



# EXTRAORDINARY YOU

**FREEWAYNC**

AWARENESS & PREVENTION  
HUMAN TRAFFICKING CURRICULUM

**ABOLITIONNC**

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



# TABLE OF CONTENTS

Welcome to FreewayNC .....	2
FreewayNC Features .....	2
Sample Parent Letter .....	3
Teaching Extraordinary You .....	4
Using a Trauma-Informed Approach .....	5
Identifying Risk Factors .....	5
Identifying Warning Signs .....	6
Responding & Reporting .....	7
Encouraging Students to Disclose .....	7
North Carolina Specific Information .....	8
National Use.....	8
Curriculum Map .....	9
Modifying the Lesson Plans .....	10
Pretest & Posttest .....	11-13
Lesson 1: Understanding Human Trafficking .....	14-23
Lesson 2: Identifying a Trafficker's Tricks .....	24-33
Lesson 3: Protecting Yourself & Others .....	34-45
Bibliography .....	46-48

*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**  
**Suggested Use:**  
**Middle School Level 1**

**Extraordinary You**  
**Suggested Use:**  
**Middle School Level 2**

**Empower You**  
**Suggested Use:**  
**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.

# Extraordinary You Curriculum Map

Essential Questions	Content	Learning Goals	Activities
<b>Lesson 1: Understanding Human Trafficking</b>			
1. What is trafficking? 2. What information is helpful to identify sex trafficking? 3. 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) Trafficking terminology (d) Gang trafficking 3. How to identify safe people	<b>After the lesson students will be able to:</b> 1. Define human trafficking and match the following terms to definitions: labor trafficking, sex trafficking, trafficker, trafficking victim, pimp and commercial sex/prostitution 2. Identify key information about sex trafficking and traffickers 4. Identify the safe people in their lives	<b>Activities</b> <ul style="list-style-type: none"> <li>• Establish Support</li> <li>• Video 1-A</li> <li>• Brain Break</li> <li>• Video 1-B</li> <li>• Process It</li> </ul> <b>Assessment Activities</b> <ul style="list-style-type: none"> <li>• Activity Sheet 1-A</li> <li>• Activity Sheet 1-B</li> </ul>
<b>Lesson 2: Identifying a Trafficker’s Tricks</b>			
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	<b>After the lesson students will be able to:</b> 1. Recognize how traffickers find victims through devices and in person 2. Describe common methods traffickers use to trick people 3. Explain how knowing your vulnerabilities protects you from trafficking 4. Identify on-screen safety measures and describe possible outcomes of ignoring these	<b>Activities</b> <ul style="list-style-type: none"> <li>• Introduce Lesson</li> <li>• Video 2-A</li> <li>• Brain Break</li> <li>• Video 2-B</li> <li>• Process It</li> </ul> <b>Assessment Activities</b> <ul style="list-style-type: none"> <li>• Activity Sheet 2-A</li> <li>• Activity Sheet 2-B</li> </ul>
<b>Lesson 3: Protecting Yourself and Others</b>			
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	<b>After the lesson students will be able to:</b> 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 and help others	<b>Activities</b> <ul style="list-style-type: none"> <li>• Introduce Lesson</li> <li>• Video 3-A</li> <li>• Brain Break</li> <li>• Identify Students who Need Help</li> <li>• Video 3-B</li> <li>• Process It</li> </ul> <b>Assessment Activities</b> <ul style="list-style-type: none"> <li>• Activity Sheet 3-A</li> <li>• Activity Sheet 3-B</li> <li>• Posttest (cumulative assessment)</li> </ul>

# Modifying the Lesson Plans

## Teaching *Extraordinary 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 “Understanding Trafficking 1-A.”** (Omit scripted dialog.) *(6 minutes)*
- Complete the activity sheet “Understanding Trafficking 1-A” as indicated in lesson one. *(12 minutes)*
- **Show the video “Identifying Traffickers 1-B.”** (Omit scripted dialog.) *(5 minutes)*
- Complete the activity sheet “Identifying Traffickers 1-B” as indicated in lesson one. *(14 minutes)*
- **Show the video “Traffickers & Technology 2-A.”** (Omit scripted dialog.) *(7 minutes)*
- **Conclude the lesson with the “Process It” activity from lesson one.** *(3 minutes)*
- Send home the activity sheet “Traffickers & Technology 2-A” for homework. Instruct students to use the back of the activity sheet or separate paper to complete “Evaluate It” and “Think About It.”

### Day 2 Instructions *(50 minutes)*

- Complete “Introduce Lesson” from lesson two. *(2 minutes)*
- **Show the video “Identifying Trafficker Tactics 2-B.”** (Omit scripted dialog.) *(6 minutes)*
- Complete the activity sheet “Identifying Trafficker Tactics 2-B” as indicated in lesson two. *(12 minutes)*
- **Show the video “Responding to Trafficking 3-A.”** (Read bolded dialog only.) *(5 minutes)*
- Complete activity sheet “Responding to Trafficking 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 “Agents Take Action 3-B.”** (Omit scripted dialog.) *(6 minutes)*
- **Conclude the lesson with the “Process It” activity from lesson three.** *(3 minutes)*
- Send home the activity sheet “Agents Take Action 3-B” as homework. Instruct students to use the back of the activity sheet or separate paper to complete “Evaluate It.”

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

Ideally, *Extraordinary 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. Indicate the following activities students should complete for homework. *(3 minutes)*
  - Understanding Trafficking 1-A – “Fill It In”
  - Identifying Traffickers 1-B – “Evaluate It”
  - Traffickers & Technology 2-A – “Evaluate It”
  - Identify Trafficker Tactics 2-B – “Just the Facts”
  - Responding to Trafficking 3-A – “Just the Facts” (NC teachers, read the scripted dialog in the shaded box on p. 35.)
  - Agents Take Action 3-B – “Devise a Plan”
- **Conclude the lesson with the “Process It” activity from lesson three.** *(3 minutes)*

# What Do You Know About Human Trafficking?

## 1. What is human trafficking?

A crime where force, tricks or threats 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, talk to a safe adult

## 5. What is the human trafficking hotline number? 1-888-3737-888 or text BeFree (233733)

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

Personal information	<ul style="list-style-type: none"> <li>• Avoid posting personal info like address, phone, email, city, school name and plans</li> <li>• Don't give personal information to anyone I met through my screen.</li> </ul>
Photos or videos	<ul style="list-style-type: none"> <li>• Don't post, share or text photos or videos that show off my body.</li> <li>• Only take and let others take images of me that I am okay with the whole world seeing.</li> <li>• Use safe search mode when surfing the internet.</li> <li>• Leave a screen right away if I see inappropriate photos or videos and tell a safe adult.</li> <li>• Turn off location, camera and microphone in device settings for each app.</li> <li>• Only use trusted apps with hundreds of good ratings.</li> </ul>
Meeting people	<ul style="list-style-type: none"> <li>• Use privacy settings for social media and apps.</li> <li>• Only accept someone I know in person as a social media friend.</li> <li>• Only communicate with people that I know in person.</li> <li>• Don't meet someone in person that I met through a screen unless a parent/guardian is involved.</li> </ul>

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

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

# Lesson 1: Understanding Human Trafficking

## Learning Goals

After the lesson students will be able to:

- Match key terms and definitions
- 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, "Understanding Trafficking 1-A"
- Video, "Identifying Traffickers 1-B"
- Activity sheet, "Understanding Trafficking 1-A"
- Activity sheet, "Identifying Traffickers 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](http://FreewayNC.org).
- Write this information on the board:  
Human Trafficking Hotline: 1-888-3737-888  
or text 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."

# Lesson 1: (Continued)

## Activity Sheet 1-A

### Understanding Trafficking (11 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 “Understanding Trafficking 1-A Answer Key” (p. 21) to provide students with answers to self check.
- Read the “Agent’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 agent theme if desired.

## Show Video 1-B

### Identifying Traffickers (6 minutes)

- Say: “Let’s watch the second training video. Look for the information that will help you identify a trafficker.”
- Show the video.
- Say: “In the video, 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.”
- Continue: “We’ve also learned from the video how to recognize the safe people in our lives. It’s important to know the difference between a safe person and someone pretending to be a caring friend, boyfriend or adult.”





# 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
- Explain how knowing your vulnerabilities protects you from trafficking
- Identify on-screen safety measures and describe possible outcomes of ignoring these

## Preparing Lessons

**Lesson Length: 45-50 minutes**

See page 10 to modify lesson length.

### Materials:

- Video, "Traffickers & Technology 2-A"
- Video, "Identify Trafficker Tactics 2-B"
- Activity sheet, "Traffickers & Technology 2-A"
- Activity sheet, "Identify Trafficker Tactics 2-B"

### Prep Work:

- Print or copy activity sheets 2-A (p. 30) and 2-B (p. 32), one copy of each per student.
- Access video 2-A and video 2-B at [FreewayNC.org](http://FreewayNC.org).

*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.*

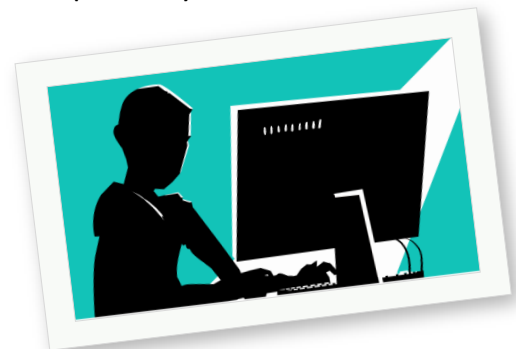
## Introduce Lesson (2 minutes)

- 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 ever enters your story."

## Show Video 2-A

### Traffickers & Technology (7 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?

### Traffickers & Technology 2-A

#### Definition

**Pornography** -Videos or photos that show nudity or sex acts

#### Concepts to Understand

- Traffickers 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 travel ticket to visit them. They may send nude images or ask for nude photos or videos and then use the images as blackmail to manipulate and control.
- Traffickers use the same websites, apps and gaming devices that kids and teens use.
- Traffickers post and sell pornography that was illegally obtained through trafficking. Sharing or viewing nude images or videos of minors or non-consenting adults is illegal. Some pornography is trafficking.

#### 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 and trust them.

- Don’t open emails, files or links from people you don’t know in real life and trust.
- 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. Don’t post a photo with your house number or license plate.
- 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 and tell a safe adult 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.

# Lesson 2: (Continued)

## Activity Sheet 2-A

### Traffickers & Technology (14 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 activity independently, 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.
- Say: “Don’t look at, make, send or post nude or sexually suggestive photos, videos or messages. This includes all sexting. Even an app that deletes images after sending is not safe to use since these images can still be accessed. Do not allow anyone to take this kind of photo or video of you. At your age, anyone who asks you to create, send or look at this content is not a safe person, even if it is someone you are dating or know well. Talk to a safe adult right away. Tell a safe adult if you receive inappropriate images or messages.”
- Continue: “Never ask anyone to send this type of image or message to you. If you request, send, post or save nude or sexually suggestive photos or videos of anyone including yourself, you may be committing a crime with serious consequences. This is especially true if you or anyone involved is under the age of 18, or the person in the image did not agree to the image being shared publicly.”

- Use the “Traffickers & Technology 2-A Answer Key” (p. 31) to provide students with answers to self check.
- Read the “Agent’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 agent theme if desired.



# 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 and help others

## Preparing Lessons

Lesson Length: 45-50 minutes

See page 10 to modify lesson length.

### Materials:

- Video, “Responding to Trafficking 3-A”
- Video, “Agents Take Action 3-B”
- Handout, “Even Agents Need Help”
- Activity sheet, “Responding to Trafficking 3-A”
- Activity sheet, “Agents Take Action 3-B”
- Handout, “Training Certificate”

### Prep Work:

- Print or copy “Even Agents Need Help” (p. 40). Cut copies with paper cutter to separate, one half sheet per student.
- Print or copy “Training Certificate” (p. 41), one per student. Sign and date certificates.
- Print or copy activity sheets 3-A (p. 42) and 3-B (p. 44), one copy of each per student.
- Access video 3-A and video 3-B at [FreewayNC.org](https://www.freewaync.org).

*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 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

### Responding to Trafficking (5 minutes)

- Say: “During the video, watch for who is available to help and the specifics 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

### Responding to Trafficking (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 “Just the Facts” independently or as a teacher-led activity.



## Even Agents Need Help Sometimes

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

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

☐ Yes ☐ No ☐ Undecided

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

☐ Yes ☐ No ☐ Undecided

Do you sometimes feel like you are in danger?

☐ Yes ☐ No ☐ Undecided

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

☐ Yes ☐ No ☐ Undecided

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

☐ Yes ☐ No ☐ Undecided

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

☐ Yes ☐ No ☐ Undecided

## Even Agents Need Help Sometimes

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

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

☐ Yes ☐ No ☐ Undecided

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

☐ Yes ☐ No ☐ Undecided

Do you sometimes feel like you are in danger?

☐ Yes ☐ No ☐ Undecided

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

☐ Yes ☐ No ☐ Undecided

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

☐ Yes ☐ No ☐ Undecided

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

☐ Yes ☐ No ☐ Undecided