



**CROSSWALK TO
HUMAN TRAFFICKING**

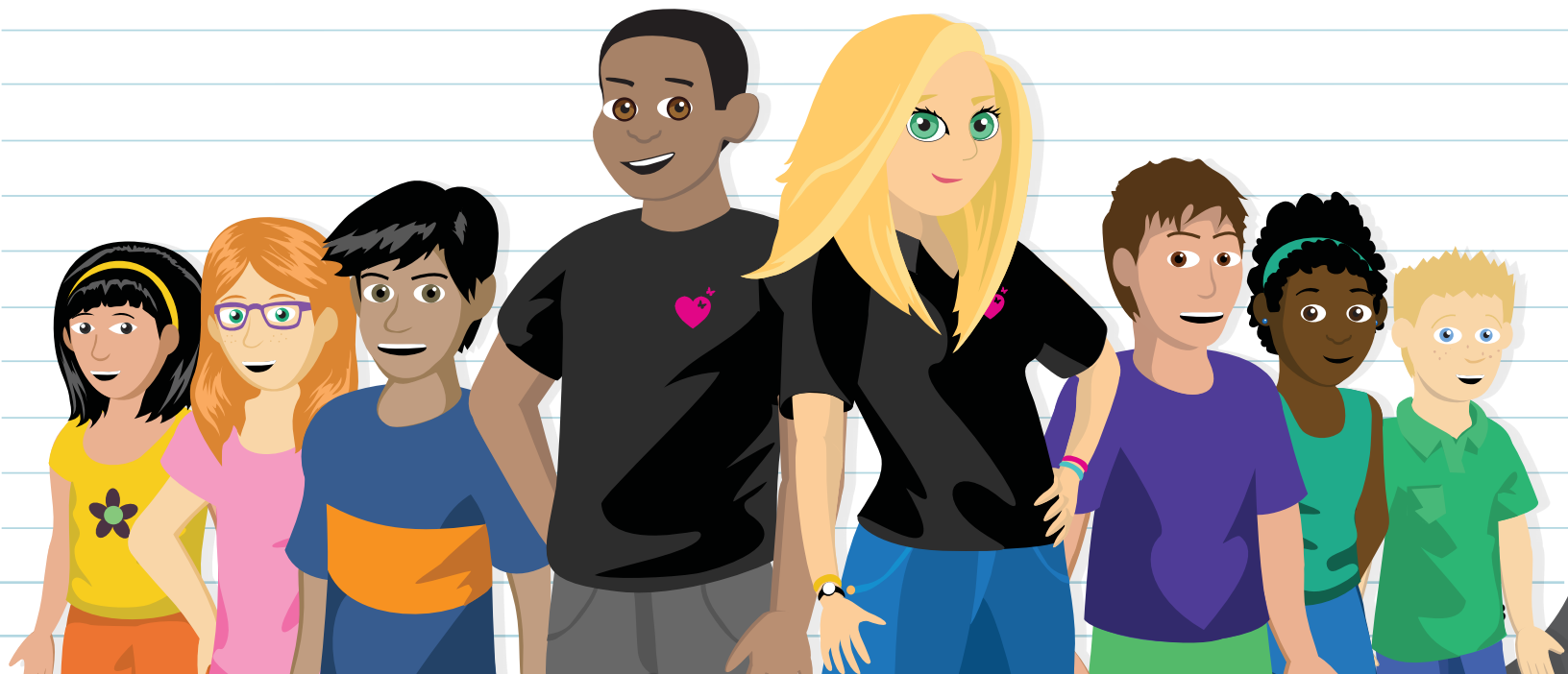


TEACHER'S GUIDE



**SAFER,
SMARTER
KIDS!**

**FIFTH
GRADE**





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 five 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: Balance of Power, Healthy versus Unhealthy Relationships, Understanding Recruiting
- Lesson 2 Crosswalk: Cyber Safety, Social Media
- Lesson 3 Crosswalk: Personal Boundaries and Personal Boundary Violations
- Lesson 4 Crosswalk: Body Boundary Violations
- Lesson 5 Crosswalk: Accessing Help - Keep Telling Until You Get Heard and Helped

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

DID YOU KNOW?

More than 90% of child sexual abuse is committed by someone known to the victim.⁴

- 34.2% were abused by family members.⁵
- 58.7% were abused by acquaintances, e.g., neighbors, friends of the family, teachers, and the like.⁶



CROSSWALK TO HUMAN TRAFFICKING: LESSON 1



BALANCE OF POWER, SAFE CHOICES WITH PEERS, HEALTHY/UNHEALTHY RELATIONSHIPS, UNDERSTANDING RECRUITING

OVERVIEW

This lesson extends the concepts of peer pressure and the desire to fit in with a group to introduce the idea of why a **balance of power** is important in a **healthy relationship**. Students will be introduced to the elements of a healthy relationship and an **unhealthy relationship** in order to be able to recognize and protect themselves from unsafe situations. Since **recruiting** is an important aspect of human trafficking, students will develop an understanding of how misleading and manipulative it is.

MATERIALS

- Key Vocabulary Word Wall Cards: **Balance of Power, Recruiting, Healthy Relationship, Unhealthy Relationship**
- My Turn: Problem-Solution Chart

CLASSROOM ACTIVITIES

Big Idea - There is a balance of power in a healthy relationship.

Key Vocabulary - Balance of Power, Recruiting, Healthy Relationship, Unhealthy Relationship

a. Teacher Led Activity: Write this statement on the board and review it with students:

There is a balance of power in a healthy relationship.

Review the definitions of **balance of power** and **healthy relationship** with students. Have students share the characteristics of a healthy relationship: *safe, trusting, fair, etc.*

Reinforce that these characteristics help us to recognize that we are a part of a healthy relationship.

Review the definition of **unhealthy relationship** with students. Have students share the characteristics of an unhealthy relationship: *bullying, never getting your way, never getting to voice your needs, wants or opinion, being tricked, being threatened if you don't do what you are being told to do, etc.*

Reinforce that these characteristics help us to recognize if we are part of an unhealthy relationship. Brainstorm with students what they can do if they are in an unhealthy relationship.

Review the definition of **recruiting** with students. Discuss that being recruited by a sports team, a dance troupe, or the math team is exciting and positive. But, sometimes students can be recruited

by peers or adults to do something that makes them feel uncomfortable and is unsafe. Review the **Problem-Solution Chart** from their Learning Log about Jason. Make the connection that Jason was being pressured to steal to be recruited into this group of friends. Help students to understand that making a choice to do something you know is wrong or something that makes you feel unsafe, uncomfortable, or threatened in order to be part of a group is not a safe choice to make.

b. My Turn

Problem-Solution Chart

Organize students into pairs. Distribute the My Turn Problem-Solution Charts to each student. Read the following scenario to the class:

Janie is new to school. Her mom works long hours at her job. Janie needs to help take care of her grandmother who has broken her leg, so she hasn't gotten to meet many of the other students in her neighborhood. She spends a lot of time playing games on the Internet and has made some friends who she only knows online. As her grandmother gets better, Janie has more free time to spend with friends. One of the friends she has made online wants to meet her. She really likes this friend because they understand how difficult things are for Janie and this makes Janie feel better. This friend has told her that there is a group of other friends who she would like and that they are forming a gaming group. Janie really would like to be part of this group, but she is told that she cannot tell her mother and that she cannot bring anyone with her when the group meets. Janie feels uncomfortable, but she is really lonely and trusts this new friend she has made online.

What is the solution? Students will decide what Janie should do.

Suggested answers to guide student discussion if needed:

What is the problem or issue?	<i>Janie is uncomfortable about meeting her new online friends because she has been told not to tell her mother and she has been told to come alone.</i>
What are the effects?	<i>If she meets these friends, she will have to be dishonest with her mother. Janie really doesn't know this person she met online. Janie is making an unsafe choice.</i>
What are the causes?	<i>Janie is lonely and hasn't made friends with her classmates. Janie wants to make friends and become part of a group who like to play online games. Janie trusts this person.</i>
What is the solution?	<i>?</i>

Read the following scenario to the class:

Sam has met a group of older kids who have lots of parties. He likes them and thinks they are cool. He really doesn't want to be around his old friends from school anymore because he thinks that they are not very fun. Sam has been telling his parents that he is going to study at the library, but he is really going to parties with his new friends. There are not any parents at the parties and there don't seem to be many

rules. At first, this makes Sam feel “grown up”. However, sometimes there are too many older kids he doesn’t know at the parties and there are situations that make him feel uncomfortable. One night, Sam decides he wants to leave the party, but one of the older boys begins to pressure Sam to stay. He threatens to tell Sam’s parents about the parties and that Sam has been dishonest with them if he leaves.

What is the solution? Students will decide what Sam should do.

Suggested answers to guide student discussion if needed:

What is the problem or issue?	Sam wants to leave a group and is being threatened
What are the effects?	If he doesn’t stay his parents will know that he hasn’t been telling them the truth. If he stays at the party, he will be in an unsafe situation and be part of a group that makes him feel uncomfortable.
What are the causes?	Sam wanted to be at parties with older kids. He felt “grown up” when there were no parents at the parties and no rules.
What is the solution?	?

Teacher Tip

An unhealthy relationship is not confined to a student’s relationship with peers. It is important to communicate that unhealthy relationships can exist between a student and an adult. The trusted adults in a student’s life will always be the authority figures who set boundaries, provide safety, listen, and use honesty. It is important for students to grasp that an adult who threatens them, hurts them, or forces them to do things that are scary are unsafe adults. Reinforce that any situation with an unsafe adult should be told to a trusted adult in a student’s Safety NETwork.

KNOW THE SIGNS

It is important that educators pay close attention for warning 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?
- Appear to have been deprived of food, water, sleep, medical care or other life necessities?

PARENT LETTER

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

LESSON 1 NOTES

Lined area for notes.



CROSSWALK TO HUMAN TRAFFICKING: LESSON 2



MAKING SAFE DECISIONS ON THE INTERNET AND ON SOCIAL MEDIA, SAFE USE OF CAMERAS

OVERVIEW

Students learned about cyber bullying when an embarrassing picture was posted online and then reposted by others. This lesson extends the concept of safe uses of digital devices, social media, and cameras, while raising awareness of the possible dangers students may encounter online.

MATERIALS

- Key Vocabulary Word Wall Cards: **Digital Safety, Social Media**
- My Turn: Safe or Unsafe?

CLASSROOM ACTIVITIES

Big Idea - Make safe choices and safe decisions when sharing information online.

Key Vocabulary - Digital Safety, Social Media

a. Teacher Led Activity: Write this statement on the board and review it with students:

Make safe choices and safe decisions when sharing information online.

Review the definition of **digital safety** with students: *Digital safety involves making safe decisions and safe choices online and with digital devices.*

Remind students that it is important for the trusted adults in their lives to approve use of digital devices and the installation of any app. Some apps require location settings to be turned on at all times. This allows strangers to know students' exact location and this is unsafe!

Students must 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. Students can be exposed to unsafe people who are online to do harm to them. They must make safe choices and they must understand that there are dangers that may be encountered.

Emphasize to students that even if someone online makes them feel comfortable and familiar, people online are strangers. Students should internalize the fact that if they would not share information with a stranger face to face, they should not share that information online. They cannot ever trust that someone they meet online is who they say they are.

Discuss with students that someone who is asking personal questions: *where they live, what they look like, what they are wearing, or asks for pictures of them or the private parts of their bodies* is someone who is unsafe and intending to do them harm. Even if the person asking is a friend, someone you trust, or if someone makes promises to keep whatever is shared private, sharing this kind of information is always unsafe.

Students should never agree to personally meet someone they have met online anywhere. Students must understand that even if they think they know someone they have met online, agreeing to meet that person is not safe. If they would not go somewhere with a stranger, they should not go somewhere with a person they met online – because that person is a stranger.

Teacher Tip

This lesson is critical to student safety. 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 face them when they are communicating with people online and using digital devices. 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.

b. My Turn

Distribute the My Turn sheets to students. Direct students to read each scenario and decide if a **Safe Choice** or **Unsafe Choice** has been made. Students will then explain their choice.

Complete the first scenario as a group. Read the scenario to your students and allow them a few moments to decide if this a Safe Choice or an Unsafe Choice Jack is making.

Jack loves online gaming. He likes to chat about the game he is playing with people he's met in the chat feature. He only communicates about the game.

Safe Choice OR Unsafe Choice

Ask for students to raise their hands if they think Jack is making a Safe Choice. Ask for students to tell you why. Students may say that Jack is only talking about the game and is not giving any other information.

Now ask students to raise their hands if they think Jack is making an Unsafe Choice. Ask for those students to tell you why. They may say that Jack should not be talking to anyone online for any reason.

Students may complete this activity in pairs or groups.

Teacher Tip

It is important that teachers not advocate for communicating in game chat rooms, but it is a reality that students are doing this. The position that should be communicated is the choices students make about sharing information with others in the physical world and the digital world are based on safety and what they are learning about safe decisions, safe choices, safe situations, and safe people.

Monitor student responses in My Turn as students may be in an unsafe situation online or may be engaging in unsafe practices and need your help.

LESSON 2 NOTES

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.¹³



CROSSWALK TO HUMAN TRAFFICKING: LESSON 3



PERSONAL BOUNDARIES, PERSONAL BOUNDARY VIOLATION

OVERVIEW

This lesson introduces the concept of **personal boundaries**. A student's personal boundaries involve the right to privacy and includes the right for the private parts of their body to not be seen by others. Their personal boundaries also include their personal space - the space around a person's body that belongs to them. The boundaries of someone's personal space is determined by how much space they need to feel safe. Explain to students that they may feel as though their personal space has been infringed upon by someone standing too close to them. A **personal boundary violation** occurs any time one's personal space is being infringed upon, any time the private parts of a person's body are looked at or photographed, and when someone is pressuring for personal information, especially when that infringement makes them feel threatened, afraid, or not quite right.

MATERIALS

- Key Vocabulary Word Wall Cards: **Personal Boundaries, Personal Boundary Violation**
- My Turn: Privacy/Personal Boundary Violation T-Chart

CLASSROOM ACTIVITIES

Big Idea - Everyone has the right to have their personal boundaries respected.

Key Vocabulary - Personal Boundaries, Personal Boundary Violation

a. Teacher Led Activity: Write this statement on the board and review it with students:

Everyone has the right to have their personal boundaries respected.

Introduce the concept of one's personal boundaries. Students have an understanding of an unsafe touch - an unwelcomed touch on their body, especially involving the private parts of their body. Their personal boundaries are defined by their personal space and includes their right to privacy and to keep the private parts of their bodies private to them. personal boundaries also include privacy of your personal information, like your password, or if your parents are home when you get home from school. A personal boundary violation occurs any time one's personal space is being infringed upon or if they are pressured for personal information, especially when that infringement makes them feel threatened, afraid, or not quite right. It is important for students to understand that their personal boundaries are violated any time the private parts of their body are looked at or photographed. Personal boundary violations do not involve a touch.

Teacher Tip

Remind students that they observed a personal boundary violation in a *Safer, Smarter Kids* lesson in a

previous grade level. In that situation, two friends were changing clothes at the Recreation Center. As a joke, one friend used his cell phone to take a picture of his friend when he was changing his clothes in the dressing room. Students learned that this action, even though it was a joke, created an unsafe situation and was a personal boundary violation.

Students may find it difficult to comprehend the severity of this topic in this time of social media, cell phone photography, and texting. Reinforce that a personal boundary violation occurs when one's privacy and their personal boundaries have been infringed upon by another. This can include the sharing of personal information as well as inappropriate pictures through social media or on digital devices.

b. My Turn

Organize students into pairs and distribute the **Privacy/Personal Boundary Violation T-Chart**.

Draw a Privacy T-Chart on the board. Brainstorm a few examples of the characteristics of privacy with students. Some suggested examples to guide discussion can include:

PRIVACY

What Does It Look Like?	How Does It Make You Feel?
Closed bathroom door	Safe, secure
Private conversation with your mom	Comfortable

Now, draw a Personal Boundary Violation T-Chart on the board. Brainstorm a few examples of the characteristics of personal boundary violations with students. Some suggested examples to guide discussion can include:

PERSONAL BOUNDARY VIOLATION

What Does It Look Like?	How Does It Make You Feel?
Someone pressures you for personal information	Worried, Confused
Someone taking a picture of you when you are trying on clothes at the store	Embarrassed, Angry

Student pairs will complete the charts. Pairs may be given time to share with the class.

Teacher Tip

Review your students' responses in this activity. A student may reveal a personal boundary violation that needs your intervention or share a concern. Remember that if you have a reasonable cause to suspect a student is in an unsafe situation, you must make a report of suspected abuse.

LESSON 3 NOTES

DID YOU KNOW?

Traffickers may target young victims through social media websites, chat features in apps or on games, 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.¹⁴



CROSSWALK TO HUMAN TRAFFICKING: LESSON 4



PERSONAL BOUNDARIES, PERSONAL BOUNDARY VIOLATION

OVERVIEW

Students have learned in a previous lesson that personal boundaries involve the right to privacy and for the private parts of their body to not be seen by others. Their personal boundaries also include their personal space - the space around a person's body that belongs to them. The boundaries of someone's personal space is determined by how much space they need to feel safe. Students may feel as though their personal space has been infringed upon by someone standing too close to them. A personal boundary violation also occurs any time someone is pressured for personal information – especially when that infringement makes them feel threatened, afraid, or not quite right.

In this lesson, students will learn that a **body boundary violation** is different from a personal boundary violation. A body boundary violation occurs when the private parts of the body are touched, when an unsafe or unwanted touch is received, or a touch is done with hurtful intent. Help students understand that if a trusted adult has not been told when a body boundary violation occurs, students are keeping an unsafe secret and are in an unsafe situation. Emphasize to students if they have an unsafe secret, they must tell a trusted adult in their Safety Network.

This lesson also introduces the idea 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.

MATERIALS

- Key Vocabulary Word Wall Cards: **Body Boundary Violation**
- My Turn: Body Boundary Violation

CLASSROOM ACTIVITIES

Big Idea - When a body boundary violation is not told, it is an unsafe secret. A threat, a promise, or a trick can be used to make someone keep an unsafe secret.

Key Vocabulary - Body Boundary Violation, Unsafe Secret

a. Teacher Led Activity: Write this statement on the board and review it with students:

When a body boundary violation is not told, it is an unsafe secret. A threat, a promise, or a trick can be used to make someone keep an unsafe secret.

Discuss with students how a **body boundary violation** is different from a personal boundary violation. A body boundary violation occurs when the private parts of the body are touched, when an unsafe or unwanted touch is received, or a touch is done with hurtful intent. A personal boundary violation occurs when one's privacy is not respected, when one's personal space is not respected, and when the private parts of the body are viewed or photographed. A personal boundary violation does not involve a touch.

Remind students they have helped to create a concept map in Lesson 4 using the word grooming, so they have background knowledge about the tactics used to gain trust. Review the concept of an unsafe secret. An unsafe secret is a secret that makes you feel confused, scared, or icky, and you are told not to tell. Extend that concept by introducing the idea that there can be different types of unsafe secrets:

- Sometimes one can be forced to keep an unsafe secret because they are afraid of what might happen to them if they tell. That is a **threat**.
- Sometimes an unsafe secret is kept because a **promise** of something good has been made.
- Sometimes one can be manipulated, fooled, or **tricked** into keeping an unsafe secret.

Help students make the connection between grooming tactics and how unsafe secrets can be made to be kept as they are both manipulative behaviors used to gain trust with the intent to do harm.

Draw this chart on the board:

THREAT	PROMISE	TRICK

Brainstorm with students about how each of these types of unsafe secrets could make them feel and list those characteristics. Below are some possible responses that can be used to guide the discussion.

THREAT	PROMISE	TRICK
<i>Afraid</i>	<i>Excited</i>	<i>Confused</i>
<i>Worried</i>	<i>Too good to be true</i>	<i>Surprised</i>
<i>Unsafe</i>	<i>Hopeful</i>	<i>Foiled</i>
<i>Anxious</i>	<i>Expecting</i>	<i>Misled</i>

Help students to understand that if they are keeping unsafe secrets because of a threat, and they are afraid to tell; or a promise of something that good will happen if they don't tell; or if they have been fooled by a trick; an unsafe secret must always be told to a trusted adult in their Safety NETWORK. Students need to understand that people who intend to harm them will use any method to keep them from telling. These people look for needs that a student might have and try to control that unsafe secret from being told by filling the need.

b. My Turn

Distribute the My Turn sheets to students. Review the definitions of body boundary violation and personal boundary violation. Remind students that a body boundary violation involves an inappropriate or unwelcomed touch, and personal boundary violation does not involve any touch, it is a violation of your privacy.

Have students read each scenario and decide what kind of violation has occurred. Remind students that they must not keep a body boundary violation or a personal boundary violation a secret, as these are unsafe secrets. Students have brainstormed the characteristics of the different types of unsafe secrets: threat, promise, and trick.

Direct students to read each scenario and decide if the unsafe secret is being kept because of a threat, promise, or a trick. Students will then explain why they think it is a threat, promise, or trick being used to keep an unsafe secret.

Teacher Tip

Students should understand that a picture should never be taken of the private parts of their body, and that no one should ask them to take a picture of their private parts. If they are being asked to do this, they are in an unsafe situation with a person who is not safe. A trusted adult in their Safety NETWORK must be told.

LESSON 4 NOTES



CROSSWALK TO HUMAN TRAFFICKING: LESSON 5



ACCESSING HELP

OVERVIEW

Throughout all the *Safer, Smarter Kids* lessons, students have gained the tools they need to communicate their need for help. This lesson will emphasize to students the importance of accessing help when they are in an unsafe situation, have an unsafe secret, or are being influenced by an unsafe person.

MATERIALS

- Key Vocabulary Word Wall Cards: **Heard and Helped**
- My Turn: My Safety Pledge

CLASSROOM ACTIVITIES

Big Idea - It is OK to tell. Keep telling until you are heard and helped!

Key Vocabulary - Heard and Helped

a. Teacher Led Activity: Write this statement on the board and review it with students:

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

Discuss with students how the strategies and skills they have learned are used to access help any time they are in an unsafe situation. Remind students of their Safety Network of trusted adults. Reinforce to students that you are an adult to whom they can turn for help even if you are not in the Safety NETWORK they created. Emphasize the importance of their responsibility to tell and keep telling until they get the two H's: Heard and Helped.

b. My Turn

Distribute the My Turn sheets to students and discuss each step in the Safety Pledge. Review the definition of heard and helped. Remind students that they have a Safety NETWORK of trusted adults who are there to help them with anything. Remind students that any time they feel unsafe about anything, they are unsafe. When they are unsafe, they need to tell a trusted adult. When they tell that trusted adult, they should expect to be helped right away. If they are not helped right away, they need to keep telling until they are both heard and helped. 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 access help.

Teacher Tip

This My Turn activity is a pledge that students will make to themselves to use the safety strategies and skills they have learned to access 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.

LESSON 5 NOTES

DID YOU KNOW?

Florida is the third largest hub for human trafficking in the United States.¹⁴

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.¹⁴

SOURCES

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CROSSWALK TO HUMAN TRAFFICKING: KEY VOCABULARY



Balance of Power – one person doesn't have total control of a relationship by making all of the decisions; both people are able to contribute their thoughts, needs, opinions, and feelings equally

Body Boundaries – the personal space that surrounds you

Body Boundary Violation – when the private parts of the body are touched, an unwelcomed touch is received, or a touch is done with hurtful intent

Cyber Safety – the safe and responsible use of digital devices by keeping information safe and secure, and being respectful of other people online

Healthy Relationship – there is a balance of power where healthy boundaries are respected and the relationship is positive and supportive

Heard and Helped – the process of accessing help by telling trusted adults in the Safety NETwork when help is needed and continuing to tell until you are safe

Personal Boundary Violation – when one's privacy is not respected, when personal space is violated, or when the private parts of the body are viewed or photographed; does not involve a touch

Personal Boundaries – the right to privacy; the right for the private parts of the body to not be seen by others, for personal space to be respected, and for personal information to stay personal

Recruiting – to participate in or become involved in attracting someone to do something through misleading promises or other opportunities

Social Media – websites and applications that allow users to create and share content online or to participate in social networking with others

Unhealthy Relationship – an imbalance of power that results in one person being controlled by another person; boundaries are not respected, resulting in a relationship that does not always feel safe



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