

**SAFER,  
SMARTER  
KIDS!**



**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 six 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: Understanding Safe and Unsafe Situations, Using I Mean Business Voice to Stay Safe
- Lesson 2 Crosswalk: Characteristics of Safe Adults
- Lesson 3 Crosswalk: Using Think, Feel, Act and Guiding Voice to Make Safe Choices
- Lesson 4 Crosswalk: Personal Safety, Physical Safety
- Lesson 5 Crosswalk: Identifying Unsafe Secrets
- Lesson 6 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



## UNDERSTANDING SAFE AND UNSAFE SITUATIONS, USING I MEAN BUSINESS VOICE TO STAY SAFE

### OVERVIEW

In Lesson 1, students learned that rules keep them safe and there are important safety rules they must follow to stay safe. Students constructed a Safety Stop Sign and practiced using their I Mean Business Voice.

In this crosswalk lesson, students will continue to practice their I Mean Business Voice using their Safety Stop Sign to help them identify safe and unsafe situations.

### MATERIALS

- Safety Stop Sign
- Buddy Puppet

### CLASSROOM ACTIVITIES

Remind students that rules help to keep them safe. Discuss with students all the different places where there are safety rules to follow:

- Rules at school
- Rules on the bus
- Rules at home
- Rules for crossing the street
- Rules for using the computer
- Rules for talking to people

Your students have practiced using their I Mean Business Voice with two scenarios, the first involving a friend using karate moves that hurt and another with friends who are leaving adults in the park without permission.

Use the following scenarios for students to practice using their Safety Stop Sign and their I Mean Business Voice.

### Teacher Tip

Use your Buddy puppet to illustrate the use of the I Mean Business Voice and increase student engagement.

Read the scenario to your class:

**Scenario 1:** When you are on the swings at the playground with your mom, she begins to visit with her friend. A man you don't know waves to you and 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?

Ask them to explain.

Ask them what they will do and model the use of their Safety Stop Sign and lead them in saying, "Stop! That's not safe!"

Read the scenario to your class:

**Scenario 2:** It is raining really hard when you get off the bus. A neighbor that you don't know well offers to take you home in their car. There are no other kids in the car.

Ask your students: Is this safe or unsafe?

Ask them to explain.

Ask them what they will do and using their Safety Stop Sign and lead them in saying, "Stop! That's not safe!"

Read the scenario to your class:

**Scenario 3\*:** Your mom sends you to school with a note giving you permission to go home with your best friend. At the end of the day, your best

friend's mom comes to pick you both up from school. You show your teacher the note from your mom and ask if you have permission to go. She tells you it is okay to leave with your best friend's mom because the note from your mom says so.

Ask your students: Is this safe or unsafe?

Ask them to explain.

*\*This is an example of a safe situation. It is important that students learn to recognize the difference.*

Read the scenario to your class:

**Scenario 4:** Your friend's older sister says it's ok for you to play computer games without asking permission from an adult.

Ask your students: Is this safe or unsafe?

Ask them to explain.

Ask them what they will do and using their Safety Stop Sign and lead them in saying, "Stop! That's not safe!"

Read the scenario to your class:

**Scenario 5\*:** You are 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 your picture.

Ask your students: Is this safe or unsafe?

Ask them to explain.

*\*This is an example of a safe situation. It is important that students learn to recognize the difference.*

### Teacher Tip

You will notice that these scenarios help students use their I Mean Business Voice and identify and react to unsafe situations. As students become more aware of the characteristics of unsafe situations, it will become easier for them to react in a safe way. People who prey upon children look for children who are vulnerable, quiet, 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.

### 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.



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## CROSSWALK TO HUMAN TRAFFICKING: LESSON 2



### CHARACTERISTICS OF SAFE ADULTS

#### OVERVIEW

In Lesson 2, students selected Grown-Up Buddies as they established their Trusted Triangle. They learned 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. Students also participated in thinking about what a stranger looks like and how strangers make them feel, and learned that strangers are people that they don't know.

In this crosswalk 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

- Safety Stop Sign

#### CLASSROOM ACTIVITIES

Students have identified their Grown-Up Buddies and created their Trusted Triangle. Prior to creating their Trusted Triangles, students completed their Journals by responding to the prompt "Why is it important to have Grown-Up Buddies? Name some ways your Grown-Up Buddies keep you safe."

Ask students to share some of

their examples of how Grown-Up Buddies keep them safe. You may get these types of responses: ***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***

Guide students to this 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 from unsafe situations and who makes them feel safe.

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 using their Safety Stop Sign. If students think the actions of the adult are unsafe, they should raise their Safety Stop Sign and say, "Stop! That's not safe!" Ask students to share why.

1. As you and your mom are leaving the grocery store, a stranger holds the door open for your mom because she is holding bags of groceries. He tells you to have a nice day and he goes into the store to shop.

#### **Safe**

***Why? Your mom is with you, the stranger goes into the store to shop, the stranger does not say anything unsafe to you***

2. Your neighbor tells you to wait for the bus in their house. Your mom has told you that you may never go into anyone's house without her permission. She has not given you permission to go into this neighbor's house. Your neighbor tells you your mom won't mind.

#### **Unsafe**

***Why? Your neighbor tells you to do something and is not one of your Grown-Up Buddies, you do not have permission to go into this house, your neighbor is telling you to disobey your mom***

3. Someone you don't know lives in your neighborhood. You have seen them before, but you don't really know them. One day you are playing with friends on the basketball court, and this person asks you 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? A stranger is asking you personal questions. These questions are not safe!***

As you conclude this activity, make sure to reinforce to students that this is the reason they have a Trusted Triangle with Grown-Up Buddies. They have safe adults to turn to when they are faced with unsafe adults.

#### **Teacher Tip**

Although 90% of all childhood sexual abuse is committed by someone the child know, it is important students understand the concept of strangers. As students encounter 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.

### **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.<sup>1</sup>*



## LESSON 2 NOTES



# CROSSWALK TO HUMAN TRAFFICKING: LESSON 3



## USING THINK, FEEL, ACT AND GUIDING VOICE TO MAKE SAFE CHOICES

### OVERVIEW

In Lesson 3, students were introduced to the concepts of Guiding Voice and Think, Feel, Act. Both of these safety tools encouraged students to take steps to tell someone when a situation makes them feel confused or “icky”.

In this crosswalk lesson, students will continue using their Guiding Voice and Think, Feel, Act as they apply these safety tools to unsafe situations.

### MATERIALS

- Scenario Cards:
  - Lesson 5, Scenario 3
  - Lesson 5, Scenario 6
  - Lesson 6, Scenario 6

### CLASSROOM ACTIVITIES

Discuss Guiding Voice with your students – that little voice inside them that helps decide if something is safe or unsafe. Help them to understand that anytime they are in any kind of situation, their Guiding Voice

“speaks” to them. Sometimes their Guiding Voice might just give them a feeling that something is just not quite right, or they might feel more strongly – afraid, or confused. It is important for students to pay attention to those feelings because those feelings can help to protect them.

Display **Lesson 5, Scenario 3** card and tell students that this picture shows a stranger taking a picture. Ask your students what their Guiding Voice would say if this happened to them.

Guide the discussion to include responses such as: ***Why are they taking a picture of me? I am afraid because I don't know this person. I am confused. I need to find my Grown-Up Buddy. I need to tell someone. I don't feel safe.***

Tell students that these are examples of how their Guiding Voice helps keep them safe.

Now, ask your student:

- What they **Think** about the situation?
- How it makes them **Feel**? Remind them about some of the feelings they shared when they were talking about what their Guiding Voice was telling them.
- How will they **Act**? What will they do to make a safe choice?

Display **Lesson 5, Scenario 6** card and tell students that this picture shows a coach giving one of his players a piece of candy, but he tells the player that he cannot tell anyone—not even his parents. Ask your students what their Guiding Voice would say if this happened to them.

Guide the discussion to include responses such as: ***Why can't I tell my parents? I am confused. I don't understand why he is giving me candy and telling me not to tell anyone. I need to tell my parents.***

Tell students that these are examples of how their Guiding Voice helps keep them safe.

Now, ask your student:

- What they **Think** about the situation?
- How it makes them **Feel**?  
Remind them about some of the feelings they shared when they were talking about what their Guiding Voice was telling them.
- How will they **Act**? What will they do to make a safe choice?

Display **Lesson 6, Scenario 6** card and tell students that this picture shows someone

trying to pull a boy off the monkey bars. If that happens, the boy on the monkey bars will get hurt. Ask your students what their Guiding Voice would say if this happened to them.

Guide the discussion to include responses such as:  
**Why is he trying to pull me off the monkey bars? I am worried that I will get hurt? I am confused. I need to find my Grown-Up Buddy. I don't feel safe.**

Tell students that these are examples of how their Guiding Voice helps keep them safe.

Now, ask your student:

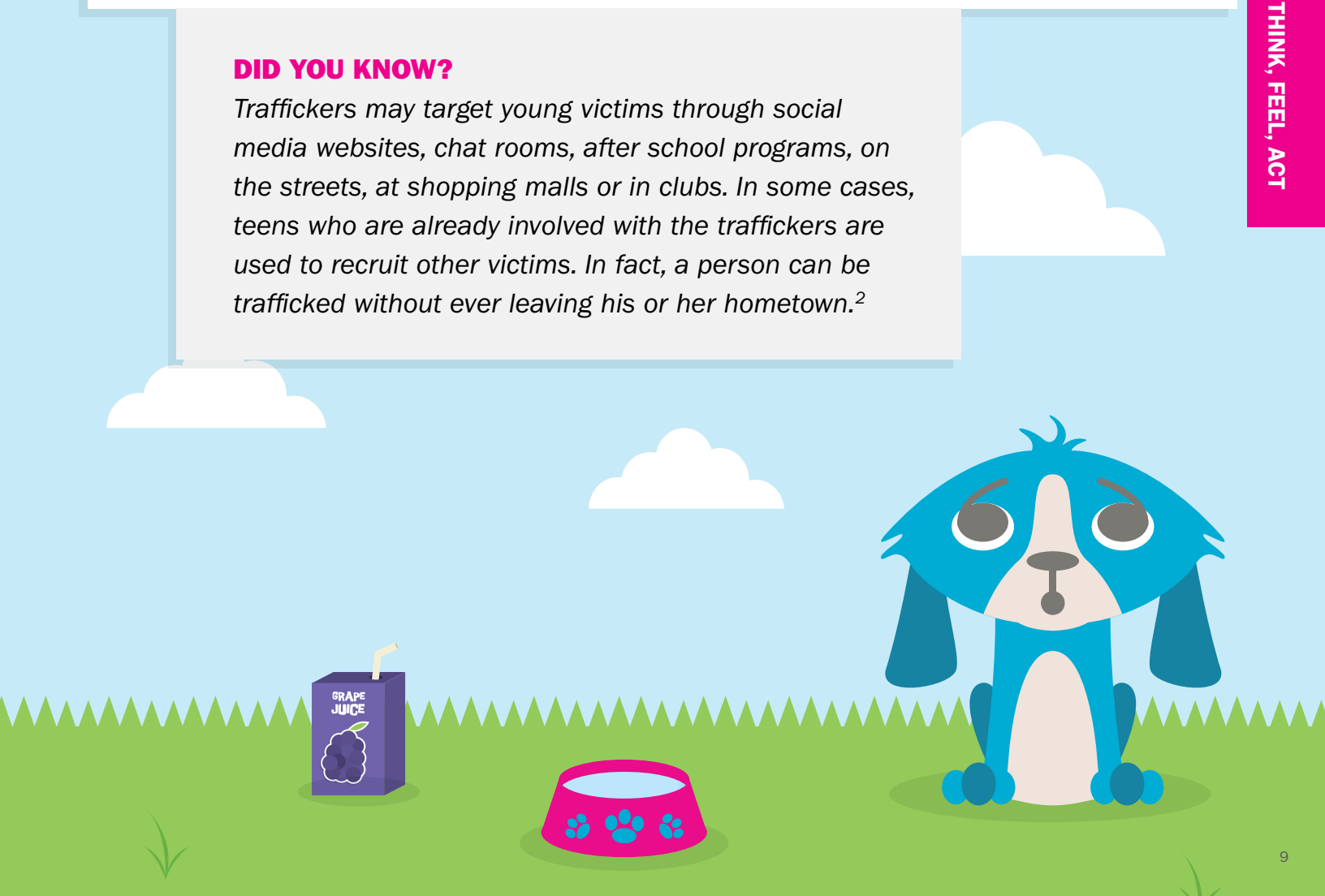
- What they **Think** about the situation?
- How it makes them **Feel**?  
Remind them about some of the feelings they shared when they were talking about what their Guiding Voice was telling them.
- How will they **Act**? What will they do to make a safe choice?

#### **Teacher Tip**

Reinforce to your students when they feel unsafe, they are unsafe. When they are unsafe they must tell a Grown-Up Buddy in their Trusted Triangle.

#### **DID YOU KNOW?**

*Traffickers may target young victims through social media websites, chat rooms, 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.<sup>2</sup>*



# LESSON 3 NOTES

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# CROSSWALK TO HUMAN TRAFFICKING: LESSON 4



## PERSONAL SAFETY, PHYSICAL SAFETY

### OVERVIEW

Students have now learned that they have personal space and this space belongs to them. In Lesson 4, students reacted to several scenarios that illustrated various situations involving touch and personal space.

In this crosswalk lesson, the concept of personal space will be extended by the introduction of the concepts of personal safety and physical safety. Students will learn about the differences between personal safety and physical safety, and how personal boundaries and physical boundaries will help keep them safe. Students will learn their personal safety involves their privacy, their personal space being respected, and the private parts of the body not being seen by others unless there is a medical reason or they need help from a caregiver. They will learn their physical safety includes their body boundaries being respected and their right to be free from unwanted and unsafe touches.

### MATERIALS

- Bathing Suit Visual Aid
- Scenario Cards:
  - Lesson 4, Scenario 1
  - Lesson 4, Scenario 2

### CLASSROOM ACTIVITIES

Introduce the concept of privacy – 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 safety**. 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 personal safety includes having personal space respected and keeping the private parts of their body private 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 any violation must be reported to their Grown-Up Buddy.

Help students understand that personal safety does not involve touch.

Introduce the concept of physical safety. Students' physical safety also includes the respect of personal space and their right to be free from hurtful, unwelcomed, and unsafe touches, especially on the private parts of the body. The difference between personal safety and physical safety is that physical safety involves touch.

Use **Lesson 4, Scenario 1** card to illustrate physical safety - the hug that was too tight and felt uncomfortable is an unsafe touch.

Use **Lesson 4, Scenario 2** card to illustrate personal safety – someone standing too close to you. There is not a touch.

### 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 as to how one can

respond when a question that is too personal is asked. A response such as, “That is not a safe question” 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.

## LESSON 4 NOTES

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.



# CROSSWALK TO HUMAN TRAFFICKING: LESSON 5



## IDENTIFYING UNSAFE SECRETS

### OVERVIEW

Students have now learned 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. This knowledge will help students understand how unsafe adults can use different ways to try to make them keep unsafe secrets.

### MATERIALS

- Scenario Cards:
  - Lesson 5 Unsafe Secret Cards (1, 2, 3, 6)

### CLASSROOM ACTIVITIES

Introduce the concept that there can be different types of unsafe secrets. Sometimes someone will keep an unsafe secret because they are afraid of what might happen to them if they tell. That is called a threat. Sometimes an unsafe secret is kept because the promise of something good happening if the secret is not told has been made.

Students have completed the classroom activity where they decided if a secret was safe or unsafe using the scenario cards. Use the scenario cards marked as unsafe. You will add additional information and students will decide what kind of secret it is: promise or threat.

#### Scenario Card 1: Unsafe Secret

You and your brother were playing catch in the house and he accidentally knocked over a vase. Your brother tells you to keep it a secret.

***Your brother never lets you play video games with him. He tells you that if you don't tell, he will play video games with you.***

#### ***What kind of Unsafe Secret? Promise***

Why? You were promised something good if you did not tell the unsafe secret - playing video game with your brother.

#### Scenario Card 2: Unsafe Secret

You are at the mall with your friend and his mom says that you and your friend can look around the store without her. However, she says that you cannot tell your parents.

***She tells you if you don't tell your parents, she will buy you an ice cream cone.***

#### ***What kind of Unsafe Secret? Promise***

Why? You were promised something good if you did not tell the unsafe secret - an ice cream cone.

### Scenario Card 3: Unsafe Secret

You are on the playground and somebody takes a picture of you, but tells you not to tell your Grown-Up Buddy.

***They tell you that if you tell anybody, you will be very sorry you told.***

#### **What kind of Unsafe Secret? Threat**

Why? You are told that you will be sorry if you tell anyone. This makes you afraid to tell.

### Scenario Card 6: Unsafe Secret

After your baseball practice, your coach pulls you aside and gives you a piece of candy because he is so proud of how you did, but he said not to tell anyone—not even your parents.

***He says that if you tell anyone about the candy, he will make***

***sure that you don't get to play in every game.***

#### **What kind of Unsafe Secret? Threat**

Why? You were told that you would not get to play in every game if you told the unsafe secret.

The focus of this lesson is about ways in which people manipulate others to keep unsafe secrets. Unsafe people use promises and threats to influence children. Remind students that it does not matter if they feel like they cannot tell an unsafe secret because of a promise or threat, they **MUST** tell.

#### **Teacher Tip**

This lesson may give students an impression there can be circumstances where an unsafe secret is not told.

This is exactly how recruiters and traffickers operate—with threats and promises. These practices enable children to be preyed upon with sophisticated techniques for forcing the keeping of unsafe secrets. Promises are especially effective with students who may be in a home situation where material gifts or special activities are lacking. **It is important to emphasize to students nothing is worth keeping an unsafe secret.** Students must understand whether they are being threatened to keep an unsafe secret or if promises of gifts or other special things have been made if an unsafe secret is kept, they have the tools and the power to tell a Grown-Up Buddy in their Trusted Triangle – and, to keep telling until they get the 2 H's: Heard and Helped.

### DID YOU KNOW?

*Florida is the third largest hub for human trafficking in the United States.<sup>2</sup>*





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# CROSSWALK TO HUMAN TRAFFICKING: LESSON 6



## ACCESSING HELP

### OVERVIEW

Throughout the *Safer, Smarter Kids* lessons, students have learned about tools they can use to identify and communicate their need for help. In lesson 6, students learned the difference between tattling and reporting in addition to a review of all of the safety topics in each of the lessons. Students learned tattling is a complaint about someone else's behavior that does not involve safety, but reporting involves a threat to safety—their safety or the safety of others.

This crosswalk lesson will help students understand the importance reporting 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 and selected the Grown-Up Buddies they know they can talk to any time about

anything. They must make a report any time they feel unsafe or are in an unsafe situation by communicating with their Grown-Up Buddies.

### MATERIALS

- My Safety Promise
- Buddy Puppet

### CLASSROOM ACTIVITIES

Write this statement on the board and review it with students:

**It is OK to tell and keep telling until you are Heard and Helped!**

Review with students that they have learned they must report any time they are in an unsafe situation to get help. Remind students of their Trusted Triangle of Grown-Up Buddies. These Grown-Up Buddies 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 their Grown-Up Buddy. When they tell that trusted adult, they should expect to be helped right away.

Review the meaning of the 2 H's – 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 has not understood their need for safety. Students should keep telling until they are in a safe situation.

Help students understand the importance of their responsibility to tell and keep telling until they are 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 they have the power to stay safe by reporting unsafe situations.

#### **Teacher Tip** 🐶

Using the Buddy puppet to “help” explain each of the steps in My Safety Promise will engage students in a meaningful and enjoyable way.

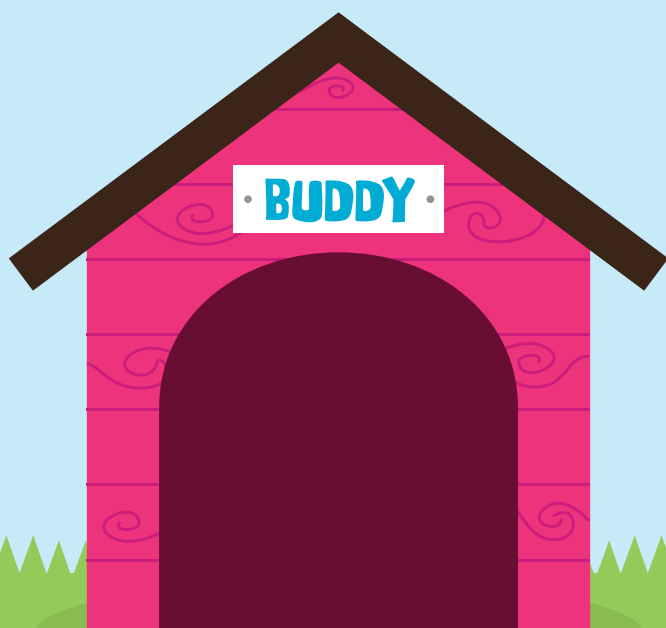
Remind students they have a right to be safe and they have the responsibility to use the skills they are learning when they need help.

#### **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 is personal safety is the empowerment one feels when they are confident in making decisions and choices for their personal safety.

### 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.<sup>2</sup>*



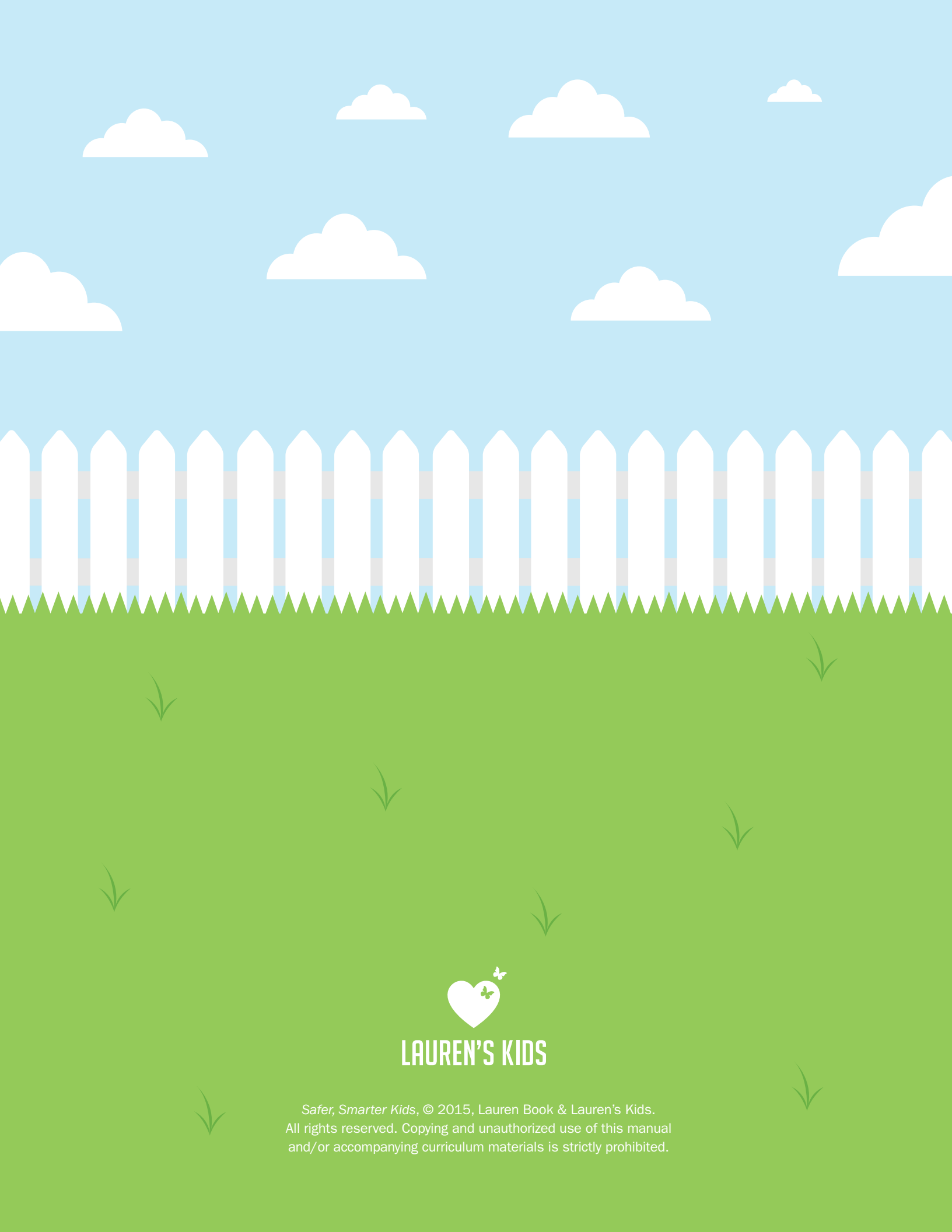
## LESSON 6 NOTES

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## SOURCES

- 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>





**LAUREN'S KIDS**

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