



WELCOME

Who is writing your story? Is it you or are you being manipulated by others? Your story matters and must be protected.

OBJECTIVES

Students will be able to:



TIME: 20 minutes from start to finish WITHOUT class discussion.



RESOURCES

- Student Worksheet (in-person delivery)
- Break the Cycle handout



ONLINE DELIVERY

Students take the course independently online. Activities, Knowledge Checks, and evaluations are completed online inside of the modules.

1. Students go to the link you provided.
2. Once students have completed the module, it is recommended facilitator follows-up with discussion questions provided.
3. Students do not need the Student Worksheet for this delivery method.
4. Offer the Break the Cycle handout to students as an electronic resource.



IN-PERSON DELIVERY

A facilitator delivers the video version of the module in-person to students. Activities, Knowledge Checks, and evaluations are completed in class on the Student Worksheet.

1. Pass out Student Worksheet.
2. Login to your POP account and navigate to the video version.
3. Press play. (The video will pause & prompt students to complete activities, Knowledge Checks, & evaluation questions on their Student Worksheet.)
4. Upon conclusion, it is recommended the facilitator follows up with the discussion questions provided.



Press play to start *Your Story Matters*.

ACTIVITY 1: **What's important to you?**

Students will rank in order what is most important to them. 1 being most important, 4 being least important.

CONTINUE

ACTIVITY 2: **Select what you can relate to.**

Students will determine what scenarios they can relate to that make them more vulnerable.

CONTINUE



KNOWLEDGE CHECK 1

Students will select answers according to what they've learned.

1. Abuse can cause which of the following powerful human emotions.

2. How do predators befriend you?

3. What is the goal of the predator?

CONTINUE

ACTIVITY 3: **What's the big deal?**

Students will match each business with the amount they think the business made.

CONTINUE

In-Person Delivery Guide Continued



KNOWLEDGE CHECK 2

Students will select answers according to what they've learned.

1. What is the definition of child sex trafficking?

2. While all the following can be traffickers, which is the most prevalent type of trafficker?

3. What percentage of sex trafficking happens on the internet?



CONTINUE



ACTIVITY 4: **The truth is...**

Students will match each statement of truth to replace each lie of abuse.



CONTINUE



KNOWLEDGE CHECK 3

Students will select answers according to what they've learned.

1. Which of the following increase vulnerability of begin sex trafficked?

2. Which of the following statements is true?

3. True or false: The first step in stopping abuse is to break the silence and tell an adult you trust.



EVALUATION QUESTIONS

1. What was something you learned that you did not know before?
2. What steps will you take as a result of what you learned today?



CONCLUSION

Provide student resources and collect Student Worksheets.



DISCUSSION QUESTIONS

Suggested questions to prompt further conversation.

1. What areas in your life make you more vulnerable to being manipulated?
2. How can a person manipulate someone into sex trafficking?
3. What are some reasons kids run away from home?
4. What would a scenario of sex trafficking at school look like?



GO DEEPER

The lesson doesn't have to end when the video stops! Here are some suggested activities facilitators can do with students for greater impact and comprehension.



BREAK THE CYCLE

1. Pass out the Break the Cycle handout.
2. Instruct students to use words to describe powerlessness, self-hatred, and isolation.
3. Students will write down three action steps they can take to break the shame cycle.



CONTINUE THE DISCUSSION

For further discussion to develop advocacy skills, here are some suggested questions:

1. When is the first time you remember feeling shame?
2. How did it make you feel and why?
3. What areas in your life today cause you to feel shame?



WHEN A CHILD DISCLOSES ABUSE

- If you are a mandatory reporter (teachers, clergy, healthcare providers, counselors, childcare providers), you are required to follow your state's mandatory reporting procedures. In many states, **ANY ADULT WHO SUSPECTS CHILD ABUSE OR NEGLECT IS REQUIRED TO REPORT**. All adults are encouraged to voluntarily report. Please check your state's reporting laws.



STAY CALM & BE COMPASSIONATE.

EFFECTIVE RESPONSE TECHNIQUES

- Thank them for trusting you and telling you something that was not easy to say.
- Listen well and repeat back what you heard them say, using their own words when possible.
- Validate them by naming it as abuse, assuring them it was not their fault.
- Determine what action needs to be taken and communicate what steps the child needs to take and what steps you are going to take.



ADDITIONAL RESOURCES

- For help and specific hotline or contact information, **PLEASE VISIT** PowerOverPredators.org



Results of Abuse and Exploitation

Paul Gilbert. *What is shame? Some core issues and controversies.* (1998) In P. Gilbert & B. Andrews (Eds.), *Series in affective science. Shame: Interpersonal behavior, psychopathology, and culture* (p. 3–38). Oxford University Press.

Who is a Predator?

U.S. Dept of Justice, Office of Justice Programs. Bureau of Justice Statistics, *Sexual Assault of Young Children as Reported to Law Enforcement: Victim, Incident, and Offender Characteristics 2000*, 10: <https://www.bjs.gov/content/pub/pdf/saycrle.pdf>

Labor Trafficking

Trafficking Victim's Protection Act, 22 USC § 7102 (2000). <https://www.govinfo.gov/content/pkg/PLAW-106publ386/pdf/PLAW-106publ386.pdf>

Child Sex Trafficking

Trafficking Victim's Protection Act, 22 USC § 7102 (2000). <https://www.govinfo.gov/content/pkg/PLAW-106publ386/pdf/PLAW-106publ386.pdf>

International Labour Organization, *Global Estimates of Modern Slavery: Forced Labour and Forced Marriage* (Geneva: ILO & Walk Free Foundation, 2017), 5, www.minderoo.org/global-estimates-of-modern-slavery/

What's the Big Deal?

International Labour Organization, "Profits and Poverty: The Economics of Forced Labour," (May 2014), http://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_243201/lang--en/index.htm.

What Do Traffickers Look Like?

Polaris Project, "2018 Statistics from the National Human Trafficking Hotline," www.traffickingmatters.com/wp-content/uploads/2019/08/Polaris_National_Hotline_2018_Statistics_Fact_Sheet.pdf

Why Can't We See It?

Alyssa Currier & Kyleigh Feehs, *2018 Federal Human Trafficking Report*, Human Trafficking Institute (2019), iii, www.traffickinginstitute.org/wp-content/uploads/2020/04/2018-Federal-Human-Trafficking-Report-Low-Res.pdf

What Makes Us Vulnerable?

Dominique Roe-Sepowitz, et al., "Youth Experiences Survey," Arizona State Univ. (2014-18), www.mccaininstitute.org/six-year-analysis-of-sex-traffickers/

Debra Schilling Wolfe, et al., *Human Trafficking Prevalence and Child Welfare Risk Factors Among Homeless Youth*, Univ. of Pennsylvania (Jan 2018), <https://fieldcenteratpenn.org/wp-content/uploads/2013/05/6230-R10-Field-Center-Full-Report-Web.pdf>

Laura T. Murphy, *Labor and Sex Trafficking Among Homeless Youth*, , Loyola Univ. New Orleans (2018), <https://static1.squarespace.com/static/5887a2a61b631bfbbc1ad83a/t/5a7490fdc8302508d6b76f1c/1517588734590/Labor+and+Sex+Trafficking+Among+Homeless+Youth.pdf>

The Sexual Abuse Epidemic

David Finkelhor et al., "The Lifetime Prevalence of Child Sexual Abuse and Sexual Assault Assessed in Late Adolescence," *J Adolesc Health*, 2014;55(3):329-333, www.unh.edu/ccrc/pdf/9248.pdf

CDC, "Youth Risk Behavior Surveillance – US, 2017," *Morbidity & Mortality Weekly Report: Surveillance Summaries* 67,8 (June 15, 2018), www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf