A PREVIEW OF LOVE146'S CHILD TRAFFICKING AND EXPLOITATION PREVENTION CURRICULUM
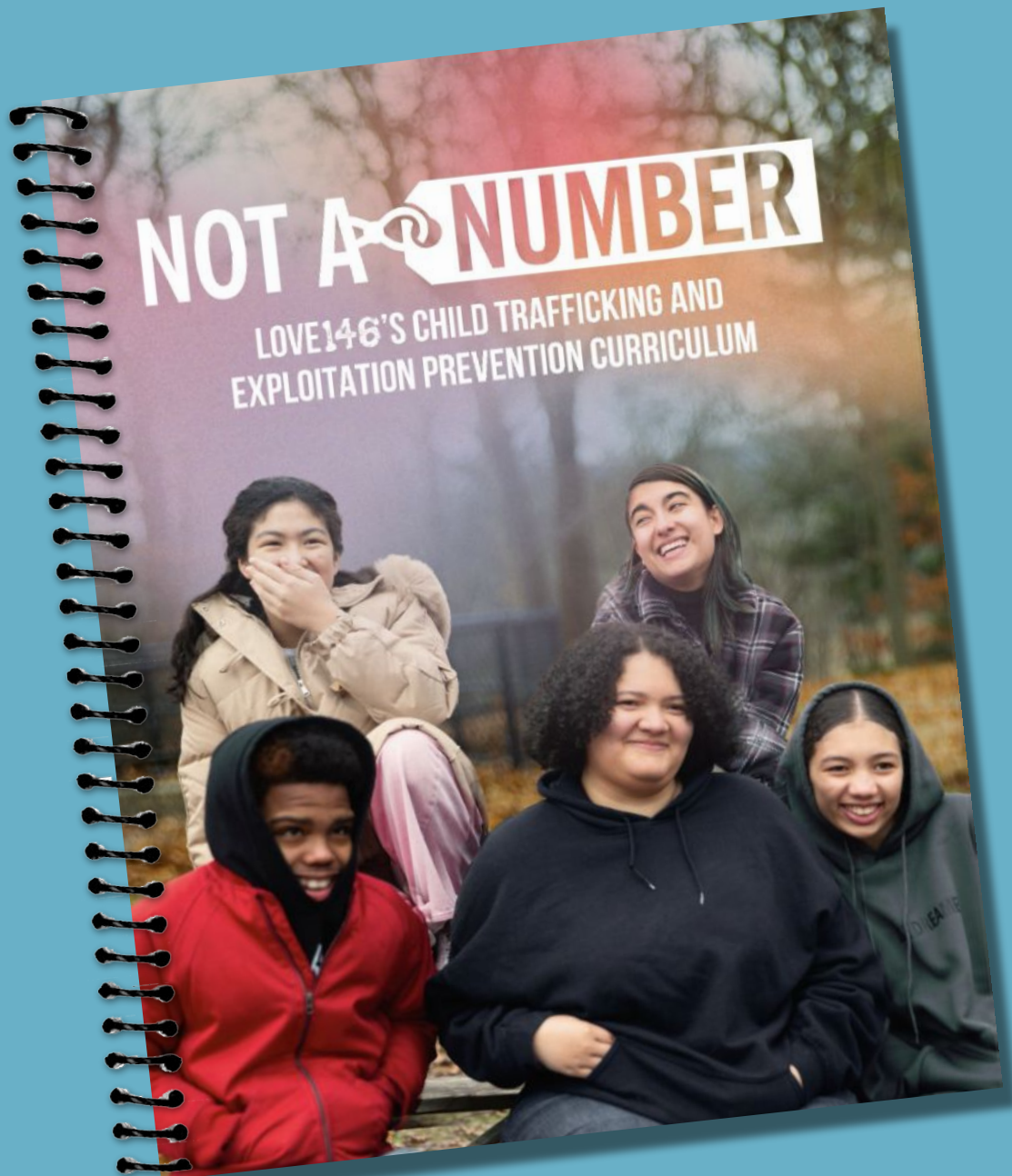

NOT A NUMBER

LOVE146'S CHILD TRAFFICKING AND EXPLOITATION PREVENTION CURRICULUM

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Special thanks to Kimberly Casey, former Director of Prevention at Love146, who developed the first version of *Not a Number*, which remains the framework for today's program.

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Not a Number is designed to teach youth information and skills, inspiring them to make safe choices when they encounter potentially exploitative situations and utilize healthy support systems to decrease their vulnerability. The program theory and curriculum have been developed in consultation with experts in the fields of human trafficking and commercial sexual exploitation, education, and research and evaluation.

ACKNOWLEDGMENTS

COVER PHOTOGRAPHY & DESIGN
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NOT A NUMBER VIDEO
Poetry by Alysia Harris, poet. Produced by Love146. © 2015 Love146.

TEA CONSENT VIDEO
Script by Emmeline May, Rockstar Dinosaur Pirate Princess, animation by Rachel Brian, voice over by Graham Wheeler. Produced by Blue Seat Studios. © 2015 Emmeline May, rockstardinosaurpirateprincess.com and Rachel Brian, blueseatstudios.com. *Used with permission.*

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YOU ARE MORE VIDEO
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I AM NOT A STATISTIC.
I AM NOT A LABEL.

I AM
NOT A NUMBER

NOT A NUMBER

A PREVIEW OF LOVE146'S CHILD TRAFFICKING AND EXPLOITATION PREVENTION CURRICULUM

"The curriculum was developed using the most current information in the eld of child exploitation. Connecticut is fortunate to have Love146 as a true partner in its efforts to eradicate child exploitation."

— Tammy Sneed, Director of Gender Responsive Adolescent Services, State of Connecticut, Department of Children and Families

CONTENTS

LOVE146

Founded in 2002, Love146 journeys alongside children impacted by trafficking today and prevents the trafficking of children tomorrow. Our prevention education and survivor care work has impacted more than 70,000 young people. Our work is achieved through the power of relationships and collaboration, listening to those with lived experience and diverse backgrounds, scaling proven practices, and challenging the systems that leave children vulnerable. Our core commitment is to do what is best for children.

Vision

The end of child trafficking and exploitation. Nothing less.

Mission Statement

Love146 journeys alongside children impacted by trafficking today and prevents the trafficking of children tomorrow.

Not a Number helps youth recognize recruitment tactics, understand vulnerability, and develop and practice skills to safely navigate risky situations. Youth also learn how to access community resources when situations occur that increase their vulnerability or if exploitation (or other forms of abuse) is already underway.

INTRODUCTION TO *NOT A NUMBER*

What is *Not A Number* ?

> **GOAL OF *NOT A NUMBER***
>
> The goal of *Not a Number* is to provide youth with information and skills in a manner that inspires them to make safe choices when they encounter potentially exploitative situations and utilize healthy support systems that may decrease vulnerabilities.

Effective prevention often starts with open and informed dialogue that deepens as it challenges harmful stereotypes and societal attitudes that keep youth from seeking help. Through open conversations, engaging activities, and opportunities for self-disclosure, participants will achieve the following:

- Raise their awareness of what constitutes human trafficking and exploitation.
- Learn how to recognize recruitment tactics and understand vulnerability.
- Practice refusal skills that avoid or reduce risk.
- Challenge harmful stereotypes and societal attitudes.
- Identify healthy support systems.
- Develop skills to navigate potential and existing exploitative situations.
- Learn how to access community resources when situations occur that increase their vulnerability (or if exploitation is already underway).

Key Points About *Not a Number*?

- *Not a Number* is an interactive, five-module prevention curriculum designed to equip youth with the knowledge and skills to safeguard themselves from human trafficking and exploitation.
- Moves beyond models of traditional awareness building and provides youth with information and skills in a manner that inspires them to make safe choices and utilize healthy support systems to decrease vulnerabilities.
- Nine years of data and experience in *Not a Number* implementation, a review of current literature, analysis of best practices in prevention, and input from various stakeholders, disciplines, and survivor leaders informed the development of *Not a Number*, 4th Edition.
- Considers all genders as potential victims and perpetrators and provides activities for co-ed, male, female, and/or LGBTQ+ groups.
- Was designed to impact youth across the spectrum of risk, with a focus on primary prevention. It considers all youth as inherently vulnerable, but also as bearers of incredible resourcefulness, potential, and resilience.
- Integrates a holistic view by focusing on respect, empathy, individual strengths, and the relationship between personal and societal pressures that create or increase vulnerabilities.
- Provides resources for a whole-school or entire-system response.
- Is currently undergoing an evaluation to achieve evidence-based status.

Intended Audience

Not a Number is designed to be inclusive and relevant to a variety of populations and has been implemented in schools, child welfare and juvenile justice agencies, and other community settings. *Not a Number* fits well within health education or life skills programs. It can also be used as part of an after-school or community program or to complement other psychoeducational efforts in existing therapeutic programming or services (Nation et al., 2003).

The curriculum was developed for youth ages 12-18, and is inclusive of all genders. *Not a Number* is designed for applicability across gender, ethnicity, sexual identities, and socioeconomic backgrounds.

Those who will particularly benefit from *Not a Number* are youth seeking to be connected with protective factors for low socioeconomic status, history of abuse and/or neglect, exposure to violence, risky sexual behavior online and offline, alcohol or substance misuse, involvement in child welfare or juvenile justice systems, and mental health diagnosis.

Empowering Movement

Not a Number encourages peer-to-peer prevention since youth often confide in one another before alerting an adult. The curriculum also teaches them to recognize when additional support may be needed. The modules motivate youth to advocate for themselves and others through an environment that fosters mutual support and challenges victim-blaming attitudes. Through an activity outlined in the *Between Now & Then*, developed in partnership with The Red Sand Project, participants will have the opportunity to share what they have learned, utilizing various social media platforms.

RED SAND PROJECT

Red Sand Project is a participatory artwork that uses sidewalk interventions, earthwork installations, and convenings to create opportunities for people to question, connect, and take action against vulnerabilities that can lead to human trafficking and exploitation.

For More Information visit: redsandproject.org

Creating a Whole-School or Entire-System Response

The issue of human trafficking is complex, and efforts to implement a response to the issue that employ a whole-school or entire-system response may strengthen efforts to affect school, agency, or organizational climates in a positive way (Clayton et al., 2013). A whole-school or entire-system response engages youth, staff, caregivers, and others in the wider community in the learning process. It also addresses applicable policies and procedures.

Not a Number includes information to support a whole-school or entire-system response and has been designed to reinforce and integrate with other prevention efforts already being facilitated to increase youth health and safety and improve school, agency, or organizational climates. *Not a Number* may also be used as a stand-alone program, and utilizing these tools is not required to achieve the outcomes delineated in the curriculum.

Not a Number was developed for youth ages 12-18, is applicable across gender, ethnic, and socioeconomic backgrounds, and has been designed for primary and secondary prevention.

To support a whole-school or entire-system response, the curriculum includes supplemental information and resources that can be shared with youth, caregivers, and professionals.

Evaluating *Not a Number*

Not a Number has been developed by experts in the field of human trafficking and commercial sexual exploitation and is designed to address the evolving tactics used to recruit and exploit youth. The curriculum is grounded in empirical literature and incorporates best practices in the field of prevention education.

In 2014, Love146 partnered with the University of New Hampshire's Crimes Against Children Research Center to develop the curriculum's monitoring and evaluation tools. This began the basis of an ongoing partnership and is the foundation for our evaluation efforts.

Over the years, the team at the Crimes Against Children Research Center have conducted multiple evaluation efforts to assess the efficacy of the *Not a Number* curriculum. In 2017, they ran analyses of the pre- and post-test surveys of roughly 750 students. They found improvement in youth's understanding about trafficking, likelihood to engage in positive bystander behaviors, and an increase in the likelihood they would seek help if someone was harming them.

Love146 has, most recently, conducted a quasi-experimental evaluation of the curriculum in the Houston Independent School District comparing youth who received the curriculum to those who did not at a three month follow up period. Building on the existing pre-/post-test data, the results strongly indicate that the program is meeting its intended goals, specifically the knowledge and help-seeking sections of the program.

Monitoring and Evaluation Tools

Many schools, agencies, and organizations have expressed an interest in measuring the efficacy and impact of *Not a Number*. Thus, a pre- and post-test is included as a resource. The pre- and post-tests assess the knowledge, attitudes, behaviors, and skills that *Not a Number* is designed to address, and should be administered as indicated in the first and fifth modules.

Additionally, *Not a Number* includes access to a web portal through which licensees and facilitators can submit pre- and post-tests and fidelity data, as well as access data reports to demonstrate program impact.

TAKE NOTE

Results from the National Survey of Children's Exposure to Violence indicate that "school authorities are more likely to find out about victimizations experienced by children and adolescents than other authorities." (Finkelhor et al., 2011).
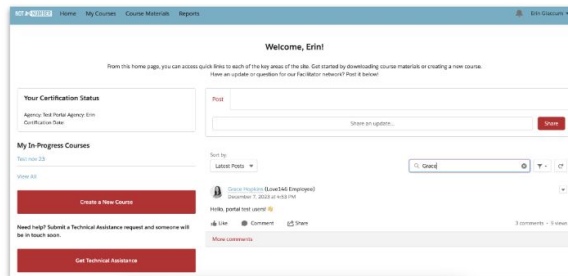
Preview of Pre-Test

14 | NOT A NUMBER

NOT A NUMBER WEB PORTAL

The *Not a Number* curriculum was piloted in Connecticut, Florida, and Texas through Love146, Aspire Health Partners, and the Connecticut Department of Children and Families, reaching over 2,500 youth in schools, child welfare and juvenile justice agencies, residential programs, and other community settings. Data collected during this period indicate significant improvements among youth over the course of the program. To support ongoing monitoring and evaluation, the *Not a Number* web portal enables facilitators to submit and access data reports that demonstrate program impact.

FREQUENTLY ASKED QUESTIONS

How is *Not a Number* Designed to Meet Youth's Learning Needs of Youth?

- It moves beyond the traditional "information deficit" model and instead encourages peer-to-peer prevention, as youth often confide in one another before alerting an adult. It motivates youth to advocate for themselves and others by creating an environment that fosters mutual support.

- It utilizes harm reduction strategies to establish a safe and respectful space for youth and adults to have the open and informed dialogue to reduce consequences and focus on protective safety measures necessary for effective prevention.

- It intentionally creates a youth-driven approach that is collaborative and interactive. For example, activities include youth analyzing their online presence, viewing informative videos, and role-playing "What Would You Do?" scenarios.

- It prepares youth to navigate content that is specific to their experiences as young people. This includes (but is not limited to) recognizing how the internet and social media can be used by traffickers, reducing risky behavior in both physical and digital settings, and identifying characteristics of healthy and unhealthy relationships.

- It takes a cooperative, holistic approach to young people's needs, focusing on social-emotional abilities, such as empathy and respect, and the relationship between personal and societal pressures that create or increase vulnerabilities.

- It can be modified to meet the needs of youth who need classroom accommodations. Facilitators will be given access to a modifications and accommodations toolkit in order to support diverse learners with various needs. Many students receiving 504 and Special Education services still find *Not A Number* accessible, appropriate, and applicable.

What Theoretical Frameworks Are Incorporated in the Curriculum?

Not a Number is grounded in research and theoretical frameworks that better help us understand health behavior and outcomes. The following theories and models were used to build the curriculum:

EMPOWERMENT THEORY: When people participate in group action and dialogue, it enhances their sense of personal power and their belief that they have the ability to change their own lives.

SOCIAL COGNITIVE THEORY: Portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences, and outside media influences.

HEALTH BELIEF MODEL: This model attempts to explain and predict health behaviors. This is done by focusing on the attitudes and beliefs of individuals.

PRECAUTION ADOPTION PROCESS MODEL: This model attempts to explain how a person comes to a decision to take action and how he or she translates that decision into action.

Is This Curriculum Appropriate for Youth Who Have Experienced Trafficking Victimization?

Yes, *Not a Number* is applicable to all youth, including those who have previously experienced trafficking victimization. Survivors have benefited from participation in *Not a Number* and have indicated specific ways in which they were able to apply the information and skills learned in the program to prevent further abuse and exploitation. However, it is important to note that *Not a Number* was developed as a prevention education and early identification tool and should not be used as a primary method for intervention, as more robust services and case management would be needed in such scenarios.

What if Administrators or Caregivers Are Uncomfortable With the Topic and Do Not Want the Program Implemented?

A strong understanding of what human trafficking is, how it may manifest in your local community, and how the content of the curriculum will help address this issue is fundamental to your efforts to advocate for the implementation of the curriculum. When administrators or caregivers learn about the complex reality of human trafficking, and its direct relevance to the youth they work with, they often see the value of the program.

Equally important, however, is being able to speak about the experience and research that informed the development of *Not a Number*. To facilitate this conversation with administrators or caregivers, Love146 has created a Caregiver's Presentation that tracts along *Not A Number*, which can be accessed using the web portal.

As you present the curriculum to those who may feel uneasy about the topic, explain:

- The content is delivered using trauma-informed facilitation and contains opportunities to debrief and ask clarifying questions.
- Each activity has been crafted to support the larger objectives of the curriculum. Participants are encouraged to think critically, be compassionate, and play an active role in the learning process.
- *Not a Number* addresses human trafficking from a holistic perspective and includes information that addresses topics such as vulnerabilities, healthy and unhealthy relationships, peer support, negative influences from media, safe and healthy support systems, community services, risky behavior, and safety planning.
- *Not a Number* is not a sex education curriculum and can be generally classified as violence prevention and abuse prevention.

Is It Better to Have Same-Gender Groups?

Not necessarily. *Not a Number* has been facilitated in settings (e.g., classrooms) with mixed genders, and has shown to be equally as effective as when youth are in same-gender groups. Data indicates that mixed-gender groups tend to respond better to the information when they are in a school setting or are made up primarily of older adolescents (14-18 years old). Youth who have been identified as high-risk, or are suspected to have experienced exploitation, engage better in smaller, same-gender groups. These groups often take place in juvenile justice, child welfare, or clinical settings.

The curriculum contains answers to frequently asked questions about *Not a Number*, how to bring it to local communities, and implementation.

As demonstrated below, *Not a Number* is differentiated by its research- based approach. Utilizing several theoretical frameworks that better help us understand health behavior and outcomes, the curriculum has been designed to build youth's skills to decrease vulnerability.

What if I Experience Pushback From Youth?

Sometimes participants push back or show some resistance to engaging in the initial activities, as they have not had enough time to get to know the facilitator and often test whether the facilitator is someone whom they can trust and who won't judge them. Some things that are helpful to remember as you manage pushback are listed below:

- There are various experiences that can impact how a youth engages with specific activities. For example, when participants have experienced abuse, dating violence, exploitation or human trafficking, they are more likely to be overwhelmed during the activities. General sensitivity around how the activities are introduced and debriefed is very important.

- In delivering *Not a Number*, facilitators have found that participants who are not able to connect to a particular activity will often open up or begin to change their attitudes when a different activity or topic is presented.

- When facilitators offer positive comments and affirmations as youth participate, show maturity and respect, and express support toward someone else, this tends to help shift the focus from negative behaviors to more positive ones. For instance, even if participants push back or show resistance with their comments, thank them for their honesty. Clarify that you are not trying to change their minds or tell them what to think; instead, you are inviting them to learn about the issue, think critically, and consider other perspectives.

- When behavior becomes too distracting or disrespectful toward you or someone else, and citing *Team Agreements* doesn't help bring the participant back to a more agreeable attitude, it might be best to ask the individual(s) to step outside. It is preferable to have them accompanied by another adult who can speak with the youth if the individual wants to talk, and/or at least supervise the youth. If a participant is asked to leave, make sure you tell them they are welcome to come back if they feel ready to follow the team agreements.

What Does It Mean to Use a Trauma-Informed Approach When Implementing the Curriculum?

Not a Number contains sensitive, mature content, and may at times mirror the experiences of participants in your groups. It is important to do a self-check (see page 31 for more information) before facilitating difficult conversations, and also to provide disclaimer statements where necessary. Examples are listed in the "Take Note" boxes.

The curriculum was designed to incorporate the trauma-informed principles of trustworthiness and safety, choice and collaboration, empowerment with skills and knowledge, and cultural/gender considerations.

- Remember that it is never mandatory for youth to participate in any activity.

- Reiterate the importance of participants taking care of themselves and taking breaks when needed.

- Prioritize opportunities for youth to process their own conclusions and develop individual skills.

- Ensure that you preface the activities and are clear about boundaries and directions. These parameters are necessary in order for participants to manage expectations and anticipate discussions (Harris & Fallot, 2001).

TAKE NOTE

Resources for caregivers can be accessed in printable form at www.not146.org or viewed online at www.love146.org/ caregivers.

LOVE146 CAREGIVER TRAINING

HUMAN TRAFFICKING AND EXPLOITATION: CAREGIVERS PRESENTATION
↓ R-C

Professional Resources

Professional education is a key element in the fight against human trafficking and exploitation of children. Deficits in awareness and understanding among professionals who work with children contribute to low identification of those who are at high risk, as well as those who are actively being trafficked and exploited. Teachers, social workers, law enforcement officers, and others interact with youth without intervention—often because they do not know what to look for or the right questions to ask—and are not always equipped to respond.

Not a Number includes targeted information and resources for professionals that complement the information youth will receive. The content will help equip professionals by explaining the causal factors of human trafficking and exploitation, the key vulnerabilities of victims, the recruitment tactics of traffickers, the dynamics of power and control in the relationship between traffickers and victims, the signs of abuse and exploitation to look for, and the best ways to respond to disclosures.

What Are Some Things I Should Be Aware of Before I Begin?

- Familiarize yourself with state and school, agency, or organization reporting protocols for abuse, neglect, and/or self-harm.
- Identify key resources and clinical support that may be appropriate for follow-up for participant disclosures of vulnerability and/or abuse.
- Be aware of group management and dynamics.
- Know the unique facilitation skills required to work with youth and diverse, at-risk populations.
- Do a self-check (see next page).
- Be aware of the importance and practice of self-care.

The curriculum is designed to be completed in five 60-minute modules and incorporates a variety of core, optional, and "go deeper" activities. The curriculum includes extensive support to prepare facilitators, as well as access to a variety of downloadable resources through the *Not a Number* web portal.

SELF-CHECK

Before implementing *Not a Number* directly with youth, it is important that each facilitator do a self-check.

WHY IS IT IMPORTANT?

- It helps facilitators prepare physically and emotionally.
- It helps facilitators check for any personal red flags or triggers.
- It helps facilitators recognize potential gaps in their skills, knowledge, and experience.
- It helps facilitators strategize how to bridge needs and gaps.
- It helps facilitators tune-in to themselves and to the group.

WHAT TO LOOK FOR

- Unresolved personal trauma.
- Signs of burnout or significant tiredness.
- Signs of vicarious/secondary trauma.
- Confusion around the content, format, and/or delivery of specific modules and activities.
- Having very limited experience implementing curricula, facilitating groups, working with youth and/or at-risk populations.
- Strong biases and assumptions.
- Low comfort level managing sensitive topics (e.g., victim blaming, risky sexual behaviors, abuse, consent, etc.)

IDEAS AND STRATEGIES

- Reflection and self-awareness: Take time to connect with your thoughts and feelings.
- Access personal support: Journey with support systems that can help resolve and/or improve emotional/psychological needs, and when needed, seek a mental health professional.
- Access professional support: This can be supervision, mentoring/coaching, or co-facilitation.
- Professional Development: Seek opportunities that will enhance your knowledge and skills (e.g., workshops, webinars, conferences, shadowing other professionals).
- Clarify your role and purpose: Recognize and operate according to your training and qualifications, your current role, and its limitations.

Not A Number: Scope and Sequence

By the end of this session, participants should be able to:

Module 1: INTRODUCTION TO HUMAN TRAFFICKING & EXPLOITATION	• Define key terms: exploitation, human trafficking, vulnerability, force, fraud, coercion. • Recognize how youth become involved in commercial sex. • Identify the serious negative effects of human trafficking and exploitation. • Recognize who can be affected by human trafficking and exploitation. • Describe the strategies that traffickers/exploiters employ to recruit youth. • Identify signs and red flags of grooming and recruitment.
Module 2: SOCIETY & CULTURE	• Describe the strategies that traffickers/exploiters employ to recruit youth. • Understand present laws regarding technology, messaging, and social media use. • Analyze how the perception of norms influence healthy and unhealthy behaviors. • Reject the idea that engaging in risky behavior makes abuse the victim's fault. • Understand the consequences of risky and harmful behaviors.
Module 3: RED FLAGS & RELATIONSHIPS	• Define consent. • Recognize how strong emotions (e.g., anger, sadness) and/or difficult situations can lead to risky decision-making. • Describe how people utilize technology to build relationships and to abuse and exploit. • Identify the characteristics and behaviors of healthy and unhealthy relationships. • Understand the complexity of the decision to leave an abusive relationship.
Module 4: VULNERABILITY & RESILIENCE	• Identify personal and peer vulnerabilities (e.g., individual, relationship, environment, society) and risk factors. • Identify language that can be potentially harmful to one's self and to others. • Recognize it is important to acknowledge and communicate one's specific feelings. • Challenge youth to develop healthy language alternatives. • Identify recruitment tactics designed to exploit vulnerabilities. • Identify individual pressures that may make people vulnerable and more likely to engage in risky behaviors.
Module 5: REDUCING RISKY BEHAVIOR & GETTING HELP	• Know how to locate and use community resources. • Create a safety plan for a potentially-risky situation. • Encourage a peer to seek support should they be experiencing vulnerabilities or abuse/exploitation. • Apply safety planning strategies to complex real-world situations. • Demonstrate refusal or negotiation skills that avoid or reduce risk. • Determine when situations may require adult and/or professional support.

Not a Number's modules are designed to sequentially build on previous modules, encompassing the intended scope outlined below. The curriculum does align with a number of standards and performance indicators delineated in the National Health Education Standards.

Not a Number : Module Preparation Summaries

Be sure to prepare the following for each session:

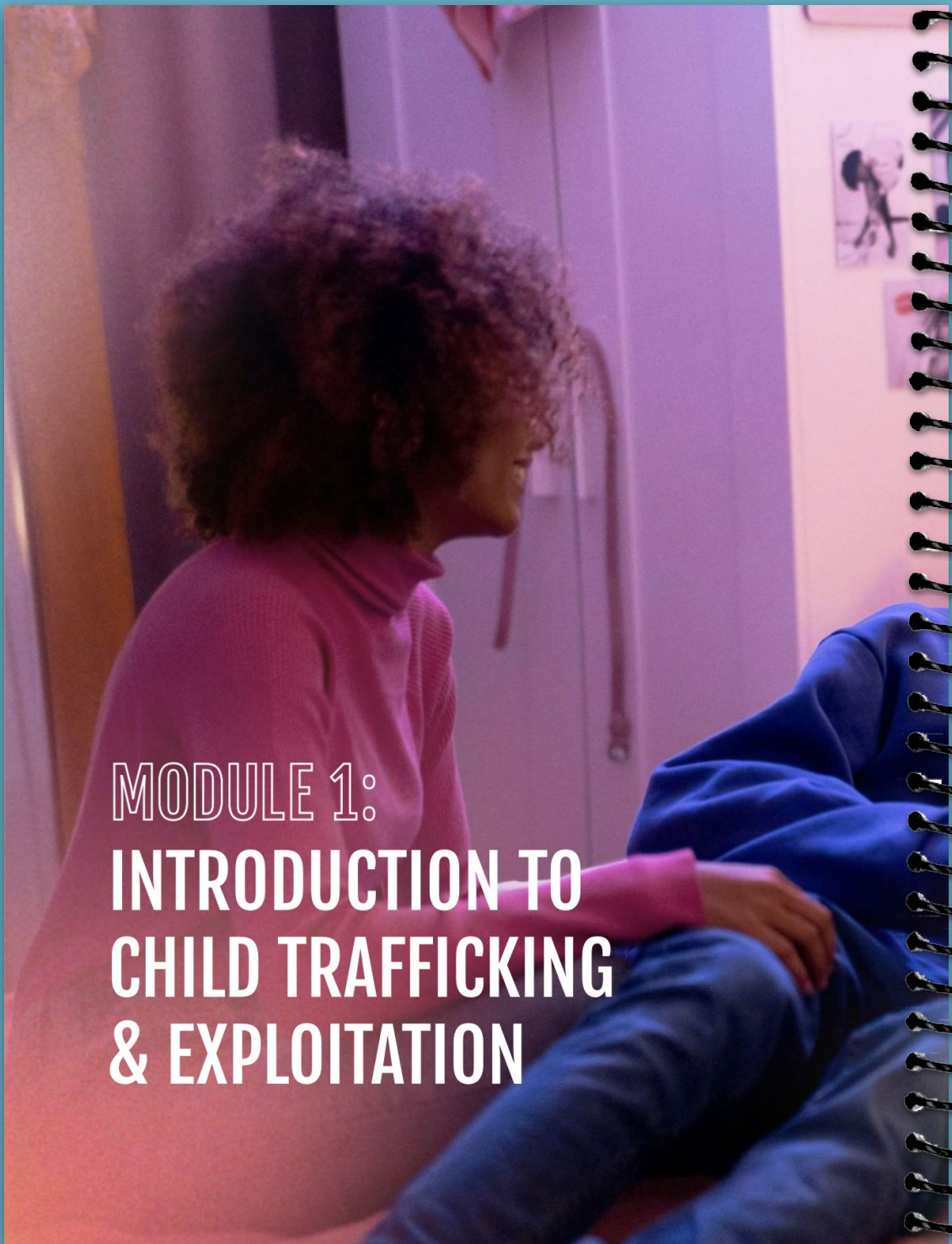| Module 1: INTRODUCTION TO HUMAN TRAFFICKING & EXPLOITATION	• Optional: Prepare, print, and distribute consent forms. ↓ 1-A • Print *Pre-Test* (one for each participant). ↓ 1-B • Select and print two different *Disguised Case Studies* (one must be Sam's story). One handout for each participant • Print: *Match the Terms* ↓ 1-O • Review module content and implementation notes.
Module 2: SOCIETY & CULTURE	• Review participants' index cards from the previous module. • Select and print photos of convicted exploiters. ↓ 2-A • Prepare and/or print the details of exploiters for discussion. ↓ 2-B • Download *Generational Norms* presentation. ↓ 2-C • Download and review *Generational Norms* notes. ↓ 2-D • Download Tech Norms (one for each participant). ↓ 2-D.1 • Print *Ripped from the Headlines: Steubenville* images. ↓ 2-E • Download *Ripped from the Headlines: Steubenville* story (one for each participant). ↓ 2-F • Print *Ripped from the Headlines: Washington, D.C.* images. ↓ 2-G • Download *Ripped from the Headlines: Washington, D.C.* story (one for each participant). ↓ 2-H • Review module content and implementation notes.
Module 3: RED FLAGS & RELATIONSHIPS	• Review participants' index cards from the previous module. • Download "Tea Consent" video. ↓ 3-A • Print *Red Flags* (one flag for each participant). ↓ 3-B • Print *Red Flags* script (one for each participant). ↓ 3-C • Print *Responding to Red Flags* handout (one for each participant). ↓ 3-D • Select and download one video for the *Is It Healthy* activity. ↓ 3-F • Print *Healthy and Unhealthy Relationship Characteristic Cards.* ↓ 3-G • Optional: Print *Between Now & Then: Who Treats You Right* handout (one for each participant). ↓ 3-H • Review module content and implementation notes.
Module 4: VULNERABILITY & RESILIENCE	• Review participants' index cards from the previous module. • Download "Words Have Power" video. ↓ 4-A • Print *Not a #Label* handout (one for each participant). ↓ 4-B • Select and print *How Strong Is Your Tower?* handout (one for each participant). ↓ 4-C - 4-L • Purchase Jenga or similar visual aid. • Print/photocopy completed *Resources Guides* (one for each participant). ↓ 4-M • Review module content.
Module 5: REDUCING RISKY BEHAVIOR & GETTING HELP	• Review participants' index cards from the previous module. • Print *What Would You Do?: Case Studies.* ↓ 5-A • Print *What Would You Do?* handout (one for each participant). ↓ 5-B • Print completed *Resources Guides* (one for each participant). ↓ 4-M or 4-O • Print *Where Is Your Strength?* cards (one for each participant). ↓ 5-C • Download *"Not a Number"* Spoken Word Video. ↓ 5-D • Optional: Print *Between Now & Then: Red Sand Project* handout (one for each participant). ↓ 5-E • Optional: Order Red Sand Project Toolkits (one for each participant). • Optional: Print and personalize *Certificate of Completion* (one for each participant). ↓ 5-F • Optional: Print/photocopy *Post-Test.* ↓ 5-G • Review module content and implementation notes.

MODULE 1:

INTRODUCTION TO CHILD TRAFFICKING & EXPLOITATION

The following pages demonstrate the high quality of research-based content provided to youth and the detailed level of support provided to facilitators through *Not a Number*.

Description

This module introduces the topic of human trafficking and exploitation and explains what it entails on a local scale. During this session, the participants' misconceptions surrounding the issue of trafficking, exploitation, sexual abuse, and the commercial sex industry are challenged through exposure to the nuances of (and vulnerabilities to) trafficking and exploitation. This session is essential for building trust and communication between the participants and the facilitator—which is necessary in order to create a safe environment for discussion and potential disclosures.

At a Glance

Part 1: Pre-Test	10 minutes
Part 2: Introductions	5 minutes
Part 3: Team Agreements	5 minutes
Part 4: Disguised	25 minutes
Part 5: Match the Terms	10 minutes
Part 5: Wrap Up	5 minutes

Learner Outcomes

By the end of this session, participants should be able to do the following:

- Define key terms: exploitation, human trafficking (HT), vulnerability, force, fraud, coercion.
- Identify the serious negative effects of HT and exploitation.
- Recognize who can be affected by HT and exploitation.
- Describe the strategies that traffickers/exploiters employ to recruit youth.
- Identify common vulnerabilities for youth and how someone may exploit those.

Materials Needed

- Whiteboard, blackboard, or chart paper
- Dry-erase markers, chalk, or markers
- Index cards
- Pens/pencils
- Optional: *Caregiver Consent Form* ↓ 1-A
- *Pre-Test* ↓ 1-B
- *Team Agreements* ↓ 1-C
- *Disguised Case Studies* handouts ↓ 1-D – 1-N
- *Match the Terms* cutouts ↓ 1-O

Preparation Needed

- Optional: If appropriate, prepare, print and distribute consent forms. ↓ 1-A
- Print *Pre-Test* (one for each participant). ↓ 1-B
- Optional: Print *Team Agreements*. ↓ 1-C
- Select and print two different *Disguised Case Studies (one must be Sam's Story 1-K)* that represents the scope of human trafficking and exploitation. The number of total handouts and groups will depend on the group size and available discussion time. ↓ 1-D - 1-N
- Print and cut out *Match the Terms* sheet per group. ↓ 1-O
- Review module content and implementation notes.

Each module contains this opening spread outlining everything a facilitator would need to successfully prepare for implementation.

PART 1: PRE-TEST
10 Minutes

STEP 1: Distribute the *Pre-Test* (↓ 1-B).

Pre-Test ↓ 1-B

STEP 2: Explain that responses are completely anonymous and will only be used to assess their initial understanding of the topic you will be discussing. Inform participants that their responses are not graded, and they should respond honestly and to the best of their understanding. If they do not know or understand a question, have them skip it and move to the next question, or use their best judgment in answering.

STEP 3: Allow participants approximately 10 minutes to complete the *Pre-Test*.

STEP 4: Collect *Pre-Test*.

PART 2: INTRODUCTIONS
5 Minutes

STEP 1: Introduce yourself and any co-facilitators.

STEP 2: Ask participants if they know what human trafficking is. Gather 1-2 responses. Confirm accuracies and clarify misconceptions (e.g., it is something that only happens in other countries). Define human trafficking as the following:

> *"When someone takes advantage of another person for labor or sex in exchange for something of value (money, drugs, food, shelter, or clothes)."*

STEP 3: Ask participants if they know what the words "exploited" or "exploitation" mean. Gather 1-2 responses. Confirm accuracies and clarify misconceptions.

TAKE NOTE

Part 2; Step 2

This is a simplified definition for day one of the curriculum. You will expand on this definition in upcoming modules.

Part 2; Step 5

It is common for some participants to question why they have been selected to participate in Not a Number.

This is particularly frequent when they are required to attend in order to maintain good standing in their respective programs, or have shown specific high-risk indicators for human trafficking and commercial sexual exploitation.

Normalizing group participation (by sharing that this program is taught to many youth in a variety of settings) helps ensure that youth do not feel they have been singled out.

TAKE NOTE

Part 3; Step 2

It is helpful to keep the team agreements the youth created available (posted, if possible) for reference throughout the program.

Define exploitation as the following:

"Taking advantage of or treating someone unfairly for personal benefit."

STEP 4: Explain that you are going to expand on these concepts later and that today's activities will explore them further.

STEP 5: Share about why you're talking to them. State the following:

"Human trafficking and exploitation often doesn't look like what people see on TV or in movies. It can be a lot more subtle than people realize. You may have never experienced any of the things we will talk about, and maybe you never will. However, understanding this topic may help you identify things in your life that could put you at risk—not only to human trafficking and exploitation but also to other kinds of abuse and negative experiences. You might be at a higher risk than you think. At the very least, at some point in your life you are likely to interact with someone who has been affected by these issues. You never know when or how you could help someone by sharing important information and support."

PART 3: TEAM AGREEMENTS
8 Minutes

STEP 1: Explain that in these discussions we are going to be a team. State only one of the options below:

"We are going to talk about some really heavy stuff over the next few weeks. To keep everyone safe, let's develop some agreements that we can all follow."

or

"What makes a team? We know that everyone has rules to follow—at home, at school, and in society. But instead of rules, let's develop team agreements that will help guide us during our time together."

NOT A NUMBER
TEAM AGREEMENTS

Respect
Be kind when you speak and listen to others. Don't be judgmental.

Confidentiality
What is said here stays here. Choose the information you share carefully.

Take Care
Seek support when you need to.

Attachment 1-C

Team Agreements ↓ 1-C

STEP 2: Co-construct team agreements with participants. Ask participants what agreements they want to set, and what behaviors they want to agree upon as a group. Field all responses.

The "Disguised" activity, partially delineated in Part 4 below, is foundational to introducing human trafficking and exploitation, and creates an opportunity for youth to consider the many ways in which youth are taken advantage of.

"Take Notes" are provided throughout the curriculum to prepare facilitators for thoughtful and effective curriculum delivery.

Ensure that the following bolded agreements are written:

- **Respect: Be kind when you speak and listen to others. Don't be judgmental.**
  Summary Statement: *"Remember that people have different experiences and perspectives. Let's help to make sure this is a safe space, and let's respect each other's feelings and opinions and keep an open mind during our discussion."*

- **Confidentiality: What is said here stays here. Choose the information you share carefully.**
  Summary Statement: *"It is important to respect personal information shared during this group. Anything someone else shares about themselves in this room should not be repeated to anyone outside. That said, you cannot be sure that someone will not share, so choose the information you share carefully."*
  State the following: *"There is only one exception to this agreement. My job is not only to make you aware of this issue and teach you ways to stay safe; it is also my job to keep you safe. Therefore, if you tell me someone is hurting you or someone you know, or if you are going to hurt yourself, I will need to follow mandatory protocols to protect you and to report the situation(s). When you share this kind of information, we will have to find someone else for you to talk with about it. That said, I will only speak with the people I need to speak with, and nothing will be shared without your knowledge."*

- **Take Care: Seek support when you need to.**
  Summary Statement: *"What we talk about might bring up some emotions or things that are hard to think about from your own lives. Let me know if you or a friend is struggling in the group. At the end of each session you will have the opportunity to share questions, thoughts, or struggles with me."*

PART 4: DISGUISED
25 Minutes

STEP 1: Ask participants if they know what a disguise is. Gather 1-2 responses, and discuss or reframe where appropriate. If participants do not respond, summarize the definition of a disguise:

> *"A disguise is a mask or something a person may use to hide themselves or pose as something they are not."*

STEP 2: Explain that they are going to do an activity called *Disguised*, and that they will be reading short stories and looking at how people have taken advantage of others' vulnerabilities.

STEP 3: Ask participants to define the term *vulnerability*. Field 2-3 responses, and discuss or reframe any response that links vulnerability to a weakness using the options below:

- Something out of a person's control
- These are things we all experience.
- Feelings, situations, and needs that someone can take advantage of

STEP 4: If participants do not respond, summarize the definition of vulnerability:

> *"A vulnerability is something someone may use to take advantage of someone else."*

Note that sometimes exploitation is easy to see, but sometimes it's well-disguised. Explain that all of the case studies are based on a combination of real stories.

PART 5: MATCHING THE TERMS
10 Minutes

STEP 1: Introduce the activity by stating the following:

"It's important to remember that in human trafficking someone can be exploited for sex or for labor through force, fraud or coercion."

STEP 2: Pass out *Match the Terms* (1-O) activity to groups of 2-4 participants. Give them 5 minutes to match the definition (gray) cards to the scenario (blue) cards. Encourage participants to do their best and match each term.

STEP 3: Debrief this activity as an entire group. One by one, go over each term and have youth respond with the matching scenario. Stop and clarify any confusion as you go along to make sure everyone understands the new terminology.

STEP 4: Wrap up the activity by highlighting that while the terms may have been unfamiliar, many of the situations were not. Remind youth that they will continue to learn about trafficking, the ways they can identify these scenarios in their daily lives, and the steps they can take to stay safe.

PART 6: WRAP UP
6 Minutes

STEP 1: Distribute index cards and ask participants to write a question, comment, or a thought about what they learned. Explain that participants do not have to write their names on the cards unless they choose to.

STEP 2: Collect the comment cards.

STEP 3: Remind youth that you or another safe adult within their facility is available to debrief, answer any questions, or discuss anything that may have come up after the group or at a later date.

STEP 4: Thank the youth for their participation and their adherence to the team agreements. Express enthusiasm about continuing the conversations in the next session.

The final part of each module's core activity is the Wrap Up, which allows time to gather youth's questions and feedback, and prepare them for the next module.

PART 2: EXPLOITER PROFILES
10 Minutes

STEP 1: Explain to participants that today's discussion will focus on their online use, presence, and connections.

Ask participants:

"For your generation, so many of your friendships and relationships happen on your phones. Through apps and texting you all are creating new connections with people daily. What are the benefits of being able to stay connected and make new friends online?"

Field 1-2 responses about POSITIVE things about online use and staying connected.

STEP 2: Explain that there are many benefits to being online and positive uses for the internet and apps. However, we also know that there's a downside to the internet and being online all the time. Ask participants to name a few of the negatives or dangerous things about the internet and apps. Field 1-2 responses.

**STEP 3:** Use the prompt below to lead the discussion to relationships online.

"The internet, and being on our phones gives us access to a lot of ways to meet new friends or start new relationships at any moment. So today, we're going to do our own version of online dating. When you meet someone online, what's the first thing you look at?"

Field 1-2 responses (Are they attractive? Age? Location? etc.)

STEP 4: *"How do you decide if they're someone you want to keep talking to? Do you consider whether or not they appear to be safe?"*

Field 1-2 responses about what are signs of safety or what would be unsafe.

STEP 5: Distribute Photos of Convicted Exploiters or present on the projector (↓ 2-A or↓ 2-C, respectively). Explain that we will be looking at several profiles and trying to determine who is a trafficker/exploiter and who is not. If necessary have participants walk around the room with their photos to show the rest of the group.
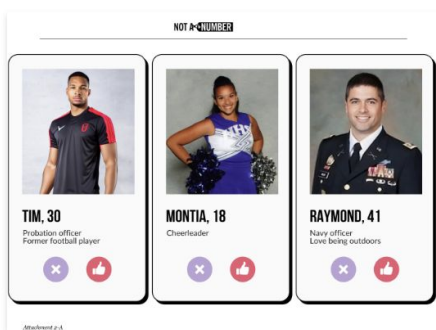
Photos of Convicted Exploiters
↓ 2-A

PART 1: WELCOME BACK & REVIEW
5 Minutes

STEP 1: Welcome participants to the session and review the activities completed in the previous session by asking them what they remember learning.

Ask the following questions:

QUESTION	COMMON ANSWERS FROM YOUTH	POINTS TO EMPHASIZE
What have you learned about human trafficking and exploitation so far?	• It affects a lot of people. • It's not just about sex. • It's actually not the victim's fault.	• It is important to highlight both labor and sex trafficking. • Girls are not the only victims. • Human trafficking and exploitation happen in the US. • Exploiters use vulnerabilities in order to take advantage of their victims. • No one under the age of 18 can consent to commercial sex legally; therefore, they are considered victims according to federal law.
Do traffickers and abusers always look the same? Who could be a trafficker?	• No, you shouldn't judge a book by its cover. • Anyone could be a trafficker, even a cheerleader and a grandmother. • They could look normal, like everyday people.	• Not all traffickers look the same. • Traffickers, exploiters, and abusers come from different backgrounds and take advantage of people in any setting. • Sometimes traffickers are the very people who no one expects to be a trafficker. They take advantage of the fact that people trust them, which makes it's easier for them to get close to and trick the people they target and victimize.
Can you provide an example of the ways in which images or videos can be used to exploit someone?	• Sharing photos to get back at someone. • Threatening to share pictures or videos to make someone do something for you. • Getting mad and sharing nude photos someone sent you. • Sharing sexual images because you got them and thought they were funny or embarrassing.	• Sextortion as a form of blackmail is increasing amongst youth. Exploiters rely on youth's shame to keep them quiet and in a cycle of continually sharing pictures and videos. • Revenge porn, as a means to get back at someone who has wronged them, is common amongst youth; it's also a crime. • Youth do not see sexting as the distribution of child pornography, though by definition, it is. Ensure they know what is safe and what could potentially be illegal for them.

Each module's core activity begins with a review of the previous module before leading into the main content for the current session.

QUESTION	COMMON ANSWERS FROM YOUTH	POINTS TO EMPHASIZE
Does gender play a role in how society thinks about abuse?	• People are less likely to see abuse of boys as actual abuse. • It is often more difficult for boys to find a safe space to be heard and supported than it is for girls.	• Our cultural norms about male victims make it harder for them to disclose abuse. • Boys do not want to be seen as weak or helpless, which is often how we subconsciously view victims.
Can you give an example of how language can affect the way a survivor might be seen and treated by their peers?	• If a survivor is called names, peers might think the person either wanted to engage in the sexual act(s) or did something wrong to put themselves in the situation.	• When a person engages in risky behavior, that does not mean they are at fault for being exploited.

TAKE NOTE

Part 1; Step 2
Don't forget to reword questions, comments, and thoughts to protect anonymity.

STEP 2: Review selected index cards from the previous module and answer them as appropriate.

PART 2: DID YOU SAY YES?
10 Minutes

STEP 1: Ask 1-2 volunteers to share the definition of consent based on your previous discussions. Clarify and/or reframe their definitions if necessary. If participants have not said it, define consent as the following:

"Consent is permission for something to happen or agreement to do something. An enthusiastic and verbal "yes" without pressure."

It is okay for participants to say the definition in their own words, but it is very important to clarify the definition (or reframe their statement, if needed) to make sure **accurate information** is reinforced.

STEP 2: Introduce the video by indicating that it will summarize the concept of consent by using an analogy. In this case, a "cup of tea" represents sexual activity.

STEP 3: You can reference 3-A.1 attachment for other videos on consent should you be interested in using something else.

STEP 4: Play "Tea Consent" video (↓ 3-A).
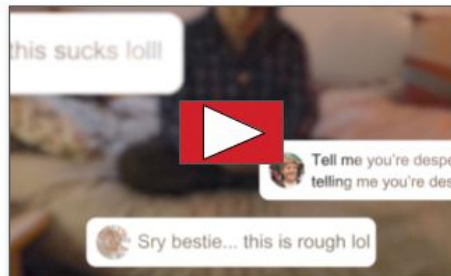
PART 2: YOU ARE #MORE
28 Minutes

STEP 1: Introduce this activity by highlighting that what others say about us can be impactful. Ask participants:

"Can labels and name-calling affect how we feel about ourselves? Can you think back to a time when someone has said something that hurt your feelings?"

Field 1 -2 responses.

STEP 2: Introduce the "Words Have Power" video (↓ 4-A) by explaining that they will be watching a video where a youth is experiencing online bullying and navigating negative comments.

STEP 3: Play the "Words Have Power" video (↓ 4-A).

"WORDS HAVE POWER" VIDEO
↓ 4-A

STEP 4: Ask participants to share their response after watching the video. Field 2-3 comments.

The "You are #More" activity, partially shown below, creates a space for youth to explore how language can impact them and others, and how negative language has the potential to harm a person's well-being and increase their vulnerability. The curriculum provides extensive direction on important questions and things to keep in mind that the facilitators may employ during the discussion.

Ask the following questions:

QUESTION	COMMON ANSWERS FROM YOUTH	POINTS TO EMPHASIZE
What did you think about the video?	• This happens all the time. • It is a good video. • Are those real people? Do you know them? • Where are they from? • Are those real messages? • Why didn't they just block them?	• Love146 recorded this video in Connecticut with actors. • The comments represent common online bullying that also happens in person
Have you had similar experiences or been told similar things? Were you able to relate?	• Yeah, but I don't care • No, I don't have social media for this reason • Yeah, people always talk and sometimes it's hard. • They don't even know what they are talking about, and they wouldn't like it if someone was calling them those things. • Maybe some of the things that people are called are because of things that they did, so maybe they deserve that a little bit.	• Everyone at some point has been called something that made them uncomfortable or that was intended to hurt and bring them down. • Negative comments don't just happen in online spaces. It can also happen in person, at school, at practice, or at home. • For some individuals, what has been said to them is serious and painful and has the potential to harm their well-being. • A lot of times when people judge and assume things about others, there is a back story that they don't know.

WHAT WOULD I NEED TO BRING NOT A NUMBER TO THE YOUTH IN MY ORGANIZATION?

- A group of 5 to 30 youth.
- Approximately five 50-minute time blocks. The program can also be taught in four sessions or expanded to six sessions if needed.
- At least one facilitator per group. Based on your agency's needs, you may select a Love146 certified facilitator to implement the program or you may obtain a license to utilize the program directly and send a staff member to a training to become certified to administer the curriculum. For additional information on licensed agencies that accept referrals in your area, visit www.love146.org/licensing.

WHAT DOES NOT A NUMBER'S LICENSING AND CERTIFICATION PROCESS LOOK LIKE?

- Schools, child welfare and juvenile justice agencies, as well as other youth-serving organizations, are eligible for licensing. Organizations who become licensed can have facilitators complete the three-day Facilitator Certification Training, and be certified to implement the curriculum.
- Strong candidates for certification, selected by their organizations, are individuals with experience working with at-risk youth in a professional capacity. Individuals with facilitation experience, that have utilized other prevention curricula and have group facilitation as part of their role, are a good fit for certification (e.g., school counselors, teachers, and social workers).
- To maintain certification, facilitators are required to: implement and submit data that fulfills the obligations based on your license/scholarship agreement; and participate in annual online recertification activities.

BENEFITS FOR CERTIFIED FACILITATORS

✓ A three-day training designed to equip staff to facilitate *Not a Number* and collect the appropriate evaluative data

✓ Training on human trafficking and commercial sexual exploitation of children

✓ Modeling of *Not a Number* modules during the training

✓ Coaching on facilitation techniques with diverse settings and appropriate response to disclosures

✓ *Not a Number* participant teach-back

✓ One year license

✓ *Not a Number* curriculum book and digital access to all curriculum resources

✓ Access to online monitoring and evaluation app and agency/individual outcome data

✓ Access to quarterly coaching calls on special topics (e.g., victim blaming, sexting, responding to disclosures)

✓ Ongoing access to Love146 Prevention Advisory Specialists for coaching and programmatic support

✓ Annual curriculum updates and training

For support from the Love146 Prevention Advisory Team, please email
NOTANUMBER@LOVE146.ORG

To learn more about *Not a Number*, visit
WWW.LOVE146.ORG/NOTANUMBER

If you are a professional who works with youth and are interested in learning more about *Not a Number*'s licensing and certification process, visit
WWW.LOVE146.ORG/LICENSING

If you are a parent, caregiver, or professional who works with youth and would like to learn more about protecting children from trafficking and exploitation, visit
WWW.LOVE146.ORG/PARENTING

LOVE146

END CHILD TRAFFICKING AND EXPLOITATION