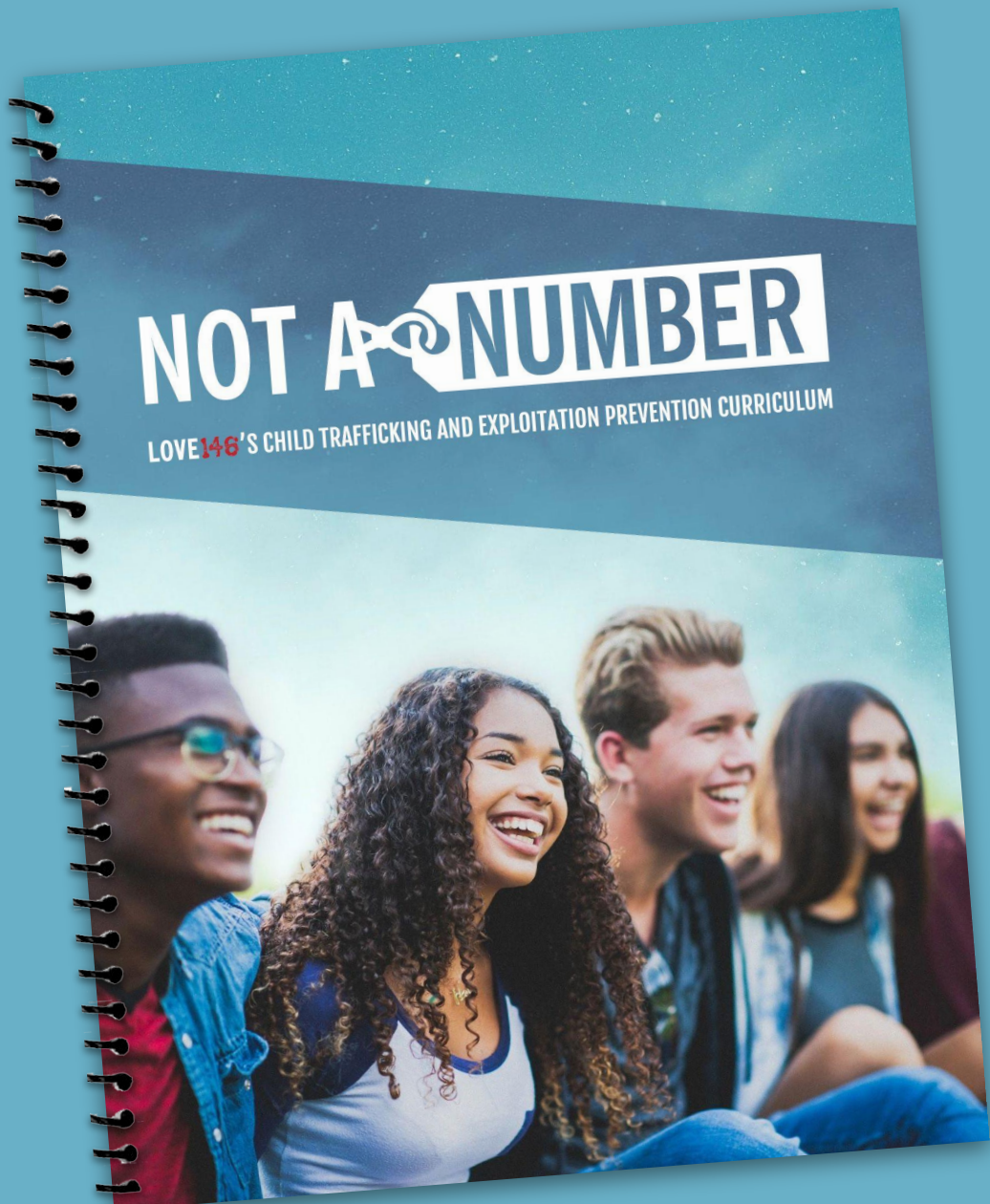


# A PREVIEW OF LOVE146'S CHILD TRAFFICKING AND EXPLOITATION PREVENTION CURRICULUM



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Special thanks to Kimberly Casey, former Director of Prevention at Love146, who initiated the first version of *Not a Number*.

We also want to acknowledge the authors of prior editions, who established the platform on which this new edition was developed.

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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

Thank you to the following people who provided consultation on the initial version of *Not a Number*. Your expertise is woven throughout this version.

**DAVID FINKELHOR, PH.D.**  
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This third edition acknowledges several individuals and organizations who contributed to this work:

Molly Gochman, Alysia Harris, and Michelle Phan  
for sharing their creativity.

Ann T. Hardiman Fund, Mission 14, The Salah  
Foundation, Dan Siracusa, Simmons Foundation, and  
Sandi Young for their generous financial contributions to  
support the development of *Not a Number*.

# NOT A NUMBER

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

### LOVE146

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### INTERIOR AND COVER 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.

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### YOU ARE #MORE VIDEO

Script by Love146 and RiceBunny. Produced by RiceBunny.  
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### SEXTORTION VIDEO

Script by Thorn. Produced by Blue Seat Studios.  
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"I managed to get away. I made an excuse and got out of there as fast as I could... Because of what we've talked about at *Not a Number*, I paid closer attention and knew to trust my gut."

– A youth reached by *Not a Number*

**I AM NOT A PRICE.  
I AM NOT A STATISTIC.  
I AM NOT A LABEL.**

**I AM  
NOT A  NUMBER**

**AND MY HUMANITY CANNOT  
BE REDUCED.**

# 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 field 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

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# NOT A NUMBER

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## LOVE146

Love146 is an international human rights organization working to prevent child trafficking and exploitation and to care for survivors. We serve children from our offices in the United States, the Philippines, and the United Kingdom. Child trafficking is still one of the darkest stories on our planet. But for us, the hope of ending this abuse is a reality. Love146 is helping grow the anti-trafficking movement while providing effective, thoughtful solutions. We believe in the power of love and its ability to effect sustainable change. Love is the foundation of our motivation.

### 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*?

*Not a Number* is an interactive, five-module prevention curriculum designed to teach youth how to protect themselves from human trafficking and exploitation through information, critical thinking, and skill development.

**TAKE NOTE**

For detailed information on the learning outcomes for each module, turn to the *Not a Number* Scope and Sequence on page 35.

### 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 create vulnerabilities or keep youth from seeking help. Through open conversations, engaging activities, the use of spoken word, 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).

### What Makes *Not a Number* Different?

- 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.
- Is rooted in strong program theory and grounded in empirical literature and best practices in the field of prevention education.
- 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 risk spectrum. It considers all youth as inherently vulnerable, but also as bearers of incredible 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.

Eight years of experience in prevention education, a review of current literature, analysis of best practices in prevention, and input from various disciplines informed the development of *Not a Number*, 3rd Edition.

### 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, as well as other educational curricula that seek to draw historic connections with human trafficking, the influence of culture and media in society, and/or the interactions between violence and social movements (e.g., social studies and English). 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 with high-risk indicators such as low socioeconomic status, history of abuse and/or neglect, exposure to violence, risky sexual behavior online and offline, history of alcohol or substance abuse, involvement in child welfare or juvenile justice systems, and mental health diagnosis. While youth who have experienced human trafficking and exploitation may benefit from the information provided by *Not a Number*, the curriculum is designed for primary and secondary prevention and early identification for vulnerabilities and exploitation. It is not intended to be used primarily as an intervention tool (Jones et al., 2014).

### Empowering Movement

*Not a Number* encourages peer-to-peer prevention since youth often confide in one another before alerting an adult. The training also teaches them to recognize when additional support may be needed. The curriculum motivates 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* activity, developed in partnership with The Red Sand

*Not a Number* was developed for youth ages 12-18, and 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.

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](http://REDSANDPROJECT.ORG).

#### TAKE NOTE

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. For detailed information on professional and caregiver resources, access the guides on the web portal.

### Creating A Whole-School or Entire-System Response

The issue of human trafficking is complex, and, as with other prevention programs, 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).

*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.

#### HUMAN TRAFFICKING IN AMERICA'S SCHOOLS

In January 2015, the U.S. Department of Education published *Human Trafficking in America's Schools*, a guide to help support schools in their efforts to build healthy learning environments. In the report, Jeneé Littrell of the Grossmont Union High School District indicates the following:

Schools have several responsibilities regarding child trafficking. They must:

1. Increase staff awareness and educate staff on the indicators and the nature of the crimes.
2. Increase parent and student awareness of the risks and realities of trafficking.
3. Develop and clearly articulate district- or school-wide policies on and protocols for identifying a suspected victim or responding to a disclosure from a suspected victim (U.S. Department of Education, 2015).

For those interested in creating a whole-school approach to human trafficking and exploitation, *Human Trafficking in America's Schools* may be a helpful resource — particularly with efforts to develop district- or school-wide policies and protocols.



### 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)

### 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 order to continually evaluate the extent to which the materials in this curriculum are meeting their intended goals, curriculum developers worked with experts from the Crimes Against Children Research Center at the University of New Hampshire to design measurable skill-based learning objectives. Based on these learning objectives, the Crimes Against Children Research Center assisted in developing research-based assessment tools to facilitate immediate and long-term outcome evaluation efforts. These evaluation tools, along with the curriculum, have been pilot-tested with experts in the field and with a cohort of youth ages 12-18 to assess their readability, applicability, and completeness.

The 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.

Outcomes from data collected during the pilot period indicate significant improvements in mean scores when comparing pre/post-test data on:

- Knowledge questions.
- Participants' likelihood of challenging harmful attitudes and behaviors.
- Participants' likelihood of seeking help if they or a friend were in risky situations.

### 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/post-test is included as a resource. The pre/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.

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.

### NOT A NUMBER PRE-TEST

GENDER: \_\_\_\_\_ LOCATION: \_\_\_\_\_  
 AGE: \_\_\_\_\_ TEACHER: \_\_\_\_\_  
 RACE/ETHNICITY: \_\_\_\_\_ PERIOD: \_\_\_\_\_

Please mark (X) how much you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. People can be exploited for labor and commercial sex in my neighborhood.					
2. Youth under 18 who are involved in commercial sex are considered victims.					
3. Boys can be exploited for commercial sex as well as girls.					
4. Traffickers often pretend to be friends or romantic partners to take advantage of someone's vulnerabilities.					
5. If someone is exploited while under the influence of drugs or alcohol, it is their fault.					
6. It's a sign of an unhealthy relationship if someone insists on reading their partner's texts.					
7. Consent to sexual activity requires a yes from all parties without pressure.					
8. It's a sign of love to do things someone asks you to do, even if you don't want to.					
9. Someone in an abusive relationship can leave anytime they want to.					
10. Both men and women can be traffickers.					

Attachment 1-8

PREVIEW OF PRE-TEST

The screenshot shows the user's dashboard with a navigation bar (HOME, MY COURSES, COURSE MATERIALS, REPORTS, EVENTS) and a main heading "WELCOME, FRANK". Below this, there are three main sections: "RECENTLY UPDATED COURSES" with a list of courses like "Found Course" and "A Second Step Course"; "COURSE MATERIAL & RESOURCES" with a "PRINTABLE COURSE MATERIALS" section; and "ACCOUNT INFORMATION" with details about the user's account and a "PRINT FOR REGISTRATION" button.

NOT A NUMBER WEB PORTAL



## FREQUENTLY ASKED QUESTIONS

### WHAT YOU SHOULD KNOW ABOUT *NOT A NUMBER*

#### *How is Not a Number Designed to Meet the 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 establishes a safe and respectful space for youth and adults to have the open and informed dialogue necessary for effective prevention.
- It intentionally creates a youth-driven approach that is collaborative and interactive. For example, activities include youth analyzing media, 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.

#### *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.



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.

### Is This Curriculum Appropriate for Youth Who Have Been Involved in the Commercial Sex Industry?

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.

### BRINGING *NOT A NUMBER* TO YOUR COMMUNITY

#### What Would I Need to Bring *Not a Number* to the Youth in my Organization?

- A group of 5 to 30 youth
- Approximately five 60-minute time blocks. Schedules for alternate time blocks are available, if needed.

#### 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 that:

- 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



### TAKE NOTE

If you are unable to implement the curriculum in five 60-minute modules, the Love146 Prevention Advisory team can provide you with alternate schedules.

## GUIDE TO USING *NOT A NUMBER*

### KEY COMPONENTS

*Not a Number* is a five-module curriculum designed to address factors associated with human trafficking and exploitation. Each module is designed to be completed in approximately 60 minutes. The modules can be implemented over a period of days or weeks depending on your schedule. In order to maintain fidelity to the model, the curriculum must be implemented in a minimum of three separate sessions.

*Not a Number* also includes a pre- and post-test. Requirements and information regarding the utilization of this tool are discussed during the *Not a Number* Facilitator Certification Training.

#### Core Activity

Fidelity to the model and desired program outcomes are best maintained by completing all core activities.

#### Optional Activity

Although these are not critical to maintain fidelity to the model, optional activities will help support the achievement of the learner outcomes and should be completed whenever time permits.

#### Go Deeper

These activities have been designed to expand certain topics and are most suitable when the time allocated for each module is extended beyond 60 minutes.

#### Take Note

These important tips, information, and resources have been provided to support the facilitator as they navigate implementation.

#### Downloadable Resources

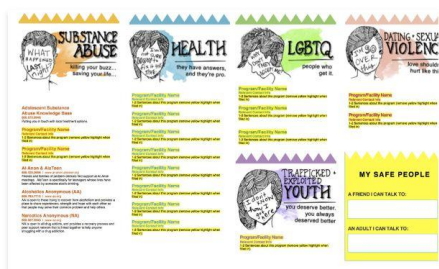
*Not a Number* comes with access to downloadable and printable resources, including all participant handouts, images, videos, PowerPoints, and resources for caregivers and professionals. Resources available for download are indicated by the icon and the appropriate correlating number (e.g., 1-A), and can be accessed through the facilitator web portal at [www.not146.org](http://www.not146.org).

### RESOURCE GUIDE

The *Resource Guide* template is provided on the web portal. National resources (e.g., hotlines) are delineated and categories are provided to assist the facilitator in identifying critical local resources for youth (e.g., health, dating and sexual violence, LGBTQ+, substance abuse). It is essential — and required to maintain fidelity — that facilitators develop their local resource guide prior to direct implementation with youth.

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.

If multiple facilitators from the same school, agency, or organization are implementing *Not a Number*, it is recommended that they collaborate to develop the *Resource Guide*.



**TAKE NOTE**

The *Resource Guide* is not only required to maintain fidelity to the model, but it is also a key component of two curriculum activities. More importantly, by creating opportunities for participants to engage with local resources, you will increase the likelihood that they will know how to access support when they need it most.

### RESOURCES TO SUPPORT A WHOLE-SCHOOL OR ENTIRE-SYSTEM RESPONSE

By engaging professionals and caregivers in the learning process, you have the opportunity to encourage a youth-centered approach that is collaborative and comprehensive.

#### Available Materials

- *At-a-Glance: Caregivers* ↓ R-A
- *A Guide for Caregivers* ↓ R-B
- *Human Trafficking and Exploitation: Caregivers Presentation* ↓ R-C
- *Human Trafficking and Exploitation: Caregivers Presentation Facilitator's Guide* ↓ R-D
- *At-a-Glance: Professionals* ↓ R-E
- *A Guide for Professionals* ↓ R-F

- 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 box below).
- Be aware of the importance and practice of self-care.

### 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'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: SCOPE AND SEQUENCE**

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

<p><b>Module 1: AN INTRODUCTION TO HUMAN TRAFFICKING AND EXPLOITATION</b></p>	<ul style="list-style-type: none"> <li>• Define key terms: exploitation, human trafficking, vulnerability.</li> <li>• Recognize how youth become involved in commercial sex.</li> <li>• Identify the serious negative effects of human trafficking and exploitation.</li> <li>• Recognize who can be affected by human trafficking and exploitation.</li> <li>• Describe the strategies that traffickers/exploiters employ to recruit youth.</li> <li>• Identify signs and red flags of grooming and recruitment.</li> </ul>
<p><b>Module 2: SOCIETY AND CULTURE</b></p>	<ul style="list-style-type: none"> <li>• Define key terms: force, fraud, coercion.</li> <li>• Describe the strategies that traffickers/exploiters employ to recruit youth.</li> <li>• Understand present laws regarding technology, messaging, and social media use.</li> <li>• Analyze how the perception of norms influence healthy and unhealthy behaviors.</li> <li>• Reject the idea that engaging in risky behavior makes abuse the victim's fault.</li> <li>• Understand the consequences of risky and harmful behaviors.</li> </ul>
<p><b>Module 3: RED FLAGS AND RELATIONSHIPS</b></p>	<ul style="list-style-type: none"> <li>• Define consent.</li> <li>• Recognize how strong emotions (e.g., anger, sadness) and/or difficult situations can lead to risky decision-making.</li> <li>• Describe how people utilize technology to build relationships and to abuse and exploit.</li> <li>• Identify the characteristics and behaviors of healthy and unhealthy relationships.</li> <li>• Understand the complexity of the decision to leave an abusive relationship.</li> </ul>
<p><b>Module 4: VULNERABILITY AND RESILIENCE</b></p>	<ul style="list-style-type: none"> <li>• Identify personal and peer vulnerabilities (e.g., individual, relationship, environment, society) and risk factors.</li> <li>• Identify language that can be potentially harmful to one's self and to others.</li> <li>• Recognize it is important to acknowledge and communicate one's specific feelings.</li> <li>• Challenge youth to develop healthy language alternatives.</li> <li>• Identify recruitment tactics designed to exploit vulnerabilities.</li> <li>• Identify individual pressures that may make people vulnerable and more likely to engage in risky behaviors.</li> </ul>
<p><b>Module 5: REDUCING RISKY BEHAVIOR AND GETTING HELP</b></p>	<ul style="list-style-type: none"> <li>• Know how to locate and use community resources.</li> <li>• Create a safety plan for a potentially-risky situation.</li> <li>• Encourage a peer to seek support should they be experiencing vulnerabilities or abuse/exploitation.</li> <li>• Apply safety planning strategies to complex real-world situations.</li> <li>• Demonstrate refusal or negotiation skills that avoid or reduce risk.</li> <li>• Determine when situations may require adult and/or professional support.</li> </ul>



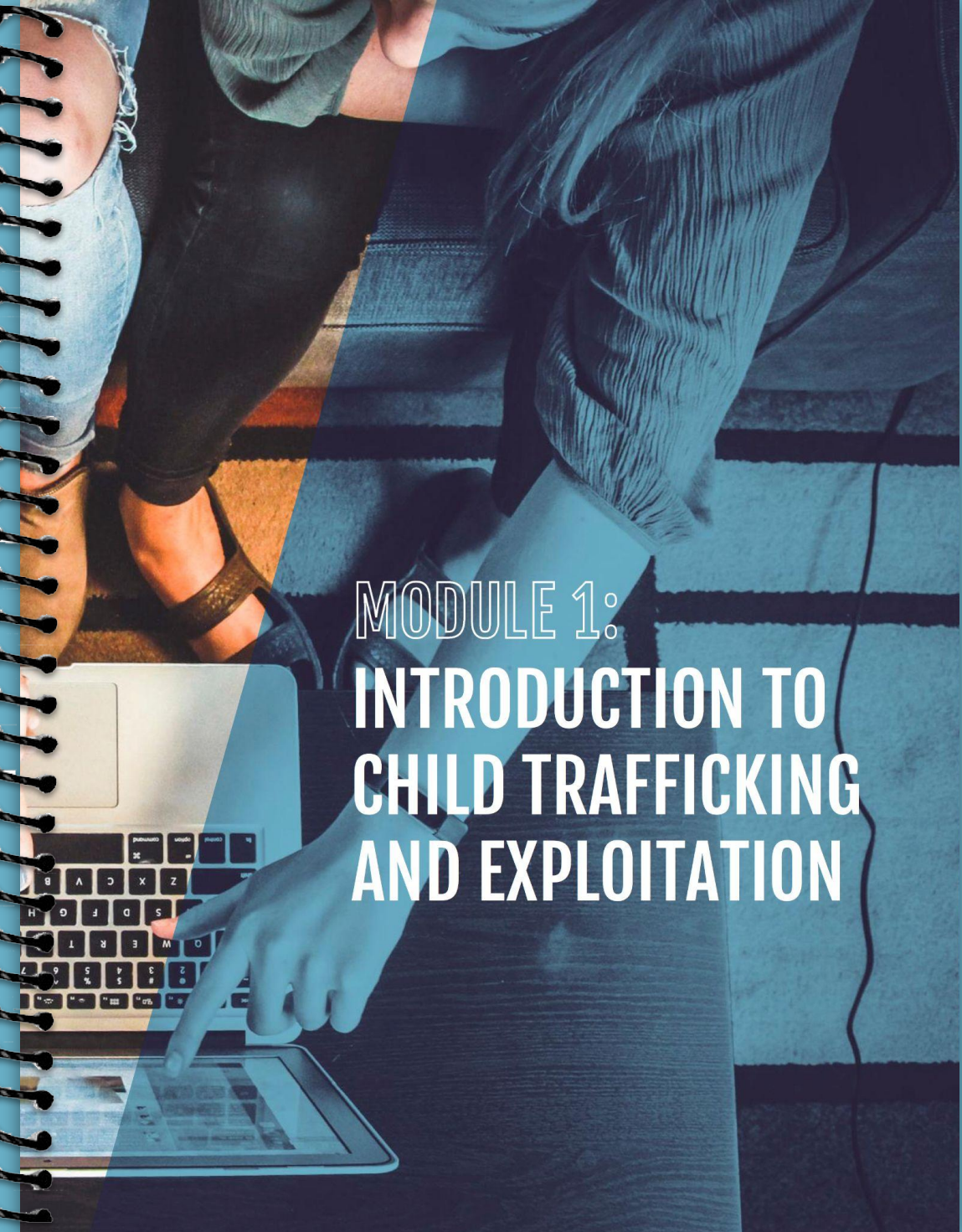
# NOT A NUMBER

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





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*.



**MODULE 1:  
INTRODUCTION TO  
CHILD TRAFFICKING  
AND EXPLOITATION**

### 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	🕒 12 minutes
⊕	Part 2: Introductions	🕒 8 minutes
⊕	Part 3: Team Agreements	🕒 8 minutes
⊕	Part 4: Disguised	🕒 25 minutes
⊕	Part 5: Wrap Up	🕒 7 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.
- Recognize how youth become involved in commercial sex.
- 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 signs and red flags of grooming and recruitment.

### MATERIALS NEEDED

- Optional: Laptop and speakers
- Whiteboard, blackboard, or chart paper
- Dry-erase markers, chalk, or markers
- Index cards
- Pens/pencils
- Optional: *Caregiver Consent Form* † 1-A
- Optional: *Pre-Test* † 1-B
- *Team Agreements* † 1-C
- *Disguised Case Studies* handouts † 1-D – 1-M

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

### PREPARATION NEEDED

- Optional: If appropriate, prepare, print/photocopy, and mail/distribute consent forms. ↓ 1-A
- Optional: Print *Pre-Test* (one for each participant). ↓ 1-B
- Optional: Download *Team Agreements*. ↓ 1-C
- Select and print two different *Disguised Case Studies* that represent 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-M
- Review module content and implementation notes.



 TAKE NOTE

**Part 3; Step 2**

When co-constructing the team agreements, it is important to address the agreements to respect one another, maintain confidentiality, and take care. If additional agreements make the list, that is okay, but ensure that those three are written down.

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

**About Confidentiality**

It is important to let participants know that you are a mandated reporter. This should help avoid any confusion or frustration should they disclose any present or past abuse, neglect, or human trafficking.

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.

TEAM AGREEMENTS 4 T-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. Ensure that the following 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."*



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.

 **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 a short story and looking at how people have been exploited through their vulnerabilities.

**STEP 3:** Ask participants to define the term *vulnerability*. Field 2-3 responses, and discuss or reframe where appropriate. Reframe any response that links vulnerability to a weakness. If participants do not respond, summarize the definition of vulnerability:


*“A vulnerability is something someone may use to take advantage of someone else.”*

**STEP 4:** 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.

**STEP 5:** Divide participants into groups. Distribute the selected *Disguised Case Studies*, and instruct participants that they should read the case study in their group and answer the questions listed on the chart. Allow students eight minutes to complete this activity.

**STEP 6:** While participants complete their task, create a large chart on a whiteboard or a large piece of chart paper.

WHAT	WHO	HOW	WHAT

 **TAKE NOTE**

**Part 4; Step 3**  
Acceptable reframing/ responses for the discussion on defining vulnerability:

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

**Part 4; Step 5**  
When selecting case studies, ensure that you select stories that represent the scope of human trafficking — e.g., Sarah, Jenna for sex trafficking and Carlos, Eddie, and Luis for labor trafficking.

It is optimal for this activity to be completed in small groups of 3-4 participants, with each group receiving a different case study. It can also be done as one large group, or independently (with each participant getting one of the case studies) depending on time and group size.

Note that you will have the opportunity to use shorter versions of the stories you have not selected for this activity during the *How Strong Is Your Tower?* activity in Module 4.



### PART 5: WRAP UP 7 Minutes

**STEP 1:** Distribute index cards and ask participants to write a question, comment, or 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:** Preview the key points for discussion in the upcoming module:

- Review key terms: human trafficking and exploitation.
- Debunk myths regarding what a trafficker looks like.
- Analyze how technology norms contribute to the issues of human trafficking, exploitation, and other forms of violence.
- Discuss “everyday language” and blaming the survivors of abuse.

**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 1: WELCOME BACK AND 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	THINGS TO KEEP IN MIND
What have you learned about human trafficking and exploitation so far?	<ul style="list-style-type: none"> <li>• It affects a lot of people.</li> <li>• It's not just about sex.</li> <li>• It's actually not the victim's fault.</li> </ul>	<ul style="list-style-type: none"> <li>• It is important to highlight both labor and sex trafficking.</li> <li>• Girls are not the only victims.</li> <li>• Human trafficking and exploitation happen in the US.</li> <li>• Exploiters use vulnerabilities in order to take advantage of their victims.</li> <li>• No one under the age of 18 can consent to commercial sex legally; therefore, they are considered victims according to federal law.</li> </ul>
Do traffickers and abusers always look the same? Who could be a trafficker?	<ul style="list-style-type: none"> <li>• No, you shouldn't judge a book by its cover.</li> <li>• Anyone could be a trafficker, even a cheerleader and a grandmother.</li> <li>• They could look normal, like everyday people.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all traffickers look the same.</li> <li>• Traffickers, exploiters, and abusers come from different backgrounds and take advantage of people in any setting.</li> <li>• Sometimes traffickers are the very people who no one expects to be a trafficker; they take advantage of the fact that people trust them and it's easier for them to get close to and trick their victims.</li> </ul>
Can you provide an example of the ways in which images or videos can be used to exploit someone?	<ul style="list-style-type: none"> <li>• Sharing photos to get back at someone.</li> <li>• Threatening to share pictures or videos to make someone do something for you.</li> <li>• Getting mad and sharing nude photos someone sent you.</li> <li>• Sharing sexual images because you got them and thought they were funny or embarrassing.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Revenge porn, as a means to get back at someone who has wronged them, is common amongst youth; it's also a crime.</li> <li>• 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.</li> </ul>

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	THINGS TO KEEP IN MIND
Does gender play a role in how society thinks about abuse?	<ul style="list-style-type: none"> <li>• People are less likely to see abuse of boys as actual abuse.</li> <li>• It is often more difficult for boys to find a safe space to be heard and supported than it is for girls.</li> </ul>	<ul style="list-style-type: none"> <li>• Our cultural norms about male victims make it harder for them to disclose abuse.</li> <li>• Boys do not want to be seen as weak or helpless, which is often how we subconsciously view victims.</li> </ul>
Can you give an example of how language can affect the way a survivor might be seen and treated by their peers?	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• When a person engages in risky behavior, that does not mean they are at fault for being exploited.</li> </ul>

**TAKE NOTE**

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

**Part 2; Step 1**  
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:** 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.”*

**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:** Play “Tea Consent” video (3-A).

**TAKE NOTE**

**Part 1, Step 2**

Don't forget to reword questions, comments, and thoughts to protect the anonymity of a participant who chose to write their name, a specific disclosure, or information that might cause other participants to guess the writer's identity.

QUESTION	COMMON ANSWERS FROM YOUTH	THINGS TO KEEP IN MIND
What was on your online safety plan?	<ul style="list-style-type: none"> <li>• Keeping my location off</li> <li>• Posting where I was after I have left the location</li> <li>• Asking how I know someone when I get a new friend request</li> <li>• Keeping my page on "private"</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping your social media on "private" can help prevent risky interactions with people who may try to take advantage of you.</li> </ul>
What are some red flags in relationships?	<ul style="list-style-type: none"> <li>• Putting someone down, manipulation, too much checking in, being too jealous, and disrespect</li> <li>• Hiding your things or destroying your stuff</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulation/guilt tripping, pressuring you to do things you don't want to do</li> <li>• Too much checking in, going through their partner's phone/messages</li> <li>• Strong changes in attitude and mood swings — like being very nice and protective and later threatening and insulting</li> <li>• Constant jealousy, losing personal space, starting to become isolated from friends and family</li> </ul>
Why would someone have trouble leaving an abusive situation?	<ul style="list-style-type: none"> <li>• Because people might not believe them, especially depending on who they are dating.</li> <li>• Because they might be scared of their partner.</li> </ul>	<ul style="list-style-type: none"> <li>• They might be afraid for their safety.</li> <li>• They might not be sure what to do or who to ask for help.</li> <li>• They might not even realize that what is happening is not okay.</li> <li>• It is important to consider how difficult and traumatic an abusive situation can be for a victim and the fact that it is not easy to leave.</li> <li>• Abusers may provide basic needs, making it harder for someone to leave.</li> </ul>

**STEP 2:** Review selected index cards from the previous module and answer them as appropriate. If relevant, begin to introduce available resources.

**STEP 3:** Explain that the following activity will involve discussing sensitive topics. Let them know that if the activity brings up difficult emotions, they can just sit and listen. However, if they feel overwhelmed or upset, encourage them to find you after the session, reach out to an adult that can help, or indicate in their comment cards that they need support.



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.



**PART 2: YOU ARE #MORE**  
28 Minutes

**STEP 1:** Ask participants if they have ever heard the phrase: “Sticks and stones may break my bones, but words will never hurt me.” Ask if they think it’s true that words don’t hurt. Then ask participants to remember a time in their own past when they were called a name and it hurt their feelings, even though they might not have shown it at the time.

**STEP 2:** Introduce the “You Are #More” video (4-A) by explaining that they will be watching a video where youth involved in Love146 programs shared real experiences about how words have been used to hurt them. Encourage participants to remember the team agreements and to show support for everyone in the group, as this activity could be particularly difficult for some of them.

**STEP 3:** Play the “You Are#More” video (4-A).



“YOU ARE #MORE” VIDEO 4-A

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

# NOT A NUMBER

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

### 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](http://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](http://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](http://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](http://WWW.LOVE146.ORG/PARENTING)**



# LOVE146

END CHILD TRAFFICKING AND EXPLOITATION

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*Founded in 2002, Love146 is an international human rights organization. Love146 works to prevent child trafficking and exploitation through prevention education, survivor care, and empowering an international movement. Our programs are equipping youth to stay safe from exploitation, caring for those who have been trafficked, and supporting children as they seek justice. The trafficking and exploitation of children is one of the most severe human rights abuses imaginable. But for us, the hope of ending it is a reality. We believe in the power of love and its ability to effect sustainable change. Love is the foundation of our motivation.*

*No identifiable youth pictured in this piece are known to be exploited.*

