THE EMPOWER YOUTH PROGRAM



Exploitation:
Taking advantage of someone's vulnerability in order to achieve personal gain.

INTRODUCTION

PURPOSE

The Empower Youth Program is a tool through which you can facilitate prevention-focused conversations with youth about exploitation and empathy in order to empower them with protective strategies.

Exploitation comes in many forms: bullying, neglect, and emotional, physical, and sexual abuse. Human trafficking of children, a form of children abuse, is a type of exploitation that many youth know little about. It occurs worldwide and in virtually every U.S. community.

Many factors can make a person vulnerable to exploitation. Personal factors such as poverty or unstable home environments, and societal factors such as hyper-sexualized media can push youth into vulnerability. Exploitative people target those who are vulnerable in order to obtain personal gain.

Youth need to be empowered to safely navigate the factors in their lives that could otherwise make them vulnerable to exploitation. **The Empower Youth Program** unveils the system of negative pushes and pulls that entrap youth and empowers them with alternative, positive pulls that can lead to success and safety. It also empowers youth to respond if exploitation is happening among their peers or family.

STRATEGY

The heart of our curriculum is the concept of **empathy**. Few of us are completely apathetic (choosing to disregard another's suffering), but many of us get stuck in sympathy (feeling badly for the suffering of others). **Empathy** *(an active response to the suffering of others)* is the solution to issues of exploitation because it implies action. By inspiring students to develop empathy for those around them, our program distinguishes itself as both an exploitation prevention tool and a character education program with far-reaching transformative potential for your school, classroom, neighborhood, or youth program.

Empower Youth Program Goals:

- Empower youth with strategies to stay safe from exploitation.
- Nurture the development of empathy, so youth will help others stay safe, too.

Key Module Learning Objectives
Students will be able to:

1. Demonstrate how empathy generates solutions to problems in their own communities.
2. Explain the concept of negative pushes and apply it to their lives.
3. Identify the five disguises and use the skill of identifying disguises in their own lives.
4. Explain the concept of positive pulls and apply them to their lives by identifying their own positive pulls.
5. Create a positive pull plan to safely navigate personal vulnerability while also knowing how to safely be a positive pull for others.

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TABLE OF CONTENTS

THE EMPOWER YOUTH PROGRAM

Response Protocol.....4

Introduction.....5-9

Module One.....10-19

Module Two.....20-25

Module Three.....26-32

Module Four.....33-37

Module Five.....38-41

Module Six.....42-47

Appendix.....48-65

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DEVELOP A RESPONSE PROTOCOL

BEFORE YOU GET STARTED

Know your district's or agency's policy and protocol to assess student's safety and referrals for support services - such as counseling - prior to beginning the curriculum. Should youth self-identify, peer identify, or you suspect a child is in danger, you should be ready to act. We recommend the following steps:

Protocol is specific to each school and agency. You can find the LACOE Human Trafficking School Safety Protocol (HTSSP) disclosure section on pages 61-63.

1. BE PREPARED WITH WORDS OF COMFORT AND NON-JUDGEMENT

If a youth approaches you for help, they have taken a leap of faith and courage. They may be revealing experiences they find embarrassing or shameful. No matter what they disclose, react with a neutral expression and words of kindness. *Let compassion, empathy, and patience guide you.* As you follow your protocol, tell the youth what steps you are taking, and why.

Does this apply to me if I'm not delivering the content in a school?

Yes! Be prepared with a response protocol no matter what context in which you are facilitating the Empower Youth Program.

2. HUMAN SERVICES/CHILD WELFARE AGENCY

As a mandated reporter, you must report any suspicions or disclosures of abuse, including human trafficking, even if the perpetrator is not the child's parent or guardian. Child Welfare will conduct an investigation and involve law enforcement if necessary.

3. NATIONAL HUMAN TRAFFICKING RESOURCE CENTER HOTLINE: 1-888-3737-888

The National Human Trafficking Hotline connects victims and survivors of sex and labor trafficking with services and supports to get help and stay safe. The toll-free phone, SMS text lines, and a live online chat function are available 24 hours a day, 7 days a week, 365 days a year. Help is available in English or Spanish, or in more than 200 additional languages through an on-call interpreter. The hotline will also connect you to law enforcement when appropriate.

Call: 1-888-3737-888
Text: 233733
Chat: humantraffickinghotline.org/chat

Hearing and speech-impaired individuals can contact the Trafficking Hotline by dialing 711, the free national access number that connects to Telecommunications Relay Services (TRS).

4. ASSESS FOR SAFETY

First and foremost, always assess the physical or medical needs of the youth. Do they need immediate intervention? Be sure you know who to escalate medical concerns to within your organization. This may be your school's nurse, the principal's office, or a different dedicated person. How to respond in your organization can be found in your Human Trafficking School Safety Protocol (HTSSP) HTSSP or school/ agency protocol.

Don't just wait for youth to self or peer-identify. Be on the lookout for signs of a youth who may be affected by the material yet needs you to initiate a conversation.

As you deliver the **Empower Youth Program**, keep an eye out for behaviors which may signal a youth who has been triggered due to personal experiences.

Examples include:
- Emotional outbursts or departures from normal behavior, whether through tears, rage, or withdrawn or argumentative behavior
- "Fight, freeze, flight" reactions
- Requests to avoid the content
- Disruptive or negative attitudes
- Using sarcasm and jokes to distance self from certain content

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INTRODUCTION

THIS GUIDE IS FOR YOU

A TEACHERS RESOURCE:

This guide is intended to give you the information you need to facilitate learning about exploitation and empathy. Aside from the exercise pages which can be copied for use by your students, it is not intended to be distributed among students. If you have any questions as you prepare, we'd be happy to assist you!

If you have questions, please send us an email! *We want to help you be successful.*

Contact info@iempathize.org

SEE PAGE 64 FOR NATIONAL HOTLINE NUMBERS

ANTICIPATING STUDENT REACTIONS:

Again and again, students have told us that they love the **Empower Youth Program** and wish more kids had access to it. Some of the feedback we've received includes:

- "I learned how to deal with problems and anger without hurting myself."
- "The most helpful part was showing how someone's life can change by doing something small."
- "This program made me feel safe and supported. It made me feel happy to know that I am NOT alone."
- "It helped me understand what empathy is and what I could do to change things in the community."
- "Thank you guys for doing this. Now I know who the negatives wearing disguises in my life are."

Can I use this material outside of a classroom environment?

Absolutely! This guide will use "classroom-like" language, but the material is great for group homes, after-school programs, clubs, individual family-time, etc.

For some students, the topics will be completely new. For others, it may hit quite close to home. Some may have experienced exploitation, such as bullying, neglect, physical or sexual abuse, or trafficking. Others may have friends or family members engaged in exploitative behaviors. Whatever the case, this may be a sensitive subject for youth to discuss. Empathize with your students. As the program progresses, the modules will help you facilitate a conversation about the realities of exploitation.

It may be helpful to tell students that some content in this program might be triggering. If students feel overwhelmed from the content, let them know they can step out of the room, put their head down, or meet with a counselor or co-facilitator.

Some students have expressed that time for discussion was the most impactful and helpful aspect of this program. Strategize with facilitators on ideas about how to engage students in productive, safe discussions. Items to plan ahead for include:

- What ground rules can you establish with students in advance to set expectations for an environment of empathetic sharing?
- If students start to over-share in group settings, how can you affirm them while also guiding them toward privately sharing with you later instead of in front of the group?
- If a student is dismissive of the content or what others have to say, how can you redirect to create a safe environment for sharing?

For example: Let the student know that you would like to hear more from them privately at a later time since they have already shared with the group. *"We also want to give more opportunity for others to share in our group discussion."*

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INTRODUCTION

PRE AND POST UNIT SURVEYS

SURVEYS TO ASSESS PRIOR KNOWLEDGE AND TO ASSESS UNIT LEARNING:
Your participation in the survey process is greatly appreciated!

The pre-unit and post-unit student surveys will likely require about five minutes each to complete. This step is fundamental not only to our ongoing assessment of the program, but also to your students' own processing of the concepts. Simply ask your students to visit these websites to fill out the anonymous surveys.

EYP ONLINE
Special instructions and tips for EYP Online can be found in these burgundy side boxes.

OPTIONS FOR IMPLEMENTING THE ONLINE SURVEYS:
HOMEWORK: If you are short on class-time, consider assigning this as homework. Simply ask the student to print a copy of their submission page as proof of completion.

SMARTPHONES: The surveys are compatible on smartphones and tablets. If you know your students have them, consider inviting them to take the surveys in class on their devices.

EYP ONLINE
Surveys for EYP Online are built into the online course. You do not need to use the links or printouts.

FACILITATOR FEEDBACK:
There is a short survey for facilitators of the program as well. After you have finished completing the program with your youth, please provide us with your feedback!

www.iempathize.org/facilitator-post/

RETURNING THE SURVEYS:
If you use paper surveys please return the completed forms to us at:

iEmpathize
c/o Education Director
1200 Pearl St. Suite 314
Boulder, CO 80302

Do you need paper copies of the surveys?

Please contact us at info@iempathize.org to receive these!

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INTRODUCTION

GATHER WHAT YOU NEED TO GET STARTED

MATERIALS YOU WILL NEED TO FACILITATE EACH MODULE:

- The Human Trafficking School Safety Protocol (HTSSP).
- This facilitator's guide and media.
- The pre and post-unit surveys, which students will take before module one and after module six, respectively.

Note that some of the activities require additional materials, such as printed copies of pages included in this guide. A few activities require simple props.

Preview the Media

To have a full sense of the program, please be sure to preview all of the short films before sharing them with your students.

MATERIALS EACH STUDENT WILL NEED TO PARTICIPATE:

- Approximately ten index cards each.
- A pencil or pen.
- A journal:
  Some activities include journal writing. If your classroom already uses journal writing as part of your procedures, you can add these journal activities to your established process. Otherwise, students will need a wire-bound notebook, a binder or folder, or a stapled set of loose leaf paper.

How much time do I need to allot?

This curriculum is designed to be spread out over six separate, 35-minute sessions. However, the optional additions give you the flexibility to fill six 60-minute sessions. To enhance student learning, we encourage you to use a 60-minute session if time permits.

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HOW TO USE THIS FACILITATOR'S GUIDE

MODULE PREVIEW

OBJECTIVE:

The module's learning objective will always be listed first. We recommend posting the objective for students to see.

ESSENTIAL QUESTION OF THE MODULE:

Each module includes an essential question. The essential question personalizes the learning objective by asking students to apply it directly to their own lives prior to learning the concepts. Review the essential question of each module during the transition time. You can also return to it at the end of the module. Consider the essential question as a standard through which you can assess student comprehension.

STEP 1: TRANSITION

The transition allows you to guide everyone toward the learning outcomes. Go over the day's objective and the essential question.

STEP 2: MEDIA

Each module includes a unique short film. The film includes an illustrated narrative that sets up the module's content. It includes interviews with young people who share their perspectives on the concepts being taught. Play the media from start to finish.

STEP 3: DISCUSSION

Follow the media with the group discussion questions which appear at the end of each film segment. Also, consider using additional discussion questions included with each module in this guide.

STEP 4: CLASSROOM ACTIVITY

The classroom activity gives students a chance to apply their learning individually or in groups.

STEP 5: MEDIA ACTIVITY

The media activity reinforces the concepts of each lesson, while giving students a chance to apply what they've learned to their lives.

Helpful Tips:
These blue boxes on the side of the page offer helpful tips within each module.

Flexible Content
Each module includes five key steps, but there are also "optional additions," or suggested extension activities for further learning and content reinforcement.

Need Transition Ideas?
Check out Appendix B (page 51) for options to use the transition to activate prior knowledge.

EYP ONLINE

Step 1:
Facilitator introduces the video and objectives.
Step 2:
Students log into their account and play two videos with quizzes.
Step 3:
Facilitator follows up with group video discussions and optional activities.

Facilitating Discussion:
Exhibit A in the appendix (pages 49-50) provides creative ideas for facilitating discussion in a way that students will find active and engaging. We provide one suggestion for each module.

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INTRODUCING THE CONTENT TO STUDENTS

BEFORE STARTING MODULE ONE

Before you jump into module one, use the following short introduction to prepare students for the content and objectives of the **Empower Youth Program**. Consider doing this preview prior to the day you start the first module so that students know what to expect.

STEP 1: PREVIEW

EXPLAIN THE FOLLOWING, ADAPTING FOR YOUR PURPOSES:

"Over the course of the next week, we will learn about the reality of exploitation in our communities, school, and neighborhoods. We'll learn why exploitation exists, from bullying to human trafficking. The goal of this unit is to talk with one another about what exploitation is, how we can work together to stay safe, and how we can empathize to help others stay safe."

STEP 2: ESSENTIAL QUESTION

PREVIEW THE ESSENTIAL QUESTION OF THE UNIT:

How can I navigate positive and negative influences in my life?

Ask students to brainstorm an answer to this question. If they struggle to answer, consider the following additional prompts:

1. Make a list of what you think are positive influences.
2. What can people do to avoid negative influences and seek positive ones?

After brainstorming, explain that by the end of the unit, the goal is for everyone to answer the essential question confidently.

STEP 3: RESOURCES

EMPHASIZE YOUR RESOURCES:

It is important to make sure students are aware of resources available to them. Refer to your school or agency protocol for a list of resources in your area and distribute them during the program. Point out access to counselors, hotlines, your own open door policy, or whatever other resources your school, community, or organization provides.

STEP 4: SURVEY

TAKE THE UNIT PRE-SURVEY:

Explain that this anonymous, quick survey will help students process what they already know. Emphasize that it will not be graded, except perhaps for a participation score, should you prefer to do so.

Unit Vocabulary:

A glossary of all terms used in the unit is provided in Exhibit H (page 60.)

Relationship = Impact

Because this program is most effective when it is facilitated within the context of a relationship, it is helpful to share why you've decided to facilitate this program. Explain that you want your students to be empowered so they might be safe and healthy. If you share your heartfelt intent, they are more likely to see you and this program as positive influences they can trust.

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MODULE ONE: EMPATHY

EMPATHY

OBJECTIVE:

- Students will be able to explain the difference between empathy, sympathy, and apathy.
- Students will be able to define human trafficking and exploitation.
- Students will be able to demonstrate how empathy generates solutions to problems in their own communities.

ESSENTIAL QUESTION OF MODULE ONE:

What is human trafficking and exploitation? Why does empathy matter?

STEP 1: TRANSITION

Write on the board the definition of human trafficking: Human Trafficking is where someone forces, tricks, or threatens another person to make them work or trade sex for money or something else of value. It is important to know that anyone under the age of 18 who trades sex for something of value, whether or not they are forced, tricked, or threatened, are experiencing human trafficking.

Have the class come up with alternative words to force, fraud, and coercion. Explain: force is controlling a person though acts of violence, fraud is lying or tricking another person, coercion is using something to gain power over another like threats or manipulation. Explain that during this program, you'll be studying how empathy is a critical element to help answer this unit's essential questions.

STEP 2: MEDIA

Play *Module One Media*. This media introduces the concepts of exploitation, empathy, sympathy, and apathy.

STEP 3: DISCUSSION

The film ends with group discussion questions:

- Why is it difficult to empathize with someone you don't know or someone who is different than you?
- If everyone was more empathetic, do you think you'd feel safer?
- In your own words what does human trafficking and exploitation mean to you?
- Additional discussion questions (page 12).

Did you remember to take the Pre-Unit Survey before starting?
Please begin with the Pre-Unit Survey. This short survey allows students to process what they already know (prior-learning assessment), and will create a basis for comparison after the unit is completed.

Essential Questions:
During Step 1 of each module, it is helpful to ask students to brainstorm their own answers for a few minutes before moving on to Step 2. After Step 4, you can return to the question to informally assess learning.

EYP ONLINE

Step 1:
Facilitator introduces the video and objectives.
Step 2:
Students log into their account and play two videos with quizzes.
Step 3:
Facilitator follows up with group video discussions and optional activities.

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MODULE ONE: EMPATHY

EMPATHY CONT.

STEP 4: CLASSROOM ACTIVITY

The Empathy Experience: Activity (page 13). Print and distribute copies of the *Push Factor Questionnaire* to all students (page 15).

STEP 5: MEDIA ACTIVITY

Distribute an index card to each student then play the *Empathy Media: Activity.*

STEP 6: SKILLS ACTIVITY

Distribute the *Empathy Skills: Handout* (page 17) to the students. Please use the instructions on the *Empathy Skills: Activity* (pages 18-19) to problem solve with the class.



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MODULE ONE: EMPATHY

ADDITIONAL DISCUSSION QUESTIONS

FINAL QUESTION IN THE MEDIA

"Share an example of a time when you experienced empathy."

1. What are the things that keep us from relating with people who are different than us, or that keep us from empathizing with people we don't know?
2. If everyone was more empathetic, do you think we would feel safer?
3. Why is empathy a better response than sympathy and apathy? What are some examples of empathy, sympathy, and apathy?
4. If a lack of empathy encourages bullying and isolation, how might it also lead to other issues like sexual abuse or human trafficking?
5. If one of your classmates was being abused by their father, like Taylor was, what are some things you could do to empathize with them?
6. How did empathy make a difference in PJ's life?
7. In what ways is your school or neighborhood an empathetic place? In what ways is it not?

ESSENTIAL QUESTION OF THE MODULE

"What is empathy and why is it important in my life?"

Nudge the class toward definitions similar to these:

Apathy: Disregard for the suffering of others, i.e. when you don't care about other people's feelings.

Sympathy: Feeling badly about the suffering of others, i.e. when you feel sorry for someone, but you don't do anything about it.

Empathy: Actively responding to the suffering of others, i.e. when you put yourself in someone else's shoes. You feel badly for someone and you do something about it!

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MODULE ONE: EMPATHY

EMPATHY EXPERIENCE ACTIVITY: IN PERSON

PURPOSE:
This activity helps students learn they share commonalities and challenges. By completing this activity, students can discover that we are all in this together, so it makes sense to choose to be empathetic with each other. We do have the power to make a positive impact in one another's lives.

STEPS:
1. Hand out the *Push Factor Questionnaire* (page 15) to each student. Ask students to fill out the questionnaire, explain it is anonymous and ask they do not write their name on it. Request that the students only circle "Y" for *yes* or "N" for *no*. **It might be helpful to tell students that some content in this program might be triggering.**

2. Let students know: "If you are not comfortable participating, you are welcome to step out of the room quietly and rejoin us in a few minutes following the exercise." Refer to your school's policy for how to address where a student can locate a safe space, i.e. hallway, counselor's office, cafeteria, community room, etc.

3. After students fill out the questionnaire, collect the forms then re-distribute them so each student has someone else's questionnaire.*

4. Read the following script*:*
"This is a non-verbal activity. As I read each statement, I'll ask you to respond only to the answers from the questionnaire handed to you *that someone else filled out*. Please do not respond to your own answers. If you see a response, 'No' to the statement on the handout, please stay seated. If you see 'Yes' to the statement on your questionnaire, stand up and pause for one second to look around the room at the other people standing."

5. Read the following statements one at a time, pausing after each to allow students to respond (stand/sit).
- Do you like pizza?
- Do you have a pet?
- Have you ever been on a roller coaster?
- Do you feel like you are going through life alone right now?
- Have you ever been bullied?
- Have you ever bullied anyone?
- Have you been manipulated by someone you trusted into doing something you didn't want to do?
- Have you experienced the death of a friend or family member?
- Do you know someone who committed or attempted suicide?
- Have you ever been bullied based on your gender identity or your sexual orientation?
- Have you ever had something valuable taken or stolen from you?
- Are you close to someone who has been sexually abused?
- Have you ever struggled to find food or unsure about where you would sleep at night?

(...continued on next page)

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MODULE ONE: EMPATHY

EMPATHY EXPERIENCE ACTIVITY: IN PERSON CONT.

6. **Explain**: "You all stood up or stayed seated as a response to various questions - some of which were about difficult circumstances. Notice how many of you have gone through something difficult and how each of you can relate to someone else's suffering and pain. We don't have to go through hard times alone, and we don't have to let others go through that alone, either. We can reach out to people and show empathy."

7. At the end of the activity, ask for volunteers to share what they have learned from doing this activity.

**In the event a student receives their own questionnaire back, please pick up and redistribute to the class.*

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MODULE ONE: EMPATHY

PUSH FACTORS: ANONYMOUS QUESTIONNAIRE

INSTRUCTIONS:

The following questionnaire is anonymous. **Do NOT sign your name**. Your honesty will help us best evaluate how we can serve your demographic in the prevention of exploitation. Please circle "Y" for yes or "N" for no. Thank you for your willingness to participate!

1	Do you like pizza?	Yes	No
2	Do you have a pet?	Yes	No
3	Have you ever been on a roller coaster?	Yes	No
4	Do you feel like you're going through life alone right now?	Yes	No
5	Have you ever been bullied?	Yes	No
6	Have you ever bullied anyone?	Yes	No
7	Have you ever been manipulated by someone you trusted in to doing something you didn't want to do?	Yes	No
8	Have you experienced the death of a friend or family member?	Yes	No
9	Do you know someone who attempted or committed suicide?	Yes	No
10	Have you ever had something valuable taken or stolen from you?	Yes	No
11	Are you close to someone who has been sexually abused?	Yes	No
12	Have you ever struggled to find food or been unsure about where you would sleep at night?	Yes	No

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MODULE ONE: EMPATHY

OPTIONAL ACTIVITIES

ACTIVITY FOLLOW-UP:

Ask students to make a list of problems they see in their own school or neighborhood (i.e. bullying, racial divides, cliques, skipping school, addictions, etc) on one side of an index card.

Next, ask them to work in groups to brainstorm how empathy could make a positive impact on those problems, writing their ideas on the other side of the card.

Finally, ask each small group to share aloud with the class about one problem and corresponding solution that they came up with.

How can empathy impact those issues?

- Actively demonstrating that I care about someone else's problems can help them feel like they're not alone.
- Showing someone that I will give them my time to try to help them may empower them to believe they have a way out of their situation.
- If we all empathized with each other, we might be able to see past our differences to acknowledge what we share in common.

ACTIVITY: JOURNAL WRITING - IDENTIFYING EMPATHY, SYMPATHY, AND APATHY

Ask students to choose one of the two options below for personal journal writing time:

- Take three minutes to write about a time when you experienced either empathy or apathy from someone while you were struggling or hurting. How did it make you feel? What was the result of that experience?
- Take three minutes to write about an example of when you offered empathy or apathy to someone. How did it make you feel? What was the result of that experience?

If you have a safe place to keep a journal at home, keep this journal with you. If you do not have a safe place to keep a journal, consider writing your thoughts just to express yourself and then ripping up the paper, or typing it on a device and then erasing it.

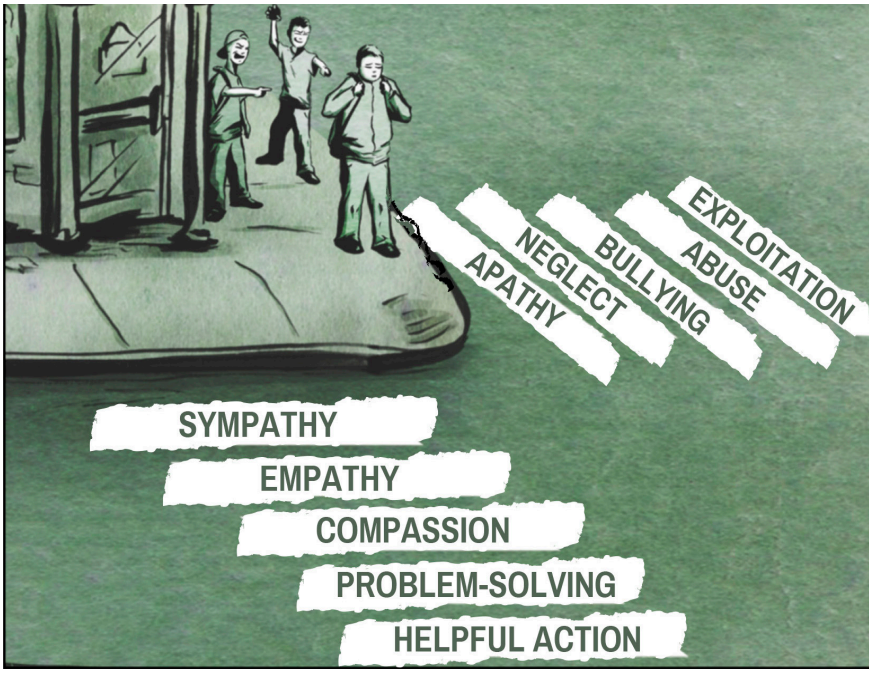
It is important to stress that this activity will not be graded.

Rather, it is a time for them to apply the concepts they are learning to their own personal experiences.

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EMPATHY SKILLS: STUDENT HANDOUT

STANDING AT THE INTERSECTION OF EMPATHY AND EXPLOITATION



In the empathy film, there was an intersection with two paths. One is a path of empathy, and one is a path of exploitation. If you choose to bully someone, it doesn't mean that you are going to become a trafficker. However, your actions may make someone more vulnerable to abuse. You may also become numb to other people's suffering without even realizing it.

Choosing the path of empathy means that you are sensitive to those around you. When we are empathetically aware of other people's needs and hurts, we can assist them in a helpful way.
Empathy is a choice.

HERE ARE DEFINITIONS FOR THE WORDS ALONG THE PATH OF EMPATHY:

SYMPATHY: Feeling pity for someone else's misfortune

EMPATHY: Taking time to understand a problem and taking action that considers everyone in the situation

COMPASSION: A feeling of wanting to help someone (compassion and empathy work together)

PROBLEM-SOLVING: The process of finding solutions to difficult or complex issues

HELPFUL ACTION: The process of doing something to help a person or situation

Add resources to box below:

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EMPATHY SKILLS: ACTIVITY

STANDING AT THE INTERSECTION OF EMPATHY AND EXPLOITATION

PURPOSE:

This activity helps students practice empathy by problem-solving and taking action in potentially harmful situations. By talking through empathetic plans in small groups, acting out the plan, then discussing the overall experience, students will become more comfortable and skillful at showing empathy in real situations.

MATERIALS:

- 2 sticky notes for name tags - one that says “Ryan” (or any name) and one that says “Bully”
- A list of 3 resources students can access when they need help problem-solving (i.e. school counselor, hotline, community leader, dependable family member, or you!).

STEPS:

1. Ask for 2 volunteers to come to the front of the class. These 2 students will act as a visual for the duration of the activity, include interacting with the groups when they act out their plan.

2. Using sticky notes, give the “Ryan” name tag to one student and the “Bully” name tag to the second student.

3. Divide the rest of the class into groups of four.

4. Read the following script:
“One of your classmates is standing at the intersection of exploitation and empathy. Let’s walk the path of empathy. You will have 5 minutes to talk within your groups and create a plan of how to respond to the situation in which someone is being bullied and you’re a witness.”

5. Once the students in groups create their plan, choose one or two representatives from each group to act out their action plan of empathy for the bullied person in front of the class. Encourage students to use the actual words they would use in this situation. What exactly would they say to the student, bully, or person they seek help from? The goal is to see the steps that would create helpful action for the bullied character ‘Ryan.’

6. After all groups have participated, lead a group discussion that includes the following questions:

a. Ask ‘Ryan:’ “Did any group’s empathetic action stand out as the most helpful? What action made some more helpful than others?” Explain “Sympathy is a good start, but it doesn’t actually help anyone. Thoughtful problem-solving and taking action is key.” Draw out any important skills students did or did not utilize.

b. Ask all students: How did you determine the best thing to do in this situation?

c. Which factors mattered most when you were trying to solve the problem? (i.e. safety, help from others, etc.)

(...continued on next page)

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EMPATHY SKILLS: ACTIVITY

STANDING AT THE INTERSECTION OF EMPATHY AND EXPLOITATION CONT.

d. Ask the group representatives: How did you feel when you were taking action?

7. Reinforce the overall lesson: feeling sorry for someone is a start, but it doesn't actually help anyone. Thoughtfully problem-solving and then taking action is key. Draw out any important skills students did or did not utilize:

a. Focusing on the person in need instead of the bully - it may be safer to walk Ryan away from the situation instead of confronting the bully.

b. Saying encouraging words to 'Ryan' is a good action- it's not only about what you do but also what you say.

c. Getting outside help (i.e. taking a buddy when approaching the situation instead of going alone, getting an adult, etc.).

8. Remind students that there are people in their lives who can help. Write at least 3 resources students can reach out to for help in situations like this. Help students brainstorm additional resources and methods of problem solving using the results of their small group discussions. Have students copy these resources (include contact information if possible) into the box on their handout (page 17). Examples include: social workers, local agencies, counselors, or other dependable adults they trust.

NATIONAL HOTLINE NUMBERS CAN BE FOUND ON PAGE 64.

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MODULE TWO: NEGATIVE PUSHES

NEGATIVE PUSHES

OBJECTIVE:
Students will be able to explain the concept of negative personal and cultural pushes and apply it to their lives.

ESSENTIAL QUESTION OF MODULE TWO:
How can I navigate negative pushes in my life?

It might be helpful to tell students that some content in this program may be triggering.

STEP 1: TRANSITION

Review the day's objective.

STEP 2: MEDIA

Play *Module Two Media*. This media introduces the concept of negative pushes.

STEP 3: DISCUSSION

Discussion questions to use after film:

- What did you learn about what it means to be vulnerable?
- What can push an individual into vulnerability?
- What are some examples of a negative push factor?

See page 21 for additional discussion questions.

STEP 4: CLASSROOM ACTIVITY

Lead students through the *Negative Pushes Activity* (page 22-24).
An optional activity would be the My Five Things: Activity (page 25).

STEP 5: MEDIA ACTIVITY

Play the *Negative Pushes Media Activity. This is a good opportunity to discuss how some people may mistreat those who have a different gender identity or sexual orientation.*

EYP ONLINE

Step 1:
Facilitator introduces the video and objectives.
Step 2:
Students log into their account and play two videos with quizzes.
Step 3:
Facilitator follows up with group video discussions and optional activities.



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MODULE TWO: NEGATIVE PUSHES

ADDITIONAL DISCUSSION QUESTIONS

FINAL QUESTION IN THE MEDIA

What are some examples of situations that could push a people group into vulnerability? What could push an individual into vulnerability?

1. Think about the two teens in the narrative, Darryl and Marie. What push factors could increase their vulnerability?

2. In the video lesson, what push factors did people have to deal with? What did they say helped them get through?

3. What do you think pushes students to look for empathy outside of home or school?

4. How do cultural pushes make personal pushes even more difficult to navigate?

5. How can isolation make you more vulnerable?

6. Taylor talked about choosing life on the streets as a way to have some sense of control of her own life. Why do you think Taylor felt like there was no other choice? Who would you go to for help?

7. Is there such a thing as a positive push?

Lead students in a discussion of how things like gender stereotypes, sex in advertising, and pornography create false definitions about what it is to be a "real" man or a "real" woman. Also, lead students in a discussion about how racism and demand for cheap products can influence risks to labor trafficking.

ESSENTIAL QUESTION OF THE MODULE

How can I safely navigate negative pushes in my life?

There are many examples. Here are a few:

A People Group:
When a natural disaster like a hurricane hits a community, people are displaced from their homes and safe spaces. This makes the community very vulnerable, and some people will exploit that vulnerability. For example, a company may bring trucks of food to a community after a hurricane but charge $15 for one loaf of bread because they know the local stores are destroyed and people have no other option to get food immediately.

An Individual:
Neglect, Abuse, Poverty, Lack of Social Support.

Don't isolate!
Taylor talks about how tempting it is to believe that no one understands or can help. But that is just not true. It is likely that we will all have moments where we struggle or experience hurts; if we have people in our lives to help us, we can find ways to make it through.

Positive Pushes:
People who care about us may push us to do things that we don't want to do, but that are ultimately good for us. The key difference is the intention of the person who is pushing us!

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MODULE TWO: NEGATIVE PUSHES

DEMONSTRATING THE NEGATIVE PUSHES ACTIVITY HANDOUT

PURPOSE:
This activity is to help youth understand things that can make them vulnerable to exploitation. Vulnerabilities are often present in the lives of youth due to circumstances beyond their control. However, by helping youth understand those vulnerabilities before someone takes advantage of them, they can take steps to ensure those vulnerabilities are not exploited for someone else's gain.

STEPS:
1. Distribute the *Module Two Negative Pushes Handout* (page 24) and guide students through all three steps. Model the activity for the students by doing the activity at the same time on your whiteboard or chalkboard. (See the blue box to the right for more on this.)

2. Ask students to volunteer to share examples of how they tend to react or feel if their list of vulnerabilities outweighs their list of securities. If they're not comfortable sharing personal examples, encourage them to share how they think others may respond. Some examples include:

- Feel backed into a corner
- Want to find a way out, or someone who can help me find a way out
- Get angry
- Tend to internalize or stuff all the bad feelings and worries down
- "Fight, freeze, or flight" types of answers

Model the Activity
As the students work, create your own lists on the board. It is important for students to see this modeled by you, because you can not only demonstrate what safety looks like, but you can also demonstrate that you relate to what it is to feel vulnerable.

Examples:

Safe	Vulnerable
A place to live	Money issues
Food to eat	Stress
Clothing	Insecurity
Warmth	Selfish friends
Compassion	Lies
Empathy	Fake love
Inclusion	Isolation

Please Note:
Not all students who have vulnerabilities will be exploited, just as not all students who have a list of securities will be 100% safe. However, research demonstrates that students with a history of homelessness, neglect, separation from family (i.e. foster care placements, incarcerated family members, etc.), or abuse are more at risk for exploitation.

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MODULE TWO: NEGATIVE PUSHES

DEMONSTRATING THE NEGATIVE PUSHES ACTIVITY HANDOUT, CONT.

3. Respond to students answers

It's important to respond with non-judgmental, validating words that ultimately focus on promoting their safety.

For example, "It's OK to feel angry or fearful right now. People sometimes tell us that we shouldn't get angry or be afraid, but sometimes these feelings are a tool. Fear and anger help show us where we might need to set boundaries or find ways to better protect ourselves. The end goal is to listen to our emotions and gut reactions so we can stay safe."

For a student whose vulnerabilities outweigh their securities, remind them being resourceful and reaching out for help can make a huge difference. Affirm their strength and let them know they'll learn more strategies to find safety later in the curriculum. After the assignment is completed, collect the papers and let students know that you will shred the papers so that nobody can read what they wrote. Remember to keep these papers in a protected place during school and then destroy them as soon as possible.

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NEGATIVE PUSHES: STUDENT HANDOUT

NEGATIVE PUSHES ARE:

Factors that a person or people group have little to no control over that can increase their vulnerability to experiencing abuse. Examples of negative pushes are: poverty, racism, abuse, and isolation.

PURPOSE:

Everyone has negative pushes in their life - just by being human! Chances are these negative pushes are there through no fault of your own. You still have to navigate them, so it's important to be prepared. The first step is acknowledging what your pushes are. In another session, you'll make a plan to deal with them.

VULNERABILITY HAPPENS WHEN:

You don't have anyone ***providing*** for your needs - like shelter, clothing, love.
You don't have ***protection*** to give you security, comfort, and community (presence of belonging).
You have someone in your life who makes false ***promises***.

INSTRUCTIONS:

1. Make a list of things that make you feel safe in one column and a list of things that make you feel vulnerable in the other.

SAFE	VULNERABLE

2. Next, circle the items in both columns that you currently have in your life.
3. On the back of the page list some healthy ways to respond if your list of vulnerabilities outweighs your list of securities.

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MODULE TWO: NEGATIVE PUSHES

MY FIVE THINGS: OPTIONAL ACTIVITY

PURPOSE:
This activity is designed to help students understand how negative pushes influence the lives of others.

STEPS:

1. Ask students to write down a list of the five things they value more than anything else. These should be five things that they feel they cannot live without.

2. Ask for volunteers to share one or more of the things they wrote down so that students can hear what their classmates value. (They will likely discover many similarities.)

3. Tell students to imagine that one thing is being taken away from them. They each must cross off one item from their list.

4. After they've all crossed off one item, tell them that they now must cross of two more.

5. Ask students to share what it feels like to have the things they value taken away from them.

6. Continue asking students to cross off the remaining items one at a time until they have nothing left.

7. Explain that some people go through life experiencing strong negative pushes that cause them to lose everything they value and need, just like this. Only in this case, it's not an activity, it's their life experience.

8. Conclude by asking students how they can apply what they have experienced in this activity in order to show empathy for each other. Prod, if necessary, to get answers like these:

- "We all often care about the same types of things, like connection with other people and going after our dreams."
- "I can be more aware of how people around me might be going through hard times, and try to be there for them."
- "Even if I don't completely relate to the exact same thing someone else is going through, I can still show them empathy because I know what it feels like to lose things I care about."

Help them get started by giving your own examples, such as:

- My family
- My home
- Happiness
- My friends
- Art or sports
- My education
- My health
- Love

Trigger Warning!

Students may react strongly to having to cross items off their list. That's good! This activity almost always stimulates some frustration about letting go of the things that students value. They might be resistant, but be firm that they must choose something to let go of for each step of the activity. Getting them to react here is, in many ways, a key point:

Learning to empathize with others often starts with building emotional literacy to recognize feelings and assign them with clear context and meaning.

Some of your students may have already experienced a significant loss. For them, this activity can be triggering. Be aware of students' emotional responses to this activity (for example, noticing frustration over hypothetical loss vs. sadness over actual loss). If a student exhibits strong sad emotions you can excuse them from completing the activity and ask if they'd like to take a break or speak with the school counselor).

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MODULE THREE: NEGATIVE PULLS



NEGATIVE PULLS

OBJECTIVE:

- Students will be able to explain the concept of negative pulls and apply it to their lives.
- Students will be able to identify the five disguises and use the skill of identifying disguises in their own lives.

ESSENTIAL QUESTION OF MODULE THREE:

How can I navigate negative pulls in my life, especially when people sometimes wear deceptive disguises? *Be intentional with language; avoiding "weakness," using the term 'vulnerability' instead.

STEP 1: TRANSITION

Review the day's objective.

STEP 2: MEDIA

Play *Module Three Media*. This media introduces the concept of **negative pulls** and the **five disguises**.

STEP 3: DISCUSSION

Discussion questions to use after the film:

- Why do people choose to wear disguises?
- Have you ever seen someone in your life be influenced or tricked by a negative pull?
- How did it make you feel?

See page 27 for extended discussion questions.

STEP 4: CLASSROOM ACTIVITY

Follow My Lead Activity (page 28) for the instructions to this engaging, kinesthetic activity.

STEP 5: MEDIA ACTIVITY

Distribute 5 index cards to each student. Ask them to write one disguise on each of the cards in large letters; these will be used during the media activity. Play the *Negative Pulls Media Activity*.

STEP 6: SKILLS EXERCISE

Distribute the *Module Three: Signs of a Disguise Handout* (page 31). Have students fill out the form according to the instruction at the top of the page. Additionally, gives students *Negative Pulls: Student Handout* for reference (page 32).

The Five Disguises of an exploitative person are:

Pretender - Someone who pretends to be something they are not: a romantic partner, older sibling, parent, etc.

Promiser - Someone who promises you great things - an amazing job, a great lifestyle, travel, etc.

Provider - Someone who offers to take care of your needs - for clothes, food, a place to live, etc.

Protector - Someone who uses physical power or intimidation to protect you (and also control you).

Punisher - Someone who uses violence and threats to control you. When the four previous disguises have been exhausted, a trafficker almost always turns into a Punisher.

A note on the disguises:
There is often overlap with the disguises. It is common for someone to use several at once and to transition among them.

Interested in exploring the disguises further?
See Exhibit B (page 51).

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MODULE THREE: NEGATIVE PULLS

DISCUSSION QUESTIONS

FINAL QUESTION IN THE MEDIA

"What strategies can help you determine if someone is a negative pull wearing a disguise?"

1. Why do people choose to wear disguises?
2. Do you know anyone who has been influenced by a negative pull? How did it make you feel?
3. Thinking about Darryl and Marie, how are the pushes in their lives making them more vulnerable to outside pulls? Remind students that outside pulls are often fulfilling basic human needs for love, connection, and resources.
4. What are some cultural pulls that can increase your vulnerability?
5. How does our culture's celebration of male sexuality and masculinity make it more difficult for men and boys to disclose sexual abuse?

Thinking about Cultural Pulls:

- The need to keep up with our peers and commercialism can put pressure on us to acquire the right possessions and look cool, even if that means taking advantage of others.
- In our society, a guy who dates a lot of women is just a "player," while a woman who dates a lot of guys is considered "slutty." "Player" suggests having a good time and seems desirable. "Slutty" suggests something trashy and undesirable. How does this inequality create injustice?

ESSENTIAL QUESTION OF THE MODULE

How can I navigate negative pulls in my life, especially when people sometimes wear deceptive disguises?

Key Strategies to Unveil a Disguise

- Don't ignore red flags! Watch out for friends who ask you to do things you are not comfortable with or who don't treat you (or others) well
- Listen to your instincts
- Be alert for broken promises and inconsistencies
- Get advice from trusted adults
- Introduce new friends or romantic partners to trusted adults
- Hold people accountable and have high expectations for how they treat you and others

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MODULE THREE: NEGATIVE PULLS

FOLLOW MY LEAD ACTIVITY: IN PERSON

PURPOSE:

To empathetically illustrate how challenging it can be to discern the presence of a negative pull, and to empower students to realize that they can develop strategies to discern a positive pull from a negative pull.

PROPS NEEDED:

A blindfold and string or masking tape

STEPS:

1. In an open space, set up a series of obstacles by placing tape or string on the floor to indicate areas that are "off limits." One end of the space should be the starting point, and one end of the space is the finish line. The obstacles can be marked by "X's" on the ground.

2. Select a student to be the Seeker. The Seeker's job is to navigate the obstacles while blindfolded by listening to a Positive Pull, who calls out directions to guide them. However, they will also have to avoid the calls of a Negative Pull, who will try to deceive them by guiding them into the obstacles.

3. Send the Seeker out of the room so that they will not be able to hear who you select to be the Negative Pull and the Positive Pull.

4. Select a student to be the Negative Pull. Their job will be to try to deceive the Seeker into running into the obstacles.

5. Select a student to be the Positive Pull, who must help the Seeker safely avoid the obstacles.

6. Bring the Seeker back in and place them at one end of the obstacles. Once blindfolded, ask the Negative and Positive Pulls to shout out directions, using whatever strategies they can to try to get the Seeker to trust them.

SETTING UP THE OBSTACLES:

Using string or tape as opposed to cones or other physical items will ensure that a student doesn't hurt themselves by running into an actual barrier.

MULTIPLE PULLS

As a variation, consider assigning multiple Pulls to shout out instructions to the Seeker. Clever Pulls may discover that working collaboratively is most effective.

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MODULE THREE: NEGATIVE PULLS

FOLLOW MY LEAD ACTIVITY: IN PERSON CONT.

STEPS CONT:

7. Other students should silently observe. It should become clear to you when to stop the activity based on the players' successes. You can either repeat the activity with new players, or move on to step 8.

8. Ask participants and observers to discuss the real-life application of the activity.
   - How did the Negative Pull manipulate?
   - How did the Positive Pull prove to be trustworthy?
   - How did the Seeker make choices between the two?
   - How did the Seeker learn from their mistakes?

   Acknowledge that it can be difficult to discern if someone is trying to be a negative pull, but empower your students by explaining that they can develop skills to do so, nonetheless! Explain that in Module 4 they will learn how to do just that!

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MODULE THREE: NEGATIVE PULLS

OPTIONAL ADDITIONS:

STARTER ACTIVITY:

Ask students to spend 3 minutes writing to address this question: What is a disguise, and why do people use them?

SIGNS OF A DISGUISE FOR FACILITATORS AND PARENTS:

Exhibit D in the appendix (page 53) provides a worksheet resource for you, as the facilitator administering this material. Refer to this worksheet if you feel that a youth may be under the influence of someone manipulating them through the use of one or more of the disguises.

Why do people use disguises?

- To hide parts of themselves they don't want people to see.
- To control someone else's perception of them.
- Because they are insecure and afraid of showing who they really are.
- To be purposefully deceptive or manipulative.

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MODULE THREE: SIGNS OF A DISGUISE HANDOUT

This is a list of questions to use to discern if someone is trying to influence you, or a friend, by wearing disguises.
INSTRUCTIONS: Think of one person in your life than you interact with at least once a month - family, friend, classmate, someone on social media, your neighbor or anyone else. With that person in mind, go through each question.

PRETENDER			
1	Do they ask you not to tell people you're spending time with them?	Yes	No
2	Do they refuse to meet certain people in your life, such as your parents or guardians (they always seem to have a good excuse for why they can't do that)?	Yes	No
3	Have you noticed that when you told them how you wish you had a parent, sibling, or romantic partner, they suddenly wanted to step into that role for you?	Yes	No
4	Do they ask you to keep secrets about your relationship in any way?	Yes	No
5	Do you catch them in little lies or inconsistencies that they always seem to have an explanation for?	Yes	No
PROVIDER			
6	Are they providing you with things you want or need, like a cell phone, clothes, shelter, computer, food, haircuts, etc.? Do they ask you to do things for them in return, especially things you are uncomfortable with?	Yes	No
7	If they offer you a job, is the work schedule during odd hours - very late at night or early morning hours?	Yes	No
8	Do they ask you to let them be in charge of things you'd normally be in charge of, like holding onto your ID, screening your phone calls or texts, managing your money, or controlling when you can eat?	Yes	No
PROMISER			
9	Have they asked you to run away to start a new life somewhere else? Do they want you to break the ties to people who are in your life now to do so?	Yes	No
10	Do they claim they can help you become a model or artist, but don't want you to talk to your friends, parents, or other trusted adults about the opportunity?	Yes	No
11	Do you have a nagging doubt that their promises are too good to be true?	Yes	No
12	Do they often break promises or forget to follow up on things? Are they unreliable?	Yes	No
PROTECTOR			
13	Do they place strict limits on who you can spend time with and when? Do they demand that you spend most of your time with them?	Yes	No
14	Do they claim that the people in your life are treating you badly behind your back, without having any proof? Does it feel like relationships with friends or family have been suffering since you started seeing this person?	Yes	No
15	Do they offer you protection from life on the streets, but require you to do things for them in return that you are uncomfortable with?	Yes	No
PUNISHER			
16	Do they ever hit you, or lash out, and make you feel like they might hit you?	Yes	No
17	Do you feel like you're on an emotional roller coaster with them?	Yes	No
18	Do they make you feel really wonderful and loved one day, and then hated and guilt-ridden the next day?	Yes	No

If you circle "yes" to one or more questions, you should be cautious about this person and ask a trusted adult (a positive pull) to help you make sure this person is a safe person for you to continue spending time with. **Keep this handout as a guide to figure out people's intentions and potential danger to you and your friends.**

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NEGATIVE PULLS: STUDENT HANDOUT

A NEGATIVE PULL IS:

Something or someone who takes advantage of the vulnerability created by the pushes in your life. *Negative pulls wear disguises.*

ARE THE PEOPLE IN YOUR LIFE AUTHENTIC OR WEARING A DISGUISE?

We all need people who will **provide** for us, **protect** us, and keep their **promises** to us. It's important to figure out if someone is genuinely being that person for you, or if they're wearing a disguise. Keep this handout as a reminder of the five disguises, which are the masks exploitative people wear in order to manipulate and deceive.



PRETENDER: Someone who pretends to be something they are not, like a parent, a romantic partner, a friend, a brother or a sister.



PROMISER: Someone who promises you great things, like an amazing dream job, a great lifestyle, or travel.



PROVIDER: Someone who offers to take care of your needs - such as food, clothing, a place to live, etc.



PROTECTOR: Someone who uses physical power or intimidation to protect you (and control you).



PUNISHER: Someone who uses violence and/or threats to control you.

QUESTIONS YOU CAN ASK YOURSELF:

- What is this person's motivation for being in my life?
- Does this person's behavior and actions match up with the things they say?
- Is this person consistent and reliable?

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MODULE FOUR: POSITIVE PULLS

POSITIVE PULLS



OBJECTIVES:

- Students will be able to explain the concept of positive pulls and apply them to their lives.
- Students will identify their own positive pulls.

ESSENTIAL QUESTION OF MODULE FOUR:

How can I determine the difference between a disguise and a real positive pull in my life?

STEP 1: TRANSITION

Introduce today's objective, connecting it to the concept of trust. Explain that it is important to use discernment to choose who to trust, because we want to make sure we choose people who will not take advantage of us, especially when we are vulnerable.

STEP 2: MEDIA

Play *Module Four Media*. This media introduces the concept of **positive pulls**.

STEP 3: DISCUSSION

The film ends with a group discussion question:

- What do you think a positive pull looks like?
- We all go through hard times. What strategies can you use to recognize who can be a positive pull to help you in those hard times?
  See page 34 for additional discussion questions.

STEP 4: CLASSROOM ACTIVITY

Social Media Safety Exercise: Traffickers often use social media to disguise themselves to deceive youth. See page 35 for the *Social Media Safety Activity* that will help students apply what they've learned to this specific aspect of positive pull discernment. Display the poster on page 65 as a reminder of important Social Media Safety Tips.

STEP 5: MEDIA ACTIVITY

Distribute an index card to each student. Then, play the *Positive Pulls Media Activity*. Afterward, distribute the *Positive Pulls Handout* (page 37).
See page 36 for an optional journal writing activity. discussion questions.

EYP ONLINE

Step 1:
Facilitator introduces the video and objectives.
Step 2:
Students log into their account and play two videos with quizzes.
Step 3:
Facilitator follows up with group video discussions and optional activities.

IT'S NOT THEIR FAULT:

As you discuss this concept, it's important to assure students that it is not their fault if someone has deceived them. We don't want to create addition-al feelings of shame. Tell them they are not at fault if someone chose to take advantage of them. Validate how difficult it is to discern between someone who's wearing a disguise and some who is not.

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MODULE FOUR: POSITIVE PULLS

ADDITIONAL DISCUSSION QUESTIONS

FINAL QUESTION IN THE MEDIA

We all go through hard times. What strategies can you use to discern who can be your trustworthy Positive Pull to help in those hard times?"

1. What do Darryl and Marie need in order to stay safe in their current situations?

2. What is a positive pull?

3. What tips or strategies does Taylor suggest to figure out the difference between a positive pull and someone wearing a disguise? Can you think of any others?

4. How do you find a positive pull if you feel like you don't already have one in your life?

5. Thinking about the difficult situations Darryl and Marie find themselves in, what could they do to possibly find a positive pull?

6. Positive pulls can also be cultural. The music, books, and videos you consume can be positive pulls, along with your own artistic creations. PJ's poetry is an example of a positive pull. What could be a possible cultural positive pull for you?

ESSENTIAL QUESTION OF THE MODULE

How can I determine the difference between a disguise and a real positive pull in my life?

A Positive Pull Is:

- Dedicated to prioritizing your safety, happiness, and success
- Not manipulative
- Wants to meet the people in your life, such as your friends, parents, or teachers
- Consistent
- Honest
- Earns your trust, rather than demanding it
- Someone that keeps their promises
- Open - they won't live a life of secrets or lies and would never ask you to do the same

Cultural Positive Pulls

- School
- Hobbies or activities: band, sports, art, theatre, dance
- Faith communities or other community groups
- Creating Opportunities: finding something to be passionate about to focus your time and energy on

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MODULE FOUR: POSITIVE PULLS

SOCIAL MEDIA SAFETY ACTIVITY

PURPOSE:
Invite your students to process what they've been learning about Positive Pulls, on and offline, with this group activity.

STEPS:

1. Divide the classroom into small groups of three or four. Each student should have their own pen and paper, as well as a sheet for the group to use jointly in steps 3 and 6.

2. Ask each student to list the top five most important indicators of a positive pull. This will allow them to further process what they've just talked about in the first step.

3. Once each student has completed their individual list they should discuss their choices and ultimately select five indicators that they agree on.

4. Once each student has completed their list, have them discuss their choices and select five indicators as a group:
   - Have you ever shared personal information online or in an app that you wouldn't have shared in public?
   - Do you think your friends share too much personal information online or in apps?
   - Do you ever wonder if sharing too much online or in apps could keep you from getting into college or getting a good job?
   - What factors encourage you to share online? How might these factors push you toward taking greater risks? What are more positive ways to have those needs met on and offline?
   - Have you ever been friends with someone online that you don't actually know in real life?

5. Explain: "Sometimes the information we share online makes us more vulnerable. If we apply the same strategies online as we do off-line of identifying a disguise vs. a positive pull, we might be able to avoid exploitative situations."

6. On their group paper, direct students to identify three strategies they can use to stay safe online. Encourage them to use the list of positive pull indicators from Step 3 as a guide. You can start them off with the bulleted phrases in the blue box to the right.

7. Finally, ask each group to take turns sharing their strategies with the rest of the class. If necessary, direct the class to the strategies shared in the box on the right of the page.

ITEMS NEEDED
You can make this activity more engaging by having students write their ideas from Step 6 on sticky notes. Then, have them display their notes on a designated spot on the wall.

SOME STRATEGIES TO AIM FOR

I WILL ONLY CONNECT WITH THOSE WHO:
- don't expose me to things or ask me to do things that make me uncomfortable
- don't ask me to do anything illegal
- don't ask me to keep secrets
- my trusted adult (who is not wearing disguises) would be cool with, whether online or in person

I DON'T SHARE:
- intimate photos
- personal information, like my phone number or address

I SHOULD ALWAYS:
- turn on privacy settings
- turn off "show my location" settings
- avoid the temptation to post where I am
- discern if someone is wearing a disguise in order to take advantage of my trust

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MODULE FOUR: POSITIVE PULLS

OPTIONAL ACTIVITIES

JOURNAL WRITING ACTIVITY:

If you work with youth who are particularly at-risk for exploitation, you may consider providing them with the following prompt. It is intended to help them think outside of the situation - to expand beyond what feels like real barriers to *not* seeking help.

WRITING PROMPT IN STEPS:

1. Think back to the activity we did earlier this week to identify what makes us feel safe, versus what makes us feel vulnerable.

2. Do you feel like you might be vulnerable? Do you think that you might have experienced someone manipulating you with a disguise?

3. You might feel that no one can relate to what you have experienced and it becomes hard to ask for help, but there are people in your life who want to be a positive pull for you; they just might not know that you need help!

4. If you were to end up in a vulnerable place, who are the positive pulls in your life you would go to? Make a list of the steps you could take to ask them to help you.

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POSITIVE PULLS: STUDENT HANDOUT

A POSITIVE PULL IS A PERSON WHOSE

- Promises can be trusted
- Provision comes with no strings attached
- Protection is all about your success and safety

PURPOSE:
Who do you know who could be a positive pull for you? A positive pull is someone who will help you make the best choices for your life. Use this quiz to explore who could be a positive pull for you by testing if you have a healthy, empathetic relationship with them.

INSTRUCTIONS:
On the back of this page, identify one adult and one peer who you think could be a positive pull. List several reasons why you believe the relationship you have with them is healthy. Then, test your choices with the quiz below.

1. IS THERE EQUALITY IN YOUR RELATIONSHIP?

We both share decisions and responsibilities. My opinions are valued. — YES / NO — This person makes all the decisions, seeks their own advantage over my success, and shifts blame all the time.

2. IS THERE GOOD COMMUNICATION IN YOUR RELATIONSHIP?

We can talk honestly together about anything; without me feeling judged, manipulated, or unsafe. We listen to each other. — YES / NO — Sometimes I feel afraid of how they will react if i bring up certain things.

3. DO YOU HAVE SUPPORT IN YOUR RELATIONSHIP?

When I'm navigating a difficult time, this person is consistently there to support me. — YES / NO — Sometimes I feel like they manipulate me when I'm down instead of empathizing.

4. IS THERE MUTUAL RESPECT IN YOUR RELATIONSHIP?

This person treats me the same way they want to be treated. — YES / NO — I often feel mocked. It's as if my opinions, interests, and boundaries aren't valued.

5. DO YOU HAVE INDEPENDENCE WITHIN YOUR RELATIONSHIP?

My personal identity is not dependent on this person. They encourage me to spend time with other friends. — YES / NO — This person often expects my world to revolve around them. I feel like I have to sacrifice my own interests, ideas, and friendships.

6. DO YOU FEEL A SENSE OF SAFETY IN YOUR RELATIONSHIP?

This person would not force anything on me that makes me feel unsafe, including physical or sexual activities. — YES / NO — I often feel like I'm asked to compromise my safety and personal boundaries.

If you answered **YES** to all 6 questions, *Congratulations*! It sounds like you are well on your way to a Positive Pull with a whole lot of EMPATHY! If you answered **NO**, consider someone else who could be your positive pull.

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MODULE FIVE: CHOOSING EMPATHY

CHOOSING EMPATHY

OBJECTIVES:

- Students will be able to create a positive pull plan to safely navigate personal vulnerability, while also knowing how to safely be a positive pull for others.

ESSENTIAL QUESTION OF MODULE FIVE:

What plan can I put in place to help myself and the people in my life safely navigate pushes and pulls?

STUDENTS NEED TO KNOW

If you become a positive pull for a friend, then hopefully you will be able to identify other positive pulls and recognize potential negative pulls.

STEP 1: TRANSITION

Tell your students: People can be positive pulls. What you choose to do with your time can also be a positive pull. (i.e. sports, art, or having a job)

STEP 2: MEDIA

Play *Module Five Media*. This media summarizes the unit by indicating safe ways to empathize when you suspect the influence of negative pushes and pulls.

EYP ONLINE

Step 1:
Facilitator introduces the video and objectives.
Step 2:
Students log into their account and play two videos with quizzes.
Step 3:
Facilitator follows up with group video discussions and optional activities.

STEP 3: DISCUSSION

The film ends with a group discussion question:

- Given what you now know about disguises and positive pulls, what can you do differently in your everyday life to keep yourself safe?
- What can you do differently to help others stay safe?

STEP 4: MEDIA ACTIVITY

Play the *Choosing Empathy Media Activity*. Then, distribute the *Choosing Empathy Handout* (page 41).

This handout is designed for students to develop healthy relationships with people that they can trust.

Have students break into small or large groups to practice acting out their written plan.
See page 40 for an optional activity

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MODULE FIVE: CHOOSING EMPATHY

DISCUSSION QUESTIONS

FINAL QUESTION IN THE MEDIA

Given what you now know about disguises and positive pulls, what can you do differently in your everyday life to stay safe? What can you do differently to help others stay safe?

1. What does a healthy relationship with a romantic partner look like? What does a healthy relationship with an adult (older sibling, parent, neighbor, teacher, aunt or uncle, etc.) look like? In other words, how can these types of relationships be positive pulls instead of negative? Do you know anyone who has been influenced by a negative pull? How did it make you feel?
2. What signs can you look for in your friends to know if they need help navigating the pushes and pulls in their lives?
3. How can you help your friends if they are in a difficult situation, without putting them or yourself in danger?
4. What are some steps you can take in your daily life to use empathy to be a positive pull for someone else?
5. How does choosing apathy help exploitation grow and thrive?
6. How can empathy end exploitation?

SET A HIGH STANDARD

- Be picky about the people you choose to be close to.
- When you encounter difficulties, don't close yourself off from help. Don't give up on finding a person who is trustworthy to go to when you need help.
- Don't forget: You're not the only one who hurts. Be empathetic to the people around you.
- Find something positive to do with your time. Focus your energies on work, art, school, music, sports, volunteering - something you enjoy!
- Giving your energy to something positive will make a huge difference in your life.
- Surround yourself with people who are consistently honest and who recognize when they make mistakes and change their behavior.

ESSENTIAL QUESTION OF THE MODULE

What plan can I put in place to help myself and the people in my life safely navigate pushes and pulls?

EMPATHY=ENDING IT

If every person in our school, neighborhood, and community had empathy for those around them, no person would exploit. No person would bully, isolate, neglect, or abuse others.

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MODULE FIVE: CHOOSING EMPATHY

OPTIONAL ACTIVITIES

CLASS PROJECT OPTION:

If your class is particularly motivated or excited by what they've learned, consider creating a class project to give the students a chance to empathize within a particularly community. Remind them that individually we can make a big impact in someone's life, but collectively, we can make a big impact in a lot of people's lives.

Ask the students to brainstorm a list of areas they know could use help, and then brainstorm solutions/projects the class can take on together.

Examples:

• People who are homeless need more resources —> Organize a canned food/coat drive.

• Local nursing homes need visitors —> Arrange a volunteer day for students to sing to or spend time with the elderly.

• Your struggling football team needs encouragement —> Come up with a plan of action to encourage the players each week throughout the season.

• Survivors of trafficking need support —> Organize a fundraiser, such as a "Benefit Battle of the Bands" concert, to benefit an anti-trafficking organization. Or join a 5k in your community and use it as an opportunity to raise funds for the work being done to help vulnerable kids.

Share Your Empathy!

If you and your students complete a class project, we would love to hear about it! Please share your experience with iEmpathize by contacting us - **info@iempathize.org.**

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CHOOSING EMPATHY: STUDENT HANDOUT

CREATE YOUR OWN POSITIVE PULL PLAN

PURPOSE:

For students to identify positive pulls in different types of circumstances. Friends can help get you through some negative pushes and pulls, but other issues may require the help of an adult. Use this discussion handout to create your own plan to deal with different kinds of pushes and pulls. Plan how you can be a positive pull for someone else. In groups, students practice how they will reach out and communicate for support from their positive pulls.

INSTRUCTIONS:

In each box of the mind map below, fill in your plan. Start at the bottom and work your way up. Think of the bottom boxes as the foundation that makes the next levels more secure. The more solid people and activities you have on the lower levels, the more solid the upper levels become. End the exercise by breaking into small groups and practicing how to ask your positive pull for help.

4: If you suspect that exploitation is happening to one of your friends or a family member, what will you do?

Hint:
Consider all of these:
- How to show empathy
- Adults who are positive pulls that can help
- Resources like hotlines and service providers

3: If you experience negative pushes like physical abuse, emotional abuse, sexual abuse, or human trafficking, who will be your positive pull and how would you ask for help?

Hint:
The higher up you get on the mind map, the more you need Positive Pulls who are adults.

2: If you experience negative pushes like bullying, neglect, or isolation, who will you go to as your positive pull? Explain your choices.

1: Positive activities can be a positive pull, too. They can set you up for success, even if you have negative pushes in your life. You get to choose how to spend your time, so why not spend your time doing something that will lead to your success, enjoyment, or happiness? Explain your choices.

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MODULE SIX: HUMAN TRAFFICKING

HUMAN TRAFFICKING

OBJECTIVES:

- Students will be able to recognize human trafficking and exploitation.
- Students will have a plan to respond if presented with a trafficking situation or threat.

ESSENTIAL QUESTION OF MODULE SIX:

How do I navigate the various forms of human trafficking?

A NOTE TO TEACHERS:
Before facilitating this lesson, read ***Module Six: Human Trafficking Informational Supplement.*** This will give you a better understanding of legal definitions of human trafficking and help you to be prepared with examples of how it may take place.

STEP 1: INTRODUCTION

Share as a reminder the definition of Human Trafficking with the students before watching the introduction media: "Human Trafficking is a crime that involves exploiting a person for labor, services, or commercial sex."

Play the media that focuses on different Human Trafficking examples.

STEP 2: TRANSITION

Review the objective and prepare students for *The Letter Activity* which is after the film and discussion. Have students watch the video. Advise them to pay attention to the diverse ways human trafficking can happen in their neighborhood and who it could be happening to. We want students to recognize the different forms of human trafficking.

Handout the *Module Six: Human Trafficking* table (page 44) and ask students to take notes as they listen to the stories of Jazmyn, José, and Samantha on the types of disguises that approached them. Review the definitions below with your students before watching the film that are on the table. And remember:

Empathy – Actively responding to the suffering of others.

STEP 3: MEDIA

Play *Module Six Media.* This media dives further into how a person might be exploited and trafficked.

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MODULE SIX: HUMAN TRAFFICKING

HUMAN TRAFFICKING CONTINUED

STEP 4: DISCUSSION

The film ends with a group discussion question "What would it feel like to be in José or Samantha's shoes?"
- How would you explain what human trafficking is in your own words?
- What were the vulnerabilities of José, Jazmyn, and Samantha?
- How did their traffickers take advantage of those vulnerabilities?

See page 45 for additional discussion questions.

STEP 5: CLASSROOM ACTIVITY

The Letter Activity:
Post this prompt: Imagine that you are friends with Samantha, Jazmyn, or José and you went back in time to the moments before they were approached by a trafficker. What could you say to Jazmyn, José, or Samantha that may have helped prevent them from being trafficked in the first place? Put yourself in their shoes, base your advice on the warning signs you see, and think about their specific vulnerability. Your letter could reference push factors, the five disguises, and positive pulls. And remember to use empathy!

STEP 6: CLASSROOM EXERCISE

Pair and Share Exercise:
Have students partner up and act out the following:
- Using the letter from the classroom activity, students take turns giving advice directly from their letter to their partner who stands in for Jazmyn, José, or Samantha.
- After a few minutes, the students should practice how they might apply that same advice to their own unsafe situations, practicing how they might respond. The goal is to practice asking for help in potential unsafe situations that they may find themselves in.

Remind students to use their answers from the following activities:
- Naming positive pulls.
- What safe adult they would turn to.
- Listing potential safe spaces to go to, call, or text.
- How they would respond in a situation.

The Letter Activity and the Pair and Share Exercise should each take about 5 minutes.

PAIR AND SHARE POINTS

Instruct students to offer solutions that reference what they've learned throughout the course. Remember the 1-888 number and text number, safe adults, positive pulls, etc.

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MODULE SIX: HUMAN TRAFFICKING

HUMAN TRAFFICKING TABLE HANDOUT

	Negative Pushes: Factors that a person or people group have little to no control over that can push them into vulnerability. (Examples: poverty, racism, discrimination, exposure to violence, etc.)	Negative Pull: Someone who takes advantage of the vulnerabilities created by the negative pushes in another person's life.	Types of Disguises The types of disguises their negative pulls wore. (Pretender, Provider, Promiser, Protector, Punisher)
Jazmyn			
José			
Samantha			

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MODULE SIX: HUMAN TRAFFICKING

ADDITIONAL DISCUSSION QUESTIONS

1) In the stories of Samantha and José, whose fault was it that they ended up in that situation?

Explain: Samatha's boyfriend and the woman promising work for José were at fault. The teens were manipulated and should not be blamed. They deserve care and understanding."

2) Samantha's friend met her boyfriend online. Why do you think some traffickers use the internet to target victims, and what can you do online to help you stay safe?

Remember: The Internet creates the ultimate disguise, allowing a trafficker to conceal their true identity and intentions. Reiterate the concepts from the *Social Media Safety Activity* (page 35) in Module Four.

3) What signs might indicate that someone is under the control of a trafficker? See Appendix Exhibit D (page 53) Module Five: Warning Signs of a Youth Tricked by a Disguise.

4) Why do you think people experiencing trafficking (or other forms of abuse) may not want to come forward? How could someone overcome those barriers? How might you help someone overcome those barriers? Sample answers include: fear, shame, guilt, not knowing where to go, not trusting in the system. You can overcome these by being brave, reaching out to different people for help, etc.

Some Warning Signs for Samantha and José Included:

- Samantha's friend met her boyfriend online. He was also much older than her.
- The boyfriend gave Samantha gifts but expected something in return.
- The boyfriend asked them to do things they didn't feel comfortable with.
- José was in need of money to eat and find a place to live, which made him vulnerable.
- The employer asked José to handover his ID and personal documents.
- José was told he couldn't leave the factory.

I WILL ONLY CONNECT WITH THOSE WHO:
- don't expose me to things or ask me to do things that make me uncomfortable
- don't ask me to do anything illegal
- don't ask me to keep secrets
- whom my parents or caregiver would be cool with, whether online or in person

I DON'T SHARE:
- intimate photos
- personal information, like my phone number or address

I SHOULD ALWAYS:
- turn on privacy settings
- turn off "show my location" settings
- avoid the temptation to post where I am
- discern if someone is wearing a disguise in order to take advantage of my trust

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HUMAN TRAFFICKING: INFORMATIONAL SUPPLEMENT

UNDERSTANDING HUMAN TRAFFICKING

TEACHERS RESOURCE:

Human Trafficking

Human Trafficking is a crime that involves exploiting a person for labor, services, or commercial sex.

The Trafficking Victims Protection Act of 2000 and its subsequent reauthorizations **define human trafficking as:**

a) Sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age; or

b) Labor trafficking is the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.*

*Force, fraud, or coercion does not need to be present if the person being exploited for commercial sex is under 18. However, with labor trafficking, if someone is under 18, force, fraud, or coercion does need to be present.

TEACH ABOUT PREVALENCE

As a follow-up to the media, please explain the following to your students:

- Human trafficking occurs in every community. It is not a problem that only exists in other countries, and it isn't only a big city problem. It happens in rural, urban, and suburban areas of all sizes and demographics. It is happening in your students' communities.
- People who experience human trafficking can be of any age, gender, ethnicity, religion, and economic group. Similarly, traffickers can be any age, gender, ethnicity, economic group, or religion.
- The key is to change the perception that this is someone else's problem.

NATIONAL HUMAN TRAFFICKING HOTLINE:

When you share this hotline with your students, explain that this number is ***not a number to the police***. Rather, it is answered by advocates who are trained to get help. The specialists are trained to get help to anyone in the U.S. at any time if they feel they are being exploited, or if they think they know someone else who is experiencing exploitation.

You may also wish to post the National Human Trafficking Hotline phone number prominently throughout your school or organization and in your classroom. Encourage your students to memorize it or put the number in their cell phones:

1-888-3737-888

IS THAT A TYPO?

We write the hotline in this way because it is a visual technique that helps people easily memorize the number. Written this way, "3737" is bookended by a set of "888s". We encourage you to post it this way for your students, too!

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MODULE SIX: HUMAN TRAFFICKING

OPTIONAL ACTIVITY

READING ACTIVITY

Concrete Local Examples

Students respond strongly to having an example of human trafficking that is local. These examples make the prevalence of the issue relevant and urgent. To facilitate this, do an Internet search for a story about human trafficking in your region. There are many examples available that will not sensationalize the topic in a way that would be inappropriate for students to read. Print the story and provide students with the opportunity to read and discuss it as a class.

If you visit www.polarisproject.com/resources, you will find statistics about human trafficking in your state that are updated annually.

You can also visit www.missingchildren.org to find relevant and up-to-date information to share with your students about human trafficking.

Please note that because human trafficking is often underreported, U.S. data does not describe prevalence, but indicates the number of cases reported to a particular group.

DISCUSSION QUESTIONS

Does this article surprise you?
Why or why not?

(These questions may reveal which students are already aware of trafficking happening in their region. It will also be an opportunity to discuss specific details of the article (part of town, type of trafficker, etc.) that may reveal dangerous trends in their neighborhood).

FINDING LOCAL INFORMATION:
In addition to perusing your regional newspapers, visit the following sources to find legitimate information:

- U.S. Department of Justice
- U.S. Department of State
- Your state's Departments of State and Health
- National Human Trafficking Hotline

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APPENDIX

ADDITIONAL RESOURCES:

Appendix Content:

A. Creative Options for Facilitating Discussion
B. Using the Transition Step to Activate Prior Knowledge
C. Additional Discussion Points on the Five Disguises
D. Five Disguises Warning Signs for Adults Working with Youth
E. National Learning Standards for the Classroom
F. Additional Sex Trafficking Information for Facilitators
G. Sample Parent Letter
H. Glossary of Terms Used in the **Empower Youth Program**
I. LACOE HTSSP - section on support
J. LACOE HTSSP - section on disclosure
K. Hotline Numbers
L. Social Media Safety Poster

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APPENDIX: EXHIBIT A

CREATIVE OPTIONS FOR FACILITATING DISCUSSION

On the following two pages you'll find ideas to transform discussion question time into engaging, active learning experiences during the **Empower Youth Program**. In each of these formats, you can still use the discussion questions listed in the facilitator guidebook, placing particular emphasis on students' mastery of the essential question of each module. You are also encouraged to add your own related discussion questions to the mix!

Perhaps you know of another way to make discussion question time engaging and fun. That's great! The key is to create a discussion experience that engages students, makes them feel comfortable to share, and ultimately fosters their learning.

MODULE ONE, EMPATHY: "SPEED DATING"

Place chairs in two rows, with chairs positioned to face one another. Provide students with a discussion question, and give them 2-3 minutes to discuss with the person sitting across from them. When the time is up, have one row of students move down a seat (with the person on the end walking to the other end to take the empty seat).

Before starting speed dating, tell students that their objective in this activity is not only to answer the questions, but to listen carefully for ideas they hear from someone else that are especially insightful or that stand out as an idea or perspective that is new.

You can ask the same question a couple of times before moving on to another one, or you could whip through a new question each time the students shift seats. When you feel that you've asked enough questions, you can ask students to share aloud with the full group something one of their partners said that was particularly helpful in understanding the concept of or impact of empathy.

MODULE TWO, NEGATIVE PUSHES: "GALLERY WALK"

Write a question at the top of a poster board or poster-sized post-it note, leaving plenty of blank space below. Repeat this with several questions (don't repeat any one question). Tape the boards to different walls in the room.

Provide each student with enough regular-sized post-it notes on which to write their own answer to every individually posted question. When they've finished writing, then they walk to the corresponding posted question and attach their response to it. (Students don't need to write their names on the post-it notes, and in some cases you may determine it's prudent to ask them not to do so, to encourage anonymous and honest answers.)

Once everyone has finished, ask them to do a "gallery walk" to observe what other students have written for each question.

As a third step, once everyone has observed the notes posted on each question, ask students to take down someone else's answer that resonated with them. Provide everyone with an opportunity to share with the group why they made the selection they did: what impact it had on them. Everyone can have a chance to talk about why that one answer to their question of choice stood out.

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APPENDIX: EXHIBIT A

CREATIVE OPTIONS FOR FACILITATING DISCUSSION CONT.

MODULE THREE, NEGATIVE PULLS: "STRATEGY BUILDING"

The essential question of this module asks "how can I navigate negative pulls in my life, especially when people sometimes wear deceptive disguises." Turn this into an activity with the following steps:

1. Put the students into groups and provide them with a stack of index cards. Ask them to come up with three or more strategies they can use to determine if someone in their life is wearing a disguise, or is authentic.

2. Next, ask each group to share aloud with the rest of the groups what they came up with.

3. Finally, once all groups have shared, ask the groups to select the best strategies (you can pick a number - like "the 5 best strategies," or "the 10 best" strategies) to be displayed on a poster. You can also determine an order of priority or strength. By the end of the activity, remind students that what they've done is come up with a way to answer the essential question of this module. You can use their answers as a launching point for more of the discussion questions listed for this module.

MODULE FOUR, POSITIVE PULLS: "SOCRATIC SEMINAR"

A Socratic Seminar is a class discussion in which students propose and analyze ideas with their peers. Place chairs in a circle for 7-10 students to generate, present, and discuss their own questions on the topic of positive pulls with one another. This format inspires an experience in which the students in the circle are engaging peer-to-peer with their circle-mates, while also being observed as leaders and authorities by those who are listening.

Students not seated in the circle listen to the discussion and take notes. (Periodically, the adult facilitator may interject to provide a moment for those on the outside to share their ideas with a speaker student seated near them, who then brings those ideas to the circle conversation.)

Rotate the inner circle occasionally so that each student gets a chance to be a speaker and a listener. In addition to asking the students to prepare their own questions, you can assign each student in the circle to propose one of the prepared questions listed in Module Five's discussion questions page.

MODULE FIVE, CHOOSING EMPATHY: "CREATIVE FISHBOWL"

Divide students into pairs or small groups of no more than 4. Write the module's discussion questions on individual pieces of paper or cards and place them into a fishbowl, enough questions for each pair/group to have one. Ask each pair or group to pull a question from the bowl. They will then discuss and come up with an answer that must be presented creatively. To do so, they must first write out their answers. Then, they can either draw a picture, write a poem, or write a story that illustrates their response.

Finally, each pair/group will present what they came up with for the class. They first share their question, then the written answer, then share the creative expression of their answer.

This activity pairs particularly well with module 5 because it may help students to more tangibly apply the idea of being a positive pull for someone else through their empathy, transforming knowledge to action.

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APPENDIX: EXHIBIT B

USING THE TRANSITION STEP TO ACTIVATE PRIOR KNOWLEDGE

Following are ideas for re-activating what students learned in a previous session of the **Empower Youth Program**. With each activity, you can still use the Transition Step (the first step of each module). In this case, you are just adding a few minutes to tap into what it was that students learned in the last module.

OPTION 1: TWO MINUTE TALKS

During Two Minute Talks, students will share with a partner everything they remember from the last module. In doing so, they are establishing a foundation of knowledge in preparation for learning new information in today's module.

- Step 1: Group students into pairs.
- Step 2: Inform students that they will each be talking or listening for two minutes. They will need to select which student will begin as the talker, and which will begin as the listener.
- Step 3: Using a stop watch or other timing device, tell students to begin talking.
- Step 4: At two minutes, ask students to switch roles. At this point, the other partner begins talking. It's okay for the second person to repeat some of what the first said, but encourage them to also try to think of new information to share.
- Step 5: Ask students to share responses with the entire class when the activity is done.

OPTION 2: WORD CHALLENGE

Ask students to create an acronym of what they learned in the last module. For instance, before beginning module two, you could ask them to create an acronym from the word empathy, using the letters of that word to create a description of what they learned in that module.

Here is an example:

E mpathy is actively responding to the suffering of others.
M y problems might be different than yours, but we all have problems.
P eople can empathize with others even if they haven't been through the same issue.
A pathy is when you don't care about some else's problems.
T aylor made me realize that I'm not the only one who has felt this way.
H omes without empathy can be lonely places.
Y ou can make a huge difference for someone else by actively caring.

OPTION 3: JOURNALISTIC INTERVIEWS

Ask students to walk around the room and interview someone about what they remember from last time. Remind them that a journalist wants FACTS, so their job is to collect facts about what happened in the last module, write them down, and be ready to report on them. As the facilitator, time them ("you have x minutes for each interview!") to keep them moving.

Each student must be interviewed at least once, and must conduct an interview at least once.

After a few rounds, ask the students to share aloud with the group about the facts they collected.

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APPENDIX: EXHIBIT C

MODULE THREE: ADDITIONAL TALKING POINTS ABOUT THE FIVE DISGUISES

The following is the list of some of the phrases in *Module Three Media Activity*. This page is included to provide you with additional talking points to discuss those disguises further, should you like to do so.

I'll be your romantic partner/significant other.

Pretender: It's common to date in high school, but students should be taught to take their significant other's intentions into consideration. As Taylor says "li*sten to your gut.*" If there are moments where you wonder if this person has your best interest in mind, if they do or say things that make you feel bad about yourself, or ask you to do things that make you uncomfortable, take a moment to think about whether or not they are a positive or negative pull. If you sense any red flags, don't brush those feelings off.

I know your family and I can hurt them if I need to.

Punisher: Threats of violence against friends, family, or even pets can be scary, but you shouldn't have to bear them alone. If someone is threatening to punish you, seek help from someone who has your best interests in mind.

I'll give you a place to crash.

Provider: A person we can trust should want to provide for us, whether emotionally or physically with security, affection, food, shelter, etc., or even with gifts and experiences. But they should have to earn our trust, and their provision should not come at a price. A true provider has our best interests in mind, while a false provider will use that provision to manipulate and control. They might even use it to try to cut us off from others who could help provide for us in a more healthy way.

Just do what I tell you and you'll be safe.

Protector: True protection comes with no strings attached. If someone offers to take care of you, but then tries to control you or take away your right to make healthy decisions for yourself, than that isn't real protection.

I'm so glad we met online. We'll be like sisters / brothers / cousins!

Pretender: The Internet and phone apps provide a wide range of opportunities for exploitative people to find, deceive, and coerce youth. Exploitative people explore the on line presence children and teens create to figure out how to uniquely target them based on their interests, desires, and vulnerabilities.

I know a person who can help you out.

Provider/Promiser: A common strategy among exploitative people - including traffickers - is to lure someone with promises of flashy, luxurious opportunities or connections. Promises of modeling gigs are very common. Acting or singing opportunities are similar false lures. A disguised promiser will tailor their promises to provide what the target most wants.

It's too late now; you don't want everyone to find out what you are.

Punisher: Anyone who makes you hurt, even emotionally, is not good for you. No one should force you to do things or guilt you into doing things that you don't want to do. No one should touch you in any way - sexual or otherwise - that you don't consent to. A punisher uses force to keep you in line. True sexual expression is consensual, unpressured, and loving. And if someone tries to tell you that you are not lovable because of choices you made or things you were forced to do, that is a manipulative lie.

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APPENDIX: EXHIBIT D

MODULE FIVE: WARNING SIGNS OF A YOUTH TRICKED BY A DISGUISE

This list is intended for parents, teachers, and other adults providing youth care. Refer to these questions for help discerning if a youth may be under the influence of someone using one or more of the disguises.

PRETENDER			
1	Do they refuse to tell you about the people they spend their time with?	Yes	No
2	Have you been able to meet the people they spend their time with?	Yes	No
3	Is there a relational role that they have been lacking that is suddenly filled, such as a significant other or parental figure?	Yes	No
PROVIDER			
4	Have they acquired new possessions without being able to reasonably explain where they came from? Common examples include cell phones, clothes, make-up, haircuts, manicures, etc.	Yes	No
5	Have they developed a new work schedule that keeps them out at odd hours?	Yes	No
PROMISER			
6	Have they started talking about plans to run away or start a new life somewhere else?	Yes	No
7	Do they refer to running away with a romantic partner?	Yes	No
8	Have they started referencing implausible opportunities to travel, become a model (or some other similarly luxurious career), or move in with a person or people who can give them better opportunities or a better life?	Yes	No
PROTECTOR			
9	Have they made references to someone who can take care of them better than normally established societal institutions (i.e. the home and parents, school and teachers, etc)?	Yes	No
PUNISHER			
10	Do they exhibit signs of physical abuse, such as bruises or cuts?	Yes	No
11	Do they seem to be attempting to cover signs of physical abuse, such as wearing unseasonably warm clothing to cover their neck and arms, or wearing sunglasses and heavy make-up?	Yes	No
12	Have they started exhibiting huge or sudden shifts in emotion?	Yes	No
13	Have they begun isolating themselves in a way that is inconsistent with what is typical for them?	Yes	No
GENERAL			
14	Do they have an unusual fixation on the need for privacy, particularly when it comes to access to their phone, computer, or bedroom?	Yes	No
15	Do they put a lot of stock in secret-keeping, perhaps claiming its importance as a reason to withhold answers to your reasonable questions about who they spends time with and what the details of their schedule include?	Yes	No
16	Are there gaps in their schedule that you cannot account for?	Yes	No

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APPENDIX: EXHIBIT E

NATIONAL LEARNING STANDARDS FOR THE CLASSROOM

The following four pages indicate opportunities to connect **The Empower Youth Program** to nationally recognized learning standards in English Language Arts, Social Studies, Physical/ Health Education, and Counseling.

COMMON CORE ELA ANCHOR STANDARDS IN READING, WRITING, SPEAKING AND LISTENING, AND LITERACY

The following ELA standards reflect the overall College and Career Readiness Anchor Standards of Common Core and will correspond to their matching, specific learning standards in grades 6-8, 9-10, and 11-12.

STANDARDS	Module One	Module Two	Module Three	Module Four	Module Five
ELA-W-10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✕	✕	✕	✕	✕
ELA-W-2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				✓ Essay Task	
ELA-W-9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				✓ Essay Task	
ELA-R-1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				✓ Essay Task	
ELA-SL-1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	✕	✕	✕	✕	✕
ELA-SL-2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✕	✕	✕	✕	✕
ELA-SL-3: Evaluate the speaker's point of view, reasoning, and use of evidence for rhetoric.	✕	✕	✕	✕	✕
ELA-L-8: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✕	✕	✕	✕	✕

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APPENDIX: EXHIBIT E CONT.

NATIONAL LEARNING STANDARDS FOR THE CLASSROOM CONT.

CENTERS FOR DISEASE CONTROL AND PREVENTION - NATIONAL HEALTH AND PHYSICAL EDUCATION STANDARDS

STANDARDS	Module One	Module Two	Module Three	Module Four	Module Five
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	×	×	×		×
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	×	×	×		×
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	×	×	×		
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.			×		×
Standard 5: Students will demonstrate the ability to use decision- making skills to enhance health.			×	×	×
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.					×
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	×	×	×	×	×
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.			×		×

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APPENDIX: EXHIBIT E CONT.

NATIONAL LEARNING STANDARDS FOR THE CLASSROOM CONT.

COMMON CORE SOCIAL STUDIES - LEARNING STANDARDS

The following Social Studies/Literacy standards are taken from grades 6-8, but they also correspond to the similarly placed standards outlined in grades 9-10 and 11-12.

STANDARDS	Module One	Module Two	Module Three	Module Four	Module Five
CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.	✕	✕	✕	✕	✕
CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source and provide accurate summary of the source distinct from prior knowledge or opinions.	✕	✕	✕	✕	✕
CCSS.ELA-LITERACY.RH6-8.7: Integrate visual information (e.g. in charts, graphs, photographs, videos or maps) with other information in print and digital texts.	✕	✕	✕	✕	✕
CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned information in a text.	✕	✕	✕	✕	✕
CCSS.ELA-LITERACY.RH.6-8.9: Analyze the relationship between a primary and secondary source.				✕ Essay Task	

STANDARDS	Module One	Module Two	Module Three	Module Four	Module Five
Culture: Human beings create, learn, and adapt culture. Cultures are dynamic systems of beliefs, values, and traditions that exhibit both commonalities and differences. Understanding culture helps us understand ourselves and others.	✕	✕	✕	✕	✕
People, Places, and Environment: Today's students are aware of the world beyond their personal locations. As students study this content, they create their spatial views and geographic perspective. Social, cultural, economic, and civic demands require such knowledge to make informed and critical decisions about relationships between people and their environment.	✕	✕	✕	✕	✕
Individual Development and Identity: Personal identity is shaped by one's culture, by groups, and by institutional influences. Examination of various forms of human behavior enhances understanding of the relationship between social norms and emerging personal identities, the relationships between social processes that influence identity formation, and the ethical principles underlying individual action.	✕	✕	✕	✕	✕
Science, Technology, and Society: Technology is as old as the first crude tool invented by prehistoric humans. Our modern life would be impossible without technology and the science that supports it. Today's technology forms the basis for many difficult social choices.		✕		✕	

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APPENDIX: EXHIBIT E CONT.

NATIONAL LEARNING STANDARDS FOR THE CLASSROOM CONT.

AMERICAN COUNSELOR ASSOCIATION - K-12 COLLEGE- AND CAREER-READINESS STANDARDS

STANDARDS	Module One	Module Two	Module Three	Module Four	Module Five
Mindset Standards: 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being 2. Self-confidence in the ability to succeed 3. Sense of belonging in the school environment 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	1, 2, 3, 5	1, 2, 5	1, 2, 3	1, 2, 3, 5	1, 2, 3, 5
Behavior Standards - Learning Strategies: 1. Demonstrate critical-thinking skills to make informed decisions 5. Apply media and technology skills 6. Set high standards of quality 7. Identify long- and short-term academic, career, and social/emotional goals 9. Gather evidence and consider multiple perspectives to make informed decisions	1, 9	1, 5, 9	1, 5, 9	1, 5, 6, 7, 9	1, 6, 7, 9
Behavior Standards - Self-Management Skills: 1. Demonstrate skills to assume responsibility 2. Demonstrate self-discipline and self-control 5. Demonstrate perseverance to achieve long-and short-term goals 6. Demonstrate ability to overcome barriers to learning 7. Demonstrate effective coping skills when faced with a problem 9. Demonstrate personal safety skills	1, 2, 6, 7	1, 2, 6, 7	1, 2, 5, 6, 7, 9	1, 2, 5, 6, 7, 9	1, 2, 5, 6, 7, 9
Behavior Standards - Social Skills: 1. Use effective oral and written communication skills and listening skills 2. Create positive and supportive relationships with other students 3. Create relationships with adults that support success 4. Demonstrate empathy 5. Demonstrate ethical decision-making and social responsibility 6. Use effective collaboration and cooperation skills 7. Use leadership and teamwork skills to work effectively in diverse teams 8. Demonstrate advocacy skills and ability assert self, when necessary 9. Demonstrate social maturity and behaviors appropriate to the situation and the environment 10. Demonstrate ability to manage transition and ability to adapt to changing situations and responsibilities	1, 2, 3, 4, 6, 8, 9, 10	2, 3, 4, 6, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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APPENDIX: EXHIBIT F

ADDITIONAL TRAFFICKING INFORMATION FOR FACILITATORS

KNOW THE SIGNS OF TRAFFICKING:

Just as most child sexual abuse is inflicted by someone a child knows, most teens are trafficked by people they know rather than strangers. Teens may be trafficked by their peers, older friends, family acquaintances, parents, siblings, or other family members. Trafficked youth may exhibit one or more of the following signs:

- "Branding" - marks, such as tattoos, often placed on the neck, arm, collarbone, etc.
- Physical signs of abuse
- Working strange hours, particularly late at night or early morning
- Signs of exhaustion - Teens who are trafficked may be kept up at all hours of the night
- New look - Exploiters/traffickers may purchase haircuts, manicures, and/or new clothes as incentives for their victims
- Needs, wants, gifts - Exploiters/traffickers may provide items including (but not limited to) bus cards, food, cell phone, computers, a place to stay, etc..
- No control over what limited assets they may possess
- Frequent truancy and running away
- Spends significant time online and/or on their phone - Can illustrate a need to be in constant communication with the exploiter/trafficker and/or clients
- Uses language of "the game"
- Controlling significant other
- Much older significant other
- Items in possession: hotel cards, false IDs, cash cards, condoms, multiple phones, scraps of paper with phone numbers and prices, etc.
- Inconsistent stories and explanations

CHARACTERISTICS OF PARTICULARLY VULNERABLE YOUTH:

Traffickers make it their business to learn how to identify and isolate youth who are vulnerable because those youth will be easier to coerce and manipulate. Students with a history of one or more of the following are particularly susceptible and are in need of a Positive Pull due to the heightened vulnerability these factors create:

- Sexual abuse
- Physical abuse
- Emotional abuse/neglect
- Deprivation of necessities
- Separation of family/community
- Rejection by peers and/or family
- Bullying
- Exposure to community violence
- Low self-esteem

RECOGNIZE AND RESPOND

If you suspect trafficking, follow your program's or school's established response protocol. (See page 4 for our protocol recommendations.)

Don't forget about the hotline: **1-888-3737-888.**

Listen for youth who use language specific to "The Game":

- "The Game" or "The Life" - refers to the sex industry
- Trick/John/Date - terms for those who purchase sex
- Daddy - term an individual experiencing trafficking may use to refer to their trafficker
- Stable - refers to the individuals under a trafficker's control.
- Wifey or Wife-in-law - term individuals with the same exploiter/trafficker may use for each other
- Bottom - the person in control of other individuals experiencing trafficking. Often has been with the trafficker the longest
- Quotas - the monetary amount set by the trafficker that must be brought to the trafficker nightly or weekly
- Out of Pocket - a term used when an individual experiencing trafficking is considered disloyal or disrespectful to their trafficker

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APPENDIX: EXHIBIT G

SAMPLE LETTERS FOR PARENTS/GUARDIANS

Dear Parent or Guardian,

We have partnered with *iEmpathize* to provide exploitation prevention education for our students. The **Empower Youth Program** empowers students with the knowledge and strategies they need to safely navigate vulnerability, while also nurturing the development of empathy. This is an interactive educational curriculum presented through film, discussion, and activities. Students will learn the facts about exploitation, including human trafficking, along with the strategies they can use to stay safe and successful. The program aligns with Common Core Anchor Standards in college and career readiness for reading, writing, speaking and listening, and language. It also provides a component of Health Education and Character Education.

ADAPT FOR YOUR PURPOSES:
We have included this text as a helpful starter you may use as you compose your own parent information letter, should that be something you wish to distribute prior to using the material.

The Empower Youth Program features six modules, including:

- Empathy
- Negative Pushes
- Negative Pulls
- Positive Pulls
- Choosing Empathy
- Understanding Human Trafficking

We will facilitate the program during the week of

_____.

Prior to that start date, you can review the instructional materials at our administrative office. If you have questions, please see the teacher or principal.

We look forward to using the **Empower Youth Program** to equip our students with more resources that will keep them healthy, informed, and engaged!

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APPENDIX: EXHIBIT H

GLOSSARY OF KEY TERMS USED IN THE EMPOWER YOUTH PROGRAM

Exploitation:
Taking advantage of someone's vulnerability to achieve personal gain.

Empathy:
Actively responding to the suffering of others

Sympathy:
Feeling badly for the suffering of others

Apathy:
Disregard for the suffering of others

Compassion:
Deep awareness of the suffering of another, paired with the wish to relieve it

Authenticity:
The quality of being real and genuine

Action:
An act of will that brings about some change or movement

Isolation:
Causing someone to remain separate, alone

Neglect:
Failing to take care of someone when they need it

Emotional or Physical Abuse:?
When one person intentionally inflicts pain on another

Sexual Abuse:
When one person forces a sexual act on another

Human Trafficking:
See page 44

Vulnerable:
Capable of being hurt or harmed physically or emotionally

Negative Pushes:
Factors that a person or people group have little to no control over that can push them into vulnerability. (Examples: poverty, racism, exposure to violence, discrimination, etc.)

Negative Pull:
Something or someone who takes advantage of the vulnerability created by the pushes in your life. Negative Pulls wear disguises.

The Five Disguises:
The masks that exploitative people wear in order to manipulate and deceive their targets.

Pretender:
Someone who pretends to be something he or she is not, like a father, a boyfriend, or a sister.

Promiser:
Someone who promises you great things, like an amazing dream job, a great lifestyle, or travel.

Provider:
Someone who offers to take care of your needs for food, clothing, a place to live, etc.

Protector:
Someone who uses physical power or intimidation to protect you (and also control you).

Punisher:
Someone who uses violence and threats to control you.

Positive Pull:
Those who have proven that they will not take advantage of you when you are vulnerable, and instead will help you succeed. Positive Pulls do not wear disguises.

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ASSESSMENT AND INITIAL SUPPORT

STEPS FOR OBSERVABLE RISK FACTORS:

Traffickers look for vulnerabilities to exploit. These vulnerabilities (i.e., risk factors) exist on a spectrum. Some will require an immediate report to the Department of Children and Family Services (DCFS) and some will not. All signs should be taken seriously. By identifying risk factors and referring students for support--before someone takes advantage -- you can help prevent students from experiencing abuse and exploitation.

If you identify risk factors that may increase a student's risk to human trafficking, or another form of abuse:

1. Determine if the risk factor is reportable to DCFS. If reportable, follow the steps outlined in "Steps for Reportable Incidents." Remember, all persons who are mandated reporters are required, by law, to personally report all known or suspected cases of child abuse or neglect. Reports must be made when a person either knows or has a "reasonable suspicion" that a child has been or is in danger of abuse or neglect. If it is unclear whether making a report is necessary, consult with your administrator or site designee for support.
2. If you determine risk factors are present, but not reportable:

a. Make a referral to the appropriate school personnel (e.g., counselor or school social worker) for resources and further support; and

b. Reach out to the designated site administrator/district designee to meet with the student and assess whether there are any potential safety concerns.

STEPS FOR REPORTABLE INCIDENTS:

1. If any reportable "at-risk" factors for trafficking indicators are present, make a DCFS hotline report by calling (800) 540-4000. (DCFS will determine the type of response needed and may link the student to resources and prevention services if deemed appropriate.)
2. If safe to do so, inform the site administrator, otherwise report to the district designee.
3. The site administrator or district designee will then connect the appropriate school personnel to meet with the student (e.g., site administrator along with a school counselor or school social worker).

a. Work with the student to address any safety concerns to ensure support is in place.

b. Set up a regular meeting with the student to assess current safety needs and watch for any additional signs or risk factors.

c. Link the student to needed resources

*Follow steps as appropriate.

NOTE: It is highly advised that all staff receive training annually to be better able to identify potential recruitment for human trafficking.

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RESPONDING TO SUSPECTED OR CONFIRMED CASES OF LABOR OR SEX TRAFFICKING

RESPONDING TO THE SUSPECTED RECRUITMENT OF STUDENTS:

1. The site administrator or district designee will proceed to involve law enforcement for possible investigation.
2. The administrator and law enforcement will investigate and assess school safety as well as the impact on the school campus.
3. Appropriate school personnel, as determined by site (e.g., school counselor or school social worker), will meet with the student regularly to monitor safety and academic needs, this may include holding a Student Support Team meeting if appropriate.
4. Provide students who were targeted with referrals to needed supports, this may include prevention education and/or individual or small group education intervention.
5. If the recruiter is a student, support with referrals to needed resources.

*Follow steps as appropriate.

SUSPECTED VICTIM:

<u>If you have reasonable cause to suspect that a student may be experiencing human trafficking:</u>

1. Report your concerns to DCFS immediately by telephone and follow up with a report. Remember, suspicion or confirmation of human trafficking of a minor necessitates a DCFS report as this is a form of child abuse and in some cases the result of neglect.
2. Report your concerns to the site administrator or district designee.
3. The site administrator or district designee will coordinate with local law enforcement to assess school safety and determine if there are any possible risks for harassment, recruitment, or threat to the school. For emergencies or immediate response, call 911.
4. The site administrator will refer the student to the designated staff member (e.g., school counselor) or school-based mental health staff for a wellness check.
5. The designated staff member or school-based mental health staff will meet with the student regularly to assess their needs, connect them to appropriate services, and address any safety concerns.

NOTE: It is important that steps are taken to provide necessary safety measures to ensure the student feels safe. The student may be fearful and resistant as a result of experienced trauma. The designated staff member should engage with the student in a trauma-informed, age-appropriate, victim-centered, and culturally and linguistically appropriate manner.

If you are working with a foreign national minor (non-US citizen/legal permanent resident and currently under 18) and have concerns that they may have experienced forced labor or commercial sex at any point in their life, submit a referral through the Shepherd Case Management System.

<u>https://www.acf.hhs.gov/otihttps:/www.acf.hhs.gov/otip/form/resource/rfa-0p/resource/rfa-0</u>
<u>https://shspfm.gss.acf.hhs.gov/eaasidentityserver/Identity/Account/Login/LoginSelection/</u>

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ADDRESSING DIRECT STUDENT DISCLOSURE

IF A STUDENT DISCLOSES THAT THEY HAVE EXPERIENCED HUMAN TRAFFICKING:

STEP 1: The student should be assured that his/her/their safety is the primary concern and at this point have an administrator or designated staff sit with the student while the next steps are being addressed.

STEP 2: The staff member who received the disclosure must make the DCFS report and report the incident to the site administrator or district designee immediately.

STEP 3: Site administrator or district designee will connect student with school-based mental health support for a wellness check.

STEP 4: School-based mental health staff/designated staff member will meet with the student regularly to assess their needs, connect them to appropriate services, and address any safety concerns.

STEP 5: The site administrator or district designee will coordinate with local law enforcement to assess school safety and determine if there are any possible risks for harassment, recruitment, or threat to the school. For emergencies or immediate response, call 911.

STEP 6: If appropriate, and in consultation with school-based mental health staff and the victim, site administrator or district designee is to contact the parent or guardian to inform them of potential victimization. In the event the parent or guardian is the trafficker, connect with DCFS and local law enforcement for next steps.

STEP 7: School-based mental health staff or designated staff member will connect the victim and their family with appropriate information and services, including human trafficking education, referrals for mental health, and legal.

STEP 8: School-based mental health staff or designated staff member (e.g., counselor) will set up regular contact with the victim and periodically monitor the status of the student.

STEP 9: If school placement is an area of concern, evaluate as a team whether the school site is the appropriate placement for the student. Determine the best placement in collaboration with the student, the educational rights holder, and the Individualized Education Program (IEP) team when applicable. Items to consider include student safety, whether the move will positively impact the student emotionally, behaviorally, and academically, whether the site can meet student's academic and special education needs, and if the student and educational rights holder believe this is in the student's best interest.

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HOTLINES

National Human Trafficking Hotline
1-888-3737-888 or text 233733
humantraffickinghotline.org

CA Youth Crisis Line
1-800-843-5200

National Dating Abuse Hotline
1-866-331-9474
Text LOVEIS to 22522

National Sexual Assault Hotline
1-800-656-4673

National Domestic Violence Hotline
1-800-799-SAFE (7233)

National Suicide Prevention Lifeline
1-800-273-TALK (8255)

National Runaway Safeline
1-800-RUNAWAY (786-2929)

National Center for Missing & Exploited Youth
1-800-THE-LOST (843-5678)

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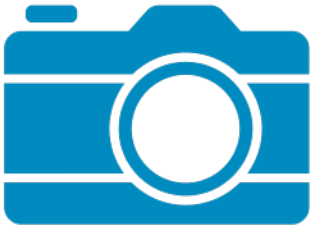
social media SAFETY



Don't share event details like your birthdate or your weekend plans.



Don't let people friend or follow you if you've never met them.



Don't share photos that you wouldn't want your grandma to see!



Never share your phone number online.



Never share your email address online, and don't send private info through email.

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