



EMPOWER YOU

FREEWAYNC

AWARENESS & PREVENTION
HUMAN TRAFFICKING CURRICULUM

ABOLITIONNC

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



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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
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.

TEACHING EMPOWER YOU

Empower You is designed for use in high school reproductive health and safety education classes. It is the third level in the FreewayNC video-based series. It is recommended that *Incredible You* and *Extraordinary You* precede *Empower You* in prior academic years. However, *Empower You* may be used as an independent curriculum since critical safety content is repeated in each level within the series. *Empower You* 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.

***Empower You* Includes:**

- Online teacher training module and resources (FreewayNC.org *)
- This *Empower 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 *)
- Six animated student videos (FreewayNC.org *)
- Online resources for parents and students (FreewayNC.org)

The *Empower 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 *Empower 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 lessons to fit a one or two-day teaching schedule. **Bold text indicates critical content that should not be skipped.** If desired, the lessons 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. An “Abolitionist’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 *Empower You* is to provide students with helpful knowledge.

EMPOWER 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. 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 (e) Recruiters 3. How to identify safe people	After the lesson students will be able to: 1. Define human trafficking and match the following terms to definitions: labor trafficking, sex trafficking, trafficker, trafficking victim, pimp, buyer and commercial sex/prostitution 2. Identify key information about sex trafficking and traffickers 4. Identify the safe people in their lives	Activities <ul style="list-style-type: none"> • Establish Support • Video 1-A • Brain Break • Video 1-B • Process It Assessment Activities <ul style="list-style-type: none"> • 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. Explain how knowing your vulnerabilities protects you from trafficking 4. Identify on-screen safety measures and describe possible outcomes of ignoring these	Activities <ul style="list-style-type: none"> • Introduce Lesson • Video 2-A • Brain Break • Video 2-B • Process It Assessment Activities <ul style="list-style-type: none"> • 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 and help others	Activities <ul style="list-style-type: none"> • Introduce Lesson • Video 3-A • Brain Break • Identify Students who Need Help • Video 3-B • Process It Assessment Activities <ul style="list-style-type: none"> • Activity Sheet 3-A • Activity Sheet 3-B • Posttest (cumulative assessment)

MODIFYING THE LESSON PLANS

Teaching *Empower 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.) *(7 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.) *(6 minutes)*
- Complete the activity sheet “Identifying Traffickers 1-B” as indicated in lesson one. *(12 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.

Day 2 Instructions *(50 minutes)*

- Complete “Introduce the Lesson” from lesson two. *(2 minutes)*
- **Show the video “Identify Trafficker Tactics 2-B.”** (Omit scripted dialog.) *(6 minutes)*
- Complete the activity sheet “Identify Trafficker Tactics 2-B” as indicated in lesson two. *(12 minutes)*
- **Show the video “Responding to Trafficking 3-A.”** (Read bolded dialog only.) *(6 minutes)*
- Complete activity sheet “Responding to Trafficking 3-A” as indicated in lesson three. *(8 minutes)*
- **Complete the “Identify Students who Need Help” activity as indicated in lesson three.** *(7 minutes)*
- **Show the video “Abolitionists 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 “Abolitionists Take Action 3-B” as homework. Instruct students to answer “Devise a Plan” and “What do You Think” on separate paper.

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

Ideally, *Empower 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.** *(35 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. *(1 minute)*
 - Understanding Trafficking 1-A – “What Do You Know?”
 - Identifying Traffickers 1-B – “What Would You Say?”
 - Traffickers & Technology 2-A – “What Would You Say?”
 - Identify Trafficker Tactics 2-B – “Just the Facts” (NC teachers, read the scripted dialog in the shaded box on p. 36.)
 - Responding to Trafficking 3-A – “What Will You Do?”
 - Abolitionists Take Action 3-B – “Be an Abolitionist”
- **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 and 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"> • 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	<ul style="list-style-type: none"> • 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 and tell a safe adult. • Turn off location, camera and microphone in device settings for each app. • Only use trusted apps with hundreds of good ratings.
Meeting people	<ul style="list-style-type: none"> • 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
- 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.
- Write this information on the board:
Human Trafficking Hotline: 1-888-3737-888
or text BeFree (233733)
Child Abuse Hotline: 1-800-422-4453
Teen Dating Abuse Hotline: 1-866-331-9474

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: "Human Trafficking happens right here in our state. It could even happen on your street or in your neighborhood. It's important for you 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 several hotline numbers 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

Understanding Trafficking (7 minutes)

- Say: “We’re going to watch a short video about human trafficking. As you watch, think about the similarities between slavery from the past and human trafficking today.”
- Show the video.
- Say: “In the video we learned that slavery

still exists today in the form of human trafficking. We also learned what it means to be a modern-day abolitionist.”

- Ask: “What steps has the narrator in the video taken to help end human trafficking?”
(He shares what he knows with the people in his life. He encourages his friends to never buy commercial sex.)

WHAT ARE STUDENTS LEARNING IN THE VIDEO?

Understanding Trafficking 1-A

Definitions

Human trafficking - (1) a crime in which force, tricks or threats 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

Trafficking victim - a person being controlled by a trafficker

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

Sex trafficking - (1) a crime in which force, tricks or threats are used to make a person provide sex acts for payment (2) a crime in which a minor is led to commit a sex act for payment even if force, tricks and threats are not used

Commercial sex/prostitution - any sex act performed for payment

Buyer - a criminal who buys commercial sex

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

Abolitionist - a person who supports the effort to end slavery/human trafficking

Concepts to Understand

- Although human smuggling and human trafficking can be connected, they are not the same. Human smuggling is about crossing international borders and trafficking is about the mistreatment of people.
- Labor and sex trafficking are the two main types of human trafficking.
- It is estimated there are 25 million men, woman and children being trafficked in the world today. Trafficking happens in every state in the US.
- A person who appears to be a willing participant in prostitution may be a victim of sex trafficking.
- Traffickers are motivated by money. Sex trafficking happens because there are buyers. Without buyers, sex trafficking would end.

LESSON 1 (CONTINUED)

ACTIVITY SHEET 1-A

Understanding Trafficking (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 “What Do You Know?” This can be done independently or as a teacher-led activity.
- Guide students to complete “Just the Facts.” This can be done independently or as a teacher-led activity.
- Use the “What do You Think?” section to review the video content. Students may answer questions 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 the “Understanding Trafficking 1-A Answer Key” (p. 21) to provide students with answers to self check.
- Read the “Abolitionist’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 if desired.



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 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, "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 single-sided copy of each per student.
- Access video 2-A and video 2-B at 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.

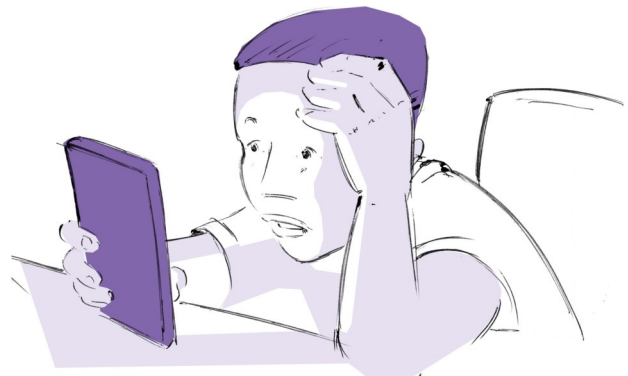
INTRODUCE THE LESSON (2 minutes)

- 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 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 teens. We also learned about 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 and predators befriend kids and teens on social media and apps. They hide their true identity and build false relationships (often romantic). They may promise modeling or acting jobs. They may offer to send a gift or 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.
- Some pornography is trafficking. 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. It is illegal for minors to send nude images of themselves.

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 criminal activity, don’t create, request, send, save or look at photos and videos of people without clothing.
- Use a safe search feature online. If you see inappropriate images leave a screen right away and tell a safe adult.
- 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 “What Would You Say?” Students may answer questions independently, in small groups, as a teacher-led discussion or as a teacher-led, role-play activity. If completing in small groups, allow time for students to share group answers with the class. If completing as a role-play activity, choose two volunteers for each question. One student will ask the question and the second student will answer it. Allow the class to provide additional answer suggestions for each question.
- 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.
- Draw attention to the note at the bottom of “What Would You Say?” Encourage students to visit FreewayNC.org to learn more about screen safety.
- Read the “Abolitionist's Challenge” from the activity sheet and encourage students to follow it.



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, “Responding to Trafficking 3-A”
- Video, “Abolitionists Take Action 3-B”
- Handout, “Get Help”
- Activity sheet, “Responding to Trafficking 3-A”
- Activity sheet, “Abolitionists Take Action 3-B”

Prep Work:

- Print or copy “Get Help” (p. 41). Cut copies with paper cutter to separate, one half sheet per student.
- 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.

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

Responding to Trafficking (6 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.**”



GET HELP FOR YOURSELF OR SOMEONE ELSE

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

GET HELP FOR YOURSELF OR SOMEONE ELSE

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