



Trainer Facilitation Guide

FREEDOM — FOR TEENS —

*For Middle School
Onboarding & Professional
Development Experience*




THE
FOUNDATION
UNITED


OPERATION UNDERGROUND RAILROAD



Introduction

The Selah Way Foundation is a nonprofit organization and global training network of best practices and service providers in the domestic and international anti-sex trafficking movement. Our mission is to eradicate this crime on a global scale through three Pillars: Prevention, Protection and Provision. This guide has been created to support your awareness and prevention efforts at your school site. There are THREE phases in this process, all detailed, step-by-step, in this guide.

1. **ONBOARDING:** The school leaders become informed and empowered to train their teams on awareness and prevention.
2. **TEAM LEARNING:** Leaders facilitate a professional development experience for their sites so teachers and staff are informed on awareness and prevention ready to take students through an awareness and prevention learning experience. **STUDENT**
3. **LEARNING:** Educators implement a learning experience for students that promotes awareness and prevention of sexual exploitation.

ONBOARDING

Why YOU are critical to this movement...

Studies have shown that the most frequent age of entry into commercial sexual exploitation is between 12 and 15 years old, with the average entry age being just 14. Of those exploited, 84% stated that their exploitation occurred between the ages of 1 and 15. Youth today are not prepared to spot recruitment tactics by traffickers, recognize their vulnerabilities, or know how to end current ongoing exploitation. Through this training, we will give you a specific terminology, knowledge, and context so youth feel empowered in telling a safe person what they are experiencing and receive the appropriate help. Every youth should be given the knowledge and skills they need to keep themselves safe.

Why EVERY STUDENT needs to know this...

One fact that surprises many people is that sexual exploitation exists everywhere. No population, region, age, gender, etc. is immune. Often, the less awareness there is, the more potential there is for abuse. It is important that every student be equipped with these skills and tools. It is our hope that they will not ever be in a situation where they will need them, but if they are, they will be empowered to seek help immediately.

Why this is DOABLE...

This guide was developed by educators and school leaders who understand the demands of your job. We know that you are pulled in many directions every day. We have worked very hard to be sure that you have everything you need in this guide. There is no prior knowledge or expertise required. You just need to be willing to facilitate the learning experience. Through the video and crystal clear lesson plan, we will be sure that this is manageable for you... and potentially life-changing for your students.

Nuts and Bolts

Professional Development Alignment	School Accountability, Oversight, and Accreditation	Opportunities for Funding
<p>As you develop your PD Scope and Sequence, we consider this training to align with the following Domains of the Daniel Framework found here.</p> <p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> Teacher interaction with students Student interaction with students <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> Expectations Monitoring behavior Response to misbehavior <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill 	<p>The Every Student Succeeds Act (ESSA), which was passed in December 2015, widened the scope of accountability measures for schools beyond traditional standardized testing in Core content areas.</p> <p>Under ESSA, school report cards account for the following factors, which align with The Selah way Foundation's mission:</p> <ul style="list-style-type: none"> School Climate and Safety Chronic Absenteeism Collaboration with external organizations with expertise around teaching and learning to improve the school environment <p>A breakdown of accountability measures by state can be found here.</p>	<p>There are several options for funding in place for programs like The Selah Way Foundation.</p> <p>Title II funding is offered for schools that implement personalized, high quality Professional Development plans (as outlined in Column 1).</p> <p>Title IV-A funding is available for schools that offer (1) well-rounded educational opportunities (outside of the 4 Core content areas), (2) promote health and safety among students, and (3) focus on the effective use of technology; each of these components are addressed through The Selah way Foundation's curriculum.</p> <p>GetEDFunding links educational programs with foundations offering grant money. A list of current grants that align with The Selah way Foundation's curriculum can be found here.</p>

WHO should know this content...

Everyone. The principal. The administrative staff. The custodial staff. The chemistry teacher. The bus driver. Everyone should be AWARE of this content to keep students safe.

WHO should teach this content to students...

There is lots of flexibility here. While everyone should be made aware of this material, not everyone has to teach it to students. We realize that some staff may be concerned that they might do more harm than good due to lack of expertise or personal comfort. Here is the criteria for the best people to lead these lessons:

- Strong relationship and rapport with students
- Demonstrates understanding of social-emotional components
- Follows schoolwide protocols

WHEN should this be taught to students...

Consider your PD Scope and Sequence and when you are focusing on Classroom Culture and School Safety. January is Human Trafficking Awareness Month. Americas Safe School Week is typically in October. This is entirely up to you.

HOW should this be rolled out to students...

Trained:	Teaching:	Audience:	When:
All teachers/staff	All Classroom Teachers	Their Class/Homeroom	As they see fit
All teachers/staff	One Content Teacher (PE, Science, etc.)	Each class via rotation	1-2 targeted days
All teachers/staff	School Counselor as a "guest speaker"	Each class via rotation	1-2 targeted days
All teachers/staff	School Counselor	Small groups pulled out	1-2 targeted weeks

HOW do we provide a safe classroom climate...

Two Adults In The Room Model:It is also our suggestion that the lesson be presented to students with two trained staff members in the room. In order to keep both students and staff safe, we suggest that there is more than one adult in the room who is listening during the lesson.



Play "From an Educator, to Educators" Video

HOW do we leverage all stakeholders...

By training ALL staff and teachers, we are bringing awareness to our schools and communities which is one of the most important steps in keeping children safe. Communication with parents is also key. Some sites may choose to embed this aspect of safety and awareness into year-long initiatives, site-wide safety committees, protocols district-wide, etc. What you choose to do at your site depends on many factors, capacity, leadership, etc., but we do urge you to communicate with families. Below is a sample parent letter that could be included in communication with families.

Dear Parents and Guardians,

At _____ School, we are taking the month of October to focus on making our community the safest place it can be for your children. As part of that initiative we are partnering with The Selah Way Foundation, a nonprofit organization with the mission to end sexual abuse and bring freedom to the exploited through a multi-tiered approach, which begins with awareness and prevention. Students will learn that The Selah Way Foundation is an organization who works towards keeping people safe and away from unsafe people through education and training.

With a focus of prevention, teachers and counselors will be taking students through a learning experience on _____ that will focus on the following outcomes:

- #1: Identify at minimum one thing that may make them vulnerable to exploitation
- #2: Identify the signs of an exploiter
- #3: Describe the most common recruitment tactics used by traffickers
- #4: Understand the process for seeking help if approached by a trafficker
- #5: Identify at least one trusted adult to provide support if needed

Given the sensitive nature of the content, we have worked hard to be sure that everything is “leveled” to a student’s development age, and the content will be focused solely on keeping themselves safe from sexual exploitation.

A copy of the full lesson plan is available for anyone who would like to review it in more detail. If you have any questions or concerns, please reach out to _____.


Sincerely

Principal

Team Learning

This professional development experience is so teachers and staff are

- informed on awareness and prevention
- ready to take students through an awareness and prevention learning experience

Let's Start Thinking...	<p>Kahoot is an online game platform that allows students and teachers to respond to questions on their personal devices (smart phones, ipads, laptops, etc.). To access your staff’s prior knowledge about childhood sexual exploitation and sex trafficking have them play the following Kahoot.</p> <p>Directions:</p> <ol style="list-style-type: none">1.The administrator delivering the PD should click on the following link and present: https://create.kahoot.it/share/a977d0c2-c143-4d2e-bf45-8495baa7e3572.Click on the green "Play as Guest" button.3.Choose Classic or Team mode depending on the number of devices available.4.The administrator should present the log on screen so that participants may see the website to go to and the code to enter the game.5.Once participants go to the website and enter the code they will be prompted to enter a nickname.6.Once everyone is in the game the administrator will start the game.7.Participants will look at the displayed question and answer accordingly using their personal device.8.Participants will have 20 seconds to answer. After the 20 seconds is over results will be displayed and we are asking that the administrator reiterate the Bottom Lines (listed below). <p>Kahoot Questions:</p> <ol style="list-style-type: none">1.On average, 8-12 year olds spend this many hours a day on technology. Answer: 6 Bottom Line: School aged children are spending a quarter of their day on technology.2.On average, 13-18 year olds spend this many hours a day on technology. Answer: 9 Bottom Line: High school students are spending more time on technology a day than they are in a classroom.3._____ youth will receive an online sexual solicitation. Answer: 1 in 9 Bottom Line: Young people are at a high risk of being approached online by an abuser/trafficker.4.What percentage of sex trafficking victims were advertised online? Answer: 75% Bottom Line: Victims of sex trafficking are often in plain sight.5.What is the average age of a child’s first exposure to pornography? Answer: 11 Bottom Line: By the time students reach us their exposure to pornography has likely been happening for years.6.What percentage of underage trafficking victims say that pornography was made of them?Answer: 50% Bottom Line: The pornography industry of today is not a victimless industry.7.Pornography gets more visitors each month than... Answer: Amazon and Netflix combined Bottom Line: Pornography is consumed across all ages, genders, and races. The constant demand for pornography fuels the industry. <div> After the Kahoot please play the following video from founder Elizabeth Fisher Good telling her story, "Elizabeth's Message to Older Students".</div>
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What are the outcomes of this training?	Teachers will be able to: 1. Articulate a common language to keep youth safe from sexual exploitation. 2. Teach youth the information and skills they need to keep themselves safe
WHO and HOW this will roll-out...	Prior to training teachers and staff please have the following questions answered for your school site. Suggestions for how to answer these questions are listed in the Onboarding section above. <ul style="list-style-type: none">• Who will be teaching it:• When will it be taught:• How are we informing all stakeholders (parents?)
MODEL LESSON	See the PD Model Lesson listed below.

*All materials and videos are available at <https://www.theselahway.org/speakupdashboard>

Freedom for Teens Model Lesson- SESSION 1

Learning Objective:

Students will gain a deeper understanding of sex trafficking in the United States, including who it affects and where recruitment takes place. The objective is to equip and educate students so they are dissuaded from being trafficked and exploited and become an advocate for their peers.

Lesson Essential Questions:

- What is sex trafficking and sexual exploitation?
- Who does it affect?
- Where does it occur?
- What tactics are used?
- What are the realities of being in “the life?”

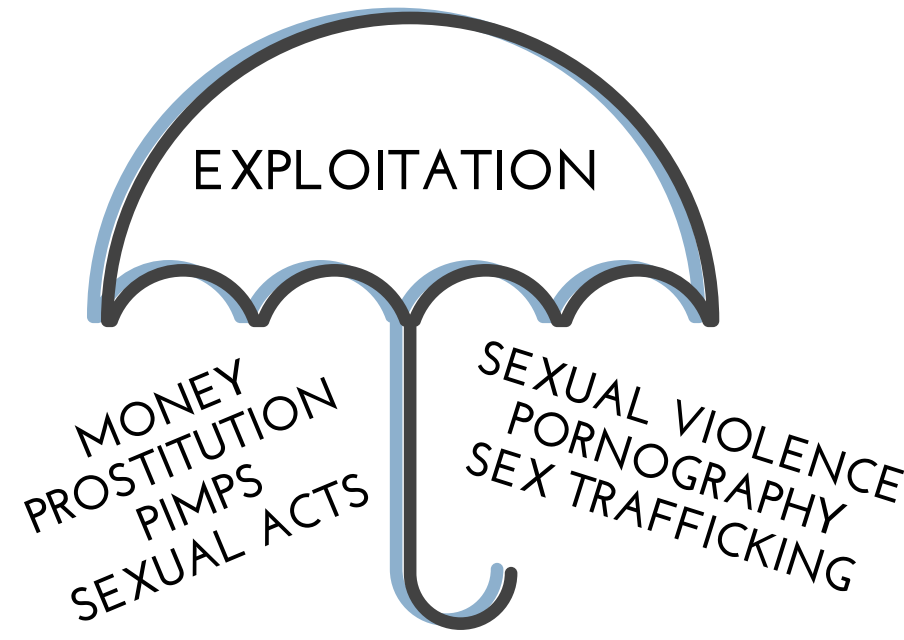
Learning Chunk 1: What is sex trafficking?

Talking Points:

- Pause Point: Prior to meeting with teachers and staff assemble envelopes with the following five words and definitions cut apart. Have staff work in pairs or teams to try to connect the words to their definitions. It is important that staff understand the meanings of these words to be effective during the lesson with students. After everyone is done, have staff share out.
 - Commercial- something of value is exchanged like money, a ride, food, shelter, drugs, new sneakers, etc.
 - Sexual- involving a “sex act” or “sexual favor”
 - Exploitation- someone with more power taking advantage of/controlling/using somebody
 - Human- involving a person
 - Trafficking- being bought and sold”
- Does sex trafficking happen in America?
 - “Yes, sex trafficking happens in America and can take place in any zip code.
 - Sex trafficking refers to any time someone is forced to perform a sexual act while someone else (trafficker) profits.
 - Trafficking of minors is called Commercial Sexual Exploitation of Minors and means someone is making a profit by taking advantage of a child and using them as a sexual object to engage in sex acts.
 - Payment can be in the form of money, drugs, shelter, new clothes, a ride home, etc.

“What does it mean to be exploited?

- “Exploitation is the act of treating someone unfairly in order to benefit from them. Manipulation and control are almost always involved when someone is being exploited.
- At this time the facilitator should draw an umbrella on the board, on chart paper, etc. and write the word “exploitation” inside of the umbrella. As words that relate to exploitation come up in the subsequent questions, add them underneath the picture of the umbrella. This will provide a visual understanding of how these many topics are connected to one another. (see image right)



- “What words come to mind when you think of prostitution?”
 - Often people have negative perceptions of prostitution and think it is a choice; however, we know that oftentimes that is not the case.”
- Do you think there is a link between prostitution and sex trafficking?”
 - Statistics have found that many adults involved in prostitution started at an early age.
 - The average entry age into sex trafficking is 15 years old.”
- Where in America does sex trafficking take place?”
 - Sex trafficking has been reported in all 50 states.”
- What words come to mind when you think of a ‘pimp’? Has the media influenced this stereotype?”
 - The music industry and television have created a glamorized version of a pimp, but a pimp is street terminology for a trafficker.
 - This can be any person, regardless of gender, who receives a payment by selling individuals to customers to perform sexual acts.
 - A trafficker maintains control over a victim through psychological, physical, and emotional abuse.
 - A study showed that 88% of traffickers are actually victims of domestic and physical abuse, while 76% are victims of sexual abuse. Hurt people hurt people.
- “What is pornography and how do you think it might be linked to sex trafficking?”
 - Pornography consists of visual material, pictures and videos, containing nudity and sexual acts.
 - Some performers are tricked into making pornographic videos that they had not consented to.
 - Viewers are completely unaware if the images and videos they are buying/watching involve victims of sex trafficking.
 - Pornography heavily objectifies people and can demonstrate unrealistic forms of sexual activity, which sometimes can promote violent sexual behavior.
 - Photographs and videos of minors sent between minors is also a form of pornography.
- “Can males be exploited? How does it happen?”
 - Males can be recruited in the same way as females. However, there are several routes to exploitation that may be more common among boys/men:
 - Basic needs: “Survival sex” is when someone trades sex to meet basic needs such as food and shelter. Youth may not recognize the situation as exploitation.
 - Substance abuse: Some victims find themselves having to exchange sex acts to support a drug habit/addiction.
 - Need for relationship: We all have a need for relationship, sometimes it comes in the form of family support and/or intimacy.”
- Where are most victims/survivors recruited into “the life?”
 - Pause Point: “Traffickers target youths in areas where vulnerable youths might congregate. On a post-it list three places that you think youths are targeted.” Allow a chance to share out and make sure that all of the following are mentioned:
 - Malls, schools, bus/train stations, group homes, social networking sites, and internet chat rooms
 - Survivors can be recruited in many ways: schools, malls, through friends/partners, online, etc.
 - Social media has more recently become a more popular way of which young people are recruited and trafficked.
 - Peer recruiters can also be used to sell a minor on the idea of a better, more expensive lifestyle.
 - Money can also be a factor that lures someone into the life.
 - One may also be looking for security, whether that be security in meeting their basic needs or security in maintaining a certain lifestyle.

Learning Chunk 2: Who does it affect?

Talking Points:

- Pause Point: Have teachers and staff turn and talk to a neighbor about what things they think makes a youth more at risk than another. After 2-3 minutes have them share out. After sharing go through the three things that put a youth more at risk of sexual exploitation:
 - Running away- When you don’t have a place to go, you are at risk of being approached by a trafficker. Being on your own can put you in survival mode. And that puts you at risk of someone offering to take care of you.
 - Having gone through abuse at home- When someone is hurt at home it puts them at risk. When they have been through so much trauma, they don’t think anything else can hurt them.
 - Not getting along with your family and not feeling accepted- When someone is looking for independence and freedom they could end up in the hands of someone who will exploit them.
- “We all have basic human vulnerabilities. These vulnerabilities are what abusers prey on and look to exploit. Vulnerability means a thought, desire or need that can be exposed or taken advantage of.”

- “What are examples of vulnerabilities?”
 - Being bullied
 - Family dysfunction
 - Struggling with mental health/illness
 - Physical/emotional/sexual abuse
 - Low self esteem
 - Desire to be loved
 - Access to phones, internet, video games and social media
 - Lack of substantial support to meet basic needs (food, shelter, clothes, etc.)Facilitate a discussion about why the above mentioned would make you vulnerable. Although some individuals may be at a higher risk, anyone can be at risk. Through this discussion we want youth to be self aware of their own vulnerabilities.
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Learning Chunk 3: Knowing the Risk

Talking Points:

- “I will be reading the descriptions of five characters, one by one. You are to think about how each character is at risk of being sexually exploited and/or trafficked, ranking that character from 1 (least at risk) to 5 (most at risk). Think about each character’s vulnerabilities.”
- Facilitator will read Part 1 and then have students rank the character from 1 to 5. After a discussion read Part 2 and the follow up statements and questions.
- Daniel
 - Part 1: “Daniel is a junior in high school who is a star player on the varsity football team and is already being scouted by college coaches. His parents passed away when he was in elementary school and he lives with his two younger siblings and grandparents.”
 - Part 2: “Everyone assumes that his parents death was the worst thing that has ever happened to him...but they don’t know the full story. Daniel has kept a secret of being sexually abused by a babysitter when he was 9 years old. He hasn’t told anyone, because he is afraid of looking weak.”
 - Disclosing past trauma and abuse is difficult for anyone. For male victims, it is not uncommon that they feel especially vulnerable. Worried about not being believed or made to feel weak, boys are less likely to ever disclose. However, we know that sexual violence can happen to anyone.”
 - “As the star player on the football team, Daniel could be feeling pressure and expectations to succeed. Could this be viewed as a vulnerability?”
- Mia
 - Part 1: “Mia is an 8th grader who gets bullied a lot because she has a disability that makes her stutter. She is usually by herself and has a hard time making friends. So, she chats with a lot of people online.”
 - Part 2: “It’s much easier for Mia to make friends through social media even though it’s sometimes hard to determine if the people she’s speaking to are safe. She recently started a relationship with a guy she met on Instagram. After a few weeks, he began telling her she would feel better about herself if she started taking ‘sexy pictures’ because it would boost her confidence. Mia took his advice and started sending him nudes. Now, he’s been threatening to sell them online if she ever stops sending them.”
 - “Predators target people they perceive as weak or believe are easiest to manipulate. They may coerce a person who has a disability, mental health disorder, or a previous history of trauma.”
 - “It is important to identify a safe person in your life you can communicate with and discuss potential decision-making. Had Mia told someone about taking explicit pictures, would the outcome have been different?”
 - **Pause Point:** It is necessary that staff know what to do and say if a student makes a disclosure to them. Take this time to go over the necessary steps that they are to take. Call on volunteers to stand and read one at a time out loud for the group.
 - Listen carefully and provide non-judgemental support
 - Do not ask probing questions, rather bring the conversation to the present (For example, “Are you safe now?”)
 - If the youth is not currently safe, support their safety by involving law enforcement or any other appropriate means in the moment
 - If available, connect the youth to any counseling resources (i.e. social worker)
 - Follow the appropriate child protection protocols for your jurisdiction, which will likely include filing a child abuse report with the child welfare department
 - Provide ongoing support as needed

- Ruben
 - Part 1: "Ruben is a sophomore in high school who, although an average student, is very social and has started the first LGBTQ+ club at his school. There is a rumor spreading around that he has not been living at home because his parents kicked him out of the house for being gay."
 - Part 2: "While his parents kicked him out, his aunt seemed to be supportive of his sexual identity and allowed him to live with her. After a few weeks the aunt would bring her friends over on occasion and told him to 'entertain them.' Ruben knew that he'd be homeless without his aunt and felt like he owed her. Though he hated having sex with them, Ruben also had heard guys never say no to sex and that it's good to be desired by older women."
 - "LGBTQ+ youth are at high risk of trafficking because of family/parental rejection, feeling isolated from society, and often becoming homeless."
 - "As we see in Ruben's story, women and even family members can be traffickers making it much easier for them to be manipulative. Because of her role as his aunt, Ruben may have been more trusting and less aware of red flags."
- Sarah
 - Part 1: Sarah is a senior in high school graduating at the top of her class as the valedictorian and received a scholarship to go to an Ivy-League university. She was voted most likely to succeed by all of her peers."
 - Part 2: "While the scholarship was helpful, college fees as well as living expenses proved itself to be a heavy bill to pay. Sarah's family did not have the money to support her in college and flipping burgers was not making enough. Sarah was approached by a friend who works as an escort and showed her all the money she made in just one week. Desperate for money, Sarah signed the contract to be an escort. Though the contract said she would never have to perform sexual acts, many clients demanded them and threatened not to pay until she complied. Afraid of being fired and having to leave her college, Sarah felt trapped."
 - "The reality is that trafficking/exploitation can happen to anyone of any background."
 - "Having a scholarship or even a full ride does not relieve the pressures of being a young college student, especially if you have limited support. Recruiters and traffickers may tap into the vulnerabilities of college students to sell them on a 'dream' that helps them pay for college...when, like in Sarah's case, it really is just a trap."
 - "Oftentimes youth get into the sex trafficking industry through pornography or escort services; promised they would have boundaries and then pushed past their comfort zone."
- Jordan
 - Part 1: "Jordan is a seventeen year old who is self-reliant and raised in an abusive home. Jordan recently started a relationship with Joy who is in a gang and influenced Jordan to join the gang culture as well."
 - Part 2: "Jordan found love for the first time with Joy, a 23 year old young lady in the neighborhood who grew up in gang culture. Joy draws on Jordan's vulnerability for love and acceptance to recruit him into the local gang. His initiation included him being trafficked to other local gang members, except it became a regular event. Though he knows this is not healthy - he is trying to survive. He figures that at least in the streets he is protected by the local gang and able to move out of his abusive household. Eventually, he gets tired of being exploited and starts to recruit other teens into the gang so that he can maintain significance without the weight of being trafficked."
 - "Guys can be recruited by older women, via relationship or as a mother-figure."
 - "Local gangs often exploit their members for initiation or regularly in exchange for safety, family, or acceptance. Victims struggle to acknowledge that exchanging sex for basic needs is a form of exploitation. This exchange is often referred to as 'survival sex'."
 - "Like Jordan, survivors can fall into the trap of perpetrating abuse onto other victims by recruiting/grooming other minors into trafficking. This can appear to take pressure off their own exploitation by providing value to the trafficker in a different way. This is a long-term form of survival." "Each of these individuals is incredibly at risk."
- Each of these characters have vulnerabilities that may not be obvious. We want youth to be more aware of common vulnerabilities in their peers and how to offer support."
 - "Have you ever known someone who matches one of the profiles mentioned?"
 - "Would you be able to tell if one of your peers was being trafficked?"
 - "What do you think it would be like walking in any of their shoes?"

Closing:

- Remind students that this is an open discussion and judgemental feedback is not a form of healthy communication and will not be tolerated. You may ask students if they have any questions or would like further clarification on any of the material covered.

Learning Objective:

This session will educate students about domestic sex trafficking by teaching them the recruitment tactics used by traffickers, with a focus on internet safety. Students will also learn about other key factors that contribute to the demand of the sex trade. The program will end with an informative way they can help raise awareness and help survivors in their community through collaborative advocacy.

- Lesson Essential Questions:**
- What is sex trafficking and sexual exploitation?
 - Who does it affect?
 - Where does it occur?
 - What tactics are used?
 - What are the realities of being in "the life"?
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Learning Chunk 1: How does this happen?

- Talking Points:**
- **Pause Point:** Before the workshop have these four truths printed out on pieces of paper and lay one on each of four tables. Ask a staff member seated at each of the tables to volunteer to stand up and read aloud the four truths to really make the last point of the student lesson. The truths are:
 - People may feel that it is not exploitation if money is not involved. Any time anything of value is exchanged, it is commercial sexual exploitation.
 - Trafficking and exploitation can happen to girls, boys and transgender youth. Anyone is at risk.
 - Exploiters can be any gender, race, or age.
 - You can't tell if someone is being exploited by how they look or how they dress. There is no dress code.
 - "Traffickers can come across as protectors - they represent security and family. The trafficker is usually very skilled at assessing the physical and/or psychological needs of a person. They can easily take the place of a parental figure, friend, or significant other."
 - "The most common tactics are:
 - Force- A tactic defined by physical abuse, sexual abuse, drugging, and kidnapping. This is the least common tactic initially used by traffickers.
 - Seduction- A way to lure victims by feeding into their interests and needs. Youth have needs of love and attention. A trafficker will provide these things with the hidden intention of future exploitation. After building this relationship, they will begin to ask for favors. These favors may seem harmless at first but they gradually lead to forms of exploitation.
 - Befriending- To make friends or become friends with victims. Sometimes traffickers will recruit a young person to manipulate another young person because it makes it much easier to gain trust. This person is called a recruiter and is often a victim as well. By doing this, they are able to gather information about the victim and use it against them. Often times they will offer youth things such as food, shelter, clothes, parties, etc. They later ask for innocent favors to begin exploitation.
 - Threats/Coercion- To persuade someone by blackmailing and/or threatening them. "Sextortion" is when someone is blackmailed or coerced into sending sexual images that are then used against them for the purpose of exploitation. Traffickers will also threaten to hurt a victim's family or friends, in hopes to keep them in the game. This happens often with child sexual abuse as well."
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Learning Chunk 2: The Social Media Game

- Talking Points:**
- "I want you to raise your hand if the answer to the following questions is yes.
 - Do you use any kind of social media: Facebook, Twitter, Instagram, YouTube, Snapchat, etc.?
 - Are any of your profiles public?
 - Have you ever accepted a friend request from someone you didn't know?
 - Have you ever received a DM from someone you didn't know?
 - Do you know anyone who engages in sexting or sending nude photos?
 - Do you check into places via social media or have your SnapMap on?"

- “If you answered yes to any of those questions, you can be at risk for blackmail or threats from online predators. This is called sextortion. Sextortion is sexual exploitation that occurs primarily online in which non-physical forms of coercion are used, such as blackmail, to acquire sexual content or engage in sex with a child. Sex trafficking and exploitation can occur online.”
- Give each student one sticky note and have them get into pairs. Instruct them to brainstorm two ways they can protect themselves online, writing it on the sticky note, and posting it on the whiteboard. Lead discussion around suggestions posted.
 - Turn off GPS/location services on cell phones
 - Set profiles to private
 - Block the people that make you feel uncomfortable
 - Don't send anything you would be embarrassed by if it went viral
 - Immediately speak to an adult if someone is harassing you, asking for favors, asking for pictures, or threatening you

Learning Chunk 3: Why does sex trafficking exist?

Talking Points:

- “Sex trafficking is a multi-billion dollar industry. A trafficker can sell a person up to 40 times per day. Imagine what a buyer may look like. What might their personality be like?”
- Separate students into groups giving them chart paper and markers. Ask them to draw what they think a buyer of sex looks like. Suggest the following topics to assist in drawing:
 - Gender
 - Age
 - Ethnicity
 - Clothing
 - Car
 - Job/Career
 - Family
- “Research has found that many buyers/Johns fit the following profile: caucasian, middle class, live in the suburbs, have a family of their own, have a job. In most states the victim is sent to jail and the buyer gets to go back home to their family. Why do you think people purchase sex in this country?”
- “Have you heard the saying ‘boys will be boys’? This phrase is connected with toxic masculinity. Toxic masculinity is the societal norms/stereotypes of manhood, defined by violence, sex, status and aggression. It’s a stereotype placed on boys by society and sometimes even friends/family. This contributes to the demand of sex and can be found in unhealthy/exploitative relationships. The majority of sex traffickers and buyers are male. The trafficking industry is fueled by the demand, and the demand is fueled from the buyers/exploiters exposed to this toxic masculinity.”
- “Examples of toxic masculinity:
 - Boys will be boys
 - Suppressed emotions
 - Boys don’t cry
 - Never say no to sex
 - Using violence to gain respect”
- “What if it’s not boys will be boys, but rather, boys will be what they’re taught? You can be masculine without being toxic. Has anyone heard of the term ‘healthy masculinity’? This means that you can ‘be a man’ while also being respectful and not giving in to the toxic masculinity that society often sells.”
- “Examples of healthy masculinity:
 - Boys will be what they are taught- by family, friends, community, social media, etc.
 - Express emotion- speak about feelings of sadness, fear, shame, kindness
 - Have healthy conversations about boundaries and consent
 - Use integrity to gain respect- do the right thing, even when no one is watching”
 - *Note: Be intentional in letting the male youth know that they can play a healthy role in fighting against this issue. Explain that it’s important to not fall into the trap that society sets up for us. Boys often find themselves in situations where their friends don’t share the same healthy standards or speak in manners they don’t agree with. Empower boys and men to have a strong voice to speak up. You should never drop your own standards just because you feel like your community of friends doesn’t always encourage healthy habits of manhood. The demand does not need to exist.*

Learning Chunk 4: What can you do to help?

Talking Points:

- “The greatest tool you have is your voice. Here are some ways that you can help:
 - Spread the word- If every student goes and tells 2 people what they learned about exploitation, there could be so much change made in our country.
 - Ask for help- Empower yourself and the people you care about to come forward and talk about tough things when help is needed. Make sure your voice is heard, even if that means having to talk to more than one adult.
 - Post about it- Social media can be a great outlet for teens to spread the word about exploitation.
 - Get involved- Volunteering is a great way to be part of the solution. You can look up various organizations in the community to see how you can help out by donating time. You can also check out organizations that are in need of clothing, shoes, food, and money.
 - Be the change- By creating service events, raising awareness through presentations, walking for cause events, or school wide drive events, you can educate others about this issue.
 - Survivor totes- Putting small items in a backpack or recyclable grocery bag is an easy way to impact the lives of survivors coming into a safe home in your area.”
-

Closing:

- Pass out index cards and markers and have students respond to one of the following questions anonymously.
 - Based off what you’ve learned, what are ways you can keep yourself and people you love safe?
 - Importance of online safety
 - Recognizing your vulnerabilities
 - Knowing the risks of exploitation
 - Speaking up for what’s right
 - Advocating for yourself
 - Sharing what you’ve learned
 - What would you say to a sex trafficking survivor?
 - What would you say to a sex trafficker or buyer?
 - What would you do if you disclosed to an adult and they didn’t believe you?
 - What is one thing you will take away from this session?
- At the end you can ask for volunteers to share, students may take their index cards with them, or may leave index cards with the facilitator.
- “Remember the mission of this program is to bring light to the darkness of sex trafficking and that you can do the same by simply continuing the conversation. Thank you for being willing to learn about the realities of exploitation.”
- Display the following information for students:
 - Selah Freedom: Intake Number: 1-888-8-FREE-ME Website: selahfreedom.com
 - National Human Trafficking Hotline: Intake Number: 1-888-373-7888 Text Line: “HELP” or “INFO” to 233733
- **Pause Point:** Provide staff with large pieces of construction paper, poster board, markers, colored pencils, etc. to make signs that can either be hung in the hallways, bathrooms, classrooms, etc. Allow teachers and staff to choose which sign they would prefer to make (or both if time allows) and have them include the information and decorate.
 - Sign 1 Idea:
 - Sometimes we don’t even know this is happening to us. Here are some of the questions to ask yourself:
 - Do you feel scared to say no to things that your boyfriend or girlfriend asks you to do?
 - Have you been asked to do a sex act in order to get something you want or need?
 - Has your boyfriend or girlfriend asked you to do something sexual with their friends?
 - Have pictures of you been used to make money or used against you or posted online?
 - Sign 2 Idea:
 - Here are some ways to get help:
 - Talk to an adult you are sure you can trust. This could be someone in your family, at school, wherever. It helps not to go through this alone.
 - Call 1-888-373-7888 or text “HELP” or “INFO” to 233733. There is someone there 24/7 to talk to. They will connect you to help in your area. There are survivors who would love to help you get through this too.
- If making signs is not applicable for your school you could turn this information into a short handout/bookmark that could be distributed to students.

Final Remarks:

- If staff has a concern, have them write it on a post-it and park it in the post-it parking lot. In order to keep the lesson moving and productive it might be better to address questions and concerns one-on-one with teachers and staff versus having a roundtable discussion on the matters.
- Upon completion of this you will answer questions safely and complete the 3-2-1 below as an exit ticket out of the meeting.
 - 3- things I have learned
 - 2- ways my thinking has changed
 - 1- question I still have



To Learn More About The Foundation United, S.P.E.A.K. UP and our mission to end sex trafficking and exploitation, visit www.TheFoundationUnited.org

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