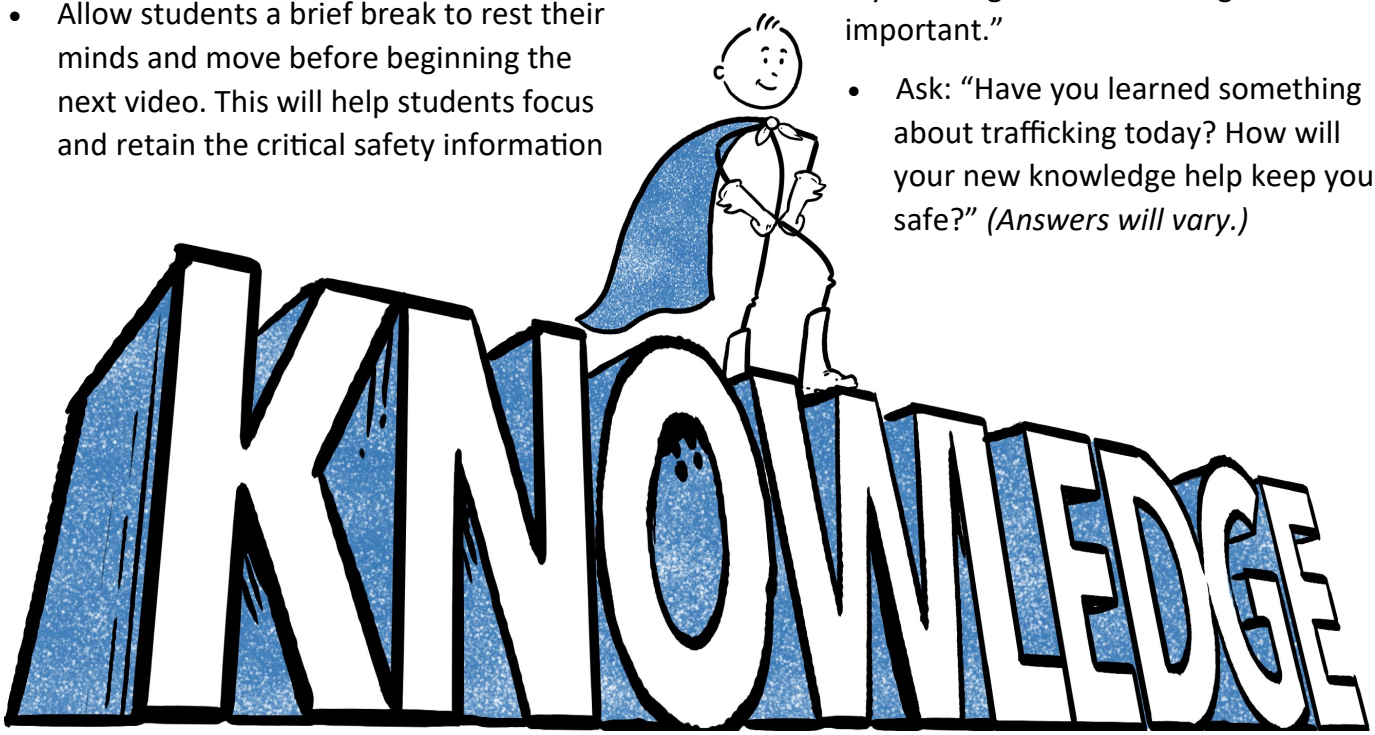
Brain Break *(1-5 minutes)*

- Allow students a brief break to rest their minds and move before beginning the next video. This will help students focus and retain the critical safety information presented in the video. Suggested activities include standing and stretching, shaking out arms and legs or moving around the classroom. You may also choose to lead students in an organized physical activity. Be creative and incorporate lesson materials or the superhero theme if desired.

Show Video 1-B

Knowledge Is a Superpower *(6 minutes)*

- Say: "Let's watch another video. Look for the information that will help you identify a trafficker."
- Show the video.
- Say: "In the videos, it's easy to identify the traffickers, but in real life, traffickers look just like other adults or teens. That's why learning about trafficking is so important."
- Ask: "Have you learned something about trafficking today? How will your new knowledge help keep you safe?" *(Answers will vary.)*



What Are Students Learning in the Video?

Knowledge is a Superpower 1-B

Definition

***Pimp**- A term often used to refer to a trafficker involved in sex trafficking.*

Concepts to Understand

- Knowledge is a "superpower" like tool that gives you an "edge" (advantage) over traffickers. Knowledge about trafficking will help protect you from trafficking.
- It's important to identify the safe adults and friends in your life and spend your time with them.
- Safe people won't ask you to do things that you know or feel in your gut are wrong. They won't ask you to do things that are harmful to you or your body. They won't encourage you to use drugs.
- Safe adults won't flirt or make suggestive comments to kids or teens. Any adult that talks or acts in a sexual way toward a minor is not a safe adult.
- Pimps can be male or female and they usually look like other adults or teens. They can be any race.
- Traffickers can be business owners, family members, family friends, authority figures, neighbors or strangers. Traffickers can even be a friend or boyfriend.
- Traffickers may work alone or together. They can be married or dating couples. They can be business partners. Some pimps work together in gangs.
- Male and female gang members recruit in person or through social media. Gangs aren't safe places. Gangs use tricks, threats and violence. Gangs and pimps give away drugs to hook and then control victims.
- To protect yourself, avoid gang members or anyone who offers you drugs.
- If you see signs that trafficking may be happening in a particular place, avoid that location. Trafficking happens in a variety of places including houses, apartments, hotels, major interstates, local streets, bars and adult clubs.

Activity Sheet 1-B

Knowledge Is a Superpower *(15 minutes)*

Note: Due to the personal nature of the activity sheet, explain to the class who will see the completed papers (e.g. yourself and the student). If collecting papers, return directly to students to protect confidentiality.

- Distribute the activity sheet.
- Read the directions and guidelines aloud for "Who Are My Safe People?" Make suggestions for adults (teachers, school nurses, social workers, resource officers, counselors, doctors, family friends, coaches or youth leaders). Pause for students to complete each part of the activity.
- **Say: "Just because you've come to trust someone, doesn't make them safe. Always use these guidelines to evaluate people in your life. If you realize someone isn't safe, tell a safe adult right away. Keep telling safe adults until you get help."**
- Guide students to complete "Let's Get the Facts Right." This may be done independently or as a teacher-led activity.
- Use the "Think About It" section for review. Students may answer questions independently on paper, in small groups or as a teacher-led discussion. If completing in small groups, allow time for students to share answers with the class.
- Use "Knowledge Is a Superpower 1-B Answer Key" (p. 23) to give students answers to self check.
- Read the "Hero's Challenge" from the activity sheet and encourage students to follow it.

North Carolina Teachers

Human Trafficking Objective, 7th grade

Note: Incorporate the NC DPI 7th grade objective by adding the content below to activity sheet 1-B. "Sexual Harassment may contribute to sexual abuse, sexual assault, sex trafficking and the feelings that result from these behaviors"* (NC DPI 7.ICR3.3).

Say: "There are different types of illegal sexual behavior. Sexual harassment is uninvited behavior of a sexual nature, often by a person in authority. It may include touching, name calling, teasing, jokes or texts. Sexual assault is an unwanted or inappropriate sexual act. Inappropriate sexual acts may involve a child, mentally disabled person or physically helpless person. Sexual assault often involves force or threats. One example is rape. Child sexual abuse happens when someone behaves in a sexual way toward a child or minor. The abuser may be an adult, older youth or even a child. The abuser and victim usually know each other and may even be related. The abuse may occur repeatedly and include tricks, threats, promises, bribes or force."

Guide students to define sexual harassment, sex trafficking, child sexual abuse and sexual assault in their own words. Guide students to give examples of inappropriate sexual behaviors that would fall under these terms. Then encourage students to affirm the value of classmates, relatives and community members by describing contrasting behaviors that show respect for the value of others.

Conclude: "It is never okay for you to talk or act in a sexual way that harasses, abuses or harms another person. It's never okay for someone to act this way toward you. An adult should never talk or act in a sexual way toward a youth. It's important to get help from a safe adult if someone is behaving this way toward you. Even sexual harassment can lead to sexual abuse, sexual assault, sex trafficking and negative feelings like shame, depression, anger, anxiety and fear. Abusers need to be held responsible for their actions, including school-imposed disciplinary action and/or legal consequences."

*This content has been created to fulfill requirements designated in the NC DPI Healthful Living Unpacking Standards.

Process it *(3 minutes)*

Note: This activity was developed to assist students with processing and coping with a difficult topic as well as transitioning to a healthy, positive understanding. Emphasis is drawn to the feet as a way to lower anxiety symptoms.

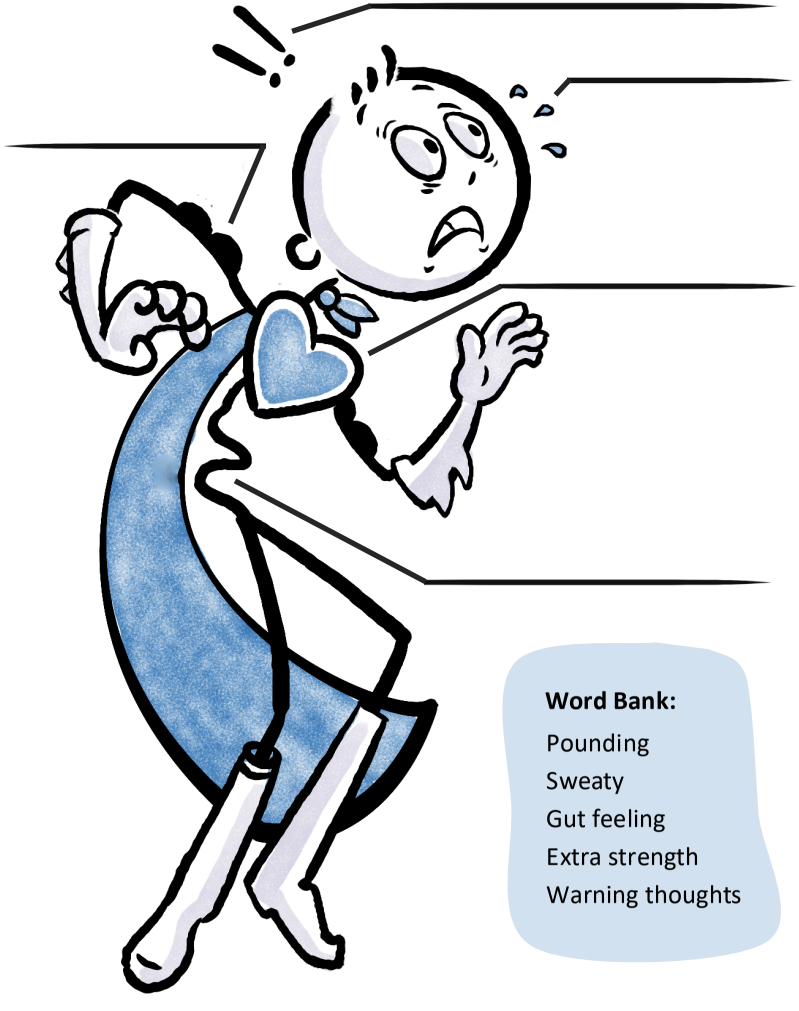
- Say: "We learned about a difficult topic today. It is normal to find this unsettling or even upsetting. We are learning about trafficking to help protect ourselves and others. Let's take a moment to process what we've learned. You can close your eyes or find something near your feet to look at. Pay attention to what you are thinking and feeling. As you notice what is going on in your mind and body, feel your feet on the floor. Imagine a strong magnet pulling your feet firmly to the floor and notice the chair supporting you. Breathe in deep breaths and release the air very slowly. As you breathe out, imagine the stress leaving your body and feel your body relax with each breath."
- Participate in the breathing activity with students. Take six deep breaths over the course of one minute before continuing.
- Say: "If your eyes are closed, you can open them now."
- Conclude: "Today we learned about two superpowers or tools you can use to protect yourself. You have the ability to sense when something isn't right. You also have new knowledge to help protect yourself. Think about how useful these tools are for safety. Be grateful for them and remember to use them."

Superpower: Danger Sensor

Name: _____ Period: _____

How Can You Sense Danger?

Fill in the blanks to show how your body warns you of danger. Use the word bank below.



Word Bank:

Pounding
Sweaty
Gut feeling
Extra strength
Warning thoughts

Match It Up

Draws lines to match the terms with the correct definitions.

Human trafficking	A person who commits the crime of human trafficking
Trafficker	A crime where force, tricks or fear are used to make a person work or perform sex acts for payment
Trafficking victim	A crime where force, tricks or fear are used to make a person perform sex acts for payment
Labor trafficking	A person being controlled by a trafficker
Sex trafficking	A crime where force, tricks or fear are used to make a person work

Let's Get the Facts Right

Read the statements. Write "T" for true and "F" for false.

___ Human trafficking is also called modern-day slavery.

___ Trafficking happens in America but not in our state.

___ A boyfriend who forces his girlfriend to have sex with someone in exchange for money or drugs is an example of sex trafficking.

___ An adult who convinces a child to exchange sex for gifts is an example of sex trafficking.

___ Listening to your gut feeling will help protect you from traffickers.

Hero's Challenge

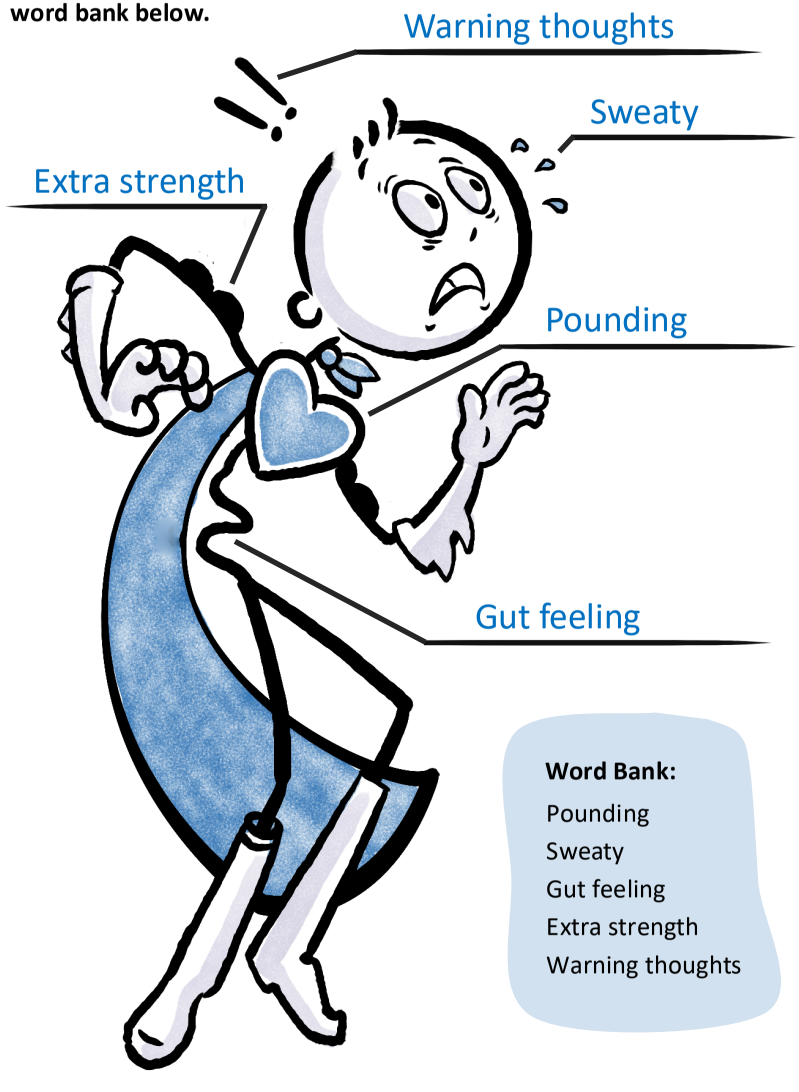
Decide today to avoid people who use force, tricks or fear to control others. Listen to your superpower. If your body warns you of danger, get away from the situation. Talk to a safe adult.

Superpower: Danger Sensor

Answer Key

How Can You Sense Danger?

Fill in the blanks to show how your body warns you of danger. Use the word bank below.



Word Bank:

Pounding
Sweaty
Gut feeling
Extra strength
Warning thoughts

Match It Up

Draws lines to match the terms with the correct definitions.

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Sex trafficking	A crime where force, tricks or fear are used to make a person work

Let's Get the Facts Right

Read the statements. Write "T" for true and "F" for false.

T Human trafficking is also called modern-day slavery.

F Trafficking happens in America but not in our state.

T A boyfriend who forces his girlfriend to have sex with someone in exchange for money or drugs is an example of sex trafficking.

T An adult who convinces a child to exchange sex for gifts is an example of sex trafficking.

T Listening to your gut feeling will help protect you from traffickers.

Hero's Challenge

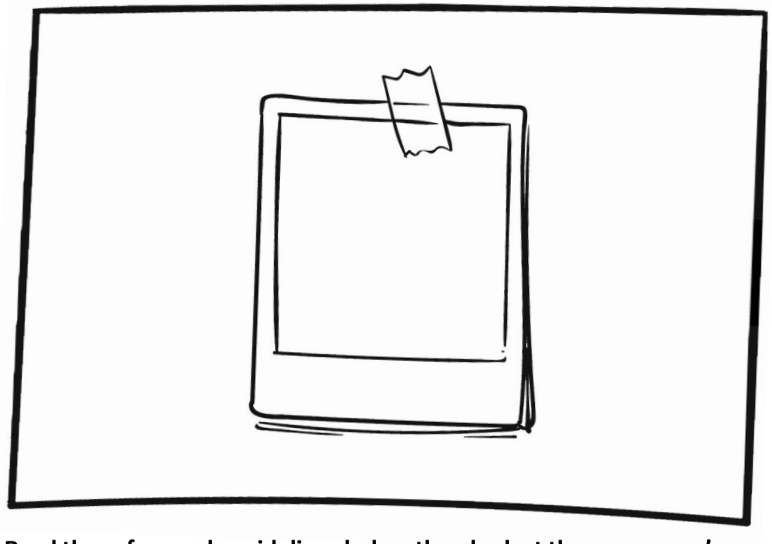
Decide today to avoid people who use force, tricks or fear to control others. Listen to your superpower. If your body warns you of danger, get away from the situation. Talk to a safe adult.

Knowledge Is a Superpower

Name: _____ Period: _____

Who Are My Safe People?

Draw yourself in the photo. Write down the names or initials of the adults and friends that are in your life in the large box. Include adults from school and the community.



Read the safe people guidelines below then look at the names you've written in the box above. Circle the names of the safe people in your life.

Safe People Never...

- ask you to do things you know or feel in your gut are wrong.
- ask you to do things that are harmful to you.
- encourage you to use drugs or alcohol.

Safe Adults Never...

- flirt or make sexual comments to kids or teens.
- act in a sexual way toward kids or teens.

Let's Get the Facts Right

Read the statements. Write "T" for true and "F" for false.

___ Traffickers are always men.

___ Traffickers can be business owners, family members, friends and authority figures.

___ Traffickers usually pretend to be someone you can trust.

___ Traffickers can be dating or married couples.

___ Gangs give away drugs to get people hooked on drugs and control them.

___ A pimp is always involved in labor trafficking.

___ Sex trafficking can happen in motels, houses, bars, clubs and on roadways.

___ Traffickers usually look like any other adult or teenager.

What superpower gives you an edge? _ _ _ _ _ e d g e

Think About It...

1. What is human trafficking? What are the two main types?
2. What are the two "superpowers" you have and how do they help keep you safe?
3. Why is it important to spend your time with safe adults and safe friends?

Hero's Challenge

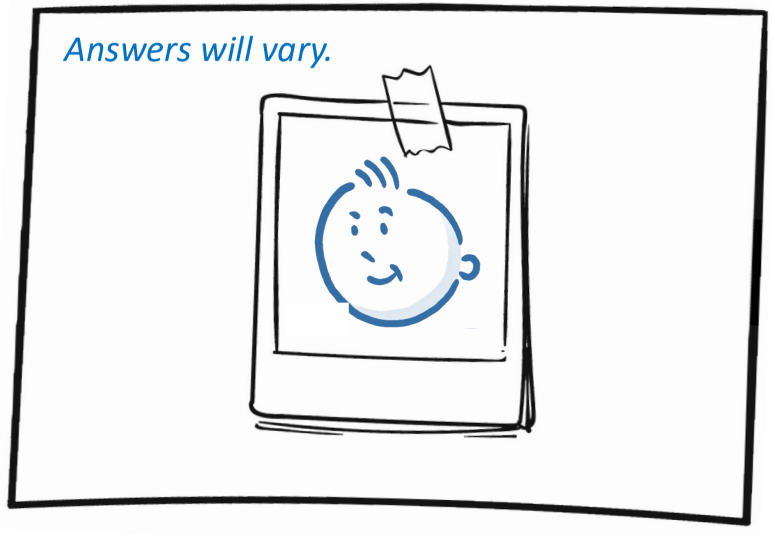
Decide today to avoid pimps and gangs and say "NO" to drugs.
Commit to avoid locations where you see signs of trafficking.

Knowledge Is a Superpower

Answer Key

Who Are My Safe People?

Draw yourself in the photo. Write down the names or initials of the adults and friends that are in your life in the large box. Include adults from school and the community.



Read the safe people guidelines below then look at the names you've written in the box above. Circle the names of the safe people in your life.

Safe People Never. . .

- ask you to do things you know or feel in your gut are wrong.
- ask you to do things that are harmful to you.
- encourage you to use drugs or alcohol.

Safe Adults Never. . .

- flirt or make sexual comments to kids or teens.
- act in a sexual way toward kids or teens.

Let's Get the Facts Right

Read the statements. Write "T" for true and "F" for false.

_F_ Traffickers are always men.
_T_ Traffickers can be business owners, family members, friends and authority figures.
_T_ Traffickers usually pretend to be someone you can trust.
_T_ Traffickers can be dating or married couples.
_T_ Gangs give away drugs to get people hooked on drugs and control them.
_F_ A pimp is always involved in labor trafficking.
_T_ Sex trafficking can happen in motels, houses, bars, clubs and on roadways.
_T_ Traffickers usually look like any other adult or teenager.

What superpower gives you an edge? k n o w l e d g e

Think About It...

1. What is human trafficking? What are the two main types?
   Human trafficking is modern-day slavery. It is a crime where traffickers use tricks, force or fear to make a person do work or perform sex acts in exchange for something. The two main types are labor and sex trafficking.
2. What are the two "superpowers" you have and how do they help keep you safe?
   Your body's ability to sense danger is a tool that protects you from trafficking and other dangers. Your body might sense danger with an adrenaline rush, a gut feeling or a cautionary thought. Listen when your body communicates a warning and get away from the situation. **Knowledge about human trafficking** is another tool you can use to help you recognize and avoid traffickers.
3. Why is it important to spend your time with safe adults and safe friends?
   Safe people won't ask you to do things that are harmful to you. If you spend time with unsafe people it puts you at risk for trafficking or other dangerous situations.

Hero's Challenge

Decide today to avoid pimps and gangs and say "NO" to drugs.
Commit to avoid locations where you see signs of trafficking.

Lesson 2: Identifying a Trafficker's Tricks

Learning Goals

After the lesson students will be able to:

- Recognize how traffickers find victims
- Describe common trafficker tricks
- Identify personal vulnerabilities
- Identify on-screen safety measures and describe actions they will take to stay safe

Preparing Lessons

Lesson Length: 45-50 minutes

See page 10 to modify lesson length.

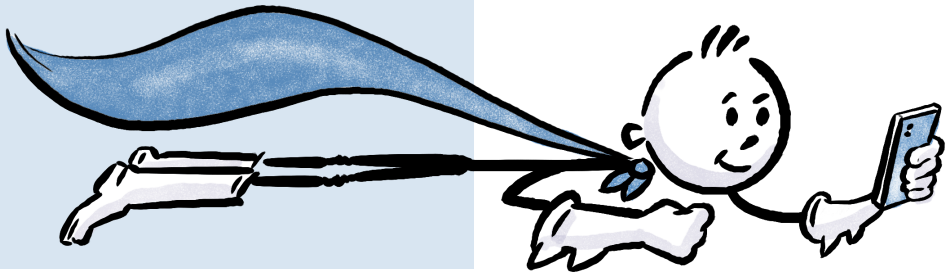
Materials:

- Video, "Superheroes & Technology 2-A"
- Video, "Superheroes & Villains 2-B"
- Activity sheet, "Superheroes & Technology 2-A"
- Activity sheet, "Superheroes & Villains 2-B"

Prep Work:

- Print or copy activity sheets 2-A (p. 30) and 2-B (p. 32), one single-sided copy of each per student.
- Access video 2-A and video 2-B at FreewayNC.org (password: prevention).

Please facilitate conversations that are respectful and make everyone involved feel safe. Set clear rules for behavior before beginning each lesson. Allow students to opt out of answering questions aloud.



Introduce the Lesson *(2 minutes)*

- Say: "Yesterday we learned about labor and sex trafficking. We learned about where sex traffickers operate and the connection that gangs and drugs have to trafficking. We also learned about the human trafficking hotline. Let's practice memorizing the number."
- Lead the class in memorizing the human trafficking hotline number (1-888-3737-888). Recite the number. Direct students to repeat the number back to you. Repeat several times.
- Continue: "Today we will learn more about traffickers and the tricks they use. Remember, the more you know, the better prepared you will be if a trafficker or any other type of predator ever enters your story."

Show Video 2-A

Superheroes & Technology *(6 minutes)*

- Say: "As you watch this video, think about how you use your screens. Think about what changes you can make that will help protect you."
- Show the video.
- Say: "In the video we learned how traffickers use technology to find and trick kids and teens. We also learned simple steps you can take to protect yourself."

What Are Students Learning in the Video?

Superheroes & Technology 2-A

Concepts to Understand

- Traffickers and predators befriend kids and teens on social media and apps. They hide their real identity and build false relationships (often romantic). They may promise modeling or acting jobs. They may offer to send a gift like a plane or bus ticket to visit them. They may ask for nude photos and then use the images to manipulate and control.
- Traffickers use the same websites, apps and gaming devices that kids and teens use.

How to Protect Yourself

- Check your privacy settings on social media and apps. These settings let you decide who sees your information and posts. Choose settings like “private” or “friends” to help protect yourself.
- It’s best to only communicate with people that you know in person. Only accept someone as a social media friend if you know them in person.
- Don’t arrange to meet someone in person that you met through your screen unless your parent or guardian is okay with this and is involved.
- Don’t post your email, phone, address, city, school name or plans. Don’t give this information to anyone you don’t know in person.
- Only post, share or text photos or videos that you are okay with the whole world seeing. Don’t let anyone take, text or post these either. Avoid posting, sharing or texting photos and videos that show off your body.
- To avoid unknowingly participating in sex trafficking, avoid looking at photos or videos of people without clothing. Use a safe search feature online. Leave a screen right away if you see inappropriate images.
- Use apps and websites your parents or guardians are okay with you using.
- Use trusted apps and turn off location, camera and microphone options in the device settings for each of your apps (those that come with your device and the ones you add). This will help protect you from someone spying on you through your camera and microphone. It will also help protect you from someone learning your location.

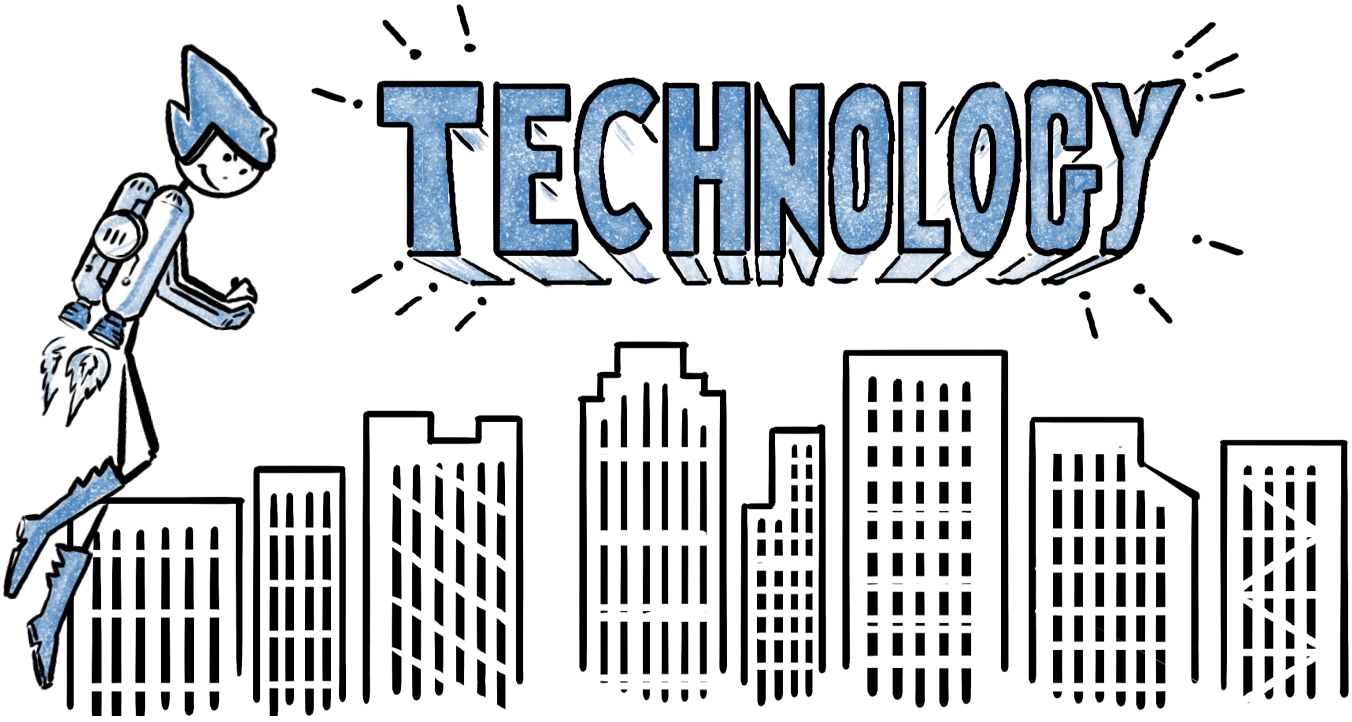
Activity Sheet 2-A

Superheroes & Technology *(15 minutes)*

- *Note: The activity sheet may be graded as a daily assessment. If collecting papers, return directly to students so they can keep important safety information. The activity sheet may be assigned as homework if necessary.*
- Distribute the activity sheet.
- Direct students to complete "How Can I Protect Myself?" independently.
- Guide students to complete "Let's Get the Facts Right." This can be done independently or as a teacher-led activity.
- Use the "Think About It" section to review and expand on the video content. Students may answer questions independently on paper, in small groups or as a teacher-led discussion. If completing in small groups, allow time for students to share group answers with the class.
- Use the "Superheroes & Technology 2-A Answer Key" (p. 31) to provide students with answers to self check.
- Read the "Hero's Challenge" from the activity sheet and encourage students to follow it.

Brain Break *(1-5 minutes)*

- Allow students a brief break to rest their minds and move before beginning the next video. This will help students focus and retain the critical safety information presented in the video. Suggested activities include standing and stretching, shaking out arms and legs or moving around the classroom. You may also choose to lead students in an organized physical activity. Be creative and incorporate lesson materials or the superhero theme if desired.



Show Video 2-B

Superheroes & Villains *(6 minutes)*

- Say: "Traffickers are experts at tricking people. As you watch the video, look for specific ways that traffickers trick, force and scare people."
- Show the video.
- Say: "We've just learned some specific ways that traffickers trick people. Remember traffickers look like other adults or teens. Knowing about their tricks will help you to recognize traffickers."
- Ask: "What did you learn from watching this video?" *(Answers will vary.)*

What Are Students Learning in the Video?

Superheroes & Villains 2-B

Concepts to Understand

- Everyone has vulnerabilities. Traffickers look for vulnerable people. Examples include females, kids and teens, runaways, foster youth and homeless youth. Those who are lonely or looking for love are vulnerable. Those who lack social support, have problems at home or struggle in school are vulnerable. Those who have financial needs, a child welfare connection or prior abuse are vulnerable.
- Some people choose to do things that make them vulnerable like gang involvement, drugs and alcohol.
- Avoid talking about your vulnerabilities with someone you don't know well.
- Traffickers look for teens and kids through friends, local neighborhoods, social media, schools, adult clubs or bars and places kids and teens hang out such as parks, shopping centers and restaurants. Traffickers may even traffic members of their own family.
- It's rare for traffickers to kidnap someone they don't know.
- Traffickers may appear to be caring older friends or boyfriends. To manipulate the victim they may offer friendship, love, opportunity, housing, gifts or drugs. They may promise an easy way to make money.
- Once a trafficker earns the victim's trust (may take weeks or months) things will change. They may keep the victim away from friends or family. They may take the victim's ID, money and phone. They may pressure a victim to go on "dates" to help earn money. They may threaten to share nude images or threaten to harm the victim or family members. Traffickers may be controlling, demanding or violent. They may use drugs to control victims.

Activity Sheet 2-B

Superheroes & Villains *(12 minutes)*

- *Note: Due to the personal nature of the activity sheet, it is recommended that you explain to the class who will see the completed papers (e.g. yourself and the student). If collecting papers, return directly to students. This protects the confidentiality of students. The activity sheet may be assigned as homework if necessary. It may also be graded as a daily assessment.*
- Distribute the activity sheet.
- Say, "Everyone has vulnerabilities. Traffickers try to use your vulnerabilities against you. If someone is lonely, a trafficker will pretend to be their friend. If someone is homeless a trafficker might offer them a place to stay. If someone needs money, a trafficker might promise a fast way to make money. Avoid anyone who tries to use your vulnerabilities to trick you."
- *Note: Additional vulnerabilities may be shared with your class. If you choose to share other vulnerabilities please do so in a way that does not contribute to feelings of shame for students. Several examples include foreign-nationals, LGBTQ community, special needs population and connection to the juvenile justice system.*
- Direct students to complete "My Vulnerabilities" independently.
- Say, "Most vulnerabilities are just part of our story, but sometimes people choose to do things that make them more vulnerable like using drugs and alcohol, spending time with gangs or making unwise choices online.

There may be things that you are choosing to do that make you more vulnerable. If so, think about what changes you can make that will help protect you."

- Guide students to complete "Let's Get the Facts Right." This can be done independently or as a teacher-led activity.
- Use the "Think About It" section to review and expand on the video content. Students may answer questions independently on paper, in small groups or as a teacher-led discussion. If completing in small groups, allow time for students to share group answers with the class.
- Use the "Superheroes & Villains 2-B Answer Key" (p. 33) to provide students with answers to self check.
- Read the "Hero's Challenge" from the activity sheet and encourage students to follow it.

Process it *(3 minutes)*

Note: This activity was developed to assist students with processing and coping with a difficult topic as well as transitioning to a healthy, positive understanding. Emphasis is drawn to the feet as a way to lower anxiety symptoms.

- Say: "It's okay to feel upset about what we learned today. Remember, we are learning about trafficking to help protect ourselves and others. Let's take a moment to process what we've learned. You can close your eyes or find something near your feet to look at. Pay attention to what you are thinking and feeling. As you notice what is going on in your mind and body, feel your feet on the floor. Imagine a strong magnet pulling your feet firmly to the floor and notice the chair supporting you. Breathe in deep breaths and release the air very slowly. As you breathe out, imagine the stress leaving your body and feel your body relax with each breath."
- Participate in the breathing activity with students. Take six deep breaths over the course of one minute before continuing.
- Say: "If your eyes were closed, you can open them now."
- Conclude: "Today we learned about steps you can take to protect yourself. What you've learned in the videos gives you an advantage that you can use to help protect yourself and those around you. You also have the ability to sense when something isn't right. Think about how useful these tools are for safety. Be grateful for them and remember to use them."

Superheroes & Technology

Name: _____ Period: _____

How Can I Protect Myself?

Think about your life and how you use a phone and other devices. Check all the safety tips that apply to you. Use the back of this paper to write down what you plan to do to stay safe.

- ☐ Use privacy settings for social media and apps. Only accept someone you know in person as a social media friend. Only communicate with people that you know in person.
- ☐ Don't post, share or text photos or videos that show off your body. Only take and let others take photos or videos of you that you are okay with the whole world seeing.
- ☐ Only use trusted apps with hundreds of good ratings. Turn off location, camera and microphone in device settings for each app.
- ☐ Avoid posting personal information like your address or where you are everyday. Don't give this information to anyone you met through a screen.
- ☐ Don't meet someone in person that you met through your screen unless a parent or guardian thinks it's a good idea and is involved.
- ☐ Use safe search mode online. Leave a screen right away and tell a safe adult if you see inappropriate images or videos.

Learn more about device settings and safe search mode at FreewayNC.org.

Let's Get the Facts Right

Read the statements. Write "T" for true and "F" for false.

___ Following screen safety tips will help protect you from traffickers.

___ You will definitely know if you meet a trafficker through social media or an app.

___ It's safe to give my address to someone I met on an app so they can send me a gift.

___ If you have locations on an app turned on, a predator can figure out where you are if you post a photo or in some cases a comment.

___ It's safe to post your school name, city you live in and where you're going.

___ Traffickers pretend to be interested in being your friend, boyfriend or girlfriend.

___ It's completely safe to make friends through video games and gaming websites.

Think About It...

1. Create a list of all the social media websites, apps and gaming devices that traffickers might use to meet kids or teens.
2. How do traffickers befriend kids and teens through their screens?
3. Pick three safety tips from the lesson. What could go wrong if someone ignores these guidelines?

Hero's Challenge

Decide to protect yourself on your screens by never sharing personal information or photos that show off your body. Decide to never meet someone in person that you met through your screen without involving a parent or guardian.

Superheroes & Technology

Answer Key

How Can I Protect Myself?

Think about your life and how you use a phone and other devices. Check all the safety tips that apply to you. Use the back of this paper to write down what you plan to do to stay safe. *Answers will vary.*

- ☐ Use privacy settings for social media and apps. Only accept someone you know in person as a social media friend. Only communicate with people that you know in person.
- ☐ Don't post, share or text photos or videos that show off your body. Only take and let others take photos or videos of you that you are okay with the whole world seeing.
- ☐ Only use trusted apps with hundreds of good ratings. Turn off location, camera and microphone in device settings for each app.
- ☐ Avoid posting personal information like your address or where you are everyday. Don't give this information to anyone you met through a screen.
- ☐ Don't meet someone in person that you met through your screen unless a parent or guardian thinks it's a good idea and is involved.
- ☐ Use safe search mode online. Leave a screen right away and tell a safe adult if you see inappropriate images or videos.

Learn more about device settings and safe search mode at FreewayNC.org.

Let's Get the Facts Right

Read the statements. Write "T" for true and "F" for false.

T Following screen safety tips will help protect you from traffickers.
F You will definitely know if you meet a trafficker through social media or an app.
F It's safe to give my address to someone I met on an app so they can send me a gift.
T If you have locations on an app turned on, a predator can figure out where you are if you post a photo or in some cases a comment.
F It's safe to post your school name, city you live in and where you're going.
T Traffickers pretend to be interested in being your friend, boyfriend or girlfriend.
F It's completely safe to make friends through video games and gaming websites.

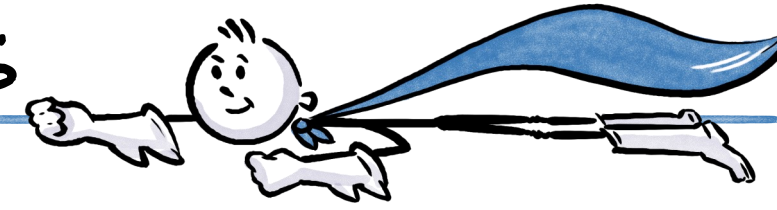
Think About It...

1. Create a list of all the social media websites, apps and gaming devices that traffickers might use to meet kids or teens. *Answers should include websites, apps and gaming devices that allow photos or messages to be exchanged.*
2. How do traffickers befriend kids and teens through their screens?
   Traffickers pretend to be interested in being a friend, boyfriend or girlfriend. They tell lies. They know exactly what to say to trick someone.
3. Pick three safety tips from the lesson. What could go wrong if someone ignores these guidelines? *Answers should reflect the danger involved in allowing a trafficker/predator to learn about you or develop a relationship with you. Answers may reflect how a trafficker can spy on you through your apps. Answers may reflect how traffickers use nude photos to blackmail people. Answers may reflect how looking at nude images online could mean you are participating in sex trafficking.*

Hero's Challenge

Decide to protect yourself on your screens by never sharing personal information or photos that show off your body. Decide to never meet someone in person that you met through your screen without involving a parent or guardian.

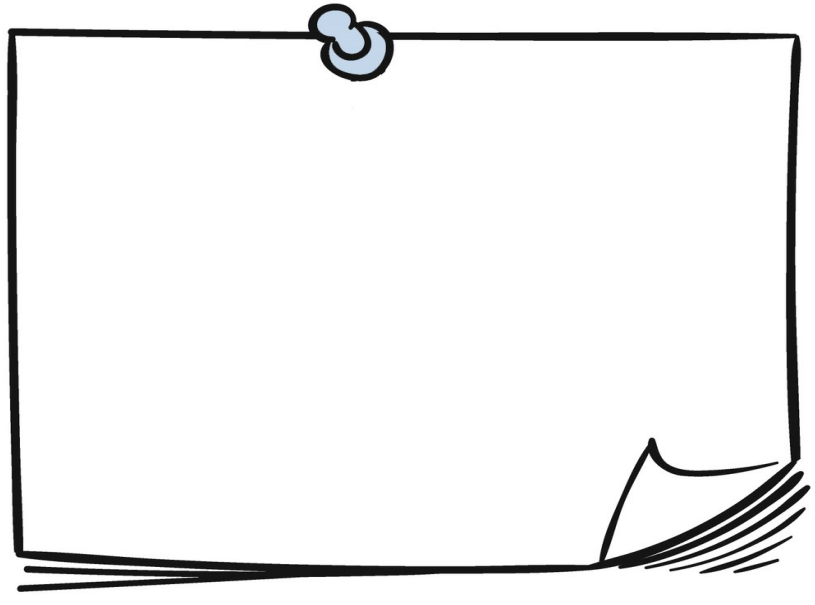
Superheroes & Villains



Name: _____ Period: _____

My Vulnerabilities

Think about what makes you vulnerable. Look at the list below for ideas. Create a symbol to represent each of your vulnerabilities. Draw the symbols in the box below. Make your symbols ones that only you understand.



Examples of Vulnerabilities from the Video:

Child or teen	Struggling in school	Location where you live
Female	Skipping school	Child welfare connection
Homeless	Problems at home	Needing money or things
Runaway	Past scary experience	Spending time with gangs
Lonely	Lacks family support	Using drugs or alcohol
Previous abuse	Lacks friend support	

Let's Get the Facts Right

Read the statements. Write "T" for true and "F" for false.

___ Traffickers look for children and teens through social media, neighborhoods, friends, schools, shopping centers, parks, restaurants, adult clubs and bars.

___ It's a good idea to talk about your vulnerabilities with someone you just met.

___ A trafficker might offer friendship, love, opportunities, housing or gifts.

___ Traffickers may appear to be caring older boyfriends or supportive friends.

___ Traffickers never traffic their relatives or family members.

___ Traffickers usually dress in black, hand out candy and kidnap kids.

___ A trafficker might promise to make you a star or offer to pay for a travel ticket.

___ It's a good idea to avoid people that try to use your vulnerabilities to trick you.

Think About It...

1. What if someone gave you a gift or did something nice for you and then said you needed to do something to repay the favor or gift? What would you do?
2. What are some ways traffickers trick people into trusting them?
3. How do traffickers behave after they've tricked someone into trusting them?

Hero's Challenge

Decide today that if you are ever in a relationship where force, fear or tricks are used against you, you will get away and get help from a safe adult.

Superheroes & Villains

Answer Key

My Vulnerabilities

Think about what makes you vulnerable. Look at the list below for ideas. Create a symbol to represent each of your vulnerabilities. Draw the symbols in the box below. Make your symbols ones that only you understand.

Answers will vary and are intended for self-assessment purposes only.

Examples of Vulnerabilities from the Video:

Child or teen	Struggling in school	Location where you live
Female	Skipping school	Child welfare connection
Homeless	Problems at home	Needing money or things
Runaway	Past scary experience	Spending time with gangs
Lonely	Lacks family support	Using drugs or alcohol
Previous abuse	Lacks friend support	

Let's Get the Facts Right

Read the statements. Write "T" for true and "F" for false.

T Traffickers look for children and teens through social media, neighborhoods, friends, schools, shopping centers, parks, restaurants, adult clubs and bars.
F It's a good idea to talk about your vulnerabilities with someone you just met.
T A trafficker might offer friendship, love, opportunities, housing or gifts.
T Traffickers may appear to be caring older boyfriends or supportive friends.
F Traffickers never traffic their relatives or family members.
F Traffickers usually dress in black, hand out candy and kidnap kids.
T A trafficker might promise to make you a star or offer to pay for a travel ticket.
T It's a good idea to avoid people that try to use your vulnerabilities to trick you.

Think About It...

1. What if someone gave you a gift or did something nice for you and then said you needed to do something to repay the favor or gift? What would you do? Talk to a safe adult. No gift or favor should require you to do something in return. Don't allow your feelings for someone to cause you do something you normally wouldn't or that you know is wrong.
2. What are some ways traffickers trick people into trusting them? Traffickers learn your vulnerabilities and use them to take advantage of you. They may pretend to be a caring friend or boyfriend. They may offer a safe place to stay, gifts, clothing, food or drugs. They may promise a great job opportunity or an easy way to make money.
3. How do traffickers behave after they've tricked someone into trusting them? Once a trafficker tricks someone into trusting them, they become controlling. They may take the person away from family and friends. They may take away money, ID and phone. They may threaten to share nude images. They may threaten to harm the victim or their family. They may become abusive. They may use drugs to control the person.

Hero's Challenge

Decide today that if you are ever in a relationship where force, fear or tricks are used against you, you will get away and get help from a safe adult.

Lesson 3: Protecting Yourself & Others

Learning Goals

After the lesson students will be able to:

- Recall the trafficking hotline number
- Recall the steps for getting help for self and others
- Identify actions that can be taken for safety and describe personal actions they will take to stay safe

Preparing Lessons

Lesson Length: 45-50 minutes
See page 10 to modify lesson length.

Materials:

- Video, "Superheroes Take Action 3-A"
- Video, "Heroes Make Safe Choices 3-B"
- Handout, "Even Superheroes Need Help"
- Activity sheet, "Superheroes Take Action 3-A"
- Activity sheet, "Heroes Make Safe Choices 3-B"

Prep Work:

- Print or copy "Even Superheroes Need Help" (p. 39). Cut copies with paper cutter to separate, one half sheet per student.
- Print or copy activity sheets 3-A (p. 40) and 3-B (p. 42), one copy of each per student.
- Access video 3-A and video 3-B at FreewayNC.org (password: prevention).

Please facilitate conversations that are respectful and make everyone involved feel safe. Set clear rules for behavior before beginning each lesson. Allow students to opt out of answering questions aloud.

Introduce the Lesson *(1 minute)*

- Say: "Yesterday we learned about tips for safety on our devices. We also learned about the methods traffickers use to trick people into trafficking. Today we will learn about additional steps you can take to help protect yourself and others. Who can recite the human trafficking hotline number?" (*1-888-3737-888*)

Show Video 3-A

Superheroes Take Action *(5 minutes)*

- Say: "During the video, watch for who is available to help and the specific steps you can take to help yourself or someone else."
- Show the video.
- Say: "In the video we learned about the human trafficking hotline and the steps you can take if you suspect trafficking or realize you need help. **In the video it says that if you need help, get help before you leave the building today. This is important. Please let me know if you need to talk to someone before you leave today."**

Activity Sheet 3-A

Superheroes Take Action *(10 minutes)*

- *Note: The activity sheet may be graded as a daily assessment. If collecting papers, return directly to students so they can keep important safety information. The activity sheet may be assigned as homework if necessary.*
- Distribute the activity sheet.
- Direct students to complete "Memorize It" independently.
- Guide students to complete "Who Can Help?"
- Draw attention to the "Hotline Numbers."
- Use the "Think About It" section to review and expand on the video content. Students may answer questions independently on paper, in small groups or as a teacher-led discussion. If completing in small groups, allow time for students to share group answers with the class.
- Use the activity sheet "Superheroes Take Action 3-A Answer Key" (p. 41) to provide students with answers to self check.
- Read the "Hero's Challenge" from the activity sheet and encourage students to follow it. *(Note: It is highly encouraged that you allow students with phones to enter hotline numbers into contacts or take a photo of the listed hotlines. Be sensitive to students who do not own phones.)*

What Are Students Learning in the Video?

Superheroes Take Action 3-A

Concepts to Understand

- A hero stands up for what is right and makes wise, safe choices. A hero gets help when something isn't right.
- If you suspect trafficking and it appears that someone is in immediate danger, call 911. If it is not an emergency, call the National Human Trafficking Hotline at 1-888-3737-888. Do not approach a victim or a trafficker. This puts you and the victim in danger.
- If you ever realize you are being trafficked or in danger of being trafficked, get away from the trafficker if you can. Call 911 if you are in immediate danger. Tell a safe adult and call the National Human Trafficking Hotline or text HELP to BeFree (233733). They can connect you to local help.
- If you realize that you need help now, don't leave the building without getting help.
- If you tell a safe adult and they don't know how to help, keep telling safe people until you get help.
- There are hotlines available to help with trafficking, abuse and more. *(See activity sheet 3-A on page 40 for hotline numbers.)*
- Keep important numbers in your phone, bookbag, purse or wallet. Memorize the trafficking hotline.

Identify Students who Need Help

(8 minutes)

- *Note: If your school or organization does not have a policy for assisting students who indicate a need for help, visit FreewayNC.org for information on suggested protocols. See page 8 for information on mandatory reporting laws.*
- Distribute the handout "Even Superheroes Need Help" (p. 39).
- To protect student privacy, explain to the class who will have access to the handouts after they are turned in (e.g. yourself and the school counselor).
- Direct students to complete the handout, fold in half and return to you.
- **As you collect student papers, read over answers. Look for "yes" and "undecided" responses. Any "yes" or "undecided" response to any question should be addressed promptly and discreetly. Students who indicate an "undecided" response may be too afraid or embarrassed to ask for help.**
- **Follow your school protocol to provide students with emergency help and/or referral to counseling as needed. Any student who indicates a "yes" or "undecided" response to the last question should receive an opportunity to speak to a counselor on the same day that the handout is administered. Ideally, all students who indicate "yes" or "undecided" for any question should receive help on the day the handout is used.**
- *Note: If a student expresses a need for help, the student should not be ignored or doubted. Students who ask for help but do not receive it will be less likely to ask for help in the future.*

Brain Break *(1-2 minutes)*

- Allow students a brief break to rest their minds and move before beginning the next video. This will help students focus and retain the critical safety information presented in the video. Suggested activities include standing and stretching, shaking out arms and legs or moving around the classroom.

Show Video 3-B

Heroes Make Safe Choices *(5 minutes)*

- Say: "When you were younger, your parents or guardians and other adults were completely responsible for your safety. Now that you are older, you spend time apart from these adults and you share in the responsibility for your safety. At some point, you will be completely responsible for your own safety. It's time for you to start making choices that will help keep you safe now and in the future. As you watch the video, think about the choices that will help keep you safe."
- Show the video.
- Say: "We are learning how the choices that we make every day can help to keep us safe."
- Ask: "How can these simple decisions impact your entire life?" *(Answers will vary.)*

What Are Students Learning in the Video?

Heroes Make Safe Choices 3-B

What everyday choices will help keep you safe?

- Make sure a safe adult always knows where you are and when you will be home. Give them the address and phone number of where you will be. Update your safe adult when you leave one location and go to a new one.
- Keep hotline numbers on a charged phone with you. Memorize your safe adult's number and the trafficking hotline. Create a code with your safe adults. Text them the code if you are ever in a situation where you need to get picked up immediately.
- Never go anywhere with someone you don't know well, especially in their vehicle.
- Avoid locations where you suspect trafficking or other illegal activity is happening.
- Don't use drugs and alcohol. You can't protect yourself when drugs or alcohol affect your ability to think clearly. Drugs can be added to any type of drink, so if you didn't see it opened, don't drink it.
- Avoid going to parties if you don't know the person throwing the party well.
- Avoid gangs and pimps.
- Don't have secret relationships. If you feel like you have to hide a relationship, ask yourself why.
- Avoid flirting or sharing information about yourself or others with people you don't know well.
- Make wise choices on your devices.

What strategies will help keep you safe if you find yourself in a risky situation?

- Call 911 if it's an emergency.
- Listen to your gut. Immediately leave if you ever feel like you can't trust the people around you or if you feel they are about to do something wrong.
- Text your secret code or call your safe adult right away if you ever realize you are in an unsafe situation.
- Draw attention to yourself when you see threatening or unsafe behavior. Get away from the person as quickly as possible.
- Call the human trafficking hotline or another hotline if you or someone else needs help.

Activity Sheet 3-B

Heroes Make Safe Choices *(12 minutes)*

- *Note: Due to the personal nature of the activity sheet, it is recommended that you explain to the class who will see the completed papers (e.g. yourself and the student). If collecting papers, return directly to students. This protects the confidentiality of students. The activity sheet may be assigned as homework if necessary. It may also be graded as a daily assessment.*
- Distribute the activity sheet.
- Guide students to complete "Make a Safety Plan" independently.
- Say: "Let's pause for a moment so you can think of a code word that you could text to your safe adults to alert them that something is wrong and you need someone to pick you up right away *(pause momentarily).* Have you thought of a code word? Tell your safe adults about your code word today."
- Use the "Think About It" section to review and expand on the video content. These scenarios may be used for a teacher-led, role-play activity. Students may also complete the activity in small groups or as a teacher-led discussion. If completing in small groups, allow time for students to share group answers with the class.
- Use the activity sheet "Heroes Make Safe Choices 3-B Answer Key" (p. 43) to provide students with answers to self check.
- Read the "Hero's Challenge" from the activity sheet aloud. Encourage students to follow it.

Process It *(3 minutes)*

- *Note: This activity was developed to assist students with processing and coping with a difficult topic as well as transitioning to a healthy, positive understanding. Emphasis is drawn to the feet as a way to lower anxiety symptoms.*
- Say: "Let's take a moment to process what we've learned today. You can close your eyes or find something near your feet to look at. Pay attention to what you are thinking and feeling. As you notice what is going on in your mind and body, feel your feet on the floor. Imagine a strong magnet pulling your feet firmly to the floor and notice the chair supporting you. Breathe in deep breaths and release the air very slowly. As you breathe out, imagine the stress leaving your body and feel your body relax with each breath."
- Participate in the breathing activity with students. Take six deep breaths over the course of one minute before continuing.
- Say: "If your eyes were closed, you can open them now."
- Conclude: "Today we learned about specific steps to follow to help yourself or someone else. We also learned about simple choices you can make every day that will help protect you and your friends. The knowledge you gain from the videos is a tool you can use to stay safe. You also have an ability to sense when something isn't right. Think about how useful these tools are for safety. Be grateful for them and remember to use them."

Even Superheroes Need Help Sometimes

Name: _____ Teacher: _____ Period: _____

Is there someone in your life that is not a safe person?

O Yes O No O Undecided

Do you know someone who may be in danger or may need help?

O Yes O No O Undecided

Is there someone in your life that is using force, fear or tricks against you?

O Yes O No O Undecided

Do you want to speak to a counselor about yourself or someone else?

O Yes O No O Undecided

Do you sometimes feel like you are in danger?

O Yes O No O Undecided

Do you need to talk to a safe adult before you leave the building today?

O Yes O No O Undecided

Even Superheroes Need Help Sometimes

Name: _____ Teacher: _____ Period: _____

Is there someone in your life that is not a safe person?

O Yes O No O Undecided

Do you know someone who may be in danger or may need help?

O Yes O No O Undecided

Is there someone in your life that is using force, fear or tricks against you?

O Yes O No O Undecided

Do you want to speak to a counselor about yourself or someone else?

O Yes O No O Undecided

Do you sometimes feel like you are in danger?

O Yes O No O Undecided

Do you need to talk to a safe adult before you leave the building today?

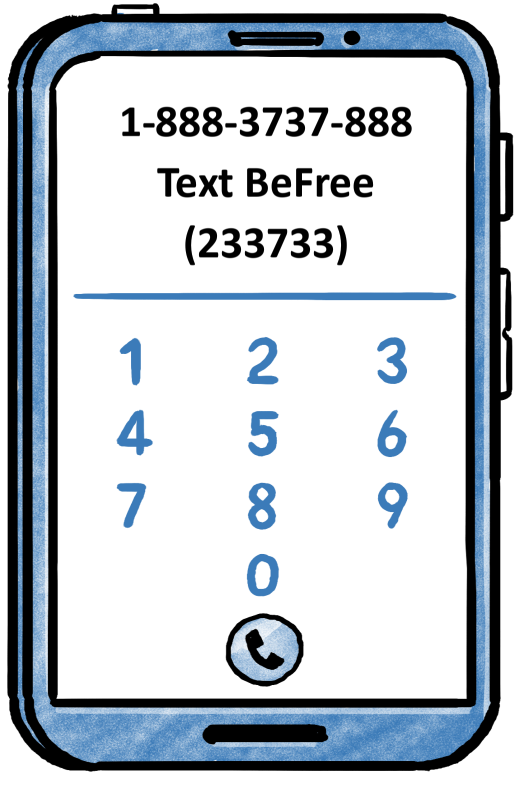
O Yes O No O Undecided

Superheroes Take Action

Name: _____ Period: _____

Memorize It

The Human Trafficking Hotline is a 24-hour help line. You can ask for advice or report suspected trafficking without giving your name. Use the keypad like it's a real phone. Practice dialing the human trafficking hotline number and text line number five or more times to memorize them.



Who Can Help?

Fill in the blanks to show how to get help.

Call _____ in an emergency.

Call the _____ _____

Hotline. They can provide advice and connect you to local help. You can also call other hotlines for help.

Always tell at least one safe _____ if you need help.

Think About It...

1. What can you do if you think you see trafficking in the community?
2. What can you do if you think someone you know is being trafficked?
3. What can you do if you discover that someone who you thought was a trusted friend is really a trafficker?

Hotline Numbers

Human Trafficking
1-888-3737-888 or text BeFree (233733), chat: humantraffickinghotline.org

Teen Dating Abuse
1-866-331-9474 or text LOVEIS to 22522
Chat: loveisrespect.org

Runaway Safe Line
1-800-786-2929
Chat: 1800runaway.org
For youth or teens who ran away or are considering running away

Child Abuse
1-800-422-4453
Chat: childhelp.org/hotline

Boys Town Hotline
1-800-448-3000
For male/female teens who are struggling/hopeless

Domestic Violence
1-800-799-7233
Chat: thehotline.org
Help for family or dating violence

Sexual Assault
1-800-656-HOPE (4673)
Live chat: rain.org
Help for sexual assault/ sexual harassment

Suicide Prevention
1-800-273-8255, chat: suicidepreventionlifeline.org

Hero's Challenge

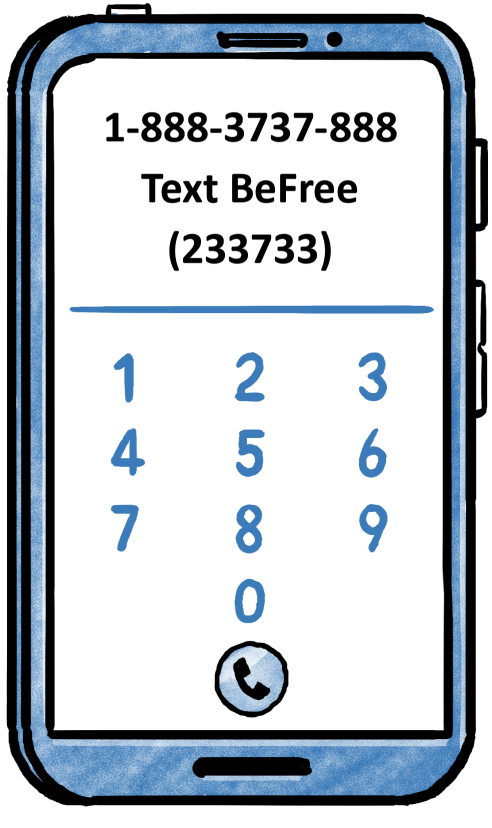
Enter the hotline numbers above into your contacts or take and save a clear photo with your phone. You can also save this paper in your bookbag, purse or wallet. Keep them with you in case you or someone you know needs help.

Superheroes Take Action

Answer Key

Memorize It

The Human Trafficking Hotline is a 24-hour help line. You can ask for advice or report suspected trafficking without giving your name. Use the keypad like it's a real phone. Practice dialing the human trafficking hotline number and text line number five or more times to memorize them.



Who Can Help?

Fill in the blanks to show how to get help.

Call 911 in an emergency.
Call the Human Trafficking Hotline. They can provide advice and connect you to local help. You can also call other hotlines for help. Always tell at least one safe Adult if you need help.

Think About It...

1. What can you do if you think you see trafficking in the community? If someone is in immediate danger call 911. Tell a safe adult and call the National Human Trafficking Hotline at 1-888-3737-888 or text BeFree (233733). Do not approach a victim or trafficker.
2. What can you do if you think someone you know is being trafficked? If someone is in immediate danger call 911. Tell a safe adult and call the National Human Trafficking Hotline at 1-888-3737-888 or text BeFree (233733). Never approach a trafficker.
3. What can you do if you discover that someone who you thought was a trusted friend is really a trafficker? Get away from the trafficker if you can. Call 911 if you are in immediate danger. Tell a safe adult and call the National Human Trafficking Hotline at 1-888-3737-888 or text BeFree (233733).

Hotline Numbers

Human Trafficking
1-888-3737-888 or text BeFree (233733), chat: humantraffickinghotline.org

Teen Dating Abuse
1-866-331-9474 or text LOVEIS to 22522
Chat: loveisrespect.org

Runaway Safe Line
1-800-786-2929
Chat: 1800runaway.org
For youth or teens who ran away or are considering running away

Child Abuse
1-800-422-4453
Chat: childhelp.org/hotline

Boys Town Hotline
1-800-448-3000
For male/female teens who are struggling/hopeless

Domestic Violence
1-800-799-7233
Chat: thehotline.org
Help for family or dating violence

Sexual Assault
1-800-656-HOPE (4673)
Live chat: rain.org
Help for sexual assault/ sexual harassment

Suicide Prevention
1-800-273-8255, chat: suicidepreventionlifeline.org

Hero's Challenge

Enter the hotline numbers above into your contacts or take and save a clear photo with your phone. You can also save this paper in your bookbag, purse or wallet. Keep them with you in case you or someone you know needs help.

Heroes Make Safe Choices

Name: _____ Period: _____

Make a Safety Plan

Check all the safety guidelines that you plan to follow.

- ☐ Make sure a safe adult always knows where I am.
- ☐ Create a code to alert my safe adults if something is wrong.
- ☐ Memorize my safe adult's number and the trafficking hotline number.
- ☐ Keep a charged cell phone with me.
- ☐ Avoid going places with people I don't know well.
- ☐ Avoid locations where trafficking or illegal activity may be happening.
- ☐ Avoid going to parties if I don't know the person having the party well.
- ☐ Don't use drugs and alcohol.
- ☐ Avoid gangs and pimps.
- ☐ Don't have secret relationships on your screens or in person.
- ☐ Avoid flirting or sharing about myself with people I don't know well.
- ☐ Make wise choices on my screens.

What do you plan to do to stay safe?

_____

_____

_____

Hero's Challenge

Talk with your friends and parents or guardians about the signs of human trafficking. Tell them about the actions you plan to take to stay safe.

Think About It...

Read each situation. What makes it risky? What would you do in the situation?

1. You are with your sister when her car breaks down. There is no cell service where you are. Someone you barely know stops and offers you a ride.

2. You go to a party with a cousin. At the party someone offers your cousin an opened soda. Something doesn't seem right. You can tell your cousin is uncomfortable too.

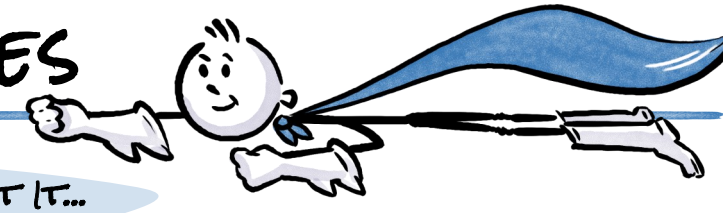
3. Your friend confides in you that she has a secret relationship. She just got a new cell phone from her secret boyfriend. You find out he is encouraging her to use drugs.

4. A friend of a friend starts messaging you. She asks for a photo and wants to know where you go to school. She talks about trying to meet up.

5. You make some new friends. They tell you they make money by going on dates. They want you to go with them after school so you can learn how it works.

6. You're at the park with a friend when an older guy flirts with your friend. He asks your friend to go with him to a nearby restaurant.

Heroes Make Safe Choices



Answer Key

Make a Safety Plan

Check all the safety guidelines that you plan to follow.

Answers will vary.

- ☐ Make sure a safe adult always knows where I am.
- ☐ Create a code to alert my safe adults if something is wrong.
- ☐ Memorize my safe adult's number and the trafficking hotline number.
- ☐ Keep a charged cell phone with me.
- ☐ Avoid going places with people I don't know well.
- ☐ Avoid locations where trafficking or illegal activity may be happening.
- ☐ Avoid going to parties if I don't know the person having the party well.
- ☐ Don't use drugs and alcohol.
- ☐ Avoid gangs and pimps.
- ☐ Don't have secret relationships on your screens or in person
- ☐ Avoid flirting or sharing about myself with people I don't know well.
- ☐ Make wise choices on my screens.

What do you plan to do to stay safe?

Answers will vary.

Hero's Challenge

Talk with your friends and parents or guardians about the signs of human trafficking. Tell them about the actions you plan to take to stay safe.

Think About It...

Read each situation. What makes it risky? What would you do in the situation?

1. You are with your sister when her car breaks down. There is no cell service where you are. Someone you barely know stops and offers you a ride. It's never safe to get into a car with someone you don't know well. Instead ask the person to call the police or let you use their phone to call a safe adult.

2. You go to a party with a cousin. At the party someone offers your cousin an opened soda. Something doesn't seem right. You can tell your cousin is uncomfortable too. Text your safe adult your secret code word. Share your concerns with your cousin if you can. Drugs could have been added to the soda so don't drink it. Listen to your gut and leave.

3. Your friend confides in you that she has a secret relationship. She just got a new cell phone from her secret boyfriend. You find out he is encouraging her to use drugs. Talk to your safe adult and call the human trafficking hotline. Warn your friend about the dangers of her risky choices.

4. A friend of a friend starts messaging you. She asks for a photo and wants to know where you go to school. She talks about trying to meet up. Do not share personal info or photos. Do not meet this person. It's best to avoid communicating with people you don't know in person. You can ask your real friend if they know this "friend" in person. Talk to your safe adult about the situation.

5. You make some new friends. They tell you they make money by going on dates. They want you to go with them after school so you can learn how it works. Talk to a safe adult and call the human trafficking hotline.

6. You're at the park with a friend when an older guy flirts with your friend. He asks your friend to go with him to a nearby restaurant. Text your safe adult your secret code. Decline the offer and encourage your friend to leave with you.

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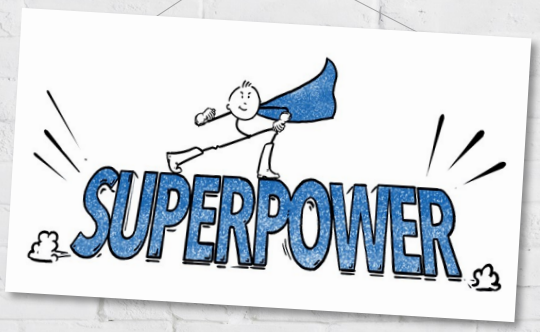

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