

IT STOPS

WITH ME

FACILITATOR GUIDE



INTRODUCTION

DEAR FACILITATOR,

We would like to thank you for stepping out and recognizing a topic that is difficult to address, yet so relevant to what our youth are facing today. Through our work with young people and our time spent with those who work with them day in and day out, we have learned much about how this issue is affecting America's youth.

The context of this curriculum is sex trafficking education, but the underlying message is freedom and value. Today's young people face a plethora of issues that were virtually nonexistent twenty years ago. Sex has always been for sale, but the scale at which it is being commodified is unprecedented.

We believe if students are made aware of the dangers they are confronting, if they are spurred to conversation about the things that fuel it, if they are challenged to speak up and take a stand, and if they are given tools for activism, then they will rise to the occasion and effect change.

Your role in this curriculum is very important. As you begin to educate yourself and your students on the issue of sex trafficking in America, we urge you not to shy away from the topics that are difficult to discuss. You will be surprised how students open up about these issues when they are brought into open dialogue.

We thank you for walking into unknown territory and bringing to light what many anti-trafficking activists refer to as an evil that is "hidden in plain sight." This issue, and the many issues which are connected to it, have been thriving in our backyards without us even realizing it. And our young people have paid the price.

We are fighting for the future of America's young people, and we are challenging them to fight for themselves. Young people believe they can change the world - and we agree with them. Thank you for joining us in the fight for freedom!

If you have any questions regarding the material or this issue, please don't hesitate to contact us.

THE UNLOCK FREEDOM TEAM

TABLE OF CONTENTS

Session Instructions

Important Things to Note

Session 1: THE FACTS - What is Human Trafficking Anyway?.....5

Session 2: THE FUEL - What is Fueling Sex Trafficking in America Today?.....7

Session 3: THE FORMULA - How Do Traffickers Get Their Victims?.....9

Session 4: THE FIGHT - What Can I Do To Make a Difference?.....12

Project Ideas.....13

SESSION INSTRUCTIONS

EACH SESSION CONTAINS 3 PARTS:

OBJECTIVE SESSION INSTRUCTIONS ACTIVITY SUGGESTIONS

The Session Instructions section will guide you, as the facilitator, through the navigation of each session. Discussion questions are given periodically throughout the session to help students process the content progressively. The discussion questions in this guide correspond with the questions on the Student Worksheets. Some sessions also include “Note to Students” comments which are meant to be read by you to provide further information and clarification on certain topics.

Discussion questions can also be used in conjunction with the Activity Suggestion at the end of each lesson if you choose to have students watch the videos back-to-back.

Week 3 includes an extra Activity Suggestion related to esteem-building.

IMPORTANT THINGS TO NOTE

- 1 As the lessons progress, it is likely that students will come forward with various stories and reports. Even if they don't come forward, it is still likely they will privately recall suspicious or threatening situations involving physical or online encounters, as well as concerns for someone they know. In order for you to be as prepared as possible, these are some things you need to know about reporting:

Students report suspicious persons or threats online to cybertipline.com.

Students report suspicious persons or threats from a physical encounter to local law enforcement. Please stress to students to keep any information, business cards, or phone numbers involved with these incidents to pass on to law enforcement.

Students report suspicions of someone else's victimization to the National Human Trafficking Hotline number at 1-888-373-7888. Please tell students they can report anonymously if they choose.

Students report their own victimization to local law enforcement, the National Human Trafficking Hotline phone number listed above, or the National Human Trafficking Hotline text number (text help to **BEFREE** (233733)).

We ask that throughout the course of this curriculum, you review the above information repeatedly with your students. The National Human Trafficking Hotline number is housed through Polaris Project. You can look up their website at polarisproject.org. They have contacts with law enforcement, shelters, and services provided in every state.

- 2 The service learning component of this curriculum is very important. This subject matter is intense and, if not properly concluded, can leave students feeling overwhelmed and helpless to make a difference. We have found that it is beneficial for students to participate in some type of project upon completion in order to bring closure. Moreover, taking on a project proves to students that they have a voice which can make a difference, spread awareness, and ultimately affect change. The "Event and Project Ideas" section is included at the end of Session 4. If your class or student group comes up with a great idea, please let us know. We would love to add your ideas and testimonies to inspire other groups!

SESSION 1: THE FACTS

OBJECTIVE

At the end of this lesson, students should have a basic understanding of the concept of human trafficking in America and why it is referred to as “modern-day slavery.” They will begin to learn what trafficking looks like here, where it happens, who is involved, and why they need to know.

SESSION INSTRUCTIONS

Play Session 1 video.

Click forward arrow to play Session 1: Videos 2, 3, & 4.

DISCUSSION QUESTION:

Describe why human trafficking is often referred to as “modern-day slavery.”

Play Session 1: Video 5.

DISCUSSION QUESTION:

How does the comparison of human trafficking to drug trafficking help you to understand its growth and profitability?

Play Session 1: Video 6.

DISCUSSION QUESTION:

Of all the places listed where human trafficking is happening in America, and the description of who can be involved, what do you find most surprising and why?

Play Session 1: Video 7.

Note to Student: Sometimes psychological chains are as strong as or stronger than physical ones. It’s easy to form judgements and opinions when you haven’t been educated on an issue like human trafficking.

DISCUSSION QUESTION:

How does the information you've learned today affect your understanding of why victims of human trafficking don't usually get out of their situation on their own?

Play Session 1: Video 8.

Note to Student: People often call human trafficking an issue that is “hidden in plain sight” of a society that is unaware of its existence. It often looks different than what people imagine it to look like. Traffickers look different than we imagine, and victims look different than we imagine. This is why education is so important.

DISCUSSION QUESTION:

Compare the preconceived ideas you had of human trafficking to what you've learned today. Does what you've learned so far shed light on some of the reasons why human trafficking goes largely unnoticed in our country?

ACTIVITY SUGGESTION**Carousel Review-A Cooperative Learning Strategy**

1. Divide into groups of 4 or 5.
2. Place paper (it works well to use chart paper or butcher paper if available because it is large enough to be viewed by the whole class when the activity finishes) around the room with one of the following questions on it (or you can use the questions given in today's session):
 - In what other ways do slavery and human trafficking relate to one another?
 - Why do you think human trafficking is the fastest-growing criminal enterprise?
 - Knowing what you learned today, how does this change your thoughts about prostitution and pimping?
 - If trafficking is the exploitation of vulnerable people, why do you think the average age is 13?
3. Allot groups a certain amount of time (approximately 3-5 minutes) to answer their question on the paper.
4. Each group will rotate after the allotted amount of time and add to, question, or comment on the answers that are already on the paper.
5. Groups will continue rotating until they arrive back to their original paper. The groups will then have a spokesperson read the question and answers.
6. You can allow time for discussion if time is available.

SESSION 2: THE FUEL

OBJECTIVE

At the end of this lesson, students should be able to define what issues are fueling sex trafficking in America and expound upon the reasons why.

SESSION INSTRUCTIONS

Play Session 2 video.
Click forward arrow to play Session 1: Videos 2 & 3.

DISCUSSION QUESTION:

We have all heard the phrase "sex industry," but before today have you ever thought about what that means and how one part of the industry fuels another? Expound.

Play Session 2: Video 4.

DISCUSSION QUESTION:

After learning how the internet has fueled the sex industry, describe how the internet has unintentionally therefore fueled the expansion of human trafficking.

Play Session 2: Video 5.

DISCUSSION QUESTION:

Has this information about pornography's addictive nature and connection to human trafficking affected your opinion of it? If so, how?

Play Session 2: Video 6.

DISCUSSION QUESTION:

Do you agree that there is an overarching sexualization that has emerged in America's pop culture? If so, what effects do you see it having on young people?

Play Session 2: Video 7.

DISCUSSION QUESTION:

Can you identify what fueled the person's vulnerability in each of the stories in today's video?

Play Session 2: Video 8.

Note to Student: We believe that to really prevent an issue like human trafficking, we have to work towards preventing all parts of the industry.

DISCUSSION QUESTION:

How does understanding what fuels an issue help to know how to prevent it?

ACTIVITY SUGGESTION

Think-Pair-Share - A Cooperative Learning Strategy

1. Divide students into sections.
2. Assign a question to each section. Use the below questions, or come up with your own (you can also use the questions given in today's session).
 - When a person is in a situation which causes them to feel desperate or in despair, how does this leave them more vulnerable?
 - Discuss the concept of "sex industry"- why is sex an industry?
 - Do you agree with the perception that pornography is harmless after what you have learned today? Why do you think it is so normalized in today's culture?
 - Discuss what types of suspicious activity occurs online and within social media?
3. Ask the question and allow 30 seconds of "think" time.
4. Students within sections should then "pair" up to discuss the question.
5. After an allotted time, that pair will then "share" what they discussed with the class.

SESSION 3: THE FORMULA

OBJECTIVE

At the end of this lesson, students should be able to explain the process by which a victim is coerced, forced, or tricked into exploitation. They should now have a full understanding of the way vulnerability, combined with manipulation, can end up in a trafficking situation.

SESSION INSTRUCTIONS

Play Session 3 video.

Click forward arrow to play Session 3: Videos 2 & 3.

DISCUSSION QUESTION:

How does it change your perspective of "stranger danger" or "internet safety" to think about the fact that predators are actively searching for their victims rather than simply waiting to stumble across one?

Play Session 3: Video 4.

DISCUSSION QUESTION:

Which one of these vulnerability factors stands out the most to you and why?

Play Session 3: Video 5.

DISCUSSION QUESTION:

Can you identify what manipulation tactic was used in each of the stories in today's video?

Play Session 3: Video 6.

Note to Student: When teaching this curriculum in schools, shelters, etc., we often run across young people who have personal experience with one or many of these warning signs.

DISCUSSION QUESTION:

Have you or do you know someone who has personally experienced any of these warning signs?

Play Session 3: Video 7.

Note to Student: It's so important that we don't allow the mindset of "it'll never happen to me or someone I know" or "it doesn't concern me, so who cares" to overrule our ability to notice what's going on around us. We have to try our best to make it personal, at least to some degree, because no matter how we feel about the issue of human trafficking and its relevance to our lives, someone we know will be affected by one or more of the issues surrounding it.

DISCUSSION QUESTION:

Is it difficult or easy for you to personalize or relate to this information? Why do you think that is?

ACTIVITY SUGGESTION**Structured Problem Solving-A Cooperative Learning Strategy**

1. Divide students into groups of 4 or 5, numbering off each student (1, 2, 3, etc.).
2. Each group will be given a set of questions to discuss and answer. Use the questions below, or come up with your own (you can also use the questions given in today's session).
 - Can you identify the formula used in each of the stories on the video?
 - Can you think of any other methods of manipulation that might be used that were not mentioned today?
 - What are some measures you can take to stay safe while online?
 - What warning signs have you seen in your own experience or a friend's experience? What are some other warning signs that might not be listed?
3. Each student in the group will need to be able to explain the answer because they do not know what number will be called on.
4. After an allotted amount of time, call a number and have the students in that group share their answers with the class.

ACTIVITY SUGGESTION #2**Esteem-Building Activity: A Positive Approach to Manipulating One's Thinking.**

Some anti-trafficking advocates cite lack of self-worth as a contributing factor to the vulnerability of young people. The truth is that flawed self-image and limited self-confidence often go hand-in-hand with adolescence, which obviously can make young people more vulnerable to the manipulation of predators.

This is a positive thinking, esteem-building activity you can do with your students. Ask your students these questions, then allow them time to think about, write, or demonstrate in some way their answers:

1. What are the positive core values that describe who you are?

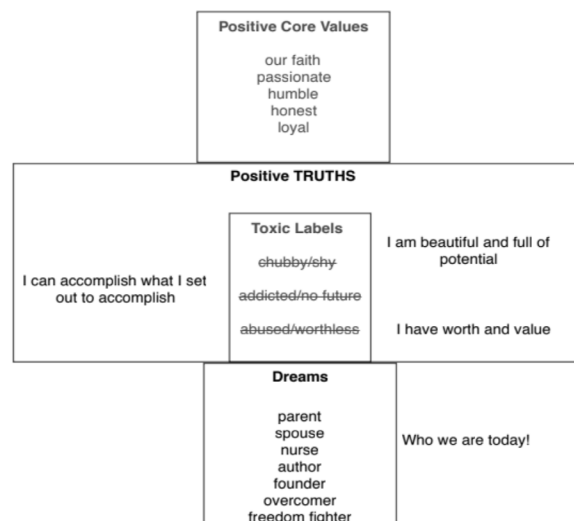
Note to Facilitator: Notice if students are having trouble thinking of these things and offer suggestions that you have observed about them. Use examples from us and from your own life.

2. What negative (toxic) words have been used by you or someone else to define who you are?
3. Take the negative words from above and trade them for positive TRUTHS. For example:
 - trade the word “worthless” for “I have worth and value”
 - trade things like “I’ll never amount to anything” for “I can achieve what I set out to achieve”

Note to Facilitator: Explain how the positive statements are TRUTHS, and the negative (toxic) labels are LIES. Encourage students to begin to notice when the negative words come into their thoughts and to trade them for the positive TRUTHS.

4. Allow yourself to dream. If you could live your wildest dreams and know that nothing was standing in your way, what words would you use to define yourself in the future?
5. Begin to define yourself as those dreams! Your future has purpose and value!

Facilitators, this is an example from us, the founders of Unlock Freedom and writers of this curriculum. Read this to your students and/or share from your own experience.



SESSION 4: THE FIGHT

OBJECTIVE

At the end of this lesson, students should know where and how to report human trafficking and suspicious internet activity. They should feel empowered and inspired that they can stand up, speak out, and make a difference right where they're at.

SESSION INSTRUCTIONS

Play Session 4 video.

Click forward arrow to play Session 4: Videos 2 & 3.

Note to Student: In each session we've discussed the importance of why you need to be educated about this issue and the issues which surround it. The obvious reason is that the average age a person is first trafficked is 13, but there's another reason we have directed our mission toward young people - *influence*.

Play Session 4: Video 4.

DISCUSSION QUESTION:

What does the word "influence" mean to you, and do you feel accountable to use your influence wisely?

Play Session 4: Video 5.

DISCUSSION QUESTION:

How can you be purposeful to show value to others and grow the value you feel for yourself?

Play Session 4: Video 6.

DISCUSSION QUESTION:

Have you ever reported a suspicious situation, or can you recall one in which you wish you would have reported? If so, would you be willing to share? Why do you think reporting feels so awkward and how can we get past that awkwardness?

Play Session 4: Video 6.

Note to Student: Like we said above, we believe this generation has not only the ability to affect change in the world, but also the desire to affect change in the world.

DISCUSSION QUESTION:

How do you see yourself and your peers using your platforms to speak out, protect, and stand up for the issues that are afflicting our culture? How do you think that making a personal decision that “it stops with you” can have a great impact on society?

ACTIVITY SUGGESTION

Developing a Plan of Action

1. Divide students into 4 groups to start brainstorming ways for activism in response to these questions:
 - How can I decide that this stops with me and fight human trafficking within my own sphere of influence?
 - How can we fight human trafficking within our school?
 - How can we fight human trafficking within our community?
 - How can we fight human trafficking within our government?
2. Give groups an allotted amount of time to develop possible action steps in response to their question.
3. Groups will then select a group spokesperson to present the action step opportunity to the class.

Project Ideas

1. Hold an essay writing contest. Here are some essay question suggestions:
 - Does slavery still exist today? Compare slavery in the 1800’s to modern-day slavery. How has slavery evolved over the centuries?
 - What things are fueling human trafficking in America today, and how can I decide that it stops with me?
 - Do some research on human trafficking in other parts of the world. From a global perspective, how does human trafficking in America differ from that in other countries?
2. Have students write letters to local and state legislators, law enforcement, etc. expressing their desire for awareness and asking what your area is doing to combat human trafficking.
3. Create a PSA or some other type of artistic expression that can be used to spread awareness.

Note to Facilitator: Be sure to let us know what your group or school is doing! We'll post about it on our social media and spread the ideas!

Additional Ideas from Students

1. Start an #ITSTOPSWITHME campus club.
2. Give a fact everyday during National Human Trafficking Awareness month (January) during school announcements.
3. Create posters to hang around your school to educate other students.