

**SAFER,
SMARTER
KIDS!** *SECOND
GRADE!*



**CROSSWALK TO
HUMAN TRAFFICKING**



**TEACHER'S
GUIDE**



CROSSWALK TO HUMAN TRAFFICKING



Dear Educator:

Did you know that human trafficking is a problem that endangers children in communities across all 50 states – and that students in your classroom may be at risk? Human trafficking is a kind of modern-day slavery that occurs when someone is recruited, hidden, or transported against their will for services and the financial gain of another person. More than 300,000 school-aged children are at risk for labor and sex trafficking in the United States each year.

Traffickers are very skilled. Any child can become a victim – no matter their location, socioeconomic status, race, or religion. Human traffickers use psychological manipulation to gain and maintain control by identifying children's vulnerabilities and working to fill whatever need they may have. This could be a need for belonging, for material items, or for basic necessities like protection, food or shelter.

Over the course of the next eight crosswalk lessons, you will expand on protective principles presented throughout the *Safer, Smarter Kids* curriculum and introduce new concepts to help students avoid the traps traffickers set. The following topics will be covered:

- Lesson 1 Crosswalk: Characteristics of Safe Adults
- Lesson 2 Crosswalk: Recognizing Safe and Unsafe Situations
- Lesson 3 Crosswalk: Understanding the Elements of P.L.A.N.: Permission, Location, Activity, Names and Numbers of Adults
- Lesson 4 Crosswalk: Identifying Types of Unsafe Secrets - Threat, Promise, Trick
- Lesson 5 Crosswalk: Privacy, Personal Boundary Violation, Body Boundary Violation
- Lesson 6 Crosswalk: Privacy, Safe Use of Cameras
- Lesson 7 Crosswalk: Safe Use of the Internet and Social Media
- Lesson 8 Crosswalk: Accessing Help

Like the other lessons of the *Safer, Smarter Kids* curriculum, these crosswalk lessons contain key vocabulary, whole group, partner, and independent in-class activities, and a letter to parents to extend safety learning into students' homes. Everything you need can be found in your curriculum kit. Before you begin the human trafficking crosswalk lessons, please send home the Human Trafficking Lessons Parent Introduction Letter.

While the reality of children falling prey to human trafficking is horrifying to consider, the critical safety lessons contained over the next few crosswalk lessons will arm your students with information to make safer and smarter choices and access help if they are in trouble.

Sincerely,

Lauren F. Book, M.S.Ed. • Founder/CEO, Lauren's Kids

How to Use this Crosswalk Lesson Guide

The Crosswalk to Human Trafficking Lessons contained in this guide are designed to be taught immediately after each corresponding *Safer, Smarter Kids* personal safety and abuse prevention lesson. These lessons extend existing curriculum concepts and introduce new information specifically intended to prevent students from falling prey to human trafficking and provide a pathway to help if they are in danger.



CROSSWALK TO HUMAN TRAFFICKING: LESSON 1



CHARACTERISTICS OF SAFE ADULTS

OVERVIEW

Students reviewed the Safety Superstar Tools they have learned. Students selected Grown-Up Buddies as they updated their Trusted Triangle. They reviewed that a Grown-Up Buddy is an adult they trust, who they can turn to any time they need help, and to whom they can tell anything. They learned that Grown-Up Buddies could be members of their family or members of the community, like a teacher or a neighbor.

In this lesson students will learn about the characteristics of safe adults, both people they know and strangers. This knowledge will help them make safe decisions with adults outside of their Trusted Triangle.

MATERIALS

- Buddy puppet

CLASSROOM ACTIVITIES

Students have identified their Grown-Up Buddies and created their Trusted Triangles. Students brainstormed characteristics of Grown-Up Buddies. Some or those characteristics may

have included: I can talk to them about anything, I trust them, they help me when I'm afraid, they take care of me when mom and dad are not home, etc.

Review those with students and guide students to the following statement, even if you need to provide it: I feel safe when I am with them.

Ask students how they know they feel safe when they are with their Grown-Up Buddy. You may get responses such as: they are nice, they don't hurt me, they don't scare me, I'm not afraid of them, they don't make me do anything that hurts or scares me.

Help students draw the conclusion that a safe adult is an adult who always protects them and helps them to be safe.



Remind students they made Safety Stop Signs as part of their *Safer, Smarter Kids* Kindergarten and 1st Grade lessons. Make the connection with students that safety tools don't have to be physical tools because they are within them. Read each

of the following scenarios to your students and ask them to think about the adults and their actions. Students will decide if the adults are safe or unsafe by extending their hand and using their I Mean Business Voice. Use your Buddy puppet to demonstrate what that looks like. If students think the actions of the adult are unsafe, they should use their Safety Stop Sign to extend their hand and say, "Stop! That's not safe!" Ask students to share why they used their Safety Stop Sign in this situation.

1. Your mom is putting your baby sister in her car seat in the parking lot of the grocery store. All of the sudden, the grocery cart with all your groceries in it begins to roll away. You begin to chase it, but there are cars pulling out of their parking places. A stranger tells you to stop, goes and gets your cart, and brings it back to your car. The stranger tells you that you are a good listener and you followed directions. He tells you and your mom to have a nice day and heads into the store.

Safe; Why? Your mom is with you, the stranger tells you to stop because there are cars backing out in the parking lot. The stranger then goes into the store to shop, and does not say anything unsafe to you.

2. Your neighbor invites you to go swimming in their pool. Your mom has given you permission to go swimming at this neighbor's house and she has packed your bathing suit and towel in your bag. You are excited about going swimming. You ask your neighbor if you can change into your bathing suit in their bathroom. Your neighbor tells you to change into your bathing suit in their living room and that your mom will not mind.

Unsafe; Why? You feel uncomfortable changing your clothes in front of your neighbor, you have no privacy, you don't want your neighbor to see the private parts of your body, your mother would not want you changing your clothes in front of your neighbor.

3. Someone you have seen before but you don't really know well is riding their bike on your street. You are playing outside with your friends. This person stops and asks if you have seen their dog. Then, this person begins to ask you

other questions – if your mom is home, where you go to school, how old you are, and other questions that make you feel uncomfortable and worried.

Unsafe; Why? This person is a stranger, a stranger is asking you personal questions. These questions are not safe!

As you conclude this activity, make sure to reinforce to students that they have a Trusted Triangle with Grown-Up Buddies to turn to when they are faced with unsafe adults or situations that make them feel not quite right.

Teacher Tip

Although 90% of all childhood sexual abuse is committed by someone the child knows, it is important for students to understand the concept of strangers. As students encounter all adults in all aspects of their lives, it is important that they understand the characteristics of safe adults and understand the attributes of safe relationships. Being able to identify an unsafe relationship and taking the steps to get help is critical to their safety.

KNOW THE SIGNS

It is important that educators pay close attention and stay alert to the signs of human trafficking in their students. Remember that if an educator has a reasonable cause to

suspect a student is in an unsafe situation, the Abuse Hotline must be called.

Signs of Human Trafficking

Does the student:

- Have unexplained absences from school?
- Suddenly change his or her usual attire, behavior or relationships?
- Suddenly have more (and/or more expensive) material possessions?
- Chronically run away from home?
- Act fearful, anxious, depressed, submissive, tense or nervous and paranoid?
- Defer to another person to speak for him or her, especially during interactions with school authority figures?
- Describe an adult as a friend or boyfriend/girlfriend?
- Show signs of physical and/or sexual abuse, physical restraint or other serious pain or suffering?
- Have new branding/tattoos?
- Appear to have been deprived of food, water, sleep, medical care or other life necessities?

PARENT LETTER

Distribute the Human Trafficking Parent Letter for students to take home at the completion of this lesson. This letter will provide information on human trafficking to extend the concepts of these lessons into the home.

[illegible]



CROSSWALK TO HUMAN TRAFFICKING: LESSON 2



RECOGNIZING SAFE AND UNSAFE SITUATIONS


OVERVIEW

In Lesson 2, students learned they can stay safe by using their Safety Goggles to focus on their surroundings and look out for unsafe situations. Students identified different types of unsafe situations on the playground. In this crosswalk lesson, students will learn about recognizing safe and unsafe situations and will practice using their I Mean Business Voice.

MATERIALS

- Lesson 2 Bifold
- Buddy Puppet

CLASSROOM ACTIVITIES

 Review with students how they have the power of their voice to communicate their need for safety. Use your Buddy puppet to illustrate the use of the I Mean Business Voice and increase student engagement.

Remind students that they completed their Bifold in Lesson 2 and found many different types of unsafe

situations on the playground. They identified unsafe situations - unkind actions, unsafe actions, and actions that involved an unsafe touch.

Tell students that you are going to share a few more situations with them. Then, they will decide if that situation is safe or unsafe and practice using their I Mean Business Voice.

Read the following scenarios to your class:

Scenario 1: You are at the grocery store with your mom. She asks you to walk ahead of her and get some apples. She sees someone she knows, so she stops and begins to visit with her friend. A man you don't know is standing near the apples and he begins to talk to you. He asks you lots of questions about where you go to school and where you live.

- Ask your students: Is this safe or unsafe? **Unsafe**
- Ask them to explain.
Stranger, asking personal

questions

- Ask them what they would do and lead them in saying, "Stop! That's not safe!"

Scenario 2: You are late getting to the bus stop in the morning after your mom has left for work. You start running to get to the bus stop because you are afraid you will miss the bus. A neighbor that you don't know well offers to take you to your bus stop in their car. This person says that your mom won't mind and they give lots of kids rides. There are no other kids in the car.

- Ask your students: Is this safe or unsafe? **Unsafe**
- Ask them to explain.
Someone you don't know well, not one of your Grown-Up Buddies, not in your Trusted Triangle
- Ask them what they would do and lead them in saying, "Stop! That's not safe!"

Scenario 3: Your mom sends an email to your teacher saying it is okay to let you go home with your best friend



DID YOU KNOW?

Human trafficking can happen to anyone but some people are more vulnerable than others. Significant risk factors include recent migration or relocation, substance use, mental health concerns, involvement with the children welfare system and being a runaway or homeless youth. Often, traffickers identify and leverage their victims' vulnerabilities in order to create dependency.¹

and her mom. Her mom comes to pick you both up from school. You ask your teacher if it is okay to go with them, and she tells you that she has an email from your mom giving permission.

- Ask your students: Is this safe or unsafe? **Safe**
- Ask them to explain. **Your have permission from your mom to go home with your friend's mom.**

Teacher Tip

It is important that students learn to recognize the difference between safe and unsafe situations. Emphasize that asking the teacher was an important and safe choice.

Scenario 4: Your friend's older sister says it is okay for you to play any computer game you want without asking permission from an adult.

- Ask your students: Is this safe or unsafe? **Unsafe**
- Ask them to explain. **It is not safe to go online without permission from a Grown-Up Buddy, someone is telling you it is okay to make an unsafe choice.**
- Ask them what they would do and lead them in

saying, "Stop! That's not safe!"

Scenario 5: You are at the swimming pool with your parents and lots of other families that you know well. One of the moms asks all the kids to get together so that she can take a picture.

- Ask your students: Is this safe or unsafe? **Safe**
- Ask them to explain. **Your parents are with you.**

Teacher Tip

You will notice that many of these scenarios help students use their I Mean Business Voice and identify and react to unsafe situations. As students become more aware of characteristics of unsafe situations, the easier it will be for them to react in safe way. People who prey upon children look for children who are vulnerable, naïve, and trusting. While we don't want children to become suspicious or afraid, we do want them to be able to quickly identify situations that feel scary, threatening, or not quite right and react automatically. With a strong use of their I Mean Business Voice, they will let people know they are in an unsafe situation if necessary.

[illegible]



CROSSWALK TO HUMAN TRAFFICKING: LESSON 3



UNDERSTANDING THE ELEMENTS OF P.L.A.N.: PERMISSION, LOCATION, ACTIVITY, NAMES AND NUMBERS OF ADULTS

OVERVIEW

In Lesson 3, students were introduced to the concept of P.L.A.N. They learned that making a P.L.A.N. before they go places is an important safety choice. Students also learned what to do if their P.L.A.N. changes. Students learned the adult in charge of them or their Grown-Up Buddy must always be part of the P.L.A.N. and the P.L.A.N. begins with their permission. Students organized their P.L.A.N. sequencing cards into each of the steps. In this crosswalk lesson, students will practice developing a new P.L.A.N. when something in their original P.L.A.N. is changed.

MATERIALS

- Lesson 3 Bifold

CLASSROOM ACTIVITIES

Review each step of P.L.A.N. with your students and emphasize the importance of each step. Read each scenario to your students. Make sure they are looking at each step of P.L.A.N. in their

Lesson 3 Bifold as you read the steps from the scenario.

Scenario 1:

P: Your Mom has given you permission

L: The Mall

A: Your friend and his older brother, Chris, are shopping for soccer cleats and you are going to go to the shoe store with them to buy the shoes.

N: Your friend's brother, Chris. Chris's cell phone number is 555-0931.

When you get to the shoe store, Chris finds out they don't have his size. He needs to go to another shopping center in a different part of town to look for the shoes.

Ask your students what has changed in the P.L.A.N.?

- **Will your Location be the same?** No, you are going to go to a different shopping center.
- **Will your Activity be the same?** Yes, you are still shopping for soccer cleats.

- **Will the Name and Number of the person you are with be the same?** Yes, you are still with your friend and his older brother, Chris.

Ask your students what they will need to do now to make sure they have a P.L.A.N. for what they need to do now.

- **Do you have permission from your Mom to go to another shopping center? What will you need to do?**

Scenario 2

P: Your Dad has given you permission

L: The park

A: Your baseball team's game is being played at the baseball diamond in the park.

N: Your uncle. Your uncle's cell phone number is 555-1234.

Your uncle gets an important phone call during the game and tells you that he has to leave. He says that your next door neighbor can bring you home after the game.

Ask your students what has changed in the P.L.A.N.

- **Will your Location be the same?** Yes, you are still at the baseball diamond in the park.
- **Will your Activity be the same?** Yes, your team is playing baseball.
- **Will the Name and Number of the person you are with be the same?** No, your uncle is leaving and tells you that your next door neighbor will take you home.

Ask your students what they will need to do now to make sure they have a new P.L.A.N. based on the changes?

- **Do you have permission from your Dad to ride home with your next door neighbor?**
- **Does your Dad know their name and phone number?**
- **What will you need to do?**

Scenario 3

P: Your babysitter, who is in your Trusted Triangle, has given you permission

L: The movie theatre

A: You are going to the theatre to see a movie about penguins.

N: Your friend and their mom, Mrs. Smith, Mrs. Smith's cell phone number is 555-4231.

You get to the movie theatre and all of the tickets for the movie about penguins are sold out. Your friend's mom says that you all will just see another movie.

Ask your students what has changed in the P.L.A.N.

- **Will your Location be the same?** Yes, you are still at the movie theatre.
- **Will your Activity be the same?** No, you aren't able to see the movie about the penguins.
- **Will the Name and Number of the person you are with be the same?** Yes, you are still with Mrs. Smith and your friend.

Ask your students what they will need to do now to make sure they have a new P.L.A.N. based on the changes?

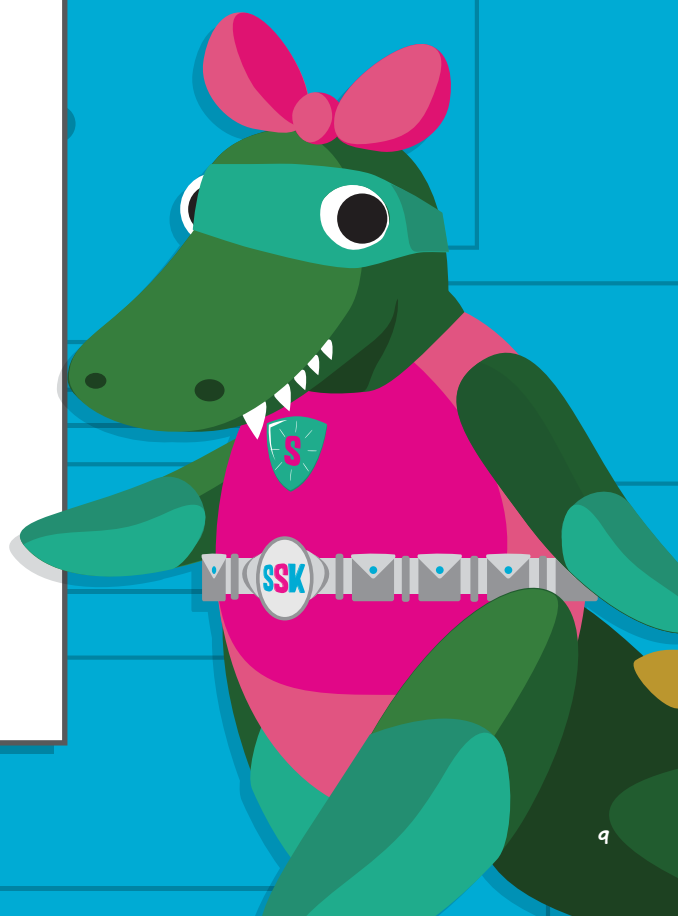
- **Do you have permission from your babysitter to see a different movie?**
- **What will you need to do?**

Teacher Tip

Students need to understand how each step of P.L.A.N. is critically important for their safety. Emphasize that no matter how safe they might "feel" with a change in a P.L.A.N., they must always get permission if ANY part of P.L.A.N. changes.

DID YOU KNOW?

Traffickers may systematically target vulnerable children by frequenting locations where children congregate—malls, schools, and group homes, among other locations. With the advent of social media, traffickers recruit through Facebook and other Internet sites. They also use peers or classmates, who befriend the target and slowly groom the child for the trafficker by bringing the child along to parties and other activities.²



[illegible]



CROSSWALK TO HUMAN TRAFFICKING: LESSON 4



IDENTIFYING TYPES OF UNSAFE SECRETS: THREAT, PROMISE, TRICK

OVERVIEW

In Lesson 4, students earned about the characteristics of safe and unsafe secrets. Students learned they are in an unsafe situation if they are keeping an unsafe secret. In this crosswalk lesson, the concept of safe secrets and unsafe secrets will be extended to include types of unsafe secrets. If someone is forced to keep an unsafe secret because they are afraid of what might happen if they tell, it is a **threat**. If someone is keeping an unsafe secret because they've been told something good will happen if they do, it's a **promise**. Sometimes, someone is manipulated by a **trick** to keep an unsafe secret from being told. This knowledge will help students become safer and smarter.

MATERIALS

- Lesson 4 Bifold

CLASSROOM ACTIVITIES

Introduce the concept that there can be different types of unsafe secrets. If

someone is forced to keep an unsafe secret because they are afraid of what might happen if they tell, it is a threat. If someone is keeping an unsafe secret because they've been told something good will happen if they do, it's a promise. Sometimes, someone is manipulated by a trick to keep an unsafe secret from being told.

Students have completed the Bifold activity where they decided if a secret was safe or unsafe. Direct students to look at the Secret Gauges they marked as Unsafe. You will add additional information and students will decide what kind of unsafe secret it is: Promise, Threat, or Trick.

Secret 1

Your brother is using the stove while your parents are not home and tells you not to tell.

Your brother tells you that if you don't tell your parents, he will play his new video game with you. He never

lets you play video games with him. You don't tell your parents. You ask him when you can play the video game with you. He laughs and says that he is not going to play with you.

What kind of unsafe secret?
Trick

Why? *Your brother tricked you into keeping an unsafe secret because he said he would play a game with you if you didn't tell your parents. You didn't tell, but he didn't play with you and laughed at you for believing him.*

Secret 3

Someone takes a picture of you and asks you not to tell.

Someone takes a picture of you without your parents' permission and asks you not to tell. You feel uncomfortable and you know this is an unsafe secret, but this person tells you that if you don't tell, you can get the new shoes that you want.

DID YOU KNOW?

Traffickers may target young victims through social media websites, chat sites, after school programs, on the streets, at shopping malls or in clubs. In some cases, teens who are already involved with the traffickers are used to recruit other victims. In fact, a person can be trafficked without ever leaving his or her hometown.³

You don't tell and you get the new shoes.

What kind of unsafe secret? Promise

Why? You were promised something good if you did not tell the unsafe secret: new shoes. You don't tell and you are given new shoes.

Secret 5

Someone hit you on the playground and told you not to tell the teacher.

After being hit on the playground you are told not to tell the teacher. You are told that if you tell the teacher you will be hit again, much harder and many more times. You are afraid and you don't tell.

What kind of unsafe secret? Threat

Why? When someone hurts you and tells you they will hurt you again if you tell, they threaten you.

The focus of this lesson is about ways people manipulate others to keep unsafe secrets. People may use promises, threats, and tricks. Remind students that

it does not matter if they feel like they cannot tell an unsafe secret because of a Promise, Threat, or Trick – if it's an unsafe secret, they MUST ALWAYS tell.

Teacher Tip

This lesson may give students an impression there are circumstances where an unsafe secret is not told. This is exactly how recruiters and traffickers operate – with threats, tricks, and promises. These practices enable children to be preyed upon with sophisticated techniques by forcing the keeping of unsafe secrets. Promises and tricks are especially effective with students who may be in a home situation where material gifts or special activities are lacking. It is important to convey to students nothing is worth keeping an unsafe secret. Students must understand whether they are being threatened, made promises of gifts or other special things, or if they are being manipulated and tricked into keeping an unsafe secret, they have the tools and the power to tell a Grown-Up Buddy in their Trusted Triangle. And, to keep telling until they are heard and helped.



[illegible]



CROSSWALK TO HUMAN TRAFFICKING: LESSON 5



PRIVACY, PERSONAL BOUNDARY VIOLATION, BODY BOUNDARY VIOLATION

OVERVIEW

In Lesson 5, students learned the importance of feeling safe when their Body Boundaries and privacy are respected. They learned what privacy looks like and feels like. Students learned that their Body Boundaries include the private parts of their body and if anyone touches those private parts, it is an unsafe touch unless you need help.

In this crosswalk lesson, the concept of personal space will be extended through introduction of the concepts of Personal Safety and Physical Safety and the differences between the two. Understanding their Personal Boundaries and their Physical Boundaries will help keep students safe. Students will learn their Personal Boundaries include their privacy, their personal space being respected, and the private parts of the body not being photographed or being seen by others unless there is a medical reason. Students will learn a Personal Boundary Violation

occurs anytime their privacy or personal space is not respected, or the private parts of their body are viewed without reason or photographed. They will learn their Physical Safety includes their Body Boundaries being respected and their right to be free from unsafe and unwelcomed touches. A Body Boundary Violation occurs when an unsafe, hurtful, or unwelcomed touch is received.

MATERIALS

- Lesson 2 Bifold
- Bathing Suit Visual Aid

CLASSROOM ACTIVITIES

Review the concept of privacy. Remind students they have the right to keep others from seeing or hearing things that are personal - including the body, the private parts of the body, and personal information. Guide students to the understanding that privacy is part of their Personal Boundaries. Using the Bathing Suit Visual Aid, remind students that the private parts of their body

are the parts covered by their bathing suit. Reinforce the understanding that for students' Personal Boundaries to be respected, their personal space must be respected and the private parts of their bodies should stay private to them, unless there is a medical reason or they need help from their caregivers. Students should understand that the private parts of their body should never be photographed and if they are ever in that kind of situation, it must be reported to their Grown-Up Buddy immediately. Reinforce that a Personal Boundary Violation occurs when someone is in their personal space, if someone has looked at or photographed the private parts of their body, or if someone is asking them personal questions. Help students understand that Personal Boundary violations do not involve an unsafe touch.

Introduce the concept of Physical Boundaries as part of physical safety. A Physical

Boundary Violation occurs when a hurtful, unwelcomed touch is received or when the private parts of the body have been touched.

Display a copy of the Lesson 2 Bifold activity. Students have identified unsafe situations in this activity. Students will now return to each of those unsafe situations and decide if it is a Body Boundary Violation or a Personal Boundary Violation.

Direct students' attention to each unsafe situation and discuss what type of violation has occurred.

Upper left corner: 2 girls are pointing at another girl and whispering about her. This makes her sad.

Personal Boundary Violation

Middle: A boy is putting his finger in another boy's mouth.

Body Boundary Violation

Top right: A boy on top of the monkey bars is going to step on the hands of another boy who is climbing on the monkey bars.

Body Boundary Violation

Upper right corner: A boy is pushing another boy down the slide.

Body Boundary Violation

Middle left: A girl and boy are throwing rocks

and dirt at each other.

Body Boundary Violation

Middle: Tuck is not playing on the see saw safely and causes a girl to fall off.

Body Boundary Violation

Middle right: A boy is pulling on another boy's underwear.

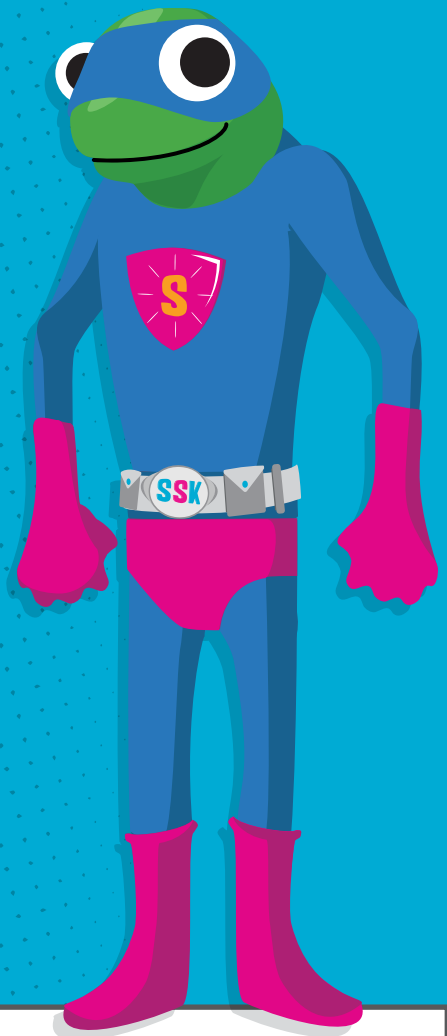
Body Boundary Violation

Lower right corner: A stranger is talking to a boy and asking him personal questions.

Personal Boundary Violation

Teacher Tip

Help students to understand that personal safety also includes keeping personal information private. Just because someone asks them a personal question, like where they live or when their parents are home, does not mean that they need to answer that question. Students may need some guidance on how to respond when a question that is personal is asked. A response such as, "That is not a safe question," or "That information is personal," should be practiced with your students. Help students feel empowered to use this response. Frequently, in Human Trafficking situations, recruiters will ask for personal information in order to gauge a victim's vulnerabilities.



DID YOU KNOW?

1 in 5 children are solicited sexually through the Internet before their 18th birthday. Gaming systems, deactivated cell phones, iPods, and other such digital devices can also access the Internet over WiFi. Many games, even those that cater to young children, give players access to servers where they are exposed to other players who can communicate with them through gameplay and chat features.³

[illegible]



CROSSWALK TO HUMAN TRAFFICKING: LESSON 6



PRIVACY, SAFE USE OF CAMERAS

OVERVIEW

In a previous lesson, students observed a photograph being taken in an inappropriate situation. Students have now learned that taking a picture of someone changing their clothes is a Personal Boundary Violation and an unsafe use of a camera. In this crosswalk lesson, students will use their Safety Barometers to help them decide if the use of a camera is safe or unsafe.

MATERIALS

- Lesson 6 Safety Barometer poster cling

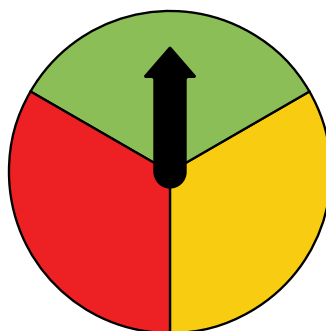
CLASSROOM ACTIVITIES

Remind students how Tuck felt when Flip took his picture when he was changing his clothes in the dressing room. Tuck was very upset. Even though Flip was joking, it was an unsafe use of a camera.

Remind students that they earned their Safety Barometer Safety Tool in an earlier lesson. Show students

the Safety Barometer Poster Cling to remind them what it looks like.

Draw a Safety Barometer on the board:



Tell students that you will share scenarios with them about the use of a camera. They will tell you where to draw the arrow on the Safety Barometer.

Red = Unsafe
Green = Safe
Yellow = Use Caution

Scenario 1: It is school picture day. Your teacher takes you to the cafeteria where all students have their pictures taken by the photographer.

Where do I draw the arrow?
Safe

Why? *Your teacher and classmates are with you when you have your school picture taken*

Scenario 2: Your neighbor asks to take your picture and tells you not to tell your mom.

Where do I draw the arrow?
Unsafe

Why? *Your neighbor does not have permission to take your photo. Your neighbor is telling you to keep an Unsafe Secret.*

Scenario 3: One of your friends takes an embarrassing picture of you. You ask your friend to delete it, but they send it to your other friends and ask them to send it to even more people.

Where do I draw the arrow?
Unsafe

Why? *Your friend takes a picture that embarrasses you. When you ask them to delete*

DID YOU KNOW?

U.S. law defines human trafficking as the use of force, fraud, or coercion to compel a person into commercial sex acts or labor or services against his or her will. The one exception involves minors and commercial sex. Inducing a minor into commercial sex is considered human trafficking regardless of the presence of force, fraud or coercion.³



it, they send it to others and ask them to send it to even more people.

Scenario 4: Your class is on a field trip at the zoo and one of the chaperones is a friend of your mom's. She wants to take a picture of you and your friend next to the hippos. She wants to text it to your mom at work so she can see how much fun you are having.

Where do I draw the arrow?
Use caution

Why? **You listen to your Guiding Voice and use your Think, Feel, Act. You Think you know that she is a friend of your mom's. You know her, and she is a Grown-Up Buddy on this class trip, but she is not in your Trusted Triangle. You would like for your mom to see you having a good time on the field trip. You Feel safe because your mom's**

friend has always been someone you can trust. You decide it would be okay for her to take your picture and send it to your mom.

Teacher Tip

It is important for students to use the safety tools they are learning. There are times when it is clear to students that something is safe or unsafe. But, there are times when students may not be sure because of a situation like the mom that wants to take a picture and text it.

Helping students to think about a situation they are unsure of and deciding how they feel will help them make a safe decision. As students get older and their world expands they will be exposed to all kinds of situations where they will need to use caution, listen to their Guiding Voice, and make safe choices.



[illegible]



CROSSWALK TO HUMAN TRAFFICKING: LESSON 7



SAFE USE OF THE INTERNET AND SOCIAL MEDIA

OVERVIEW

In Lesson 7, students learned the importance of making safe choices for safe Internet behavior. Students were introduced to several unsafe situations and shown how to use their safety tools to make safe choices. Students earned their Cyber Learners Permits for learning the rules for safe Cyber Citizenship. In this crosswalk lesson, students will apply the Rules for the Cyber Highway to different situations. This activity will reinforce the use of the safety rules learned and the importance of making safe and smart decisions online.

MATERIALS

- Lesson 7 Bifold

CLASSROOM ACTIVITIES

Review the Rules for the Cyber Highway with your students:

1. *Chat rooms are not safe. Never accept an invitation to a chat room.*
2. *Always tell a Grown-Up Buddy if you find an unsafe website.*
3. *Never send pictures or*

personal information to anyone you don't know.

Reinforce these rules with your students and remind them they have earned their Cyber Citizen Learners Permits for safe choices on the Cyber Highway.

Share the following scenarios with your students and ask them which safety rule they would follow to make a safe choice:

1. *Jason is reading about different kinds of birds online in his school media center. The Media Specialist has given him permission to log in to a safe site about birds and is putting books on the shelf right next to Jason's computer. When Jason is reading about Cardinals, a pop up box appears on the screen with the directions to click the picture of the bird to hear more about Cardinals, but first he must enter his first and last name, his age, and the name of his school.*
 - *Is this safe?* No
 - *How do you know?*

someone you don't know is asking for personal information

- *What rule should he follow?* #3

2. *Sandy is online at her house. Her mom has logged her in and given Sandy permission to look for ballet shoes she would like her mom to order for her birthday. Sandy decides to go to another site to look for shoes there. When she gets to that site, it is not a site about shoes – it is an unsafe site.*

- *Is this safe?* No
- *How do you know?* her mom had given her permission to go on one site, she did not have permission to go to another site
- *What rule should he follow?* #2

3. *Tony has not followed the Rules for the Cyber Highway and he has gone to a gaming site without permission. He gets an invitation to a chat room. He begins to chat with people he does not know on this site.*

- **Is this safe?** No
- **How do you know?** *he did not have permission to go to the gaming site, he is chatting with strangers*
- **What rule should he follow?** #1

Teacher Tip

Much of the recruiting of victims of human trafficking and sexual exploitation is conducted online. Students are naïve and trusting, and while this lesson is not intended to scare them, there is an urgent need for them to grasp the dangers that can face them when they are on online communication sites. The divulging of personal information, which may seem innocent to a student, can be gathered for the specific purpose of gauging their vulnerability, needs they may have, or difficulties they may be experiencing. This information is then used for grooming purposes and to establish a trusting relationship with a stranger. This practice can lead to a very dangerous outcome.

Students should not be using devices, including cell phones, to go online without permission and supervision from their caregiver or Grown-Up Buddy. Sometimes students do not follow these safety rules and will go online without the permission and the supervision of an

adult. So, we must provide the information for safe decisions and safe choices online. Students need to understand that while the Internet opens the world to them to learn, explore, and discover all kinds of interesting and educational topics, it also brings the world into their home. They can be exposed to unsafe people who are only online to do harm to them. They must make safe choices and they must understand that there are dangers they will encounter.

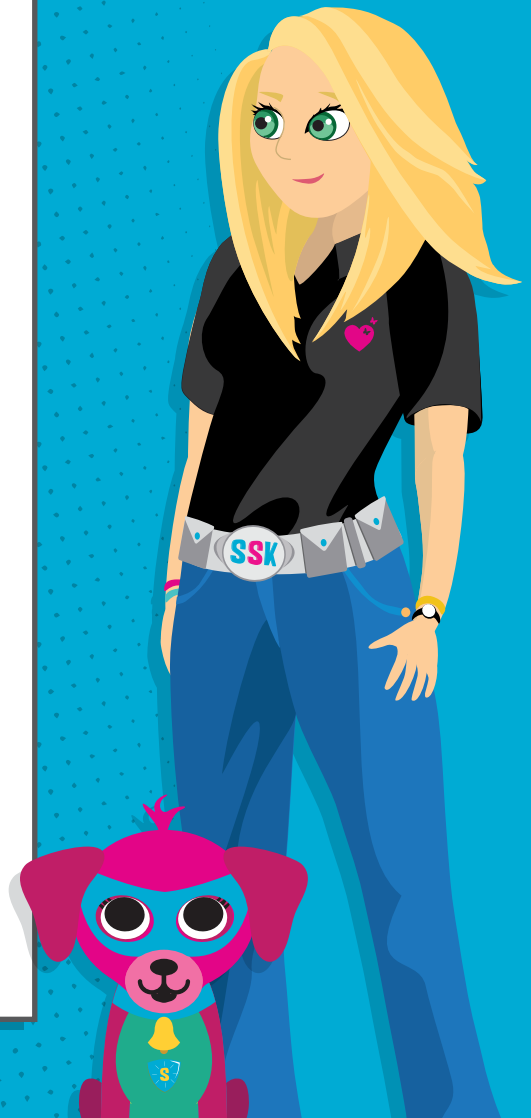
Younger students may observe older siblings engaged in gaming chat rooms regularly. They may think this is a safe practice, but their older siblings may be engaged in unsafe behaviors online. Teachers should emphasize students should only go online with the permission and under the supervision of Grown-Up Buddies and reinforce the dangers of online communication with strangers, even if students think they “know” the person with whom they are communicating. The choices students make about sharing information with others in the physical world and the cyber world are based on safety and what they are learning about safe decisions, safe choices, safe situations, and safe people.

DID YOU KNOW?

Florida is the third largest hub for human trafficking in the United States.³

DID YOU KNOW?

Each year, as many as 300,000 American children are at risk for sexual exploitation. The average age a child enters the commercial sex trade is 11-13 years old.²



[illegible]



CROSSWALK TO HUMAN TRAFFICKING: LESSON 8



ACCESSING HELP

OVERVIEW

Throughout all the *Safer, Smarter Kids* lessons, students have gained the tools they need to communicate their need for help. In this lesson, all of the Safety Tools are reviewed to reinforce their importance in empowering students to be safe. Students have learned they have personal power and tools inside of them that assist them in making decisions that help keep themselves and others safe. This part of the lesson will help students understand the importance of using their personal power to access help when they are in an unsafe situation, have an unsafe secret, or are being influenced by an unsafe person. Students have created a Trusted Triangle made up of the Grown-Up Buddies they know they can turn to for help no matter the situation; they must use their personal power to stay safe by communicating with their Grown-Up Buddies.

MATERIALS

- My Safety Promise

CLASSROOM ACTIVITIES

Write this statement on the board and review it:

It is OK to tell and keep telling until you are heard and helped!

Discuss with students how the strategies and skills they have learned are used to get help any time they are in an unsafe situation. Remind students of their Trusted Triangle of Grown-Up Buddies. These Grown-Up Buddies are there to help them with anything – from a fight with a friend to a bad dream, or a touch that doesn't feel quite right. Remind students that any time they feel unsafe about anything, they are unsafe. When they are unsafe, they need to tell a Grown-Up Buddy. When they tell that trusted adult, they should expect to be helped right away.

Review the meaning of Heard and Helped with students. Remind students that when they tell a Grown-Up Buddy they need help because they don't feel safe, they should expect to be helped right away. This shows them that their safety concerns have been heard and that they will no longer be in an unsafe situation. If that does not happen, it means that their Grown-Up Buddy has not heard or not understood, their need for safety. Students should be reminded to keep telling until they are in a safe situation.

Help students understand

the importance of their responsibility to tell and keep telling until they get the two H's: Heard and Helped.

My Safety Promise

Distribute the My Safety Promise sheets to students. Review each step in the Safety Promise with students. Reinforce to students that in making this promise to themselves, they are showing the personal power they have. This personal power comes from learning about and using all of their Safety Superstar Tools!

Remind students they have a right to be safe and they have the responsibility to use the personal safety strategies and skills they have learned to get help when needed.

Teacher Tip

The My Safety Promise activity is a promise that students will make to themselves to use the safety strategies and skills they have learned to get help. One of the most important steps in personal safety is the empowerment one feels when they are confident in making decisions and choices for their personal safety.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- 1 Broward Sheriff's Office. "Human Trafficking." Fact sheet. Broward County, Florida. n.d.
- 2 Florida Department of Education (n.d.). Child Human Trafficking. Retrieved from <http://www.fldoe.org/core/fileparse.php/5411/urlt/HumanTraffickingToolkit.pdf>
- 3 U.S. Department of Education, U.S. Department of Homeland Security. "Human Trafficking 101 for School Administrators and Staff." Fact sheet. Washington, District of Columbia. n.d.



LAUREN'S KIDS

*Safer, Smarter Kids, © 2014, Lauren Book & Lauren's Kids.
All Rights Reserved. Copying and unauthorized use of this manual
and/or accompanying curriculum materials is strictly prohibited.*